

**IL 1067 and 3067 Spring 2022 University of Pittsburgh School of Education**  
**Freedom Seminar: Emotion and Healing in Justice Education**  
**Wednesdays 1-3:30p EST 1/26, 2/2, 2/9, 2/16, 2/23, 3/2 Spring 2022**

Instructor: Dr. Kokka  
[kokka@pitt.edu](mailto:kokka@pitt.edu)  
(412) 648-1079  
Office Hours: by appointment, please email me.

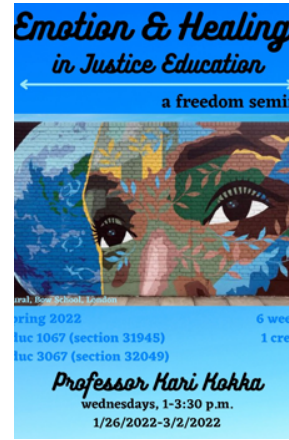
1 credit; H/S/U grading

Zoom link <https://pitt.zoom.us/j/94972781034>

Passcode: pitt

This is a hybrid course. You may choose to participate in person (5108 WWPH) or online via Zoom.

[Tentative Schedule of Readings](#) [Bookmark]



### **Class Agreements**

Because I aim for this course to consider and care for your well-being, we will discuss this syllabus, course readings, the assignment, and course policies together to agree on them. We will also create community norms to foster our well-being, relationship building, and learning.

### **Course Objectives**

In this seminar we will read, discuss, and explore healing-informed approaches to justice-oriented education, such as radical healing, pedagogies of humanization, bodymindspirit, etc. We will study critiques of socioemotional learning and trauma informed care that use a critical lens to analyze systems of oppression that create threats to well-being. We will explore how you might use healing-informed approaches to center student and community wellness for your own context and/or research. This seminar is for educators, researchers, administrators, students, coaches of all subject areas, research interests, and work or educational backgrounds.

### **Readings**

Pdfs of readings will be posted in Canvas. See the "Files" tab and then click on the "Readings" folder. We may also read articles suggested by you and/or your classmates. This is why you will see in Weeks 5 and 6 it reads "tentative readings options," because you and your classmates may suggest other articles/videos/podcasts. We will discuss this in class.

### **Feedback/Grades**

Course grades use the H/S/U options. I will give you narrative feedback on your assignment using the rubric below. Passing the course (S) means that you attended and actively participated in discussions and submitted a complete course assignment. An Honors (H) grade means you went above and beyond in your course assignment and that you attended and participated in every class session. I assume everyone will participate in class, and I do not want anyone to "over participate" and take up too much space. Please do not "over participate" thinking it may help your grade, as taking up too much airtime doesn't help foster a safe, collective space. Not passing the course (U)

means you did not submit a complete course assignment or you did not revise portions you were missing did not meet expectations. It may also mean you had 2 or more unexcused absences (since this seminar only meets 6 times).

## **G-GRADES**

If unforeseen events (such as major illness) prevent a student from timely completion of course work, they may request a meeting with the instructor to discuss the possibility of earning a “G” grade for the term. If both student and instructor agree to the “G” grade, they collaboratively write a document that describes exactly what the student needs to do to complete the required coursework and the time frame within which they must do so.

**IMPORTANT NOTE:** The federal government’s policies governing educational loans stipulate that a student must be making good progress toward his/her degree in order to continue to be eligible for financial assistance. “Good progress” is measured in part by the student’s completion of at least 2/3 of all credits for which he/she is registered. Thus, receiving a “G” grade—which indicates that the course has NOT been completed—may negatively impact a student’s ability to receive federally-subsidized loans.

### **Attendance**

**Attendance Expectations:** The expectation is that you will be present, on time, and prepared for every class, having completed the reading and/or any other preparatory work.

**Active participation:** You will be invited to be an active participant in class by speaking (or using the chat function, contributing to Jamboards, etc.) with the whole class and in small groups.

### **5 Min Class Closing (optional)**

You will be invited to [sign up](#) for a date to lead a brief ≤ 5 minute “closing/share” at the end of class, e.g., lead us in a meditation, play a video, share a poem, share a useful website, an infographic, teach us a skill (e.g., capoeira, sign language, singing, sports, dance, etc.).

