

**EFOP 3089 – Gender, Sexuality, and Women’s Studies in Higher Education**  
**University of Pittsburgh – School of Education**  
**Fall 2024**  
**Thursdays, 3:00 PM – 5:40 PM**  
**5603 Wesley W. Posvar Hall**

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**Dr. Sergio A. Gonzalez (él/he/him)**  
Assistant Professor

**Office:** WWPH 5521

**Email:** [sagonzal@pitt.edu](mailto:sagonzal@pitt.edu)

**Office Hours:** By Appointment (best arranged by email)

*\*I will reply to all emails within 48 hours, Monday-Friday, when I am not out of the office. I do not check or respond to emails over the weekend.*

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### **Course Description:**

This course explores contemporary theories and perspectives of gender, sexuality, and Women’s studies and how these theories can be applied to scholarship aimed at creating inclusive and justice-oriented programs, policies, advising strategies, and environments in higher education. Adopting a critical perspective, possible areas to be addressed in the course may include advanced gender and sexuality identity development for college students, LGBTQ+ topics, trans\* and gender non-binary topics, gender inequities in higher education, gender and sexuality policy issues, and/or intersectionality.

### **Course Outcomes and Goals:**

1. Identify contemporary critiques and theories emerging across disciplines centering gender, sexuality, and Women’s studies.
2. Analyze arguments and theories presented with a feminist praxis and learn to utilize them to engage and disrupt traditional research paradigms within higher education.
3. Discuss how scholars and activists have responded to and contributed to our understanding of institutionalized forms of oppression.
4. Explain the contexts and historical frameworks that inform/influence feminist theorizing and activism.
5. Develop and practice emotional and self-care habits; learn to incorporate them in research praxis.

### **Required Texts:**

- Reid, S. (2024). *Humans who teach: A Guide for centering love, justice, and liberation in schools*, 1<sup>st</sup> edition. Portsmouth, NH: Heinemann. (not available on PITTcat\*)
- hooks, b. (2010). *Teaching critical thinking: practical wisdom*. Routledge.  
<https://doi.org/10.4324/9780203869192> (available on PITTcat)
- Esposito, J., & Evans-Winters, V. E. (2022). *Introduction to intersectional qualitative research*. SAGE Publications, Inc. (not available on PITTcat\*)

**Supplemental Texts:**

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.).

**Course Website and Additional Readings:**

The course website is located on Canvas. The course website includes the syllabus, course materials, and course readings outside of the required texts. **You will submit all assignments via Canvas or email (directions are provided for each assignment). Please note that you SHOULD NOT use Canvas to email Dr. Gonzalez; please email him directly using the University of Pittsburgh's email system.**

**Academic Accommodations:**

If you require special accommodations or classroom modifications, please notify both the instructor and Disability Resources and Services by the end of the first week of the term. The office of Disability Resources and Services is located at 140 William Pitt Union (412-648-7890 [voice or TDD]), and their website is at: [<http://www.drs.pitt.edu>].

**Academic Integrity:**

All students are expected to adhere to the standards of academic honesty. Any students engaged in cheating, plagiarism, or other acts of academic dishonesty would be subject to disciplinary action. 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 (<https://www.provost.pitt.edu/faculty/academic-integrity-freedom/academic-integrity-guidelines>). This may include, but is not limited to the confiscation of the examination of any individual suspected of violating the University Policy.

**Equity and Justice Statement:**

In this course you will be challenged to consider and advance equity and justice in higher education. While you will be challenged, I also believe in providing support. If you are having any challenges with the readings or content in the course, please reach out to me so I can provide additional resources. My goal is to create a learning environment where everyone, including myself, is challenged and supported to grow and learn.

**Basic Needs Security Statement:**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact The Care and Resource Support Team (412-624-5756 or [PittCares@pitt.edu](mailto:PittCares@pitt.edu)). Furthermore, please notify the professor if you are comfortable doing so. This will enable him to provide any resources that he may possess.

