

University of Pittsburgh

School of Education

Department of Teaching, Learning, and Leading, Fall 2024

***TCH & LRNG IN SEC SOCL STDS 1 (TLL 2260/1591)***

3 Semester Hours

5200 Wesley W Posvar Hall

Mon & Wed 3:00 pm - 4:15 pm

**A Living Course Syllabus**

**Professor**:

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**Course Description:**

This course introduces students to secondary social sciences pedagogy, including lesson design. Drawing on critical theories of instruction, students learn to design and evaluate lesson plans. Teacher candidates will learn the characteristics of social sciences classrooms, curriculum, and instruction that are inquiry-based, cognitively challenging, and engaging for youth. The course focuses on how to create lessons that are engaging, relevant, and aligned with state standards. This course also focuses on constructing a transformative learning environment.

**Texts**:

All readings will be made available in Canvas or by hyperlink on the syllabus.

**Questions to Consider:**

As we engage important sociocultural distinctions and sociopolitical formations, we will explore their relationship to history/social studies teaching and learning. Some questions to consider are:

* What is history?
* What is the role of a history/social studies teacher?
* How do we achieve social justice in our classrooms and beyond?

**Course Objectives:**

Upon completion of this course, class members will:

1. Understand and value the importance of creating a transformative learning environment that challenges oppressive systems and empowers students to be agents of social change.
2. Grasp the foundations of secondary social sciences pedagogy, integrating critical theories of instruction, and apply this knowledge to design, implement, and evaluate lesson plans.
3. Identify, discuss, and critically analyze pressing local, national, and global issues, especially those disproportionately affecting vulnerable and marginalized communities.
4. Develop lesson plans that are not only engaging and aligned with state standards but also culturally significant, fostering a deeper connection with contemporary societal challenges and the lived experiences of students.
5. Cultivate an understanding of the characteristics and benefits of inquiry-based social sciences classrooms, ensuring content is challenging and genuinely engaging for youth.
6. Engage in continuous self-reflection on one's teaching practice, constantly aligning with the overarching goal of being a social change agent within secondary social studies education.

**Course Context:**

Many students across the U.S. enroll in teacher education programs fueled by a passion to transform the world, empower their students, and stand against oppressive systems. Unfortunately, it quickly becomes apparent that these programs are often ill-equipped to cultivate such activist educators. Few prioritize teaching for social justice — a concept that is challenging to grasp and even more difficult to identify and implement. This course grapples with the conceptualization of social justice. In addition to exploring systems of oppression, we will identify and illustrate how social justice principles can be applied both within and beyond the classroom.

History/social studies teachers need a range of skills to be effective in their roles. Some of the most important skills for history/social studies teachers include:

* **Knowledge of historical content** and the ability to convey it to students in a way that is engaging and understandable. This typically requires extensive study and understanding of history, including knowledge of different periods, events, and key figures.
* **Strong communication and presentation skills** are essential for history teachers, as they need to be able to clearly explain complex ideas and historical concepts to students. They also need to be able to answer questions and facilitate discussions in a way that encourages student engagement and critical thinking.
* The **ability to plan and organize lessons and activities** that are both educational and engaging. History teachers need to create lesson plans that help students understand and retain important information and adapt their teaching approach to the needs of individual students.
* A **passion for history** and a desire to share that passion with students. History teachers should be enthusiastic about the subject they are teaching and be able to inspire students to learn more and become interested in history.

Activists and organizers need a variety of skills to be effective in their work. Some of the key skills that are important for activists and organizers include:

* **Communication skills:** Activists and organizers need to clearly and effectively communicate their ideas and messages to others. This includes the ability to speak publicly, write persuasive documents, and engage in productive dialogue with others.
* **Leadership skills:** Activists and organizers often need to take on leadership roles within their organizations and communities. This requires the ability to inspire and motivate others, make difficult decisions, and delegate tasks effectively.
* **Strategic thinking**: Activists and organizers need to be able to think strategically about their campaigns and efforts. This involves setting goals, developing plans, and anticipating potential obstacles and challenges.
* **Networking and relationship-building:** Activists and organizers need to build relationships and networks with others who share their goals and objectives. This includes the ability to engage with people from diverse backgrounds and perspectives and to build coalitions and alliances.
* **Persistence and Resilience:** Activism and organizing can be challenging and often involve setbacks and obstacles. Activists and organizers need to be persistent and resilient and to continue to work towards their goals even in the face of challenges.
* **Collaboration:** Activism and organizing often involve working with other people and organizations to achieve common goals. Activists and organizers need to build strong relationships and work effectively as a team. This requires good interpersonal skills, including the ability to listen, compromise, and resolve conflicts.
* **Creativity:** Activism and organizing often require thinking outside the box and coming up with new and innovative ways to address problems and achieve change. Activists and organizers need to be creative and flexible and able to think creatively and strategically in order to develop effective solutions to the challenges they face.

