

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION**

**MULTICULTURALISM FOR SOCIAL JUSTICE IN
HIGHER EDUCATION**

**ELPS 432, Fall 2011, Tuesday 4:15-6:45PM
Room 901 Corboy Law Center**

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Please schedule and confirm with professor
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Course Description

This course is an exploration of social justice theories, multicultural issues and practice. We begin by offering foundational definitions of terminology used throughout the course as we delve into understanding systems of oppression, social identity development, privilege, power, and activism. Through the use of cross-cultural dialogue, relevant exercises, as well as key literature, we will identify and examine multiculturalism for social justice in our professional lives.

Some questions to consider when thinking about your learning in this course:

1. How do you define social justice?
2. What do you hope to learn about yourself and others in this course?
3. How are your feelings, attitudes, and behaviors shaped by your concept of justice?
4. Why is dialogue about multiculturalism for social justice a required component of this program?
5. With which target/agent groups do you identify?
6. Is this learning going to influence your educational practice?

Learning Outcomes

The purpose of this course is to orient future leaders in education for the increasing multicultural society and workforce. Our future depends on positive and successful interaction among various cultural groups. As education professionals, how will you ensure that all students are treated equitably? How will you educate students so that they understand their role in creating a more just society? What will you do to create a “culture” of social justice in your own professional practice?

Objectives

Upon successful completion of this course, you should be able to:

- ❑ Recognize the diversity and complexity of social justice and multicultural issues
- ❑ Expand and apply understanding of concepts, theories, and frameworks relevant to social justice, oppression, and injustice
- ❑ Develop and utilize skills in intergroup dialogue and conflict resolution
- ❑ Apply your understanding of philosophical, political and economic, and social bases for living in a democracy to a real-world social justice issue
- ❑ Refine human relations skills—including leadership, communication, and collaboration for effectively addressing social justice issues
- ❑ Identify resources, organizations, and government structures that support and impede social justice
- ❑ Continue to develop and demonstrate expertise in scholarly presentations—written and oral—using APA (6th ed.) format in all work
- ❑ Formulate an understanding of personal and professional power to create change

Conceptual Frameworks

Professionalism in Service of Social Justice

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 course will challenge you to thoughtfully consider social justice and ethical issues with which educators face in their work.

Diversity

This course addresses the myriad of ways in which diversity influences and impacts higher education. Particular attention is paid to rich variety of settings in which educators work, the many needs of the diverse students and populations these educators serve, and the manners in which educators can develop their own identities as social justice allies.

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. 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

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. For additional academic policies and procedures refer to: 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/>

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 instant messaging are not allowed during class. If you are on call as part of professional responsibilities, please advise me at the start of the semester.

Email/Blackboard

Email will be used as the primary mode of correspondence for this course. 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 may be used as a source to update the class 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 6th Edition format. Guidelines for this will be covered at the start of the semester and a handout posted on the Blackboard site. Key provisions are that papers should be 12 point Times New Roman font, double-spaced, with one inch margins. Should papers have significant errors in APA formatting, they will not be accepted as complete. The quality of writing is also of high importance. You are strongly encouraged to submit drafts of papers to peers for initial feedback. If you have significant concerns regarding your writing ability please consult the University Writing Center (http://www.luc.edu/tutoring/Writing_Center.shtml) for assistance.

Reading Materials

Please purchase your books as soon as possible as readings will be assigned for the first week.

Required Texts

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

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

Recommended Text

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

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.

Additional Readings

Additional readings in the form of articles can be found in alphabetical order at the end of this syllabus. You are not required to print or bring these to class (unless otherwise instructed) but are responsible for reading them and bringing thoughtful notes/quotes/comments and questions to class. I may add additional readings not listed in this syllabus during the course of the semester. There are also suggested readings listed on the syllabus should you desire to explore a topic further. These readings are considered required for doctoral students. (Readings are on Blackboard)

Course Requirements

Class Participation (5 points, due October 17 and November 29)

Attendance is a requirement of the course. You all add a valuable and unique perspective that is essential to the course. You are expected to participate in class sessions through questions, critiques, illustrations, suggestions, and other forms of constructive feedback. **You should assess your participation by the “quality,” not the frequency of comments.** In this case, quality is defined as thoughtful, respectful, and insightful questions and comments that serve to strengthen the ensuing dialogue. Please notify me in advance if you will be unable to attend class. You will assess yourself based on the rubric found on Blackboard.

