

LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF EDUCATION

ELPS 432 (003): Social Justice in Higher Education  
Fall 2011

Wednesday, 7:00 – 9:30 pm  
Water Tower Campus, Corby Law Center, Room 205

**Instructor Information:**

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Meetings Available by Appointment

**Description:**

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Ample research supports the important role diversity and multiculturalism play both in shaping educational outcomes as well as enhancing society. This course provides an introduction to theory and research related to multiculturalism and social justice. Learning is targeted at increasing students' multicultural awareness, knowledge, and skills in the context of higher education professional practice. Specific attention is paid to 1) understanding social systems and structures that reinforce power differentials, privilege, and oppression; 2) exploring the unique experiences of traditionally marginalized social groups; and 3) examining critical dimensions to the design and delivery of multicultural education programs. The course addresses each topic across three levels: important philosophical and/ or historic considerations, contemporary interpretations, and considerations in the higher education context. The pedagogy employed in this course draws heavily on critical self-reflection to explore how students' personal identities shape experiences related to multiculturalism and social justice. This provides an essential foundation for the consideration of these issues in future course work.

**Outcome & Objectives:**

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Learning Outcome

Students will be able to describe various historical and contemporary perspectives on multiculturalism and social justice as well as applications to the higher education context.

Objectives

Upon completion of this course, students will be able to:

1. Understand the conceptual foundations associated with social justice;

2. Understand the various ways in which oppression influences individuals, institutions, and broader society;
3. Articulate deeper levels of personal awareness regarding the ways in which their positionality shapes how they experience social interactions;
4. Apply key principles associated with multicultural competence in student affairs and higher education practice;
5. Identify ways in which to foster ally development personally, with colleagues, and with students; and
6. Demonstrate increased competence in engaging with and across issues of difference.

## **Conceptual Framework:**

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### **Conceptual Framework**

The School of Education at Loyola University Chicago advances a conceptual framework that emphasizes “*Professionalism in Service of Social Justice.*” This framework is consistent with the design and content of this course. The content of this course specifically addresses theoretical foundations of social justice education as well as applications of this work to educational practice. This is accomplished by examining issues of social construction, their influences in how individuals experience power, privilege and oppression, and methods for creating environments characterized by a culture of social justice and equity.

### **Diversity**

This course directly addresses the many benefits associated with a diverse and multiculturally competent society. Course content will specifically explore the ways in which socially constructed social categories influence the ways in which individuals experience power, privilege and oppression in society. This will be explored through theory and research as well as through personal narratives and students own life journeys.

### **Technology**

Technology is integrated into the design and delivery of this course in a variety of ways. The course will rely on Blackboard as an educational tool that connects students and encourages intellectual engagement outside traditional classroom boundaries. Additionally, both course delivery methods and student assignments draw on a range of technological tools with the goal of increasing students’ self-efficacy for using technology as well as enhancing the overall learning experience.

## **Institutional Policies & Philosophies:**

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### **Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional

academic policies and procedures refer to:

[http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

### **Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

### **Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

### **Reading Materials:**

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The required texts for this course are available for purchase at the Water Tower Campus Loyola Bookstore or Beck's Bookstore. Please purchase your books as soon as possible as readings will be assigned for the second week of class.

#### **Required Texts**

Adams, M. J., Bell L. A., & Griffin P. (2007). *Teaching for diversity and social justice* (2<sup>nd</sup> ed.). New York: Routledge.

Adams, M., Blumenfeld, W. J., Castañeda, R., Hackman, H. W., Peters, M. L., & Zúñiga, X. (Eds.). (2010). *Readings for diversity and social justice* (2<sup>nd</sup> ed.). New York: Routledge.

Johnson, A. G. (2006). *Privilege, power, and difference* (2<sup>nd</sup> ed.). Boston: McGraw Hill.

### Required Equipment

This class will require the use of a digital camera. If you do not own a digital camera, you can check one out through the Loyola library system or purchase a disposable digital camera from your local convenience store (~\$15). Use of the camera is detailed in the Photo Elicitation Assignment description.

### Recommended Texts

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

### Additional Readings

Additional readings will be provided in the form of documents accessible via the Blackboard site for this course. A full reference list of these readings is provided at the end of the syllabus. You are not required to print or bring these to class, but are responsible for reading them. The instructor may add additional readings not listed in this syllabus during the course of the semester.

