



Youth Vs Social Justice

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November 22, 2008

SOCIAL JUSTICE



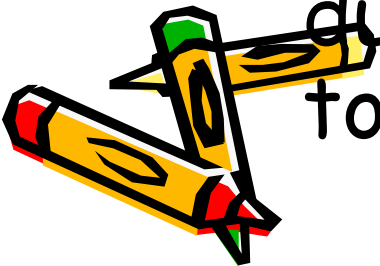
- Justice is ascribing one what is due to him or her.
- Social justice implies two aspects:
- society around me should provide me with whatever is due to me and
- I should render to all around me, always and everywhere, what is due to others.



SOCIAL JUSTICE & YOUTH



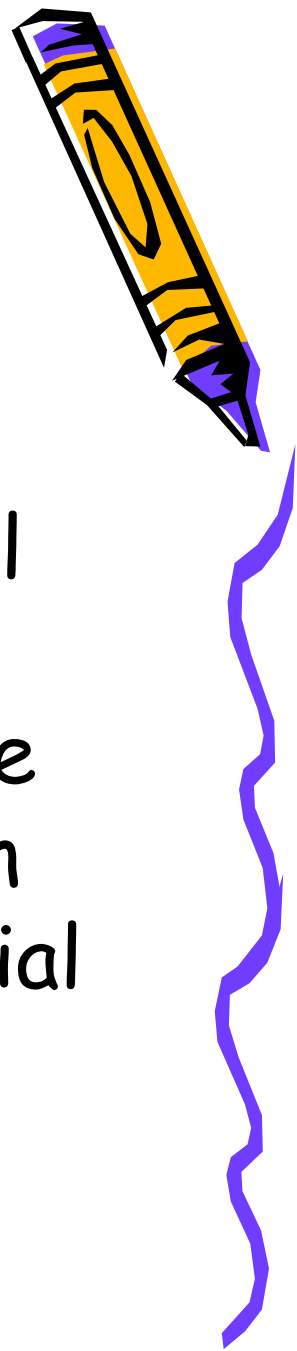
- Social Justice is a give and take aspect of life, wherein I build up my personality and character. If I am not getting my share, I may rob it, so also if I am not respecting others duly, they can demand it from me. Often we forget about the dual aspect and think of what is due to me while ignoring my share to give to others their due.



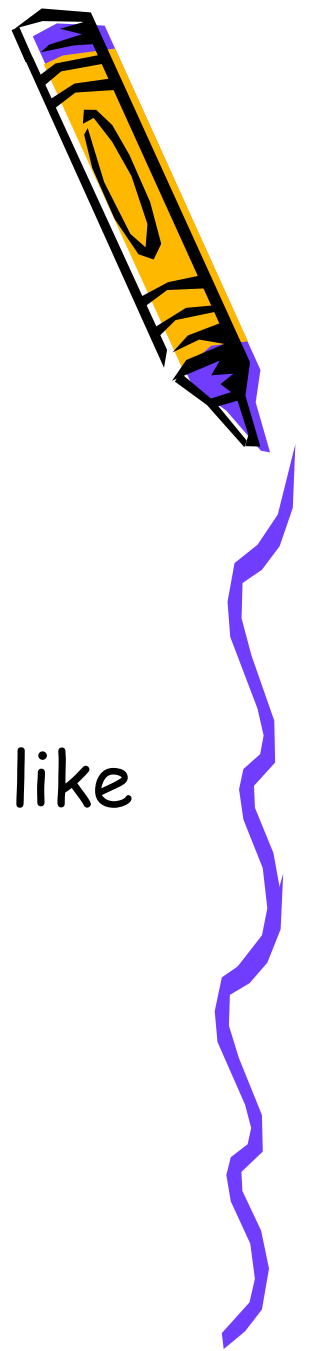
Social Justice

- While we analyze social issues and social problems, we find that social justice is at stake. The youth are naturally aware of it and they come united. They behave differently in the following issues related to social justice:

