COURSE INFORMATION

Course Description
This course is an exploration of multiculturalism and social justice issues, theories, and practices with an emphasis on 21st-century higher education. The course is designed for students to self-reflect and examine their own positionalities (i.e., salient social identities) within the context of multiculturalism and social justice in higher education and to examine how power, privilege, and oppression influence how higher education functions and operates within domestic and international higher education contexts. Students will engage in critical reflection and discernment from readings related to diversity, equity, inclusion, and social justice. As a result, students and the instructor will have the opportunity to deepen each other's understanding of how we contribute to social justice in our personal, academic, and professional spheres. To move toward understanding how we can contribute to the process of social justice, we will engage in asynchronous dialogue and class assignments that challenge us to learn and to lean into discomfort while avoiding harm.

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. With which target/agent groups do you identify?
5. How may this learning influence your educational practice?
6. With whom will you process learning in this course?
7. 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 higher education practice?
8. How do identity, education, and agency intersect and interact with one another in educational contexts, specifically in higher education?

Learning Objectives
My hope for students is that, as a result of this course, students will be able to:
• Use prior knowledge and experience to make real-world connections to social justice and higher education
• Develop an understanding of and use common terms to discuss social justice in higher education
• Understand social justice concepts and the various ways in which oppression influences individuals, institutions, and the broader society
• Understand and apply a social justice lens to their personal and professional contexts
• Critically reflect on one's identities and social location and their 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 their role in advancing diversity, equity, and inclusion efforts internally and externally
• Draw upon how various social justice lenses, concepts, and issues shapes one's personal, academic, and professional positionalities
• Embrace and invite dissonance, conflict, and challenges as part of the learning process
Required Text

Note: In addition to selected chapters from the required text (Sensoy & DiAngelo, 2017), links to journal articles and other reading materials or web content will be posted on the Sakai course site as required weekly readings. All journal articles are accessible via Loyola Libraries at: http://libraries.luc.edu/articles. I may add additional readings not listed in this syllabus during the course of the semester. There are also suggested readings (i.e., "extended readings") listed in this syllabus should you desire to explore a topic further.

Recommended Texts

ASSIGNMENTS AND GRADING

Assignments are due at the time specified in this course syllabus and should be submitted according to the directions provided. **All assignments are due at 11:55 p.m. Central Time on the date they are due unless otherwise stated.** Any assignment submitted after the due date/time will be reduced by a half letter grade. An additional full letter grade reduction will be applied for each 24-hour period after the original time due. Extensions will only be granted in rare cases. Note that the instructor will not request missing assignments, and it is the student's responsibility to ensure that assignments are submitted by the stated deadlines. Students should inform the instructor as quickly as possible of any special circumstances that may inhibit their ability to complete assignments on time. Even with prior notification, the instructor reserves the right to lower the grade based on the degree of tardiness.

*If an assignment fails to follow the instructions provided, a grade of zero will be assigned.* This includes adherence to page lengths and formatting as well as addressing the core content specified for each assignment. Explanations of assignments are provided here and on the Assignments section of the Sakai course site. Students are encouraged to consult with the instructor regarding any questions.

For all assignments focused on writing, students will be provided feedback regarding content, structure, and grammar/APA style. It is the student's responsibility to ensure that the feedback provided for an assignment is integrated into the next assignment. If problems repeatedly appear across assignments, the percentage of point deduction will be increased.

Students should not exceed the length of assignments. Additionally, **the page length does not include the title page or reference pages.**

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 coursework and assignments must be completed during the semester as temporary grades of "Incomplete" are generally not assigned.

