

Linda DeAngelo, PhD – Instructor [deangelo@pitt.edu](mailto:deangelo@pitt.edu)

## EFOP 3153 – Research Perspectives on Diversity, Equity, and Inclusion in Higher Education

*The University of Pittsburgh occupies land that was once the home to the Adena culture, the Hopewell culture, and the Monongahela peoples, among others. We honor the legacies of these cultures and the many Indigenous people who call this land home - past, present, future.*

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Term: Fall 2021  
Schedule: Thursdays 3:00 PM – 5:40 PM 5405 Posvar Hall  
Office Hours: By appointment at <https://go.oncehub.com/LindaDeAngelo>

I welcome you to meet with me and contact me outside of our class time together. You can schedule a meeting with me using the above link. If there isn't a time available there or a time that works, please email me, and let me know and we can set up an alternate time. I am also happy to grab coffee, lunch or just have a quick chat too if meeting informally rather than formally works better for you. Just reach out and we can get something set up.

### **Course Description**

This course addresses the key dimensions in the study of diversity, equity, and inclusion within the U.S. higher education system. As a doctoral level course, we will focus on theoretical, methodological, and empirical bodies of literature that have been used to study racialized, gendered, and minoritized groups within higher education. Using a critical and socio-historical lens, we will examine individual, structural, and societal dimensions of power and oppression to understand their pervasive implications for diverse groups within educational systems. Students will gain a solid foundation for understanding both the historical progression of research on minoritized groups and contemporary approaches to the study of diversity, equity, and inclusion in higher education.

### **Course Purpose and Learning Outcomes**

Our co-developed course will focus on discussion and engagement with the weekly readings to advance our individual and collective liberatory praxis. We will supplement our weekly discussion of the readings with invited guest speakers who will engage us around their personal epistemological, ontological, and methodological work as they invite us to consider how we might advance the development of our own approaches to how we engage in our work. It is expected that will become stronger theoretically and methodologically as we engage in this work together and that as a result we will be stronger and more independent scholars. We must give

one another grace. There will be areas of the course in which some of us have more prior knowledge and experience to draw upon the others. Foundational knowledge is something we share with one another in this course. Each of us brings a wealth of knowledge which will enrich the learning environment. In addition to being present for each class meeting, it is important that all of us come prepared, having read all the assigned readings for the week, and having completed the weekly reaction papers. Please remember, that participation is not all about quantity, quality is also important. Quality engagement in the class sessions fosters the growth, understanding, and learning of everyone in the course and allows us to connect concepts to one another and deepen our knowledge.

The course learning outcomes:

- 1) Students will understand the various dimensions of diversity in higher education and the scope of DEI work
- 2) Students will understand how oppression manifests within HE spaces, and that power and oppression need to be considered in the work that is taken up in their praxis
- 3) Students will examine and understand the application of theories (mainly critical), methodologies, and stances in DEI work
- 4) Students will have built and articulated a personal stance for their scholarly praxis
- 5) Students will have identified sources of hope for transformative social change in higher education

### **Assignments**

Class Discussion	10%
Weekly Reaction Papers	20%
Leading Class Discussion/Building Syllabus	35%
Positionality/Personal Scholarship Stance Paper	35%

### **Assignment Descriptions**

#### **Class Participation:**

This course requires active engagement from each one of us to be successful. In fact, for us to accomplish the learning outcomes set out for the course, active engagement during our class sessions is critical. Although we might all have times when we wish we could have prepared more, active participation includes coming to class prepared - have thoroughly read the readings for the week, engaged deeply in preparation through the weekly reaction paper, and thoroughly prepared to lead discussion (if it is a week in which we are assigned to lead). Our work together will be more insightful, thoughtful, and critical when we are prepared. Regardless of your background and level of experience in engaging with the topics of this course, we must each raise questions, challenge and think critically about the readings, and discuss our tentative understandings and uncertainties each week.

