Instructor: Dra. (Doctora) Aurora Chang, PhD  
Email: achang2@luc.edu  
Teaching Assistant: Lillianna Franco Carrera, M.Ed.  
Email: lfranco1@luc.edu  

Office Hours: Appointments can be made by emailing either one of us.

DISCLAIMER  
Please note, if, for pedagogical reasons, a change to the syllabus is necessary, we reserve the right to move forward with such changes. If changes are made to the syllabus, we will notify the entire class community either verbally or in writing.

COURSE DESCRIPTION
Overview
This is a foundational course in Loyola’s Master’s in Higher Education Program. Cross-listed as CIEP 524/ELPS 432, this course explores social justice issues, theories, and practices in 21st century, U.S. [higher] education that are also inextricably connected to Pre-K-20 educational contexts. We intentionally center colleges and universities as critical sites for educational praxis since this course is predominantly comprised of students in higher education. We approach this course from a thematic perspective with an intentional focus on the ways in which issues impact students in intersectional ways.

We begin by locating the individual ‘self’ as the essential sharpening stone of transformative education, and dive deeply into considering how our unique personal contexts, histories, identities, beliefs, and biases shape our perspectives and practice(s) as professional educators. Beyond the traditional scope of educator identity, we will also consider our power and responsibilities in other roles, as students, parents, partners, and community leaders. Conceptually, we begin by offering foundational terminology and theories used throughout the course, and then we delve into understanding systems of oppression, social identity development, privilege, power, and activism through specific issues such as housing, poverty, citizenship, illiteracy, violence, abuse, freedom of speech and the like. Altogether, the course is designed to cultivate essential knowledge(s), awareness, and skills/capacities for advancing social justice through critical educational practice.

Some questions to consider when thinking about your learning in this course:
1. How do you define social justice, privilege, and oppression?
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 multiculturalism for social justice a required component of the Higher Education program?
5. With which target/agent groups do you identify?
6. How may this learning influence your educational practice?
7. With whom will you process learning in this course?
8. How does your positionality impact your epistemology?
9. How do power, privilege, and possibilities play a role in the processes of schooling and specifically in higher education?
10. How does one effectively facilitate and participate in discussions around social justice issues in education?

11. How would you describe your own intersectional positionality as a scholar/researcher/educator by applying the concepts of our readings to your own understandings of schooling and higher education?

12. How do identity, education and agency intersect and interact with one another in educational contexts, specifically in higher education?

**Objectives**
This course has been designed to meet the following objectives. Students will:

1. Use prior knowledge to make real-word connections to social justice and higher education.
2. Understand and apply a social justice lens to their personal and professional contexts.
3. Increase their reflexivity with regards to social justice issues.
4. Engage in aesthetic educational practices.
5. Embrace conflict as a necessary part of the learning process.
6. Examine the hidden curriculum of higher education through the application of notions of social justice.
7. Experience multimodal approaches to engaging the course content.

**Social Justice and Inclusion Learning Objectives/Outcomes**
As educators and educational administrators, you are encouraged to consult professional organizations for guidance on your current practice and future professional development plan. Given the centrality of the higher education and student affairs (HESA) context in this course, we offer the ACPA/NASPA Professional Competency on Social Justice and Inclusion (SJI) as a guiding framework for the structure of the course, as well as your specific learning objectives/outcomes:

*Operational Definition and Purpose of SJI Work:*
“...social justice is defined as both a process and a goal that includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups and seeks to address issues of oppression, privilege, and power. This competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.”

**SJI Learning and Development Themes and Outcomes Guiding This Course:**

- **Student will achieve a foundational understanding of self and navigating systems of power.** Evidence of learning and development within this theme include a student’s ability to:
  - Articulate one’s identities and intersectionality;
  - Identify systems of socialization that influence one’s multiple identities and sociopolitical perspectives, and how they impact one’s lived experiences; and
  - Articulate a foundational understanding of social justice and inclusion within the context of higher education.

- **Student will cultivate foundational capacity for critical assessment and self-directed learning.** Evidence of learning and development within this theme include a student’s ability to:
  - Utilize critical reflection in order to identify one’s own prejudices and biases.
  - Participate in activities that assess and complicate one’s understanding of inclusion, oppression, privilege, and power.
● **Student will demonstrate a foundational commitment to engaging in socially-just practice.** Evidence of learning and development within this theme include a student’s ability to:

  ○ Integrate knowledge of social justice, inclusion, oppression, privilege, and power into one’s practice (professional identity)
  ○ Connect and build meaningful relationships with others while recognizing their multiple, intersecting identities, perspectives, and developmental differences.
  ○ Advocate on issues of social justice, oppression, privilege, and power that impact people based on local, country, and global interconnections.

