Instructor Information

Darren Pierre, Ph.D. (Pronouns: he/him/his)
Clinical Assistant Professor LUC, Higher Education
Phone: 312-915-6104 Email: dpierre1@luc.edu
Office Hours: Wednesdays 3:00pm-5:00pm & by appointment

Required Text:


Recommended Text:

Additional Resources:

www.myacpa.org ACPA College Student Educators International
www.naspa.org NASPA Student Affairs Administrators in Higher Education
https://ncore.ou.edu/en/ National Conference on Race & Ethnicity (NCORE)
http://www.sjti.org The Social Justice Training Institute
Course Description

This course is an exploration of multiculturalism and social justice issues, theories, and practices in 21st century higher education. The course is scaffolded to celebrate how concepts explored throughout the semester can inform practice within colleges and universities. The course will explore terminology, identities, and systems that agitate (and at times) prognosticate power, privilege and oppression. You are asked to take the concepts examined in the readings and discussed within our community and apply them to your own life and your work both in the U.S. and abroad.

Course Objectives

1. Learning fundamental principles, generalizations, or theories
2. Learning to analyze and critically evaluate ideas, arguments, and points of view
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Develop the awareness necessary to advance initiatives surrounding multiculturalism and social justice
5. Personally reflect on one's own journey of identity development, power and privilege and how that informs, supports, and influences practice
6. To trouble/critique theories and concepts introduced
Instructor

Dr. Darren Pierre is a Clinical Assistant Professor of Higher Education at Loyola University Chicago. Dr. Pierre’s teaching is focused on college student development, student affairs profession, and leadership within higher education. He carries years of experience as a university administrator, a leader within the field of higher education, and a contributor to many entity groups affiliated with higher education. Dr. Pierre has authored journal articles, and in 2015, authored the book, *The Invitation to Love: Recognizing the Gift Despite Pain, Fear, and Resistance.* He has spoken nationally on the ideals of leadership, integrity, and authenticity. Dr. Pierre's work, scholarship, and service are guided by the Dr. Maya Angelou quote, “the ache for home lives in all of us. The safe place where we can go as we are and not be questioned.”

Guidelines for Discussion

This course asks students to be engaged in the discussion in a way that fosters community. Students in this course are expected to ask questions to illicit clarification, and to withhold judgement, but rather to seek to understand, and to base comments in either the literature or one’s own experience (rather than broad generalizations about a community). In our online community, you are expected to use language that celebrates respect and cultivates an inclusive space for diverse perspectives and debate. In terms of format, students are asked to respond using video on VoiceThread – responses should be submitted in accordance to what has been outlined in the syllabus.

Synchronous Gatherings

The class will meet for two synchronous sessions. The first is on March 19 at 4:30pm (CST) and the second is on April 30 at 7:00pm (CST). Both sessions will be recorded. If you are not able to attend a synchronous session, you are asked to develop a one-page reflection that speaks to some of the points raised in our community gathering. *Note, live recordings will be posted under the “Week-by-Week” tab in connection with the corresponding week it occurred.

Participation

Your engagement in this class, from conversations with your peers, to interacting with materials presented is critical to the success of this course. By Thursday at 12:00pm (CST) a VoiceThread from the instructor will be made public via Sakai. These VoiceThreads (which will be 10-15 minutes in length) will highlight key points from the week’s readings as well as invite you to share your thoughts/perspectives. Beyond the VoiceThread conversations, students are expected to log-into Sakai 2-3 times a week to see what peers have posted in response to the original VoiceThread conversation. Finally, you are asked to engage in thoughtful dialogue and reflection through synchronous gatherings as a community, synchronous gatherings in small groups, and through written exercises such as papers and blogs.
Feedback & Workgroup Policies

Feedback will be given within 2 weeks for written assignments and within one week of virtual assignments/reflective conducted via VoiceThread. The feedback offered within this course should be applied to future assignments. Meaning, suggestions and corrections made to assignment should not be repeated in future iterations of similar work. The intent is for growth, and a commitment to limit the repetition in errors is a point worth taking. Group work will be conducted through VoiceThreads – those VoiceThreads are intended as an opportunity to not only learn from the diverse perspectives of your peers, but also to cultivate community. As such, group work will be graded on the collective efforts of the team. You all as a group will be evaluated rather than individualized grading.

