Instructor Information
Instructor: Quortne R. Hutchings, Ph.D.
Email: qhutchings@luc.edu
Zoom ID: 588-593-3532
Open Office Hours: By Appointment

Teaching Assistant: Arli Mohamed, M.S., Doctoral Student
Email: amohamed7@luc.edu
Zoom ID: 314-209-1417
Open Office Hours: By Appointment

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 2020-2021 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.

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. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**KEY COVID-19 Resources for your Spring – 2021 Return**
[Spring 2021 RETURN to CAMPUS Checklist](#)
[Spring 2021 RETURN to CAMPUS Guidance](#)
[Required Personal Safety Practices](#)
[COVID-19 Testing and Reporting Protocol](#)
[COVID-19 Campus Updates](#)
Course Information

Required Textbooks:


Course Description:

This course is an exploration of multiculturalism and social justice issues, theories, and practices with an emphasis on 21st century higher education from the United States and international higher education lens. 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; (B) examine how power, privilege, and oppression influences how higher education functions and operate within domestic and international higher education institutions. This course will require students to engage in critical reflection and discernment from readings related to diversity, equity, inclusion. 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 completion of the course, students will have foundational knowledge to:

- Critically reflect on one’s identity and its influence on power, privilege, and oppression within the context of multiculturalism and social justice domestically and globally
- Identify the ways in which higher education institutions engage in social justice and multiculturalism and its role in advancing diversity, equity, and inclusion efforts internally and externally
- Communicate deepen understanding to critique and reflect on theories, concepts, and models introduced throughout the course
- 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

Additionally, the School of Education (SOE) at Loyola University, Chicago is supported by a conceptual framework which guides the curricula SOE programs and serves as the foundation to the SOE Conceptual Framework Standards – standards that are explicitly embedded in major benchmark assessments across all SOE programs. These conceptual framework standards reflect our commitment to promote transformational learning within each student across all programs. This course connects directly to the following Conceptual Framework Standard: CSFS1: Candidates critically evaluate current bodies of knowledge in their field. Additionally, students will demonstrate the following competencies related to analytical inquiry:

- The ability to develop and support reasonable and logically sound interpretations;
• The ability to analyze various organizational, curricular, fiscal, legal, cultural, and historical structures, models, policies, and professional practices from multiple points of view and theoretical perspectives;
• The ability to continually assess and improve one’s own analytical abilities.

School of Education and University Guidelines

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 into 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, Digication or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**LiveText**

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

**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.

*Synchronous Meetings*

While this is a asynchronous course, we will have four synchronous sessions available for students to engage within the course readings, assignments, and community building. These four synchronous sessions will be held on the following dates via zoom:

- **Thursday, February 4, 2021 at 5:30 p.m.**
- **Thursday, March 4, 2021 at 5:30 p.m.**
- **Thursday, April 1, 2021 at 5:30 p.m.**
- **Thursday, April 29, 2021 at 5:30 p.m.**

*Class Intentions*

Engagement in online courses requires a variety of ways to interact with course readings, assignments, peers, and instructors. This course will invite you to challenge your own assumptions, biases, and privileges throughout the course. Your engagement in the course will ultimately depend on your willingness to engage in thoughtful, reflective, and extending grace to yourself and your peers.
throughout the course. Whether your thoughts are your “first draft” or completed, we will collectively work together in understanding, reflecting, and discerning various topics around power, privilege, and oppression. As a few class sessions will be on zoom, be mindful that engagement can be presented in various ways. We ask that each student be respectful of each other and our time together.