**Assignments**:

1. **Op-Eds**
	1. Students are required to submit **three (3)** Op-Eds. These should be made publicly available on Medium.com. Each Op-Ed must engage with course topics as follows:
		1. **Op-Ed 1 (3-5 pages):** Engage with topics from **Weeks 1-4**
		2. **Op-Ed 2 (3-5 pages):** Engage with topics from **Weeks 5-9**.
		3. **Final Course Reflection Op-Ed (5-7 pages):** Reflect on the entire course and its implications.
	2. **Requirements:**
		1. Publish the Op-Ed on Medium.com and submit the original text on Canvas with the link at the top.
		2. Ensure the Op-Ed has a compelling title.
		3. Include at least two images, pictures, or videos embedded within the piece.
		4. Proofread and edit the text using tools like Grammarly or ProWritingAid.
		5. The Op-Ed must be publicly available (pseudonyms are allowed).
2. **Lesson Plan Portfolio**
	1. Create a portfolio of **three lesson plans** using the official lesson plan template from Pitt. The lesson plans should cover the following topics:
		1. **Lesson Plan 1:** Focus on primary sources and document analysis.
		2. **Lesson Plan 2:** Address a historiographical debate, considering multiple perspectives and promoting empathy.
		3. **Lesson Plan 3:** Introduce and incorporate several digital tools (e.g., virtual museum tours, digital archives, interactive timelines).
	2. **Requirements:**
		1. Each lesson plan should include a title, learning objectives, a materials list, step-by-step instructions, and plans for assessment and closure.
		2. Provide a brief reflection on each lesson, explaining how it advances social justice and how you anticipate students might respond.
3. **Community Resource Classroom Memo**
	1. Students will research and craft a classroom memo that artistically and creatively points students toward community resources. This memo should be research-based and professionally designed.
	2. **Requirements:**
		1. The memo should identify and describe at least five community resources that support students’ learning and well-being.
		2. Include at least one resource that addresses each of the following areas: 1) physical health, 2) mental health, 3) academic support, 4) food security, 5) housing.
		3. The memo should be both informative and visually appealing, effectively directing students to these valuable resources.
4. **Group Activity: Race/Socioeconomic Status Comparison of Public Schools in Pittsburgh PPT**
	1. In groups, students will prepare a 7-10 slide PowerPoint presentation comparing two Pittsburgh public schools.
	2. **Requirements:**
		1. **Slides 1-2:** History of the two schools.
		2. **Slides 3-4:** Locations and information about the communities.
		3. **Slides 5-6:** School demographic profiles.
		4. **Slides 7-8:** School academic profiles.
		5. **Slide 9:** A slide listing community resources that may be useful to the schools, considering more than just educational services (e.g., food, housing, mental health, medical).
	3. Each group member must participate in the research, design, and presentation.
		1. You can use [this](https://www.niche.com/k12/compare/) or [this](https://www.usnews.com/education/best-high-schools/search) to gather school profiles.
5. **10-Minute Lesson**
	1. Students will teach a 10-minute lesson on a topic they believe has social justice implications for their students, families, and communities. The topic must be discussed and approved in advance.
	2. **Requirements:**
	3. **Lesson Title:** Clearly state the topic to be taught.
	4. **Learner Objectives/Learning Targets:** Define what students should know and be able to do by the end of the lesson.
	5. **Resources/Materials:** List all resources and materials used to create the lesson.
	6. **Teaching the Lesson/Instructional Methods:** Outline the activities used to deliver instruction.
	7. **Closure:** Describe how the lesson will end or transition to the next activity.
	8. **Strategies for Learning and Management:** Detail the strategies used to keep students engaged and maintain classroom management.
	9. **Reflection:** After the lesson, reflect on what went well, what didn’t work as planned, and what you would do to improve the lesson.

 **Grading**

Your final grade in the class will be calculated as a percentage to determine your grade based on the traditional 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 59% or below = F.