For VoiceThread group assignments, groups will be developed at random, with groups changing three times throughout the term, the last group assignment will be pairs – where the first assignments will be groups of four. For the group assignments, you are expected to respond via VoiceThread video message – this is a more dynamic and engaging way to connect with peers. VoiceThread conversations should be posted based on the timeline outline on the syllabus and should be responded to in the same manner (as outlined on the syllabus).

Week-by-Week

On Sakai, you will find a tab labeled “Week-by-Week. This tab was developed to serve as a support resource as you move through the course. Each week, there you will find video clips and (or) reminders of upcoming assignments due that week. The Week-by-Week tab is also where you will find the Zoom information for our two synchronous sessions. In addition, the Week-by-Week tab includes the members of your small group for that particular week’s discussion. Be sure note your small groups well in advance so you can coordinate schedules to connect. You are asked to check the Week-by-Week tab weekly to see what resources are there to support or complement your learning.
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The week of February 10</td>
<td>Who am I?</td>
<td>Adams et al. (Ch 1-6)</td>
<td></td>
</tr>
<tr>
<td>(session one)</td>
<td></td>
<td>Yosso (2005)</td>
<td></td>
</tr>
<tr>
<td>The week of February 17</td>
<td>Intersectionality &amp; CRT</td>
<td>Adams et al. (Ch 7 &amp; 8)</td>
<td>Reflection #1 Due</td>
</tr>
<tr>
<td>(session two)</td>
<td></td>
<td>Crenshaw (1989)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Narai (2014)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>McKinley &amp; Brayboy (2005)</td>
<td></td>
</tr>
<tr>
<td>The week of February 24</td>
<td>Conversation on Race</td>
<td>Adams et al. (Intro, Ch. 9-16)</td>
<td>Group Discussion #1</td>
</tr>
<tr>
<td>(session three)</td>
<td></td>
<td>Cokley, McClain, Enciso, &amp; Martinez, (2013)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Erkel (2015)</td>
<td></td>
</tr>
<tr>
<td>The week of March 2</td>
<td>Faith &amp; Voice</td>
<td>Adams et al. (Ch 17-22; 45-55 &amp; 60-62)</td>
<td>Blog Post #1 Due</td>
</tr>
<tr>
<td>(session four)</td>
<td></td>
<td>Clarke (2003)</td>
<td></td>
</tr>
<tr>
<td>Spring Break</td>
<td></td>
<td>Edwards (2018)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Race &amp; Voice</td>
<td>Adams et al. (Ch. 23-25)</td>
<td></td>
</tr>
<tr>
<td>The week of March 9</td>
<td></td>
<td>Fish &amp; Syed (2018)</td>
<td></td>
</tr>
<tr>
<td>(session five)</td>
<td></td>
<td>Freire (intro)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class</td>
<td>Adams et al. (Ch 26-39)</td>
<td>Zoom synchronous</td>
</tr>
<tr>
<td>The week of March 16</td>
<td></td>
<td>Fine &amp; Burns (2003)</td>
<td>conversation</td>
</tr>
<tr>
<td>(session six)</td>
<td></td>
<td>Elkins &amp; Hanke (2018)</td>
<td>(March 19 4:30pm CST)</td>
</tr>
</tbody>
</table>
| The week of March 22  
(session seven) | Pedagogy of the Oppressed.  
Cabrera (2017)  
Freire (Ch. 1 & 2)  
Goodman (Ch. 4, 5, & 9)  
Martin, Smith & Williams (2018) | Reflection #2 |
| The week of March 30  
(Session Eight) | Gender & Privilege  
Adams et al. (Ch. 63-78) | Group Discussion #2 |
| The week of April 6  
(Session Nine) | Voices on Gender Identity & Expression  
Adams et al. (Ch 79-95)  
Adair (2015)  
Freire (Ch 3 & 4) | Blog Post #2  
Due  
Conversation on Practice & Voice Thread Presentation Due |
| The week of April 13  
(Session 10) | Ability  
Adams et al. (Ch. 96-115) | Reflection #3 |
| The week of April 20  
(Session 11) | Working for social justice  
Adams et al. (Ch. 130-136)  
Muñoz, Espino, & Antrop-Gonzalez (2014)  
Nash (2010)  
Watt (2015) | Group Discussion #3  
(Small) |
| The week of April 27  
(Session 12) | Next steps. Cultivating and sustaining hope.  
Adams (Ch. 137-140)  
Darder (2011)  
Duncan-Andrade (2009)  
Preskill & Brookfield (2009) | Zoom synchronous conversation  
(April 30 7:00pm CST)  
Blog Post #3  
Due  
Final Due |
Assignments:

A Conversation on Practice
You are asked to do a 20-30 minutes interview with a higher education professional to discuss multiculturalism and social justice. Using literature and discussions from the course, you are asked to develop 10-15 questions to guide the interview. Your main objective is to identify how (or how not) concepts of multiculturalism and social justice are informing higher education practice (in the context of the interviewee’s role). After the interview, you are asked to write a 3-5 pages reflection and submit a one slide voice thread presentation describing the conversation and the insights gained. *Note the VoiceThread summary should be no longer than 10 minutes.

Final: Owning and Articulating a Social Justice Philosophy
The purpose of this assignment is to encourage you to commit to values that form a philosophy and specify the relationship between values. Relying on the literature and the conversations had in this course, you will develop your philosophical statement on how the concepts of multiculturalism and social justice inform your work. You are invited to reflect and discuss how your own experiences (past and present) inform your beliefs and values surrounding diversity and inclusion. In addition, you are asked to discuss how your understanding of your identities (such as race, gender, or gender identity or gender expression, sexual orientation, class, ability status, immigration status, and religion) around which you experience some level of privilege and/or marginalization and how they have been influenced by this course. Offer what course content or assignments added insight to this understanding. Close by sharing what you will do from here based on the learnings in this course.

Reflection Papers
In each reflection paper, you are invited to share how you are connecting to the readings, where are you feeling challenged by the concepts you are being presented, and how do you see them informing your practice. The reflection papers should be connected to the readings that have been covered up to that point (including relevant citations). Toward the end of your reflection paper, you are asked to include 2-3 questions that will frame your group discussion that will follow this assignment. Each reflection paper should be 2-3 pages in length.

Blog
To complement the conversations that you have in your groups, you are asked to write a blog reflecting on the main points of the conversation, any new insights you gained from the discussion; and if so, what new insights have you gained. Blog posts are less formal in tone than scholarly or academic writing. Therefore, you do not need to fully adhere to APA format. However, you are expected to submit writing that is coherent, professional, and free of grammatical, spelling, or other errors. Additionally, you should use APA guidelines for any in-text citations or direct quotes that you use within your blog. If you are using a source within your blog, please include the full APA citation at the bottom of your blog posting for that week. You are not required to make your blog public. However, you are welcome to share certain entries or the entire blog with your classmates if you choose to do so. Blog posts can be no longer than 750 words.

*Note, all assignments: Blogs, Reflection Papers, Conversation on Practice & Final are due at 11:30pm (CST) on the date assigned on the Syllabus.

Spring 2020- Syllabus: ELPS 432 Multiculturalism & Social Justice in Higher Education
Darren Pierre, Ph.D. -Instructor
Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final: Owning &amp; Articulating a Social Justice Philosophy</td>
<td>30%</td>
</tr>
<tr>
<td>Discussion Groups &amp; Blog Post</td>
<td>20%</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Conversation on Practice (and presentation)</td>
<td>25%</td>
</tr>
<tr>
<td>Participation (Synchronous Sessions)</td>
<td>10%</td>
</tr>
</tbody>
</table>

Final grades will be determined by totaling the points received on each of the assignments above (100-94 = A, 93.9-90 = A-, 92.9-93 = B+, 91.9-92 = B, 85.9-86 = B+, 84.9-85 = B, 79.9-80 = B+, 77.9-79 = C+, 76.9-78 = C, 73-76 = C, 69.9-72 = C+, 66.9-69 = D+, 64.9-66 = D, 60.9-63 = D, 57.9>=F).
Accessibility
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at the http://luc.edu/sswd/index.shtml

Conceptual Framework:
Our Conceptual Framework — Social Action through education is exemplified within the context of this course. This course pays special attention to the role diversity and social justice play in the context of identity development amongst college students

- **Diversity.** This course will examine the voices that have been part of leadership education, and those voices limited in the conversation on leadership. Within the course, students are asked to respect the diverse views, experiences, and backgrounds held by their peers.

- **Social Justice.** As educators, students are invited to see the role they play in agitating environments to be just in the representation of all individuals, to advocate for equity in the communities they serve, and to see the ways in which systems of power and privilege have historically served as voices within the discussion and development of leadership education and development.

Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities.
Here is a link to access the School of Education Policy on Cyberbullying: http://luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf
Here is a link to access the School of Education Netiquette Guidelines: http://luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf
Here is a link to access Information Technology Services Policies and Guidelines: http://luc.edu/its/itspoliciesguidelines/index.shtml
EthicsLine Reporting Hotline

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

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

For More information, visit: https://secure.ethicspoint.com/domain/media/en/gui/34712/index.html

Diversity & Inclusion

This course’s content and design are intended to celebrate the aims of diversity inclusion. Conversations on difference based on social identity, or viewpoint are illuminated to further ideals rooted in a more socially just society. You are asked to respect the identities and viewpoints you hold, and offer that same level of respect to others while in this class. When these intentions are not met, you are asked to share those, so as a community we can address concerns.

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.

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](http://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.

Professional Dispositions
Loyola University of Chicago
Higher Education Program

The School of Education (SOE) prepares professionals and in so doing wants to ensure that students exhibit professionalism, pursue inquiry, and enact social justice prior to graduating. All students in SOE are assessed based on a Professional Disposition Rubric in each of their classes.

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
</tr>
<tr>
<td></td>
<td>Student meets all deadlines</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student attends class and is punctual for all professional obligations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student is able to work effectively with peers on assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student accurately cites material in academic work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Justice</td>
<td>Inquiry</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>ascribing appropriate</td>
<td>Student demonstrates exceptional ability to understand the situations of</td>
<td>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are</td>
<td></td>
</tr>
<tr>
<td>credit for information</td>
<td>others and responds in an appropriate, proactive manner</td>
<td>demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
<td></td>
</tr>
<tr>
<td>conveyed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student demonstrates ability to understand the situations of others and</td>
<td>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>responds in an appropriate, proactive manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student fails to consider the situation of others in making professional</td>
<td>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>decisions and acts inequitably</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is considerate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(verbally and nonverbally)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>of appropriately expressed feelings and opinions of others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student exhibits active</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>listening skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is able to accept</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>constructive feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is sensitive to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cultural differences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student respects the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>diversity of learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>styles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student uses the framework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of social justice in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>decision making</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reading List:


Reading List Continued:


*The design of this course was developed with influences from similar courses taught by the following: Dr. Sean Robinson (Morgan State University), Dra. Chang & Mark Torrez (Loyola University Chicago), Dr Hilary Zimmerman (Loyola University Chicago)*