Reading Comprehension (5 points, due October 17 and November 29)

Each of you is responsible for the material in the readings. The readings contain a broad array of scholarly and contemporary ideas and are designed to prompt critical analysis and thought-provoking questions, as well as provide a common information base for intellectually stimulating dialogue. The opinions and ideas in the readings do not necessarily reflect my opinion; rather they represent different aspects and ways of viewing systematic oppression, privilege, power, and social justice.

This course will primarily consist of dialogue and group activities. Please complete readings prior to class, consider your reactions to the authors’ ideas and prepare to share these with others. Some of the following questions may be helpful:

- 1) Does the author reveal personal biases? If so, what are they?
- 2) What is of value to your professional practice in the reading?
- 3) Which quotes are meaningful to you? Why?
- 4) In what ways is the reading connected to central ideas in the course?
- 5) How do your own experiences affirm or refute key concepts in the reading?

Reading Reflections (15 points, 3 points each reflection; due 5 times during semester)

Five reading reflections are due throughout the semester; select five due dates of the eight given in the tentative class schedule below. As you read assigned material for each class session, pick one article/chapter and note key information, frameworks, ideas, concepts, theories, quotes, etc. that help you **a) understand the reading, b) personalize/internalize the information, and c) construct meaning for practice.** Each reflection should be typed, follow APA 6th edition format, and no more than 2 double-spaced pages with one inch margins. The reflections are intended to use as **talking**

points during class activities and dialogues. Avoid mere summary of the selected article, and make each reflection meaningful and succinct for easy reference and use in class. Kristin will assess the reflections based on the rubric found on Blackboard.

Facilitated Dialogues (15 points, due throughout semester)

This assignment is in the spirit of the Mexican Proverb, “People understand each other by talking.” You and a partner will participate in facilitating an in-class dialogue related to **one class session’s readings and one current issue from higher education that relates to the reading**. The dialogues will be limited to 40 minutes and involve you engaging half the class in dialogue from theory to practice. These dialogues will provide you with an opportunity to practice skills and techniques you will have read about and had modeled for you by me. Your classmates and instructors will assess your facilitation based on the rubric found on Blackboard.

Photo Elicitation Project (30 points, due September 13 and December 6)

This assignment is comprised of two parts both involving the use of photo elicitation, which is 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 your journey as it relates to understanding and representing key content areas and connecting them to course literature.

Please note that completion of this project will require you to have access to a digital camera during the first three and final three weeks of class. The course syllabus provides suggestions for those that do not own or have access to a digital camera. You will need to bring the completed photo elicitation project 1 with you to class on **September 13, 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 6, 2011**. I will assess these assignments based on the rubrics on Blackboard.

Social Justice Issue Investigation (30 points, due November 1)

You (or a group of no more than 3 people) will select a social justice issue relevant to higher education that you wish to examine. This will entail you (or group) conducting research on the issue, and developing a paper that addresses the issue from an individual, social/cultural and institutional level (and one other level if working in a group). **Part of your research must consist of work with a college/university, educational agency, center or organization**. The paper should be typed, double-spaced, and no longer than 8 pages for single authors and no longer than 10 pages for groups (excluding title page, abstract and references). I will assess your investigation based on the rubric on Blackboard.

Student Performance Evaluation Criteria & Procedures

Participation/Reading Comprehension	<i>(assessed by you)</i>	10%
Reflections	<i>(evaluated by Kristin McCann)</i>	15%
Facilitated Dialogues	<i>(evaluated by classmates)</i>	15%
Photo Elicitation Project 1	<i>(evaluated by professor)</i>	10%
Social Justice Issue Investigation	<i>(evaluated by professor)</i>	30%
Photo Elicitation Project 2	<i>(evaluated by professor)</i>	20%
Total		100%

Final grades will be determined by totaling the points received on each of the assignments above (100-95= A, 94-90 =A-, 89-86=B+, 85-83=B, 82-80=B-, 79-77=C+, 76-74=C, 73-70=C-, 60-60=D, 59 or below =F). An “A” signifies exceptional work in this course. Assignments are due at the beginning of class on the day specified in the course outline. You may turn assignments in electronically and/or as a hardcopy in class. For your own protection, please retain all returned and graded work.

