**Instructor Information:**
Instructor: Dra. Lillianna Franco Carrera  
Email: lfranco1@luc.edu  
Office Hours: Email to set up zoom appointment

**Course Description:**
This course provides an introduction to multiculturalism and social justice issues, theories, and practices with an emphasis on 21st century higher education. The course is designed for students to (A) critically self-reflect and examine their own positionalities (i.e., salient social identities) within the context of multiculturalism and social justice in higher education and communities; (B) examine how power, privilege, and oppression influence how higher education and schools function. This course is targeted to increase students’ multicultural awareness, knowledge, and skills in the context of higher education and school practices. Students will be required to engage in critical reflection in order to consider diversity, equity and inclusion in their individual “self” in order to gain insight into contexts, histories, identities, beliefs, and biases that shape perspectives and practices as professional educators. As a result, students and the instructor will have the opportunity to deepen our understanding of how we all contribute to social justice in our personal, academic, and professional spheres. Ultimately, this requires students and the instructor to use self-work and making-meaning practices and experiential lessons and activities to challenge the ideas and concepts to mitigate harm and discomfort.

**Course Objectives:**
Upon completing the course, students will have the ability to:
- Critically reflect on their own identity and how it influences multicultural and social justice issues
- Understand theories, concepts, and models introduced throughout the course and apply them to recognize the ways in which higher education and school institutions engage in social justice and multiculturalism
- Consider how they can use their role in advancing diversity, equity and inclusion
- Draw upon how various social justice lenses, concepts, and issues shapes one’s personal, academic, and professionals’ positionalities
- Articulate how course materials can apply to enhancing one’s critical thinking, problem solving, and decision-making processes
- Embrace and invite dissonance, conflict, and challenges as part of the learning process

**Smart Evaluations:**
You will receive an email from the Office of Institutional Effectiveness reminding you to provide feedback on the course. The evaluation is completely anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact your 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. 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
• 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

**School of Education 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:**
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 through standards that include:

- 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. 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.

**Privacy:**
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.

**Diversity & Class Conduct:**
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. Important aspects 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. We will work as a community to create an inclusive diverse community in our classroom. As your instructor, I invite you to reach out to me if you face any issues in relation to creating a more welcoming and diverse community in class.

**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.**

**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 *Cur a 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 webpage 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 professor 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.

**Syllabus Addendum Link:**
https://www.luc.edu/education/academics/syllabi/
This link directs you to policies related to academic honesty, accessibility, ethics, and electronic communication.

**Course Policies:**

**Attendance**
You are expected to attend the synchronous zoom classes on time and stay for the duration of class. If an emergency arises, please email Dra. Franco Carrera as soon as you are able.

**Email/Sakai**
Email will be used as the primary mode of correspondence for this course. I will respond to be available for email communication between Monday and Friday and get back to you within 24 hours during the work week. It is imperative that you activate your Loyola University Chicago account and check it daily. 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 7th Edition format. 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. You will find an APA style resource in the resources tab of Sakai.

**Late Work**
Assignments are to be completed and turned in on the due date (generally due by 11:59pm (midnight) on the day specified, unless otherwise noted). If you anticipate needing more time to submit your work, please notify Dra. Franco Carrera 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.

**Required Texts:**

Articles and book chapters, as indicated in syllabus, can either be downloadable via LUC library or will be 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.

**Course Assignments:**

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Points Per Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>14</td>
</tr>
<tr>
<td>Weekly Blog Posts</td>
<td>42 (14 blogs at 3 points each)</td>
</tr>
<tr>
<td>Introduction Presentation</td>
<td>5</td>
</tr>
<tr>
<td>Facilitation</td>
<td>14</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Participation (14 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:

- Attending and actively participating in synchronous classes
- 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 (sharing the space when needed), attentive, and respectful as possible

Weekly Blog Posts (42 points)
Due Date: You will submit your blog post in the Sakai “Blogs” tab each Monday by 11:59pm. You will then respond to at least two of your classmates’ blog posts each Wednesday by 11:59pm. 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. Blog posts can be written in a non-academic or social writing tone. As this blog post will not require you to cite in APA, if you use any in-text or direct quotes from readings, please include an APA citation at the end of your blog post. While blogging offers students a flexible avenue to engage with course materials, students’ blog posts should:

1. Be between 500-750 words in length.
2. Include at least 2 quotes or references from the readings/texts.
3. Include a discussion question for classmates to answer or consider in response.

Students should then respond (between 100-150 words) to two classmates blog posts.

The following questions may be helpful in preparing your blogs:
• Does the author reveal personal biases? If so, what are they?
• What is of value to your professional practice in the reading?
• Which quotes are meaningful to you? Why?
• In what ways is the reading connected to central ideas in the course?
• How do your own experiences affirm or refute key concepts in the reading?

Grading: You will earn 2 points for successfully completing your individual weekly blog (following the 3 items above) and 1 point for both peer blog responses for a total possible 3 points each week.

Please Note:
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.

Introduction Presentation (5 points)
Due Date: You will present your introduction on Thursday, September 9, 2021.

The Assignment: The purpose of this assignment is to introduce yourself to the rest of your peers. In addition to this, the assignment is also for you to recall and reflect on your personal & professional experiences through and in higher education/education. This assignment will help build community and also allow you to consider your own funds of knowledge and how it might impact your class experience. Your personal experiences are valuable and will set the groundwork for a successful online class experience.

You will develop a 3-minute presentation that addresses the following questions:
1. Tell us about yourself?
2. What has been your path to higher education/education?
3. What has been your path through higher education/education?
4. What do you see as the ultimate purpose of higher education/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!

**Grading:** You will earn 5 points for successfully addressing the 4 above questions in your presentation.

**Facilitation (14 Points)**

**Due Date:** Due throughout the semester beginning Thursday, September 16, 2021 and ending Thursday, December 9, 2021. You will choose the topic/date of your facilitation on Thursday, September 2, 2021.

**The Assignment:** In the spirit of the Chinese Proverb, “I hear and I forget, I see and I remember, I do and I understand.” You or you and a partner will facilitate an in-class activity or dialogue around **that week’s topic.** The facilitation will be limited to 30 minutes and involve you 1) overviewing or giving directions for the activity/dialogue 2) facilitating the activity/dialogue 3) debriefing the activity/dialogue and how it relates to that week’s topic. This assignment allows you to bring theory to practice by leading the activity. These facilitations will provide you with an opportunity to practice skills and techniques that you can use in the higher education profession. You can choose to facilitate an activity regarding the topic, to lead a discussion related to a current issue in higher education/education that connects to the topic or that you have going on in your current position in higher education. I encourage you to choose a week’s topic that is interesting to you or you think you can utilize in practice. You must produce an outline for leading the activity/dialogue to help guide you and your partner. I recommend you include the following in your overview: directions for your peers, how you or you and your partner will facilitate with possible quotes from the readings and questions from that week’s topic, and debriefing questions that will help your peers reflect and make connections from the activity/dialogue to the topic.

If you choose to lead an activity, it is important to make sure to connect the activity to that week’s topic during the debriefing process. You can do this by asking the students questions that allow them to consider why we engaged in the activity and how it connects to that week’s topic. If you choose to lead a dialogue, make sure to affirm, challenge, and invite further responses from your classmates based on the questions you pose. You may also periodically link multiple responses together to summarize what has been said and push the dialogue to a deeper level. You can do this by sharing personal and professional reactions to comments made by the class, citing direct quotes from the readings, unpacking quotes from the readings and inviting those who have not yet commented to join the dialogue.

You will find a few resources in the resources tab to give you ideas for activities or ways to lead a dialogue creatively. You or you and a partner can set up a zoom meeting (more than 48 hours before your facilitation) with me to discuss ideas or if you need any feedback on planning. *Please consider that any activity you choose to facilitate must be able to be completed online via zoom.

**Grading:** Please submit an outline that you or you and your partner will follow in the Sakai assignment tab the day before your facilitation. At the end of each facilitation, your instructor will ask all peers to submit a short electronic survey to assess your facilitation by rating your facilitation and providing kudos and encouraging feedback. Your instructor will utilize their feedback and the following rubric to determine your grade. In addition, your instructor will provide you with written feedback for your personal improvement and development.
### Facilitation Rubric (14 Points)

<table>
<thead>
<tr>
<th>Directions and Support</th>
<th>2 points</th>
<th>1 point</th>
<th>0 points</th>
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</thead>
<tbody>
<tr>
<td>The student effectively gave clear directions on the activity or dialogue that their peers would engage in. They also created a welcoming environment and encouraged engagement.</td>
<td>The student adequately gave clear directions on the activity or dialogue that their peers would engage in. Could have created a more welcoming environment and encouraged more engagement.</td>
<td>The student failed to adequately give clear directions on the activity or dialogue that their peers would engage in. Did not create a welcoming environment and did not encourage engagement.</td>
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<thead>
<tr>
<th>Peer Rating</th>
<th>5-4 points</th>
<th>3-2 points</th>
<th>1-0 points</th>
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<tbody>
<tr>
<td>All or a majority of participants found the facilitation to have promoted a deeper understanding of this week’s topic. Participants felt challenged and yet encouraged to participate.</td>
<td>Only some participants found the facilitation to have promoted a deeper understanding of this week’s topic. Some participants felt challenged and yet encouraged to participate.</td>
<td>None of the participants found the facilitation to have promoted a deeper understanding of this week’s topic. None of the participants felt challenged and encouraged to participate.</td>
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<thead>
<tr>
<th>Facilitating Activity/Dialogue</th>
<th>5-4 points</th>
<th>3-2 points</th>
<th>1-0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student effectively led an activity/dialogue that promoted a deeper understanding of this week’s topic. The participants were challenged and encouraged to participate.</td>
<td>The student adequately led an activity/dialogue that promoted a deeper understanding of this week’s topic. Could have challenged and encouraged the participants more.</td>
<td>The student failed to adequately lead an activity/dialogue that promoted a deeper understanding of this week’s topic. Did not challenge and encourage the participants.</td>
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</tbody>
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<thead>
<tr>
<th>Debriefing Activity/Dialogue</th>
<th>5-4 points</th>
<th>3-2 points</th>
<th>1-0 points</th>
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<tbody>
<tr>
<td>The student effectively helped students understand how the activity/dialogue connected to this week’s topic.</td>
<td>The student adequately helped students understand how the activity/dialogue connected to this week’s topic.</td>
<td>The student failed to help students understand how the activity/dialogue connected to this week’s topic.</td>
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</table>
Final Paper (25 points)

Due Date: You will submit your final paper in the Sakai “Assignments” on Thursday, December 9, 2021 by 11:55pm.

The Assignment: The final writing piece for this course is a deeply reflective paper (8-10 double spaced pages) that will respond to some of the fundamental questions of this course: *Who am I? What do I believe? And why do I understand myself in this way—and why do I believe the things that I do? What is social justice, and why is it important in the field of higher education/education? How will I create a more just, caring, and thriving world in higher education/education?* You should answer the main questions above in 4 main sections. Below I have specified the 4 main sections and have included sub questions to help you develop each section. Please note that not every sub question needs to be answered; these sub questions are only included here to help you develop each section as you deem necessary. You should utilize literature, conversations within the course, and course readings to inform your work by using concepts you learned. The purpose of this assignment is to have you reflect on your growth over the semester.

1. **Identity Development: Who am I?**
   - What are my salient identities (i.e., race, gender identity, gender expression, sexuality, class, ability status, religious status, class, etc.) and how has it influenced how I understand diversity, equity, and inclusion?
   - What do I value and why?
   - How has my personal, professional or academic experiences shaped me?

2. **Changes in Assumptions and Perceptions: What do I believe? And why do I understand myself in this way—and why do I believe the things that I do?**
   - What is my social justice philosophy/personal statement/vision statement?
   - What books, journals, articles, and/or in class activities or discussions, helped me reflect on and question my own previous beliefs?
   - What has this course taught me and how has it changed me due to my new understanding of others and myself?
   - How have my assumptions and perceptions changed since the beginning of the semester?

3. **Social Justice in Higher Education/Education: What is social justice, and why is it important in the field of higher education/education?**
   - How would I describe social justice and why is it needed? And in particular in higher education/education?
   - What are some examples in the higher education/education field in which I have seen the need for social justice action?

4. **Commitment to Change: How will I create a more just, caring, and thriving world in higher education/education?**
   - What is my professional development plan or strategy in order to continuously pursue social justice as a higher education/education professional?
   - What are some personal goals that I can enact in the future to support others and diverse communities in order to improve social justice?
   - How will I commit to improving my passion and concern for social justice in my life and in higher education/education?

Grading: Your instructor will utilize the following rubric to determine your grade.
<table>
<thead>
<tr>
<th>Categories:</th>
<th>5-4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1-0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identity Development</strong></td>
<td>The student effectively recognizes the identities they find important to their personal, professional and academic self. Student effectively cites at least 3 sources to support claims.</td>
<td>The student adequately recognizes the identities they find important to their personal, professional and academic self. Student effectively cites 2 sources to support claims.</td>
<td>The student adequately recognizes the identities they find important to their personal, professional and academic self. Student effectively cites only 1 source to support claims.</td>
<td>The student fails to recognize the identities they find important to their personal, professional and academic self. Student fails to cite any sources or does so but inadequately to support claims.</td>
</tr>
<tr>
<td><strong>Changes in Assumptions and Perceptions</strong></td>
<td>The student effectively &amp; critically reflects on how their assumptions and perceptions have changed since the beginning of the semester. Student effectively cites at least 3 sources to support claims.</td>
<td>The student adequately reflects on how their assumptions and perceptions have changed since the beginning of the semester. Student effectively cites 2 sources to support claims.</td>
<td>The student adequately reflects on how their assumptions and perceptions have changed since the beginning of the semester. Student effectively cites only 1 source to support claims.</td>
<td>The student fails to reflect on how their assumptions and perceptions have changed since the beginning of the semester. Student fails to cite any sources or does so but inadequately to support claims.</td>
</tr>
<tr>
<td><strong>Social Justice in Higher Education/Education</strong></td>
<td>The student effectively argues the importance of social justice in higher education/education. Student effectively cites at least 3 sources to support claims.</td>
<td>The student adequately argues the importance of social justice in higher education/education. Student effectively cites 2 sources to support claims.</td>
<td>The student adequately argues the importance of social justice in higher education/education. Student effectively cites only 1 source to support claims.</td>
<td>The student fails to argue the importance of social justice in higher education/education. Student fails to cite any sources or does so but inadequately to support claims.</td>
</tr>
<tr>
<td><strong>Commitment to Change</strong></td>
<td>The student effectively shares how they will commit to improve social justice in higher education and in the community. Student will share their detailed goals or plan. Student effectively cites at least 3 sources to support claims.</td>
<td>The student adequately shares how they will commit to improve social justice in higher education and in the community. Student will share their detailed goals or plan. Student effectively cites at least 2 sources to support claims.</td>
<td>The student adequately shares how they will commit to improve social justice in higher education and in the community. Student will share their goals or plan, without detail. Student effectively cites only 1 source to support claims.</td>
<td>The student fails to share how they will they will commit to improve social justice in higher education and in the community. Student will lack detailed goals or plan. Student fails to cite any sources or does so but inadequately to support claims.</td>
</tr>
<tr>
<td><strong>Quality of Paper</strong></td>
<td>Student clearly follows APA style, has minimal to no grammar issues, and paper is clear.</td>
<td>Student adequately follows APA style, has minimal grammar issues, and paper is mostly clear.</td>
<td>Student adequately follows APA style, has various grammar issues, and paper is mostly unclear.</td>
<td>Student fails to follow APA style, has many grammar issues, and paper is unclear.</td>
</tr>
<tr>
<td>Date &amp; Theme</td>
<td>Readings</td>
<td>Assignments Due</td>
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| **Week 1 (9/2): Who is your professor and why does that matter?** | • How Your Positionality Impacts Your Epistemology (Tacaks, 2002)  
• An Empty Promise (Franco Carrera et al., 2021)  
• Video: The Danger of a Single Story | • Review Syllabus  
• Blog #1  
• Blog#1 Peer Responses |
| **Week 2 (9/9): Who are we? 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)  
• Bridging Differences through Dialogue (Zuniga, 2003)  
• Video: Every Kid Needs a Champion | • Blog #2  
• Blog #2 Responses  
• Introduction Presentations |
| **Week 3 (9/16): Understanding Social Justice** | • How to Engage Constructively in Courses That Take a Critical Social Justice Approach, Ch. 1 (Sensoy & DiAngelo, 2017)  
• Liberal Education and Social Justice (Schall, 2006)  
• Article: Why I’ve Started to Fear My Fellow Social Justice Activists  
• Video: The Power of Vulnerability | • Blog #3  
• Blog #3 Responses |
| **Week 4 (9/23): Being Critical Thinkers and Practitioners** | • Critical Thinking and Critical Theory Ch. 2 (Sensoy & DiAngelo, 2017)  
• Pedagogy of the Oppressed (Freire, 2000) Chapter 2  
• ACPA Strategic Imperative for Racial Justice and Decolonization | • Blog #4  
• Blog #4 Responses |
| **Week 5 (9/30): Understanding Culture and Society** | • Culture and Socialization Ch. 3 (Sensoy & DiAngelo, 2017)  
• From Safe Spaces to Brave Spaces (Arao & Clemens, 2013)  
• Video: Social Constructionism | • Blog #5  
• Blog #5 Responses |
| Week 6 (10/7): Understanding Prejudice and Discrimination | • Prejudice and Discrimination, Ch. 4 (Sensoy & DiAngelo, 2017)  
• Video: What we can do about the culture of hate?  
• Take a few tests on Project Implicit | • Blog #6  
• Blog #6 Responses |
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| Week 7 (10/14): Understanding Oppression and Power | • Oppression and Power Ch. 5 (Sensoy & DiAngelo, 2017)  
• Pedagogy of the Oppressed (Freire, 2000) Chapter 1  
• Article: Stop Trying to Cultivate Student Leaders  
• Video: The Power ofPrivilege | • Blog #7  
• Blog #7 Responses |
| Week 8 (10/21): Understanding Privilege through Ableism | • Understanding Privilege through Ableism Ch. 6 (Sensoy & DiAngelo, 2017)  
• Ableism and Assessment (Brown & Broido, 2020)  
• Video: I’m Not Your Inspiration  
• Video: Overcoming Ableism | • Blog #8  
• Blog #8 Responses |
| Week 9 (10/28): Understanding Sexism, Heterosexism, & Trans* | • Understanding the Invisibility of Oppression through Sexism Ch. 7 (Sensoy & DiAngelo, 2017)  
• Combating Heterosexism (Chan, 1996)  
• Teaching Trans* (Jackel & Nicolazzo, 2017)  
• Image: Gender Unicorn  
• Image: Queen of the Scottish Fairies- New York Times Blog | • Blog #9  
• Blog #9 Responses |
| Week 10 (11/4): Understanding Racism | • Understanding the Structural Nature of Oppression through Racism Ch. 8 (Sensoy & DiAngelo, 2017)  
• Understanding the Global Organization of Racism through White Supremacy Ch. 9 (Sensoy & DiAngelo, 2017)  
• Acting White (Fryer, 2006)  
• Image: What Racism Looks Like  
• Article: How George Floyd’s Death Changed College Campuses  
• Video: Understanding Systemic Oppression | • Blog #10  
• Blog #10 Responses |
| Week 11 (11/11): Understanding Religious Privilege | • Confronting the complexities of Christian privilege through interfaith dialogue (Larson & Shady, 2012)  
• Understanding Christian Privilege (Seifert, 2007)  
• Faith and Belief on Campus (Perfect et al., 2019) | • Blog #11  
• Blog #11 Responses |
|-----------------------------------------------|-------------------------------------------------|-----------------------------------------------|
| Week 12 (11/18): Understanding Classism | • Understanding Intersectionality through Classism Ch. 10 (Sensoy & DiAngelo, 2017)  
• Image: Axes of Privilege  
• *Where We Stand* (Hooks, 2003)  
Chapter 8- Class & Race: The New Black Elite  
• Video: The Urgency of Intersectionality | • Blog #12  
• Blog #12 Responses |
| Week 13 (11/25): No Class |  |  |
| Week 14 (12/2): How do we imagine our future? | • “Yeah, But …”: Common Rebuttals Ch. 11 (Sensoy & DiAngelo, 2017)  
• Critical Race Theory (Delgado and Jean, 2001) Chapter 1 & 3  
• Building Effective Places (Higbee & Barajas, 2007) | • Blog #13  
• Blog #13 Responses |
| Week 15 (12/9): Now what? What will I/we do? | • Putting it All Together, Ch. 12 (Sensoy & DiAngelo, 2017)  
• Critical Race Theory (Delgado and Jean, 2001) Chapter 4  
• Hope Required (Duncan-Andrade, 2009)  
• All About Love (Hooks, 2000) | • Blog #14  
• Blog #14 Responses  
• Final Paper Due |