**Grading**
- Total points for an A: 94–100
- Total points for an A-: 90–93
- Total points for a B+: 87–89
- Total points for a B: 84–86
- Total points for a B-: 80–83
- Total points for a C+: 77–79
- Total points for a C: 74–76
- Total points for a C-: 70–73
- Total points for a D+: 67–69
- Total points for a D: 60–69
- Total points for a F: 0–59
Assignments and Points Distribution
Assignments and point distributions are detailed below:

A1. Video Intro and Community Agreement Posts 5 pts
A2. Weekly Discussion Forum Posts (12 weeks) 48 pts
A3. My Journey to and through Higher Education 7 pts
A4. Current Event Analysis Paper 10 pts
A5. Social Justice Resources Contribution 5 pts
Total 100 pts

A1.a. Video Introduction (2 points)
Due Date: Friday, January 21, at 11:55 p.m. Central Time (via Sakai Discussion Forum topic "Video Introductions")
Each student will post a 3–5-minute video introducing themselves to the class. Students are expected to post their video on Sakai in the Discussion Forum under the topic "Video Introductions" no later than Friday, January 21. Students will include the following components in their introduction:
1. What is your name (or what do you want us to call you), and what are your pronouns?
2. Where are you located, and what do you have going on in your life right now?
3. How are you feeling about this upcoming Spring semester and in this course? What are you most looking forward to? What are you anxious/nervous about?
4. Is there anything else that you would like your classmates to know about you?
Videos can be done on any platform that you feel comfortable with. They need to be shared and viewable by the rest of the class via the Sakai Discussion Forum. (Students have access to VoiceThread through the course Sakai website.)

A1.b. Community Agreements Contribution (3 points)
Due Date: Saturday, January 22, at 11:55 p.m. Central Time (via Sakai Discussion Forum topic "Community Agreements")
Community agreements are important aspects of group learning and dialogue. They are "rules" or expectations to which we will all agree to that tell us how we are going to act toward one another over the course of the semester. We will generate these as a class. Each student is responsible for proposing and/or commenting on a suggestion for the way our class will engage with each other in our weekly Discussion Forums. There is a Discussion Forum topic titled "Community Agreements." Please post suggestions or comment on your peers' suggestions. Your posting and commenting will need to conclude by 11:55 p.m. Central Time on Saturday, January 22.

A2.a-l. Weekly Discussion Forum Posts and Peer Responses (48 points)
Due Dates Weekly: Weekly discussion forum post due Wednesday at 11:55 p.m. Central Time; two responses to your peers' posts due Saturday at 11:55 p.m. Central Time (via Sakai Discussion Forum)
Online engagement and participation is the foundation of this course. A student's participation is based on completing course readings and participating in the weekly discussion forums. Every week, students are expected to critically review and reflect on the course readings. Students are to write a discussion forum post to discuss how the course readings that week have provided a deeper understanding of themselves and the weekly course topics. Questions to consider when writing a discussion forum post:

- What did you learn that you had not realized before reading this week's readings?
- What were the most important concepts to YOU? Explain why?
- What is one discussion question you have regarding this week's readings for the class to consider?

Each discussion forum post should be 500–750 words. Each week, your discussion forum post is due on Wednesday at 11:55 p.m. Students are then to respond to two peers' blog posts (100–150 words), and these peer responses are due on Saturday at 11:55 p.m.

Discussion forum posts are less formal in tone than scholarly or academic writing. Therefore, students do not need to fully adhere to APA format. However, students are expected to submit writing that is coherent, professional, and free of grammatical, spelling, or typographical errors. Additionally, students should use APA guidelines for any in-text citations or direct quotes. Please include the APA-formatted references at the bottom of the post for sources that have not been directly covered in this course.
Note: Students are encouraged to write and save their discussion forum posts as Word documents prior to submitting via the Sakai discussion forum, as posts/writings will not be available after the end of the course, when the Sakai site is closed.

A3. My Journey to and through Higher Education (7 points)
Due Date: Saturday, February 12, at 11:55 p.m. Central Time (via Sakai Assignments)
The purpose of this assignment is for you to recall, engage, and look into the future relative to your personal identities and experiences in higher education. Your personal experiences are valuable and may inform your approach to advancing social justice now and in the future.

1. What was your journey to higher education?
2. What has been your journey through higher education?
3. How have your salient identities shaped your journey to and through higher education?
4. What do you see as the ultimate purpose of higher education in your life?

This assignment can take various forms including but not limited to the use of images/photographs, a musical performance, a video, a poem or series of poems, artwork, the voices of others, a short essay, and/or a combination of any of these. Please upload your assignment in Sakai Assignments by 11:55 p.m. Central Time on Saturday, February 12.

