

EMMA STEWART RESOURCES CENTRE

Social Justice: A Bibliography of Resources

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Please note: Annotations have been excerpted and/or adapted from descriptions provided by the publishers.

158.3 D296

Goodman, Rachael D. (Ed.)

Decolonizing "multicultural" counseling through social justice

New York, NY : Springer, 2016.

Subjects: Cross-cultural counseling. Decolonization—Social aspects.

Summary: In this book, the authors analyze the ways well-meaning clinicians might marginalize clients and contribute to structural inequities despite multicultural or cross-cultural training, and offer new frameworks and skills to replace the essentializing and stereotyping practices that are widespread in the field. By addressing the power imbalances embedded in key areas of multicultural theory and practice, contributors present innovative methods for revising research paradigms, professional education, and hands-on practice to reflect a commitment to equity and social justice. Together, the chapters in this book model transformative practice in the clinic, the schools, the community, and the discipline.

303.372 S678

Arshad, Rowena (Ed.)

Social justice re-examined : dilemmas and solutions for the classroom teacher. Updated and expanded edition

London, UK : Trentham Books, 2020.

Subjects: Social justice—Study and teaching—Great Britain.

Summary: The classroom situations and strategies presented here will help teachers negotiate their way through complex situations and bring about constructive change. This book clarifies concepts and value differences and the subtle ways in which inequality often works. Theoretical as well as practical, these chapters look from inside out from the perspective of the teacher. They cover a wide range of issues: race, gender, poverty and class, sexuality, religion, English as an Additional Language, Islamophobia, Traveller children and ADHD.

303.484 K47

Kielburger, Craig; Kielburger, Marc

Living me to we : the guide for socially conscious Canadians

Toronto, ON: Me to We Books, 2011.

Subjects: Social action; Social change—Citizen participation.

Summary: What makes this country the greatest place to live in the world is our compassion, friendliness and willingness to roll-up our sleeves to help. This is a starting point as well as a challenge to get out there and change the world using these tips and some of your own.

303.484 W749

Wilson, Janet

Our rights : how kids are changing the world

Toronto, ON: Second Story Press, 2013.

Subjects: Human rights workers—Biography—Juvenile literature; Civil rights workers—Biography—Juvenile literature; Social reformers—Biography—Juvenile literature; Children's rights—Juvenile literature.

Summary: This around-the-world tour introduces readers to children who have taken on the role of social activist, fighting for human rights and social justice in countries as diverse as Yemen and Congo, Canada and the United States. A diverse range of other issues is covered, including Aboriginal rights, human trafficking and child soldiers, the full United Nations Convention on the Rights of the Child , and tips for how kids everywhere can make a difference.

303.484 W749

Wilson, Janet

Our heroes : how kids are making a difference

Toronto, ON: Second Story Press, 2014.

Subjects: Reformers—Juvenile literature; Children—Biography—Juvenile literature; Social action—Juvenile literature.

Summary: This book features a girl who founded a charity for girls' education, and a boy who raised money with every baseball he could hit. These are true stories of children who opened up their hearts and minds to the unfairness of the world and decided to try and make a difference, because everyone deserves to be happy. Andrew Adansi-Bonnah from Ghana raised thousands of dollars for refugee children in Somalia after seeing their terrible situation on the news. Jonathan Lee from South Korea was given special permission to travel to North Korea to talk about the environment. Mimi Ausland from the USA, nicknamed "Dr. Doolittle," started a website to collect donations for shelter animals. All of them are everyday heroes, and you can be one too.

305.307 A764

Arnot, Madeleine

Reproducing gender? : selected critical essays on educational theory and feminist politics

New York, NY: Routledge, 2002

Subjects: Gender identity in education; Sex discrimination in education; Feminism and education.

Summary: This book charts the development of a theory of gender relations built up over the last twenty years. This theory has been highly influential in establishing the importance of the sociology of women's education for the study of society. It demonstrates the power of feminist educational theory and research, and its role in creating new political and academic agendas. This book explores gender relationships at all levels of schooling. It brings together political, social and cultural theories to understand continuity and change in gender and education. This book is essential reading for students and academics in the areas of gender studies, women's studies, educational policy, sociology and history of education.