## **Requirements & Expectations:**

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### Preparation

This course is designed using a traditional seminar format in which much of the learning is emerged from group discussion and student engagement with each topic. As such, preparation through completion of each week's readings as well as thoughtful reflection on the topics is critical not only for each individual's intellectual development, but the group's collective development as well. Readings have been purposefully selected for their relevance to the given topic and contribution to the overall literature. Rather than assigning a bulk of reading, the philosophy employed in this course design is to carefully select significant and important core readings and provide sources for additional reading should students wish to explore the topic further. Given much thought has gone into the readings, students are expected to complete them in advance of each class. Occasional quizzes and reading for meaning activities may be incorporated into the grading structure should evidence emerge that students are not completing the necessary reading. Additionally, as a graduate-level course, class time may not be directed towards dissecting each individual reading, but instead examining themes across reading and conducting critical analysis of content and its application in the context of higher education. Students are encouraged to consider this as they read assigned material.

### Participation

Given the seminar format employed in this course design, student participation in discussions and learning activities is critical. However, it is important to note that *how* a student participates is often a function of their particular learning style. Therefore, participation is less about the frequency with which a student engages in class discussion and more about the quality of the contributions. For the purposes of this course, participation is valued in which students build upon one another's comments, provide meaningful connections to practice, share critical observations and insights on a topic, and generally increase the complexity and richness of the discussion. Students are also

encouraged to act as gatekeepers to the conversation and encourage the participation of others as well as pose questions to one another. To achieve this, a variety of pedagogical approaches are used to ensure that each individual’s preferred learning style is addressed over the course of the semester. A portion of the final grade is dedicated to participation and a rubric is provided that outlines how this will be assessed. Students will receive a mid-semester participation grade as well as feedback to ensure time to adjust their participation levels prior to the end of the semester. The rubric for participation is listed below:

<b>EVALUATIVE DIMENSION</b>	<b>“A” GRADE</b>	<b>“B” GRADE</b>	<b>“C” GRADE</b>	<b>“D/F” GRADE</b>
<b>PROMPTNESS</b>	Routinely arrives on time for class and is prepared to begin at the designated time as well as following any breaks; student does not leave class early	Occasionally late to class, does not return promptly from designated breaks; OR occasionally leaves early	Demonstrates a pattern of lateness or early departure that interferes with course objectives.	Consistently late to class, does not return from breaks in a timely manner, and/ or leaves class early
<b>QUALITY OF CONTRIBUTIONS</b>	Contributions are relevant and routinely integrate course reading and life experiences into the discussion; Arguments are evidenced-based and supported through course content and/ or life experiences	Contributions lean more toward either course readings or life experiences, but are relevant to the conversation; Arguments are generally evidence-based	Contributions are not relevant to the conversation and rarely incorporate course readings; Contributions betray a lack of preparation for class; Arguments are rarely evidence-based	No or minimal contributions or arguments are offered
<b>SIGNIFICANCE OF CONTRIBUTIONS</b>	Contributions add complexity to the conversation and support or build off of others’ contributions	Contributions are generally substantive, but occasionally indicate a lack of attention to what others have shared	Contributions repeat what others have shared and thus do not advance the conversation	No or minimal contributions are offered
<b>GENERAL ENGAGEMENT</b>	Regularly contributes to the class in both large and small group formats; Routinely engaged with course activities and / or discussions	Contributions generally favor either the small or large group; Does not consistently appear engaged in activities and/ or discussions;	Minimal contributions are offered in either the small or large group; Appears disengaged from activities and/ or discussions; Addresses core issues in activities and/ or discussions quickly and shifts to personal conversations or off-topic material	No contributions are offered
<b>GATE-KEEPING</b>	Does not dominate the conversation; Regularly encourages the participation of others by posing questions or asking for other students’ thoughts	Student occasionally encourages the participation of others; recognizes the contributions of others	Dominates the conversation; Does not engage other students in conversation; directs majority of comments to the instructor	No or minimal contributions

<b>LISTENING/ ATTENDING SKILLS</b>	Is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; Actively listens to both peers and instructor; Actively supports peers' learning processes	Generally considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; typically displays active listening; generally supports peers' learning processes	Is dismissive (verbally or nonverbally) of others' feelings and opinions; Display a lack of interest; Does not actively support peers' learning processes	Inconsiderate of others' feelings and opinions; Does not actively listen or support others' learning
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Attendance

Graduate-level courses typically meet only once a week, which makes attendance absolutely essential. You must be present to engage fully in the course content. I understand that sometimes life priorities can make this challenging. *However, the expectation is that you will be present for the full class session each week.* Should you miss a class, arrive late, or leave early, you are responsible for identifying and obtaining missed material from your peers. Please notify the instructor via email prior to the start of class should you need to be absent. Any absence will result in the loss of participation points for that day. Routinely arriving or leaving late will result in the loss of participation points as well.