**Methods of Instruction and Course Expectations:**

The course will employ a variety of approaches to instruction, including small and large group discussion, activities, lecture, and facilitation support sessions/ Given the format employed in this course, student engagement in discussions and learning activities is imperative. Participation is valued when students build upon one another's contributions; provide meaningful connections to the readings; and increases the complexity and fruitfulness of the discussion. Therefore, your

professional and active involvement in the process is essential for your successful completion of this course. In addition, I do not view myself with all the knowledge about higher education. Instead, I view myself as a facilitator of learning, and I am here to learn alongside you this semester. I believe you are responsible for your learning and development. If you are not being challenged, please let me know and I am happy to offer additional recommended readings. If you need additional support as you complete the course, please let me know and I am happy to meet with you.

**Attendance:**

This course meets on Thursdays from 3:00 PM – 5:40 PM. You need to be present to engage fully in the course content. However, students can and should miss class in order to observe religious holidays that the university does not formally recognize. For the health and safety of the course, you should not attend class if you need to quarantine or isolate due to COVID-19, the flu, the common cold, etc. If you are unable to attend class, you are asked to engage in the assigned readings for the class, review the class slides, and connect with a peer. If you have questions after engaging with assigned readings and reviewing the class slides, please email Dr. Gonzalez to arrange a time to meet with him. **Please notify Dr. Gonzalez prior to the start of class should you need to be absent.**

If the instructor needs to quarantine or isolate due to COVID-19, the flu, the common cold, etc., the class will be moved to a synchronous or asynchronous format. The instructor will do his best to notify you in advance of any potential changes to the class format.

**My Thoughts on COVID-19 Pandemic and the Course:**

My primary concern as we move through the semester is our well-being and the well-being of our family members, friends, and your community. While I have high expectations that you will remain engaged in the course, you should communicate directly with me if you find yourself in a situation where you need additional support or accommodations. Recognizing the stress of the COVID-19 pandemic, I have made several decisions as an instructor to ensure an engaging yet reasonable course.

Note: I am willing to run a Zoom during class such that those who have COVID-19 and are in quarantine can access the course. However, I implore you to only take this option if absolutely necessary. That is – if you have a cold or some family emergency – please do take a day off to take care as needed. Additionally, most of the class activity will not be captured by my running a Zoom as much/most will be happening in small groups – which of course you can arrange to attend, again only if necessary. Sitting on Zoom is not a healing experience.

**APA Writing Style:**

For this course, the acceptable citation format is the *Publication Manual of the American Psychological Association* (7<sup>th</sup> edition). Students are also asked to check all submitted written works for grammar/spelling and syntax errors. You are encouraged to utilize the Pitt Writing Center (<https://www.writingcenter.pitt.edu/graduate-services>) for assistance with grammar, sentence structure, and organization.

**Late Submissions:**

As a matter of fairness and courtesy to all students. Penalties for late submission of student work may be assessed. Except in cases of acute emergencies, all late work is subject to a 10-percent reduction in grade for each day that it is late. If you find yourself needing more time on an

assignment, we can discuss an extension if you contact me prior to the deadline. Please understand that any assignments submitted after the deadline may not receive feedback in a timely manner.

### **Course Assignments:**

Course requirements include oral and written assignments that involve individual and group work. Your final grade will be calculated using the following scale (%): A+ 97-100; A 94-96; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73; Less than 70 is an F. **Please note I do not round up final grades.**

### **Research/Reflexive Journal & Counterstory Blog (30 points)**

In learning concepts throughout our course, journaling is of most importance. Journaling helps one unpack concepts, negotiate and disentangle preconceived notions that they may have previously held, and learn how to apply the concepts to their context. These journals are for you to keep track of how your learning is developing throughout this course. Consider:

- What concepts are new to you?
- What has been learned and/or affirmed?
- What questions do you still have?
- How might you apply concepts you are learning?

Use this time to intentionally reflect on your learning by drawing from course readings, classroom discussions, lived experiences, and work/context-related experiences. These journals are largely open-ended and should be used to challenge yourself and push your development and understanding of gender, sexuality, and Women's studies in higher education. Yes, at times, your reflection might be uncomfortable, or you might grapple with deeply rooted ideologies or beliefs you had about schooling, educational institutions, politics and policy, etc. That is ok; discomfort is often where we learn and develop new critical ways of thinking.

### Counterstory Blog – Bell Ringer - CRTcollective

Please refer to the Bell Ringer Blog for examples of work

Title: Your blog must include a title. Please be clear and concise, and avoid the use of jargon.

