Multiculturalism for Social Justice in Higher Education

ELPS 432 – Fall 2016 – Monday 4:15 PM-6:45 PM
School of Communication, Room 014, Water Tower Campus

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Office Hours: I am happy to meet with students and have found that arranging a meeting time works better than static weekly office hours. If you want to meet, please send me an email that contains two to three 30-minute time blocks in which you are available over the next week and half and I will do my best to make one of those times work.

COURSE DESCRIPTION

Adams, Bell, and Griffin (2007) define "social justice as both a *goal* and *process*". This course is intended to help students conceptualize, critique, and reformulate social justice as an outcome while working towards a better understanding of how their social identities and systems of oppression contribute to and/or work against the social justice process. To achieve the latter we will focus on research and theories of social justice, multiculturalism, democratic engagement, and facilitation. To move towards understanding how we can contribute to the process of social justice we will engage in dialogue, experiential activities, meaning-making exercises, and self-care practices that combine to push us into areas of discomfort for maximum learning while not being harmful. These two strands of the course will be integrated at various points to help students think deeply about how to find congruence around social justice in their personal and professional lives and between theory and practice.

LEARNING OUTCOMES

This course is intended to equip students with a research, theoretical, and practical background in multiculturalism and social justice through the lens of democratic engagement. My hope is that you are able to leverage this training in your professional practice to remediate systemic inequities and perpetuate positive campus cultures and climates that support holistic student success and development. Thus, after successfully completing this course, you should be able to:

- Recall the meaning of key terms and concepts associated with social justice, multiculturalism, democratic engagement, and facilitation
- Understand and be able to continuously assess your positionality and social location in educational spaces
- Find solace in being uncomfortable and knowing that discomfort (dissonance) is an important part of the social justice process and learning in general
- Identify and utilize different facilitation techniques to navigate dialogues
- Classify and take advantage of professional development opportunities, resources, organizations, and interpersonal relationships that contribute to your life-long commitment to the social justice process
- Hone your written and verbal communication skills in different formats and venues, including the use of APA (6th ed.).

School of Education Conceptual Framework: *Social Action through Education*
The School of Education at Loyola espouses a guiding framework that is the "foundation to the School of Education Conceptual Framework Standards". You can read more about the framework here: http://www.luc.edu/education/mission/. Given this course's emphasis on understanding social justice in higher education, this course promotes and coincides with the SOE's conceptual framework particularly as it pertains to ***diversity*** given the learning outcomes of the course stated above. Additionally, in this course we will touch on each of the standards but will focus most heavily on:

CFS3: Candidates demonstrate knowledge of ethics and social justice.

Each student will be required to complete weekly blog/diary entries. These entries will be critical in helping me assess your development and maturation on the standard stated above.

Professional Dispositions
As a student in and soon to be graduate of the School of Education, you are expected to demonstrate growth on certain professional dispositions in each course and over your time in the School. These professional dispositions include professionalism, fairness, and a belief that all students can learn. These dispositions coincide with the learning outcomes of the course and are assessed using a rubric located as an addendum to this syllabus and on LiveText*. You are expected to monitor your dispositional growth throughout the semester and eventually assess your growth towards the end of the semester. I will also provide an assessment of your dispositions. 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: (http://www.luc.edu/education/admission/tuition/course-management-fee/).

IDEA Objectives for This Course
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you 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/ and click on STUDENT IDEA LOGIN on the left hand side of the page. The related objectives for this course are:
- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to apply knowledge and skills to benefit others or serve the public good

Email/Sakai
Email will be the primary means of communication between you and I and your classmates outside of class time. Please be prompt in responding to emails ***– no more than 48 hours should lapse before emails are returned or acknowledged***. Also, the Sakai site for this course will be used extensively. If you are unfamiliar/uncomfortable with course management software like Sakai, please peruse the following website to help acquaint yourself: http://www.luc.edu/itrs/sakai/sakai-student-tutorials.shtml

Cell Phones / Technology

It is my expectation and initial assumption that if you are using a cell phone, laptop, or other tech device that you are doing so in the service of helping you engage more fully in the class. That being said, if these devices become a distraction and begin to detract from the learning environment, this policy may be revised.