“When we engage in reflective action on the world in order to change it, what we are doing is nothing less than the dailiness of a revolution.” (Wear)

Tentative Course Sessions

DATE	TOPIC	ASSIGNMENT DUE
Aug 30	Introduction to the Topic- Intercultural Dialogue <ul style="list-style-type: none"> • Bohm (1996) [BB] • Henry et al. (2007) [BB] • Rabidner (1999) [BB] • Watt (2007) [BB] • Zuniga (2003) [BB] 	Preference Topics for Dialogue
Sep 6	Conceptual Foundations- Oppression <ul style="list-style-type: none"> ▪ Teaching Chapters 1, 3 ▪ Readings Chapters 5- 7 ▪ Chizik & Chizik (2002) [BB] ▪ Wendell (1990) [BB] <p><u>Guest Lecturer</u> – Vijay Pendakur</p>	Skim the below readings prior to starting photo elicitation assignment <ul style="list-style-type: none"> ▪ Harper (2002) ▪ Clark Ibanez (2004)
Sep 13	Conceptual Foundations- Social Justice <ul style="list-style-type: none"> ▪ Schall (2006) [BB] ▪ Brennan & Naidoo (2008) [BB] ▪ Bellah (2003) [BB] ▪ Garrett (2005) [BB] <p>Extended Reading:</p> <ul style="list-style-type: none"> • Kolvenbach (2000) [BB] <p><u>Guest Lecturer</u>- Art Munin</p>	Photo Elicitation Project Part 1 Due (hard copy & Blackboard)

Sep 20	Conceptual Foundations- The Importance of Diversity and Personal Identity <ul style="list-style-type: none"> ▪ Chang et al. (2010) [BB] ▪ Hurtado (2007) [BB] ▪ Readings Chapters 2 & 4 ▪ Johnson Chapter 1 ▪ Teaching Chapter 16 	Social Justice Topic Due
Sep 27	Conceptual Foundations- Privilege <ul style="list-style-type: none"> ▪ Johnson Chapters 2-8 ▪ Readings Chapter 3 ▪ McIntosh (1989) [BB] 	Reading Reflection 1 Dialogue Team A
Oct 4	Racism <ul style="list-style-type: none"> ▪ Readings Chapters 9, 15, 22 ▪ Yamato (2004) [BB] ▪ Waters (2004) [BB] ▪ Gallagher (2003) [BB] <p>Extended Readings:</p> <ul style="list-style-type: none"> ▪ Video - Mirrors of Privilege ▪ Video: Race: The Power of an Illusion ▪ Dyer (2003) [BB] 	Reading Reflection 2 Dialogue Team B
October 11	NO CLASS—HAPPY FALL BREAK!	
Oct 18	Sexism <ul style="list-style-type: none"> ▪ Readings Chapters 61-65, 70 ▪ Cahill (2003) [BB] ▪ MacKenzie (1993) [BB] ▪ Sheffield (2004) [BB] 	Reading Reflection 3 Dialogue Team C First Participation/Reading Rubric Due October 17
Oct 25	Religious/Political Discrimination <ul style="list-style-type: none"> ▪ Readings Chapters 45-47, 55, 56 ▪ Teaching pp. 247-254 ▪ Seifert (2007) [BB] ▪ Haidt & Graham (2007) [BB] 	Reading Reflection 4 Dialogue Team D
Nov 1	Classism <ul style="list-style-type: none"> ▪ Readings Chapters 26, 29-31, 35, 41, 42 ▪ hooks (2003) [BB] 	Social Justice Issue Paper Due

Nov 8	<p>Heterosexism</p> <ul style="list-style-type: none"> ▪ Readings Chapters 78, 81, 83, 89, 95 ▪ Berube (2003) [BB] ▪ Teaching Chapter 9 ▪ Video: For the Bible Told Me So <p>Extended Reading:</p> <ul style="list-style-type: none"> ▪ Pharr (2004) [BB] 	<p>Reading Reflection 5</p> <p>Dialogue Team E</p>
Nov 15	<p>Ableism</p> <ul style="list-style-type: none"> ▪ Readings Chapters 96-98, 106, 112 ▪ McCarthy (2007) [BB] 	<p>Reading Reflection 6</p> <p>Dialogue Team F</p>
Nov 22	<p>Cisgender/Transgender Students</p> <ul style="list-style-type: none"> ▪ Readings Chapters 89, 95 ▪ Beemyn et al. (2005) [BB] ▪ Nakamura (1998) [BB] 	<p>Reading Reflection 7</p> <p>Dialogue Team G</p>
Nov 29	<p>Facilitating Diversity & Social Justice Education</p> <ul style="list-style-type: none"> ▪ Teaching Chapters 2, 4 & 5 ▪ Leonardo & Porter (2010) [BB] ▪ Perry et al. (2009) [BB] ▪ Kelly (2005) [BB] ▪ Higbee & Barajas (2007) [BB] 	<p>Reading Reflection 8</p> <p>Dialogue Team H</p> <p>Final Participation/Reading Rubric Due</p>
Dec 6	<p>Ally Development & Social Justice Practice</p> <ul style="list-style-type: none"> ▪ Urrieta (2007) [BB] ▪ Reason & Davis (2005) [BB] ▪ Cuban & Anderson (2007) [BB] ▪ Egbo (2005) [BB] ▪ Gallagher et al. (2003) [BB] ▪ Munin & Speight (2010) [BB] <p>Synthesis & Evaluation</p> <ul style="list-style-type: none"> ▪ Johnson Chapter 9 ▪ Teaching Chapter 17 	<p>Photo Elicitation Project Part 2 Due (hardcopy)</p>