305.42 H784

Hooks, Bell

Feminism is for everybody : passionate politics

Cambridge, MA: South End Press, 2000.

Subjects: Feminist theory; Feminism—Political aspects; Sex discrimination against women.

Summary: The author introduces a popular theory of feminism rooted in common sense and the wisdom of experience. She applies her critical analysis to the most challenging issues facing

feminists today, including reproductive rights, violence, race, class, and work. In language both eye-opening and optimistic, the author encourages us to demand alternatives to patriarchal, racist, and homophobic culture, and to imagine a different future.

305.569 F234

Farmer, Paul

Pathologies of power : health, human rights, and the new war on the poor

Berkeley, CA: University of California Press, 2005.

Subjects: Poverty.

Summary: The author uses harrowing stories of life and death in extreme situations to interrogate our understanding of human rights. He challenges conventional thinking within human rights circles and exposes the relationships between political and economic injustice, on one hand, and the suffering and illness of the powerless, on the other.

305.8 B434

Bell, Lee Anne

Storytelling for social justice : connecting narrative and the arts in antiracist teaching

New York, NY: Routledge, 2010.

Subjects: Racism; Social justice; Storytelling.

Summary: Bell describes the Storytelling Project Model, a conceptual and pedagogical method for using the arts to teach about racism in American society. The model analyzes racism through four story types: stock stories that reproduce racism and white advantage, concealed stories that serve as sources of critical literacy among communities of color and white racial progressives, resistance stories, and emerging/transforming stories that challenge racism in everyday life. She describes the racial functions of each type of story and discusses how they can be explored in public high school and teacher education settings.

305.8 R118

Razack, Sherene

Race, space and the law : unmapping a white settler society

Toronto, ON: Between the Lines, 2002.

Subjects: Race relations—Canada; Spatial behavior—Canada; Canada—Colonization.

Summary: This book belongs to a growing field of exploration that spans critical geography, sociology, law, education, and critical race and feminist studies. Writers who share this terrain reject the idea that spaces, and the arrangement of bodies in them, emerge naturally over time. Instead, they look at how spaces are created and the role of law in shaping and supporting them. They expose hierarchies that emerge from, and in turn produce, oppressive spatial categories.

305.8 R121

Twine, France

Racing research, researching race : methodological dilemmas in critical race studies

New York, NY: New York University Press, 2000

Summary: This book is the first volume of its kind to explore how ideologies of race and racism intersect with nationality and gender to shape the research experience. Critical work in race studies has not adequately addressed how racial positions in the field—as inflected by nationality, gender, and age—generate numerous methodological dilemmas. Racing Research,

Researching Race begins to fill this gap by infusing critical race studies with more empirical work and suggesting how a critical race perspective might improve research methodologies and outcomes.

Subjects: Race—Research—Methodology; Sociology—Research—Methodology; Race awareness; Racism; Sociology; Women’s Studies; Ethnic Studies.

305.8 R287

Adams, Maurianne

Readings for diversity and social justice

New York: Routledge, 2010.

Summary: This book is an anthology for the broadest possible coverage of issues related to identity and oppression from a social justice perspective.

Subjects: Social justice—United States; Minorities—United States; United States—Race relations; Racism—United States; Prejudices—United States.

305.8 W813

Wise, Tim J.

Colorblind : the rise of post-racial politics and the retreat from racial equity

San Francisco, CA: City Lights Books, 2010.

Subjects: Racism—Political aspects—United States; Liberalism—United States; African Americans—Civil rights—20th century; United States—Race relations.

Summary: We can only begin to move toward authentic social and economic equity through what the author calls "illuminated individualism"—acknowledging the diverse identities that have shaped our perceptions, and the role that race continues to play in the maintenance of disparities between whites and people of color in the United States today. This is the first book to discuss the pitfalls of “colorblindness” in the Obama era.

305.8 W813

Colorblind [DVD] : the rise of post-racial politics and the retreat from racial equity

Oakland, CA: SpeakOut Productions, 2010.

Subjects: African Americans—Civil rights—20th century; Liberalism—United States; United States—Race relations; Racism—Political aspects—United States.

Summary: Tim Wise argues against colorblindness in the Obama era and argues for deeper color-consciousness in both public and private practice. We can only begin to move toward authentic social and economic equity through what Wise calls illuminated individualism - acknowledging the diverse identities that have shaped our perceptions, and the role that race continues to play in the maintenance of disparities between whites and people of color in the United States today.

