

Images of Justice: Transforming Students' Views about Social Justice through Media

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Introduction

- Ambiguity of *NASW Code of Ethics*
- Different Views of Social Justice in a Diverse Society
- Universal vs. Selective Concepts of Social Welfare
- Conflict Between Social Justice Means & Ends
- Impact on Students – esp in Intro Policy and Practice

Overview of UG Seminar

- Influences: Freire (Dialogue)
Boal (Consciousness-Raising)
Critical & Post-Modern Theory
Post-Modern Pedagogy
- Impact: (1) Enabled students to be more creative
(2) Gave students a role in shaping syllabus
(3) Illustrated complex concepts such as social construction, intersectionality, privilege, oppression, power and empowerment more clearly.

Goals of Syllabus

- Stimulate dialogue, challenge assumptions
- Connect personal & political dimensions of justice.
- Demonstrate how language, image, & context convey different aspects of social justice issues.
- Break down stereotypes, encourage students to form opinions, and increase access to complex issues.

Preparing the Syllabus

- Consult faculty in other disciplines
- Relate each topic to a contemporary issue or event
- Design assignments so that they build on each other
- Provide maximum opportunities for discussion
- Give students a role in selecting course materials
- Stay flexible to respond to unexpected news events.
- Create various means to satisfy assignments.
- Emphasize critiques rather than grades: Model

Conducting Class Sessions

- Emphasize role as facilitator, not expert leader
- Create ground rules for discussion in 1st class
- Use journals or postings to focus discussions
- Use Socratic or dialogic style of teaching
- Respect classroom silences. Be patient.
- Watch most films, videos, and dvd's in group setting
- Integrate students' selections for spontaneity
- Use mixed media to promote comparisons
- Set the mood of each class with image or music

Course Topics

- **What is Justice?**
- **The Meaning of Justice After 9/11**
- **Justice & Human Rights**
- **Social Justice**
- **Gender Justice**
- **Racial Justice**
- **Justice & Sexuality**
- **Justice & Religion**
- **Justice & Freedom**
- **Justice & Equality**
- **Retributive Justice**
- **Justice & Peace**
- **Conflicts of Justice: Justice for Whom?**

Assignments

- **Comparative, Analytic Essay**
- **Weekly Journal Entries**
- **In-Class Presentations**
- **Final Multi-Media Projects**

Readings

- **Included essays, articles, book chapters, cartoons, songs, poems, websites, stories, pamphlets, speeches, letters, plays, and newspapers.**
- **Focused primarily on 20th & 21st centuries**
- **Included material from North America, Latin America, Africa, Europe, Asia, & the Mideast.**
- **Combined with visual images and music.**

Sample Films/Videos

- **“Globalization and Human Rights”**
- **“Ghosts of Abu Ghraib”**
- **“Salt of the Earth”**
- **“Rise: Revolutionary Women Re-envisioning Afghanistan”**
- **“Race on Trial”**
- **“Nada ma lo justo”**
- **“Fearless 2: Breaking the Caste”**
- **“After Stonewall”**
- **“All God’s Children”**
- **“Amandla!”**
- **“Songololo”**
- **“Facing the Demons”**
- **“In the Wake of War”**
- **“Ramleh”**

Poems

- Neruda, “Injustice”
- Pinsky, “9/11”
- Giovanni, “Always there are the children” and “Revolutionary dreams”
- Jara, “Chile Stadium”
- Brooks, “The children of the poor”
- Angelou, “Still I rise”
- Oppenheim, “Bread and roses”
- Dunbar, “We wear the mask”
- Hughes, “Harlem” & “Let America be America again”
- McKay, “If we must die”
- Twain, “The war prayer”

Short Stories

- **Orwell, “The lower classes smell”**
- **Yeziarska, “My own people”**
- **Farrell, “The benefits of American life”**
- **Bierce, “Crime and its correctives”**
- **Capek, “The last judgment”**
- **Pirandello, “War”**

Essays By

- J. Agee & W. Evans
- Barbara Ehrenreich
- Cornel West
- Johnette Cole
- Adrienne Rich
- Mary Daly
- Dorothy Day
- W.E.B. Dubois
- James Baldwin
- Angela Davis
- Simone de Beauvoir
- Martin Luther King, Jr.
- Jonathan Kozol
- Audre Lorde
- Richard Rodriguez
- Desmond Tutu
- Mohandas Ghandi
- Judah Mages

Presentations

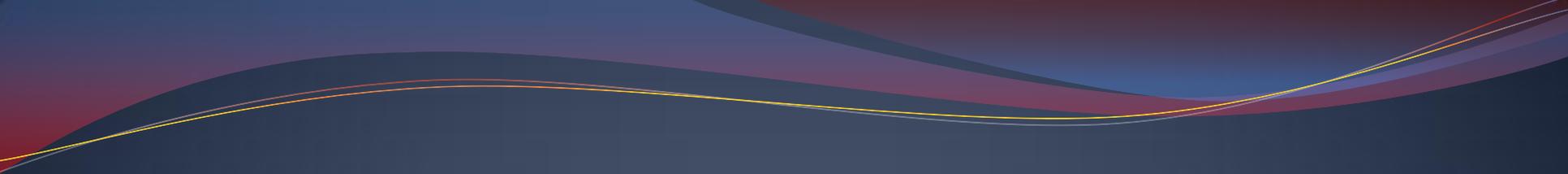
- **Rwanda, Darfur, & the Holocaust**
- **Post-9/11 Views of Justice**
- **Mass Media & Perceptions of Women**
- **Newspaper Cartoons and “Political Justice”**
- **Racial Justice and the Media**
- **Art and Social Justice**
- **Comparing the 1960’s and the 2000’s**
- **Photographs of Homeless Persons**
- **Original Music and Song**

Transformation of Students

- Increasing comfort with controversial topics
- Understand how injustice, oppression, and privilege have structural and interpersonal dimensions
- Overcome different forms of denial/resistance
- Students listened directly to voices of others.
- Express anger, ignorance, pain about sensitive topics.
- Translate critical consciousness into action
- Understand links of local issues to global justice.

Transformative Impact

- **Increased Risk-Taking, Dialogue, and Trust**
- **Broader Perspective on Justice & Power**
- **The Personal Meaning of Injustice**
- **Overcoming Denial**
- **Impact of Music & Visual Images**
- **Emotional Expression**
- **From Consciousness to Action**
- **Quotes from Students**



THANK YOU!

ANY QUESTIONS OR COMMENTS?