

Teaching Social Justice with the

CUNY ACADEMIC COMMONS

Laurie Hurson
Inés Vañó García
Teaching and Learning Center
The Graduate Center, CUNY
Slides: <http://cuny.is/jfdd20>

“Designed to support faculty initiatives and build community through the use(s) of technology in teaching and learning...

expanding professional development opportunities for faculty research and teaching. Creating networks and support systems that are enabled by easy access to quality digital resources...

The Academic Commons is expected to grow in a flexible manner, taking into account the changing dynamics of political, social, cultural, and technological environments affecting the university.”

commons.gc.cuny.edu

The screenshot shows the CUNY Academic Commons website. At the top, the logo "CUNY ACADEMIC COMMONS" is displayed in orange, blue, and green. Below the logo is a navigation bar with links for "My Commons", "People", "Groups", "Sites", "Papers", "Courses", "Events", "News", and "About". A search bar with "Google Custom Search" and a "Search" button is located in the top right corner. The main content area is titled "Courses Directory" and includes a message: "Don't see your Commons-hosted course listed here? Please [get in touch](#), and we'd be happy to add it!". Below this is a featured course card for "Soc 1201: Sociology of Hip-Hop" at Brooklyn College, Fall 2019, taught by Donna Lee Granville. The card features a photograph of graffiti that says "YOURSELF". Below the featured course is a "FIND A COURSE" section with a search input field and filters for "Campus", "Semester", and "Disciplinary Cluster". A "Filter" button and a "Reset" link are also present. The page shows "Viewing 1 - 20 of 439 courses" and a pagination control for "Order By: Semester". Two course listings are visible: "World Humanities II" at City College of New York, Spring 2021, and "Civil Wars and Peacebuilding Fall 2020" at Baruch College, Fall 2020.

Teaching Social Justice

Content

- What topics does the course cover? Who does your course recognize as “experts” on these topics? What course materials are used?

Student Engagement

- How do students access materials? What types of assignments do students complete?
- How is student knowledge addressed and incorporated into the course?

Pedagogy

- How do our teaching methods foster and promote equity? How do the materials, technologies, and language we use mirror and uphold social justice pedagogies?

Change Making

- What types of (potential) change will your course envision? How will our pedagogy, technologies, and tools support students achieving this change?

Teaching Social Justice: Content

March

Week 1

Tue. 5: Introductions

Thur. 7: What is language?/My Linguistic background

Week 2

Tue. 12: Language & Society

Thur. 14: What is Oral History? Interview techniques & Strategies

Week 3

Tue. 19: What is linguistics? Why?

Thur. 21: Audacity Workshop - creating Podcasts

Week 4

Tue. 26: Language ideologies

Thur. 28: What is Linguistic Landscape? -creating a digital storytelling

Reflective Essay #1

April

Week 5

Tue. 2: Language & Power

Thur. 4: Visit to J.H.

Week 6

Tue. 9: (Non)Standard Language

Thur. 11: Workshop

Week 7

Tue. 16: The Official English Question

Thur. 18: Visit to J.H.

Reflective Essay #2

Week 8

Tue. 23 & Thur. 25



Spring Break



Week 9:

Tue. 30: Language & Race



Check the site for more info about our project

May

Week 9

Thur. 2 Workshop

Reflective Essay #3

Week 10

Tue. 7:

Thur. 9:



It is your turn!!!
What do you want to read / discuss / work on?

Week 11

Tue. 14:

Thur. 16: Public Speaking Tips (Allison)



Week 12

Tue. 21:

Thur. 23:

Reflective Essay #4

Week 5

Tue. 28: Final Rehearsal (Allison)



You have three Grace Days for the semester. You may

Teaching Social Justice: Content

ENG 110: Mapping New York City

Hostos Community College Fall 2019

[HOME](#) [SYLLABUS](#) [SCHEDULES](#) [READINGS](#) [STUDY GUIDES](#) [ESSAY PROMPTS AND RUBRICS](#) [RESOURCES](#) [POSTS](#)



Syllabus

Hostos Community College

ENG 110

Fall 2019

Professor Krystyna Michael

Office B520

kmichael@hostos.cuny.edu

Office Hours: W 1-3 pm or by appointment

Course Description

English 110, a foundational writing course, is designed to strengthen students' composing skills so that they will produce increasingly complex and better-structured essays. Reading and responding to interdisciplinary texts representing various rhetorical modes, students will practice paraphrasing and summarizing these texts, enrich their vocabulary, and improve their writing, revision, and proofreading skills. Additionally, students will be introduced to the use of print and on-line secondary sources. Upon completion of this course, students will be able to re-

JOIN THIS SITE

Welcome Laurie Hurson.