### **Assignments**

You have one assignment for this seminar due on 3/2/22 11:59p. Presentations will take place the last 1-2 weeks. Duration of the presentations will depend on what everyone chooses. After I know which options everyone plans to do, I will give details about how long you will have to present.

#### **Option A (Research Articles):**

\_\_\_ Choose an area that you wish to read more about. Find 5-8 articles related to your topic.

\_\_\_ Write Up: Write a brief 2-4 page summary about the articles, how they connect to each other, what your biggest takeaways were, and/or how you plan to use them in your work. Include a brief reflection about what you learned and how you think you did in the seminar.

\_\_\_ Presentation: Either 1) If we as a class decide to use Weeks 5 and 6 for articles chosen by the class, choose 1-2 of these articles to have your classmates read, and facilitate a class discussion of the article(s). Or 2) If we as a class decide NOT to use Weeks 5 and 6 for articles chosen by the class, you will give a presentation about the 5-8 articles, how they connect to each other, what your biggest takeaways were, and how you plan to use them in your work.

#### **Option B (Finding and Sharing Resources):**

\_\_\_ Choose an area that you wish to learn more about. Find at least 8 resources: articles, websites, podcasts, videos, webinars, or TED Talks, etc. related to your topic.

\_\_\_ Write Up: Either 1) Write a brief 2-4 page summary about the resources, why they are helpful, and how you plan to use them in your work. Include a brief reflection about what you learned and how you think you did in the seminar. Or 2) Create a website podcast, or video for your colleagues (for your workplace, fellow teachers, etc.) with blurb descriptions of each resource and why/how it's useful. Or you may use another means of presenting these resources to your colleagues. Please communicate with me about this so I can "approve" your plan.

\_\_\_ Presentation: Prepare a presentation to the class about the resources you found and how they may be helpful and supportive to students, teachers, administrators, counselors, family members, community members, etc.

#### Option C (Interviewing Someone to Learn More):

\_\_\_ Choose an area that you wish to learn more about. Find at least 4 resources: articles, websites, podcasts, videos, webinars, or TED Talks, etc. related to your topic.

\_\_\_ Interview someone with expertise in your topic. Please email me the questions you plan to ask your person.

\_\_\_ Write Up: Either 1) Write a brief 2-4 page summary about the resources and what you learned in your interview and how you plan to use the resources and what you learned in the interview in your work. Include a brief reflection about what you learned and how you think you did in the seminar. Or 2) Create a website, podcast, or video for your colleagues (for your workplace, fellow teachers, etc.) with blurb descriptions of each resource and why/how it's useful and what you learned in the interview. You must ask for permission from the person you interviewed to post about them. Please ask during the interview and ask them via email so that you have their written consent. Or you may use another means of presenting these resources to your colleagues. Please communicate with me about this so I can "approve" your plan.

\_\_\_ Presentation: Prepare a presentation to the class about the resources you found and how they may be helpful and supportive to students, teachers, administrators, counselors, family members, community members, etc.

#### Option D (Another idea that you propose to me)

If you have another idea please email so we can discuss it. For instance, you may wish to write and record a love letter like Rosey Puloka's, or another idea. You may be creative!

#### Everyone:

\_\_\_ Each person will also offer a brief reflection about what you learned and how you think you did in the seminar.

#### **WRITING CENTER**

I highly encourage you to take advantage of the writing center.

<http://www.writingcenter.pitt.edu/graduate-services> They can also be reached at (412) 624-6556.