Prevention of corruption



Social Justice issues

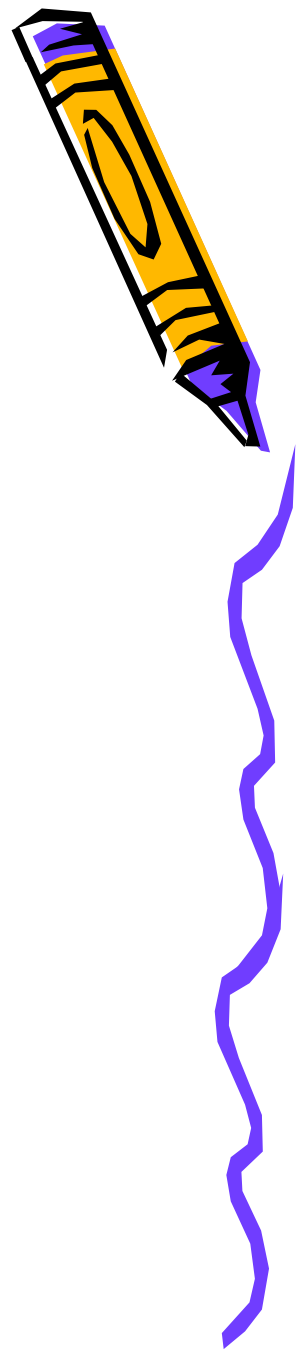


- Political corruption
- Organizational crime
- Black money
- Socio economic (or white collar) crimes like social mobility
- Unemployment
- Vocational unfitness



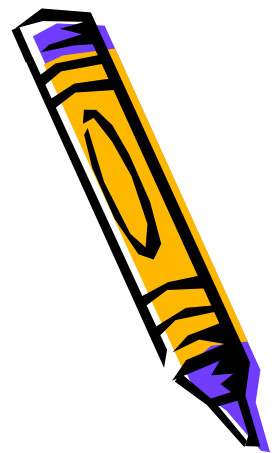
Social Justice issues

- Poverty
- Unequal distribution of wealth and property
- Youth unrest
- Educational inequality
- Indiscipline and the like.



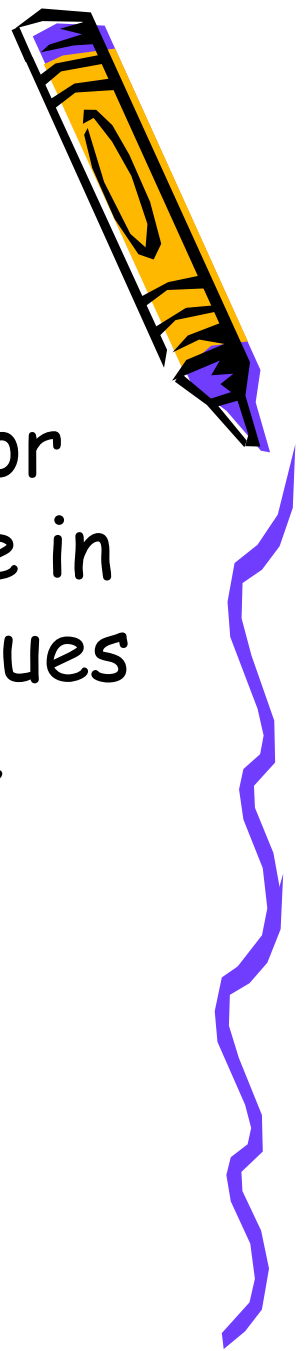
Youth Vs Social Justice

- As the youth are sensitive to such issues, they demand for an agreeable solution which the authorities may ignore. For example, to control black money, they demand to raise public morality, to have stringent monitoring of expenditure, to have a realistic tax system and to avoid tax evasion.



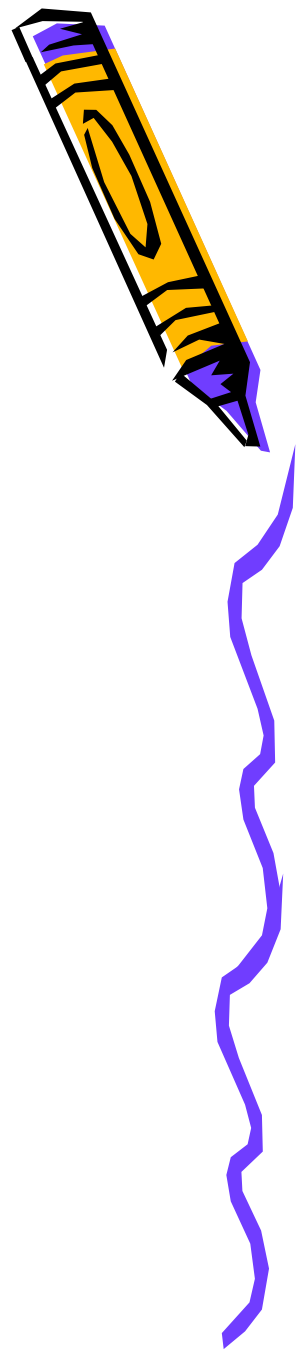
Youth Vs. Social Justice

- Unemployment is a vital problem for most of the youth until they settle in comfortably. Hence, there are issues of Youth unrest everywhere in the world.