Feature Image: Please include an example to feature at the top of your blog post.

Abstract/Description: Provide a brief synopsis of your blog post. Don't repeat the title in the description; use it as an opportunity to provide more context and highlight keywords and phrases. Maximum characters: 150

### Body of Text:

Blogs must be original works that have not been previously published elsewhere. The body of the text is formatted single-space. Do not indent paragraphs, instead separate by a line break. Utilize headings to distinguish between the different sections of the blog. Authors (you) should write for general audiences. Please use clear and compelling language, while avoiding the overuse of scholarly or industry jargon. If you must use it, please provide definitions and/or context for your readers. Word count range: 1,000-2,000.

### **Proposal Project (30 points)**

You will not write a standard research paper for this class. Instead, you will develop a research proposal to submit for an academic conference, such as ASHE or AERA. Your research proposal will be contextualized based on your topic of choice, which we will brainstorm in class together. Your research proposal should include the following sections:

1. A problem statement and research questions/introduction, background and rationale
2. Brief review of literature
3. Theoretical framework/Theoretical framing
4. Research design/Methodological approach
5. Research implications/Findings or (preliminary findings) and implications

Below is an example based on conference proposal submission guidelines by ASHE:

#### Title:

The title should be entered with proper APA capitalization in title case and must not exceed 15 words. Make Sure the First Letter of Each Appropriate Word is Capitalized.

#### Abstract:

Provide an abstract of no more than 50 words briefly describing your proposal. The Program Committee relies on abstracts to assign appropriate Reviewers.

#### Proposal Text:

Proposals must not exceed:

- 2,000 words for Research Papers/Scholarly Papers

Please submit only the text of the proposal, excluding references. APA in-text citations must be used and are included in the word count.

References are submitted in the next section and do not count toward the proposal text word count.

Any tables, figures, formulas, and graphics will be submitted as an attachment on the next screen.

Note: Research Paper proposals must include preliminary findings or a summary of full findings.

#### References:

Cite the published and/or unpublished references in your proposal. There is no limit to the number of references provided. Please adhere to the APA Style guidelines but do not use italics, bold, or underline – these enhancements will be lost.

#### Keywords:

Proposals must include three keywords describing the proposal. These words are used by the Programming Committee to assign reviewers to proposals and help to ensure your proposal is matched with an appropriate reviewer. Please enter the keywords separated by commas.

#### Research Methodology:

Research papers/Scholarly papers must choose the methodological category that best describes their work.

Submitters will first select from a list of general methodologies and then type in their specific methodologies. This will help the Program Committee match Reviewers to proposals.

**Facilitation Discussion Project (30 points):**

Each assigned class session will be anchored by a one-hour facilitation discussion led by one class member. Your facilitation discussion should be accompanied by a brief summary/review of readings and/or recordings assigned for class.

Guidelines: Facilitated summaries can be prepared using PowerPoint or a similar presentation software. Your first slide should introduce the author and contextualize the assigned selection within their work (or previous work); your second slide should discuss a concept, theory, definition, or model presented in the assigned reading, your final slide will need to contain questions and a brief reference section of recommended readings either by the author or by authors who use the theoretical model(s) discussed in the reading(s). In addition, discussions and summaries need to connect the authors arguments and/or theories with other readings discussed during the class. In this way it is expected that your summaries are cumulative in nature – meaning – they should build on the concepts, theories and frameworks discussed throughout the class. It is therefore expected that your earlier summaries are less comprehensive than those presented later in the course. Summaries should be uploaded to Canvas prior to the class session you are scheduled to present, and presentations should be respectful of the time limit but can include critical/comments, discussion questions, in-class exercises, and various forms of social media.

**Attendance/Participation (10 points):**

Please note that participation comprises 10% of your final grade. While it is not expected that you speak in every class, it is expected that you be an active participant. Key elements of active participation include (but is not limited to):

1. Being present both physically and mentally. Note that excessive absenteeism (for any reason) will result in points being deducted from your participation grade, which *may* result in lowering your overall grade. In addition to being physically present, you need to be mentally present, excessive use of your phone/computer during class not only mentally removes you from the class but also degrades the overall quality of discussion for course participants.
2. Being prepared. Please come to class prepared to discuss the readings and analyze their content. We will rely upon different forms of print and visual media to provide context for our discussion, however; you should make every effort to relate the cases we discuss to the theories and methods presented in the readings.