**More Course Policies:** Please scroll down to the bottom of the document.

## TENTATIVE SCHEDULE OF READINGS AND ASSIGNMENT DUE DATES

Note: Readings and assignment due dates are subject to be revised and changed as needed throughout the course.

| Session | Date 2022   | Reading  | Due Dates/<br>Announcements                  |
|---------|---|--|--|
| 1       | 1/26<br>Countering dominant notions of trauma informed care | <p>Listen to Rosey Puloka's Love Letter [12 min.] <a href="https://youtu.be/zjLwlAsqoHQ">https://youtu.be/zjLwlAsqoHQ</a> (accompanies Dumaresq and Puloka chapter)</p> <p>Dumaresq and Puloka (2022) Dance/Movement Therapy, Trauma, and Criminalization: Reflecting on feminist and participatory approaches. In Dieterich-Hartwell &amp; Melsom (Eds.) Dance/Movement Therapy for Trauma Survivors: Theoretical, Clinical, and Cultural Perspectives.</p> <p>Ginwright, S. (2018). <a href="#">The future of healing: Shifting from trauma informed care to healing centered engagement</a>. Medium.</p> <p>Create your <a href="#">introductory slide</a>.</p> |  |
| 2       | 2/2<br>Countering dominant notions of trauma informed care  | <p>Chafouleas, S. M., Johnson, A. H., Overstreet, S., &amp; Santos, N. M. (2016). Toward a blueprint for trauma-informed service delivery in schools. <i>School Mental Health, 8</i>(1), 144-162.</p> <p>Camangian, P., &amp; Cariaga, S. (2021). Social and emotional learning is hegemonic miseducation: students deserve humanization instead. <i>Race Ethnicity and Education, 1</i>-21.</p> <p>Please let me know your <a href="#">Assignment Choice</a>.</p> <p>Consider signing up for an optional 5 min. <a href="#">closing</a>.</p>  |  |
| 3       | 2/9<br>Considerations of race and the role of the teacher   | <p>Alvarez, A. (2020). Seeing race in the research on youth trauma and education: A critical review. <i>Review of Educational Research, 90</i>(5), 583-626.</p> <p>Zembylas, M. (2007). Emotional ecology: The intersection of emotional knowledge and pedagogical content knowledge in teaching. <i>Teaching and Teacher Education, 23</i>(4), 355-367.</p>   | Guest speaker:<br>Dr. Adam Alvarez 1:30-2:30 |
| 4       | 2/16<br>Healing centered pedagogies                         | <p>Hannegan-Martinez, S. (2019). From punk love to compa love: A pedagogical paradigm to intervene on trauma. <i>The Urban Review, 51</i>(4), 659-675.</p> <p>Cariaga, S. (2019). Towards self-recovery: Cultivating love with young women of color through pedagogies of bodymindspirit. <i>The Urban Review, 51</i>(1), 101-122.</p> <p>Please add to this thank you card for Dr. Alvarez <a href="https://sendwishonline.com/en/sign-cards/ad3o2PUS7iNMrtZ">https://sendwishonline.com/en/sign-cards/ad3o2PUS7iNMrtZ</a></p>  |  |

|   |                                     |  |   |
|---|-------------------------------------|--|---|
|   |                                     | Please complete the midterm OMET feedback form for this course by Feb 21st. Thank you!   |   |
| 5 | 2/23<br>Healing centered pedagogies | <p>French et al. (2020) Toward a psychological framework of radical healing in communities of color [Thank you Debralyn for this article suggestion and for facilitating this discussion!]</p> <p><i>Read books OR Buenavista et al.:</i><br/>hooks (1991) Theory as Liberatory Practice. <i>Yale JL &amp; Feminism</i>, 4, 1.</p> <p>Buenavista, T. L., Cariaga, S., Curammeng, E. R., McGovern, E. R., Pour-Khorshid, F., Stovall, D. O., &amp; Valdez, C. (2021). A Praxis of Critical Race Love: Toward the Abolition of Cisheteropatriarchy and Toxic Masculinity in Educational Justice Formations. <i>Educational Studies</i>, 57(3), 238-249.</p> <p>Please complete the <a href="#">Google Form feedback</a> if you didn't have a chance to do it during our class break.</p>   | Presentations   |
| 6 | 3/2<br>Healing centered pedagogies  | <p>[Thanks Carli for these!]</p> <p><a href="#">The Scars of the Ghetto by Lorraine Hansberry</a><br/><a href="#">Combating Racism and Place-ism in Medicine TED Talk</a></p> <p>Presentation Order:</p> <ul style="list-style-type: none"> <li>● Carli</li> <li>● Lauren</li> <li>● Iman</li> <li>● Ogechi</li> </ul> <p>Closing: Iman</p> <p>FYI here is the CRT <a href="#">syllabus</a> I said I'd make available to you for your future studies if interested. Just thought I'd share it as a resource. The readings are great.</p> <p>Desai, S. R., Abeita, A. D., &amp; Gonzalez, M. R. (2021). Celebrating the "Aha" moments of ethnic studies: Using Body Soul Rooted Pedagogy to highlight practices of healing and wellness. <i>Review of Education, Pedagogy, and Cultural Studies</i>, 4-23.</p> <p>Pour-Khorshid, F. (2020). Teaching to Heal, Healing to Teach. In Agarwal-Rangnath (Ed.) <i>Planting the Seeds of Equity—Ethnic Studies and Social Justice in the K–2 Classroom</i></p> <p>Kokka 2019 Healing Informed Social Justice Mathematics—Promoting Students' Sociopolitical Consciousness and Well-Being in Mathematics Class</p> <p>Williams et al 2008 <del>There are no emotions in math</del></p> | <p>Presentations</p> <p>Assignment<br/>Due 11:59p</p> |

