

**HIED 804: Diversity and Social Justice in Higher Education
Fall 2019
Version 1.2**

Instructor

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Course Meetings

Friday, 11/1, 5:00 pm – 9:00 pm
Saturday, 11/2, 8:00 am – 5:00 pm

Friday, 11/22, 5:00 pm – 9:00 pm
Saturday, 11/23, 8:00 am – 5:00 pm

Friday, 12/6, 5:00 pm – 9:00 pm
Saturday, 12/7, 8:00 am – 5:00 pm

Course Catalog Description

Examination of theory, policy, and practice as it pertains to diversity and social justice in U.S. institutions of higher education.

Course Description (Adapted and adjusted from Friedensen, 2018)

This course is designed to introduce and deepen students' knowledge around issues of diversity and social justice in higher education contexts. Since U.S. higher education cannot function absent the social, cultural, and socio-cultural dynamics of U.S. culture, issues of racism, sexism, cissexism, heterosexism, class inequity, xenophobia, and nationalism, to name a few, can also be found in college contexts. Accordingly, course participants can expect to gain awareness of and name leading diversity and social justice scholars and theorists; identify common theoretical concepts and frameworks associated with diversity and social justice in higher education; identify and describe how diversity and social justice initiatives manifest on campus; reflect upon their individual and collective role in advancing diversity and social justice; and discuss the role of identity, power, and privilege in U.S. higher education. The materials in this course will prepare students to serve as a stronger diversity and social justice advocate in higher education.

Course Objectives

At the end of this course, students will be able to:

1. Identify and describe their dominant identities, subordinated identities, and the role these identities play in their student affairs professional practice.
2. Describe the role of power, privilege, and oppression within (and beyond) U.S. higher education environments.
3. Develop and recite a personal philosophy of diversity and social justice.
4. Articulate theories and scholarship exploring individual, organizational, and systemic problems of diversity and social justice within higher education.

5. Critique and (re)imagine applications of diversity and social justice within and beyond higher education.

Expectations (Adapted and adjusted from Melton, 2011)

You can expect me to be responsible for showing up to class on time, willing and able to participate fully; for treating your work with interest and respect; for returning your material to you in a timely manner; and for being available to help you address whatever academic concerns you may have. In return, I expect you to show up on time for class, ready and able to participate; to treat all members of our class with respect; to do your best on your assignments; to turn in assigned work on time; and to meet with me if you have questions regarding the material or are having problems with the class.

Class participation/attendance: To meet the learning objectives outlined for this course, you must be present, prepared, and actively participate in the course discussions and experiential aspects of the course. Attendance, promptness, preparation, and participation are essential if we are to create a class community that promotes cognitive learning and skill development. In the event of illness, emergency, or other situations resulting in your absence, you are expected to contact me in advance whenever possible, or as soon as possible thereafter. If you find that you **MUST** be absent, please let me know (via email), ahead of time if possible. Make sure that your absence doesn't also cause you to fall behind with any work that is assigned. Moreover, lateness is a disruption to your learning process and is disrespectful to your fellow classmates and instructor. If you must be late (no more than a few minutes, and never habitually) enter the classroom as quietly as possible, so as not to disturb your classmates. *We will start without you!*

***Note: The course syllabus is a general plan for the course, and our time together; deviations announced to the class by the instructor(s) may be necessary.
Any changes will be posted to D2L.***

Readings & Required Texts

In order to contribute meaningfully to class discussions, you must have read and thought about your assignments and other readings before coming to class. Because the syllabus is a plan and not a fixed document, it is strongly recommended that readings and assignments are read sequentially with recognition for in classroom changes.

Required Texts

Roediger, D. R. (2006). *Working Toward Whiteness: How America's Immigrants Became White: The Strange Journey From Ellis Island to the Suburbs*. Hachette UK.
Publication Manual of the American Psychological Association (6th ed.). (2010). Washington, DC: American Psychological Association.

D2L Readings: Additional readings and assignments are on D2L:

<https://www.stcloudstate.edu/its/services/academic/>. You will log in with your Minnesota State ID and password the same as for email, etc.). Once you log in, HIED 804 should be listed under courses.

Digital Engagement: Twitter is my favorite social networking site. It allows people to engage in dialogue around meaningful topics and removes some of the barriers between formal education

and spaces for learning. I will routinely use twitter as a space to share additional articles related to this course and other things happening in higher education and student affairs. I will use the hashtag #HIED804 for articles, commentary, and musings related to our course. You are welcome, but not required, to engage this tag with me as you come across relevant information.

Course Assignments and late work: (Adapted and adjusted from Linder, 2016)

Assignments are due on the dates indicated. Late assignments may receive little or no feedback and may receive a lower grade unless you are granted prior approval. If a late assignment is accepted, it may be graded as usual and then deducted one grade level. This grading policy is at faculty discretion. It might be helpful for you to use each other to review, proofread, discuss concepts, and develop ideas. However, please make sure that your work is your own and that you give credit where credit is due. Typographical and grammatical errors weaken your writing credibility and make your arguments more difficult to understand. Your effectiveness as a presenter also affects your ability to convey concepts. Skillful use of language, proofreading, and presentation skills will be rewarded in your grade. Written assignments must be submitted in APA Style (6th edition) unless otherwise noted.

Graded Learning Activities

For each assignment that is submitted, please include a cover sheet with your full name, assignment title or description of the particular assignment, date submitted, and course number (HIED 804). *You should also save your assignment as “lastname_First_Assignment” (e.g. “Williams_Brit_FinalPaper” for easy tracking.* Plan to submit an electronic copy of your work unless assignment details or the instructor specifies otherwise. Rubrics for each graded assignment can be found on D2L.

Integrated Scholarly Diversity Journal [30%]

Engaging in diversity work requires continuous self-reflection and analysis. The process of integrating reflexivity and reflection into praxis is a learned skill and on-going process. The purpose of this assignment is to provide you with opportunities to consider your role as a person, administrator, student, etc. and the significance of diversity and social justice in your daily life and work. Throughout the course of this semester, you will complete an online journal (through a platform of your choice—many prefer Google Doc and word on One Drive). In this journal you will reflect on your dominant and subordinated identities within the context of course readings, popular culture, and other influences you deem relevant. Students are expected to first describe a concept from class, and then connect it beyond the classroom. Moreover, you are encouraged to incorporate current events into your journal, exploring how they intersect with the concepts being explored in class. These journals can detail one, some, or all of the following: what you are noticing, what you find personally and professionally challenging, where you are utilizing diversity and social justice frameworks and scholarship most, etc. Each journal should end with remaining questions, comments, or concerns raised by the readings or in class discussion.

You are required to complete a minimum of **FIVE** journal entries throughout the semester. Each entry should be approximately 500-750 words. Moreover, at least three of the five journal entries **MUST** include a discussion of one or more of your dominant identities. *You may only complete one journal entry per week, so be sure to plan ahead for the semester.* Each journal entry is due no later than Sunday at 11:59pm CST. The week restarts on

Monday. Grading for each journal entry will focus on the content, concepts, and ideas you introduce and how you explore them. Do not worry about APA formatting aside from direct quotes and attribution of any concepts or ideas to their source. You are responsible for choosing a focus for each journal entry, a specific prompt will not be provided. If you are having difficulty selecting a topic for a journal entry, you are more than welcome to ask for assistance. **The journals are worth a total of 30% of your final grade in this course.**

My Philosophy of Diversity [15%]

Many professional positions require statements of diversity. A diversity statement is designed to help a selection committee better understand how you value, support, and incorporate diversity and social justice into your personal and professional practice. It is important for you to be able to explain how you connect and incorporate your philosophy of diversity into your student affairs practice. How does this manifest in your work as a Director, or VP, or aspiring president? In one single spaced page, write a philosophy of diversity. Assume this statement will accompany your resume and cover letter for your next position, or even your dream position. You may tailor your statement to any higher education functional area or discuss your philosophy broadly with examples from past employment. You can find example statements in D2L. **The philosophy of diversity statement is worth 15% of your final grade.**

Out of Classroom Engagement [15%]

“What’s said here stays here, what’s learned here leaves here” is often an espoused ground rule within diversity and social justice work. Doing the work of diversity and social justice in higher education does not begin, nor end, with the workday or in-class discussions. To bridge in and out of classroom learning, you should do one of the following: (A) participate in a twitter chat related to diversity or social justice; or, (B) attend a seminar, lecture, or event related to diversity or social justice. Write a 1-page reflection on which of the two you chose detailing where/ when it took place (including any links or pictures that show your participation). Be sure to include: what was the event; why did you choose this event; how did you include things you’ve learned in class or how do you connect what you’ve learned to what was shared? **This out-of-classroom engagement activity is worth 15% of your grade.**

In Class Assignments and Discussion [5%]

Participation is integral to our individual and collective learning. There will be small in class assignments throughout our time together. In addition to these assignments, your active participation is required. **In class assignments and participation account for 5% of your final grade.**

Writing Reviewership and Peer Feedback [5%]

Good writing requires multiple revisions. In academia, peer reviewership is an integral part of the academic writing and publications process. This is also the type of engagement you will engage with while you work with your dissertation chair. In self-selected groups of 3-4, engage in peer feedback and reviewership of your final paper drafts. When you turn in your final paper, include a cover letter detailing who reviewed your paper, what feedback they gave you, and how you incorporated their feedback into your final draft. Half of the points for this assignment will be based on the changes you implement. The other half of the points for this assignment will be based on the quality of your feedback to your peers. Each of your papers should be reviewed by

every group member giving you ample opportunities to take or reject feedback and suggestions. It is acceptable to reject a suggestion. However, you must write a cover letter detailing what advice was offered and what advice you incorporated within your final paper. **Peer writing feedback and cover letters are worth 5% of your final grade.**

Final Paper [20%]

You have two choices for your final paper. First, to write a 10-page research proposal on an issue of diversity and/or social justice. The second, to think about one of the issues of diversity and social justice we’ve discussed (or one that we should have discussed) and propose an initiative.

Research Proposal: Submit a 10-page research proposal on an issue of diversity or social justice. If you will defend your dissertation proposal Spring 2020 or later, and your dissertation topic covers an issue of diversity or social justice, you may use this assignment to work towards your proposal defense. You may not, however, submit 10 pages that you have written prior to this course. If you are further along and want to write a research proposal, consider an issue that you may have had to exclude from your dissertation study or something else of interest to you and develop a 10-page research proposal. The following sections are required: (1) Introduction, (2) Problem Statement & Research Questions, (3) Literature Review, (4) Methods/ Methodology, (5) Reflexivity (required irrespective of quant or qual design), and (6) Conclusion. The order of these sections may be changed if it helps with the overall flow of your paper.

Rubric:

Section	Point Allocation
Introduction	2
Problem Statement & Research Questions	3
Literature Review	3
Methods/ Methodology	4
Reflexivity	4
Conclusion	1
Overall grammar, syntax, APA, and professionalism	3
Total	20

Diversity/ Social Justice Initiative Proposal: If you choose not to write a final *research* paper, you may instead develop a diversity or social justice initiative based upon our class discussions and readings. This initiative can be towards as issue you would like to see improved within your own workplace, within the SCSU higher ed program, or even something you envision proposing when you are hired within your “higher education dream job.” The purpose of this initiative assignment is to help prepare you for moments in your practitioner career where you will be charged with making sense of new program or intervention creation(s) on campus. The following sections are required: (1) Executive Summary, (2) Introduction, (3) Problem Statement, (4) Literature Review (5) Diversity/ Social Justice Theoretical Framework, (6) Proposed initiative, (7) Anticipated Budget, and (8) Conclusion.

Rubric:

Section	Point Allocation
Executive Summary	2
Introduction and Conclusion	2

Problem Statement	3
Relevant Literature	2
Diversity/ Social Justice Theoretical Framework	3
Proposed Initiative	4
Budget	1
Overall grammar, syntax, APA, and professionalism	3
Total	20

The Final Paper is worth 20% of your final grade.