● **Student will achieve a foundational understanding of student organizational systemic advocacy.** Evidence of learning and development within this theme include a student’s ability to:

  ○ Understand how one is affected by and participates in maintaining systems of oppression, privilege, and power.

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**COURSE EVALUATIONS**

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/](http://luc.edu/idea/) and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

**IDEA Objectives** **Essential** for this course include:

- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Developing skill in expressing oneself orally or in writing

**Important** IDEA Objectives for this course include:

- 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
- Learning to apply knowledge and skills to benefit others or serve the public good

**Minor** IDEA Objectives for this course include:

- Learning how to find, evaluate and use resources to explore a topic in depth
- Developing ethical reasoning and/or ethical decision making
- Learning to analyze and critically evaluate ideas, arguments, and points of view
- Learning appropriate methods for collecting, analyzing, and interpreting numerical information
- Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
- Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Acquiring skills in working with others as a member of a team

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**POLICIES**

**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](http://luc.edu/live.text).
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/. This course contributes to the realization of this framework by equipping students to:

- Develop a strong, foundational knowledge of- and personal framework for professional ethics and social justice in education (CFS3);
- Critically evaluate current education literature(s) to consider how educational research, theory, and practice need to evolve to advance multiculturalism and social justice (CFS1); and
- Cultivate critical knowledge(s), skills, and awareness (critical social justice literacy) to promote multiculturalism and social justice through culturally-responsive and community-engaged educational practice(s) (CFS2, CFS4).

Professional Dispositions
The School of Education (SOE) prepares professionals and in so doing wants to ensure that students exhibit professionalism, pursue inquiry, and enact social justice prior to graduating. All students in SOE are assessed based on a Professional Disposition Rubric in each of their classes. In this class, we ask that you assess yourself mid-way through the semester and submit the rubric on Sakai to Assignments. We will provide feedback to you at that time and then submit your rating on LiveText at the end of the semester.

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.

Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

Food and Housing Security
Any student who faces challenges securing their food or housing is urged to contact the Dean of Students for support. Furthermore, please notify us if you feel comfortable in doing so. We will work with you to identify potential resources.

Use of Technology (including cell phones, laptops, tablets, etc.)
This class is designed so that learning will be optimized through discussion and our powerful interactions through sharing ideas from our life experiences, professional expertise, and other funds of knowledge with each other. Therefore, the use of technology will be more of a hindrance than an enrichment during class. We highly encourage you to use pen and paper note-taking as your primary means of technology in the classroom. Research continues to support the effectiveness of manual note-taking in enhancing student learning.
In the study published in *Psychological Science*, Pam A. Mueller of Princeton University and Daniel M. Oppenheimer of the University of California, Los Angeles sought to test how note-taking by hand or by computer affects learning.

"When people type their notes, they have this tendency to try to take verbatim notes and write down as much of the lecture as they can," Mueller tells NPR's Rachel Martin. "The students who were taking longhand notes in our studies were forced to be more selective — because you can't write as fast as you can type. And that extra processing of the material that they were doing benefited them."

Mueller and Oppenheimer cited that note-taking can be categorized two ways: generative and nongenerative. Generative note-taking pertains to "summarizing, paraphrasing, concept mapping," while nongenerative note-taking involves copying something verbatim.

If you need to use technology as a tool for accommodation, please let Dra. Chang know in advance. If you need to use your phone, please be respectful and step out of the room to do so.

**Late Work**
We expect assignments to be completed and turned in on the due date. If you anticipate needing more time to submit your work, please notify Dra. Chang via email at least 48 hours in advance of the due date and time. If you do not notify the professor 48 hours in advance, there will be a 10% deduction per day for each late assignment.

**Attendance**
You are expected to be on time to class and stay for the duration of class. If an emergency arises, please email Dra. Chang as soon as you are able.

**Email/Sakai**
Email will be used as the primary mode of correspondence for this course. We will respond to/be available for email communication between Monday and Friday and get back to you within 24 hours during the work week. 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 extensively to conduct forums, turn in assignments, and 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 will be posted on the Sakai site. 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, please consult with the University Writing Center ([http://www.luc.edu/writing/](http://www.luc.edu/writing/)) for assistance.

**Syllabus Addendum Link**
[www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/). This link directs you to policies related to academic honesty, accessibility, ethics, and electronic communication.
REQUIRED TEXT(S)

Articles and book chapters, as indicated in syllabus, located in the Resources folder of Sakai course site.