### Course Rubric/Grade/Feedback

| Area of Growth/<br>Development   | Revisions Suggested/<br>Needs more attention in this area  | Meets Expectations  | Exceeds Expectations   |
|--|--|---|--|
| Assignments;<br>Discussion Board,<br>Jamboard,<br>Google Docs,<br>etc. posts | Assignments/posts are missing listed requirements and write up briefly discusses how what was learned can be applied to one's own work.  | Assignments/posts meet all listed requirements and write up discusses how what was learned can be applied to one's own work. Draws on course readings.  | Assignments/posts meet all listed requirements and write up discusses in detail how what was learned can be applied to one's own work. May draw on readings outside of class in addition to course readings.   |
| Reflections  | Minimally reflective in assignment submissions and in classroom discussions.   | Consistently reflective in assignment submissions and in classroom discussions. Open to new ideas and critiques.  | Highly reflective in assignment submissions and in classroom discussions. May draw on readings outside of class in addition to course readings.  |
| Understanding and Applying Course Content                                    | Minimally understands nor applies critical analysis of course readings and concepts to assignments and discussions in class and/or misunderstands course content.  | Understands and applies critical analysis of course readings and concepts to assignments and discussions in class.  | Clearly and consistently understands and applies critical analysis of course readings and concepts to assignments and discussions in class. Goes above and beyond to seek out additional resources.  |
| Classroom Discourse/<br>Participation  | Unaware of how much "space" or "airtime" one takes up (talking too often, or not enough). Does not refer to specific passages from class readings, relies too much on personal experiences. Contributions do not demonstrate that the individual has been following the "flow of the conversation" | Offers comments on a regular basis. Aware of how much "space" or "airtime" one takes up. Refers to specific passages from class readings. Contributions demonstrate that the individual has been following the "flow of the conversation" | Offers comments on a regular basis. Aware of how much "space" or "airtime" one takes up, <i>invites new voices</i> to the conversation. Refers to specific passages from class readings and other sources. Contributions "push" the conversation by adding to, questioning, considering other viewpoints related to concerns of equity and social justice. |

|  |  |   |   |
|--|--|---|---|
| Collaborative and Professional Community | Does not meet professional obligations (e.g. arriving prepared and on time, turning assignments in complete and on time) | Meets professional obligations (e.g. arriving prepared and on time, turning assignments in complete and on time). Supportive of classmates and the class climate. | Exceeds professional obligations (e.g. arriving prepared and ready to help others, turning assignments early, complete and above expectations). Supportive of classmates and the class climate. |
|--|--|---|---|

## COURSE POLICIES

### NAMES and PRONOUNS

Our class community will address you by your name and pronouns. Please advise me of this early in the term (since your name and pronouns may differ from the school records) so that I may make appropriate changes to my gradebook. You may email me at [kokka@pitt.edu](mailto:kokka@pitt.edu) or send me a chat during class, whichever is most comfortable to you! I want to be sure you feel yourself and comfortable in our class community.