### Weekly Reaction Papers:

Weekly reaction papers are due each week – beginning in Week 3 – *Positionality and Ethical/Political Stances in Research*. As you engage in the readings work to establish connections between key concepts, theories, and methods and reflect on the ways that these can be used in your own scholarly praxis. To facilitate critical discussion, and thoughtful reflection, you will write and submit a reaction paper every week. Your paper should be 1 page, single-spaced (references to the text not required but if you bring in outside texts, they must be cited using APA) and should include reactions, ideas, and questions about the weekly readings. These papers are not summaries of the readings. Instead, you will want to integrate and synthesize all the weekly readings into one thoughtful reaction paper. The following questions may be helpful to you as you develop your 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 do you find interesting, surprising, or intriguing about the readings?
5. What are your critiques of the ideas presented by the authors?
6. How do the readings challenge you as you think about your own positionality, ontological, epistemological, and methodological choices?
7. How might you use the ideas and concepts in the readings in our own scholarly praxis?
8. What questions remain unanswered after this week's readings?

Reaction papers are due every Tuesday by 11:59 PM and will be posted through Canvas. All of us will need to access and review the papers prior to each class meeting as we continue to prepare for our discussion.

Please note that discussion leaders are not required to submit a reaction paper in the weeks in which they will lead discussion.

### Leading Class Discussion:

Each of you will select several course sessions in which you will be responsible for leading the discussion of the readings. Please use the weekly reaction papers as a guide for developing your discussion route through the readings. To assist you in facilitating the discussion, you will develop a list of key questions you want discussed (see examples below). In weeks in which we do not have a guest speaker you will also develop a presentation related to the topic of the week. This presentation should include a current even or case study that provides a relevant example of the topic of the week to deepen our engagement in the topic. Presentation should provide an overview of the current

Example of guided questions for discussion for a week that is devoted to reading about diversity and student success –

Discussion question:

- 1) When the author's use the term diversity what are they refereeing to? What do you refer to when you use this term?

- 2) How are the metrics of access, retention and equity applied in the readings? What do they say about the value of diversity as it has been defined by the author? How is asset-based language applied? Is it?
- 3) What do the readings offer about why diversity should be cared about? What do you make of how the value of diversity is derived?
- 4) How do the authors posit we will know when educational outcomes are equitable? What does how the conceptualize say about how equity is defined? What challenges might you offer?

*Autobiographical Paper (who are you as a DEI scholar... from where do you enter):*

This assignment is designed to allow you to engage deeply in developing an understanding of your personal identity as a scholar and the epistemological perspective you bring to your work. Your perspectives frame your entire scholarly process from how you frame problems to how you reach conclusions and recommendations. As Morris and Parker (2019) discuss one's identities, background, and experiences shape how they understand and approach their work and need to be considered as an essential part of the research process.

This paper will serve as an autobiography in which you allow yourself considerable space to share your story – its full connections to the personal and your ways of knowing as it relates to your scholarly work. This is an opportunity to share about the choices you are making – the ways you refuse, center, engage, and avoid in your work. Make this meaningful to you, but know that it is personal and can be fraught emotionally – you may, for instance, experience intense trepidation and at the same time joyful hopefulness as you engage in this work. Interwoven in your autobiography is the discussion of the ontological, theoretical, and methodological choices you are making. The expectation is that your final submission will be between 10 to 15 pages, not including references. You must bring into your narrative the work of the scholars you call upon and must cite them using APA style.

If you get stuck, please use the following questions to assist you in developing your work. Your job though is not to answer these questions but rather to use them for reflection as you develop your narrative in whatever form it takes. (Please note this list of questions is not comprehensive but rather offered as ways into beginning your journey into this work. This set of questions is borrowed from Dr. Gunzenhauser from a similar assignment from the “Ways of Knowing” course.)