A4. Current Event Analysis Paper (10 points)
Due Date: Saturday, March 19, at 11:55 p.m. Central Time (via Sakai Assignments)
From week to week in higher education, there are often numerous events that happen on different campuses that center many of the topics and themes we will be learning about this semester. These current events are opportunities for us to learn about multiculturalism and social justice in higher education. This assignment is intended to leverage these instances, and students will engage in this analysis-to-application exercise: Students will find a current news article that is related to an issue/issues of social justice on a college campus. Students will then write a 4–5-page paper (excluding title page and reference pages) addressing the following:

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

This is considered a scholarly paper. Therefore, you should adhere to APA guidelines, 7th edition. Your paper should use 12 point Times New Roman font with 1-inch margins, double-spaced. Please single-space after the period/end of sentences. The title page and the references page do not count toward your 4–5 pages. You do not need to include an abstract. The paper is due Saturday, March 19, at 11:55 p.m. via Sakai Assignments.

A5. Social Justice Resources Contribution (5 points)
Due Date: Saturday, April 23, at 11:55 p.m. Central Time (via Sakai Discussion Forum "Social Justice Resources")
In addition to learning from the resources that are provided in class, it is important to continuously be looking to the world around you as an educational resource. To that end, as a community, we will create a compilation of diversity and social justice resources to take with us after this course. The content of this will depend on each of you. Each student is responsible for providing a resource to help us think more about diversity, equity, inclusion, belonging, multiculturalism, and social justice. It can be any type of resource that we can all access (e.g., a YouTube video, podcast, documentary, movie, research study, journal article, magazine article, thought piece, blog post, etc. You will need to post the resource in a way for us to access it in the Sakai discussion forum (topic "Social Justice Resources") by Saturday, April 23, at 11:55 p.m.

Due Date: Saturday, April 30, at 11:55 p.m. Central Time (via Sakai Assignments)
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, inclusion, and social justice. Thus, how do these concepts and ideology align with your philosophy and practices of diversity, equity, and inclusion in higher education? How will you create a more just world as an educator? You will want address where you plan to go in the future with what you have learned in the course.

This is a scholarly paper. Therefore, you should adhere to APA guidelines, 7th edition. Your paper should use 12 point Times New Roman font with 1-inch margins, double-spaced. Please single-space after the period/end of sentences. The title page and the references page do not count toward your 8–10 pages. You do not need to include an abstract.

The purpose of this assignment is to allow you to spend some time critically reflecting on the concept of social justice in higher education and to capture your growth over the semester. This assignment serves as the final project for this course and is due Saturday, April 30, at 11:55 p.m. via Sakai Assignments.

**COURSE POLICIES AND EXPECTATIONS**

**Methods of Instruction and Learning**
This class is structured as a student-centered, collaborative course. I view our collective as a community of scholars who are both teachers and learners at varying stages of development. As such, the class will be focused around the following learning tenets:

- Shared responsibility among all learners (both instructor and students) for constructing and making sense of knowledge within a community of practice;
- An appreciation of and support for multiple perspectives on knowledge and practice as well as opportunities to apply such understandings to relevant, open-ended, and realistic contexts;
- An emphasis on the critical role that peers play in the learning process, especially as it relates to helping one another make meaning and promote understanding of the subject.

I expect each of you to take an active role in your learning both inside and outside our virtual classroom. My hope is that you will not simply complete the readings and assignments for the sake of completion, but that you will also take the time to critically read course content, write assignments, and engage in discussions with your peers throughout the semester.

**Preparation**
This course is designed using an asynchronous, online format in which much of the learning emerges from online engagement and instructor feedback via the Sakai learning management system (LMS). As such, preparation via the completion of each week’s reading assignments as well as thoughtful reflection and online discussions on the topics are critical not only for each individual's intellectual development, but also for the group's collective learning and development. Readings and other learning resources have been selected for their relevance to the topic of multiculturalism and social justice in higher education. The philosophy employed in this course design is to carefully select important core readings and provide sources for additional reading should students wish to explore the topic further.

**Participation**
Student reading and participation in online discussions via Sakai is critical. Participation in the virtual space requires timely and quality contributions. For the purposes of this course, participation in which students build upon one another's comments, provide meaningful connections to practice, share critical observations and insights, and increase the complexity and richness of the discussion is valued. A portion of the final grade is dedicated to participation, which takes into account the degree to which students engage course materials (class readings, discussion posts) and the timeliness and quality of discussion postings.