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**Course Outline**

In preparation for class, complete the readings that are assigned for each week prior to the class session.

<b>Week 1: August 29 – Who are you?</b>
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**Introductions**

- Bring an artifact and respond to questions sent via announcements
  - Who are you?
  - What do you study and why?
  - What is your intended MA thesis/Dissertation about?
  - What are your career goals?
  - What do you do for fun outside the academy?

**Brain Dumps**

- Explain the process of grounding ourselves in this time and space every week.

**Overview of Syllabus**

<b>Week 2: September 5 - Epistemologies, Methods, and Methodologies</b>
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**Class Workshop** – we will use the bulk of this class to develop the latter half of the syllabus, focusing on:

- Themes
- Project Assignments
- Dates for Presentations
- Peer Review Agreements

Please bring your calendars and ideas!

**Before Class Listen to:**

- [Barbara Gurr and Maura Kelly on Feminist Research Methods \(25 minutes\)](#)

**Readings**

- Hesse-Biber, Sharlene Nagy. "Feminist Research: Exploring, Interrogating, and Transforming the Interconnections of Epistemology, Methodology, and Method." In *Handbook of Feminist Research: Theory and Praxis*, 2nd ed. 2-26. Thousand Oaks, CA: SAGE Publications, Inc., 2012. doi: 10.4135/9781483384740.
- hooks, b. (2010). *Teaching critical thinking: practical wisdom*. Routledge.  
<https://doi.org/10.4324/9780203869192> (available on PITTcat)
  - Introduction
  - Ch. 1 Critical Thinking
  - Ch. 2 Democratic Education
  - Ch. 3 Engaged Pedagogy
  - Ch. 4 Decolonization

**Watching/Discussing**

- [Pedagogy of the Decolonizing|Quetzala Carson|TEDxUAlberta](#)

**Recommended:**

- [Feminism-Research Methodologies | Dr. Adreienne Barnett | Ahlia University](#) (17 minutes)

### Week 3: Sept 12 (Guest Lecture Dr. Omi Salas-SantaCruz) - Beyond Gender “Norms”

#### Who are they?

- Faculty profile: [https://faculty.utah.edu/u6059937-Dr. Omi Salas-SantaCruz/hm/index.html](https://faculty.utah.edu/u6059937-Dr._Omi_Salas-SantaCruz/hm/index.html)

#### Readings

- Salas-SantaCruz, O. (2023). Nonbinary Epistemologies: Refusing Colonial Amnesia and Erasure of Jotería and Trans\* Latinidades. *Women's Studies Quarterly*, 51(3), 78-93. <https://doi.org/10.1353/wsqr.2023.a910069> (available on PITTCat)
- Salas-SantaCruz, O. (2024). My pronouns are fuck ICE: on the colonial gender continuum, colonial dysphoria, and loving illegality. *International Journal of Qualitative Studies in Education*, 1–22. <https://doi.org/10.1080/09518398.2024.2365204> (available on PITTCat)
- Gutzwa, J. A. (2024). “It’s Survival Mode”: Exploring How an Indigenous Trans Student of Color (Per)Forms Identity While Transgressing Space. *Journal of Diversity in Higher Education*, 17(2), 243–255. <https://doi.org/10.1037/dhe0000410> (available on PITTCat)

### Week 4: September 19 – Critical Epistemologies

#### Before Class Listen/Watch:

- [Elucidations Episode 92 “Kristie Dotson Discusses Epistemic Oppression”](#)