Writing Expectations/APA Style
The ability to write effectively and efficiently is a key skill that graduates of graduate programs should develop. As such, I hope that you hone your ability to write in different styles and to different audiences while in this program. For this course, the expectation is that all papers (are):
Typed
Submitted in APA 6th Edition Format for in-text citations and reference section
Use 12 point Times New Roman Font
Double-spaced
Have one-inch margins
If you think you may need assistance with your writing or wish to consult someone about your papers before you turn them in for grading please visit: (http://www.luc.edu/writing/)

Syllabus Addendum
The information below can also be found here: www.luc.edu/education/syllabus-addendum/. Information found on the link supersedes the information below as it may be updated or changed during the course of the semester. However, I include the information below so that you access to the spirit of this important information without the use of a computer.

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
(http://www.luc.edu/education/resources/academic-policies/academic-integrity/)
Additional Academic Policies and Procedures (http://www.luc.edu/education/resources/academic-policies/)

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 the Services for Students with Disabilities web site (http://www.luc.edu/sswd/index.shtml).

EthicsLine Reporting Hotline
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of

others. EthicsLine Reporting Hotline
(https://secure.ethicspoint.com/domain/media/en/gui/34712/index.html)

Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities.
- School of Education Cyberbullying Policy (PDF)
  (http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)
- School of Education Netiquette Guidelines (PDF)
  (http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf)
- University Policies and Guidelines (http://www.luc.edu/its/itspoliciesguidelines/index.shtml)

READING MATERIALS

You are expected to complete all of the assigned reading before class each week. Please take notes or highlight meaningful passages and come to class with questions and reflections that you can contribute to the class discussion.

Required Texts
None

Recommended Texts
Adams, M., Blumenfeld, W. J., Castañeda, R., Hackman, H. W., Peters, M. L., & Zúñiga, X. (Eds.). (2013). *Readings for diversity and social justice* (3rd ed.). New York: Routledge.

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

Landreman, L. (Ed.). (2013). *The art of effective facilitation: Reflections from social justice educators*. Sterling, VA: Stylus.

Mitchell, D., Simmons, C. Y., & Greyerbiehl, L. A. (Eds.). (2014). *Intersectionality & Higher Education: Theory, Research, & Praxis*. New York, NY: Peter Lang.

Saltmarsh, J., & Hartley, M. (Eds.). (2011). *"To serve a larger purpose": Engagement for democracy and the transformation of higher education.* Philadelphia, PA*:* Temple University Press.

Additional Readings
Additional readings in the form of book chapters, articles, among others will be posted on Sakai in corresponding weeks. You are not expected to print these readings for each class but you are expected to read them and take notes.

COURSE ESSENTIALS & EXPECTATIONS

Classroom Engagement
Engagement in class is defined as having completed the readings and coming to class prepared with notes, questions, and reflections that will contribute to a vibrant class dialogue. Engagement in class is

being aware of the quality, quantity, and appropriateness of your contributions and pushing yourself to strike a fitting balance. Engagement is also actively listening to your peers, managing your emotions, and practicing self-care before, during, and after class sessions. This is no easy task and something we will work towards every class session as a learning community. The important takeaway is that you give your best effort every class and improve your engagement level every class. Since this is a core course in the higher education program, the learning that takes place in this course is essential to what will make you a distinctive Loyola graduate and set you up to succeed in other courses. Thus, I will formally assess your engagement in class to insure that you are learning and developing at an appropriate level.

Attendance
Class attendance is essential to your learning and development, so you are expected to be on-time to every class session this semester. If you know you have to miss class, please let me know with as much advance notice as possible. This class observes university defined holidays but there may be days that are significant to your religion or faith practice that are not observed university-wide. Please make me aware of those days and I will work with you to accommodate your needs.

Late Assignments
All assignments should be submitted on announced dates by the announced time. Late assignments will be docked points for each day they are late up to five days at which point the assignment will receive no points and no make-up will be accepted. Please let me know in advance of a deadline if you think you may have trouble submitting an assignment on time.

COURSE ASSIGNEMENTS

- **Social Justice Diary/Blog**
    - *Purpose:* This assignment is intended to help you systematically engage in making meaning of what you are experiencing and learning this semester. You should select a major course theme (multiculturalism, social justice, facilitation, democratic engagement) and regularly make blog or diary entries about this topic. The goal of this exercise is for you to log your thoughts, questions, reactions, and/or moments of clarity related to the course. The simplest format would be to make an entry after every class about what you learned, how you're feeling, and questions you have going into the next week. However, I encourage you to be more creative and take risks with this project. At the end of the semester, you will write a reaction to your diary/blog synthesizing what you learned about the main topics of the course and what you learned about yourself.

