

Loyola University Chicago
ELPS 432/CIEP 524 | TOWARD SOCIAL JUSTICE IN HIGHER EDUCATION
Fall 2021 | Synchronous Online Format | Thursdays 5:30-8:00 from August 30th to December 18th

COURSE INSTRUCTOR(S)

Instructor: Dra. (Doctora) Aurora Chang, PhD

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Course Location: Zoom Pro on Sakai

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

***Virtual Office Hours:** By appointment via Zoom

***Responsiveness:** 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 workweek. 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.

***School of Education Commitment - COVID-19:** Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of [Cura Personalis](#), or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP [Loyola Health](#) under the **COVID -19 Related Information Tab** at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professors is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

***COVID-19 Required Personal Safety Practices:** We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all [LUC REQUIRED Safety Protocols](#).

***COVID-19 Reporting Protocol:** In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of

COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall. Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.**

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 Masters 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-world 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 regard 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.

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/> and click on **STUDENT IDEA LOGIN** on the left-hand side of the page.

POLICIES

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.

Food and Housing Security

Any student who faces challenges securing their food or housing is urged to contact the Dean of Students for support by submitting a [CARE referral](#). Furthermore, please notify Dra or me 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.

http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away?utm_source=facebook.com&utm_medium=social&utm_campaign=npr&utm_term=nprnews&utm_content=20170819

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 workweek. 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. Papers must use 12-point Times New Roman font, double-spacing, and 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/>) for assistance.

The Core Rules of Netiquette

What is Netiquette? Simply stated, it's network etiquette -- that is, the etiquette of cyberspace. And "etiquette" means "the forms required by good breeding or prescribed by authority to be required in social or official life." In other words, Netiquette is a set of rules for behaving properly online.

When you enter any new culture -- and cyberspace has its own culture -- you're liable to commit a few social blunders. You might offend people without meaning to. Or you might misunderstand what others say and take offense when it's not intended. To make matters worse, something about cyberspace makes it easy to forget that you're interacting with other real people -- not just characters on a screen but live human characters.

So, partly as a result of forgetting that people online are still real, and partly because they don't know the conventions, well-meaning cybernauts, especially new ones, make all kinds of mistakes.

The list of core rules below, and the explanations that follow, are excerpted from the book *Netiquette* by Virginia Shea. They are offered here as a set of general guidelines for cyberspace behavior. They won't answer all your Netiquette questions. But they should give you some basic principles to use in solving your own Netiquette dilemmas.

Click on each rule for elaboration.

Rule 1: Remember the Human

Rule 2: Adhere to the same standards of behavior online that you follow in real life

Rule 3: Know where you are in cyberspace

Rule 4: Respect other people's time and bandwidth

Rule 5: Make yourself look good online

Rule 6: Share expert knowledge

Rule 7: Help keep flame wars under control

Rule 8: Respect other people's privacy

Rule 9: Don't abuse your power

Rule 10: Be forgiving of other people's mistakes

REQUIRED TEXT(S)

Articles and book chapters, as indicated in the syllabus, are located in the Resources folder of the 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 11:59 pm (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

Course Assignments	Points Per Assignment
Participation	10
"I AM"	5
Reading Responses	40 (10 blogs at 4 points each)
My Path To and Through Higher Education	20
Final Paper	25
Total Points Possible	100

VoiceThread Introduction Video

Upload your introduction by Wednesday 9/8, watch peers' videos before class on Thursday 9/9.

Create a brief introduction video on VoiceThread, sharing:

- Your name
- Pronouns (optional)
- An interesting fact about you
- How you believe your social identities impact your view of education.

Upload VoiceThread link as a blog entry titled "VT Intro Video"

Participation (10 points)

Due: Dec 17, 2021 by 11:55 pm.