- 1) What is reality? How do you know? For you, what is the distinction between reality and individuals' perception of it?
- 2) How would you define the term “knowledge”? What counts as knowledge? What is worthwhile to research?
- 3) What about your background, experiences, and identity affects how you view the world, what you know, and what interests?
- 4) What is true? Is it coherent (is something true because it seems to hang together with other things that are true?), correspondent (is something true because it

- seems to map onto something we can touch?), contextual (is something true because a group says that it's true)?
- 5) How should research participants be treated? What is appropriate for a researcher to do to help a research participant achieve his or her goals?
  - 6) How do you determine what is worthwhile to study?
  - 7) What is your world view? What is the nature of social interaction? What is the relationship between individual choice and structural determination?
  - 8) How do you see research in relation to professional practice? What role should research play in education (or another human service field)?
  - 9) What is the right conduct of research? What should its goal be? More particularly, what research goals would you like to pursue?

Assignment dates to note:

10/28 – Prior to the start of class – submit a partial or full draft to the instructor (on Canvas) and to one peer in the class

11/18 – Prior to the start of class – submit the full draft submitted to instructor (on canvas) and to one peer in the class

12/16 – Final autobiographies due by 11:59 PM at the latest

Note that on 10/28 and 11/18 30 minutes of class time will be aside for sharing and peer feedback on the drafts.

I asked Dr. McCambly whose autobiography I shared with you for some guidance she might offer to you as you engage in this work. She offers:

These two sentences from a piece I found particularly inspiring by Philip, Bang, and Jackson (2018) could be used for some guideposts... you can see how my chapter answers almost each part of their point:

"We call on those of us who intend to publish in this journal to more clearly attend to the ways in which the for what, for whom, and with whom of teaching and learning are necessarily intertwined with the how of learning—an effort that asks us to carefully examine and address the cultural and political contexts and consequences of our scholarship"

" For what, for whom, and with whom press us to specify the theories of equity and justice that explicitly and implicitly undergird our research, from the steps leading to design to our continued commitments after the publication of our findings (Bang & Vossoughi, 2016). They call on us to explicate how our scholarship seeks to understand and address hierarchical relationships of power in research settings, informal learning environments, classrooms, schools, communities, and/or society. The political contexts and consequences of our research will certainly look different across the range of scholarship represented

in this journal, but these dynamics certainly exist in any context and we need to grapple with them explicitly (Esmonde & Booker, 2016)."

citation: Thomas M. Philip, Megan Bang & Kara Jackson (2018) Articulating the "How," the "For What," the "For Whom," and the "With Whom" in Concert: A Call to Broaden the Benchmarks of our Scholarship, Cognition and Instruction, 36:2, 83-88, DOI: 10.1080/07370008.2018.1413530

## References

Morris, J. E. & Parker, B. D. (2019). CRT in education: Historical/archival analyses. In J. T. DeCuir-Gunby, T. K. Chapman, & P. A. Schutz (Eds.) *Understanding Critical Race Research Methods and Methodologies: Lessons from the Field*. Routledge.

### **Assessment and Evaluation**

This is a doctoral-level course and as such original work that shows broad understanding of the field, an advanced grounding in the literature or other evidence to support one's thesis and claims is expected. Doctoral-level work is clearly, and compellingly presented, with a well-organized logical flow of ideas and information, and proper attribution of sources. Doctoral-level work should meet or exceed assignment guidelines and show critical engagement with course concepts, readings, activities, and assignments. Doctoral-level writing follows conventions for correct spelling, grammar, punctuation, usage, and sentence and paragraph construction without excessive use of jargon. Writing must follow APA 7<sup>th</sup> Edition Guidelines. You should expect to do independent work beyond the materials offered in the course to acquire the foundational and background knowledge you may need to get the most out of the course and its application to your work.