    - *Due:* One entry is due every Sunday by 11:55 PM CST. The final paper related to your diary/blog is due December 5, 2016 at 11:55 PM CST.

    - *Task*: If you want your posts to be "private" where only you and I will see what you write, you can choose to do a diary on a platform of your choosing (e.g., emails with attachments). If you want your thoughts to be public you may choose to setup a free blog (e.g., using Blogger, Tumblr, etc.). You must make an entry or post at least once a week. Your post can be on anything related to the course and can incorporate text, voice, media, pictures, articles, or interviews. There is no minimum length to a post but it should be substantive, meaning it is clear you put time and effort into the post.

    - *Value*: 20 Points (Individual entries will only be graded as completed/not completed.)

    - *Nuts & Bolts:*
        - Diary/Blog Entry: Post can be no longer than 1000 words; must make objective(s) of the post clear;

- o End of Semester Reflection: 5-7 pages, Clear sub-headings.

- *Criteria & Standards:*
    - *Students will create a blog/diary that enables them to reflect on their learning and growth in the course.*
        - Criteria or Desired Trait: be able to engage in systematic reflection
            - o Standards:
                - Advanced: Student is able to demonstrate how they are engaging in systematic reflection through their ability to clearly and coherently connect life events, course topics, and written work.
                - Satisfactory: Student is only at times able to demonstrate how they are engaging in systematic reflection. It is not always clear or coherent how they are reflecting on life events, course topics, and their written work.
                - Unsatisfactory: Student does attempt to engage in systematic reflection.
- *Students will write a synthesizing paper assessing their growth and development over the course of the semester through their diary/blog entries.*
    - o Criteria or Desired Trait: be able to reflect on your reflection towards understanding your growth and development
        - Standards:
            - Advanced: Student is able to demonstrate their ability to understand and assess their growth and development displaying an advanced level of self-awareness
            - Satisfactory: Student is able to demonstrate their ability to understand and assess their growth and development displaying a developing level of self-awareness
            - Unsatisfactory: Student does attempt to reflect on their growth and development.

- **Ripped from the Headlines Analysis/Facilitation**
    - *Purpose:* Week to week in higher education, there are unfortunately numerous events that happen on different campuses that center many of the topics and themes we will be learning about this semester. These occurrences, while unfortunate, are great learning opportunities and this assignment is intended to leverage these instances to help develop your facilitation skills.

    - *Due:* One-page summary with questions is due every Sunday by 11:55 AM CST. One Page reflection due Wednesday by 11:55 AM CST.

    - *Task*:
        - o Sign up for a week to facilitate a 30-minute discussion
        - o Coordinate with a classmate to find an article that has to do with an issue(s) of social justice, democratic engagement, or multiculturalism on a college campus. Post the article to Sakai before class.
        - o Write a 1-2 page summary of:
            - The stakeholders involved
            - The system(s) of oppression, privilege and/or social justice involved
            - The response of administrators and/or faculty
            - 3 questions to help facilitate a discussion with the class.
        - o After you facilitate your class session, write a one page narrative that reflects on your experience facilitating a conversation about the event. You should focus on what you

believe you did well and areas for improvement. This is not a place to comment about your classmates.

- *Value*: 10/each – 20 total

- *Nuts & Bolts:*
    - Headline Identification and Analysis:1-2 page summary
    - Reflection: 1 page

- *Criteria & Standards:*
    - *Students will work on improving their facilitation skills while remaining abreast on current events in the field.*
        - Criteria or Desired Trait: be able to lead and facilitate class discussions
            - Standards: Determined by student(s)

- **Personal/Professional Syllabus for Continuous Learning about Social Justice, Multiculturalism, Facilitation & Democratic Engagement**
    - *Purpose:* This assignment is intended to help you make sense of the course content by applying it in a practical way that simulates good practices of a scholar-practitioner. This is an independent assignment meant to help you continue to learn about these topics beyond this course (and this program). There will be class sessions where we check-in on the progress of the syllabus creation but mini-deadlines for the subtasks are set by you. I implore you to manage your time wisely throughout the semester - do not wait until the last minute to complete all the subtasks, your submission and your grade will undoubtedly reflect rushed worked. Once you have an outline of how you want to structure your mini-deadlines, please arrange a time to meet with me to provide feedback.

