Notice of the Final Oral Examination
for the Degree of Master of Arts

of

NICHOLAS SANDOR

BSW (University of Victoria, 2016)

“Knowledge and Experience: Masculine Subjectivities and Social
Justice Education”

Department of Curriculum and Instruction

Tuesday, July 17th, 2018
10:45 a.m.
Clearihue Building
Room B017

Supervisory Committee:
Dr. Graham McDonough, Department of Curriculum and Instruction, University of Victoria
(Supervisor)
Dr. Wanda Hurren, Department of Curriculum and Instruction, UVic (Member)

External Examiner:
Dr. Lauren Bialystok, Department of Social Justice Education, University of Toronto

Chair of Oral Examination:
Dr. Bernie Pauly, School of Nursing, UVic

Dr. David Capson, Dean, Faculty of Graduate Studies
Abstract

This philosophical inquiry challenges the conventional perspective that ‘boys will be boys’ moving towards opportunities for social change through the lived experience of masculinities. The conservative political perspective has failed to challenge the dominant discourse on masculinity, resulting in the maintenance of patriarchal systems that perpetuate issues like sexism and homophobia in our communities. At the same time, social justice spaces are often precarious spaces for privileged males. My inquiry acknowledges masculinity as a state of ambiguity and considers future implications for social justice education through an analysis of male privilege and the epistemic conditions of this particular social location. My conceptual analysis provides a pedagogical exploration that connects interdisciplinary theoretical perspectives related to theories of the self including subjectivities, social performances, and socio-cultural structures of gender identity. My critique of the current status of social justice education directed towards men and boys is explored through dialectics, intersectionality, post-modernism, gender theory, and phenomenology which are used as methods for mapping the hermeneutics of privilege and masculine-oriented experiential knowledge. I suggest that educational reform can offer a humanist approach to learning about gender-based violence by addressing barriers to learning such as opposition, complacency, and ignorance and instead directing resources towards possibilities for change through situated knowledge.