GRADING
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, 55 or below =F). An “A” signifies exceptional work in this course. Assignments are generally due by 11:59pm (midnight) on the day specified, unless otherwise noted. Please contact us if for some reason you are unable to meet a deadline. If you contact us ahead of the deadline, we may be able to schedule an extension for no more than one week. If not, late papers may not be accepted and/or subject to at least a grade letter reduction.

COURSE ASSIGNMENTS

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Points Per Assignment</th>
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<tbody>
<tr>
<td>Participation</td>
<td>18</td>
</tr>
<tr>
<td>“I AM”</td>
<td>5</td>
</tr>
<tr>
<td>3-2-1 Weekly Blogs</td>
<td>42 (14 blogs at 3 points each)</td>
</tr>
<tr>
<td>My Path To and Through Higher Education</td>
<td>10</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>100</td>
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Participation (18 points)
Participation is the cornerstone of this course. Your contributions to a healthy class environment, substantive discussion, scholarly growth, and overall positive demeanor is the centerpiece of this course. Your participation will be measured by your self-assessment in the following areas:

- Attending and actively participating in class every week, on time
- Supporting and cultivating new colleagues through constructive dialogue and feedback.
- Utilizing scholarly references and your funds of knowledge to support and articulate your ideas.
- Courageously raising issues and engaging in discussions that feel risky or uncomfortable.
- Engaging in difficult conversations, seeking to understand others before being understood.
- Being as mindful, attentive, and respectful as possible.

Points will be awarded based on the Participation Rubric (included at the end of the syllabus). This will be a self-assessment.

3-2-1 Weekly Blogs (42 points)
Due Date: You will submit your blog post in the Sakai “Blogs” tab each Tuesday by 11:50pm. You will then respond to at least two of your classmates’ blog posts each Wednesday by 11:50pm. There are 14 blogs total.

The Assignment: Every week, students are expected to critically review and reflect on assigned course texts. Each week, students will be required to write one blog post and respond to two of their peers’ blog posts. While blogging offers students a flexible avenue to engage with course materials, students are expected to follow the 3-2-1 blog model for their individual posts:

3 paragraphs
with at least
Blog responses do not need to follow any specific format however, they must include ALL elements of the 3-2-1 blog model.

Please Note:
1. Students are encouraged to write and save their blog posts as Word documents prior to submitting via Sakai, as we cannot guarantee that posts/writing will be available after the end of the course, when the Sakai site is closed.
2. Blog posts are less formal in tone than scholarly papers to allow for less anxiety and more freedom in expression. Still, students are expected to submit writing that is cogent, professional, and free of grammatical, spelling, or other typographical errors. Furthermore, students should utilize APA format for any in-text citations or direct quotes, as well as include a full reference for any sources cited within the paper that have not been directly introduced/covered in this course (but a full reference list is not required).

Grading: You will earn 1 point for successfully completing your individual weekly blog and 1 point for each peer blog response for a total possible 3 points.

Sample Blog Entry
This week’s readings challenged me to evaluate my own privileges and reminded me of how oblivious I am to them on a daily basis. I related to the way Watt (2013) examines her identity. “My marginalized status as a racial being is prominent to my sense of self. Simultaneously, I am not fully conscious of the centrality I enjoy as a heterosexual and as a cisgender female” (p. 45). Interestingly, I also read both of Janet Mock’s books and was deeply impacted by them. At the time, I was reading memoirs by several other writers of color, and unlike Watt, was not consciously seeking out a trans voice. While Mock’s books describe realizing her identity and gave me a deeper understanding of her experience as a trans woman, I realized that after reading them I just identified with her as a fellow black woman.

Watt (2013) describes reading Mock in order to “learn about this Difference”, and while I learned a great deal, I mostly felt the same sense of connection I have felt after any memoir by a woman of color. Part of that is due to Mock’s style of writing, and the way being trans is one of many layers of her identity. Mock’s gender expression and sexual orientation are also similar to my own – use of she/her pronouns, feminine style of dress, in a heterosexual relationship, etc. In reading Watt, I wondered whether I was being willfully ignorant, overlooking Mock’s identity as a trans woman and focusing on the aspects that I found most relatable. What bothers me is the way Watt describes reading this one trans author, and engaging in dialogue with one trans colleague. I see many benefits to practicing privileged identity exploration, however, I cannot help but wonder how this impacts people from marginalized populations. This trans faculty member is likely one of few, and has probably thought about pronouns and various gender inclusion practices for many years. It feels presumptuous of Watt to expect them to continue having these conversations with her just because she is trying to resituate herself. This feels like an example of the internalized superiority that Sensoy and DiAngelo (2017) describe in Chapter 6.