305.8001 H236

Denzin, Norman

Handbook of critical and Indigenous methodologies

Los Angeles, CA; Sage, 2008.

Subjects: Critical theory; Social sciences—Research; Ethnology—Research; Ethnology—Methodology.

Summary: This is the only handbook to make connections regarding many of the perspectives of the “new” critical theorists and emerging indigenous methodologies. Built on the foundation of

the landmark SAGE Handbook of Qualitative Research, the Handbook of Critical and Indigenous Methodologies extends beyond the investigation of qualitative inquiry itself to explore the indigenous and nonindigenous voices that inform research, policy, politics, and social justice. Editors Norman K. Denzin, Yvonna S. Lincoln, and Linda Tuhiwai Smith explore in depth some of the newer formulations of critical theories and many indigenous perspectives, and seek to make transparent the linkages between the two.

306.43 S474

Sensoy, Özlem; DiAngelo, Robin

Is everyone really equal? : an introduction to key concepts in social justice education.

Second edition

New York, NY : Teachers College Press, 2017.

Subjects: Educational sociology. Multicultural education. Social classes. Social justice—Study and teaching. Teaching—Social aspects.

Summary: This resource is a detailed and engaging textbook and professional development resource presenting the key concepts in social justice education. It includes new features such as: a chapter on intersectionality and classism, discussion of contemporary activisms (Black Lives Matter, Occupy, and Idle No More), material on White Settler societies and colonialism, pedagogical supports related to "common social patterns" and "vocabulary to practice using," and extensive updates throughout.

323.071 O83

Osler, Audrey

Human rights and schooling : an ethical framework for teaching for social justice

New York, NY : Teachers College Press, 2016.

Subjects: Democracy and education. Human rights—Study and teaching. Social justice—Study and teaching.

Summary: The author examines the theory, research, and practice linking human rights to education to broaden the concept of citizenship and social studies education. Osler anchors her examination of human rights in the U.N Convention on the Rights of the Child, as well as the U.N. Declaration on Human Rights Education and Training.

361.20712 N974

Nurenberg, David

What does injustice have to do with me? : engaging privileged white students with social justice

Lanham, MD : Rowman & Littlefield, 2020.

Subjects: High school students, White. Social action—Study and teaching (Secondary). Social justice—Study and teaching (Secondary)

Summary: This book provides educators with strategies for engaging privileged, affluent white students in developing competencies for social justice. The education of such students is not only critical for our society, but also for helping those young people transcend anxiety and cynicism to find meaning and self-confidence as activist allies.

361.61 F499

Finkel, Alvin

Compassion : a global history of social policy

London, England : Red Globe Press, 2019.

Subjects: Social policy—History. Social policy.

Summary: Throughout history, we find competing notions of who deserves empathy from those in a position to provide assistance. This is the only book to pull together all of human history's efforts to care for the vulnerable, providing a detailed global overview of welfare from 200,000 BCE to the present day. From Russia to Iran, Scandinavia to Vietnam, the author analyses why different countries and regions have diverged in their ways of dealing with inequality and considers the role of gender, race and class in the development of social policy. Comprehensive and ambitious, this is an essential resource for students of History and Sociology with an interest in welfare, social policy and poverty. Unique in its international survey of the history of welfare, it offers a fresh and thought-provoking perspective for those taking courses in world history.

370.115 B789

Boyd, Ashley S.

Social justice literacies in the English classroom : teaching practice in action

New York, NY : Teachers College Press, 2017.

Subjects: Critical pedagogy. English language—Study and teaching (Secondary). Social justice—Study and teaching (Secondary).

Summary: This book focuses on different social justice pedagogies and how they can work within standards and district mandates in a variety of English language arts classrooms. With detailed analysis and authentic classroom vignettes, the author explores how teachers cultivate relationships for equity, utilize transformative language practices, demonstrate critical caring, and develop students' critical literacies with traditional and critical content. She offers a comprehensive model for taking social action with youth that also considers the obstacles teachers are likely to encounter.

370.115 C335

Casas, Jimmy

Culturize : every student. Every day. Whatever it takes

San Diego, CA : Dave Burgess Consulting, Inc., 2017.