All of you should expect to earn A grades in this course as long as you complete all of the assignments and discussions you take on. If your work isn't up to A level, I will offer feedback designed for you to engage further with the work to bring it up to that level. For written work this may require that you revise and resubmit. For work we do together in class I will meet with you and discuss how you might improve as the class continues and will watch to see how you take up the feedback as the class continues.

"A" work signifies work that clearly exceeds expectations. Written work falling into the category is insightful and demonstrates clarity of purpose, coherence of organization, and communication. For participation in class and leading class discussion, it is not only about the amount of participation, but participating in a way that demonstrates having prepared for the class session and consistency in having thought critically about the material.

### **Basic Writing Guidelines for Course Assignments**

All written work must use Times New Roman 12" font and have 1" (normal) margins throughout. Written work must conform to APA citation style guidelines. All assignments/papers

will be turned in through Canvas and must be uploaded as Microsoft Word documents by the deadlines that are provided for each assignment.

**Statement of Instructor Position in Course**

My hope is that we build a space of intellectual inquiry where discussion and critical reflection are normative and where we all are empowered as leaders in the learning process. I have high expectations for student achievement and have a strong belief in the potential each of you to succeed. This belief in each your potential to succeed centers all my interactions with you both inside and outside of the classroom. I am committed to anti-racist, non-sexist, non-classist, non-heterosexist and affirming pedagogy. I will get this wrong at times and know that often, you will teach me in these moments. Know that I will listen and take on the areas where I might grow.

**Readings / Resources**

***Required Texts:***

DeCuir-Gundy, J. T., Chapman, T. K., and Schutz, P. A. (2019). *Understanding critical race research methods and methodologies: Lessons from the field*. New York, NY: Routledge

Kezar, A. J., Drivalas, Y. D., & Kitchen, J. A. (2018). *Envisioning public scholarship for our times: Models for higher education researchers*. New York: Stylus.

Leonardo, Z. (2013). *Race frameworks: A multidimensional theory of racism and education*. New York: Teachers College Press.

Martinez-Aleman, A. M., Pusser, B., Bensimon, E. M, (2015). *Critical approaches to the study of higher education: A practical introduction*. Baltimore, MD: John Hopkins University Press.

See class schedule listings below.

<b>Weekly Topics</b>	<b>Readings</b>	<b>Class Information</b>
9/1 – Introduction and Course Creation	Canvas: McCambly, H. (2021). <i>Change Agents or Same Agents?: Grantmakers and Racial Inequity in U.S. Higher Education</i> [Dissertation]. Northwestern University. - Introduction.	
9/9 – Finalize Course Creation		
9/16 – Positionality and Ethical/Political Stances in Research	Chapter 2 from <i>Critical Approaches to the Study of Higher Education: A Practical Introduction</i> .  Canvas: Gunzenhauser, M. (2013). From empathy to creative intersubjectivity in qualitative research.	Guest Speaker: Dr. Mike Gunzenhauser (3 – 4:00 PM)  Discussion Leader: Lexi

	<p>In Dennis, B. Carspecken, L., &amp; Carspecken, P. F. (Eds). <i>Qualitative Research: A Reader in Philosophy, Core Concepts, and Practice</i>. Peter Lang.</p> <p>Milner, H. R. (2007). Race, Culture, and Researcher Positionality: Working Through Dangers Seen, Unseen, and Unforeseen. <i>Educational Researcher</i>, 36(7), 388–400. <a href="https://doi.org/10.3102/0013189X07309471">https://doi.org/10.3102/0013189X07309471</a></p> <p>From the Library:</p> <p>Parson, L. (2019). Considering positionality: The ethics of conducting research with marginalized groups. In K. K. Strunk &amp; L. A. Locke (Eds). <i>Research Methods for Social Justice and Equity in Education</i>. Palgrave Press.</p> <p>Optional:</p> <p>Chapter 4 from <i>Race frameworks: A multidimensional theory of racism and education</i>.</p>	
<p>Sept 23 – Overview of Theories, Paradigms &amp; Models for Research</p>	<p>Chapter 1, 8, and 10 from <i>Critical Approaches to the Study of Higher Education: A practical introduction</i>.</p> <p>Chapter 3 from <i>Understanding critical race research methods and methodologies: Lessons from the field</i>.</p> <p>Optional:</p> <p>Introduction from <i>Race frameworks: A multidimensional theory of racism and education</i>. (Please make sure to read this at some point)</p>	<p>Discussion Leader: Esteban</p>
<p>September 30 – Transformative Methods for Conducting Research</p>	<p>Chapter 13 from <i>Critical Approaches to the Study of Higher Education: A practical introduction</i>.</p> <p>Chapters 6/7 from <i>Envisioning public scholarship for our times: Models for higher education researchers</i>.</p> <p>Chapter 5 from <i>Understanding critical race research methods and methodologies: Lessons from the field</i>.</p>	<p>Guest Speaker: Eleanor Anderson (3- 4 PM on Zoom)</p> <p>Discussion Leader: Jenay</p>



	<p>Canvas:</p> <p>Gayles, J. G. &amp; Smith, K. N. (2019). Advancing theoretical frameworks for intersectional research on women in STEM. <i>New Directions for Institutional Research</i>, 179, 27-43.</p> <p>Optional:</p> <p>Astin, A. W. &amp; Oseguera, L. (2004). The declining “equity” of American higher education. <i>The Review of Higher Education</i>, 27, 321-341.</p> <p>Leonardo, Z. (2004). Critical social theory and transformative knowledge: The functions of criticism in quality education. <i>Educational Researcher</i>, 33(6), 11-18.</p>	
<p>10/7 – Racial Formation and Color-Evasive Racism</p>	<p>Chapter 5 from <i>Race frameworks: A multidimensional theory of racism and education</i>.</p> <p>Canvas:</p> <p>Annamma, S. A., Jackson, D. D., &amp; Morrison, D. (2016). Conceptualizing color-evasiveness: using dis/ability critical race theory to expand a color-blind racial ideology in education and society. <i>Race, Ethnicity, and Education</i>, 20(2), 147-162.</p> <p>Bonilla-Silva, E. (2014). <i>Racism without racists: Color-blind racism and the persistence of racial inequality in the U.S. (3rd ed.)</i>. Lanham, MD: Rowman &amp; Littlefield Publishers. (Chapter 3- The Central Frames of Color-Blind Racism)</p> <p>Matias, C.E. (2016). “Mommy, is being brown bad?”: Critical Race Parenting in a Post-Race Era,” <i>Race and Pedagogy Journal: Teaching and Learning for Justice (1)</i> 3.</p> <p>Optional:</p> <p>Chapter 12 from <i>Critical Approaches to the Study of Higher Education: A practical introduction</i></p> <p>Omi, M. &amp; Winant, H. (2015). <i>Racial formation in the United States from the 1960s to the 1990s. (3rd ed.)</i>. New York: Routledge (Chapter 4-</p>	<p>Guest Speaker: Dr. Heather McCambly (3-4:00 PM)</p> <p>Discussion Leader: Lexi</p>

	The Theory of Racial Formation & Chapter 5- Racial Politics and the Racial State)	
10/14 Critical Race Theories	<p>Chapter 9 <i>Critical Approaches to the Study of Higher Education: A practical introduction.</i></p> <p>Chapter 1 <i>Race frameworks: A multidimensional theory of racism and education.</i></p> <p>Chapters 8 &amp; 10 <i>Understanding critical race research methods and methodologies: Lessons from the field.</i></p> <p>Optional: Chapter 14 <i>Understanding critical race research methods and methodologies: Lessons from the field.</i></p>	Discussion Leader: Esteban
10/21 Critical White Theories	<p>Chapter 3 <i>Race frameworks: A multidimensional theory of racism and education.</i></p> <p>Chapter 2 <i>Understanding critical race research methods and methodologies: Lessons from the field.</i></p> <p>Canvas: Cabrera, N.L., Hill-Zuganelli. (2021) “If Lil’Wayne can say it, why can’t I?” White male undergraduates using the N-word. <i>The Journal of Higher Education</i>, 92(5), 680-703.</p> <p>Also, posted responses/memoranda on Cabrera piece</p> <p>Foste, Z., Irwin, L. (2020). Applying critical whiteness studies in college student development theory and research. <i>Journal of College Student Development</i>, 61(4), 439-455.</p>	<p>Guest Speaker: Nolan Cabrera (4:40 – 5:40 PM on Zoom)</p> <p>Discussion Leader: Esteban</p>
10/28 Campus Climate and Microaggressions	<p>Canvas: Garcia, G. A., Johnston, M. P., Garibay, J. C. Herrera, F. A., &amp; Giraldo, L. G. (2011). When parties become racialized: Deconstructing racially themed parties. <i>Journal of Student Affairs Research and Practice</i>, 48(1), 5-21.</p> <p>Gusa, D. L. (2010). White institutional presence: The impact of Whiteness on campus</p>	<p>Discuss Drafts of Autobiographical Paper with Partner 3 – 3:30 PM</p> <p>Discussion Leader: Lexi</p>

	<p>climate. <i>Harvard Educational Review</i>, 80(4), 464-489.</p> <p>Jayakumar, U. M., Howard, T. C., Allen, W. R., &amp; Han, J. C. (2009). Racial privilege in the professoriate: An exploration of campus climate, retention, and satisfaction. <i>The Journal of Higher Education</i>, 80(5), 538-563.</p> <p>Yosso, T., Smith, W., Ceja, M., &amp; Solórzano, D. (2009). Critical race theory, racial microaggressions, and campus racial climate for Latina/o undergraduates. <i>Harvard Educational Review</i>, 79(4), 659-690.</p> <p>Optional:</p> <p>Perez Huber, L., Gonzalez, T., Robles, G., &amp; Solórzano, D. (2021). Racial microaffirmations as a response to racial microaggressions; Exploring risk and protective factors. <i>New Ideas in Psychology</i>, Online First  <a href="https://doi.org/10.1016/j.newideapsych.2021.100880">https://doi.org/10.1016/j.newideapsych.2021.100880</a></p>	
<p>11/4 Women and Gendered Oppression</p> <p>**Please note we will meet though Zoom this week due to ASHE**</p>	<p>Canvas:</p> <p>Hsieh, B., &amp; Nguyen, H.T. (2021). Coalitional Resistance: Challenging racialized and gendered oppression in teacher education. <i>Journal of Teacher Education</i> (72) 3, 355-367.  <a href="https://doi.org/10.1177/0022487120960371">https://doi.org/10.1177/0022487120960371</a></p> <p>Pittman, C.T. (2010) Race and Gender Oppression in the Classroom: The Experiences of Women of Color with White Male Students. <i>Teaching Sociology</i> (38) 2, 183-196.</p> <p>Szlyk, Hannah S., Gulbas, L., &amp; Zayas, L. (2019). “I Just Kept it to Myself”: The Shaping of Latina Suicidality Through Gendered Oppression, Silence, and Violence.” <i>Family process</i> (58) 3, 778-790.</p> <p>Walkington, L. (2017). How far have we really come? Black women faculty and graduate students’ experiences in Higher Education. <i>Humboldt Journal of Social Relations</i> (39), 51-65. Accessible at:  <a href="http://www.jstor.org/stable/90007871">http://www.jstor.org/stable/90007871</a></p>	<p>Discussion Leader: Sendi</p>

<p>11/11 Gender Identity and Sexual Orientation</p>	<p>Canvas:</p> <p>Gonzalez, S.A. (2021) Joteria identity and consciousness: Platicas of co-creation with undergraduate queer Latinx Students. Brief. Accessible: <a href="https://proctor.gse.rutgers.edu/sites/default/files/Joteria%20Brief.pdf">https://proctor.gse.rutgers.edu/sites/default/files/Joteria%20Brief.pdf</a></p> <p>Hernandez Rivera, S. &amp; Frias, D.S. (2021). Iluminando la Oscuridad: Queer Latinas Healing in Spanish through conocimiento. <i>Journal of Women and Gender in Higher Education (14)</i> 1, 5-23, DOI: 10.1080/26</p> <p>Longerbeam, S. D., Inkelas, K. K., Johnson, D. R., &amp; Lee, Z. S. (2007). Lesbian, gay, and bisexual college student experiences: An exploratory study. <i>Journal of College Student Development, 48</i>, 215-230. Doi:10.1353/csd.2007.0017</p> <p>Miller, R. A., Vaccaro, A., Kimball, E. W., &amp; Forester, R. (2020, January 30). “It’s Dude Culture”: Students With Minoritized Identities of Sexuality and/or Gender Navigating STEM Majors. <i>Journal of Diversity in Higher Education</i>.</p> <p>Optional:</p> <p>Sanlo, R. (2004-2005). Lesbian, gay, and bisexual college students: Risk, resiliency, and retention. <i>Journal of College Student Retention: Research, Theory, and Practice, 6</i>, 97-110.</p>	<p>Guest Speaker: Sergio Gonzalez (4:30 – 5:30 PM)</p> <p>Discussion Leader: Sendi</p>
<p>11/18 (Dis)Ability and Moving Beyond Accommodations</p>	<p>Canvas:</p> <p>Harley, D. A., Nowak, T. M., Gassway, L. J., &amp; Savage, T. A. (2002). Lesgian, gay, bi-sexual, and transgender college students with disabilities: A look at multiple cultural identities. <i>Psychology in Schools, 39</i>, 525-538.</p> <p>Hutcheon, E. J., &amp; Wolbring, G. (2012). Voices of “disabled” post secondary students: Examining higher education “disability” policy using an ableism lens. <i>Journal of Diversity in Higher Education, 5</i>(1), 39-49.</p>	<p>Discuss Drafts of Autobiographical Paper with Partner 3 – 3:30 PM</p> <p>Discussion Leader: Jenay</p>

	<p>Liasidou, A. (2014). Critical disability studies and socially just change in higher education. <i>Studies in Higher Education</i>, 41(2), 120-135.</p> <p>Staperton, L. (2015). When deaf is centered: d/Deaf women of color’s experiences with racial/ethnic and d/Deaf identities in college. <i>Journal of College Student Development</i>, 56(6), 568-584.</p> <p>Also, read – <i>An open letter to white disability studies and ableist institution of higher education</i> - <a href="https://dsq-sds.org/article/view/5997/4686">https://dsq-sds.org/article/view/5997/4686</a></p>	
11/25 Fall Break – No Class		
12/2 Activist/Public Scholarship and Engagement	<p>Chapters 1 – 4 from <i>Envisioning public scholarship for our times: Models for higher education researchers</i>.</p> <p>Optional: Chapters 11 &amp; 15 from <i>Envisioning public scholarship for our times: Models for higher education researchers</i>.</p>	<p>Guest Speaker: Dr. Darris Means (3:30 – 4:30 PM)</p> <p>Discussion Leader: Jenay</p>
12/9 Writing Day – No Class		

**Statements on University and School of Education Policy:**

**Departmental Grievance Procedures.** The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in higher education believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (3) if needed, next talking to the assistant dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer. [Shederick McClendon is the Assistant Dean and Integrity Officer.]

**Academic Integrity:** Students in this course will be expected to comply with the [University of Pittsburgh’s Policy on Academic Integrity](#). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. In this course, failure to comply with academic integrity policies will result in a zero on assignments where the policy was violated and may result additionally in a failure for the course grade. Furthermore, no student may bring any unauthorized materials to an

exam, including dictionaries and programmable calculators. To learn more about Academic Integrity, visit the [Academic Integrity Guide](#) for an overview of the topic. For hands-on practice, complete the [Understanding and Avoiding Plagiarism tutorial](#).

**Disability Services:** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services](#) (DRS), 140 William Pitt Union, (412) 648-7890, [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu), (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

**Health and Safety Statement:** We are still amid the COVID pandemic, and it is extremely important that you abide by public health regulations and University of Pittsburgh health standards and guidelines. While on campus and/or interacting with Pitt faculty, staff and students, at a minimum this means that you must wear a face covering and wear it properly and comply with any physical distancing requirements; other requirements may be added by the University during the semester. These rules have been developed to protect the health and safety of all community members. Failure to comply with these requirements could result in a Student Conduct violation. For the most up-to-date information and guidance, please visit [coronavirus.pitt.edu](http://coronavirus.pitt.edu) and check your Pitt email for updates.

**Accessibility:** The Canvas LMS platform was built using the most modern HTML and CSS technologies, and is committed to W3C's Web Accessibility Initiative and [Section 508](#) guidelines. Specific details regarding individual [feature compliance](#) are documented and updated regularly.

**Diversity and Inclusion:** The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University's mission. For more information about policies, procedures, and practices, see: <https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/policies-procedures-and-practices>. I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing [titleixcoordinator@pitt.edu](mailto:titleixcoordinator@pitt.edu). Reports can also be filed online: <https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/make-report/report-form>. You may also choose to report this to a faculty/staff member; they are required to communicate this to the University's Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

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**Statement on Classroom Recordings:** To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

**Email Communication:** Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.

**Gender Inclusive Language Statement:** Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

**Statement on Scholarly Discourse:** In this course we may discuss very complex issues of which all of us have strong feelings and, in most cases, unfounded attitudes. It is essential that we approach this endeavor with our minds open to evidence that may conflict with our presuppositions. Moreover, it is vital that we treat each other's opinions and comments with courtesy even when they diverge and conflict with our own. We must avoid personal attacks and the use of ad hominem arguments to invalidate each other's positions. Instead, we must develop a culture of civil argumentation, wherein diverse positions have the right to be defended and argued against in intellectually reasoned ways. The only exception are positions that fundamentally attack or invalidate the humanity and dignity of another person or group of people--whether intentional or unintentional. The instructors will intervene in such discursive turns in the spirit of protecting the right to dignity afforded to each student in this space. It is this standard that everyone must accept in order to stay in this class; a standard that applies to all inquiry in the university, but whose observance is especially important in a course whose subject matter could at times be emotionally charged.

**Take Care of Yourself!** Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding excessive drugs and alcohol, getting enough sleep, and taking time to relax. Despite what you might hear, using your time to take care of yourself will help you

achieve your academic goals more than spending too much time studying. All of us benefit from support and guidance during times of struggle. There are many helpful resources available at Pitt. An important part of the college experience is learning how to ask for help. Take the time to learn about all that is available and take advantage of it. Ask for support sooner rather than later – this always helps. If you or anyone you know experiences any academic stress, difficult life events, or difficult feelings like anxiety or depression, we strongly encourage you to seek support. Consider reaching out to a friend, faculty, or family member you trust for assistance connecting to the support that can help.

The University Counseling Center is here for you: call 412-648-7930 and visit their website.

If you or someone you know is feeling suicidal, call someone immediately, day or night:  
University Counseling Center (UCC): 412 648-7930  
University Counseling Center Mental Health Crisis Response: 412-648-7930 x1 Resolve Crisis Network: 888-796-8226 (888-7-YOU-CAN)

If the situation is life threatening, call the Police: On-campus: Pitt Police: 412-268-2121  
Off-campus: 911