**UNIVERSITY OF PITTSBURGH SCHOOL OF EDUCATION**

**EDUCATIONAL FOUNDATIONS, ORGANIZATIONS, & POLICY**

(On the ancestral land of the Adena, Hopewell, Osage, and Shawnee Tribes)

**ADMPS 3151: Theoretical Frameworks for the Study of Higher Education**

Spring 2021 • Mondays 6:00-8:30pm • Online Only

**Course Instructor**

Dr. Gina Garcia (she, her)

[ggarcia@pitt.edu](mailto:ggarcia@pitt.edu)

**Office Hours**

By appointment only

<http://meetme.so/GinaAnnGarcia>

**Course Description**

This course is designed to provide doctoral students and advanced master’s students with a general understanding of theory and its application to the study of education broadly, and higher education specifically. This includes an overview of major paradigms, schools of thought, and theoretical frameworks commonly used in the study of higher education. Through an examination of both conceptual and empirical work, students will gain an understanding of important theoretical bodies of knowledge and how to apply them to their scholarship and practice. The course has an interdisciplinary orientation, drawing on major disciplines such as sociology, psychology, and anthropology and centers critical theories such as critical race theory, decolonial theory and endarkened feminist theories. The outcome is a developed theoretical framework to guide the student’s research and/or practice.

**Course Goals**

* To explore the fundamental theories used in the study of (higher) education
* To discover similarities and differences between theories, models, and frameworks
* To explore how theory is constructed, including the elements that constitute a testable theory
* To determine how to employ various theories, models, and frameworks in the study of (higher) education
* To discuss and enhance students’ evolving research agendas

**Course Learning Outcomes**

* To understand the origins, intentions, and uses of various interdisciplinary theories
* To understand how to apply theory to higher education research and practice
* To understand the underlying philosophical assumptions of a diverse body of theories
* To develop an advanced understanding of theory building
* To evaluate theory in order to determine if it is sound and testable
* To develop a working theoretical framework to be used in research or practice

**Required Textbooks – FULL TEXT AVAILABLE ON PITTCAT**

Bensimon, E. M., & Malcom, L. (2012). *Confronting equity issues on campus: Implementing the*

*Equity Scorecard in theory and practice*. Stylus.

Giroux, H. (2014). *Neoliberalism's War on Higher Education*. Haymarket Books.

Gumport, P. J. (2007). *Sociology of higher education: Contributions and their contexts*. Johns

Hopkins University.

Jones, S. R., Torres, V., & Arminio, J. (2014). *Negotiating the complexities of qualitative research in higher education: Fundamental elements and issues* (2nd ed.). Routledge.

Kendall, M. (2020). *Hood feminism: Notes from the women that a movement forgot.* Viking.

Tuhiwai Smith, L., Tuck, E., & Yang, K. W. (2018). *Indigenous and* *decolonizing studies in*

*education: Mapping the long view.* Routledge.

**Required Textbooks – TO BE PURCHASED OR BORROWED**

Anzaldua, G. (2012). *Borderlands/La Frontera: The new mestiza (3rd ed.)*. Aunt Lute Books.

Bell, D. (1993). *Faces at the bottom of the well: The permanence of racism*. New York: Basic

Books.

hooks, b. (2001). *All about love: New visions*. William Morrow.

paperson, la (2017). *A third university is possible*. Minneapolis: University of Minnesota.

Yosso, T. J. (2006). *Critical race counterstories along the Chicana/o educational pipeline*.

Routledge.

\*\*Additional readings can be found on Canvas

\*\*\*All journal articles can be accessed through Pitt Library: <https://www.library.pitt.edu/>

**Course Grades**

All writing assignments will be assessed based on the criteria set forth in the grading rubric in Canvas. All students should consult the grading rubric as they develop their assignments to assure that they are meeting the minimum requirements. Final grades for this class will come from the summation of grades for individual assignments as indicated by the following scale.

|  |  |  |
| --- | --- | --- |
| **Grade** | **Points** | **General Evaluation** |
| A+ | 290-300 | Quality of work is outstanding; exceeds expectations |
| A | 280-289 | Quality of work is above average; exceeds expectations |
| A- | 270-279 | Quality of work is satisfactory; above expectations |
| B+ | 260-269 | Quality of work is satisfactory; meets expectations |
| B | 250-259 | Quality of work is average; meets expectations |
| B- | 240-249 | Quality of work is acceptable; meets limited expectations |
| C+ | 230-239 | Quality of work is acceptable; below expectations |
| C | 220-229 | Quality of work is below acceptable; below expectations |
| C- | 219 or less | Work does not meet minimum requirements for course |

***\*\*Syllabus is subject to change***

**COURSE EXPECTATIONS**

*Attendance/Absence/Tardiness Policy:*

This class is 100% online, but we will meet (synchronously) most weeks via Zoom. Attendance is an essential part of class. When you’re present, we learn with you, and when you are absent, we miss you. As such, please use discretion when choosing to miss class. Some absences are inevitable, especially if you are sick, caring for a sick family member, participating in a professional development opportunity, or attending a work-related function. I ask that you be courteous and let me know that you will be absent prior to the scheduled class period by clicking on this link: <https://forms.gle/oreCcXJTGFDhDrrx9> And remember that excess absences can affect your learning and your grade.

*Religious Observances:*

Students can and should miss class in order to observe religious holidays not formally recognized by the University. The link for submitting absences can be accessed on Canvas.

*Deadlines:*

All assignments are due on the date assigned. Please be courteous and professional and

submit assignments on time. I may not have the ability to grade and provide feedback on late

assignments, so please try to avoid late submissions unless you make prior arrangements with

me. Written assignments should be submitted by 6:00pm on the due date. All written

assignments should be uploaded to Canvas. Assignments will not be accepted via email or

hard copy!!

*Written Assignments:*

All written assignments should use Times New Roman 12-point font and have a 1” margin throughout. Papers are to be of professional quality and free of spelling, grammatical, and typographical errors. Assignments must follow the format guidelines in the 7th edition of the *Publication Manual of the American Psychological Association (APA)*. This includes the grammatical and usage rules suggested by the APA. If you need assistance with APA, please ask me for help.

All written assignments must use scholarly sources, which are defined primarily as empirical articles (those that are found in peer-reviewed journals and are research-based) and scholarly books (those written by notable scholars in their discipline). Newspapers, magazines, blogs, online posts, and social media should be used minimally.

*Academic and Research Integrity:*

Graduate students at the University of Pittsburgh have the responsibility to conduct themselves in an honest and ethical manner while pursuing their studies. Consequently, it is important that applicable University policies and regulations are followed in order to ensure open communication among faculty and students as well as fair and equitable treatment. Relevant information, including hearing and appeals procedures, can be accessed online at <http://www.pitt.edu/~graduate>

*Dis/ability Accommodations*:

I am committed to creating an environment that is accessible for people with all abilities. If you have a dis/ability for which you are requesting an accommodation, you are welcome, but not required, to contact me and Disability Resources and Services (DRS) located at 140 William Pitt Union, (412) 648-7890, [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu), (412) 228-5347 for P3 ALS users. Consider discussing reasonable accommodations for this course with me at any point.

*Sexual Misconduct, Required Reporting, Support Services, & Title IX:*

I am committed to combatting sexual misconduct. You should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University’s Title IX office so that the victim may receive appropriate resources and support. There are two important exceptions to this requirement about which you should be aware: (1) Some counselors and medical professionals do not have this reporting responsibility and can maintain confidentiality; (2) Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University’s Title IX office.

If you are the victim of sexual misconduct, the University encourages you to reach out to these resources:

1. Title IX Office: 412-648-7860
2. SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)
3. University of Pittsburgh Police: 412-624-2121.
4. Other reporting information is available here: <https://www.titleix.pitt.edu/civil-rights-title-ix-compliance>

*Discrimination Based on Race, Gender, or Other Protected Identities:*

I am committed to creating a learning environment that is inclusive of all races, genders, socioeconomic statuses, religions, sexual orientations, nationalities, and languages. In particular, I am committed to including the voices of minoritized groups in this class, including those of people of color, women, transgender people, LGBTQIA+ people, no-Christian people, non-US citizens, and those who speak multiple languages. If you feel uncomfortable as a result of your minoritized identities and background, you are encouraged to talk to me. If you do not feel comfortable talking to me, you can contact the Office of Diversity & Inclusion <http://www.diversity.pitt.edu/>

*Technology:*

In order to participate in class virtually, you will need access to the Internet and computer hardware (e.g., computer, laptop, tablet). If you do not have access to reliable Internet and/or hardware, please contact Educational Technology Services <https://www.education.pitt.edu/contact-us/educational-technology-services>

We will use various online systems including Canvas and Zoom

**COURSE ASSIGNMENTS**

***Class Participation (110 points) Due: Weekly***

Students are expected to read all assigned readings prior to class and to participate in discussion. Active participation is not only required but is crucial to meeting the objectives of the course. As this is an advanced graduate level course, students are expected to think critically, participate actively, and engage willingly in order to enhance their own learning as well as the learning of others. In order to prepare for class participation each week, students are required to develop weekly reaction papers.

*Weekly Reaction Papers:*

Each week students will complete an extensive amount of reading, establish connections between the key concepts, and reflect on ways that the readings can be used in their own research within (higher) educational settings. In order to facilitate critical discussion and thoughtful reflection, students are required to write and submit a reaction paper every week. Papers should be **1 page, single-spaced** (references not required) and should include reactions, ideas, and questions about the weekly readings. The papers should **NOT be a summary** of the readings. Students are expected to integrate and synthesize all the weekly readings into one thoughtful reaction paper. The following questions can be used to develop the papers:

1. What new theoretical knowledge did you gain from the readings?
2. What are the key ideas, concepts, and/or issues embedded in the readings?
3. Who are the leading scholars on the theories from the weekly readings?
4. What are the disciplinary foundations of the theories discussed in the readings?
5. What did you find interesting, surprising, or intriguing about the readings?
6. What are your critiques of the ideas presented by the authors?
7. In what ways can you use the ideas and concepts in your research within educational settings?
8. What questions remain unanswered after this week’s readings?

\*\*Reaction papers are due every **Sunday at 12:00noon** and should be posted to the Canvas site. All students should access and review the reaction papers prior to each class.

Class participation also includes the following:

* Attend and participate in class meetings
* Ask questions about the readings
* Present examples of concepts being discussed
* Listen and respond appropriately to others’ comments
* Be sensitive to one’s level of participation

***Leading Class Discussion (70 points) Due: Varies***

The class will be taught seminar style with all students being seen as co-creators of knowledge. As such, each week one student will be responsible for preparing a **50-minute presentation** that will help guide class discussion. Discussion leaders are expected to be “the expert” on the theory being covered and should take care in preparing their presentation.

**The presentation should:**

1. Establish an appropriate background on the theory:
   1. What is the history of the theory?
   2. Who are the key theorists to know?
   3. What discipline does the theory originate from?
2. Provide clarity and depth to the assigned readings:
   1. What are the main themes and key concepts in the readings?
   2. What are the social identities and epistemologies of the authors?
   3. How has the theory been used in higher education research and practice?
   4. What are the current debates and critiques about the theory?
   5. How did other students react to the readings (based on the reaction papers)?
3. Engage students in a meaningful way:
   1. Do not lecture!
   2. Raise important questions for the class
   3. Incite meaningful discussion among class members
   4. Be creative in the delivery of the material (i.e., activities, games, videos, etc.)
   5. Interact with course participants

**Podcast:** As part of this assignment, the presenter is expected to find and share a podcast that is related to the readings and/or theories covered that students can listen to during the break (**30 minutes or less**; can be a portion of a longer podcast). The link to the podcast should be posted to Canvas before the start of class.

All students are expected to lead the discussion for one meeting during the semester. On dates when students are not leading the discussion, it is expected that they will be engaged in discussion and demonstrate close attention to the readings.

**\*All students will sign up for a theory/week by January 18th.**

Sign up sheet can be found here:

<https://docs.google.com/spreadsheets/d/18k4e-dP7m43uwxbdefiGznsF1jRkqtUUIigY2fPPX_E/edit?usp=sharing>

**\*\*Discussion leaders are not required to submit a reaction paper on the week in which they present.**

***Article Evaluation (60 points) Due: Varies***

Students should learn how to evaluate journal articles for their relevance, reliability, and validity. Reviewing well-developed journal articles is one way to become more familiar with how to effectively use and develop theory. For this assignment, students will pick one designated article (\*\*ARTICLE EVALUATION\*\*) from the course and develop a comprehensive evaluation of the article. In the evaluation, students should analyze the author’s ability to accurately develop or apply theory using the chosen methodologies and discuss what (if anything) is missing. The paper should help students become familiar with methodologies that can be used to effectively apply theory to their own research/practice.

The evaluation should be **5 pages, double-spaced, 12-point font** (not including references) and should address the following questions:

1. Overall comments
   1. What is the purpose of the article?
   2. What is the author’s main argument?
   3. What is the significance of the article to higher education?
   4. What are the main strengths of the article?
   5. What are the main weaknesses of the article?
2. Methodologies and researcher’s use of the theoretical framework
   1. What is the author’s guiding theoretical framework?
   2. How does the author effectively apply the theoretical framework?
   3. Is the theoretical framework present throughout the article (i.e., title, abstract, intro, purpose, research questions, methods, findings, discussion, conclusion)?
   4. Are the participants appropriate for fulfilling the purpose of the article?
   5. How have the methods and analysis allowed for the application of the theory?
3. Using the article in the future
   1. How has this article informed your own work?
   2. How might you use this article in the future?

**\*All students will sign up for an article by January 18th**. Designated articles are listed on the course outline

Sign up sheet can be found here: <https://docs.google.com/spreadsheets/d/1zRqt7zqjjbK5zUoRGPWoTHY-tPnAvcbd8wfjt4jhtDc/edit?usp=sharing>

\*\*Article evaluations are due the week that the article will be discussed by **Monday at 6:00pm**. **The author of the evaluation should be prepared to discuss it in class on the day it is due (informal 20 minute discussion).** Students should not lead class and complete the article evaluation on the same week.

\*\*\*Authors of the evaluation are still required to submit a reaction paper that week.

***Theoretical Framework (60 points) Due: Feb 8th, March 8th, April 5th, & April 19th***

The main outcome for this course is to develop a working theoretical framework that students can use in their own research or practice (e.g., conference paper, supervised research project, problem of practice, dissertation). The final paper should be **15 pages, double-spaced, 12-point font** (not including references) and should use proper APA format.

The paper will be broken up into ***four submissions***, with the instructor providing feedback at each submission. Each subsequent submission should include the previous submission, including changes based on the instructors’ feedback. The final submission will include all four parts, submitted April 15th.

Submissions are as follows:

1. **Part 1 (3 pages) *DUE: Feb 8th*** 
   1. Problem statement: what is the problem in educational research or practice that you are addressing?
   2. Research purpose: what is the purpose of your proposed study?
   3. Research question: you only get 1, choose wisely!
   4. Two proposed theories to guide your proposed study: at least one needs to be from the course
2. **Part 2 (5 pages) *DUE: March 8th*** 
   1. Overview of the first theory to be used, including foundational literature, strengths of the theory, weaknesses/limitations of the theory
3. **Part 3 (5 pages) *DUE: April 5th*** 
   1. Overview of the second theory to be used, including foundational literature, strengths of the theory, weaknesses/limitations of the theory
4. **Part 4: (2 pages) *DUE: April 19th***
   1. A visual model that shows how you will combine the two theories
   2. An explanation of the visual model and the combination of theories
   3. Brief overview of proposed methods you will use in conjunction with your proposed theories to carry out your proposed study

\*Students should be prepared to present their theoretical frameworks and visual model on ***April 26th*** (8 minute presentations; may be formal or informal)

**COURSE OUTLINE**

**Jan 18th: Overview of Theory in Higher Education (ASYNCHRONOUS WEEK)**

Gumport, P. J. (2007). *Sociology of higher education: Contributions and their contexts*. Johns

Hopkins University.

(READ CHAPTERS 1 & 2 + 1 additional chapter based on your research interests: Ch 3 Inequality & College Access; Ch 4 College Impact & Retention; Ch 5 Academic Profession & Faculty; Ch 6 Colleges & Universities as Organizations)

Guba, E. G. & Lincoln, Y.S. (2005). Paradigmatic controversies, contradictions, and emerging

confluences. In N.K. Denzin & Y.S. Lincoln (Eds.), *The SAGE Handbook of Qualitative*

*Research* (3rd ed., pp. 191-215). Thousand Oaks, CA: SAGE.

Jones, S. R., Torres, V., & Arminio, J. (2014). *Negotiating the complexities of qualitative research in higher education: Fundamental elements and issues* (2nd ed.). Routledge.

(READ CHAPTERS 1 & 3)

**Jan 25th: Social/Cultural Capital & Access to College**

Perna, L. W. (2006). Studying college access and choice: A proposed conceptual model. In J. C.

Smart (Ed.) *Higher education: Handbook of theory and research (*pp. 99-157). Springer.

Acevedo-Gil, N. (2017). College *conocimiento:* Toward an interdisciplinary college choice framework for Latinx students. *Race, Ethnicity, and Education, 20*(6), 829-850.

Yosso, T. (2005). Whose culture has capital? A critical race theory discussion of community

cultural wealth. *Race, Ethnicity, and Education*, 8(1) 69-91.

Means, D. R., Hudson, T. D., & Tish, E. (2019). A snapshot of college access and inequity:

Using photography to illuminate the pathways to higher education for underserved youth.

*High School Journal, 102*(2), 139-158.

Cuellar, M. (2019). Creating Hispanic-Serving Institutions (HSIs) and emerging HSIs: Latina/o

college choice at 4-year institutions. *American Journal of Education, 125*(2), 231-258. \*\*ARTICLE EVALUATION\*\*

**Feb 1st: College Impact & Retention Theories**

Melguizo, T. (2011). A review of the theories developed to describe the process of college

persistence and attainment. In J. C. Smart & M. B. Paulsen (Eds.), *Higher education: Handbook of theory and research* (pp. 395-424). Springer.

Yosso, T. J. (2006). *Critical race counterstories along the Chicana/Chicano educational*

*pipeline*. Routledge. (READ CHAPTER 4)

Rendon, L. I., Jalomo, R. E., & Nora, A. (2000). Theoretical considerations in the study of

minority student retention in higher education. In J. M. Braxton (Ed.), *Reworking the*

*student departure puzzle*. (p. 127-156). Nashville, TN: Vanderbilt University Press.

Cuellar, M., Segundo, V., & Muñoz, Y. (2018). Assessing empowerment at HSIs: An adapted

inputs-environments-outcomes model. *Association of Mexican American Educators*

*Journal, 11*(3), 84-108. <doi:http://dx.doi.org/10.24974/amae.11.3.362>

Chang, M. J., Sharkness, J., Hurtado, S., Newman, C. B. (2014). What matters in college for

retaining aspiring scientists and engineers from underrepresented racial groups. *Journal of Research in Science Teaching, 51*(5), 555-580. \*\*ARTICLE EVALUATION\*\*

**Feb 8th: Writing Day DUE: PAPER PART #1**

☺

**Feb 15th: Organizational Theory**

Gonzales, L. D., Kanhai, D., & Hall, K. (2018). Reimagining organizational theory for the

critical study of higher education. In M. B. Paulsen (Ed.), *Higher education: Handbook*

*of theory and research* (pp. 505-559). New York: Springer.

Ray, V. (2019). A theory of racialized organizations. *American Sociological Review*, *84*(1), 26-

53. [https://doi.org/10.1177/0003122418822335](https://doi.org/10.1177%2F0003122418822335)

paperson, la (2017). *A third university is possible*. University of Minnesota.

Garcia, G. A. (2017). Defined by outcomes or culture? Constructing an organizational identity for Hispanic-Serving Institutions. *American Education Research Journal, 54*(1S), 111S-134S. doi:10.3102/0002831216669779 \*\*ARTICLE EVALUATION\*\*

Garcia, G. A. (2018). Decolonizing Hispanic-Serving Institutions: A framework for organizing. *Journal of Hispanic Higher Education, 17*(2), 132-147. https://doi.org/10.1177/1538192717734289

**Feb 22nd: Campus Climate**

Hurtado, S., Alvarez, C. L., Guillermo-Wann, C., Cuellar, M., & Arellano, L. (2012). A model

for diverse learning environments: The scholarship on creating and assessing conditions

for student success. In J. C. Smart & M. B. Paulsen (Eds.), *Higher education: Handbook*

*for theory and research* (pp. 41-122). New York: Springer.

Bensimon, E. M., & Malcom, L. (Eds.). (2012). *Confronting equity issues on campus:*

*Implementing the Equity Scorecard in theory and practice*. Sterling, VA: Stylus.

(READ CHAPTERS 1, 3, & 9)

Hughes, B. E. & Hurtado, S. (2018). Thinking about sexual orientation: College experiences that

predict identity salience. *Journal of College Student Development, 59*(3), 309-326.

\*\*ARTICLE EVALUATION\*\*

**March 1st: Decolonizing Educational Settings**

Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education, & Society, 1*(1), 1-40.

Tuhiwai Smith, L., Tuck, E., & Yang, K. W. (2018). *Indigenous and* *decolonizing studies in education: Mapping the long view.* Routledge. (READ CHAPTERS 1, 6, 8, & 9)

Collins, C. S. & Mueller, M. K. (2016). University land-grant extension and resistance to

inclusive epistemologies. *The Journal of Higher Education, 87*(3), 303-331.

<https://doi.org/10.1080/00221546.2016.11777404> \*\*ARTICLE EVALUATION\*\*

DiPierto, P. J. (2016). Of huachafería, así, and m’e mati: Decolonizing transing methodologies.

*Transgender Studies Quarterly, 3*(1-2), 65-73. https://doi.org/

McKay-Cody, M. (2020). Multiply marginalized: Indigenous Deaf students’ experiences in

higher education. *JCSCORE*, *6*(1), 100-101. <https://doi.org/10.15763/issn.2642->

2387.2020.6.1.100-101

Blackwell, M., Lopez, F. B., & Urrieta, L. (2017). Special issue: Critical Latinx indigeneities. *Latino Studies*, *15*(2), 126–137. <https://doi.org/10.1057/s41276-017-0064-0>

**Mar 8th: Writing Day DUE: PAPER PART #2**

☺

**March 15th: Endarkened Feminist Theory**

Kendall, M. (2020). *Hood feminism: Notes from the women that a movement forgot.* Viking.

(READ 6 CHAPTERS THAT YOU ARE INTERESTED IN)

Anzaldua, G. (2012). *Borderlands/La Frontera: The new mestiza (3rd ed.)*. San Francisco: Aunt

Lute Books. (READ CHAPTERS 1, 2, 5, 7)

Delgado Bernal, D. (1998). Using a Chicana Feminist epistemology in educational research.

*Harvard Educational Review, 68*(4), 555-583.

Harris, J. C. & Nicolazzo, Z. (2020). Navigating the academic borderlands as multiracial and

trans\* faculty members. *Critical Studies in Education, 61*(2), 229-244.

<https://doi.org/10.1080/17508487.1356340> \*\*ARTICLE EVALUATION\*\*

Porter, C. J., Moore, C. M. Boss, G. J., Davis, T. J., & Louis, D. A. (2020). To be Black women

and contingent faculty: Four scholarly personal narratives. *The Journal of Higher*

*Education, 91*(5), 674-697. <https://doi.org/10.1080/00221546.2019.1700478>

**March 22nd: Critical Theory of Love**

hooks, b. (2001). *All about love: New visions*. William Morrow.

(READ 5 CHAPTERS THAT YOU ARE INTERESTED IN)

Brooks, D. N. (2017). (Re)conceptualizing love: Moving toward a critical theory of love in

education for social justice. *Journal of Critical Thought and Praxis, 6*(3), 102-114.

Hennegan-Martinez (2019). From punk love to compa love: A pedagogical paradigm to

intervene on trauma. *The Urban Review, 51*, 659-675.

Boveda, M. & Bhattacharya, K. (2019). Love as de/colonial onto-epistemology: A post-

oppositional approach to contextualized research. *The Urban Review, 51*, 5-25.

https://doi.org/10.1007/s11256-018-00493-z

**March 29th: Intersectionality Theory**

Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence

against women of color. *Stanford Law Review*, 1241-1299.

Cho, S., Crenshaw, K. W., & McCall, L. (2013). Toward a field of intersectionality studies:

Theory, applications, and praxis. *Signs*, *38*(4), 785-810.

Dill, B. T. & Zambrana, R. E. (2009). *Emerging intersections: Race, class, and gender in theory,*

*policy, and practice*. New Brunswick, NJ: Rutgers University Press.

(READ CHAPTERS 4 & 10).

Núñez, A. M. (2014). Employing multilevel intersectionality in educational research: Latino

identities, contexts, and college access. *Educational Researcher, 43*(2), 85-92.

Maramba, D. C., & Museus, S. D. (2011). The utility of using mixed‐methods and

intersectionality approaches in conducting research on Filipino American students'

experiences with the campus climate and on sense of belonging. *New Directions for*

*Institutional Research*, *2011*(151), 93-101.

McGuire, K. M., Cisneros, J., & McGuire, T. D. (2017). Intersections at a (heteronormative)

crossroad: Gender and sexuality among Black students’ spiritual-and-religious narratives.

*Journal of College Student Development, 58*(2), 175-197.

\*\*ARTICLE EVALUATION\*\*

**April 5th: Writing Day DUE: PAPER PART #3**

☺

**April 12th: Neo-liberalism**

Giroux, H. (2014). *Neoliberalism's War on Higher Education*. Haymarket Books.

(READ INTRODUCTION & CHAPTERS 1, 4, 5)

Shahjahan, R. A. (2014). From ‘no’ to ‘yes’: Postcolonial perspectives on resistance to neoliberal

higher education. *Discourse: Studies in the Cultural Politics of Education, 35*(2),

219-232. http://dx.doi.org/10.1080/01596306.2012.745732

DeTurk, S. & Briscoe, F. (2020). From equity and enlightenment to entrepreneurialism: An HSIs

pursuit of “tier one” status in the neoliberal era. *The Review of Higher Education, 43*(4),

967-988. \*\*ARTICLE EVALUATION\*\*

Mislán, C. & Dache-Gerbino, A. (2018). *Not* a Twitter revolution: Anti-neoliberal and antiracist

resistance in the Ferguson Movement. *International Journal of Communication, 12*,

2622-2640.

**April 19th: Critical Race Theory DUE: FINAL PAPER**

Yosso, T. J. (2006). *Critical race counterstories along the Chicana/Chicano educational*

*pipeline*. Routledge. (READ CHAPTER 1)

Bell, D. (1993). *Faces at the bottom of the well: The permanence of racism*. Basic Books.

(READ INTRODUCTION & CHAPTERS 1, 5, 7, 9)

Cabrera, N. L. (2018). Where is the racial theory in Critical Race Theory?: A constructive

criticism of the crits. *The Review of Higher Education, 42*(1), 209-233.

Cristobal, N. (2018). Kanaka ‘Ōiwi Critical Race Theory: Historical and educational context.

*Contemporaneity: Historical Presence in Visual Culture, 7*(1), 27-44. <https://doi.org/10.5195/contemp.2018.240>

**April 26th: Final Presentations**

Students will present their theoretical frameworks and visual models