**Civil Discourse**
Although deep and meaningful learning often comes as a result of cognitive and emotional dissonance, transformative learning is the result of compassionate learning communities in which individuals feel both challenged and supported. The underlying expectation of this course is that students will approach one another
with the same ethic of care and developmental concern with which they deal with students. This approach requires a willingness to engage in critical and controversial, but ultimately civil discourse aimed at advancing our individual and collective knowledge. Students are expected to engage in social perspective-taking, a skill that requires both empathy and the ability to acknowledge multiple points of view. 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.

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 and advocates.

Email and Sakai
Email will be used as the primary mode of correspondence for this course. As such, it is imperative that you use your Loyola University email account and check it often. Please also check your Loyola spam mail to ensure course-related messages are not misdirected. You can expect that all emails to the instructor will be responded to within 48 hours (if not sooner), not including weekends. Loyola Email: outlook.LUC.edu

Additionally, Sakai will be used as the source for information and updates about course material. Sakai: sakai.LUC.edu

Given the emphasis on email and Sakai, please make sure you:

- Check your email at least three times per week (more often is better).
- Be patient. Do not expect an immediate response when sending a message. Generally, two business days (excluding weekends and holidays) is considered a reasonable amount of time to receive a reply.
- Include "subject" headings and use something that is descriptive and refers to a particular assignment or topic (e.g., Question re: Session 3 Discussion).
- Be courteous and considerate. Being honest and expressing yourself freely is important, but being considerate of others online is just as important as in a physical classroom.
- Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
- Do not use all caps. This makes the message hard to read and is considered by some as "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or email).
- Break up large blocks of text into paragraphs and use a space between paragraphs.
- Use greetings and salutations. Not only does this clarify to whom you are addressing messages, they are also good standards of email etiquette used in a range of professional settings.

Late Work
Assignments are to be completed and submitted via Sakai on or before the due date. If you anticipate needing more time to submit your work, please notify me via email at least 48 hours in advance of the due date and time. If you do not notify me at least 48 hours in advance, there will be a 10% deduction per day for each late assignment.

APA Style/Writing
Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All formal papers should be submitted in APA 7th Edition format. Should writing assignments have significant errors in APA formatting, they will not be accepted as complete. Quality of writing is also of high importance. Students are encouraged to submit drafts of papers to peers for initial feedback. If a student has significant concerns regarding their writing ability, they should consult the University's Writing Center: LUC.edu/writing.
LOYOLA AND COVID-19

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 Loyola Health app 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 professor is encouraged. We know the Spring 2022 return to campus is once again a challenge for all of us, 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 Loyola Required Safety Practices.

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.

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 case reporting email address.

SCHOOL OF EDUCATION INFORMATION

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**
The School of Education advances a conceptual framework that emphasizes “Social Action through Education.” The conceptual framework is described on the SOE website at [www.luc.edu/education](http://www.luc.edu/education). The SOE’s Conceptual Framework Standards (CFS) are:

- **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.

This course contributes to the realization of this framework by equipping students to:

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

**STUDENT SUPPORT**

**Requests for Accommodations**
Loyola University Chicago provides reasonable accommodations for students with documented disabilities. Any student requesting accommodations related to a disability is required to register with the Student Accessibility Center (SAC). Students who have a documented disability and would like information about accommodations are encouraged to contact the Student Accessibility Center. The Student Accessibility Center (SAC) is located in Sullivan Center 117 (Lake Shore Campus), and staff can be reached by phone or email: 773-508-3700 and sac@LUC.edu. Students will be directed to register online and upload documentation of their disability with their application. SAC staff will review the submission and follow up regarding eligibility for services and next steps, including meeting with an Accessibility Specialist.

Instructors will receive an accommodations notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their instructors individually in order to discuss their accommodations and how they may be implemented in specific courses. All information will remain confidential.

Please note that software may be used to record class lectures [if applicable] in order to provide equal access to students with disabilities. Students approved for this type of accommodation use recordings for their personal study only, and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or sac@LUC.edu.