I certainly would not want to be singled out by white and/or male colleagues whenever they wanted a perspective from someone who shares my identity. Rather, I think there is value in seeing, acknowledging, even celebrating difference in people without categorizing them as other, or using their lived experiences for your benefit. Sensoy and DiAngelo (2017) describe how marginalized groups “have always tried to get
dominant groups to see and understand their experiences, but dominant groups often aggressively resist this information” (p. 96).

During a recent workplace equity training, I had to check my privilege as an able-bodied person. Two colleagues, one who has disabled children, and another who is blind, talked about how able-bodied people tend to avoid interaction with disabled people. Rather than awkwardly acknowledging difference, or saying something problematic, people are more comfortable ignoring them altogether. I felt especially guilty about having done this because I have felt overlooked myself, and know how someone choosing to say nothing can feel worse than someone saying the wrong thing. In centering experiences of d/Deaf women of color, Stapleton (2015) focuses on individuals who are often ignored even within their own communities and families. Although her work is highly specific, the way she gives voice to those who have never been encouraged to examine their own identities is incredibly powerful. One of the students, Tiara, describes her newfound community: “I found my identity of who I am. I chose the deaf world; I can communicate in sign language rather than struggle to understand what everyone is saying…I have finally found myself, and I love it, being able to communicate with all my [peers] perfectly and can really be myself in the [Deaf organization]. I wanted my family to respect my deaf identity” (Stapleton, 2015, p. 579)

This serves as a reminder that no matter how specific, every level of an individual’s identity matters, as does the importance of truly diverse and inclusive communities on all university campuses.

Sample Blog Response
Hi Jane - I really appreciate the introspection and thoughtfulness of your responses. I, too, often have trouble with what I think you were insinuating – the idea of tokenization – being the one or one of the few from a marginalized background. It’s so frustrating and lonely!! When I work with students, I am also acutely aware of the way I am receiving their identities and making judgments without even knowing it. What’s the solution to this? Is there a solution?
I also like the way you talked about intersectional identities. So often, we end up essentializing folks based on one of their identities without taking account for the fact that we are all complex beings and that not one single identity makes us who we are. Student Affairs work is hard because it requires lots of sensitivity and awareness. I hope I continue to learn and become my best self in this process.
-Dra.

“I AM” Social Justice Poem (5 points)
The purpose of this assignment is to create a poem that reflects your firsthand knowledge with issues of social justice. You will recite this poem to a small group of your peers and it will be made available to all your peers in the class. Use the following template, filling in the parenthetical definition with your own words:

I am a (two special characteristics you have)
I wonder (something you are curious about)
   I hear (an imaginary sound)
   I see (an imaginary sight)
   I want (an actual desire)
I am (the first line of the poem repeated)

I pretend (something you pretend to do)
I feel (a feeling about something imaginary)
   I touch (an imaginary touch)
I worry (something that really bothers you)
I cry (something that makes you very sad)
I am (the first line of the poem repeated)

I understand (something you know is true)
I say (something you believe)
I dream (something you dream about)
I try (something you make an effort in)
I hope (something you hope for)
I am (the first line of the poem repeated)

You will recite your “I AM” poem on 9/5.

My Path to and through Higher Education (10 points)
The purpose of this assignment is for you to recall, engage, and look into the future relative to your personal experiences in higher education. This is important because your funds of knowledge will be the basis for class community and discussion. Your personal experiences are valuable and will set the groundwork for a successful online class experience.

You will develop a 5-minute presentation that addresses the following questions:
1. What has been your path to higher education?
2. What has been your path through higher education?
3. What do you see as the ultimate purpose of higher education in your life?

This assignment can take various forms included to but not limited to the use of images, a musical performance, a video, a dance, a poem or series of poems, artwork, the voices of others, and/or a combination of any of these. I am also certain I missed some possibilities and encourage you to think outside the box and spread your wings with this assignment. This assignment is meant to be creative, exploratory, and non-linear. If you’re unsure if your idea for a presentation is too far-fetched, don’t doubt yourself - just GO FOR IT!

You will present your path to and through higher education to the class on 9/12 or 9/19.

Developing your Professional Educator Identity - Final Paper (25 points)
The final writing piece for this course is a deeply reflective paper that will build and evolve over the course of the semester. For this paper, you will engage in ongoing (formative) reflection and learning, deep synthesis, and critical, summative assessment to respond to some of the fundamental questions of this course:

Who am I? What do I believe? Why do I understand myself in this way—and why do I believe the things that I do? What is social justice, and how will I create a more just, caring, and thriving world as an educator? In a sense, the project is three-fold: a personal statement, a professional development plan, and an outline of your strategy for pursuing social justice as an educator.