    - *Due*: Final Narrative-December 5 by Noon CST, submitted on Sakai

    - *Task: C*omplete the subtasks below over the course of the semester*.*
        - *Audit Design*
        - *Syllabus Creation*
            - *Audit Synthesis*
            - *Literature Identification and Review*
            - *Timeline Creation and Justification*
        - *Self-Evaluations*

- Value*: 40*
- *Nuts & Bolts*:
    - Narrative: No longer than 20 pages including references, Include anticipated grade and why

    - **Criteria and Standards**
        - *Students will create a personal audit that helps them explore their current knowledge, skills and capacities related to social justice for higher education*
            - Criteria or Desired Trait: be able to construct a tool, grounded in research, that enables them to systematically understand their knowledge, skills, and capacities
                - Standards:
                    - Advanced: Student is able to identify and synthesize research from various sources and use the research to formulate a reflective tool

that helps them better understand their knowledge, skills, and capacities
- Satisfactory: Student is able to identify and synthesize research from various sources but only adequately draws connections to how the research is used to formulate a reflective tool that helps them better understand their knowledge, skills, and capacities
- Unsatisfactory: Student does not construct an audit tool.
- *Students will define the topics and concepts they need to learn more about and why*
  - Criteria or Desired Trait: be able to use the tool constructed in the previous bullet point to determine areas for personal and professional growth
    - Standards:
      - Advanced: Student is able to identify multiple topics or concepts and clearly and effectively explain why these, and not other topics, are most important for them to focus on.
      - Satisfactory: Student is able to identify multiple topics or concepts but only adequately explain why these, and not other topics, are most important for them to focus on.
      - Unsatisfactory: Student is unable to identify topics or concepts that fill in gaps in their knowledge, skills, or capacities
- *Students will identify books and peer-reviewed articles that address the identified topics and concepts*
  - Criteria or Desired Trait: be able to assess the utility of books and journal articles for their personal and professional growth
    - Standards:
      - Advanced: Student is able to identify multiple books or journal articles that relate to the topics or concepts identified in the previous bullet point and clearly and effectively explain why these resources will help address their gaps
      - Satisfactory: Student is able to identify multiple books or journal articles that relate to the topics or concepts identified in the previous bullet point but only adequately explain why these resources will help address their gaps
      - Unsatisfactory: Student is unable to identify books or journals that relate to the topics or concepts identified in the previous bullet point.
- *Students will identify conferences and workshops that are related to the topics and concepts*
  - Criteria or Desired Trait: be able to assess the utility of different conferences or workshops for their personal and professional growth
    - Standards:
      - Advanced: Student is able to identify multiple conferences or workshops that relate to the topics or concepts identified in the previous bullet point and clearly and effectively explain why these resources will help address their gaps
      - Satisfactory: Student is able to identify conferences or workshops that relate to the topics or concepts identified in the previous bullet point but only adequately explain why these resources will help address their gaps
      - Unsatisfactory: Student is unable to identify conferences or workshops that relate to the topics or concepts identified in the previous bullet point.

- *Students will construct a timeline that arranges topics and requisite learning experiences in a coherent fashion and explain how they intend to use the syllabus beyond the course*
  - Criteria or Desired Trait: be able to evaluate their professional and personal learning in an ongoing and rigorous fashion
    - Standards:
      - Advanced: Student is able to explain how they arranged topics and content in a coherent fashion and articulate how they plan to hold themselves accountable to the syllabus they have constructed
      - Satisfactory: Student is able to explain how they arranged topics and content in an adequate fashion and articulate how they plan to hold themselves accountable to the syllabus they have constructed
      - Unsatisfactory: Student is unable to explain how they arranged topics or content of their syllabus
  - Self-Assessment
    - Development of personal and professional audit instrument
    - Mini-review of books, journal articles, conferences, and workshops
    - Syllabus outline and defense of content and sequencing

Assignment Points

Classroom Engagement: 20
Blog/Diary: 20
Ripped from the Headlines: 20 (10x2)
Personal/Professional Syllabus for Continuous Learning about Social Justice, Multiculturalism, Facilitation & Democratic Engagement: 40

Total: 100

Grading Scale (points)
- *A**   *100-93.0*
- *A-*   *92.9-90.0*
- *B+*   *89.9-86.0*
- *B*   *85.9-83.0*
- *B-*   *82.9-80.0*
- *C+*   *79.9-77.0*
- *C*   *76.9-74.0*
- *C-*   *73.9-70.0*
- *D*   *69.9-60.0*
- *F*   *59.9-*

*A note about grades: An "A" denotes the combination of the ***extraordinary and on time*** completion of submitted assignments, demonstrated engagement during class sessions, and evidence of growth and development on the stated learning outcomes. ***High-quality,*** professional, reflective and timely work/engagement in class is my baseline expectation and will merit grades in the "B" range. This is done to reward students who choose to go above and beyond my and their expectations on course assignments.

DATE	TOPIC/READING	ASSIGNMENT	DUE
AUGUST 29	Introductions Class Overview Expectation Setting	Read: MC4SJinHE SYLLABUS	

	-Framing Social Justice for Higher Education	• Campus Unrest Exposes the Folly of Higher Education's Social Justice Offensive • Milner, H. R. (2007). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. *Educational researcher,36*(7), 388-400. • Thompson, A. (2003). Tiffany, friend of people of color: White investments in antiracism. *International Journal of Qualitative Studies in Education*, *16*(1), 7-29. • Watt, S. K. (2007). Difficult dialogues, privilege and social justice: Uses of the privileged identity exploration (PIE) model in student affairs practice. *College student affairs journal*, *26*(2), 114-126. • Hurtado, S. (2007). Linking diversity with the educational and civic missions of higher education. *The Review of Higher Education*, *30*(2), 185-196. • Garces, L. M., & Jayakumar, U. M. (2014). Dynamic diversity toward a contextual understanding of critical mass. *Educational Researcher*, 43(3), 115-124.	
SEPTEMBER 5	Fundamentals: *Intersectionality *Facilitation *Democratic Engagement	• Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford law review*, 1241-1299. • Wijeyesinghe, C. L. & Jones, S. R. (2014). Intersectionality, Identity, and Systems of Power and Inequality in Mitchell, D., Simmons, C. Y., & Greyerbiehl, L. A. (Eds.). (2014). *Intersectionality & Higher Education: Theory, Research, & Praxis*. New York, NY: Peter Lang. • Dessel, A., Rogge, M. E., & Garlington, S. B. (2006). Using intergroup dialogue to promote social justice and change. *Social work*, *51*(4), 303-315. • Schoem, D. (2003). Intergroup dialogue for a just and diverse democracy. *Sociological Inquiry*, *73*(2), 212-227.	
SEPTEMBER 12	Fundamentals: *Oppression *Power & Privilege	• Chapter 1: Conceptual Frameworks in Adams, M., Blumenfeld, W. J., Castañeda, R., Hackman, H. W., Peters, M. L., & Zúñiga, X. (Eds.). (2013). *Readings for diversity and social justice* (3rd ed.). New York: Routledge. • Collins, P. (1993). Toward a New Vision: Race, Class, and Gender as Categories of Analysis	