Participation is the cornerstone of this course. Your contributions to a healthy class environment, substantive discussion, scholarly growth, and overall positive demeanor are the centerpiece of this course. Your participation will be measured by your self-assessment in the following areas:

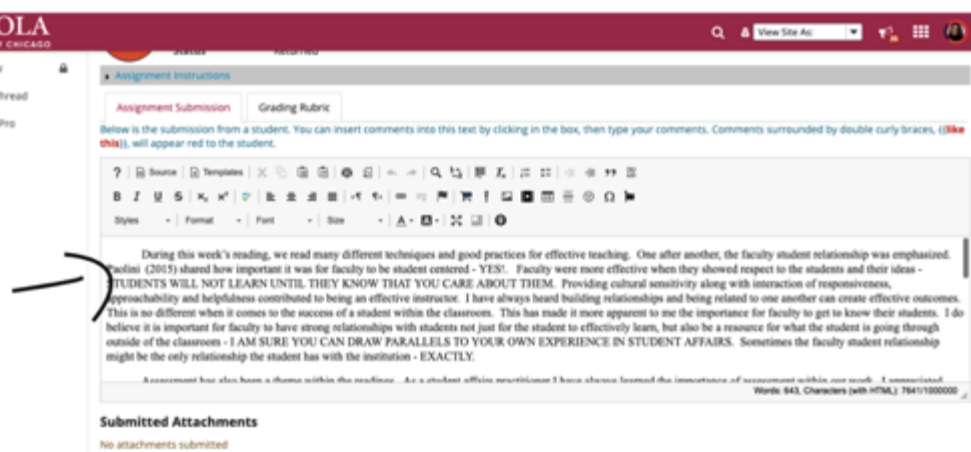
- Attending and actively participating in class every week, on time
- Supporting and cultivating new colleagues through constructive dialogue and feedback.
- Utilizing scholarly references and your funds of knowledge to support and articulate your
- Engaging in difficult conversations, seeking to understand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

Points will be awarded based on the Participation Rubric (in the assignment tab on Sakai). This will be a self-assessment.

BLOGS and PEER BLOG RESPONSES (40 points total – 4 points per blog)

Due: Blog posts are due Tuesdays before the next class by 11:50 pm. Blog responses are due Wednesdays before the next class by 11:50 pm.

To support in-depth, analytical reading of course materials, students are to write a reading response/blog (500 words minimum) prior to class each week. Responses should include in-depth, rigorous insights from readings and connections to personal, professional, and/or academic experiences. Each response should include at least two direct quotations from the readings and conclude with at least two general questions that may be used for classroom discussion. Please copy and paste your blog entry into the text box under the Assignment Submission tab in addition to posting it in the blog section (see screenshot below). **Blog posts are due Tuesdays by 11:50 pm CST.**



Blog responses to peers (two minimum) should be conversational in nature and do not have any specific requirements (see sample) - they can be as brief or long as necessary. Please indicate the names of the two peers you respond to in the text box in the Assignments/Peer Responses tab under the appropriate week. Aim to respond to as many of your peers as possible rather than the same people each week. See sample at bottom of syllabus. **Blog responses are due Wednesdays by 11:50 pm CST.**

Students are encouraged to write and save their blog posts as Word documents prior to submitting via Sakai, as we cannot guarantee that you will not lose your work in the process of writing and/or that posts/writing will be available after the end of the course when the Sakai site is closed.

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 3 points for successfully completing your individual weekly blog and 1 point for responses to peers for a total possible 4 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 differences 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 differences, 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)

Due: September 9, 2021 by 5pm

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 9/9.

My Path to and through Higher Education (20 points)

Due: September 16, 2021 by 5pm

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 8-10 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 including 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 9/16 or 9/23.

Developing your Professional Educator Identity - Final Paper (25 points)

Final version Due: December 17, 2021, by 11:50 pm

Checkpoint deadlines:

- *Section 1- Changes in Assumptions and Perceptions Due: 10/7*
- *Section 2- Social Identities Due: 10/21*
- *Section 3- Social Justice in Higher Education Due: 11/4*
- *Section 4- Creating Change Due: 11/18*
- *Section 5- Conclusion Due: 12/9*

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.

Throughout the course, students will be able to share their progress in small group workshops during class time. **Checkpoint Deadlines** are listed above.

See specific instructions included at the end of the 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, Karina Castro-Pavón, 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. Karina 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.

If you have a question about:	Contact via email:
Feedback you received on an assignment	Whoever gave you the feedback
Logistical concerns (such as assignment details, due dates, basic clarifications)	Karina
Getting advice or consulting about course material	Karina or Dra.
Final Grade	Dra.
Absences/Tardies	Dra.
Class Participation	Dra.
Any other concerns, questions	Dra.