See specific instructions included at end of syllabus.
GENERAL COURSE STRUCTURE

1. Warm Up Activity - 15 minutes
2. Lecture and Q&A - 60 minutes
3. Interactive Exercise - 60 minutes
4. Hot Wash - 10 minutes

ROLE OF INSTRUCTOR & TEACHING ASSISTANT

The instructor, Dra. Aurora Chang, and the teaching assistant, Lillianna Franco, are both experienced, co-constructors of this course. Dra. Aurora Chang is the primary instructor of the course and is responsible for all aspects of the course. Lillianna will assist in the teaching primarily by grading assignments (vetted by Dra.), answering logistical questions, leading group discussions, and occasionally presenting curricular material to the class. All grading, attendance, and course-related issues that impact your participation in the class should be directed to Dra. Aurora Chang. The table below is a quick guide when you are unsure who to contact.

<table>
<thead>
<tr>
<th>If you have a question about:</th>
<th>Contact via email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback you received on an assignment</td>
<td>Whomever gave you the feedback</td>
</tr>
<tr>
<td>Logistical concerns (such as assignment details, due dates, basic clarifications)</td>
<td>Lillianna</td>
</tr>
<tr>
<td>Getting advice or consulting about course material</td>
<td>Lillianna or Dra.</td>
</tr>
<tr>
<td>Final Grade</td>
<td>Dra.</td>
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<tr>
<td>Absences/Tardies</td>
<td>Dra.</td>
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<tr>
<td>Class Participation</td>
<td>Dra.</td>
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<td>Any other concerns, questions</td>
<td>Dra.</td>
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<tr>
<td>Date &amp; Theme</td>
<td>Readings</td>
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<tr>
<td><strong>BIG QUESTION #1: HOW DO OUR SOCIAL IDENTITIES IMPACT OUR VIEW OF EDUCATION?</strong></td>
<td></td>
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</tbody>
</table>
| **Week 1 (8/29): Who is your professor and teaching assistant and why does that matter?** | • Undocumented to Hyperdocumented (Chang, 2011)  
• Reflections of a Racial Queer (Chang, 2010)  
• How Your Positionality Impacts Your Epistemology (Tacaks, 2002)  
• I Am Because We Are  
• Video: The Danger of a Single Story | • Post your Sakai VoiceThread Introduction Video  
• Watch your classmates Sakai VoiceThread Introduction Videos  
• Blog #1  
• Blog#1 Peer Responses |
| **Week 2 (9/5): What is the pedagogical approach to this course and why does that matter?** | • Cultivating Una Persona Educada: A Sentipensante (Sensing/Thinking) Vision of Education (Rendon, 2011)  
• The Heart of a Teacher (Palmer, 1997)  
• Engaged Pedagogy (hooks, 1994)  
• Video: | • Blog #2  
• Blog #2 Responses  
• “I AM” poem recital in small groups |
| **Week 3 (9/12): Who are you and why does that matter?** | • How To Engage Constructively in Courses That Take a Critical Social Justice Approach, Ch. 1 (Sensoy & DiAngelo, 2017)  
• Oppression and Power, Ch. 5 (Sensoy & DiAngelo, 2017)  
• Video: | • Blog #3  
• My Path to and through Higher Education Presentation |
Week 4 (9/19): What is knowledge? Who produces knowledge?
- *ACPA Strategic Imperative for Racial Justice and Decolonization*
- *Critical Thinking and Critical Theory Ch. 2* (Sensoy & DiAngelo, 2017)
- Video:

Week 5 (9/26):
- Culture and Socialization Ch. 3 (Sensoy & DiAngelo, 2017)
- Current Event Article
- Video:
  - *Implicit Bias Test- Age IAT*
  https://implicit.harvard.edu/implicit/selectatest.html

Week 6 (10/3):
- Prejudice and Discrimination, Ch. 4 (Sensoy & DiAngelo, 2017)
- Current Event Article
- Video:
  - *Implicit Bias Test- Arab-Muslim IAT*
  https://implicit.harvard.edu/implicit/selectatest.html

Week 7 (10/10):
- Oppression and Power Ch. 5 (Sensoy & DiAngelo, 2017)
- Current Event Article
- Video:
  - *Implicit Bias Test- Presidents IAT*
  https://implicit.harvard.edu/implicit/selectatest.html

BIG QUESTION #2: WHAT ARE THE ROOTS OF INJUSTICE IN HIGHER EDUCATION?