Subjects: Leadership. School improvement programs. Social justice—Study and teaching.

Summary: In this book, the author shares insights into what it takes to cultivate a community of learners who embody the innately human traits our world desperately needs, such as kindness, honesty, and compassion. His stories reveal how these "soft skills" can be honed while meeting and exceeding academic standards of twenty-first-century learning.

370.115 C437

Burke, Anne (Ed.)

Challenging stories : Canadian literature for social justice in the classroom.

Toronto, SK : Canadian Scholar's, 2017.

Subjects: Canadian literature—Study and teaching. Critical pedagogy. Education—Social aspects—Canada. Social justice—Study and teaching. Teaching—Social aspects—Canada.

Summary: This edited collection highlights the value of contemporary Canadian literature for

addressing issues of social justice in elementary, middle school, and high school classrooms. The collection describes how a group of teachers selected Canadian social justice literature and developed curriculum around this literature. The authors also explore the complexities teachers face in addressing controversial and sensitive topics with their students. The chapters, many co-authored by participating teachers, offer insight into the potential and the challenges of making these curricular and pedagogical changes in the classroom to promote equity, empathy, and social awareness in students. The chosen texts address a variety of issues related to social justice, including discrimination, historical marginalization, racial and gender intolerance, sexual orientation, and language and cultural issues. Although the study focused on teaching Canadian texts, the stories address possibilities for developing culturally sensitive curricula and empowering pedagogies.

370.115 H353

Hass, Chris

Social justice talk : strategies for teaching critical awareness

Portsmouth, NH : Heinemann, 2020.

Subjects: Social justice—Study and teaching (Elementary). Social skills—Study and teaching (Elementary).

Summary: The author shows how K-5 teachers can introduce the importance, discuss, and explore social justice practices for younger students.

370.115 M134

McDermott, Veronica.

We must say no to the status quo : educators as allies in the battle for social justice

Thousand Oaks, CA : Corwin, 2017.

Subjects: Social justice—Study and teaching. Teaching—Social aspects.

Summary: The “spirit slashing” of injustice: that is how the author describes the psychic toll that marginalized students face every day. So how can you make a difference? McDermott gives you the tools to become a powerful ally, showing you how to better understand injustice so you can pierce the fog of privilege and embrace ally-hood; fill the gap between your desire to eliminate injustice and the attitudes and skills required to be effective; leverage your natural strengths, including your disposition, educational training, and professional position; and challenge the structural barriers, practices, and beliefs that diminish opportunities for many students.

370.115 T253

Adams, Maurianne

Teaching for diversity and social justice. Third edition

New York, NY : Routledge, 2016.

Subjects: Critical pedagogy. Multicultural education. Social justice—Study and teaching.

370.115 W927

Working for social justice inside and outside the classroom : a community of students, teachers, researchers, and activists.

New York, NY : Peter Lang, 2015.

Subjects: Critical pedagogy. Social action. Social justice—Study and teaching. Teaching—Social aspects.

Summary: Teachers have become education workers, joining a working class that is rapidly falling behind and that is increasingly being silenced by the power elite who control nearly all the wealth that once supported a thriving middle class. This resource delivers critical counter-narratives aimed at resisting the insatiable greed of a few and supporting a common good for most.

370.117 A261

Agarwal-Rangnath, Ruchi

Planting the seeds of equity : ethnic studies and social justice in the K-2 classroom

New York, NY : Teachers College Press, 2020.

Subjects: Ethnology—Study and teaching (Early childhood). Ethnology—Study and teaching (Elementary). Multicultural education. Social justice and education.

Summary: Bringing together an inspirational group of educators, this book provides key insights into what it means to implement social justice ideals with young children (pre-K-grade 2). Each chapter highlights a teacher's experience with a specific aspect of social justice and ethnic studies, including related research, projects and lesson plans, and implications for teacher education.

370.117 J11

Jaboneta, Nadia

You can't celebrate that! : navigating the deep waters of social justice teaching

Lincoln, NE : Exchange Press, 2019.

Subjects: Educational anthropology. Identity (Psychology) in youth. Liberty of conscience. Multiculturalism—Study and teaching (Elementary).

