

Resources for Social Justice-Themed Projects

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Note: Although many of the following resources explicitly refer to science, technology, and mathematics, the human themes forming their context offer rich possibilities for humanistic, artistic, or social scientific approaches. Our hope is that they'll inspire you to design your own course projects, whatever your discipline. You may also want to experiment with co-designing a project to be taught simultaneously in a humanities and a STEM course.

- [Stories of Scientists and Communities Working Together to Make an Impact](#), from [Thriving Earth Exchange](#)
- [Social Justice Math](#), from Radical Math, “a resource for educators interested in integrating issues of social and economic justice into their math classes and curriculum.”
- [“A Guide for Integrating Issues of Economic and Social Justice into Mathematics Curriculum.”](#) Jonathan Osler, 2007.
- [Chemistry for Social Justice](#), a site for teachers who want to “explore what social justice means and what it looks like in the context of chemistry teaching.” Includes resources, workshop materials. Developed by three Stanford University Science Education experts.
- [Phenomena for Chemistry and Social Justice](#): a spreadsheet connecting possible phenomenon (e.g., crack vs. powder cocaine), chemistry connection (acid/base, molecular structures, melting point, solubility), and potential social justice application (criminal justice disparities for crack vs. powder offenders and demographic/racial implications)
- [The #FergusonSyllabus](#), established by Georgetown history professor Marcia Chatelain, a resource for educators to share ideas about how to open their classrooms to discussions about the killing of Michael Brown and subsequent protests and police crackdown in Ferguson, MO. [Note: new syllabi regularly emerge on Twitter after events of great public concern.
- [“How to Teach Kids about what’s Happening in Ferguson,”](#) Marcia Chatelain. *The Atlantic*, August 25, 2014. Includes a list “compiled by a community of teachers, academics, community leaders, and parents to teach about some aspect of the national crisis in Ferguson, Missouri. This is a snapshot of the recommendations that has been edited. The contributions continue on Twitter.”

- [“A US Professor Crowdsourced this Powerful Syllabus After the Charleston Shootings”](#) (June 23, 2015)
- [Model Courses](#) (curricular approaches to improving science learning and supporting engagement with complex issues from Science Education for New Civic Engagements and Responsibilities ([SENCER](#))).
- [Campus Compact](#), a national coalition of colleges and universities committed to the public purposes of higher education, building democracy through civic education and community development. Resource library includes searchable syllabus bank.
- “Integrating Inclusive Pedagogy and Experiential Learning to Support Student Empowerment, Activism, and Institutional Change: A Case Study with Transgender STEM Students.” Boudreau, DiBiasio, Bunyea, Johnson, & Reidinger. CoNECD, April 2019. (Included on Institute flash drive for this workshop)

Using two case studies, we report on the experiences and outcomes of a junior-year interdisciplinary undergraduate student project that demonstrate how maximum autonomy in framing a research problem can contribute to student motivation while also prompting dramatic institutional change. The two students featured here worked on teams that framed their own problem —lack of inclusion and support for transgender and nonbinary students at WPI—developed their own research design, and proposed solutions that have since been adopted by the institution. We provide evidence that the students themselves changed as a result of their research, becoming more confident in their abilities and more knowledgeable about the career possibilities open to them that would involve their entire selves: embodied, intellectual, and moral.