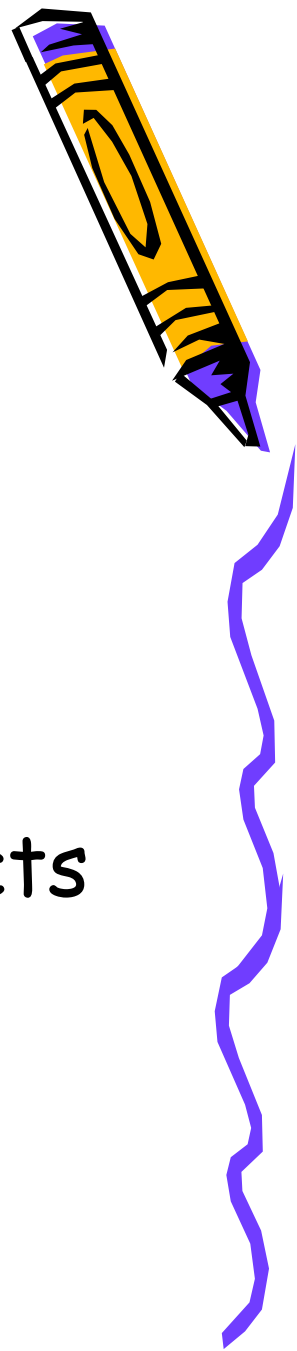
Causes of Youth Unrest

- improper socialization and family problems
- political, social and economic inequalities
- defective educational system
- unemployment
- corrupt and discredited authority



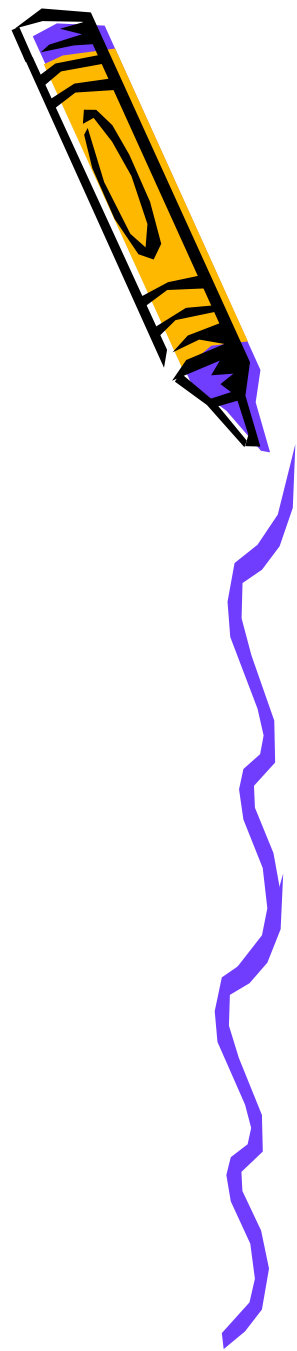
Causes of Youth Unrest

- vested political influence among student groups
- administrative failures
- communication gap
- value differences and value conflicts
- gap between aspirations and achievements as well as