		and Connection. Race, Sex & Class, 1(1), 25-45. • Lorde, A. (1984). *"The Master's Tools Will Never Dismantle the Master's House."* Sister Outsider: Essays and Speeches. Ed. Berkeley, CA: Crossing Press. 110-114. 2007. • Giroux, H. (*2002*) Neoliberalism, Corporate Culture, and the Promise of Higher Education: The University as a Democratic Public Sphere. Harvard Educational Review: December 2002, Vol. 72, No. 4, pp. 425-464	
SEPTEMBER 19	Fundamentals: *Culture *Climate	• Hurtado, S., Alvarez, C. L., Guillermo-Wann, C., Cuellar, M., & Arellano, L. (2012). *A model for diverse learning environments. In Higher education*: Handbook of theory and research (pp. 41-122). Springer Netherlands. • Museus, S. D. (2014). The culturally engaging campus environments (CECE) model: A new theory of success among racially diverse college student populations. In *Higher education: Handbook of theory and research* (pp. 189-227). Springer Netherlands. • Gildersleeve, R. E., Kuntz, A. M., Pasque, P. A., & Carducci, R. (2010). The role of critical inquiry in (re) constructing the public agenda for higher education: Confronting the conservative modernization of the academy. *The Review of Higher Education*, *34*(1), 85-121. • Sidanius, J., Van Laar, C., Levin, S., & Sinclair, S. (2004). Ethnic enclaves and the dynamics of social identity on the college campus: the good, the bad, and the ugly. *Journal of personality and social psychology*, *87*(1), 96. • Harper, S. R., & Hurtado, S. (2007). Nine themes in campus racial climates and implications for institutional transformation. *New Directions for Student Services*, *2007*(120), 7-24.	
SEPTEMBER 26	Fundamentals: *Agency	• Glass, R. D. (2001). On Paulo Freire's philosophy of praxis and the foundations of liberation education. *Educational Researcher*, *30*(2), 15-25. • Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race ethnicity and education*, *8*(1), 69-91. • Duncan-Andrade, J. (2009). Note to educators: Hope required when growing	

		• roses in concrete. *Harvard Educational Review*, *79*(2), 181-194. • Sewell Jr, W. H. (1992). A theory of structure: Duality, agency, and transformation. *American journal of sociology*, 1-29.
OCTOBER 3	System of Oppression: Ableism	• Hehir, Thomas. "Eliminating ableism in education." *Harvard Educational Review* 72, no. 1 (2002): 1-33. • Campbell, F. A. K. (2008). Exploring internalized ableism using critical race theory. *Disability & Society*, *23*(2), 151-162. • Hutcheon, E. J., & Wolbring, G. (2012). Voices of "disabled" post-secondary students: Examining higher education "disability" policy using an ableism lens. *Journal of Diversity in Higher Education*, 5(1), 39. • Kattari, S. K. (2015). Examining Ableism in Higher Education through Social Dominance Theory and Social Learning Theory. *Innovative Higher Education*,*40*(5), 375-386. • Kimball, E. W., Wells, R. S., Ostiguy, B. J., Manly, C. A., & Lauterbach, A. A. (2016). Students with disabilities in higher education: A review of the literature and an agenda for future research. In *Higher Education: Handbook of Theory and Research* (pp. 91-156). Springer International Publishing.
OCTOBER 10 (NO CLASS)		
OCTOBER 17	System of Oppression: Classism	• Reed, A. (2002), Unraveling the relation of race and class in American politics, in Diane E. Davis (ed.)*Political Power and Social Theory (Political Power and Social Theory, Volume 15)* Emerald Group Publishing Limited, pp.265 - 274
OCTOBER 24 (Dr. Kelly Guest Lecture)	System of Oppression: Sexism	• Bernal, D. D. (1998). Using a Chicana feminist epistemology in educational research. *Harvard Educational Review*, *68*(4), 555-583. • Croom, N., & Patton, L. (2011). The miner's canary: A critical race perspective on the representation of Black women full professors. *Negro Educational Review*, *62*(1-4), 13. • hooks, b. (1986). Sisterhood: Political solidarity between women. *Feminist Review*, (23), 125-138

		• Kelly, B. T., & Torres, A. (2006). Campus safety: Perceptions and experiences of women students*. Journal of College Student Development*, 47(1), 20-36. • Harris III, F. (2008). Deconstructing masculinity: A qualitative study of college men's masculine conceptualizations and gender performance. *NASPA journal*, *45*(4), 453-474.
OCTOBER 31	System of Oppression: Political/Religious Inequity	• Cohen, C. J. (2004). Deviance as resistance: A new research agenda for the study of black politics. *Du Bois Review*, *1*(01), 27-45. • Giroux, H. A. (2004). Public pedagogy and the politics of neo-liberalism: Making the political more pedagogical. *Policy Futures in Education*, *2*(3-4), 494-503. • Bryant, A. N. (2006). Exploring religious pluralism in higher education: Non-majority religious perspectives among entering first-year college students. *Religion and Education*, *33*(1), 1-25. • National Task Force on Civic Learning and Democratic Engagement. (2012). *A crucible moment: College learning and democracy's future.* • Fairchild, E. E., & Blumenfeld, W. J. (2007). Traversing boundaries: Dialogues on Christian privilege, religious oppression, and religious pluralism among believers and non-Believers. *College student affairs journal*, 26(2), 177.
NOVEMBER 7	System of Oppression: Gender/Cissexism	• Schilt, K., & Westbrook, L. (2009). Doing gender, doing heteronormativity "gender normals," transgender people, and the social maintenance of heterosexuality. *Gender & Society*, *23*(4), 440-464. • Spade, D. (2011). Some very basic tips for making higher education more accessible to trans students and rethinking how we talk about gendered bodies. *Radical Teacher*, *92*(1), 57-62. • Tate, C. C., Youssef, C. P., & Bettergarcia, J. N. (2014). Integrating the study of transgender spectrum and cisgender experiences of self-categorization from a personality perspective. *Review of General Psychology*, *18*(4), 302. • Edwards, K. E., & Jones, S. R. (2009). " Putting My Man Face On": A Grounded Theory of