COURSE SCHEDULE

Date & Theme	Readings	Assignments Due
BIG QUESTION #1: HOW DO OUR SOCIAL IDENTITIES IMPACT OUR VIEW OF EDUCATION?		

<p>Week 1 (9/2): Who is your professor and teaching assistant and why does that matter?</p>	<ul style="list-style-type: none"> • Review syllabus 	<ul style="list-style-type: none"> • Post your Sakai VoiceThread Introduction Video (<i>After class</i>) • Watch your classmates Sakai VoiceThread Introduction Videos (<i>After class</i>)
<p>Week 2 (9/9): What is the pedagogical approach to this course and why does that matter?</p>	<ul style="list-style-type: none"> • (Chang, 2011) • (Castro-Pavón & García-Louis, 2020) [In Sakai] • (Takacs, 2003) • Video: The danger of a single story Chimamanda Ngozi Adichie 	<ul style="list-style-type: none"> • Blog #1 • “I AM” poem recital in small groups
<p>Week 3 (9/16): Who are you and why does that matter?</p>	<ul style="list-style-type: none"> • (Rendon, 2011) • (hooks, 1994) • ‘Everybody’s Got Your Back’: Life at an HBCU During a Turbulent Year • Video: Interview with Laura Rendon on her new book Sentipensante Pedagogy 	<ul style="list-style-type: none"> • Blog #2 • My Path to and through Higher Education Presentation
<p>Week 4 (9/23): What is knowledge? Who produces knowledge?</p>	<ul style="list-style-type: none"> • (DiAngelo & Sensoy, 2014) • Robin DiAngelo and the Problem With Anti-racist Self-Help • Teaching Social Justice in Theory and Practice • Video: Knowing Your History & Teaching Social Justice 	<ul style="list-style-type: none"> • Blog #3 • My Path to and through Higher Education Presentation
BIG QUESTION #2: WHAT ARE THE ROOTS OF INJUSTICE IN HIGHER EDUCATION?		
<p>Week 5 (9/30)</p>	<ul style="list-style-type: none"> • (Chang, 2010) • (Museus, Sariñana, & Ryan, 2015) • ACPA Strategic Imperative for Racial Justice and Decolonization • Video: The Inner Work of Racial Justice Rhonda Magee 	<ul style="list-style-type: none"> • Blog #4
<p>Week 6 (10/7)</p>	<ul style="list-style-type: none"> • Culture and Socialization Ch. 3 (Sensoy & DiAngelo, 2017) • (Jourian & Nicolazzo, 2017) • Why Trans* Students Matter • Video: Effective Allyship: A Transgender Take on Intersectionality Ashlee Marie Preston 	<ul style="list-style-type: none"> • Blog #5 • Final Paper Section 1 Due: <i>Changes in Assumptions and Perceptions</i>
<p>Week 7 (10/14)</p>	<ul style="list-style-type: none"> • Prejudice and Discrimination, Ch. 4 (Sensoy & DiAngelo, 2017) • A Moment of Reckoning • How Chapel Hill Bungled a Star Hire • Video: Journalist Nikole Hannah-Jones discusses her tenure battle 	<ul style="list-style-type: none"> • Blog #6
<p>Week 8 (10/21)</p>	<ul style="list-style-type: none"> • (Harris, 1993): Intro and Part II • (Squire, Nicolazzo, & Perez, 2019) • Emory University Plans to Address Racially Fraught Past With Name Changes, Memorials and Land Acknowledgements • Video: Color blind or color brave? Mellody Hobson 	<ul style="list-style-type: none"> • Blog #7 • Final Paper Section 2 Due: <i>Social Identities</i>
<p>Week 9 (10/28)</p>	<ul style="list-style-type: none"> • (Annamma, Connor, & Ferri, 2013) • (Kattari, 2015) • As Colleges Strive for a Return to Normal, Students With Disabilities Say, ‘No Thanks’ • Video: Why It Is Time to Make Inclusive Development Inclusive Charlotte McClain-Nhlapo 	<ul style="list-style-type: none"> • Blog #8
BIG QUESTION #3: HOW DO WE DO SOCIAL JUSTICE WORK IN HIGHER EDUCATION?		