Lastly, 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/studentlife/resources/syllabi/

*Writing Expectations:*  
Graduate education is an environment that emphasizes the importance of developing critical writing skills and communicating effectively. All papers should be submitted in APA 7th Edition format. For this course, the expectation is that all papers (are):

- **Cover Page:** Title and author on the first page (not counted toward page length)
- **Margins:** 1-inch on all sides of the paper (top, bottom, left and right)
- **Font:** Times New Roman, 12-point
- **Spacing:** Double-spaced throughout (including all quotations)
• Citations: If you reference another person’s ideas or quote from an outside source, you must include the last name(s) of the author(s) the year of publication, and the page number (if you used a direct quote) in parenthesis at the end of the sentence or quotation. Examples (Freire, 2000, p. 5) (hooks, 2000) (Crenshaw, 1991)

• Reference List: Included at the end of the paper (not counted toward the page length). Please include the author’s names, the title of the article/chapter, the title journal/book, the name and location of the publisher (for books). See the list of class readings for examples.

Naming Convention: “Title of Assignement LastNameFirstName” (Example: Social Justice Final Paper_Hutchings Quortne). If you think you may need assistance with your writing or wish to consult someone about your papers before you turn them in for grading, please visit: (http://www.luc.edu/writing/)

Should paper have significant errors in APA formatting, they will not be accepted as complete.

Academic Integrity:

Loyola University Chicago takes seriously the issues of plagiarism and academic integrity. Below is an excerpt, quoted directly, of the university’s statement on integrity:

“The faculty and administration of Loyola University Chicago wish to make it clear that the following acts are regarded as serious violations of personal honesty and the academic ideal that binds the university into a learning community:

Submitting as one's own:

1. Material copied from a published source: print, internet, CD-ROM, audio, video, etc.
2. Another person's unpublished work or examination material.
3. Allowing another or paying another to write or research a paper for one's own benefit.
4. Purchasing, acquiring, and using for course credit a pre-written paper.

The critical issue is to give proper recognition to other sources. To do so is both an act of personal, professional courtesy and of intellectual honesty.”

Assignments and Grading

Assignments (Points, Due Date):

• Class Attendance and Participation (10 points, on-going)

Engagement in online courses requires a variety of ways to interact with course readings, assignments, peers, and instructors. This course will invite you to challenge your own assumptions, biases, and privileges throughout the course. Your engagement in the course will ultimately depend on your willingness to engage in thoughtful, reflective, and extending grace to yourself and your peers throughout the course. Whether your thoughts are your “first draft” or completed, we will collectively work together in understanding, reflecting, and discerning various topics around power, privilege, and oppression. As a few class sessions will be on zoom, be mindful that engagement can be presented in various ways. We ask that each student be respectful of each other and our time together.
• Three Critical Reflection Papers (10 points each, 30 points total, due 2/26; 3/26; 4/16)

Students are to write a 2–3-page response to the assigned readings from previous class sessions. The purpose of this assignment is to help students reflect on the course readings and think critically about how the readings inform your practice. Each reflection paper will have to connect the course readings rather than summarizing the author(s) main points, but to provide a critical reflection and analysis of the readings. Each critical reflection paper should adhere to APA 7th edition. Each paper will be due Friday at 11:59 p.m.

• Blog Post (15 points, due 11/25)

Students are to write a blog post on specific weeks to provide how the course readings that week have provided you a deeper understanding of yourself and the weekly course topics. 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. Each blog post will be between 500-750 words. Each blog post will be due on Friday at 11:59 p.m. You will be asked to respond (between 100-150 words) to two peers' blog posts due on Sunday at 11:59 p.m.

• Newsflash Analysis & Teach US Sessions (15 points)

From week to week in higher education, there are often numerous events that happen on different campuses throughout the world which center around many of the topics and themes we will be learning about this semester. With COVID, the world is now more interconnected than ever, so while this pandemic is unfortunate, it has offered us more opportunities for us to learn amongst each other. This assignment is intended to leverage this instance.

