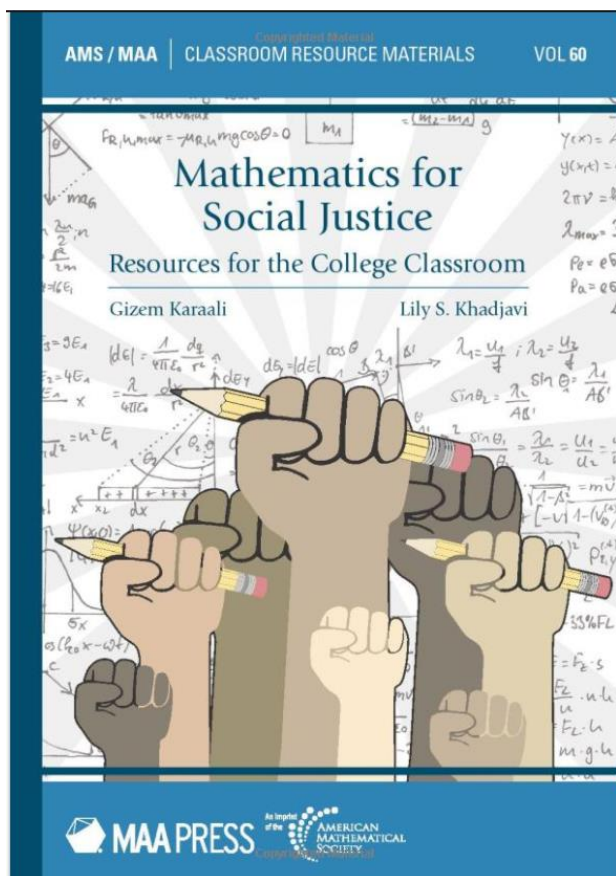


Dec 2021-Jan 2022 Winter Book Reading



Our first book discussion drove mentors to consider how to begin implementing a social justice curriculum. We decided to read *Mathematics for Social Justice: Resources for the College Classroom* by Karaali and Khadjavi. For the initial meeting in February 2022, we all read chapters 1 and 3. We began our discussion with agreeing upon the definition of social justice used in the text: “Social justice may be broadly understood as the fair and compassionate distribution of the fruits of economic growth.” (p. 5). We discussed the idea that mathematics for social justice also includes how we teach students, that it involves exploring the assumptions and historical narratives found in math and science. We agreed that what we do and say in the classroom has power. While faculty noted that it is difficult to include issues of social justice in everyday classroom sessions, they found the specific case studies to be helpful in thinking about how to revise course syllabi. We also felt that we usually experience “silent” student resistance when there is an attempt to include justice in STEM classes. We decided to include academic support and counseling

information on syllabi and on our MaCS website. To continue to unearth “hidden figures” in STEM, we also agreed to include a quote by an under-represented scientist on our course syllabi.

The group will meet again over the summer to discuss specific cases from the book as related to individual courses.