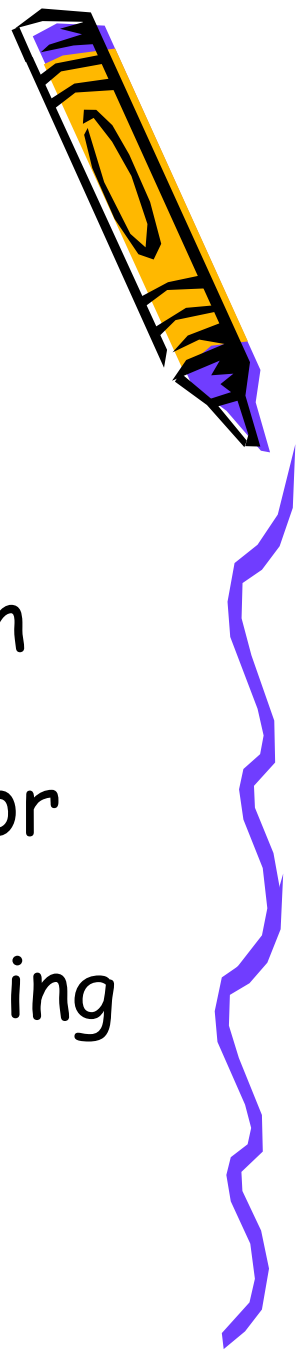
Causes of Youth Unrest

- demand and supply in job market
- generation gap
- lack of determination and self responsibility
- mass media influence
- student agitations
- violence
- revolutionary philosophies
- juvenile immaturity
- student activism and the like.



Need to Study SJ

- Since these issues related social justice reveals that the youth are misled by vested interest groups in society and the correct notion of social justice is far from reality for many, it is necessary that Sociologists take interest in teaching Social Justice as a subject.



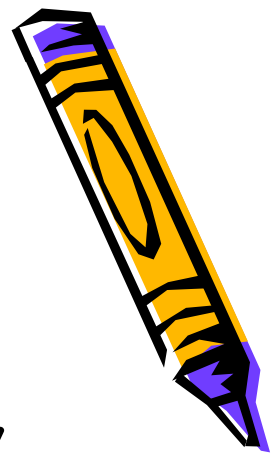
SJ as an Educational Philosophy



- Teaching for social justice is an educational philosophy that proponents argue teaches for justice and equity all learners in all educational settings. The practice extends across all grade levels and academic settings, often challenging educators themselves as well as students.



Herbert Kohl



- Herbert Kohl argues that teachers may often teach against their conscience, do a sloppy job of teaching, limit their methodology, and focus too much on being a good teacher without being a good citizen. Overcoming these prospects is the crux of what he and many other educators call "teaching for social justice".



John Dewey

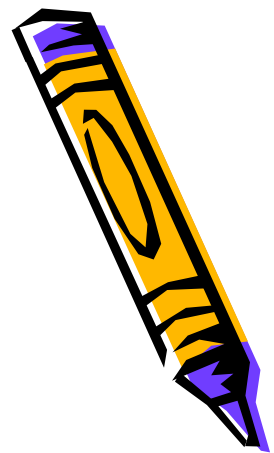


- Other popular educators who have explored the practice of teaching for social justice include John Dewey, who may have been the first advocate for teaching for social justice when he developed the first theories about technical education and student engagement in the classroom in Democracy and Education.



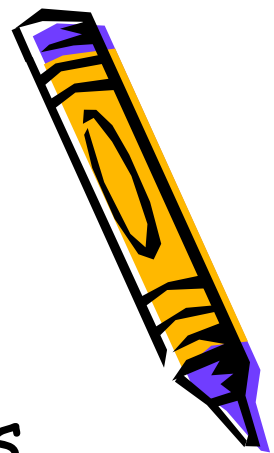
Education for SJ

- Following him were George Counts, who focused on a democratically-inclusive, socialistic educational model, while Charles Beard and Myles Horton both provided more individualistic lenses which emphasized teaching for social justice.

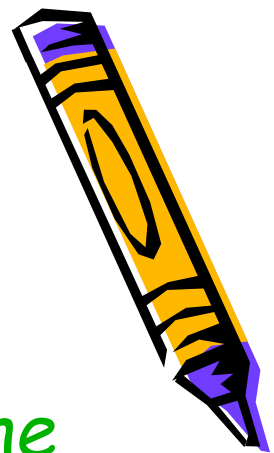


Socio-political theories

- A variety of social and political theories and backgrounds inform the practice of teaching for social justice. Starting as early as the work of W.E.B. Du Bois in the early 1900s, social activists and educators have called for the realignment of educative practices towards a conscious, deliberative practice of engaging society in fostering justice for all.



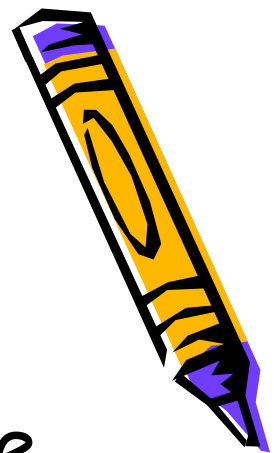
Paolo Freire



- After the publication of Pedagogy of the Oppressed in 1971, Brazilian educator Paulo Freire became closely associated with teaching for social justice. Freire expounded the belief that teaching is a political act that is never neutral. Over the course of dozens of books, Freire proposed that educators focus on creating equity and changing systems of oppression within public schools and society.