RECENT POSTS

[\(no title\)](#)

[\(no title\)](#)

[Draft : 4 trash](#)

[MAP](#)

[Chapter 4 -YES/NO/OKEY,BUT"](#)

RECENT COMMENTS

sonia valencia on [Research Proposal](#)

sonia valencia on [Research Proposal](#)

sonia valencia on [extra credit](#)

sonia valencia on [research topic](#)

CHARLOTTE Kornguem on [Research](#)

Proposal

Teaching Social Justice: Content



9. Electronic Music + Sampling

There are so many options for this discussion. I've selected a few "Classics" of early electronic music and electroacoustics, then some works for live performance with electronics, and a few examples of early sampling and mashups. If you have others you'd like to discuss, bring them along or write a post!

Overheads: As usual, these are just things to get us started thinking:

Electronic Music

Readings:

Somehow I neglected to upload these last week. My fault!

From *Sound Unbound*: Jonathan Lethem, "The Ecstasy of Influence: A Plagiarism Mosaic" and Daphne Keller, "The Musician as Thief: Digital Culture and Copyright Law" in *Sound Unbound: Sampling Digital Music and Culture*, ed. Paul D. Miller aka DJ Spooky that Subliminal Kid (Cambridge, MA: The MIT Press, 2008)

Plunderphonics the manifesto by John Oswald, "Plunderphonics or Audio Piracy as Compositional Prerogative"

Early Tape: *Musique Concrete*



User Login



Laurie Hurson

[Log Out](#)

Recent Posts

[11. Quotation, Parody, and Postmodernism](#)

[Vienna Art Orchestra - From No Time To Rag Time](#)

[Esperanza Spalding - Festival de Jazz de Vitoria-Gasteiz 2012](#)

[Alarm Will Sound Performs Aphex Twin and Music from 'Hannibal'](#)

[Norah Jones Live at the Baloise Session](#)

[Sounds of the World: A Synthesis of World Music, Sampling and Soundscapes](#)

[Nick Vassallo - "The Moment Before Death Stretches on Forever, Like an Ocean of Time..."](#)

[For Massas by Viegas Pellerin Corda Orrù](#)

Recent Comments

[Sohana Jesy on Tigue at the Pregones Theater](#)

[Janette Tilley on Alarm Will Sound Performs Aphex Twin and Music from 'Hannibal'](#)

[Janette Tilley on A reaction to Youtube video "Extreme Jazz fusion reharmonization" by Adam Neely](#)

Open Educational Resources (OER)

“any type of educational materials that are in the public domain or introduced with an **open license**...[meaning] that anyone can legally and freely copy, use, adapt and re-share them. OERs range from **textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video and animation.**”
(UNESCO)

“Use of cost-free, publicly available **online tools and platforms** by instructors and students for teaching, learning, and communicating in support of educational goals” (Rosen & Smale, 2015; [Hybrid Pedagogy](#))

“Open”

How can we think about “open” beyond “openly licensed materials”?

...what else do we mean when we talk about “open,” and how can we think about “openness” as an ethos not simply a licensing agreement, one with tremendous power to shift education beyond a focus on “content”?

...here’s a key question: **does “open” actually transform the way in which we do “school,” the way in which we teach and learn?**

- Audrey Watters, [“What Do We Mean By Open Education”](#)

Teaching Social Justice: Student Engagement

The image shows a screenshot of a social media interface. On the left, a document viewer displays a page titled "2 BLOWN TO BITS". The text on the page discusses a case involving Tanya and her husband, focusing on digital evidence and privacy. On the right, a comment thread is visible, featuring a post by "N.pierre" and a reply by "s.louisma". The background of the entire image features faint, overlapping silhouettes of hands in various colors (green, yellow, blue).