**Mental Health and Wellness**
During the semester, if you find that health problems, life stressors, or emotional difficulties are interfering with your academic or personal success, and you are therefore finding it difficult to cope or to complete your academic work, please consider contacting the Wellness Center. Healthcare services, crisis intervention, time-limited individual counseling, and group therapies are free of charge and strictly confidential, having nothing to do with your educational records. You can schedule an appointment online at LUC.edu/wellness/appointment. You may also call 773-508-2530 for counseling appointments or 773-508-8883 to speak with a nurse about medical concerns. More information is available at [www.LUC.edu/wellness](http://www.LUC.edu/wellness).

**Center for Student Assistance and Advocacy**
Should you encounter an unexpected personal 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.) and are in need of support or resources, I encourage you to contact the Center for Student Assistance and Advocacy (CSAA) in the university's Office of the Dean of Students. The CSAA provides coordinated assistance and
resource education (CARE) services. You can submit a CARE referral for yourself or a peer who is in need of support at LUC.edu/csaa.

**Technology Privacy and Support Information**
The Information Technology Services (ITS) Service Desk provides the University with a single point of access for technology support. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773-508-4ITS or via email at ITSServiceDesk@LUC.edu. For ITS Service Desk Support Hours, visit: LUC.edu/its/service/support_hours.shtml.
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| • Sensoy & DiAngelo (2017): Ch. 11: "Yeah, But…": Common Rebuttals  
• Sensoy & DiAngelo (2017): Ch. 12: Putting it All Together |
| Extended Readings: |
| • Adams et al. (2018), Section 8: Selections 130–131 |
| ☐ A2.j. Week 12 Discussion Forum Post and Peer Responses |

<table>
<thead>
<tr>
<th>Week 13: April 11</th>
<th>Easter Break</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note: No classes evening of April 14; No classes on April 15 (Good Friday)</td>
<td></td>
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<table>
<thead>
<tr>
<th>Week 14: April 18</th>
<th>Now What? Facilitating Diversity &amp; Social Justice Education</th>
</tr>
</thead>
</table>
| • Lechuga et al. (2009)  
• Leonardo & Porter (2010)  
• Nash (2010)  
• Watt (2007) |
| Extended Readings: |
| • Adams et al. (2018), Section 8: Selection 133 |
| ☐ A2.k. Week 14 Discussion Forum Post and Peer Responses  
☐ A5. Social Justice Resources Contribution via Discussion Forum (Due Saturday, April 23, at 11:55 p.m. CST) |

<table>
<thead>
<tr>
<th>Week 15: April 25</th>
<th>Looking Toward the Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Duncan-Andrade (2009)</td>
<td></td>
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<tr>
<td>Extended Readings:</td>
<td></td>
</tr>
<tr>
<td>• Adams et al. (2018), Section 8: Selections 132, 138–139</td>
<td></td>
</tr>
</tbody>
</table>
| ☐ A2.l. Week 15 Discussion Forum Post and Peer Responses  
☐ A6. Final Paper: Social Justice Philosophy and Practice (Due Saturday, April 30, at 11:55 p.m. CST) |

<table>
<thead>
<tr>
<th>Week 16: May 2</th>
<th>Final Exams Week</th>
</tr>
</thead>
</table>
APPENDIX A: READINGS

Required Text


Recommended Texts


Required Weekly Readings

**Note:** Links to journal articles are provided below, or you can access articles with your Loyola credentials via Loyola's University Libraries online at [http://libraries.luc.edu/articles](http://libraries.luc.edu/articles).

**Week 1: Welcome to Multiculturalism and Social Justice in Higher Education**
- Sensoy & DiAngelo (2017): Ch. 1: How To Engage Constructively in Courses That Take a Critical Social Justice Approach
- Sensoy & DiAngelo (2017): Ch. 2: Critical Thinking and Critical Theory

**Week 2: Conceptual Foundations: The Importance of Diversity and Personal Identity**
- Sensoy & DiAngelo (2017): Ch. 3: Culture and Socialization
- Castania (2003)
- Griffin (2017)
- Hurtado (2007)