1. **Op-Eds (3)**  30%
2. **Lesson Plan Portfolio (3 Lesson Plans)**  30 %
3. **Community Resource Classroom Memo**  10%
4. **Group Activity: Race/Socioeconomic PPT** 15%
5. **10-Minute Lesson**  15%

 **Total** 100 pts.

**\*Mental Health Note:** All students taking my courses are allowed (1) excuse-free mental health day. If you feel stressed or overwhelmed, take your day. Please notify me with an email that reads, “Needed a personal day.” There will be no questions asked. Please makeup anything you missed upon your return.

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| **Course Schedule** |

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| **Week 1** | **Aug 26 (M)** Reading Discussions**Aug 28 (W)**Classroom Activities | **Welcome, Introductions, and Building Classroom Community** | **Watch:** * [Building a Belonging Classroom](https://www.youtube.com/watch?v=Q6niuYToam4)
 | **Classroom Activities:*** Syllabus discussion
* What is this notion of “belonging,” and is this a useful tool for establishing norms and safety? If not, what might you use in the classroom?
* Write one community agreement necessary for you to feel safe in class. Share out.
* Community building activity
* **Wednesday:** The history classroom as a laboratory
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| **Week 2** | **Sep 2 (M)** No Class - Labor Day **Sep 4 (W)**Classroom Readings/Activities | **The Intersection of Politics and Education** | **Watch:** * [Conservative Parents vs. Liberal Teachers](https://www.youtube.com/watch?v=6kih0WCsqnE)

**Read:** * [Teachers Refuse to Lie to Students](https://www.zinnedproject.org/news/teachers-defy-gop-bans-on-history-lessons/)
* [Republicans’ confidence in K-12 principals has fallen sharply](https://www.pewresearch.org/fact-tank/2022/02/24/republicans-confidence-in-k-12-principals-has-fallen-sharply-during-the-pandemic/)
* [Liberal parents are joining the school culture wars](https://www.wmbfnews.com/2022/10/22/liberal-parents-are-joining-school-culture-wars-conservatives-are-way-ahead/)

**Listen*** [Ashley Davis & Oompa "Simon Says"](https://www.youtube.com/watch?v=zatHOwWBPEI)
 | **Classroom Activities:*** Reading, viewing, and listening to discussion
* Debate: Should Politics Be Allowed in Schools?
* Personal Reflections on School
* **Wednesday:** Reading Discussion and Debate
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| **Week 3** | **Sep 9 (M)**Reading Discussions**Sep 11 (W)**Classroom Activities | **The Role of the Social Studies Teacher in Shaping History** | **Watch:** * [Empty Classrooms, Abandoned Kids: Inside The Great Teacher Resignation](https://www.youtube.com/watch?v=HJjty389c0Y)

**Read:*** [The “Building Tasks” of Critical History](https://drive.google.com/file/d/1rsoNv0RxcNjWX3BnDctJwHjueKmaWTDu/view?usp=share_link)

**Listen:*** [Killer Mike - "Reagan"](https://www.youtube.com/watch?v=6lIqNjC1RKU)
 | **Classroom Activities:*** Reading, viewing, and listening discussion
* 4 Corners: History teacher should...
* Personal reflections on school
* **Wednesday:** Close reading skills
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| **Week 4** | **Sep 16 (M)**Reading Discussions**Sep 18 (W)**Classroom Activities | **Segregation, Civil Rights, and Education****Op-Ed # 1 Due** | **Watch:** * [PBS’s Brown v. Board](https://www.youtube.com/watch?v=TTGHLdr-iak)
* [WBZ Archives: Raw Video 1974 Boston Busing Protests](https://www.youtube.com/watch?v=3qlylxu7wvc)
* [Desegregation Bussing on the First Day of School in Dallas 1971](https://www.youtube.com/watch?v=LBXg-zbM0kc)

**Read:*** [U. S. Courts. History of *Brown v. Board of Education*.](https://www.uscourts.gov/educational-resources/educational-activities/history-brown-v-board-education-re-enactment)
* [Fairclough, A. (2004). The costs of *Brown*: Black teachers & school integration. *Journal of American History*, 91(1), 43-55.](https://drive.google.com/file/d/1M_V_RYtoWD8zAndicj-UHeX97xFHKhKv/view?usp=share_link)