Civil Discourse

Although deep and meaningful learning often comes as a result of cognitive and emotional dissonance, I firmly believe that transformative learning is the result of compassionate learning communities in which individuals feel both challenged and supported. The underlying expectation of this course is that participants will approach one another with the same ethic of care and developmental concern with which they deal with students. This approach requires a willingness to engage in critical and controversial, but ultimately civil discourse aimed at advancing our individual and collective knowledge. Students are expected to engage in social perspective-taking, a skills that requires both empathy and the ability to acknowledge multiple points of view.

Cell Phones/ On Call

If you bring a cell phone or pager to class, please be sure it is either off or set to a silent mode. Should you need to respond to a call during class, please leave the room in an undistruptive manner. Texting and/ or instant messaging are not allowed during class as a matter of respect to the learning community. Should you be on call as part of professional or graduate assistantship responsibilities, please advise me at the start of the semester. It is also a good idea to have a conversation with your supervisor and staff to help them understand that you are a student and interruptions during class time should be on an emergency basis only.

Email/ Blackboard

Email will be used as the primary mode of correspondence for this course. As such, it is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected. Additionally, Blackboard will be used as a source of continual updates about course material.

### APA Style/ Writing

Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6<sup>th</sup> Edition format. Guidelines for this will be covered at the start of the semester and a handout posted on the Blackboard site. Should papers have significant errors in APA formatting, they will not be accepted as complete. The quality of writing is also of high importance. Students are encouraged to submit drafts of papers to peers for initial feedback. If a student has significant concerns regarding their writing ability, they should consult the University Writing Center ([http://www.luc.edu/tutoring/Writing\\_Center.shtml](http://www.luc.edu/tutoring/Writing_Center.shtml)) for assistance.

### **Assignments:**

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The series of assignments identified for this course reflect student feedback on desired course outcomes, personal learning styles, and preferred mode of evaluation. They also create space for students to pursue more depth of study in particular content areas of interest. This is an opportunity to begin developing an area of expertise that connects to your professional goals and may contribute significantly to your educational portfolio or dissertation. Finally, this course differs significantly from other courses in the higher education curriculum given its foci on personal exploration and understanding difference. This requires a substantive degree of active participation by each student in the class. Therefore, participation will carry a greater amount of relative weight than in other classes. Students will receive two participation grades, one at the midterm and one at the end of the semester. Participation will be evaluated using a rubric disseminated on the first day of class and students will receive direct feedback regarding this at the midterm evaluation.

Assignments are due at the time specified in the course syllabus and should be submitted according to the directions provided. Assignments are expected to be turned in on time so please plan appropriately to avoid unnecessary penalties. *Any assignments submitted after the due date will be reduced by a half letter grade. An additional full letter grade reduction will be applied for each 24 hour period after the original time due. Extensions will not be granted.*

NOTE: Students should not exceed the suggested length of assignments as dictated by the full assignment descriptions. Additionally, the suggested length does not include the title page or reference pages.

CONCEPTUAL FOUNDATIONS	STRUCTURED REFLECTION	EXPANDING AND CONNECTING KNOWLEDGE	INTEGRATION
Photo Elicitation Project	Pre/ Post Class Reflection	Engaging with Privilege/ Ally Development	Photo Elicitation Project
	Playlist Reflection	Social Perspective Taking	
	Creative Expression	Multicultural Competence Assessment	
	Critical Incident/ Personal Insight	Social Justice Action on Campus	

### Photo Elicitation Project

This assignment is comprised of two parts both involving the use of photo elicitation, a qualitative research method. At the start of the semester students will be asked to take new photographs representing major conceptual foundations related to the course and document why these pictures are reflective of the concepts. The photos will be revisited at the end of the term for fresh reflection and additional ones added that reflect new interpretations of the conceptual foundations that may have arisen as a result of participation in the course. A final short paper will document the students' journey as it relates to understanding and representing key content areas and connecting them to course literature. Learning outcomes for this assignment include:

- An increased understanding of conceptual foundations associated with social justice;
- An enhanced understanding of how one's personal worldview informs their understanding of privilege, oppression, and social justice;
- The ability to articulate a personal philosophy that integrates personal experiences and academic knowledge.

Please note that completion of this project will require students to have access to a digital camera during the first three and final three weeks of class. The course syllabus provides suggestions for student that do not own or have access to a digital camera. Students will need to bring the completed photo elicitation project 1 with them to class on **September 14, 2011**. An electronic copy of the project should be sent to the instructor via email by no later than the start of class on the same date. A hard copy of the final version of the photo elicitation project 2 should be brought to class on **December 7, 2011**.

### Structured Reflection Exercises

Taking the time to read and reflect on the content of this course is critical. Therefore, exercises have been designed to ensure that individuals are provided structured opportunities to process course content, its connection to their lives, meaningfulness to practice, and how content from each session fits together. Use of multiple formats is purposefully designed to both challenge and support your preferred learning style. Each

student will be required to complete structured reflection activities FIVE times during the semester. Only one may be turned in per week, per course topic, and students can only reflect on the class period immediately preceding or following. Full details regarding this assignment are available in the assignments section of the Blackboard site. Learning outcomes for the assignment include:

- The ability to reflect in critical and meaningful ways on course content;
- An increased capacity for self-awareness as it relates to course content.

All FIVE reflection exercises must be completed prior to the final class. The content of the first or final class may not be used for reflection.

### Expanding and Connecting Knowledge Project

The major assignment associated with this course involves connecting course related knowledge to your personal interests related to multiculturalism and social justice. The purpose of this project is to explore a topical area in greater depth while practically applying course content. Students will have the option to complete one of several project options or create a project of their own design. Details associated with the project are available in the assignments section of the BlackBoard site. Learning outcomes associated with this assignment include:

- Demonstrated understanding of course content related to multiculturalism and social justice;
- Ability to apply course content to personal life, professional practice, and/ or broader social issues;
- Increased capacity to critically assess and analyze with a social justice lens.

An initial determination of what you plan to do for the project is due in written form (no more than a page) and should be turned in at the start of class on **September 21, 2011**. The final product is process oriented, but will be summarized in a 5-page paper due by the start of class on **November 30, 2011**.

### **Evaluation & Grading:**

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All coursework and assignments must be completed by the end of the term as grades of incomplete are generally not assigned. The distribution of points is provided below:

Participation	30 points
Reflections	10 points
Photo Elicitation #1	10 points
Major Project	30 points
<u>Photo Elicitation #2</u>	<u>20 points</u>
<b>Total</b>	<b>100 points</b>

Assignments in this course will be graded according to the rubric provided. *Note that if an assignment fails to follow the instructions provided a grade of zero will be assigned.*

Students are encouraged to consult with the instructor regarding any questions associated with assignments:

<b>EVALUATIVE DIMENSION</b>	<b>“A” GRADE</b>	<b>“B” GRADE</b>	<b>“C” GRADE</b>	<b>“D/F” GRADE</b>
Achievement of Specified Learning Outcomes	The assignment demonstrates strong achievement across designated learning outcomes	The assignment demonstrates evidence of meeting the designated learning outcomes	The assignment meets the majority, but not all of the designated learning outcomes	The assignment is not completed, does not conform to the instructions provided, or does not meet the majority of designated learning outcomes
Demonstrated Understanding of Content	Exceptional ability to both synthesize course content and identify similarities and differences between and among content areas	Demonstrates adequate competence in articulating central points of core content	Demonstrates varying degrees of understanding of content with some accurately explained and others missing key points	Assignment is not completed or does not demonstrate accurate or full understanding of content
Complexity of Thought & Creativity	Demonstrates significant complexity of thought as well as creative approaches in both content and structure	Complexity of thought is of adequate depth and elements of creativity are present in work	Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate	Assignment is not completed or lacks complexity of thoughts required for graduate-level work
Sophistication of Application to Practice	Application to practice is accurate, creative, reasonable, and takes into account multiple perspectives and considerations	Application to practice is accurate and adequate	Application to practice varies in accuracy and does not take into account varying perspectives and considerations	Assignment is not completed or application to practice fails to take into consideration higher education and student affairs context
Depth of Critical Analysis	Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and offering substantive interpretations	Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations	Depth of analysis varies greatly and lacks consistent representation of strengths and weaknesses, connections between multiple dimensions of content, and/ or meaningful interpretations	Assignment is not completed or depth of critical analysis is not consistent with requirements of graduate-level work
Appropriate Structure, APA Style, and Grammar	The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or APA style	The final product is well organized and clearly structured with only minimal grammatical and APA style errors	The final product suffers from problems associated with organization and structure and/ or grammatical and APA style errors	Assignment is not completed or final product is poorly organized, structured, and/ or possesses significant grammar and/ or APA style errors

The following point spread will be used to determine the final course grade:

<u>Total Points Earned</u>	<u>Final Grade</u>
100 – 94	A
93 – 90	A-
89 – 87	B+
86 – 84	B
83 – 80	B-
79 – 77	C+
76 – 74	C
73 – 70	C-
69 – 60	D
59 – 0	F

**Sequence/ Weekly Calendar:**

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENT DUE</b>
Aug 31	<b>Introduction to the Topic</b>	
Sep 7	<b>Conceptual Foundations- The Importance of Diversity and Personal Identity</b> <ul style="list-style-type: none"> <li>▪ El-Khawas (2003) [BB]</li> <li>▪ Hurtado (2007) [BB]</li> <li>▪ Readings Chapters 2 &amp; 4</li> <li>▪ Johnson Chapter 1</li> <li>▪ Teaching Chapter 16</li> </ul>	Skim the below readings prior to starting photo elicitation assignment <ul style="list-style-type: none"> <li>▪ Clark Ibañez (2004)</li> <li>▪ Harper (2002)</li> </ul>
Sep 14	<b>Conceptual Foundations- Social Justice</b> <ul style="list-style-type: none"> <li>▪ Zajda et al. (2006) [BB]</li> <li>▪ Brennan &amp; Naidoo (2008) [BB]</li> <li>▪ Washington (2007) [BB]</li> <li>▪ Hollenbach (1977) [BB]</li> </ul>	Photo Elicitation Project Part 1 Due (hard copy & email)
Sep 21	<b>Conceptual Foundations- Privilege</b> <ul style="list-style-type: none"> <li>▪ Johnson Chapters 2-8</li> <li>▪ Readings Chapter 3</li> </ul>	Written notification of Expanding and Connecting Knowledge Project topic due in hard copy at the start of class.
Sep 28	<b>Conceptual Foundations- Oppression</b> <ul style="list-style-type: none"> <li>▪ Teaching Chapters 1, 3</li> <li>▪ Readings Chapters 5-7</li> <li>▪ Freire (2004) [BB]</li> <li>▪ Bartky (2004) [BB]</li> <li>▪ Ng, Lee &amp; Pak (2007) [BB]</li> </ul> <p><u>Guest Lecturer</u> – Vijay Pendakur</p>	

Oct 5	<p><b>Racism</b></p> <ul style="list-style-type: none"> <li>▪ Readings Chapters 9, 15, 22</li> <li>▪ Yamato (2004) [BB]</li> <li>▪ Waters (2004) [BB]</li> <li>▪ McIntosh (1989) [BB]</li> <li>▪ Gallagher (2003) [BB]</li> </ul> <p>Extended Readings:</p> <ul style="list-style-type: none"> <li>▪ Video - Mirrors of Privilege</li> <li>▪ Video: Race: The Power of an Illusion</li> <li>▪ Dyer (2003) [BB]</li> <li>▪ Brodking-Sacks (2003) [BB]</li> </ul>	
Oct 12	<p><b>Sexism</b></p> <ul style="list-style-type: none"> <li>▪ Readings Chapters 61-65, 70</li> <li>▪ Hartman (2004) [BB]</li> <li>▪ Zinn et al. (2004) [BB]</li> <li>▪ Sheffield (2004) [BB]</li> </ul>	
Oct 19	<p><b>Religious Discrimination</b></p> <ul style="list-style-type: none"> <li>▪ Readings Chapters 45-47, 55, 56</li> <li>▪ Seifert (2007) [BB]</li> <li>▪ Fairchild (2009) [BB]</li> <li>▪ Goodman &amp; Mueller (2009) [BB]</li> </ul>	First Participation Grade Distributed
Oct 26	<p><b>Classism</b></p> <ul style="list-style-type: none"> <li>▪ Readings Chapter 26, 29-31, 35, 41, 42</li> <li>▪ hooks (2003) [BB]</li> </ul>	
Nov 2	<p><b>Heterosexism</b></p> <ul style="list-style-type: none"> <li>▪ Readings Chapters 78, 81, 83, 89, 95</li> <li>▪ Berube (2003) [BB]</li> <li>▪ Hopkins (2004) [BB]</li> <li>▪ Beneke (2004) [BB]</li> <li>▪ Video: For the Bible Told Me So</li> </ul> <p>Extended Readings:</p> <ul style="list-style-type: none"> <li>▪ Pharr (2004) [BB]</li> <li>▪ Ryder (2004) [BB]</li> </ul>	
Nov 9	<p><b>Ableism</b></p> <ul style="list-style-type: none"> <li>▪ Readings Chapters 96-98, 106, 112</li> <li>▪ McCarthy (2007)</li> </ul>	

Nov 16	<p><b>Cisgender/Transgender Students</b></p> <ul style="list-style-type: none"> <li>▪ Readings Chapters 89, 95</li> <li>▪ Beemyn, Curtis, Davis &amp; Tubbs (2005) [BB]</li> <li>▪ Nakamura (1998) [BB]</li> </ul> <p><b>Multicultural Competence in Higher Education</b></p> <ul style="list-style-type: none"> <li>▪ Talbot (2003) [BB]</li> <li>▪ Blum (2004) [BB]</li> <li>▪ Pope et al. (2004) [BB]</li> <li>▪ Nagada &amp; Gurin (2007) [BB]</li> </ul> <p>Extended Reading:</p> <ul style="list-style-type: none"> <li>▪ Einfeld &amp; Collins (2008) [BB]</li> <li>▪ Ortiz &amp; Rhoads (2000) [BB]</li> <li>▪ Mueller &amp; Pope (2001) [BB]</li> <li>▪ Castellanos et al. (2007) [BB]</li> </ul>	
Nov 23	<i>No Class!!!!</i>	
Nov 30	<p><b>Facilitating Diversity &amp; Social Justice Education</b></p> <ul style="list-style-type: none"> <li>▪ Teaching Chapters 2, 4 &amp; 5</li> <li>▪ Leonardo &amp; Porter (2010) [BB]</li> <li>▪ Perry et al. (2009) [BB]</li> <li>▪ Laubscher &amp; Powell (2003) [BB]</li> <li>▪ Higbee &amp; Barajas (2007) [BB]</li> </ul>	Expanding and Connecting Knowledge Assignment Due
Dec 7	<p><b>Ally Development</b></p> <ul style="list-style-type: none"> <li>▪ Edwards (2006) [BB]</li> <li>▪ Reason &amp; Davis (2005) [BB]</li> <li>▪ Broido &amp; Reason (2005) [BB]</li> <li>▪ Reason &amp; Broido (2005) [BB]</li> <li>▪ Nash (2010) [BB]</li> <li>▪ Munin &amp; Speight (2010) [BB]</li> </ul> <p><b>Synthesis &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>▪ Johnson Chapter 9</li> <li>▪ Teaching Chapter 17</li> </ul>	Photo Elicitation Project Part 2 Due

[BB]: Indicates reading can be found on the Blackboard site  
Readings: Refers to the book: *Readings for diversity and social justice*  
Teaching: Refers to the book: *Teaching for diversity and social justice*  
Johnson: Refers to the book: *Privilege, power, and difference.*

## Full Readings Reference List:

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- Adams, M. (2007). Pedagogical frameworks for social justice education. In M. Adams, L. A. Bell, & P. Griffin (Eds.), *Teaching for diversity and social justice* (2<sup>nd</sup> ed.; pp. 14-33). New York: Routledge.
- Adams, M., Jones, J., & Tatum, B. D. (2007). Knowing our students. In M. Adams, L. A. Bell, & P. Griffin (Eds.), *Teaching for diversity and social justice* (2<sup>nd</sup> ed.; pp. 396-410). New York: Routledge.
- Bartky, S. L. (2004). On psychological oppression. In L. Heldke, & P. O'Connor (Eds.), *Oppression, privilege, & resistance: Theoretical perspectives on racism, sexism, and heterosexism* (pp. 24-36). New York: McGraw-Hill.
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