#### Readings:

- Paris, D., & Alim, H. S. (2017). *Culturally sustaining pedagogies : teaching and learning for justice in a changing world*. Teachers College Press. (not available on PITTCat)
  - Ch. 1: What is Culturally Sustaining Pedagogy and Why Does it Matter?
- Harris, J. C., & Patton, L. D. (2019). Un/Doing Intersectionality through Higher Education Research. *The Journal of Higher Education (Columbus)*, 90(3), 347–372. <https://doi.org/10.1080/00221546.2018.1536936> (available on PITTCat)
- Dotson, K. (2014). Conceptualizing Epistemic Oppression. *Social Epistemology*, 28(2), 115–138. <https://doi.org/10.1080/02691728.2013.782585> (available on PITTCat)
- Esposito, J., & Evans-Winters, V. E. (2022). *Introduction to intersectional qualitative research*. SAGE Publications, Inc.
  - Ch. 1: (R)evolution of Qualitative Inquiry (pp. 1-24)

#### Watching/Discussing:

- [Toni Morrison Beautifully Answers an “Illegitimate” Question on Race \(Jan. 19, 1998\) | Charlie Rose](#)

#### Recommended:

- Esposito, J., & Evans-Winters, V. E. (2022). *Introduction to intersectional qualitative research*. SAGE Publications, Inc.
  - Ch. 3: The Ethics of Intersectionality



## Week 5: September 26 – Disrupting Epistemologies (Guest Lecture-Dr. Gabriel Pulido)

### Who are they?

- Faculty Profile Page: <https://www.uwlax.edu/profile/gpulido/>

### Activity:

- Poetry Workshop led by Dr. Pulido

### Readings:

- Bernal, D. D. (2020). Disrupting epistemological boundaries: Reflections on feminista methodological and pedagogical interventions. *Aztlán: A Journal of Chicano Studies*, 45(1), 155-169.
- Smith, L. T. (2021). *Decolonizing methodologies: Research and indigenous peoples*. Bloomsbury Academic & Professional.
  - Ch. 3: Colonizing Knowledges
- hooks, b. (2010). *Teaching critical thinking: practical wisdom*. Routledge. <https://doi.org/10.4324/9780203869192> (available on PITTcat)
  - Ch. 10: Sharing the Story
- Esposito, J., & Evans-Winters, V. E. (2022). *Introduction to intersectional qualitative research*. SAGE Publications, Inc.
  - Ch. 4: Methodology (pp. 59 intro section and 64-70)
- Pulido, G. (2022). Switching up, Positions. In J. Cisneros, T.J. Jourian, R. A. Miller, & A. Duran (Eds.), *Queerness as doing in higher education: Narrating the insider/outsider paradox as LGBTQ+ scholars and practitioners*. Routledge. DOI: 10.4324/9781003255284-5.

### Watching/Discussing:

- [Dra. Dolores Delgado Bernal Keynote at ASHE 2019 | Reimagining Inquiry: Reflections on Feminista Methodological Interventions](#)

### Recommended:

- Bhattacharya, K. (2016). The Vulnerable Academic: Personal Narratives and Strategic De/Colonizing of Academic Structures. *Qualitative Inquiry*, 22(5), 309-321.

## Week 6: October 3 – Disrupting Epistemologies Pt. 2

Refer to last week's materials\*

## Week 7: October 10 – Reflexivity and Counterstories

### Before Class Listen/Watch:

- [Reflexivity in Intersectional Qualitative Research Practices – Between the Data – Nvivo Podcast Series](#)

- [TOI RAC30 PT 1 & 2 of Episode 1 – Community Connectedness](#)

#### **Readings:**

- Lacy, Marvette “Just Tell Me What I Need to Know: Reflexivity and Positionality Statements” *Medium* <https://medium.com/@Marvette/just-tell-me-what-i-need-to-know-reflexivity-and-positionality-statements-fb52ec0f4e17>
- Ríos, C. de los, & Patel, L. (2023). Positions, positionality, and relationality in educational research. *International Journal of Qualitative Studies in Education*, 1–12. <https://doi.org/10.1080/09518398.2023.2268036>
- Solórzano, D. G. (2023). My journey to this place called the RAC: Reflections on a movement in critical race thought and critical race hope in higher education. *International Journal of Qualitative Studies in Education*, 36(1), 87–98. <https://doi.org/10.1080/09518398.2022.2042613> (available on PITTcat)
- Solórzano, D. G., & Yosso, T. J. (2002). Critical race methodology: Counter-Storytelling as an analytical framework for education research. *Qualitative Inquiry*, 8(1), 23-44. <https://doi.org/10.1177/107780040200800103>.