Public

2 BLOWN TO BITS

Tanya's case, her bank account showed some activity (more bits!) after disappearance, and the police could not classify her as a "missing person" fact, that activity was by her husband. Through some misunderstanding, the police thought he did not have access to the account. Only when the police suspected Tanya's husband of involvement in her disappearance did they have legal access to the cell phone records. Had they continued to act on the true presumption that he was blameless, Tanya might never have been found.

New technologies interacted in an odd way with evolving standards of privacy, telecommunications, and criminal law. The explosive combination almost cost Tanya Rider her life. Her story is dramatic, but every day we encounter unexpected consequences of data flows that could not have happened a few years ago.

When you have finished reading this book, you should see the world in a different way. You should hear a story from a friend or on a newscast and say to yourself, "that's really a bits story," even if no one mentions anything digital. The movements of physical objects and the actions of flesh and blood human beings are only the surface. To understand what is really going on, we have to see the virtual world, the eerie flow of bits steering the events of life.

This book is your guide to this new world.

The Explosion of Bits, and Everything Else

The world changed very suddenly. Almost everything is stored in a computer somewhere. Court records, grocery purchases, precious family photos, pointless radio programs... Computers contain a lot of stuff that isn't useful to anybody but somebody thinks might someday come in handy. It is all being reduced to zeroes and ones—"bits." The bits are stashed on disks of home computers and in the data centers of big corporations and government agencies. The disks can hold so many bits that there is no need to pick and choose what gets remembered.

So much digital information, misinformation, data, and garbage is being squirreled away that most of it will be seen only by computers, never by human eyes. And computers are getting better and better at extracting meaning from all those bits—finding patterns that sometimes solve crimes.

N.pierre Feb 5, 2019

Public

Only when the police suspected Tanya's husband of involvement in her disappearance did they have legal access to the cell phone records.

due to privacy laws, the police would have never been able to ping Tanya's location, but they were only allowed to because they suspected her husband of wrong doing, even though those suspensions were wrong.

Hide replies (1)

s.louisma Feb 7, 2019

Public

Yes, I'm actually learning about that in my other class. The Fourth Amendment states that police can't search you without probable cause. They can't only suspect it but have their suspicious based on solid evidence or proof..

v.armenia (edited Feb 11, 2019) Feb 4, 2019

Public

New technologies interacted in an odd way with evolving standards of pri-privacy, telecommunications, and criminal law

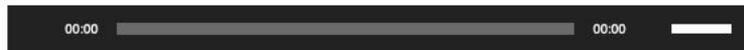
Criminal law is one of my favorite subjects to study. It is very interesting to know that even though my moves can be traced by my cell phone carrier that my privacy is always taken into account. I was wondering if anyone knew when tracking devices were inserted into cell phones, or if this application has been around since cell phones first existed?

Teaching Social Justice: Student Engagement

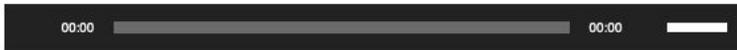
Meet Our Community Oral Histories from LaGuardia #ELL10fun



Daisy is a Liberal arts social science and humanities major who is bilingual, but due to societal pressures she isn't as confident in her ability to speak Spanish. In our discussion we address how the systemic erasure of language affects her.



Karina's podcast speaking on how it is to grow up in a Spanish speaking Dominican house hold and reflecting how being bilingual affects her life.



Teaching Social Justice: Student Engagement



Teaching Social Justice: Pedagogy



- **Open Education:** materials, platforms, methods
- **Student-centered** assignments, syllabi, classroom
- Students and faculty produce knowledge, **own their own work**
- **Flexibility:** governance, design, and function
- **Peer-to-peer:** shared knowledge production
- **Public visibility:** option to connect with various audiences
- Develop **transferable skills:** digital literacy, writing, podcasting

Teaching Social Justice: Pedagogy

MY TEACHING & LEARNING BELIEVES: Learning is a process that does not happen overnight. We will face different challenges during the semester, we will struggle with many issues and we will work together as a group to tackle them. It is going to take time, and it is perfectly normal to feel frustrated at some point. Due to the nature of this class, pedagogically, I value process over product, but I also want to know what you value. To that end, as we move through the work of this class, we will discuss our collective goals and expectations. Throughout the semester, you will also receive regular feedback on your work from both me and your working groups.

