

Diverse Perspectives in Higher Education

15:245:641:01

Fall 2021

Wednesdays 5:00 – 8:00pm

Synchronous (Hybrid)

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Office Phone Number: N/A	Office Location: Virtual
Office Hours: By appointment:	Prerequisites or other limitations: Open to all graduate students
Mode of Instruction: ___ Lecture ___ Seminar ___ Hybrid _X_ Online (Synchronous) ___ Other	Permission required: _X_ No ___ Yes Directions about where to get permission numbers: Contact instructor

Student Centered Statement: Given the ongoing global pandemic and all that we are going through individually and collectively, please be aware that I am here to provide the support needed for each one of you to succeed in this course. Furthermore, if you are experiencing any distress related to your physical, housing, emotional, and mental needs please let me know and I can direct you to the multitude of services offered by Rutgers University–New Brunswick.

Course Description and Learning Objectives

Higher education continues to grapple with the historical, intersectional, and multidimensional issues that mark a critical time for students, staff, faculty, and institutional leaders. In the last five years, alone, we have seen a cultural, social, and political shift in how we, as higher education professionals, are called upon to engage critically with our individual and collective work. Furthermore, this is exacerbated by our current reality of an ongoing global pandemic. As such, higher education leaders must be prepared to answer the call for a more socially just and inclusive practice of care in our work.

To this end, this course aims to develop our cultural, social, and political competency through consciousness raising by understanding how our own positionalities influence, enhance, and/or constrain our practice in student affairs. Cultural competency is an outcome of student affairs training that provides one with understanding of the self and others. As such, we will interrogate how higher education and student affairs conceptualizes and operationalizes these concepts of diversity, multiculturalism, social justice, inclusivity, and anti-racism, while doing self-work to understand who we are and how that informs our everyday work in this field.

The learning outcomes for this class include:

- Describe how U.S. higher education—historically and contemporarily—both promoted and undermined equity and social justice for individuals of marginalized groups,
- Develop and engage critically with cultural, social, and political competency by reflecting on one’s own positionality and standpoint,
- Interrogate concepts, theories, and practices of marginality, oppression, and exclusion in higher education and be able to apply it across one’s work,
- Learn critically conscious and culturally relevant pedagogies, and then develop strategies to infuse it into student affairs practice, and
- Understand the ways that systemic racism, whiteness, and colonization is embedded in postsecondary education, and how it affects the experiences of students, staff, and faculty.

Relevant Professional Competencies

This course seeks to address the following [ACPA/NASPA \(2016\) Professional Competencies](#):

- ❖ Personal and Ethical Foundations
 - Self-Assessment and Reflection
 - Recognize the importance of reflection in personal, professional, and ethical development.
 - Analyze personal experiences for deeper learning/growth and engage others in reflection.
 - Identify meaningfulness of personal beliefs and commitments.
 - Integrate reflection into [positive] action.
- ❖ Social Justice and Inclusion
 - Understanding of Self and Navigating Systems of Power
 - Identify systems of socialization that influence one’s multiple identities and sociopolitical perspectives and how they impact one’s lived experiences
 - Articulate a foundational understanding of social justice and inclusion within the context of higher education
 - Critical Assessment and Self-Directed Learning
 - Utilize critical reflection in order to identify one’s own prejudices and biases
 - Participate in activities that assess and complicate one’s understanding of inclusion, oppression, privilege, and power
 - Engaging in Socially- Just Practices
 - Integrate knowledge of social justice, inclusion, oppression, privilege, and power into one’s practice
 - Connect and build meaningful relationships with others while recognizing their multiple, intersecting identities, perspectives, and developmental differences
 - Advocate on issues of social justice, oppression, privilege, and power that affect people based on local, country, and global interconnections
 - Organizational Systemic Advocacy
 - Understand how one is affected by and participates in maintaining systems of oppression, privilege, and power
 - Advocate for the development of a more inclusive and socially conscious department, institution, and profession

Course Expectations

We are in an ongoing global pandemic which shifts the way we interact with each other and how we build community virtually. The following expectations are meant to guide us individually and collectively.

Attendance

This course is being offered online and synchronous. Each week there will be readings, content presentations, and evaluation of your understanding of the course material. It is your responsibility to make sure you follow the schedule provided for the course to stay on task. Your attendance in this course is determined by your engagement in completing assignments and discussions.