Week 10 (11/4)	<ul style="list-style-type: none"> • Understanding the Invisibility of Oppression through Sexism Ch. 7 (Sensoy & DiAngelo, 2017) • (Wallace, et al., 2020) • The Pandemic's Sexist Consequences • Video: The Credibility Gap: How Sexism Shapes Human Knowledge Soraya Chemaly 	<ul style="list-style-type: none"> • Blog #9 • Final Paper Section 3 Due: <i>Social Justice in Higher Education</i>
Week 11 (11/11)	<ul style="list-style-type: none"> • (Winfield & Davis, 2020) • (Boyle & Silver, 2005) • ACPA and NASPA. (2015). Professional competency areas for student affairs educators. • Attacking systemic racism in higher education 	<ul style="list-style-type: none"> • Blog #10
Week 12 (11/18)	<ul style="list-style-type: none"> • (Leonardo, 2004) • (Cabrera, 2017) • The Academic Concept Conservative Lawmakers Love to Hate • Video: Recognizing Privilege: Power to All People Michael Yates 	<ul style="list-style-type: none"> • Final Paper Section 4 Due: <i>Creating Change</i>
Week 13 (11/25): Holiday		
Week 14 (12/9)	<ul style="list-style-type: none"> • (Sarcedo, et al., 2015) • The subtle ways colleges discriminate against poor students, explained with a cartoon • Video: On Diversity: Access Ain't Inclusion Anthony Jack 	<ul style="list-style-type: none"> • Final Paper Section 5 Due: <i>Conclusion</i>
Week 15 (12/16)	<ul style="list-style-type: none"> • Dunn, Chisholm, Spaulding, & Love (2021) • Video: Black Joy - A reading from Bettina Love's "We Want To Do More Than Survive" 	<ul style="list-style-type: none"> • Final Paper Due Friday, 12/17 by 11:50 pm

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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 *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

(With checkpoint deadlines)

(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) Due: 10/7

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) Due: 10/21

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) Due: 11/4**

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) Due: 11/18**

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) Due: 12/9**

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

Please refer to rubrics in Sakai for detailed information about course assignment assessments.

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SYLLABUS ADDENDUM

Loyola University Chicago School of Education Syllabus Addendum

SOE Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within

a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Conceptual Framework and Conceptual Framework Standards

Each syllabus is required to have a statement explaining how the SOE's Conceptual Framework (CF) – *Social Action through Education* – is exemplified within the context of the particular course. As a part of this statement, faculty need to attend to how the course addresses **diversity** and the social justice mission of the School of Education.

If the course(s) you are teaching houses a Core Assessment for one or more of the CF standards for your program area, it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed. For your reference: our conceptual framework is described here - www.luc.edu/education/mission/

SOE Conceptual Framework Standards (CFS)

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Dispositions

All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: *Professionalism, Inquiry, and Social Justice*. Full transparency is critical to ensure that students are able to meet the expectations in this area. *Please be sure to state the disposition or dispositions that are assessed in the course and direct students to where they can locate the rubric on LiveText*. A description of how we use disposition data in the SOE is included in the [SOE syllabus addendum](#).

Section III: The addendum for your syllabus.

- Smart Evaluation
- The SOE Statement on Conceptual Framework and Student Dispositions
- LiveText
- Student Resources and Center for Student Access and Assistance (CSAA)
- Academic Honesty
- Accessibility
- EthicsLine Reporting Hotline
- Electronic Communication Policies and Guidelines

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- 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.

The 13 possible objectives you will select from are listed below:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

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 and Digication

All students, *except those who are non-degree*, may 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.

[Digication](#) is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

Additional ONLINE Course Policies

***Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

***Student Participation**

Students should log in to Sakai and check course materials at least once per day. Students are expected to participate in all online activities and synchronous sessions as listed on the course calendar. Students are expected to attend each session, however, if lateness or absence is anticipated, please inform the instructors as early as possible.

***Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

***Student Support**

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center](#) (SAC) (<http://www.luc.edu/sac/>).

***Center for Student Access and Assistance (CSAA)**

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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*.

Syllabus Addendum Link: <https://www.luc.edu/education/academics/syllabi/>