#### **Watching/Discussing:**

- [Implicit Bias – How it effects us and how we push through | Melanie Funchess](#)

#### **Recommended:**

- Work on Counterstory Blog Post for CRTcollective

### **Week 8: October 17 – Counterstories Continued**

#### **Before Class Listen/Watch:**

- [TOI RAC30 PT 1, 2, and 3 of Episode 2 – RAC is a scholarly place and an unparalleled place](#)

#### **Readings:**

- Hesse-Bibber, Sharlene Nagy and Deborah Piatelli. "The Feminist Practice of Holistic Reflexivity." In *Handbook of Feminist Research: Theory and Praxis*, 2nd ed. 557-582. Thousand Oaks, CA: SAGE Publications, Inc., 2012. doi: 10.4135/9781483384740.

#### **Activity:**

- Blog post feedback activity – bring your draft to class

#### **Recommended:**

- Continue working on Counterstory Blog Post for CRTcollective

### **Week 9: October 24 – Care Work – Charlie Diaz Presentation**

#### **Before Class Listen/Watch:**

- [The Feminist Killjoy Handbook with Sara Ahmed \(podcast\)](#)

***Readings:***

- Care Work Presentation Overview (pdf available on canvas)
- Giving and Receiving Gendered Service Work in Academia (pdf available on canvas)
- Care Webs: Experiments in Collective Access – Ch. 1 of Dreaming Disability Justice (pdf available on canvas)

***Activity:***

- Facilitation Discussion Project – Charlie presents
- Care Web Activity
- Collective Feedback

***Recommended:***

- Continue working on Counterstory Blog Post for CRTcollective
- Work on Proposal Project Assignment

<b>Week 10: October 31 – Queer History and The Ballot Box – Glen Edward</b>
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***Before Class Listen/Watch:***

- [Billy Porter Gives a Brief History of Queer Political Action | them.](#)
- [Covering LGBTQ Joy, Fear, and Power in '24 with Orion Rummier.](#)

***Readings:***

- Queer History and the Ballot Box Presentation Overview (pdf available on canvas)
- A Brief History of Lesbian, Gay, Bisexual, and Transgender Social Movements (pdf available on canvas)
- The 19<sup>th</sup> Explains: What you need to know about Project 2025 (pdf available on canvas)
- QTV – Voter – Guide - 2024 (pdf available on canvas)

***Activity:***

- Facilitation Discussion Project – Edward presents
- Selective Ballot Exercise Activity
- Collective Feedback

***Additional Optional Reading:***

- Queer Public History Essays in Scholarly Activism Pt. 6 (pdf available on canvas)
- Queer Public History Essays in Scholarly Activism Pt. 8 (pdf available on canvas)

***Recommended:***

- Continue working on Counterstory Blog Post for CRTcollective
- Work on Proposal Project Assignment

<b>Week 11: November 7 – Masculinity in Higher Education Context – Gerard Dorve-Lewis</b>
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***Before Class Listen/Watch:***

- [Where is the love? In addressing “toxic” masculinity | Bryant Valencia | TEDxUofA](#)

#### **Readings:**

- Masculinity in Higher Education Overview (pdf available on canvas)
- Connell, R. W., & Messerschmidt, J. W. (2005). Hegemonic masculinity: Rethinking the concept. *Gender & Society*, 19(6), 829-859. <https://doi.org/10.1177/0891243205278639>.
- Jourian, T. J. (2018). Trans\*forming higher education men and masculinity studies: A Critical review. *NORMA: International journal for masculinity studies*, 13(1), 3-22. <https://doi.org/10.1080/18902138.2016.1260313>.
- Pelzer, D. L. (2016). Creating a new narrative: Reframing Black masculinity for college men. *Journal of Negro Education*, 85(1), 16-27.

#### **Activity:**

- Facilitation Discussion Project – Gerard presents
- Reflect and Connect Exercise
- Collective Feedback

#### **Additional Optional Reading:**

- Kreichbergs, T. (2023). The analysis of masculinity in advertising: A Qualitative study based on consumer perceptions. *Economics and Business*, 37, 135-151.
- Ford, K. A. (2011). Doing fake masculinity, being real men: Present and future constructions of self among Black college men. *Symbolic Interaction*, 34(1), 38-62.

#### **Recommended:**

- Finalize Counterstory Blog Post for CRTcollective
- Work on Proposal Project Assignment

<b>Week 12: November 14 – From Microaggression to Microaffirmations</b>
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#### **Readings:**

- Rowe, M. (2008). Micro-affirmations and micro-inequities. *Journal of the International Ombudsman Association*, 1(1), 45-48.
- Pérez Huber, L. (2018). *Racial Microaffirmations as a Response to Microaggressions*. UCLA, Center for Critical Race Studies.
- Jones, J. M., Rolón-Dow, R., Capodilupo, C. M., Torino, G. C., Nadal, K. L., Sue, D. W., & Rivera, D. P. (2018). *Multidimensional Models of Microaggressions and Microaffirmations*. In *Microaggression Theory: Influence and Implications*, (Eds.). (pp. 32-47). John Wiley & Sons, Inc.
- Molina, R. L., Ricciotti, H., Chie, L., Luckett, R., Wylie, B. J., Woolcock, E., & Scott, J. (2019). Creating a culture of micro-affirmations to overcome gender-based micro-inequities in academic medicine. *The American Journal of Medicine*, 132(7), 785-787.
- Solórzano, D. G., & Pérez, H. L. (2020). *Racial microaggressions: Using critical race theory to respond to everyday racism*. Teachers College Press
  - Ch. 5: Responding to Racial Microaggressions, Theorizing Racial Microaffirmations

- Rolón-Dow, R., & Davidson, A. (2021). Theorizing racial microaffirmations: A Critical race/latcrit approach. *Journal of Race Ethnicity and Education*, 24(2), 245-261.
- Pérez, H. L., Gonzalez, T., Robles, G., & Solórzano, D. G. (2021). Racial microaffirmations as a response to racial microaggressions: Exploring risk and protective factors. *New Ideas in Psychology*, 63, 100880-.
- Pérez, H. L., Robles, G., & Solórzano, D. G. (2023). “Life was brought back into my body”: A Critical race feminista analysis of racial microaffirmations. *Journal of Race Ethnicity and Education*, 26(6), 701-718.
- Mireles-Rios, R., Garcia, N. M., Castro, I. M. J., Hernandez, M., & Cerda, R. (2024). Racial Micro-Affirmations: Latinx Close Friendships and Ethnic Identity Development. *Education Sciences*, 14(7), 737-.

### ***ASHE Conference Questions/Support:***

<b>Week 13: November 21 – ASHE Conference – Asynchronous Class</b>
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#### ***Listen/Watch:***

- [TOI RAC30 Episode 3 – Lengthening the Legacy](#)

#### ***Readings:***

- Reid. S. (2024). *Humans who teach: A Guide for centering love, justice, and liberation in schools*, 1<sup>st</sup> edition. Portsmouth, NH: Heinemann.
  - Ch. 1: The World and Us: Humans Who Are Socialized
  - Ch. 2: Humans Who Have Self-Regard

#### ***Resources (PDF) for Readings:***

- Humans Who Teach Workbook Pages (available on canvas)

<b>Week 14: November 28 – Holiday Break – No Class</b>
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#### ***Listen/Watch:***

- [TOI RAC30 Episode 5 Pt 1 and 2 – Remarkable Reflection of the Role Model](#)

#### ***Readings:***

- Reid. S. (2024). *Humans who teach: A Guide for centering love, justice, and liberation in schools*, 1<sup>st</sup> edition. Portsmouth, NH: Heinemann.
  - Ch. 3: Humans Who Love
  - Ch. 4: Humans Who Teach with Love

<b>Week 15: December 5 – Bring it all Together with Love</b>
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#### ***Readings:***

- Reid. S. (2024). *Humans who teach: A Guide for centering love, justice, and liberation in schools*, 1<sup>st</sup> edition. Portsmouth, NH: Heinemann.

- Ch. 5: Humans Who Fear
  - Closing Letter
- Lessons from the Black 2SLGBTQIA+ Radical Imagination – A Conversation with Dr. Shamari Reid (available on canvas)

***Break Bread en Comunidad***

**\*This syllabus is a living document, and together, we will make changes as needed**