Summary: Find inspiration in this compelling story of an educator's social justice journey as she partners with families to explore racial identity, religious celebrations, and racism in response to a biased comment by one child to another in her diverse preschool class. This book goes beyond anti-bias activities and reveals the critical thinking and process that goes into social justice education. The author models the self-work we all need to do as anti-bias educators—she is curious, reflective and takes risks as she engages the families and her colleagues into the dilemma.

370.117 P467

Esmail, Ashraf (Ed.)

Perspectives on diversity, equity, and social justice in educational leadership

Lanham, MD : Rowman & Littlefield, 2017.

Subjects: Educational equalization. Educational leadership—Social aspects. Educational leadership. Multicultural education.

Summary: This book provides educational leaders with practical steps for implementing multicultural education into schools.

370.1534 R586

Ríos, Raquel

Mindful practice for social justice : a guide for educators and professional learning communities

New York, NY : Routledge, 2019.

Subjects: Affective education. Mindfulness (Psychology). Professional learning communities. Social justice.

Summary: This book is designed to help you bring mindfulness and social justice to the forefront of your education practice, so you can work toward self-actualization and social transformation. The author offers instructional practices, coaching strategies and implementation tools to help you activate mind, body and spirit on your journey to making real changes toward equity in your school or classroom.

370.711 Z99

Zygmunt, Eva; Clark, Patricia

Transforming teacher education for social justice

New York, NY : Teachers College Press, 2016.

Subjects: Community and school. Service learning. Social justice. Teachers—Training of—Social aspects.

Summary: This book offers educators a new way to think about the development of culturally responsive educators. The authors identify the core components needed to restructure and reorient programmes of teacher education to adequately prepare new teachers for the racially, culturally, and linguistically diverse communities they will serve upon graduation.

371.207 L434

Brooks, Jeffrey S.; Normore, Anthony H. (Eds.)

Leading against the grain : lessons for creating just and equitable schools.

New York, NY : Teachers College Press, 2018.

Subjects: Educational equalization. Educational leadership—Moral and ethical aspects. Leadership—Moral and ethical aspects. Social justice.

Summary: What new ideas and ways of thinking can educational leaders learn from great world leaders who have moved their societies to greater equity and expanded educational opportunity? In this lively, accessible volume, the editors have brought together an impressive group of educational scholars to study the lives and contributions of a wide range of outstanding leaders from across the globe.

379.26 K11

Kafele, Baruti K.

The equity and social justice education 50 : critical questions for improving opportunities and outcomes for Black students

Alexandria, VA : ASCD, 2021.

Subjects: Blacks—Education. Critical pedagogy. Discrimination in education. Educational equalization. Social justice—Study and teaching.

Summary: This book will help you understand the importance of having an equity mindset when teaching students generally and when teaching Black students in particular. It defines social justice education and sheds light on the issues and challenges that Black people face, as well as the successes they've achieved, providing you with a pathway to infusing social justice education into your lesson plans. And along the way, the author reveals personal experiences from his distant and recent pasts to highlight how important it is that your Black students see themselves in all aspects of education every day. You, the teacher, play a critical role in your students' success. The questions that Kafele asks in this book will help enhance your own understanding

of race, systemic racism, and racial justice and guide you in developing strategies and lessons that speak to Black students in ways that truly support their achievement.

428.40712 B789

Boyd, Ashley S.; Darragh, Janine J.

Reading for action : engaging youth in social justice through young adult literature

Lanham, MD : Rowman & Littlefield, 2019.

Subjects: Reading (Secondary)--Social aspects. Social justice--Study and teaching (Secondary).

Young adult literature--Study and teaching (Secondary). Youth--Books and reading.

Summary: This book illustrates how teachers can draw upon young adult literature to facilitate students' social action. Each chapter centers on one novel that represents a contemporary topic including police brutality, women's rights, ecojustice, and bullying. In each, authors provide pre-, during-, and after reading strategies for teaching that connect the social issues in the texts to students' lives and to the world around them. They then offer a multitude of avenues for student action, emphasizing the need to move readers from understanding and awareness to asserting their own agency and capacities to effect change in their local, national, and global communities. In addition to methods for scaffolding students' analysis of texts and topics, authors also offer a plethora of additional resources such as documentaries, canonical companions for study, connected music, and supplementary lesson plans.