### STATEMENT ON CLASSROOM RECORDING

To ensure the free and open discussion of ideas, students may NOT record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

### ACADEMIC INTEGRITY

As a student, you have the responsibility to be honest and to conduct yourself in an ethical manner while pursuing academic studies. You should cite sources of information for papers, projects, and lesson plans (if, for example, you obtain an activity from a teacher's edition of a text, give the source). Since a major purpose of written course assignments is to give you experience in using various available resources, incorporating ideas from the other sources is encouraged and will not lower the evaluation of your work. In some cases, collaboration with peers will be encouraged/expected. In other cases, you will be expected to work alone. Please ask if you have doubts about what counts as acceptable collaboration. Should you be accused of a breach of academic integrity, procedural safeguards including provisions of due process have been designed to protect student rights. These may be found in guidelines on academic integrity: *Student and Faculty Obligation and Hearing Procedures*. This information may be accessed online at <http://www.pitt.edu/~graduate>.

Please note the following academic integrity issues related to plagiarism are especially relevant within the context of this program—

- **You may not represent ideas, text, or other products/work that was created by others as being your own.**
  - o This means that you must provide appropriate and complete citations when incorporating ideas of others. Moreover, you should put the ideas of others into your own words when incorporating them

into documents. Even so, it is appropriate to cite the source of the idea (honor intellectual ownership).

- o This also means that you may not represent yourself as having contributed to a project when you have in fact not done so.
- o Related to this, you may not allow another class member to represent him/herself as a fully contributing partner on a group project if you have knowledge that his/her contributions were minimal or nonexistent.
- o **Finally, you may not submit work that you have submitted previously (in other courses or professional contexts) to fulfill the requirements of a course without obtaining express permission from the instructor(s).**

### **ACCESSIBILITY**

The Canvas LMS platform was built using the most modern HTML and CSS technologies, and is committed to W3C's Web Accessibility Initiative and Section 508 guidelines. Specific details regarding individual feature compliance are documented and updated regularly.

### **STUDENTS WITH DIS/ABILITIES**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 216 William Pitt Union, (412) 648-7890 or (412) 383-7355 (TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

### **DIVERSITY AND INCLUSION**

The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University's mission. For more information about policies, procedures, and practices, see: <https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/policies-procedures-and-practices>. I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing [titleixcoordinator@pitt.edu](mailto:titleixcoordinator@pitt.edu). Reports can also be filed online: <https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/make-report/report-form>. You may also choose to report this to a faculty/staff member; they are required to communicate this to the University's Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

### **STATEMENT ON SCHOLARLY DISCOURSE**

It is essential that we approach our scholarly discussions, both in class and out of class (e.g., online), with our minds open to evidence that may conflict with our presuppositions. Moreover, it is vital that we treat each other's opinions and comments with courtesy even when they diverge and conflict with our own. We must avoid personal attacks and the use of ad hominem arguments to invalidate



each other's positions. Instead, we must develop a culture of civil argumentation, wherein all positions have the right to be defended and argued against in intellectually reasoned ways. It is this standard I expect of all of us, and a standard that applies to all inquiry in the university.

### **SELF CARE**

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking time to relax. Despite what you might hear, using your time to take care of yourself will actually help you achieve your academic goals more than spending too much time studying. All of us benefit from support and guidance during times of struggle. There are many helpful resources available at Pitt. An important part of the college experience is learning how to ask for help. Take the time to learn about all that's available and take advantage of it. Ask for support sooner rather than later – this always helps. If you or anyone you know experiences any academic stress, difficult life events, or difficult feelings like anxiety or depression, we strongly encourage you to seek support. Consider reaching out to a friend, faculty or family member you trust for assistance connecting to the support that can help. The University Counseling Center is here for you: call 412-648-7930 and visit their website. If you or someone you know is feeling suicidal, call someone immediately, day or night: University Counseling Center (UCC): 412 648-7930. University Counseling Center Mental Health Crisis Response: 412-648-7930 x1 Resolve Crisis Network: 888-796-8226 (888-7-YOU-CAN). If the situation is life threatening, call the Police: On-campus: Pitt Police: 412-268-2121; Off-campus: 911