		College Men's Gender Identity Development. *Journal of College Student Development*, *50*(2), 210-228.	
NOVEMBER 14	System of Oppression: Racism	- Bonilla-Silva, E. (2002). The linguistics of color blind racism: How to talk nasty about blacks without sounding "racist". *Critical Sociology*, *28*(1-2), 41-64. - Museus, S. D., & Kiang, P. N. (2009). Deconstructing the model minority myth and how it contributes to the invisible minority reality in higher education research. *New Directions for Institutional Research*, *2009*(142), 5-15. - Patton, L. D. (2015). Disrupting Postsecondary Prose Toward a Critical Race Theory of Higher Education. *Urban Education*, 0042085915602542. - Sólorzano, D. G., Villalpando, O., & Oseguera, L. (2005). Educational inequities and Latina/o undergraduate students in the United States: A critical race analysis of their educational progress. *Journal of Hispanic Higher Education*, *4*(3), 272-294. - Brayboy, B. M. J. (2005). Toward a tribal critical race theory in education.*The Urban Review*, *37*(5), 425-446.	
NOVEMBER 21	System of Oppression: Heterosexism	- Renn, K. A. (2010). LGBT and queer research in higher education the state and status of the field. *Educational Researcher*, *39*(2), 132-141. - Garvey, J. C., Taylor, J. L., & Rankin, S. (2015). An examination of campus climate for LGBTQ community college students. *Community College Journal of Research and Practice*, *39*(6), 527-541. - Longerbeam, S. D., Inkelas, K. K., Johnson, D. R., & Lee, Z. S. (2007). Lesbian, gay, and bisexual college student experiences: An exploratory study. *Journal of College Student Development*, *48*(2), 215-230. - Yep, G. A. (2002). From homophobia and heterosexism to heteronormativity: Toward the development of a model of queer interventions in the university classroom. *Journal of Lesbian Studies*, *6*(3-4), 163-176. - Sanlo, R. (2004). Lesbian, gay, and bisexual college students: Risk, resiliency, and retention. *Journal of College Student Retention: Research, Theory & Practice*, *6*(1), 97-110.	

NOVEMBER 28	Integration: Navigating Challenges in the Social Justice Process • Burn-out • Self-Care • Blacklisting • Stereotype Threat • Organizational mis-match	*TBD*	
DECEMBER 5	Integration: Where do we go from here?	Chapters from "To Serve a Larger Purpose" – 1, 11, & 13	

School of Education Dispositions Rubric

	Target	Acceptable	Unacceptable
Professionalism	Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings	Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback	Student fails to demonstrate professional behavior in the academic or work setting
Student meets all deadlines			
Student attends class and is punctual for all professional obligations			
Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)			
Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers			
Student is able to work effectively with peers on assignments			
Student demonstrates ethical behavior in all professional and graduate student work			
Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)			

Student accurately cites material in academic work ascribing appropriate credit for information conveyed			
Fairness	Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner	Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner	Student fails to consider the situation of others in making professional decisions and acts inequitably
Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others			
Student exhibits active listening skills			
Student is able to accept constructive feedback			
All students can learn	Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning	Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning	Student fails to understand and/ or demonstrate in practice that all students, regardless of contextual influences, are capable of learning
Student is sensitive to cultural differences			
Student respects the diversity of learning styles			
Student uses the framework of social justice in decision making			