**Listen:*** [Marvin Gaye - What's Going On](https://www.youtube.com/watch?v=H-kA3UtBj4M)
 | **Classroom Activities:*** Structured discussion
	+ What events helped to create a national conversation around segregated schools?
	+ What was the Brown v. Board decision?
	+ What were the outcomes and consequences of Brown?
	+ Why is Nina Simone upset?
	+ Should schools be separated on the basis of race? Why? Why not?
* **Wednesday:** Sourcing and document analysis skills

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| **Week 5** | **Sep 23 (M)**Reading Discussions**Sep 25 (W)**Classroom Activities | **What Are Schools?** | **Watch:** * 17-year-old [Tupac Shakur’s views on education](https://www.youtube.com/watch?v=pEF_MqM_-0I)

**Read:*** Spring. (2018). *The American School: From the Puritans to the Trump Era* (10th ed., Vol. 1). Routledge. [Spring (2018) Ch1 Thinking Critically about History .pdf](https://drive.google.com/file/d/1gUQkdw53kGfUGkG5hQtRiaWJI1p9Lg_A/view?usp=share_link)p. 1-12

**Listen:*** [I Sued The School System](https://www.youtube.com/watch?v=dqTTojTija8)
 | **Classroom Activities:*** Reading, viewing, and listening discussion
* Podcast: What are schools? Who do they serve? Can you explain why there seems to be discontent with American schools?
* **Wednesday:** Corroborating and triangulating
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| **Week 6** | **Sep 30 (M)**Reading Discussions**Oct 2 (W)**Classroom Activities | **Building a Community Inside and Outside the Classroom****Race/Socioeconomic Status Comparison PPT** | **Watch:** * [The Black Panthers' Overlooked Health Programs](https://www.youtube.com/watch?v=tCGA4TLaq8g)
* [Kids Meet Former Black Panthers](https://www.youtube.com/watch?v=cRuDnigDKnI)

**Read:** * [Critical Community Building in Teacher Education](https://drive.google.com/file/d/1dmKhZksxyn_LfGw6Ilc43yLUSNYqU-lv/view?usp=share_link)
* [As Non-Black POC, We Need to Address Anti-Blackness](https://www.yesmagazine.org/opinion/2020/07/06/non-black-poc-anti-blackness)

**Listen:*** [Lauryn Hill - I Get Out](https://www.youtube.com/watch?v=Ok0nxA50pLM)
 | **Classroom Activities:*** Reading, viewing, and listening discussion
* Chalktalk: What is the purpose of community building? What are some material examples of community building?

**Wednesday:** Group Presentations |
| **Week 7** | **Oct 7 (M)**Reading Discussions**Oct 9 (W)** Classroom Activities | **Teachers as Community Organizers**  | **Watch:** * [Fred Hampton on the importance of revolutionary education](https://www.youtube.com/watch?v=DviCUygm3eM)

**Read:** * [Community Organizing Is How We Win Public Power and Justice](https://nextcity.org/urbanist-news/hear-us-community-organizing-is-how-we-win-public-power-and-justice)
* hooks. (1994). *Teaching to transgress : education as the practice of freedom*. Routledge. Ch 2

[hooks Engaged Pedagogy.pdf](https://drive.google.com/file/d/1o5WDcnLq2Or9llbplSuO4ft0R1dC4lBt/view?usp=sharing)**Listen:*** [Los Angeles family stands in solidarity with teacher strike](https://www.youtube.com/watch?v=c1todGxlmpU)
 | **Classroom Activities:*** Reading, viewing, and listening discussion
* **Wednesday:** Drafting and revising our [teaching philosophy](https://cei.umn.edu/teaching-resources/writing-your-teaching-philosophy)
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| **Week 8** | **Oct 14 (M)** No Class - Fall Break**Oct 16 (W)**Classroom Activities | **Queer and Black Queer in Schools****Community Resource Classroom Memo** | **Watch:*** [Meet the High School Dean Creating a Safe Space for Queer Students](https://youtu.be/KhcpvApPEac?si=sKuGBpi2G-Omorp1)

**Read:*** [Queer Theory: Background](https://guides.library.illinois.edu/queertheory/background)
* [Teaching Black Queer Feminist Studies through the Self](https://drive.google.com/file/d/1xLIHgqHX8-av-I2oIesNb7py91lhUYax/view?usp=drive_link)
* [Tips for Building a More LGBTQ-Inclusive Classroom](https://www.edweek.org/teaching-learning/opinion-10-tips-for-building-a-more-lgbtq-inclusive-classroom/2019/10)