Week 5 (9/26):
- Current Event Article
- Video:
  - *Implicit Bias Test- Age IAT*
  https://implicit.harvard.edu/implicit/selectatest.html

Week 6 (10/3):
- Prejudice and Discrimination, Ch. 4 (Sensoy & DiAngelo, 2017)
- Current Event Article
- Video:
  - *Implicit Bias Test- Arab-Muslim IAT*
  https://implicit.harvard.edu/implicit/selectatest.html

Week 7 (10/10):
- Oppression and Power Ch. 5 (Sensoy & DiAngelo, 2017)
- Current Event Article
- Video:
  - *Implicit Bias Test- Presidents IAT*
  https://implicit.harvard.edu/implicit/selectatest.html

- Blog #4
- My Path to and through Higher Education Presentation

- Blog #5

- Blog #6

- Blog #7
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<tr>
<th>Week 8 (10/17):</th>
<th>Understanding Privilege through Ableism Ch. 6 (Sensoy &amp; DiAngelo, 2017)</th>
<th>Current Event Article</th>
<th>Video:</th>
<th>Implicit Bias Test- Disability IAT <a href="https://implicit.harvard.edu/implicit/selectatest.html">https://implicit.harvard.edu/implicit/selectatest.html</a></th>
<th>Blog #8</th>
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</thead>
</table>
| Week 11 (11/7): | • Understanding the Global Organization of Racism through White Supremacy Ch. 9 (Sensoy & DiAngelo, 2017)  
• Current Event Article  
• Video:  
  *Implicit Bias Test- Skin-tone IAT*  
  [https://implicit.harvard.edu/implicit/selectatest.html](https://implicit.harvard.edu/implicit/selectatest.html)  
| Blog #11 |
| Week 12 (11/14): | • Understanding Intersectionality through Classism Ch. 10 (Sensoy & DiAngelo, 2017)  
• Current Event Article  
• Video:  
  *Implicit Bias Test- Sexuality IAT*  
  [https://implicit.harvard.edu/implicit/selectatest.html](https://implicit.harvard.edu/implicit/selectatest.html)  
| Blog #12 |
| Week 13 (11/21): | • “Yeah, But …": Common Rebuttals Ch. 11 (Sensoy & DiAngelo, 2017)  
• Current Event Article  
• Video:  
| Blog #13 |
| Week 14 (11/28): Holiday |
| Week 15 (12/5): | Putting it All Together, Ch. 12 (Sensoy & DiAngelo, 2017) | Current Event Article | Video: | Blog #14 | Final Paper Due Friday, 12/6 by 11:50pm |
Developing Your Professional Educator Identity

Final Paper Instructions

The final writing piece for this course is a deeply reflective paper that will build and evolve over the course of the semester. For this paper, you will engage in ongoing (formative) reflection and learning, deep synthesis, and critical, summative assessment to respond to some of the fundamental questions of this course: Who am I? What do I believe? Why do I understand myself in this way—and why do I believe the things that I do? What is social justice, and how will I create a more just, caring, and thriving world as an educator? In a sense, the project is three-fold: a personal statement, a professional development plan, and an outline of your strategy for pursuing social justice as an educator.

Each section of the paper is explained in greater detail below.

Social Identities

- Articulate your understanding/perspective on the relationship between education and identity (theoretically);
- Introduce and explain the social identities, backgrounds, statuses, and/or affinities that you believe to be closely connected to the core of who you are as a person (broadly);
- Explain how your understanding(s) of your social identities influence(s) your identity as a professional educator (personally). [Be sure to cite sources that support the significance and utility of comprehending how your positionality impacts your epistemology.]; and
- Reflect on what new curiosities, questions, or conflicts regarding social identity are emerging for you, as you move deeper into the content of this course—as well as if there are particular experiences, events, or relational interactions that you believe instigated (or influenced) your development(s).

Developing Educator Identity - Social Justice in Higher Education Paper

- Introduce and explain your working definition/understanding/framework of social justice by considering the questions (broadly) [Be sure to cite sources that explain the concepts you choose to focus on, support the importance of social justice in higher education, and that support your stance/perspective(s).];
- Explain how your understandings of social justice in higher education impact your view of being a professional educator (personally);
- Discuss injustice in higher education and cite specific examples of injustice(s) that that inhibit educational opportunity [For this section, avoid broad discussion and feel comfortable to identify particular aspects of education that you feel are problematic (e.g., access, campus climate, testing, teaching and learning, socioemotional development, etc.);
- Reflect on what new curiosities, questions, or conflicts regarding social justice are emerging for you, as you move deeper into the content of this course—as well as if there are particular experiences, events, or relational interactions that you believe instigated (or influenced) your development(s);
- Discuss the ways in which this course (including your interactions with colleagues, assignments, and readings) have impacted your view(s) of social justice and your view(s) as an educator; and
- Provide specific scenarios that represent how you will apply these concepts personally and as a professional educator.