**Week 3: Conceptual Foundations: Prejudice, Discrimination, Oppression, Power, and Privilege**
- Sensoy & DiAngelo (2017): Ch. 4: Prejudice and Discrimination
- Sensoy & DiAngelo (2017): Ch. 5: Oppression and Power
- Chizik & Chizik (2005)
- Tappan (2006)


**Week 4: Conceptual Foundations: Social Justice**
- Lewis et al. (2012)
- Reason & Davis (2005)


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**Week 5: Racism**

- Sensoy & DiAngelo (2017): Ch. 8: Understanding the Structural Nature of Oppression through Racism
- Sensoy & DiAngelo (2017): Ch. 9: Understanding the Global Organization of Racism Through White Supremacy
- Ash et al. (2020)
- Wong et al. (2021)


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**Week 6: Sexism, Heterosexism, and Trans* Oppression**

- Sensoy & DiAngelo (2017): Ch. 7: Understanding the Invisibility of Oppression through Sexism
- Catalano (2015)
- Dugan et al. (2012)
- Harris (2008)
- Yep (2002)


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**Week 7: Religious Oppression**

- Chaudry (2021)
- Goodman & Mueller (2009)
- Larson & Shady (2012)
- Patel et al. (2016)


Week 8: Spring Break

Week 9: Classism
- Sensoy & DiAngelo (2017): Ch. 10: Understanding Intersectionality through Classism
- Elkins & Hanke (2018)


Week 10: Ableism
- Sensoy & DiAngelo (2017): Ch. 6: Understanding Privilege through Ableism
- Hadley (2011)
- Lynch & Macklin (2020)
- McCarthy (2007)
- Tevis & Griffen (2014)


Week 11: Intersectionality
- Crenshaw (2016) [video]
- Coaston (2019)
- Jones et al. (2012)


Week 12: Putting All Together
• Sensoy & DiAngelo (2017): Ch. 11: “Yeah, But …”: Common Rebuttals
• Sensoy & DiAngelo (2017): Ch. 12: Putting it All Together

Week 13: Easter Break

Week 14: Now What? Facilitating Diversity & Social Justice Education
• Lechuga et al. (2009)
• Leonardo & Porter (2010)
• Nash (2010)
• Watt (2007)


Nash, R. J. (2010). "What is the best way to be a social justice advocate?" Communication strategies for effective social justice advocacy. *About Campus, 15*(2), 11–18. [https://doi.org/10.1002/abc.20017](https://doi.org/10.1002/abc.20017)


Week 15: Wrap-up and Looking Toward the Future
• Duncan-Andrade (2009)

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 Digication. 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.

Digication
All students, except those who are non-degree, may have access to Digication to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. 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.

Syllabus Addendum Link
LUC.edu/education/academics/syllabi

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.
<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>Professionalism</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>
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<table>
<thead>
<tr>
<th>Professionalism</th>
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<tbody>
<tr>
<td>Professionalism</td>
<td>Student meets all deadlines</td>
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<tr>
<td>Professionalism</td>
<td>Student attends class and is punctual for all professional obligations</td>
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<tr>
<td>Professionalism</td>
<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</td>
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<tr>
<td>Professionalism</td>
<td>Student is able to express himself or herself or themselves appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</td>
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<tr>
<td>Professionalism</td>
<td>Student is able to work effectively with peers on assignments</td>
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<td>Professionalism</td>
<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
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<tr>
<td>Professionalism</td>
<td>Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)</td>
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<tr>
<td>Professionalism</td>
<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
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| Inquiry | Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactively manner | Student demonstrates ability to understand the situations of others and responds in an appropriate, proactively manner | Student fails to consider the situation of others in making professional decisions and acts inequitably |

<table>
<thead>
<tr>
<th>Inquiry</th>
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<tbody>
<tr>
<td>Inquiry</td>
<td>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</td>
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<tr>
<td><strong>Student exhibits active listening skills</strong></td>
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<td><strong>Student is able to accept constructive feedback</strong></td>
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<td><strong>Social Justice</strong></td>
<td>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
<td>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
<td>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</td>
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<tr>
<td><strong>Student is sensitive to cultural differences</strong></td>
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<tr>
<td><strong>Student respects the diversity of learning styles</strong></td>
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Comments: