

UNIVERSITY OF PITTSBURGH SCHOOL OF EDUCATION
EDUCATIONAL FOUNDATIONS, ORGANIZATIONS, & POLICY
(On the occupied land of the Adena, Hopewell, Osage, Shawnee, and Monongahela People)

EFOP 2129: Social Justice in Higher Education Settings

Fall 2021 • Monday 6:00pm – 8:40pm • Posvar 5604

Course Instructor

Gina Garcia, PhD (she, her)
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Office Hours

By appointment only
<https://go.oncehub.com/GinaAnnGarcia>

Course Description

This course is designed to expand students' understanding of their own privileged and minoritized identities around race, class, gender, socioeconomic status, sexual orientation, ability, and religion, while encouraging the development of a social justice orientation. In particular, this course draws on current theories and practical examples for addressing oppression and discrimination within postsecondary institutional contexts and challenges students to develop an orientation for praxis and liberation. Students will be required to reflect critically and thoughtfully on their own social identities while incorporating current theories and practices for liberating subjugated students and communities within higher education contexts. Furthermore, students should aim to develop future programs, policies, and practices that promote social justice.

Course Goals

- To examine the complexities of oppression and discrimination in the United States
- To explore the ways in which oppression and discrimination are manifested within higher education contexts
- To determine the pervasive effects of oppression and discrimination on educational outcomes for college students from subjugated backgrounds
- To expose students to the fundamental theories and methodologies used in exploring social justice in higher education
- To provide a critical space for discussion and dialogue around issues of social justice
- To develop and enhance a complex understanding of power and privilege and how these concepts affect college students and institutions of higher education

Course Learning Outcomes

- To develop a deeper understanding of both privileged and oppressed social identities
- To understand various dimensions of oppression (institutional, cultural, & structural)
- To understand the prevalence of oppression within postsecondary education
- To develop increased self-awareness and understanding about what it means to be a member of privileged and oppressed groups
- To enhance the skills necessary for addressing issues of oppression and discrimination within institutions of higher education
- To develop a praxis oriented approach to addressing oppression and social justice
- To understand how to apply core theories to research and practice in higher education

Required Textbooks

Bonilla-Silva, E. (2018). *Racism without racists: Color-blind racism and the persistence of racial inequality in America (5th ed.)*. Rowman & Littlefield. *FULL TEXT AVAILABLE ONLINE*

Cabrera, N. L. (2019). *White guys on campus: Racism, white immunity, and the myth of “post-racial” higher education*. Rutgers University.

Davis, T. & Harrison, L. M. (2013). *Advancing social justice: Tools, pedagogies, and strategies to transform your campus*. Jossey-Bass. *FULL TEXT AVAILABLE ONLINE*

Freire, P. (2000). *Pedagogy of the oppressed*. (30th Anniversary Edition). Continuum. *FULL TEXT AVAILABLE ONLINE*

Nicolazzo, Z. (2017). *Trans* in college: Transgender students’ strategies for navigating campus life and the institutional politics of inclusion*. Stylus. *FULL TEXT AVAILABLE ONLINE*

Sensoy, Ö. & DiAngelo, R. (2017). *Is everyone really equal? An introduction to key concepts in social justice education (2nd ed.)*. Teachers College. *FULL TEXT AVAILABLE ONLINE*

**Additional readings can be found on Canvas

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

COURSE EXPECTATIONS

Attendance:

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/n1kvt9zYvCZAKU54A> which can also be found on Canvas. Keep in mind that excess absences can affect your learning.

Religious Observances:

Students can and should miss class to observe religious holidays not formally recognized by the University. Please use the same link for submitting absences. The provost's policy on religious observance and other religious resources can be found here:

<https://www.diversity.pitt.edu/diverse-populations/religious-resources>

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 Services:

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 accommodations, you are welcome, but not required, to contact Disability Resources and Services (DRS) located at 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ALS users. Dis/abilities are diverse, ranging from physical and mental to psychological and emotional, all of which can affect learning. Consider discussing reasonable accommodations for this course with me at any point in the course. Please note, you are not required to have documentation of a dis/ability to receive accommodations.

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: (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. Bystanders should also be aware of resources available. <https://www.diversity.pitt.edu/civil-rights-title-ix/resources-and-support-services/confidential-resources>

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: <http://www.titleix.pitt.edu/report-0>

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, non-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/>

Cases of discrimination and harassment based on protected identities should be reported to the Title IX office <https://www.diversity.pitt.edu/civil-rights-title-ix/make-report/report-form>

I encourage graduate students to be aware of all services available through the Office of Diversity & Inclusion <http://www.diversity.pitt.edu/>

Technology:

To fully participate in class, you will need access to the Internet and computer hardware. 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> You are welcome to use laptops and tablets in class. During class, please respect for the learning environment and use cell phones, social media, and messaging services sparingly.

Graduate Student Resources & Wellness:

I am committed to supporting graduate students and understand that graduate students have different needs than undergraduate students. There are a number a resources available here: <https://www.gradstudents.pitt.edu/> including academic and research services. I encourage you to become familiar with health and wellness services, especially if you are experiencing stress or need emotional support: <https://www.gradstudents.pitt.edu/healthwellness>

Course Grades:

To decenter grades and elevate learning, development, and well-being, all students will be asked to assess their own learning throughout the semester. In collaboration with the professor, all students will decide their final grade.

Language & Translanguaging:

Students are encouraged to use any language or form of communication they feel comfortable using, both in class and in their assignments. Multilingualism is valued and embraced in this course. In class, students are welcome to use multiple languages and forms of communication but asked to be considerate of the language and communication abilities of others by “loosely translating” or “interpreting” so that all can understand. In assignments, students are *not* required to translate or interpret language; students should feel comfortable flowing through languages as a natural form of expression. Various forms and dialects of English are also considered dimensions of translanguaging and can be used.

COVID19 Guidelines:

COVID19 continues to be a concern for us all, both on and off campus. In fall 2021, the University will continue to require face coverings indoors, including during classes. Please wear a face covering that covers your nose and mouth while in class. If this presents an issue for you, please contact me directly. Although most physical distancing restrictions have been lifted, the University will continue to clean and sanitize all classrooms and common spaces throughout the day.

Importantly, if you feel sick, even if you are fully vaccinated against COVID19, I ask that you stay home from class until you feel better. You will not be penalized for missing class or an assignment deadline due to any illness. Although the University will not support hybrid course offerings in fall 2021, I am committed to your learning and will ensure learning will not be disrupted.

COURSE ASSIGNMENTS

Class Participation

Due: Weekly

Students are expected to read all assigned readings prior to class and to participate in discussion. Active participation is crucial to meeting the objectives of this course and will benefit all students. As a 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. Regardless of background, social identities, and level of experience talking about issues of oppression, all students should raise questions, challenge the readings, and discuss uncertainties on a weekly basis. Students are also encouraged to respectfully disagree with one another, as this will enhance the conversation and increase learning. Class participation includes the following:

1. Weekly Reaction Papers:

Each week students are expected to 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 work 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 reaction papers:

1. What are one or two main themes in the weekly readings?
2. What are the main areas of convergence/divergence across the readings?
3. What are the key ideas, concepts, and/or issues embedded in the readings?
4. What did you find interesting, surprising, or intriguing about the readings?
5. What are your critiques of the ideas presented by the author(s)?
6. In what ways can you use the ideas and concepts in your practical work within educational settings or within your own research?
7. What questions remain unanswered after this week's readings?

2. In-class Discussion:

Due to the nature of this course, in-class participation is necessary for meeting the objectives of the course. Students should ask questions, make comments, and/or develop strong arguments during class discussions. Weekly attendance and active participation are encouraged.

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

Due: Varies

As professionals working in diverse higher education contexts, students should be aware of current events and the impact that they may have on your work and the students you are working with. To this end, students will present on a current event (defined as an event that occurred **within the last 3 years**) that is related to one of the course topics. Current events should come from one of the following periodicals:

- *The Chronicle of Higher Education*
- *Huffington Post*
- *New York Times*
- *Diverse Issues in Higher Education*
- *Hispanic Outlook in Higher Education*
- *Black Issues in Higher Education*
- *Insider Higher Ed*

One student each week will present their current event. **Presentations should be 30 minutes long** and should provide an overview of the current event and clearly explain the connections to the weekly topic and issues raised in the readings. Presentations are intended to raise important questions for the class and incite meaningful discussion. Presenters should not “lecture,” but instead should be creative in the delivery of the current event and should interact with course participants. This may include engaging activities, interactive media, or clips from relevant podcasts. Presentations should have a formal component (i.e., PowerPoint, Keynote, Prezi presentation) and incite discussion.

All students should sign up for a current event week by clicking on this link, also found in Canvas:

https://docs.google.com/spreadsheets/d/1Riir7js_kXWVYccaEEem1qzLB0gwfZ90ZN3NbredW6tk/edit?usp=sharing

*Upload **formal presentation** (as file or link) to Canvas to complete assignment.

Upload a **link to the current event to Canvas for students to access (as a “**pinned discussion**”)

***Current event leaders are not required to submit a reaction paper on the week they present but should review all posts and incorporate their peers’ reactions in their presentation.

Social Justice Book Report

Due: Varies

There is power that novels written by people of color at the intersection of multiple identities can have that is often lost in academic writing. As such, students are asked to read a young adult book to learn more about contemporary issues that people of color and their communities are facing (e.g., health, education, gender identity, immigration, deportation, racism, anti-Blackness, discrimination, etc.). Each student will pick a young adult book from the list of books (others may be included with instructor approval) and develop a critical summary. They will also work with one other student who read the same book to develop a visual representation of the book and discuss the book in a “Red Table Talk” format.

1. Pick a Book:

Dear Martin. By Nic Stone

The Truth Is. By NoNieqa Ramos

Felix Ever After. By Kacen Callender

Like a Love Story. By Abdi Nazemian

Patron Saints of Nothing. By Randy Ribay

You're Welcome, Universe. By Whitney Gardner

2. Develop a Critical Summary:

Each student should read and develop their own summary of the book, discussing how the book has extended their knowledge of contemporary social justice issues. Though not all the books touch on educational experiences, students are encouraged to talk about how the experiences described in the book affect educational aspirations and success. Summaries should be **3-4 pages, double-spaced**. Although references are not required for the summary, students are encouraged to connect the book to the course readings, which may require some scholarly citations. The following questions can be used to develop the critical summary:

1. Who is the author and what are their core or salient identities?
2. Who are the main characters and what are their core or salient identities?
3. Which contemporary social justice issues are embedded in the book?
4. What current events are embedded within the book?
5. How does the book incorporate race and other intersectional identities?
6. How can you use the book in your own educational praxis?
7. What are your critiques of the book?

3. Create a Visual Representation:

In addition to the written summary, students will work with one peer who read the same book to develop a **1-page visual representation** of the book, using any program of their choice (Adobe, Canva, PowerPoint, Prezi, etc.). The visual representation will be shared with classmates and should include the same ideas discussed in the summaries, but in a more creative way. Students are encouraged to use pictures, call out boxes, and other ways to share information with fewer words. This visual representation is the graduate level version of a “book in a box” or “book diorama” and may include hyperlinks to videos, YouTube clips, etc. that may further learning.

4. Participate in “Red Table Talk” Discussion:

The final part of the assignment is to discuss the book and visual representation in class with one peer who read the same book. On the designated date listed in the Course Outline, both students should be prepared to discuss the book in an informal **20-30 minute discussion** guided by the visual representation.

*The critical summary, visual representation, and red table talk discussion are all due on the designated date listed in the Course Outline. Student can sign up here:
https://docs.google.com/spreadsheets/d/1Riir7js_kXWVYccaEEmlqzLB0gwfZ90ZN3NbredW6tk/edit?usp=sharing

*Upload **critical summary** (as file or link) to Canvas to complete assignment.

Upload **visual representation to Canvas for students to access (as a “**pinned discussion**”)

Inspired by Laura Rendon's book, *Sentipensante*, and combined with digital storytelling, students will be expected to create a digital *cajita* (box) that tells a story about what they bring to campus, their job sites, and the field of higher education/student affairs. As a goal of the class, students should gain a deeper self-awareness of who they are as people within various social identity groups. The assignment will allow them to do this while illustrating a holistic approach to education that seeks to answer questions about the tangible and intangible aspects of their identities that they bring to their work. Furthermore, the assignment should allow students to answer how these elements influence their experiences in working in higher education settings. Each student will create a digital *cajita* that conveys who they are as a person. The digital *cajita* can reflect values, heritage, culture, background, hometown, or anything that the student feels is worth sharing with others. Each student will present in class and participate in a discussion to explore the practical application of a deeper understanding of self when it comes to working with students in higher education settings.

1. Write a Critical Reflection

The first step in creating the digital *cajita* is to develop and submit a critical reflection that addresses the following:

1. Your evolving understanding of self as an individual and as member of one or more privileged and/or minoritized groups; consider multiple versions of self (intersecting identities)
2. Explore your lived experiences and the socio-cultural influences on your positioning within society, particularly as a privileged and/or minoritized person.
3. The significance of bringing your background and experiences into your work as a student affairs/higher education professional
4. Your understanding of the issues addressed in the weekly readings as they relate to your understanding of self; consider the ways in which the readings have made you more aware of who you are.

The reflection paper should be **5 pages, double-spaced** (not including references), should use proper APA format, and should include **at least six scholarly sources (including readings from class)**. Reflection papers are due on **Oct 25th**.

2. Collect Cultural Artifacts for Digital Cajita

Based on your critical reflections, begin collecting cultural artifacts that provide a visual or audio dimension to your story. These items can consist of:

- Digital/print images (e.g., photos, advertisements)
- Written text (e.g., poetry, quotes)
- Audio sources (music, spoken word)
- Media clips (television, movies, news stories)
- Personal familial sources
- Popular cultural references (social media, YouTube)

Collect an assortment of items that you can filter for your final product (more is better). Be creative, as creative expressions of self will help to link information found in weekly readings to social realities experienced daily.

3. Create Digital Cajita

Using content from critical reflections and collection of cultural artifacts, students will create a **5-7 minute digital package** reflecting the themes addressed in the critical reflection. **Digital cajita presentations are due on Oct 25th**. The digital presentation will serve as an illustration of personal observations, experiences, ideas, and critical questioning around ways in which lived experiences influence personal perceptions of self and social positioning. Students are free to include any form of visual or audio media within their collection. Remember, digital stories are more engaging with the inclusion of some form of audio narration describing the student's perspective.

Students are welcome to use any software that they prefer and feel comfortable with. They may also contact the School's Educational Technology Services department for help. Common software packages used to develop the digital cajita include:

- Microsoft PowerPoint (most familiar software)
- iMovie (included with Apple OS X)
- MovieMaker (included with Windows XP)
- Microsoft Photo Story (free for Windows XP and newer at www.microsoft.com)
- Panopto (available in myPitt)
- Adobe Spark (<https://spark.adobe.com/templates/infographics/>)
- Piktochart (<https://piktochart.com/formats/infographics/>)
- Canva (<https://www.canva.com/templates/>)

Additional Helpful Links for Digital Storytelling

<https://digitalstorytelling.coe.uh.edu/>

<http://www.storycenter.org/>

*Upload digital cajita (as file or link) to Canvas for students to access (as a “**pinned discussion**”)

An important aspect of becoming a social justice educator is developing praxis-oriented action. Grounded in Freire's concept of praxis, students will engage in reflective action as part of their journey to becoming social justice educators, allies, and co-conspirators. This will also help students think about how to apply the course concepts and theories to a practical setting.

For this project, students will engage with local community organizations throughout the semester to learn with and from activists and organizers. Engagement is broadly defined so that each student can create their own experience but could include volunteering with the organization, interviewing the founders and leaders of the organization, developing a project or program with the organization, etc. Students should pick at least one local community organization working for justice for people of color and/or people with minoritized identities. There are many organizations in the Pittsburgh area, but here are a few to consider:

<https://www.1hood.org/>

<https://www.sisterspgh.org/>

<https://newvoicesrj.org/>

<https://www.ourschoolspittsburgh.org/about-a-plus-schools>

1. Submit Proposal

Students should submit a **1-page, single-spaced proposal** outlining their engagement activities by **October 4th**. In the proposal include the name of the organization, the contact person, and contact information (website, social media, phone, etc.). Also list plans for engagement.

Consider various dimensions of empowerment and liberation, objectives and purpose of the engagement, site or context of the project, and questions or issues you may be grappling with.

*Due to on-going COVID19 concerns, engagement may be virtual & socially distant.

2. Engage & Act

Students should complete their proposed engagement activities throughout the semester. Student may also work in teams or small groups. This should, however, be reflected in the proposal.

3. Reflect

Students should write a **3-5 page reflective paper** about their experience by **December 13th**. The paper should be **double-spaced** (not including references) and should include **scholarly sources** as needed. APA is not required but can be used. Questions to consider in the reflection:

1. Who are you and what are your social identities?
2. What is the organization and why did you choose to work with it?
3. Describe the organization's history and current advocacy.
4. What engagement activities did you complete?
5. What did you learn?
6. What was surprising?

4. Present

Students should make an **8-10 minute presentation** about their social justice & action project on **December 13th**.

COURSE SCHEDULE

August 30th Introduction to the Course

Anzaldúa, G. E. (2002). “now let us shift...the path of conocimiento...inner work, public acts.” In G. E. Anzaldúa & A. Keating (Eds.), *this bridge we call home: radical visions for transformation* (pp. 540- 578). Routledge.

Sensoy, Ö. & DiAngelo, R. (2017). *Is everyone really equal? An introduction to key concepts in social justice education* (2nd ed.). Teachers College. (CH 1-5)

September 6th Labor Day (No Class)



September 13th Social Justice & Oppression

Davis, T. & Harrison, L. M. (2013). *Advancing social justice: Tools, pedagogies, and strategies to transform your campus*. Jossey-Bass (CH 2, 4, 8)

Kumashiro, K. K. (2000). Toward a theory of anti-oppressive education. *Review of Educational Research*, 70(1), 25-53.

de Oliveira Andreotti, V., Stein, S., Ahenakew, C., & Hunt, D. (2015). Mapping interpretations of decolonization in the context of higher education. *Decolonization: Indigeneity, Education & Society*, 4(1), 21-40

**Current Event #1

Sept 20th Social Justice & Oppression

Freire, P. (2000). *Pedagogy of the oppressed*. (30th Anniversary Edition). Continuum (CH 1-4)

**Current Event #2

**Current Event #3

Sept 27th In Solidarity: Becoming Allies & Co-Conspirators

Reason, R. D., Roosa Millar, E. A., & Scales, T. C. (2005). Toward a model of racial justice ally development. *Journal of College Student Development*, 46(5), 530-546.

<https://doi.org/10.1353/csd.2005.0054>

Edwards, K. E. (2006). Aspiring social justice ally identity development: A conceptual model. *NASPA Journal*, 43(4), 39-60.

Gaztambide-Fernández, R. A. (2012). Decolonization and the pedagogy of solidarity. *Decolonization: Indigeneity, Education, & Society*, 1(1), 41-67.

Love, B. L. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Beacon Press. (Ch 5) *FULL TEXT AVAILABLE ONLINE*

Talusan, L. (2020, May). Recommitting to Shared Liberation. <http://www.lizatalusan.com/to-loosen-the-mind/2020/5/2/recommitting-to-shared-liberation>

**Current Event #4

October 4th Whiteness & White Immunity

Cabrera, N. L. (2019). *White guys on campus: Racism, white immunity, and the myth of “post-racial” higher education*. Rutgers University. (CH 1-5)

Gusa, D. L. (2010). White institutional presence: The impact of Whiteness on campus climate. *Harvard Educational Review*, 80(4), 464-489.

Podcast: *The White Comrades and Anti-Racism*. Groundings. <https://groundings.simplecast.com/episodes/the-white-comrades-and-anti-racism>

**Current Event #5

***DUE: Social Justice & Action Proposal**

October 11th Race & Racism (Color-neutral Racism; Structural Racism)

Bonilla-Silva, E. (2018). *Racism without racists: Color-blind racism and the persistence of racial inequality in America (5th ed.)*. Lanham, MD: Rowman & Littlefield. (CH 2 & 3)

Sensoy, Ö. & DiAngelo, R. (2017). *Is everyone really equal? An introduction to key concepts in social justice education (2nd ed.)*. Teachers College. (CH 8)

Patton, L. D. (2016). Disrupting postsecondary prose: Toward a critical race theory of higher education. *Urban Education*, 51(3), 315-342.

Dowd, A. C. & Bensimon, E. M. (2015). *Engaging the “race question”: Accountability and equity in U.S. higher education*. Teachers College. (CH 6).

Podcast: *Bonus Episode - Celebrate Indigenous People’s Day, Not Columbus*. All My Relations. <https://www.allmyrelationspodcast.com/podcast/episode/4ac24f5c/bonus-episode-celebrate-indigenous-peoples-day-not-columbus>

**Current Event #6

**Book Report Red Table Talk #1

Oct 18th Race & Racism (Microaggressions)

Yosso, T. J., Smith, W. A., Ceja, M., & Solórzano, D. G. (2009). Critical race theory, racial microaggressions, and campus racial climate for Latina/o undergraduates. *Harvard Educational Review*, 79(4), 659-690.

Desai, S. R., & Abeita, A. (2017). Institutional microaggressions at a Hispanic Serving Institution: A Diné (Navajo) woman utilizing Tribal Critical Race Theory through student activism. *Equity & Excellence in Education*, 50(3), 275-289.
<https://doi.org/10.1080/10665684.2017.1336498>

McGee, E. O. & Stovall, D. (2015). Reimagining critical race theory in education: Mental health, healing, and the pathway to liberatory praxis. *Educational Theory*, 65(5), 491-511.

Smith, W. A., Allen, W. R., Danley, L. L. (2007). “Assume the position...you fit the description”: Psychological experiences and racial battle fatigue among African American male colleges students. *American Behavioral Scientist*, 51(4), 551-578.
<https://doi.org/10.1177/0002764207307742>

Davis III, C. H. F. (2020, July). Op-ed: If Black lives matter to colleges, they’ll divest from campus policing. Los Angeles Times. <https://www.latimes.com/opinion/story/2020-07-09/campus-police-divestment-racism>

**Current Event #7

**Book Report Red Table Talk #2

Oct 25th DIGITAL CAJITAS

***Due: Digital Cajitas Presentations & Critical Reflections**

November 1st Gender, Transgender, Genderism, & Sexism

Nicolazzo, Z. (2017). Trans* in college: Transgender students’ strategies for navigating campus life and the institutional politics of inclusion. Stylus. (CH 1-4)

Sensoy, Ö. & DiAngelo, R. (2017). *Is everyone really equal? An introduction to key concepts in social justice education (2nd ed.)*. Teachers College. (CH 7)

Jourian, T. J. (2015). Evolving nature of sexual orientation and gender identity. In D-L. Stewart, K. A. Renn, & G. B. Brazelton (Eds.). *New Directions for Students Services: Gender and Sexual Diversity in U.S. Higher Education: Contexts and Opportunities for LGBTQ College students*. (pp. 11-23).

Cannella, G. S. & Salazar Perez, M. (2012). Emboldened patriarchy in higher education: Feminist readings of capitalism, violence, and power. *Cultural Studies*, 12(4), 279-286.

Podcast: *Black Trans Lives Matter*.

<https://www.wnycstudios.org/podcasts/nancy/episodes/nancy-podcast-black-trans-lives-matter>

**Current Event #8

**Book Report Red Table Talk #3

November 8th Sexual Orientation & Heterosexism

Pharr, S. (2004). Homophobia: A weapon of sexism. In L. Heldke, & P. O'Connor (Eds.), *Oppression, privilege, & resistance: Theoretical perspectives on racism, sexism, and heterosexism* (pp. 259-274). McGraw-Hill.

Berube, A. (2003). How gay stays White and what kind of white it stays. In M. S. Kimmel, & A. L. Ferber (Eds.). *Privilege: A reader* (pp. 253-283). Westview Press.

Miller, R. A. & Vaccarro, A. (2016). Queer student leaders of color: Leadership as authentic, collaborative, culturally competent. *Journal of Student Affairs Research & Practice*, 53(1), 39-50. <https://doi.org/10.1080/1949651.2016.1087858>

Strayhorn, T. L. (2014). Beyond model minority myth: Interrogating the lived experiences of Korean American gay men in college. *Journal of College Student Development*, 55(6), 586-594. <https://doi.org/10.1353/csd.2014.0059>

Pena-Talamantes, A. E. (2013). Empowering the self, creating worlds: Lesbian and Gay Latina/o college students' identity negotiation in figured worlds. *Journal of College Student Development*, 54(3), 267-282. <https://doi.org/10.1353/csd.2013.0039>

Podcast: *Behold! Black Lesbian Jewels, Ambiamorous Baes, and Breaks*. QueerWOC. <https://queerwoc.com/post/182571189391/on-this-episode-your-favorite-black-queer>

**Current Event #9

**Book Report Red Table Talk #4

November 15th Class & Classism

Sensoy, Ö. & DiAngelo, R. (2017). *Is everyone really equal? An introduction to key concepts in social justice education* (2nd ed.). Teachers College. (CH 10)

Lee, M.E. (2011). Maybe I'm not class-mobile, maybe I'm class-queer: Poor kids in college, and survival under hierarchy, 85-92.