Class format

The class is formatted as a semester-long graduate course. The class is discussion and reflection based where students will participate in class discussions as well as provide supplemental activities/media to enhance our learning through individual reflections. To prepare for each week, students will do the following:

1. Complete assigned readings. Carefully read with the goal of understanding the material, being able to summarize each of the readings and consider how each reading adds to your understanding of diverse perspectives in higher education.
2. Contribute to class discussion. You will be ready to engage and be respectful of your classmates by being attentive to their comments.
3. Be intentional in your reflections. My goal with the reading reflections is not to police whether you are reading every single piece of scholarship word for word, but that you are exhibiting a sense of critical thinking by articulating your own perspective of how you understand the texts and content.

Reading Critically

Preparation for each class, through completion of each week's readings as well as thoughtful reflection on the topics, is critical to your own learning and the learning environment of the class. The course may not always be directed toward discussion of every reading assigned, but instead, to the illumination of themes, constructs, critical analysis of the content, and application to our individual and collective contexts. Further suggestions for critical reading include:

- Setting aside adequate time to spend with all readings prior to the due date of assignments
- Reflecting on the authors' main arguments and themes
- Critiquing the authors' ideas
- Considering who the authors are and how their perspectives shape their work
- Thinking about the relationship of the readings to your life
- Considering what new questions, you have from the readings and discussions

Use of online resources and other media

To provide an array of resources for your success in this course, Canvas will be used extensively. You are responsible to regularly check the class page for announcements, to access class materials, and to submit assignments.

Assignments

All assignments are due the day and time as stated on the course guide. Any changes to these dates will be updated accordingly on Canvas and updated in the course guide. Please keep in mind the following:

- Written papers (including reflections, when appropriate)
 - You may ask for feedback on a draft. You must submit your paper to me no later than a week before the assignment is due via email.
- All written papers and reflections need to be written in APA format. Refer to the APA 7th edition manual and the very good online resource, *APA Formatting and Style Guide* from the OWL at Purdue:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
- Adherence to APA is critical in ensuring appropriate citation of references used in your work.

Late assignments

Life happens. Late assignments will be considered if you have communicated with me prior to the assignment due date and/or time.

Extensions

Extensions may be negotiated. You should request in email no later than a week prior to the deadline, specifying the date you wish to submit the assignment and your reasons for your request (you do not have to provide specific details, just state something like e.g., had to take care of family member, was feeling under the weather, etc.).

Incomplete grade

An incomplete grade must be negotiated prior to the end of the semester. An INC may only be considered if you have completed a substantial portion of the course during the semester.

Accommodation

If you are registered with Disability Support Services and require accommodations, please let me know if you feel comfortable doing so. You can also have Disability Services email me directly so that I can prepare any material or course accommodations appropriately. For more information, go to <https://ods.rutgers.edu/students/registration-form> More information on Accommodations is posted on our Canvas page.

Academic integrity

Appropriate citation is needed to avoid any issues of plagiarism and to ensure that you give credit where credit is due. As noted above, you should cite all sources using APA format. This citing is required in your papers, handouts, PowerPoints... basically anything you write for this class. More information on Academic integrity is posted on our Canvas webpage.

Grading

The following notion about grading is borrowed from Dr. Alex Lange, Assistant Professor of Higher Ed at Colorado State University:

“Grading tends to undermine the climate of teaching and learning. Once we start grading their work, students are tempted to study or work for the grade rather than for learning”

-Elbow (1997), “Grading student writing: Making it simpler, fairer, clearer”

Grading is often an arbitrary practice of teacher/student relationship with respect to coursework. I acknowledge that we have been conditioned to think of grades as a marker of excellence, competence, and achievement (Lange, 2021). As we build community through this course, my approach to grading is focused on your learning and growth. I also understand that grades are used for opportunities such as grants, fellowships, and other prestige- or competence-granting experiences; so, I will still assign you a grade based on your learning and growth at the end of the semester. Throughout the course, I focus more on qualitative assessment (written and verbal feedback) and will ask questions and make comments that engage your work in this course.

Weekly Reading Critical Notes and Questions (10 x 1.5 points each).....	15 points
Course Section Reading Reflections (3 x 5 points each).....	30 points
Positionality Paper.....	10 points
Class facilitation.....	15 points
Articulating a Social Justice Philosophy.....	10 points
<u>Practice Brief.....</u>	<u>20 points</u>
Total	100 points

Rutgers Graduate School of Education grading scale

- A = 90 - 100 points
- B+ = 85 – 89
- B = 80 – 84
- C+ = 75 – 79
- C = 70 – 74
- F = 69 and below

Required texts

- Tatum, B. T. (2003). *“Why are all the black kids sitting together in the cafeteria?”: and other conversations about race.* Basic Books. **[eBook available via Rutgers Library]**
- Ferguson, R.A. (2017). *We demand: The university and student protests.* University of California Press. **[eBook available via Rutgers Library]**
- Magolda, P.M., Baxter Magolda, B.M., Caducci, R, Patton Davis, L. (2019). *Contested issues in troubled times: Student affairs dialogues on equity, diversity, and safety.* Stylus Publishing, LLC. **[eBook available via Rutgers Library]**

All other readings are accessible via the Rutgers Library. There will be certain weeks that some of the readings are uploaded on Canvas (i.e., book chapters).

Assignment Information

Weekly Reading Critical Notes and Questions (10 x 1.5 points each)

For each seminar, please be prepared to engage the readings and guest speakers with critical notes. Each week I will pose questions regarding the week's topics/readings. Your reading notes should include an engagement of what stood out to you in the readings, what questions you were left with after reading the week's content, and/or a critique of readings, etc.

Due date: Every week is listed on course guide. Post your critical notes and questions via Canvas by Tuesday at 11:59PM. There are a total of 11 Weekly Reading Critical Notes and Questions, you are only required to do 9 to receive full credit. Remember that the week you facilitate you do not have to submit a reflection, but you will still get full points for that week's reflection. Weekly Reading Critical Notes and Questions should be no more than 1-page.

Course Section Reading Reflections (3 x 10 points each)

Because this course is divided into sections, every few weeks you will be required to write a maximum 2-page reflection on the sections of 1) Knowledge and Institution, 2) Critical Theories and Frameworks, and 3) Engaging in Socially Just Practices.

The course section reading reflection is intended for you to make sense of the culmination of the last few weeks readings and discussions. This reflection is intended for you to be able to reflect on your thoughts, feelings, and questions in a way that allows you to bring together the course content and sharing of experiences. I do not expect for you to summarize any readings, rather, I hope that you are able to share what you are sitting with, reflecting on, and moving forward with in your personal consciousness and/or professional practice. Be mindful that part of this reflection may go into your "Articulating a Social Justice Philosophy" assignment.

Due date: Each due date is posted on the Course Schedule and must be submitted via Canvas by Wednesday at 11:59PM.

Positionality Paper (10 points)

In no more than 5 pages (plus title page and references page if needed), APA formatted Word doc, you will write about your positionality in society. Positionality refers to how the differences in social position and power shape identities and access to society (Misawa, 2010). Your positionality paper should focus on identifying your racial identity(ies), identifying dominant identities you may have, and lastly, identifying identities that may not be as visible (ones that you feel comfortable disclosing). Consider the following:

- What does the identity mean to you? What does this identity mean to others (stereotypes and assumptions held by society)?
- How does this identity grant you privileges in certain spaces, and perpetuate oppression in others?
- How does this identity impact your work in student affairs? For example, how might this identity impact the relationships you have with students, peers, supervisors, etc.?
- How does this identity, if at all, impact how you see the world and the values you hold?
- Your assessment of your cultural competency (knowledge of self) for this identity.

Due date: Wednesday, September 15th at 11:59PM.

Class facilitation (15 points; 7.5 points for lesson plan, 7.5 points for class facilitation)

Your team is charged to be the experts for a week's topic and readings, and thus, facilitate the class's understanding of those readings (you should select no more than 3 readings to focus on). Your team will lead a session for the class. There are two components to this assignment:

1. **Lesson Plan** (due one week before Class Facilitation via Canvas): To have a successful class, you will need a written lesson plan. This lesson plan should also include a timeline for the class activities. Your class facilitation generally will be 45 minutes. You will include each of the following sections in your document.
 - A. **Learning goals:** These goals will provide a strong direction to the focus of your class facilitation because they will clearly state what you want the class to learn as a result of your teachings. The instructor will also evaluate the facilitation on how well your team met each of the learning goals. Good learning goals are specific, manageable for the time allotted, and connect to the class activities.
 - a. Example A: Students will gain an understanding of _____.
 - b. Example B: Students will apply the theory to _____.
 - B. **Overview of Scholarship in Theory.** It is expected that your team will read more materials than those assigned in the course guide to gain a strong understanding of the week's topic. I also encourage that you bring readings from other classes, relevant personal experiences, and/or professional expertise. In your class facilitation, your team will not provide an extensive review/summary of the readings because we should assume that everyone has read and reviewed before attending class. Instead, your team's job is to take the readings to the next level by digging deeper and offering activities and info that enhances the required readings.

Following are suggestions for your team to incorporate into your facilitation:

- a. Background of authors, including the scholarship from which they base their work on
- b. Critiques of the readings (yours and those of other scholars)
- c. Any instruments developed based on the theories
- d. How this reading connects to others discussed in class
- e. Additional work from other scholars that can add to our understanding
- C. **Pedagogical strategies.** Your team's task is to engage the class towards this process. This could be a case study, having the class dialogue with a guest speaker who shares how they have used theory in their work, a video that illustrates the theory in action followed by a discussion on how to use the theory in examining the developmental process of a particular character in a movie or TV show, etc. **NOTE: Please notify me first before making contact with any potential guest speaker.**

2. **Class facilitation**

Please practice with your team to ensure that you all know how to use Zoom or WebEx, and that you are ready to go.

Due date: Your team will learn about the date of your facilitation on the first day of class.

Articulating a Social Justice Philosophy (10 points)

The purpose of this maximum 2-page assignment is to articulate how your critical consciousness has evolved throughout the time in this course. You will be expected to articulate your understanding of your knowledge, skills, and action. Relying on the literature and the conversations had in this course, you will develop your philosophical statement on how the concepts of diversity, equity, inclusion, and social justice inform your work and your reality (past and present). 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.

Due date: Last day to submit your letter is before class on December 8th.

Practice Brief (20 points)

For your final assignment, each of you are expected to write a practice brief on an issue related to diversity in higher education. A practice brief is "provides empirically-based, conceptually-framed recommendations to tackle a specific, urgent challenge that practitioners can use in real-world scenarios they face every day" (JDHE, 2021). This includes a summary of a potentially larger research project/paper that is intended to provide a) statement of the problem being discussed, b) short overview of what we know about the issue at hand (literature review), and c) the future direction for both research and practice for policymakers, decisionmakers, scholars, and practitioners.

Your job is to describe, using evidence and writing from a scholarly and practitioner perspective, what we know about the problem (the literature review) and what we still don't know, making the case for additional research or a rethinking of the issue. You could write about the interventions being used for a particular issue or the policies being used— anything with practical applications. The practice brief should be kept to a maximum of 8 pages, no more than 2,500 words, using APA guidelines.

Please refer to the Canvas site for further instructions on the type of practice briefs that you will have the opportunity to select for your final assignment. There is also a document attached to the instructions with more detailed information to help guide you as you curate your practice brief.

Three Part Project

- (1) Synopsis of Intended Practice Brief Project (2.5 points) – September 29th
- (2) Practice Brief Discussion (2.5 points) – December 8th
- (3) Practice Brief Submission (15 points) – December 15th

Course Schedule

<i>Date</i>	<i>Topic and Readings</i>
PART I: KNOWLEDGE & INSTITUTION	
Week 1	
<p><u>September 1st</u> Introduction and Overview</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Stewart, D-L. (2017). Language of appeasement. <i>Inside Higher Ed</i>. Retrieved from https://www.insidehighered.com/views/2017/03/30/colleges-need-language-shift-not-one-you-think-essay • Quaye, S. J. (2012). Think before you teach: Preparing for dialogues about racial realities. <i>Journal of College Student Development</i>, 53(4), 542-562. • Arao, B. & Clemens, K. (2013). From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice. In L. M. Landreman, <i>The art of effective facilitation: Reflections from social justice educators</i> (pp. 135-150). Stylus Publishing, Inc. • <u>(Optional):</u> Freire, P. (1970). <i>Pedagogy of the Oppressed</i>. The Continuum International Publishing Group, Inc. Chapter 2 & 3. <p><u>Assignment:</u></p> <ul style="list-style-type: none"> • None
Week 2	
<u>September 8th</u>	NO CLASS (MONDAY SCHEDULE)
Week 3	
<p><u>September 15th</u> Self-Work as a Foundation for Cultural Competency & Intersectionality</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Ortiz, A. M., & Patton, L. D. (2012). Awareness of self. In J. Arminio, V. Torres, & R. L. Pope's (Eds.), <i>Why aren't we there yet? Taking personal responsibility for creating an inclusive campus</i> (pp. 9-32). Stylus Publishing, Inc. Chapter 1. • Arminio, J., & Torres, V. (2012). Learning through relationships with others. In J. Arminio, V. Torres, & R. L. Pope's (Eds.), <i>Why aren't we there yet? Taking personal responsibility for creating an inclusive campus</i> (pp. 33-55). Stylus. Chapter 2. • Stewart, D-L. (2008). Confronting the politics of multicultural competence. <i>About Campus</i>, 13(1), 10-17.

	<ul style="list-style-type: none"> Crenshaw, K. (1991). Mapping the Margins: Intersectionality, identity politics, and violence against women of color. <i>Stanford Law Review</i>, 43(6), 1241-1299. <p><u>Assignments:</u></p> <ul style="list-style-type: none"> Weekly Reading Critical Notes and Questions #1 Positionality Paper due by 11:59PM
<p>Week 4</p>	
<p><u>September 22nd</u> Decolonization and Knowledge in Higher Education</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> Tuck, E. & Yang, K.W. (2012). Decolonization is not a metaphor. <i>Decolonization: Indigeneity, Education, and Society</i>, 1(1), 1-40. Reyes, N. A. S., & Taula, M. (2019). Indigenous paradigms: Decolonizing college student development through centering relationships. In E. S. Abes, S. R. Jones, & D-L Stewart (Eds.), <i>Rethinking college student development theory: Using critical frameworks</i> (pp. 45-54). Sterling, VA: Stylus. [available as an e-book via Rutgers Library] Waterman, S.J. & Bazemore-James, C. (2019). It's more than us: Knowledge and knowing. In E. S. Abes, S. R. Jones, & D-L Stewart (Eds.), <i>Rethinking college student development theory: Using critical frameworks</i> (pp. 158-170). Sterling, VA: Stylus. [available as an e-book via Rutgers Library] Lorde, A. (1984). <i>Sister outsider</i>. Freedom, CA: The Crossing Press. ("Uses of the erotic," "The uses of anger: Women responding to racism," and "The master's tools will never dismantle the master's house"). <p><u>Assignments:</u></p> <ul style="list-style-type: none"> Weekly Reading Critical Notes and Questions #2
<p>Week 5</p>	
<p><u>September 29th</u> Racialized Organizations and Diversity Positions of Higher Education</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> Ray, V. (2019). A theory of racialized organizations. <i>American Sociological Review</i>, 84(1), 26-53. Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education?. <i>International Journal of Qualitative Studies in Education</i>, 11(1), 7-24. Stewart, D-L. (2019). History matters: Against romanticizing student affairs' role in inclusion. In P. M. Magolda, M. B. Baxter Magolda, and R. Carducci (Eds.), <i>Contested issues in troubled times: Student Affairs dialogues on equity, civility, and safety</i> (pp. 18-28). Stylus Publishing, LLC.

	<ul style="list-style-type: none"> Wilson, J.L. (2013). Emerging trend: The chief diversity officer phenomenon within higher education. <i>The Journal of Negro Education</i>, 82(4), 433-445. (Optional): Ahmed, S. (2012). <i>On being included</i>. Duke University Press. Chapters 2 & 4. (Optional): Jaschik, S., Lederman, D. (2020). 2020 Survey of College and University Presidents: A study by Inside Higher Ed and Gallup. Retrieved from https://www.insidehighered.com/system/files/media/20200313_Presidents_Survey_Original_new.pdf <p><u>Assignments:</u></p> <ul style="list-style-type: none"> Weekly Reading Critical Notes and Questions #3 Synopsis of Intended Practice Brief
<p>Week 6</p>	
<p>October 6th Realities of Minoritized Student Affairs Practitioners</p>	<p><u>Readings:</u></p> <p><u>(Select 1-2) Realities of Minoritized Student Affairs Practitioners Programs:</u></p> <ul style="list-style-type: none"> Stewart, T.J., Collier, J., & Lacy, M. (2019). CritNoir: Naming and claiming the reality of anti-Blackness in student affairs. In M. Galloway Burke & U. Monique Robinson (Eds.), <i>No Ways Tired: The Journey for Professionals of Color, Volume II—By and By: Mid-Level Professionals</i> (pp. 165-176). Information Age Publishing, Inc. McCloud, L. (2019). Standing in the gap: Navigating othermothering as a student affairs professional. In M. Galloway Burke & U. Monique Robinson (Eds.), <i>No Ways Tired: The Journey for Professionals of Color, Volume II—By and By: Mid-Level Professionals</i>, (pp. 91-98). Information Age Publishing, Inc. Orozco, R.C., Harris, D., Haynes, T., Sánchez Gómez, C., & Rodriguez, M. (2019). Claiming voice, claiming space: Using a liberatory praxis towards thriving as student affairs professionals of color. In M. Galloway Burke & U. Monique Robinson (Eds.), <i>No Ways Tired: The Journey for Professionals of Color, Volume II—By and By: Mid-Level Professionals</i>, (pp. 119-130). Information Age Publishing, Inc. <p><u>(Select 1-2) Graduate Preparation Programs:</u></p> <ul style="list-style-type: none"> Perez, D. (2019). No struggle, no progress: The complexities of pre-tenure minoritized faculty addressing bias, discrimination, and oppression in student affairs graduate preparation programs. In P. M. Magolda, M. B. Baxter Magolda, and R. Carducci (Eds.), <i>Contested issues in troubled times: Student Affairs dialogues on equity, civility, and safety</i> (pp. 341-351). Stylus. Kelly, B. T. (2019). You are not alone: Graduate preparation programs' responsibility and commitment to addressing discrimination and bias in

	<p>classrooms and beyond. In P. M. Magolda, M. B. Baxter Magolda, and R. Carducci (Eds.), <i>Contested issues in troubled times: Student Affairs dialogues on equity, civility, and safety</i> (pp. 352-358). Stylus.</p> <ul style="list-style-type: none"> Harris, J. C., & Linder, C. (2018). The racialized experiences of students of color in higher education and student affairs graduate preparation programs. <i>Journal of College Student Development</i>, 59(2), 141-158. <p><u>Facilitation:</u></p> <ul style="list-style-type: none"> Ryan Johnson Juleisy Gomez <p><u>Assignments:</u></p> <ul style="list-style-type: none"> Weekly Reading Critical Notes and Questions #4
PART II: CRITICAL THEORIES AND FRAMEWORKS	
Week 7	
<p><u>October 13th</u> Racialized Identities and Race Relations</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> Tatum, B. T. (2003). “Why are all the black kids sitting together in the cafeteria?”: and other conversations about race. Basic Books. [any edition works, available as an eBook via Rutgers Library] Hardaway, A. T. (2020). “I’m not your mammy”: Unearthing the racially gendered experiences of undergraduate Black women resident assistants at predominantly white institutions. Proctor Research Brief. https://proctor.gse.rutgers.edu/sites/default/files/Hardaway_Brief20.pdf <p><u>Facilitation:</u></p> <ul style="list-style-type: none"> Kevin Ewell <p><u>Assignments:</u></p> <ul style="list-style-type: none"> Weekly Reading Critical Notes and Questions #5 Course Section Reading Reflection (Knowledge and Institution)
Week 8 (Asynchronous)	
<p><u>October 20th</u> Whiteness and Allyship</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> Accapadi, M.M. (2007). When white women cry: How white women’s tears oppress Women of Color. <i>The College Student Affairs Journal</i>, 26(2), 208-215. DiAngelo, R. (2011). White fragility. <i>International Journal of Critical Pedagogy</i>, 3(3), 54-70.

	<ul style="list-style-type: none"> Waters, R. (2010). Understanding allyhood as a developmental process. <i>About Campus</i>, 15(5), 2-8. Radke, H. R. M., Kutlaca, M., Siem, B., Wright, S. C., & Becker, J. C. (2020). Beyond allyship: Motivations for advantaged group members to engage in action for disadvantaged groups. <i>Personality and Social Psychology Review</i>. https://doi.org/10.1177/1088868320918698 <p><u>Assignments:</u></p> <ul style="list-style-type: none"> Weekly Reading Critical Notes and Questions #6
Week 9	
<p><u>October 27th</u> Disability Justice</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> Ramirez-Stapleton, L.D., Torres, L.E., Acha, A., & McHenry, A. (2020). Disability justice, race, and education. <i>Journal Committed to Social Change on Race and Ethnicity</i>, 6(1), 28-39. Karpicz, J.R. (2020). “Just my being here is self-advocacy”: Exploring the self-advocacy experiences of disabled graduate Students of Color. <i>Journal Committed to Social Change on Race and Ethnicity</i>, 6(1), 137-163. Shelton, S.Z. (2020). Disability justice, white supremacy, and harm reduction pedagogy: Enacting anti-racist crip teaching. <i>Journal Committed to Social Change on Race and Ethnicity</i>, 6(1), 190-208. Madaus, J.W., Gelbar, N., Faggella-Luby, M., & Dukes, III, L.L. (2021). Experiences of students with disabilities during the COVID-19 interruption of in-person instruction. <i>Journal of Postsecondary Education and Disability</i>, 34(1), 5-18. Stapleton, L., & Nicolazzo, Z. (2019). Sorority life reimaged: Deaf culture and mainstream sorority life. <i>New Directions for Student Services</i> (No. 165), 87-98. <p><u>Facilitation:</u></p> <ul style="list-style-type: none"> Lauren Kerton Ariel Chun <p><u>Assignments:</u></p> <ul style="list-style-type: none"> Weekly Reading Critical Notes and Questions #7
Week 10 (Asynchronous)	
<p><u>November 3rd</u> Redefining Success: Grit, Resiliency, and Thriving</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> Video: https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance?language=en

	<ul style="list-style-type: none"> • Vacarro, A. Moore, A., Kimball, E., Troiano, P. F., & Newman, B. M. (2019). “Not gonna hold me back”: Coping and resilience in students with disabilities. <i>Journal of Student Affairs Research and Practice</i>, 56(2), 181-193. • Schreiner, L.A. (2017). The privilege of grit. <i>About Campus</i>, 22(5), 11-20. • Schreiner, L.A. (2014). Different pathways to thriving among students of color: An untapped opportunity for success. <i>About Campus</i>, 19(5), 10-19. <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Weekly Reading Critical Notes and Questions #8
<p>Week 11</p>	
<p><u>November 10th</u> Gender and Sexuality in Higher Education</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Jackson, R.*, Nicolazzo, Z., & Stewart, D-L. (2019). Refuting contemporaneity: Trans* experiences in, out, and beyond higher education. In M. Gasman & A. Castro Samayoa (Eds.), <i>Contemporary issues in higher education</i> (pp. 119-134). Routledge. • Nicolazzo, Z. & Marine, S.B. (2015). “It will change if people keep talking”: Trans* students in college and university housing. <i>Journal of College and University Housing</i>, 42(1), 160-177. • Stewart, D-L., & Nicolazzo, Z. (2018). The high impact of [whiteness] on trans* students in postsecondary education. <i>Equity and Excellence in Education</i>, 51(2), 132-145. • Orozco, R., Gonzalez, S., & Duran, A. (2021). Centering queer Latinx/a/o experiences and knowledge: Guidelines for using jotería studies in higher education qualitative research. <i>Journal Committed to Social Change on Race and Ethnicity</i>, 7(1), 117-148. • Lange, A., Duran, A., & Jackson, R. (2019). The state of LGBT and queer research in higher education revisited: Current academic houses and future possibilities. <i>Journal of College Student Development</i>, 60(5), 511-526. • Duran, A., Orozco, R., & Gonzalez, S. (2020). Imagining the future of jotería studies as a framework in the field of higher education. <i>Association of Mexican American Educators Journal</i>, 14(2), 67-86. <p><u>Facilitation:</u></p> <ul style="list-style-type: none"> • Daveon Shackleford <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Weekly Reading Critical Notes and Questions #9
<p>Week 12</p>	

<p><u>November 17th</u> Trauma</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Evans, N. (2020). Addressing the emotional needs of students in the classroom during crisis. <i>About Campus</i>, 4, 11-14. • Couch, M. A. (2020). Supporting minority students during a crisis. Best practices over time. <i>About Campus</i>, 4, 8-10. • Bresciani Ludvik, M. (2020). Co-creating the container for optimal learning and development: Lessons from trauma-informed mindful compassion practices. <i>About Campus</i>, 4, 25-31. • Shalka, T. R. (2019). Saplings in the hurricane: A grounded theory of college trauma and identity development. <i>The Review of Higher Education</i>, 42(2), 739-764. <p><u>Facilitation:</u></p> <ul style="list-style-type: none"> • Angel Cordero-Gonzalez • Kelsey Dunne <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Course Section Reading Reflection (Critical Theories and Frameworks)
<p>Week 13</p>	
<p><u>November 24th</u></p>	<p>NO CLASS – UNIVERSITY OBSERVED DAYS OFF</p>
<p>PART III: ENGAGING SOCIALLY JUST PRACTICES</p>	
<p>Week 14</p>	
<p><u>November 29th</u> Student Activism in Higher Education Pt. 1</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Ferguson, R.A. (2017). <i>We demand: The university and student protests</i>. University of California Press. • Hernandez, E. (2007). Demanding social change at Indiana University: Latino student activism in the Mid-1970's. <i>Journal of the Indiana University Student Personnel Association</i>, 9-21. • Broadhurst, C. & Velez, A. (2019). Historical and contemporary contexts of student activism in U.S. Higher Education. In D. Morgan & C.H.F. Davis III (Eds.), <i>Student activism, politics, and campus climate in higher education</i>. Routledge. Chapter 1 (pp. 3-20). • Devitis, J.L & Sasso, P.A. (Eds.). (2019). <i>Student activism in the academy: Its struggles and promise</i>. Myers Education Press. (<u>Choose 1 chapter to read</u>) <p><u>Facilitation:</u></p>

	<ul style="list-style-type: none"> • Alcedos Vanterpool • Jherel Saunders-Dittimus <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Weekly Reading Critical Notes and Questions #10
<p><u>December 1st</u> Student Activism in Higher Education Pt. 2</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Adams, B.J., Bayker, J., Orozco, R.C. & Thomas, B.A. (2021). A second founding: The Black and Puerto Rican student revolution at Rutgers—Camden and Rutgers—Newark. In M. Carey, M.J. Fuentes, & D. Gray-White (Eds.), <i>Scarlet and Black, Volume 3: Making Black Lives Matter at Rutgers, 1945-2020</i>. Rutgers University Press. • Weirda, M. & Orozco, R.C. (2021). “Hell no, our genes aren’t slow!”: Racism and anti-racism at Rutgers University during the 1995 controversy. In M. Carey, M.J. Fuentes, & D. Gray-White (Eds.), <i>Scarlet and Black, Volume 3: Making Black Lives Matter at Rutgers, 1945-2020</i>. Rutgers University Press. • Linder, C., Quaye, S. J., Stewart, T. J., Okello, W., K., & Roberts, R. E. (2019). “The whole weight of the world on my shoulders”: Power, identity, and student activism. <i>Journal of College Student Development</i>, 60(5), 527-542. • Rosati, C., Nguyen, D. J., Troyer, R., Tran, Q., Graman, Z., & Brenckle, J. (2019). Exploring how student activists experience marginality and mattering during interactions with student affairs professionals. <i>College Student Affairs Journal</i>, 37(2), 113-127. • Quaye, S.J. (2007). Hope and learning: The outcomes of contemporary student activism. <i>About Campus: Enriching the Student Learning Experience</i>, 12(2), 2-9. <p><u>Facilitation:</u></p> <ul style="list-style-type: none"> • Sam Demarse • Alexys Anderson • Dom Nalbandian <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Weekly Reading Critical Notes and Questions #11
<p>Week 15</p>	
<p><u>December 8th</u> Culturally Relevant Pedagogies &</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Kim, J., & Pulido, I. (2015). Examining hip-hop as culturally relevant pedagogy. <i>Journal of Curriculum and Pedagogy</i>, 12(1), 17-31.

<p>Supporting Ourselves</p>	<ul style="list-style-type: none"> • Nuñez, A-M. (2011). Counterspaces and connections in college transitions: First-generation Latino students' perspectives on Chicano Studies. <i>Journal of College Student Development</i>, 52(6), 639-655. • Viray, S., & Nash, R. J. (2014). Taming the madvocate within: Social justice meets social compassion. <i>About Campus</i>, 19(5), 20-27. • Squire D. D., & Nicolazzo, Z. (2019). Love my naps, but stay woke: The case against self-care. <i>About Campus</i>, 3, 4-11. • Tijerina Revilla, A. (2021). Attempted spirit murder: Who are your spirit protectors and your spirit restorers. <i>The Journal of Educational Foundations</i>, 34(1), 31-46. <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Articulating a Social Justice Philosophy due by 11:59PM • Course Section Reading Reflection (Engaging Socially Just Practices) • Practice Brief Discussion
<p>FINALS WEEK</p>	
<p><u>December 15th</u></p>	<p>Practice Brief due via Canvas by Wednesday, December 15th by 11:59PM</p>

COURSE GUIDE IS SUBJECT TO CHANGE DEPENDING ON THE NEEDS OF THE SPACE WE BUILD TOGETHER THIS SEMESTER! ANY CHANGES WILL BE COMMUNICATED IN ADVANCE.