[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.*

Articles/Readings on Blackboard

- Beemyn, B., Curtis, B., Davis, M. & Tubs, N. J. (2005). Transgender issues on college campuses. In R. L. Sanlo (Ed.), *Gender identity and sexual orientation: Research, policy, and personal perspectives* (pp. 49-60). San Francisco: Jossey-Bass.
- Bellah, R.N. (2003). Education for justice and the common good. *Conversations on Jesuit Higher Education*, 28-37.
- Berube, A. (2003). How gay stays White and what kind of white it stays. In M. S. Kimmel, & A. L. Ferber (Eds.). *Privilege: A reader* (pp. 253-283). Boulder, CO: Westview Press.
- Bohm, D. (1996). *On dialogue*. Excerpts from Dr. Bohm's seminars.
- Brennan, J., & Naidoo, R. (2008). Higher education and the achievement (and/ or prevention) of equity and social justice. *Higher Education*, 56, 287-302.
- Cahill, L.S. (2003). *On being a catholic feminist*. Santa Clara Lecture, Santa Clara University.
- Chang, M., Milem, J., & Antonio, A. (2011). Campus climate and diversity. In Schuh, J., Jones, S., Harper, S., & Associates (Eds.), *Student services: A handbook for the profession* (pp. 43-58). San Francisco: Jossey-Bass.
- Chizhik, E.W. & Chizhik, A.W. (2002). Decoding the language of social justice: What do privilege and oppression really mean? *Journal of College Student Development*, 43(6), 792-808.
- Clark Ibañez, M. (2004). Framing the social world with photo-elicitation interviews. *American Behavioral Scientist*, 47, 1507-1527.
- Cuban, S. & Anderson, J. (2007). Where's the justice in service-learning? Institutionalizing service-learning from a social justice perspective at a jesuit university. *Equity and Excellence in Education*, 40, 144-155.
- Dyer, R. (2003). The matter of whiteness. In M. S. Kimmel, & A. L. Ferber (Eds.). *Privilege: A reader* (pp. 21-32). Boulder, CO: Westview Press.
- Egbo, B.. (2005). Critical pedagogy as transformative micro-level praxis. *AE-Extra*. June-July. asstudents.unco.edu/students/AE-Extra/2005/6/Art-4.html. Accessed: 21 March 2007.
- Gallagher, C. A. (2003). Color-blind privilege: The social and political functions of erasing the color line in post race America. *Race, Gender, & Class*, 10, 1-17. 203-247.