**Listen/Watch:*** [Lil Nas X - Sun Goes Down](https://www.youtube.com/watch?v=U3BVFY9wnTw)
 | **Classroom Activities:*** Reading, viewing, and listening discussion
* **Wednesday:** Building empathy in the history classroom
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| **Week 9** | **Oct 21 (M)**Reading Discussions**Oct 23 (W)**Classroom Activities | **Using Technology to Enhance Historical Learning****Op-Ed #2** | **Watch:** **Read:** * [24 Best Classroom Technology Tools in 2024](https://slideswith.com/blog/classroom-technology-tools)
* [How technology is reinventing education](https://news.stanford.edu/stories/2024/02/technology-in-education)
* [The US must balance climate justice challenges in the era of artificial intelligence](https://www.brookings.edu/articles/the-us-must-balance-climate-justice-challenges-in-the-era-of-artificial-intelligence/)

**Listen:*** [Janelle Monáe - Q.U.E.E.N. feat. Erykah Badu](https://youtu.be/tEddixS-UoU?si=VgL3_dQBDDYfIuNI)
 | **Classroom Activities:*** Introduce several digital tools (e.g., virtual museum tours, digital archives, interactive timelines, and generative AI)
* **Wednesday:** Gamification and educational technology
 |
| **Week 10** | **Oct 28 (M)**Reading Discussions**Oct 30 (W)**Classroom Activities | **The Legacy of U.S. Enslavement**  | **Read:** * [Acts against the education of slaves South Carolina, 1740 and Virginia, 1819](https://www.thirteen.org/wnet/slavery/experience/education/docs1.html)
* [The Center for the Study of Global Slavery](https://nmaahc.si.edu/explore/museum-centers/center-study-global-slavery)
* [Center for the Study of Slavery and Justice](https://simmonscenter.brown.edu/)
* [Black History Timeline](https://blackamericanhistory.org/timeline/?gclid=Cj0KCQjwi7GnBhDXARIsAFLvH4ncFjHSl3Skc5sS9SZxUmn1QXNOOfri1WL-FAt_LXk7fwrJD23db1oaAjUqEALw_wcB)
* [Slavery in America: A Resource Guide](https://guides.loc.gov/slavery-in-america/related-resources)

**Watch:*** [Why teaching slavery matters.](https://www.youtube.com/watch?v=UqNIhGeDBOs)
* [What School Doesn't Teach Us About Slavery](https://www.youtube.com/watch?v=zytwqIu0PvA)

**Listen:*** [Damian Marley singing Slave Mill](https://www.youtube.com/watch?v=AwwJwpRhzEM)
 | **Classroom Activities:*** Group Activity: Create a full lesson plan using these materials.
* Group presentations
* **Wednesday:** Facing difficult histories
 |
| **Week 11** | **Nov 4 (M)**Reading Discussions**Nov 6 (W)**Classroom Activities | **School-Prison Nexus****Lesson Plan Portfolio** | **Engage With:** * [The Problem With Innocence](https://inquest.org/ruth-wilson-gilmore-the-problem-with-innocence/)
* [Social Studies Standards and Grade-Level Materials](https://www.pghschools.org/Page/5277)
* [Loc.gov](https://www.loc.gov/search/?in=&new=true&q=)
* [Schomburg Center for Research in Black Culture](https://www.nypl.org/locations/schomburg)
 | **Classroom Activities:*** Group Activity: Create a full lesson plan using these materials.
* **Wednesday:** Beyond classroom management

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| **Week 12** | **Nov 11 (M)**Reading Discussions**Nov 13 (W)**Classroom Activities | **Reading, Writing, and Rioting** | **No readings but please take notes** | **Classroom Activities:*** **Guest Lecturer**
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| **Week 13** | **Nov 25 (M)**Reading Discussions**Nov 27 (W)** No Class - Thanksgiving Recess | **We Teach****10-Minute Lessons** | **No readings but please take notes** | **Classroom Activities:*** Presentations
 |
| **Week 14** | **Dec 2 (M)**Reading Discussions**Dec 4 (W)**Classroom Activities | **We Still Teach****10-Minute Lessons**  | **No readings but please take notes** | **Classroom Activities:*** Presentations
 |
| **Week 15** | **Dec 9 (M)** **Extra class to replace Labor Day - Not Required** | **Getting Free****Final Reflection Op-Ed Due** | **Deep reflection and closing this chapter** | **Classroom Activities:*** Recap the course goals and objectives
* Celebrate the work we’ve done
* Make commitments to social justice praxis
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**Resources and Accommodations**

*COVID-19 SOE Resources: COVID-19 Resources and Guidance | School of Education | University of Pittsburgh*

*COVID-19 CUE Resources: CUE Resources | Center for Urban Education | University of Pittsburgh*

*COVID Testing (Same-day results): Rapid COVID-19 Testing | The COVID-19 Testing Center of Pittsburgh, PA (covidtestpittsburgh.com)*

*Pitt non-discrimination policy*: https://www.diversity.pitt.edu/about/notice-non-discrimination

*Parenting and pregnant student rights*:

https://www.titleix.pitt.edu/resources/pregnant-and-parenting-students

*LGBTQIA rights*: https://www.diversity.pitt.edu/resources/resources-diverse-populations/lgbtqia-resources

*Codes of conduct and violence against women:* https://www.titleix.pitt.edu/policies-procedures

*Gender transition and inclusion guidelines*:

https://www.diversity.pitt.edu/resources/resources-diverse-populations/lgbtqia-resources/guidel ines-inclusion-relating-gender

*Disability accommodation*. Any student who needs accommodations should inform me at the beginning of the course or as soon as one needs accommodations. To receive accommodations, you must apply for services with the Pitt Office of Disability Resources and Services, 140 William Pitt Union, 3959 Fifth Avenue, Pittsburgh, PA 15260, Phone: 412-648-7890, Monday – Friday: 8:30 a.m. to 5 p.m., Email: DRSRECEP@pitt.edu

**NOTE**: It is possible that university language around equity and inclusion follows antiquated frameworks. For instance, you may find that the parenting and pregnant students policy does not speak to various pathways of parenting and family. Should you be adopting, fostering, or otherwise significantly shifting your dependent care demands, or should you be a student whose gender is not clearly covered by the policy and is pregnant, etc., and would like accommodations, please let me know as soon as possible so we can work together to establish a fair plan. Let us also work together to establish plans anywhere and when institutional policy and guidelines do not accommodate needs.

Additionally, the Pitt Writing Center offers services for students. You may schedule appointments at writingcenter.pitt.edu. Location: 3178 O’Hara Student Center, 4024 O’Hara Street, Pittsburgh, PA 15260, Phone: 412-624-6556.

*Inclement weather policy.* If Pitt is closed due to inclement weather or other conditions, students are to assume that all classes on and off campus are canceled and all offices in all units will be closed.

*Formatting*. American Psychological Association. (2019). Publication Manual of the American Psychological Association (7th ed.). Washington, DC.

*Text to Speech Readers*

● Speechify app (free and paid versions) https://speechify.com/ (Sarah)

● Natural readers (free and paid versions) https://www.naturalreaders.com/ (Stacey)

*Resources for Life Circumstances*

*Campus Police.* If you are accosted or harassed by campus police, please contact Rochelle Woods, Senior Assistant Dean for SOE Administration, rlw75@pitt.edu. Additional resources are available here: Cops Off Campus Coalition – an abolition network to get cops off campus and cops off the planet

*Hunger*. Pitt Pantry offers the following: “All members of the Pitt community are welcome to visit the pantry. Through a self-certification form, shoppers are eligible to use the pantry if they earn less than 150% of the federal poverty line, a state regulation, which equals $18,090 for a household of one and $24,360 dollars for a household of two.” For questions regarding eligibility, please email pantry@pitt.edu. Additional resources are the Greater Pittsburgh Community Food Bank (pittsburghfoodbank.org).

*Safe and stable shelter*. Please see resources at the following links:

Housing and housing justice: honorscollege.pitt.edu

Housing resources: pitt.libguides.com

*Women’s Center & Shelter of Greater Pittsburgh*. The 24-hour hotline is 412-687-8005. The website is wcspittsburgh.org

*SisTers PGH Community Center* is a safe space for trans people of color. Phone: 412-259-3091, Website: www.sisterspgh.com

*Racialized and gender-based discrimination.* Contact the Pitt Title IX Office. Community members may visit the office during scheduled office hours without an appointment. Students, staff and faculty can also call 412-648-4034 or email to schedule an appointment. For more information, go to https://www.titleix.pitt.edu/policies-procedures.

*Sexual violence*. The Pitt Student Affairs site offers several resources and contact numbers. Visit studentaffairs@pitt.edu.[[1]](#footnote-1)

1. These resources were adopted from Dr. T. Elon Dancy’s courses. [↑](#footnote-ref-1)