Teaching Social Justice: Change Making



[HOME](#) [ADMISSIONS](#) [ACADEMICS](#) [PAYING FOR COLLEGE](#) [LIBRARY](#) [CONTINUING EDUCATION](#) [ABOUT](#)

ePortfolio Studios and
Assistance



Teaching Social Justice: Change Making

“I didn’t think I would enjoy this class the way I did. Usually I’m in and out of the class and never look back but this time it is different. Not only did I take the knowledge of the subjects discussed in class, but I also got to show my creative side to not only my classmates but also to people outside of the school”

“I was filled with absolute fear. You see, the thought of me- quiet me, could barely speak to my own classmates me- talking to random people on the street was so unrealistic that I considered dropping the class just to get out of it, but as the semester progressed my outlook began to change. Before we hit the streets of Jackson heights, we began by interviewing our classmates first. I got to interview Malique, someone who I now call a friend, and during it we got to talk about many different topics. We spoke of the power of bilingualism, the dangers of white privilege, and even shared challenges we both faced as people of color”

Teaching Social Justice: Change Making

“It is the pedagogical site on which identities are formed, subject positions are made available, social agency enacted, and cultural forms both reflect and deploy power through their modes of ownership and mode of public pedagogy”

- Henry Giroux, (2004)

The screenshot shows a website with a stone wall background. At the top, there is a navigation menu with links: Home, About Me, Interview Report (highlighted), Cover Letter, Resume, Lab Report, Group Proposal, and Technical Description. A search icon is in the top right corner. Below the navigation, there are three article teasers, each with a 'Read more' button:

- A NASA Civil Servant:** Giving Back with Donna Joanne Q. Cendana “To be able to contribute back to society and be able to serve the public” is one of the reasons Donna Cendana finds herself lucky to be able to work at NASA. During my interview at the Grove School of Engineering with Donna Joanne Q. Cendana, an Engineering [...]
- A Numbers Game:** Studying the Probability of a Pair of Six-Sided Dice Abstract By rolling a pair of fair dice 100 times, we will see how frequently the sum of the dice is equal to a number, two through twelve. What is the probability of rolling a six with a pair of six-sided dice? Through experiment and mathematical [...]
- The Rules of the Air:** Aerodynamics for Beginners By Ricardo Peralta What is Aerodynamics? Have you ever wondered how enormous objects, like commercial planes, are able to fly? It’s because of the rules of aerodynamics. Aerodynamics is the way an object moves through the air. Those objects could range, from a home run ball flying through the air at Yankee [...]

Below these teasers is a search bar and a 'Recent Posts' section. The main article preview is titled 'Starting from the Bottom: The Foundation of Writing for Engineers' by Ricardo Peralta, dated October 18, 2018. The preview text reads: 'Although I chose to follow the path of engineering, I didn’t expect writing to be such a major component. Writing is an important part of communication, so there is no surprise why we, as engineers, have to be well-rounded writers. The ability to speak and write clearly will help us communicate our ideas, collaborate with others, and help us make it far in our careers. Just like in the real world, we were given more than one assignment at the same time with different due dates. As a result, we had to manage our time wisely and devise a schedule in order to complete the'.

At the bottom of the page, there is a URL: <https://yearhick2.commons.gc.cuny.edu/interview-report/> throughout the course we had to write: an interview report, lab report,

Teaching Social Justice

Content: Accessibility

- Open Educational Resources, Universal Design, Marginalized histories/knowledges, student input

Student Engagement: Knowledge production

- Students as experts, producers of knowledge
- Multimedia for various methods of engagement

Pedagogy: Critical, open, digital, student-centered

- Choosing materials, pedagogies, platforms that mirror our pedagogical values; offer options for knowledge production, openness, lack of surveillance/capital accumulation

Change Making: Creating possibility

- Putting students in position to imagine futures, enact change

Teaching Social Justice: Questions, Discussion

Thank you!