Creating Change
• What is social justice? What is required to achieve social justice? What knowledge, skills, and attitudes are essential to living and fighting for social justice?
• Explain how you understand the interrelationship of social identity, social justice, and the role of higher education. What are the relationships and responsibilities that bind you—as an individual—with your profession and greater society?
• How (and why) have your assumptions and perceptions of being a professional educator changed since the beginning of the semester?
• What change(s) do you wish to see in the world—and particularly, within education—and how, specifically, will you work to create such change(s)?

In this paper, you will effectively:

- Introduce and explain your understanding/philosophy/framework of positive social change (broadly/theoretically) [Cite sources that clarify the parts and process(es) you consider central to individual, structural, and societal change.];
- Describe your role in higher education (e.g., functional area, responsibilities, etc.) and explain how you will effectively create change as a professional educator in/from this position (personally);
- Evaluate your current social justice knowledge, skills, and awareness, as well as articulate areas of strength and areas of growth that are essential to your own transformation moving forward [Be sure to leverage the social justice competency frameworks and literature provided to you throughout this course, and provide honest and vulnerable, real-world examples that represent the approach(es) you believe you will take to create change—including while you are a student enrolled in this program.].

In addition, your final paper must include the following sections—and you may also include additional sections/headers (as long as they adhere to length and APA guidelines):

**Final Paper Structural Guidelines**

(organization, headings, content, and approximate word count)

**Introduction** *(500 words)*

Begin with an engaging first sentence that “hooks” the reader - no clichés. Provide context for your argument by developing a lead-up to it, present a roadmap for the remainder of the paper (outlining what you will cover in the paper and in what order) and end the introduction by stating your thesis statement.

**Paper Sections**

For each of the following sections, begin each of your paragraphs with a clear introductory sentence and an effective transition sentence into the next paragraph.

**Assumptions and Perceptions** *(750-1000 words)*
Explain how your assumptions and perceptions of being a professional educator changed since the beginning of the semester by identifying specific assumptions and perceptions you had that have developed and/or changed. Cite sources that support the significance and utility of such change as a developing educator.

**Social Identities (1000-1250 words)**

Explain how your understanding(s) of your social identities influence(s) your identity as a professional educator by identifying and describing specific social identities you possess and providing examples of how those identities have influenced your identity as a professional educator. Cite sources that support the significance and utility of comprehending how your positionality impacts your epistemology.

**Social Justice in Higher Education (1500-1750 words)**

Explain how your understandings of social justice in higher education impact your view of being a professional educator. Discuss the ways in which this course (including your interactions with colleagues, assignments, and readings) have impacted your view as an educator and provide specific scenarios that represent how you will apply these concepts personally and as a professional educator. Cite sources that best explain the concepts you choose to focus on and that support the importance of social justice in higher education.

**Creating Change (750-1000 words)**

Explain how you will effectively create change as a professional educator. Explain the approach you plan to take and cite sources that support your approach. Provide real world examples that represent the approach you will take to create change.

**Conclusion (500 words)**

End by re-stating your thesis and providing final insights and reflections about how your identity as a professional educator has developed and what you anticipate moving forward. Provide food for thought for your reader and close with a provocative sentence or question that leaves the reader thinking about your thesis.

Your final paper should integrate and apply all of the learning and development you have achieved over the course of the semester. There is, of course, no right answer or approach for this assignment; however, it should be well understood that our primary interest is your reflective capacity to articulate self-awareness of your social identities, professional (educator) identity, as well as your varied knowledge(s), skill(s), and awareness(es) related to multiculturalism and social justice in higher education. This document is intended to be both a powerful, summative assessment and declaration of your educator-identity and your commitment(s) as an educator working toward social justice.
### RUBRICS