<https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2011/02/Maybe%20I'm%20not%20classmobile.pdf>

Smith, L., Foley, P. F., & Chaney, M. P. (2008). Addressing Classism, Ableism, and Heterosexism in counselor education. *Journal of Counseling and Development*, 86(3), 303-309.

Cole, E. & Omari, S. R. (2003). Race, class, and the dilemmas of upward mobility for African Americans. *Journal of Social Issues*, 59(4), 785-802.

Pascale, C-M. (2001). All in a day's work: A feminist analysis of class formation and social identity. *Race, Gender, & Class*, 8(2), 34.

Podcast: *Why college won't fix poverty*. HuffPost. https://www.huffpost.com/entry/podcast-why-college-wont_b_11427686

**Current Event #10

**Book Report Red Table Talk #5

November 22nd Native American Recognition (No Class)

Podcast: *ThanksTaking or ThanksGiving?* All My Relations Podcast.

<https://www.allmyrelationspodcast.com/podcast/episode/4a4fe11b/thankstaking-or-thanksgiving>

November 29th Ability, Ableism, and Dis/ability Justice

Sensoy, Ö. & DiAngelo, R. (2017). *Is everyone really equal? An introduction to key concepts in social justice education (2nd ed.)*. Teachers College. (CH 6)

Evans, N. J., Broido, E. M., Brown, K. R., Wilke, A. K. (2017). *Disability in higher education: A social justice approach*. San Francisco, CA: Jossey-Bass. *FULL TEXT AVAILABLE ONLINE* (READ INTRODUCTION & CONCLUSION ONLY)

Annamma, S. A., Connor, D., & Ferri, B. (2012). Dis/ability critical race studies (DisCrit): Theorizing at the intersections of race and dis/ability. *Race Ethnicity and Education*, 16(1), 1-31.

Stapleton, L. (2015). When being Deaf is centered: d/Deaf Women of Color's experiences with racial/ethnic and d/Deaf identities in college. *Journal of College Student Development*, 56(6), 570-586.

10 Principles of Disability Justice:

https://static1.squarespace.com/static/5bed3674f8370ad8c02efd9a/t/5f1f0783916d8a179c46126d/1595869064521/10_Principles_of_DJ-2ndEd.pdf

Resources: <https://www.disabilityintersectionalitysummit.com/access-is-love>

Podcast: *Equity, ADHD, and 3e*. Neurodiversity Podcast.

<https://neurodiversitypodcast.com/home/2021/3/18/episode-80-equity-adhd-and-3e>

**Current Event #11

**Book Report Red Table Talk #6

December 6th Religious Oppression, Settler Colonialism, & Politics

Seifert, T. (2007). Understanding Christian privilege: Managing the tensions of spiritual plurality. *About Campus*, 12(2), 10-17.

Berlet, C., Cash, D., & Planansky, M. (2014). *Constructing campus conflict: Antisemitism and Islamophobia on U.S. college campuses, 2007-2011*. Somerville, MA: Political Research Associates. (READ PAGES 1-41 ONLY)

Goodman, K. & Mueller, J. (2009). Invisible, marginalized and stigmatized: Understanding and addressing the needs of atheist students. In Watt, S., Fairchild, E. & Goodman, K. (Eds.), *Intersections of religious privilege: Difficult dialogues and student affairs practice, New Directions for Student Services*, (No. 125, pp. 55-63). Jossey-Bass.

Fernandez, J. (2017). Structures of settler colonial domination in Israel and in the United States. *Decolonization: Indigeneity, Education, & Society*, 6(1), 29-44.

Podcast: *Why is it so hard to talk about Israel?* NPR Code Switch.

<https://www.npr.org/transcripts/704861975>

**Current Event #12

December 13th SOCIAL JUSTICE & ACTION

***DUE: Social Justice & Action: Reflection & Presentation**