You will each have an opportunity to engage in this type of analysis to application exercise over the course of the semester. The first part of this assignment will be in written format and the second part will be a blog post. For this assignment, you will find an article that has to do with an issue/issues of social justice in other countries. You will then write a 4–5-page paper addressing the following:

- The issue
- The stakeholders involved
- The system(s) of oppression, privilege, and/or social justice involved (this should be grounded in literature)
- Response of administrators and/or faculty
- Your ideas/recommendations for how you would respond (this should be grounded in literature)

The second part of this assignment will follow a similar format in which you will teach and share what you have learned with the class community. In a blog post (300-400 words), please provide a summary of your article following the points listed above and include at least two questions for the class community to engage in a discussion. Your paper submission will be due on the Sunday of whichever week you present. For example, for the week of 3/1, your article summary should be posted by Monday, 3/1 at 11:59pm AND the paper will be due on Sunday 3/7 at 11:59pm.

• Social Justice Philosophy and Practice Paper (30 points, due 4/30)
Students are to prepare an 8–10-page paper on how your personal, professional, and academic values align with your philosophy and praxis within your field. In developing your social justice philosophy and practice statement, you will utilize literature, conversations within the course, and course readings to inform your work using concepts within multiculturalism and social justice. By reflecting on your (past and present) personal, professional, and academic experiences, you will articulate how your salient identities (i.e., race, gender identity, gender expression, sexuality, class, ability status, religious status, class, etc.) have influenced how you understand diversity, equity, and inclusion. Thus, how do these pertinent concepts and ideology better align practices of diversity, equity, and inclusion in higher education?

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>On-going</td>
<td>10 points</td>
</tr>
<tr>
<td>Three Critical Reflection Papers</td>
<td>2/24; 3/24; 4/14</td>
<td>30 points</td>
</tr>
<tr>
<td>Blog Post</td>
<td>Weekly</td>
<td>15 points</td>
</tr>
<tr>
<td>Newsflash Analysis</td>
<td>4/30</td>
<td>15 points</td>
</tr>
<tr>
<td>Social Justice Final Paper</td>
<td>4/30</td>
<td>30 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>100 total</strong></td>
</tr>
</tbody>
</table>

**Grading Scale:**

The grading/evaluation policy for this course is consistent with Loyola University, Chicago policy. The final grade will be determined by each student’s performance on all assignments and class. All written assignments are due at the date and time indicated on the syllabus. Late assignments will **not** be accepted without prior approval from instructors. Students should inform the instructors as quickly a possible of any special circumstances that may inhibit their ability to complete assignments on time. Even with prior approval, the instructor reserves the right to lower the grade based on the degree of tardiness.

<table>
<thead>
<tr>
<th>Grading Scale (Total Points):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100-93.0: A</td>
<td>86.5-83.0: B</td>
</tr>
<tr>
<td>92.5-90.0: A-</td>
<td>82.5-80.0: B-</td>
</tr>
<tr>
<td>89.5-87.0: B+</td>
<td>79.5-77.0: C+</td>
</tr>
</tbody>
</table>

**Weekly Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings/Assignments Due</th>
<th>Zoom Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>2/1</td>
<td>Multiculturalism &amp; Social Justice in Higher Education</td>
<td>Stewart (2017) Squire &amp; Nicolazzo (2019) Naidoo et al. (2020)</td>
<td><strong>Synchronous Class Session 2/4 at 5:30 p.m.</strong></td>
</tr>
<tr>
<td>Week 2</td>
<td>2/8</td>
<td>Reflection &amp; Higher Education</td>
<td>Hooks (2000)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Blog Post #1</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Blog Post due on Friday at 11:59 p.m.; Respond to two peers by Sunday at 11:59 p.m.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Blog Post #2</strong></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Readings/Assignments Due</td>
<td>Zoom Meetings</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Readings/Assignments Due</td>
<td>Zoom Meetings</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>--------------------------------------</td>
<td>--------------------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Daniels &amp; Gustafson (2016)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chaudry (2021)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Newsflash Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Blog Post #8</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>4/26</td>
<td>Semester Wrap-Up</td>
<td>Social Justice Practice Paper Due 4/30 by 11:59 p.m.</td>
<td>Synchronous Class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Session 4/29 at 5:30 p.m.</td>
</tr>
</tbody>
</table>