Professor: Bridget Turner Kelly  
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Office Hours: Please schedule an appointment so we can find a time to talk on the phone or Skype.

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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 and delve into understanding systems of oppression, social identity development, privilege, power, and activism. Through the use of relevant exercises, as well as key literature, we will identify and examine multiculturalism for social justice in our personal and professional lives. Our goal in the course is to envision how we can practice education in a way that values and affirms each person’s experiences and creates an environment of liberation.

Some questions to consider when thinking about your learning in this course:
2. What do you hope to learn about your own and others’ identities in this course?
3. How are your feelings, attitudes, and behaviors shaped by your concept of justice?
4. With which target/agent groups do you identify?
5. How might this learning influence your educational practice?
6. With whom will you process learning in this course?

Learning Outcomes
The purpose of this course is to orient future leaders in education to 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:

- Articulate the diversity and complexity of education around areas of multiculturalism;
- Expand and apply understanding of concepts, theories, and frameworks relevant to social justice, oppression, and privilege;
- Identify resources, organizations, and institutional structures that support and impede students’ development of multicultural competence;
- Continue to develop and demonstrate expertise in scholarly written and oral work using APA (6th ed.) format in all writing;
- Formulate an understanding of personal and professional power to create change.

Important and Essential IDEA Objectives for the Faculty Information Form

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Developing skill in expressing oneself orally or in writing

IDEA Course Evaluation
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. When you receive an email alerting you that the evaluation is available, please promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: [http://luc.edu/idea/](http://luc.edu/idea/) and click on STUDENT IDEA LOGIN on the left hand side of the page.

Conceptual Framework
The School of Education at Loyola University Chicago advances a conceptual framework that emphasizes “Social Action Through Education.” The conceptual framework is described here: [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/). This course contributes to the realization of this framework by equipping students to:

- Demonstrate understanding of ethics and social justice that goes beyond the articulation of major tenets to situate ethics as necessarily influenced by social justice and broader systems of power (CFS 3-Photo Project 2)
- Critically evaluate current bodies of knowledge in the area of multiculturalism and social justice
• Apply culturally responsive practices that engage diverse communities
• Engage with local and/or global communities in ethical and socially just ways

Professional Dispositions
The School of Education (SOE) prepares professionals and in so doing wants to ensure that students exhibit professionalism, inquiry and social justice prior to graduating. All students in SOE will be assessed based on a Professional Disposition Rubric in each of their classes. You can find the rubrics related to these dispositions in LiveText. I will submit your rating on LiveText at the end of the semester. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

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

Technology
Technology is integrated into the design and delivery of this course in a variety of ways. The course is delivered online and will rely on Sakai as an educational tool that connects students and encourages intellectual engagement. 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.

Syllabus Addendum Link
www.luc.edu/education/syllabus-addendum/. This link directs you to policies related to academic honesty, accessibility, ethics, and electronic communication.

Email/Sakai
Email from Sakai will be used as the primary mode of correspondence for this course. I will respond to/be available for email communication between Monday and Friday and get back to you within 48 hours. 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, Sakai will 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 are posted on the Sakai site under Lessons. Key provisions are that papers should be 12 point Times New Roman font, double-spaced, with one inch margins. The quality of writing is also of high importance. You are strongly encouraged to submit drafts of papers to peers and/or the Writing Center for initial feedback. If you have significant concerns regarding your writing ability you may be required to consult with the University Writing Center (http://www.luc.edu/writing/) for assistance.

Copyright
Copyright Policy: Copyright law was designed to give rights to the creators of written work, artistic work, computer programs and other creative materials. The Copyright Act requires that people who use or reference the work of others must follow a set of guidelines designed to protect authors’ rights. Unfortunately, copyright law is complex and too often incomprehensible; that does not, however, excuse users from following the rules. The safest practice is to remember (1) to refrain from distributing works used in class (whether distributed by the professor or used for research) that are copyright protected and (2) that any research or creative work should be cited according to the conventions of your discipline. These same rules apply to students use and dissemination of materials associated with the course. For LUC copyright resources check online: http://www.luc.edu/copyright/highlights.shtml.

Reading Materials
Required Texts

Recommended Text

Additional Readings
Additional readings in the form of articles and book chapters can be found in alphabetical order at the end of this syllabus. You are responsible for reading them and sharing thoughtful notes/quotes/comments and questions with the class during our Voice Thread postings and in your assignments. I may add additional readings not listed in this syllabus during the course of the semester. There are also Extended readings listed on the syllabus should you desire to explore a topic further. Readings can be found on Sakai under Lessons.

Course Requirements
Class Participation & Reading Comprehension (25 points, due April 3 and assessed at end of semester for final grade). Participation is a requirement of the course. Given the format, your participation is essential in our online asynchronous class environment. By
participating fully in class, you all add valuable and unique perspectives that are essential to the course and your learning. You are expected to participate through questions, critiques, illustrations, suggestions, and other forms of constructive feedback. **I will 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. All Voice Thread postings will be reviewed to assist in determining your Class Participation and Reading Comprehension.