Recent trends in Social Justice study



- Recently teaching for social justice has been built on ethnographic and discourse research on the complex work of educators, including works by bell hooks, who pioneered a culturally-relevant, critical classroom theory strongly informing teaching for social justice.



Recent Trends in SJ Study



- Ira Shor, Peter McLaren, Henry Giroux, Joe L. Kincheloe, and Stanley Arnowitz have each built upon the contributions of Freire to develop uniquely American critical examinations of culture and society. Michael Apple is remarkable for his democracy-focused project which reinforces the tenets of teaching for social justice



Recent Trends in SJ study



- . Jonathan Kozol, Alfie Kohn, Susan Searls Giroux, Khen Lampert and Lisa Delpit are among the growing body of modern educational theorists who have also contributed greatly to this practice.



Recent Trends in SJ

- Attention to social justice issues incorporates a broad range of sociological dimensions in teaching, and education more generally, including attention to fairness and equity with regard to gender, race, class, disability, sexual orientation, etc.



Recent Trends in SJ



- A number of subject specific fields of practice and enquiry in education, including science education and mathematics education have sub-communities of teachers and scholars working on social justice issues. For example the 2007 special issue no. 20 of Philosophy of Mathematics Education Journal is devoted to social justice issues in mathematics education.

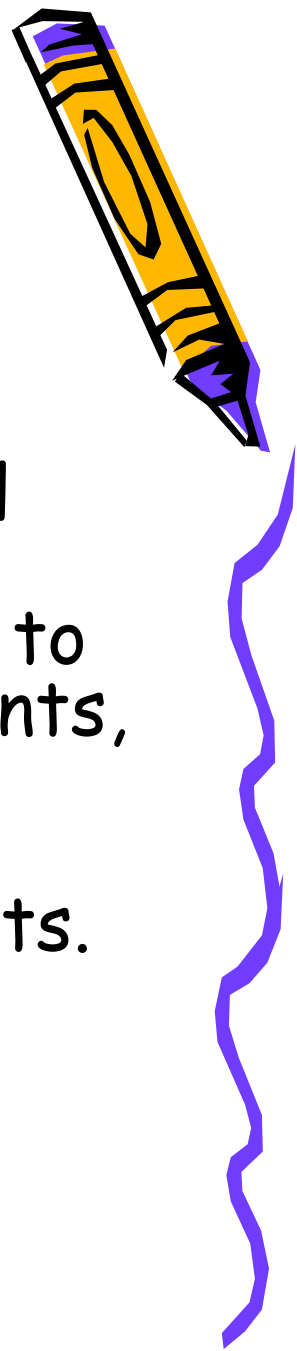


Peer Relationships in SJ

- Peer relationships among learners are largely determinant of the outcomes of schools and colleges. Teaching Methods including cooperative group work, and diverse group interactions affect the notions of Social Justice.



Student- Teacher Relationships in SJ



- The relationships teachers have with students also affect teaching for social justice. In this sense, parent/teacher relationships are central, as are access to information and resources for all students, understanding the role of youth/adult partnerships in the classroom, and teachers actually learning about students. It is also important for students to understand equity issues in their classrooms



Class rooms interactions



- The number of specific classroom issues that affect teaching for social justice are almost countless. Understanding the affects of teachers on student learning is vital, and a teacher cannot teach under the assumption that "equal means the same." Students come from numerous cultures, languages, lifestyles and values and a monocultural framework will not suit all student needs



Institutions for SJ



- Many universities and colleges have programs focused on teaching for social justice, including the University of Regina, The Evergreen State College, State University of New York at Oswego, Pennsylvania State University, the University of California, Los Angeles and the University of Washington. A number of nonprofit organizations also support the practice in schools, including Mosaic, the Institute for Community Leadership and the Freechild Project



Conclusion

- Social Justice is an issue of great concern for the youth
- Youth are organized for the realization of Justice in all walks of life
- Educational environment can give right attitudes for Social Justice.
- Social Activism should be directed to eradicate the social evils.



THANKS