### **SEXUAL HARASSMENT**

The University of Pittsburgh is committed to the maintenance of a community free from all forms of sexual harassment. Sexual harassment violates University policy as well as state, federal, and local laws. It is neither permitted nor condoned. It is also a violation of the University of Pittsburgh's policy against sexual harassment for any employee or student at the University of Pittsburgh to attempt in any way to retaliate against a person who makes a claim of sexual harassment. Any individual, who, after thorough investigation and an informal or formal hearing, is found to have violated the University's policy against sexual harassment, will be subject to disciplinary action, including, but not limited to, reprimand, suspension, termination, or expulsion. Any disciplinary action taken will depend upon the severity of the offense. For more information, see <http://cfo.pitt.edu/policies/documents/policy06-05-01web.pdf> also the previously listed link is helpful <https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/policies-procedures-and-practices>.

### **DEPARTMENT GRIEVANCE PROCEDURES**

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in TLL believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow this procedure:

1. The student should talk directly to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant program coordinator, Dr. Cassie Quigley.
3. If the matter remains unresolved, the student should talk to the associate chair of TLL (currently Dr. Cassie Quigley) or the chair, Dr. Sabina Vaught.
4. If needed, the student should next talk to the SOE associate dean of students (currently Dr. Andrea Zito).

5. If the matter still remains unresolved, the student should file a written statement of charges with the dean's designated Academic Integrity Administrative Officer (currently Dr. Michael Gunzenhauser).

### **INSTRUCTOR INFORMATION:**

Dr. Kari Kokka is an Assistant Professor of Mathematics Education in the Department of Teaching, Learning, and Leading at the University of Pittsburgh. She studies Social Justice Mathematics and STEM teacher activism. She has been teaching for the past 23 years in public high schools and university teacher education programs at the University of California Berkeley, St. Mary's College, San Francisco State University, the University of San Francisco, and the Harvard Graduate School of Education. Prior to her doctoral studies, she was a math teacher and math coach for ten years, 2001-2011, in New York City at [Vanguard High School](#), a Title I public New York City high school and part of the [Coalition of Essential Schools](#) and [New York Performance Standards Consortium](#), where she used Complex Instruction and Performance Assessment. She began her teaching career as a mathematics teacher and diving coach at Berkeley High School in Berkeley, CA in 1999. She was also a Mathematics Performance Assessment Development and Research Associate at the Stanford Center for Assessment, Learning, and Equity (SCALE) from 2013-2016. She completed her doctorate at the Harvard Graduate School of Education with Dr. Jon Star (advisor), her M.A. with the Stanford Teacher Education Program with advisors Dr. Jo Boaler, Dr. Rachel Lotan, and Dr. Linda Darling-Hammond, and her B.S. in Mechanical Engineering at Stanford University. She was born and raised in San Jose, CA and attended K-12 public schools in East Side San Jose, CA. She is also co-founder of the [Creating Balance in an Unjust World Conference on STEM Education and Social Justice](#) (founded in 2007), former co-chair (2017-2019) of the [Critical Educators for Social Justice SIG](#), and she has been involved with the [Radical STEM Educators of the Bay Area](#), [People's Education Movement](#), and the [New York Collective of Radical Educators](#). You can hear more about her work with the Abolition Science podcast and the Leading Equity podcast. You can also learn more about her work at her University of Pittsburgh faculty profile or at [www.karikokka.com](http://www.karikokka.com).

### **PROFESSIONAL ETIQUETTE**

Please use appropriate, professional etiquette and communication for your graduate studies. Please refer to me as Dr. Kokka (she/her) and follow standard professional norms for communication. I have found that it is better to be explicit with students about such expectations, thank you! This article may be of interest:

<https://www.nytimes.com/2017/05/13/opinion/sunday/u-cant-talk-to-ur-professor-like-this.html>

I look forward to a great seminar with you all!

Sincerely,

Dr. Kokka