**Participation - 18 points possible**

**Student’s Name:** ________________________________________

<table>
<thead>
<tr>
<th>Categories</th>
<th>3 points</th>
<th>2 points</th>
<th>0-1 points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attending class punctually and weekly</strong></td>
<td>I was in class on time, every week without exception.</td>
<td>I was in class on time, every week with one exception.</td>
<td>I was in class on time, every week with two exceptions or more.</td>
<td></td>
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<tr>
<td><strong>Supporting and cultivating new colleagues</strong></td>
<td>I actively supported and cultivated new relationships with colleagues.</td>
<td>I supported and cultivated new relationships with colleagues when it was convenient.</td>
<td>I failed to support and cultivate new relationships with colleagues.</td>
<td></td>
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<tr>
<td><strong>Utilizing scholarly references and your funds of knowledge to support and articulate your ideas.</strong></td>
<td>I consistently utilized scholarly references and my funds of knowledge to support and articulate my ideas in a respectful way.</td>
<td>I sometimes utilized scholarly references and my funds of knowledge to support and articulate my ideas in a respectful way.</td>
<td>I rarely utilized scholarly references and my funds of knowledge to support and articulate my ideas in a respectful way.</td>
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<tr>
<td><strong>Courageously raising issues and engaging in discussions that feel risky or uncomfortable.</strong></td>
<td>I courageously raised issues and engaged in discussions that felt risky or uncomfortable consistently.</td>
<td>I sometimes courageously raised issues and engaged in discussions that felt risky or uncomfortable consistently.</td>
<td>I rarely courageously raised issues and engaged in discussions that felt risky or uncomfortable consistently.</td>
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<tr>
<td><strong>Engaging in difficult conversations, seeking to understand others before being understood.</strong></td>
<td>I actively and consistently engaged in difficult conversations and sought to understand others before being understood.</td>
<td>I sometimes engaged in difficult conversations and sought to understand others before being understood.</td>
<td>I rarely engaged in difficult conversations and sought to understand others before being understood.</td>
<td></td>
</tr>
<tr>
<td><strong>Being as mindful, attentive, and respectful as possible.</strong></td>
<td>I was as present, mindful, attentive, and respectful as possible for each class session. I was never absent.</td>
<td>I was as present, mindful, attentive, and respectful as possible for most class sessions. I was absent once.</td>
<td>I was not as present, mindful, attentive, and respectful as possible for most class sessions. I was absent more than once.</td>
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**Comments**

**Total Score:** /18
## Final Reflection Paper – 25 total possible points

**Student’s Name: ________________________________________**

<table>
<thead>
<tr>
<th>Categories</th>
<th>4-5 points</th>
<th>3 points</th>
<th>2 points</th>
<th>0-1 points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Changes in Assumptions and Perceptions</strong></td>
<td>The student effectively argues how their assumptions and perceptions of being a professional educator changed since the beginning of the semester. They cite at least three different sources that effectively support this aspect of their overall argument. The student’s analysis of cited sources is particularly sophisticated and the student’s choice and control of language is impressive.</td>
<td>The student adequately argues how their assumptions and perceptions of being a professional educator changed since the beginning of the semester. They cite at least two different sources that adequately support this aspect of their overall argument. The student’s analysis of cited sources is adequately developed and though the student’s choice and control of language may contain some lapses, generally the prose is clear.</td>
<td>The student argues how their assumptions and perceptions of being a professional educator changed since the beginning of the semester but the argument is somewhat weak. They cite at least one source to support this aspect of their overall argument, but the source(s) are somewhat limited, inconsistent or uneven. The links between the source(s) and this aspect of their overall argument may be strained. The writing may contain some lapses but it usually conveys the student’s ideas adequately.</td>
<td>The student attempts to argue or fails to develop an argument about how their assumptions and perceptions of being a professional educator changed since the beginning of the semester. They cite at least one source (or none at all) to support this aspect of their overall argument, but may misunderstand, misrepresent or oversimplify their argument or the source(s) they used. The writing is consistently weak, lacking in development or organization, full of grammatical problems or lacking control in their use of language.</td>
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<td>The student appropriately argues how their understandings of social justice in higher education impacts their view of being a professional educator. They cite at least two different sources that adequately supports this aspect of their overall argument. The student’s analysis of cited sources is adequately developed and though the student’s choice and control of language may contain some lapses, generally the prose is clear.</td>
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<td>Technical Qualities of Paper</td>
<td>The student clearly follows writing conventions, APA style (if applicable), aesthetic clarity, technological alignment. The student includes a reference page using proper APA formatting with no errors.</td>
<td>The student adequately follows writing conventions, APA style (if applicable), aesthetic clarity, technological alignment. The student includes a reference page using APA formatting, but has some errors.</td>
<td>The student partially follows writing conventions, APA style (if applicable), aesthetic clarity, technological alignment, but has many errors. and/or The student includes a reference page using APA formatting, but has many errors.</td>
<td>The student minimally follows writing conventions, APA style (if applicable), aesthetic clarity, technological alignment. The student does not include a reference page.</td>
<td>Total Points (25 points maximum)</td>
</tr>
</tbody>
</table>


Brown, B. (2010). *The gifts of imperfection: Let go of who you think you’re supposed to be and embrace who you are*. Center City, MN: Hazelden Publishing.


Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. 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.

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.