- Gallagher, M.B., Loveland Cook, C., Tebb, S. & Berg-Weger, M. (2003). Practicing social justice: Community-based research, education, and practice. In Stretch, J., Burkemper, E., Hutchinson, W., & Wilson, J. (Eds.), *Practicing social justice* (pp. 27-39). New York: Haworth Press.
- Garrett, J. (2005). *Rawl's mature theory of social justice: An introduction for students*. Lecture notes from professor at Western Kentucky University.
- Haidt, J. & Graham, J. (2007). When morality opposes justice: Conservatives have moral intuitions that liberals may not recognize. *Social Justice Research, 20* (1), 98-116.
- Harper, D. (2002). Talking about pictures: A case for photo elicitation. *Visual Studies, 17*, 13-26.
- Henry, W., Cobb-Roberts, D., Dorn, S., Exum, H., Keller, H. & Shircliffe, B. (2007). When the dialogue becomes too difficult: A case study of resistance and backlash. *The College Student Affairs Journal, 26*(2), 160-168.
- hooks, B. (2003). Class and race: The new Black elite. In M. S. Kimmel, & A. L. Ferber (Eds.). *Privilege: A reader* (pp. 243-252). Boulder, CO: Westview Press.
- Higbee, J. L., & Barajas, H. L. (2007, July-August). Building effective places for multicultural learning. *About Campus, 16*-22.
- Hurtado, S. (2007). Linking diversity with the educational and civic missions of higher education. *Review of Higher Education, 30*, 185-196.
- Kelly, B. (2005). History of antiracism education: Lessons for today's practitioners. *The Vermont Connection, The Student Affairs Journal of The University of Vermont, 26*, 55-68.
- Kolvenbach, P. (2000). *The service of faith and the promotion of justice in american Jesuit higher education*. Santa Clara Lecture. Santa Clara University.
- Leonardo, Z. & Porter R. K. (2010). Pedagogy of fear: Toward a Fanonian theory of 'safety' in race dialogue. *Race Ethnicity and Education, 13* (2), 139-157.
- MacKenzie, L. (1993). On our feet: Taking steps to challenge women's oppression. *Adult Education and Development, (41)*, 1-175.
- McCarthy, D. (2007). Teaching self-advocacy to students with disabilities. *About Campus, 12* (5), 10-16.
- McIntosh, P. M. (1989, July-August). White privilege: Unpacking the invisible knapsack. *Peace and Freedom, 10*-12.

- Munin, A. & Speight, S. (2010). Factors influencing the ally development of college students. *Equity & Excellence in Education*, 43 (2), 249-264.
- Nakamura, K. (1998). Transitioning on campus: A case studies approach. In R. Sanlo (Ed.), *Working with lesbian, gay, bisexual, and transgender college students* (pp. 179-186). Westport, CT: Greenwood Press.
- Perry, G., Moore, H., Edwards, C., Acosta, K., & Frey, C. (2009). Maintaining credibility and authority as an instructor of color in diversity-education classrooms: A qualitative inquiry. *Journal of Higher Education*, 80, 80-105.
- Pharr, S. (2004). Homophobia: A weapon of sexism. In L. Heldke, & P. O'Connor (Eds.), *Oppression, privilege, & resistance: Theoretical perspectives on racism, sexism, and heterosexism* (pp. 259-274). New York: McGraw-Hill.
- Rabinder, J. M. (1999). Critical intercultural dialogue. *Polity*, 31(4), 587-607.
- Reason, R. D., & Davis, T. L. (2005). Antecedents, precursors, and concurrent concepts in the development of social justice attitudes and actions. In R. D. Reason, E. M. Broido, T. L. Davis, & N. J. Evans (Eds.), *Developing social justice allies. New Directions for Student Services* (No. 110, pp. 5-15). San Francisco: Jossey-Bass.
- Schall, J. (2006). Liberal education and social justice. *Perspectives*, 44-47. Washington, DC: Georgetown University.
- Seifert, T. (2007). Understanding Christian privilege: Managing the tensions of spiritual plurality. *About Campus*, 12 (2), 10-17.
- Sheffield, C. J. (2004). Sexual terrorism: The social control of women. In L. Heldke, & P. O'Connor (Eds.), *Oppression, privilege, & resistance: Theoretical perspectives on racism, sexism, and heterosexism* (pp. 164-182). New York: McGraw-Hill.
- Urrieta, L. (2007). Identity production in figured worlds: How some Mexican Americans become chicana/o activist educators. *The Urban Review*, 39(2), 117-144).
- Waters, M. C. (2004). Optional ethnicities: For Whites only? In M. L. Anderson, & P. H. Collins (Eds.), *Race, class, and gender: An anthology* (5th ed.; pp. 418-427). Belmont, CA: Thomson Wadsworth.
- Watt, S. (2007). Difficult dialogues, privilege and social justice: Uses of the privileged identity exploration (PIE) model in student affairs practice. *The College Student Affairs Journal*, 26(2), 114-126.
- Wendell, S. (1990). Oppression and victimization: Choice and responsibility. *Hypatia*, 5(3), 15-46.

Yamato, G. (2004). Something about the subject makes it hard to name. In M. L. Anderson, & P. H. Collins (Eds.), *Race, class, and gender: An anthology* (5th ed.; pp. 99-108). Belmont, CA: Thomson Wadsworth.

Zuniga, X. (2003). Bridging differences through dialogue. *About Campus*, 8-16.