Laurie Hurson | Open Educational Technologist | lhurson@gc.cuny.edu

Inés Vañó García | TLC Fellow | ivanogarcia@gradcenter.cuny.edu

GC TLC: cuny.is/teaching



Teaching Social Justice

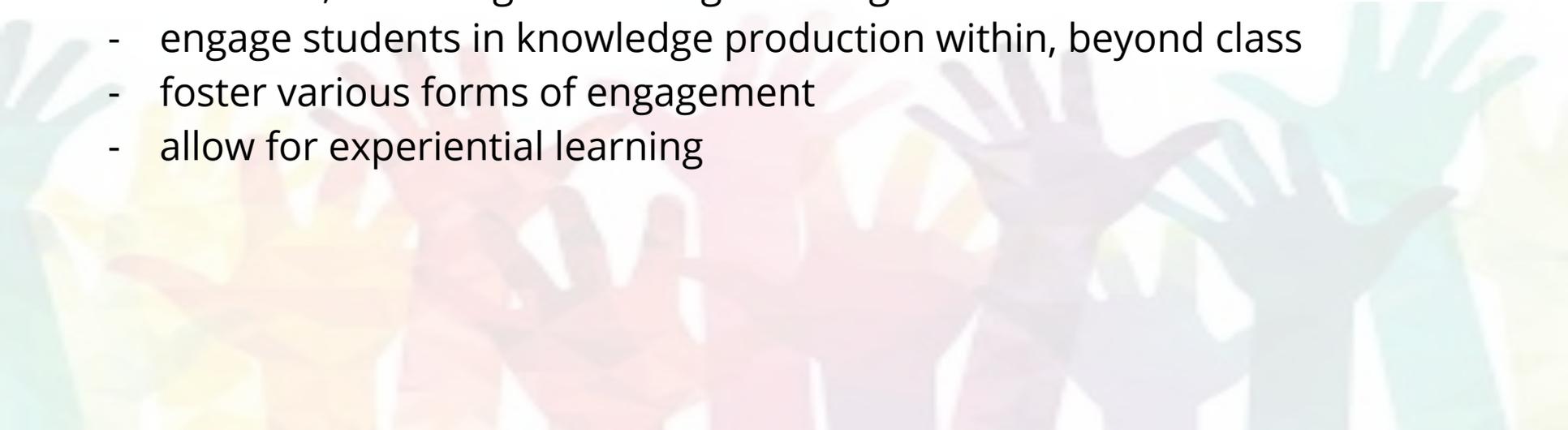


Teaching Social Justice → Open Pedagogy

OER lower costs for students → increase student access and engagement

Student-centered pedagogies and open, collaborative tech tools

- welcome, encourage knowledge sharing
- engage students in knowledge production within, beyond class
- foster various forms of engagement
- allow for experiential learning



Why teach with



or



?

- **Open source** web framework
- **Open Education**: resources, platform, teaching
- No data collection; Students and Faculty **own their work**
- **Flexible** design and function (*Themes and Plugins*)
- **Peer-to-peer** connection: shared creation, knowledge production
- **Public visibility**, option to connect with various audiences
- Develop **Digital Literacy** skills

Courses on the CUNY Commons

commons.gc.cuny.edu

Courses Directory

Don't see your Commons-hosted course listed here? Please [get in touch](#), and we'd be happy to add it!



FEATURED

Soc 1201: Sociology of Hip-Hop

CUNY College: Brooklyn College

Semester: Fall 2019

Instructor: Donna Lee Granville

Site: Sociology of Hip-Hop: Beyond Beats and Rhymes (Public Site)

FIND A COURSE

Look for courses by typing in keywords, applying filters, or both.

Enter keyword Campus Semester Disciplinary Cluster Filter Reset

Order By: Semester

Viewing 1 - 20 of 439 courses

1 2 3 ... 22



World Humanities II

CUNY College: City College of New York

Semester: Spring 2021

Instructor: [Michele Chinitz](#)

Site: [World Humanities II](#) (Public Site)



Civil Wars and Peacebuilding Fall 2020

CUNY College: Baruch College

Semester: Fall 2020

Instructor: [Salehah Sharifmoghammad](#)

Site: [Civil Wars and Peacebuilding Fall 2020](#) (Private Site)