This course requires approximately 8-10 hours per week for completion of assignments. This time is mainly spent reading online materials, communicating with colleagues via e-mail and Voice Thread, and completing projects. Inability to meet this time requirement will reduce your learning from the course, and, in some cases, fulfillment of assignments needed to complete and receive credit for the course.

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 presentations, readings and activities. Please complete readings prior to turning in assignments or completing activities, 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?

You will submit self-assessment to Assignments by 11:55pm CST on April 3 and answer three questions found at bottom of rubric for a mid-semester check-in. I will assess you at the end of the semester for a final grade on Class Participation and Reading Comprehension based on the rubric on Sakai under Assignments.

**Reading Papers** (20 points total, 5 points each; due 4 times during semester beginning March 13 and ending May 1). **Four reading papers are due throughout the semester; select four due dates of the eight given.** As you read assigned material for each class session, pick one article/chapter and note key information, frameworks, ideas, concepts, theories, quotes, that help you a) understand the reading, b) personalize/internalize the information, and c) construct meaning for practice. Each paper should be typed, utilizing APA 6th edition format, and no more than 3 double-spaced pages with one inch margins. See Reading Paper formats (on Sakai) for options on how to construct each paper. Avoid mere summary of the selected article, and make each paper meaningful and
succinct. You will submit all Reading Papers to Assignments by 11:55pm CST on select due dates. I will assess the Reading Papers based on the rubric found on Sakai under Assignments.

**Personal Identity Exploration** (10 points, due February 27). The purpose of this assignment is for you to do an exploration of your own ideas and attitudes about identity. It is my hope that this exercise serves as a tool to help you reflect on your identity throughout the course, particularly in relation to the Photo Elicitation Project. Your interview may be informed by anything you have done prior to this class, but do not read ahead until your recording is finished. You will evaluate the assignment based on the Personal Identity Exploration rubric found on Sakai. Your rubric, with no more than a two-page explanation of how you arrived at your grade, should be turned in on Assignments by 11:55pm CST. Note: you will not turn in the recording of your interview. The interview may be found on Sakai under Assignments. See Personal Identity Next Steps on Sakai under Assignments for assistance in completing the rubric and crafting an explanation of the grade you gave yourself.

**Presentations** (20 points, due once throughout semester)
Connect week’s topic to your own personal experience as a student and current or future practice in international higher education. Use Voice Thread to create a no more than 15 minute video or audio-narrated presentation. The presentation will be assigned based on topic preference and entail: (1) you synthesizing the readings for the week with themes highlighted/direct quotes; (2) sharing personal and professional stories from your life that describe your privileged/oppressed identities to themes in the reading; and (3) answering questions/responding to comments posted on your presentation Voice Thread by myself and your classmates. I will assess your presentation based on the rubric found on Sakai under Assignments.

**Photo Elicitation Project** (25 points, due February 20 and May 8)
This assignment is comprised of two parts both involving the use of photo elicitation, which is a qualitative research method.
Project 1: At the start of the semester you are asked to capture new photographs representing privilege, oppression and social justice and explain why/how these pictures are reflective of the concepts.
Project 2: The photos will be revisited at the end of the semester for fresh reflection and additional ones should replace or be added that reflect new interpretations of privilege, oppression and social justice that may have arisen as a result of participation in the course. A final closing section will accompany Project 2 that describes how you define each concept, how you see concepts connecting to each other and one future action you will take related to privilege, oppression or social justice in your personal and professional life.

**Required Equipment**
This assignment will require the use of a digital camera. If you do not own a digital camera, you can use your camera phone, or purchase a disposable digital camera from your local convenience store (~$15). The photo elicitation assignment requires you to have access to a digital camera during the first three and final three weeks of class.
Photo Projects will be shared with class on Voice Thread and you should also send an electronic copy of Project 1 should be sent to Assignments no later than 11:55pm CST on February 20. Project 2 should be uploaded on Assignments by 11:55pm CST on May 8. I will assess these projects based on the rubric on Sakai under Assignments.

**Student Performance Evaluation Criteria & Procedures**

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<thead>
<tr>
<th>Participation/Reading Comprehension</th>
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<tbody>
<tr>
<td>Reading Papers</td>
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<td>Presentation</td>
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<td>Personal Identity Exploration</td>
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<td>Photo Elicitation Project</td>
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<td><strong>Total</strong></td>
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Final grades will be determined by totaling the points received on each of the assignments above (100-94= A, 93-90 =A-, 89-86=B+, 85-83=B, 82-80=B-, 79-77=C+, 76-74=C, 73-70=C-, 69-60=D, 59 or below =F). An “A” signifies exceptional work in this course. Assignments are due by 11:55pm Central Standard Time in the U.S. on the day specified in the course outline. Please see me if for some reason you are unable to meet a deadline. If you contact me ahead of the deadline we may be able to schedule an extension for no more than one week. If not, late assignments may not be accepted and/or subject to at least a letter grade reduction. Please turn in all assignments electronically on Assignments or Voice Thread as noted in Tentative Course Sessions section of syllabus. For your own protection, please retain all returned and graded work.

*All readings detailed below can be found on Sakai under Lessons unless it comes from our required text: Readings refers to the book: Readings for diversity and social justice; Read readings in order they are listed on syllabus to go from foundational to in-depth.*

*Extended Readings are not required, but recommended.*

*Tentative Course Sessions*

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC/Readings &amp; Viewing Due</th>
<th>ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td>February 13</td>
<td><strong>Introduction to Class &amp; Intercultural ID Development</strong></td>
<td>Comment on Voice Thread by Bridget from February 13 at 8am CST – 15th at 11:55pm.</td>
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<tr>
<td>Week 1</td>
<td>• Dialogue Contract</td>
<td>Preference Sheets for Presentations due by 11:55pm on February 15th in Assignments in Sakai</td>
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<td>• Readings Chapters 10</td>
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<td>• Voice Thread Presentation by Bridget</td>
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<td>• Readings Chapter 11</td>
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<td>Date</td>
<td>Conceptual Foundations- Oppression</td>
<td>Conceptual Foundations- The Importance of Diversity and Personal Identity</td>
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<td>February 20</td>
<td><strong>Readings Chapter 5</strong></td>
<td><strong>Readings Chapter 2</strong></td>
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<td>Week 2</td>
<td><strong>Chizik &amp; Chizik (2002)</strong></td>
<td><strong>Chang et al. (2011)</strong></td>
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<td><strong>Hurtado (2007)</strong></td>
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<td><strong>Class Panopto</strong></td>
<td><strong>Lee &amp; Rice (2007)</strong></td>
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<td><strong>Wendell (1990)</strong></td>
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<td>February 27</td>
<td><strong>Extended Reading:</strong></td>
<td><strong>Readings Chapter 1</strong></td>
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<td>Week 3</td>
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<td>March 6</td>
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<td>Week 4</td>
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<td>March 13</td>
<td><strong>Conceptual Foundations- Social Justice</strong></td>
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<td>Week 5</td>
<td><strong>Readings Chapter 7</strong></td>
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<td><strong>Schall (2006)</strong></td>
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<td><strong>Brennan &amp; Naidoo (2008)</strong></td>
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<td><strong>Lewis et al. (2012)</strong></td>
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<td><strong>Extended Reading:</strong></td>
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<td><strong>Garrett (2005)</strong></td>
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<td><strong>Readings Chapter 6</strong></td>
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| March 20  | Conceptual Foundations - Power & Privilege | - Readings Chapters 3 and 4  
- McIntosh (1989)  
- Class Panopto  

Extended Opportunity:  
- Video- Mirrors of Privilege | Opportunity to turn in Reading Paper on Privilege, Social Justice or Oppression in Sakai Assignments  
Comment on Voice Thread by Student 3 from March 20 at 8am CST -22nd at 11:55pm. |
| March 27  | Racism                         | - Readings pp. 57-64; Chapters 8, 9  
- Espino & Lee (2011)  
- Sen (2013)  
- Class Panopto  

Extended Readings:  
- Video- Race: The Power of an Illusion  
- Readings Chapters 10, 15 and 21  
- California AAPI & AMEMSA (2013) | Opportunity to turn in Reading Paper on Privilege or Racism in Sakai Assignments  
Comment on Voice Thread by Student 4 from March 27 at 8am CST -29 at 11:55pm. |
| April 3   | Sexism                         | - Readings pp. 317-323; Chapters 62, 63, 67  
- Charles & Bradley (2009)  
- Sheffield (2004)  
- Class Panopto  

Extended Reading:  
- Blackhurst (2000)  
- Readings Chapter 65  
- Cahill (2003) | Opportunity to turn in Reading Paper on Racism or Sexism in Sakai Assignments  
Mid-Semester Rubric on Participation/ Reading due in Sakai Assignments  
Comment on Voice Thread by Student 5 from April 3 at 8am CST -5 at 11:55pm. |
| April 10  | Religious Discrimination       | - Readings pp. 229-237; Chapters 46, 47, 57  
- Goodman & Mueller (2009)  
- Tummala-Narra & Claudius (2013)  
- Class PowerPoint  

Extended Reading:  
- Seifert (2007)  
- Readings Chapter 53 | Opportunity to turn in Reading Paper on Sexism or Religion in Sakai Assignments  
Comment on Voice Thread by Student 6 from April 10 at 8am CST -12 at 11:55pm. |
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<tr>
<th>Date</th>
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<td>May 1</td>
<td>Week 12</td>
<td>Ableism</td>
<td>Readings pp. 461-467; Chapters 97, 98, 106 McCarthy (2007) Tevis &amp; Griffen (2014) Class Panopto</td>
<td>Opportunity to turn in Reading Paper on Heterosexism or Ableism in Sakai Assignments Comment on Voice Thread by Student 9 from May 1 at 8am CST -3 at 11:55pm.</td>
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<td>May 8</td>
<td>Week 13</td>
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<td>Photo Elicitation Project Part 2 due in Sakai Assignments by 11:55pm.</td>
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**Articles/Readings on Sakai**