Final Presentation [10%]

Major education conferences like ASHE, ACPA, NASPA, and AERA host paper and general convention sessions based upon research and practice interventions. These sessions are often capped at ten minutes of content and grouped by topical areas. Submit your final scholarly paper or diversity initiative by December 1 to be assigned to a grouped presentation session. Each person will have 10 minutes to share their findings and/or a snapshot of their initiative, in panel groups of 3-4, and to allow room for Q&A. **The final presentation is worth 10% of your final grade.**

Assignments	
Assignment	Point Allocation
Journals (All due by Dec.8)	30%
Philosophy Statement (Due Nov. 24)	15%
Out of Classroom Engagement (Due Dec. 8)	15%
In Class Assignments and Discussions	5%
Peer Writing, Feedback, & Cover letter (Due Dec. 13)	5%
Final Paper Presentation (Due Dec. 7)	10%
Final Paper (Due Dec. 13)	20%
Total Points	100

Grading Scale	
Grading Scale	Point Allocation
A	91-100
B	80-90
C	76-79
D	70-75
Less than 70 is an F	

Weekly Class Schedule

Note: Readings not in assigned texts will be available on D2L for this course. Other readings may be added as needed throughout the semester. The syllabus is a dynamic document, while most things are fixed, changes are sometimes necessary.

Weekend 1	
11/1 Introductions to Diversity and Social Justice	<p><i>Topics Covered:</i> Course introduction and overview; A Primer on Diversity/ Social Justice; Where do “I” fit in Diversity and Social Justice Conversation</p>
<i>Foundations</i>	
<p>Baldwin, J. (1962, December 1). A Letter to My Nephew. <i>The Progressive</i>. Retrieved from: https://progressive.org/magazine/letter-nephew/</p> <p>Goodman, D. (2011). Introduction in <i>Promoting Diversity and Social Justice: Educating People from Privileged Groups (2nd Edition)</i>. Pp. 1-11. Routledge.</p> <p>Stewart, D-L. (2017). Language of Appeasement. Retrieved from: https://www.insidehighered.com/views/2017/03/30/colleges-need-language-shift-not-one-you-think-essay</p> <p>Thompson, A. (2003). Tiffany, friend of people of color: White investments in antiracism. <i>International Journal of Qualitative Studies in Education</i>, 16(1), 7-29.</p>	
<i>The Role of Self</i>	
<p>Accapadi, M. M. (2007). When White women cry: How White women’s tears oppress women of color. <i>College Student Affairs Journal</i>, 26, 208 –215.</p> <p>DiAngelo, R. (2012). Nothing to add: A challenge to White silence in racial discussions. <i>Understanding and Dismantling Privilege</i>, 2 (1) 1-17.</p> <p>Tatum, B. D. (2010). “Who am I?” In M. Adams, W. J. Blumenfeld, C. Castañeda, H. W. Hackman, M. L. Peters, & X. Zúñiga (Eds.), <i>Readings for Diversity and Social Justice</i>, 2nded, (pp. 5-8). New York, NY: Routledge</p>	

<u>Weekend 1 (Day 2)</u>	
11/2 Identity Construction and Theories	<p><i>Topics Covered:</i> The Social Construction of Diversity and Whiteness; D&SJ Theories and Frameworks</p>
<i>Construction of Whiteness</i>	
<p>Roediger, D. R. (2006). <i>Working toward whiteness: How America's immigrants became white: The strange journey from Ellis Island to the suburbs</i>. Hachette: UK.</p>	
<i>Theories and Frameworks</i>	
<p>Brayboy, B. M. J., (2005). Toward a Tribal Critical Race Theory in education. <i>The Urban Review</i>, 37(5), 425-446. doi:10.1007/s11256J005J0018Jy</p> <p>Crenshaw, K. (1990). Mapping the margins: Intersectionality, identity politics, and violence against women of color. <i>Stan. L. Rev.</i>, 43, 1241.</p> <p>Harris, J. C., Barone, R. P., & Davis, L. P. (2015). Who benefits? A critical race analysis of the (d) evolving language of inclusion in higher education. <i>Thought & Action</i>, 2015, 21-38.</p> <p>Ladson-Billings, Gloria, and William F. Tate. (2016). "Toward a critical race theory of education." In <i>Critical race theory in education</i>, pp. 10-31. Routledge.</p> <p>Museus, S. D., & Iftikar, J. (2013). An Asian critical theory (AsianCrit) framework. In <i>Asian American Students in Higher Education</i>. New York, NY: Routledge. Available at: http://works.bepress.com/samuel_museus/91/</p> <p>Salas, R. (2019). Latino Critical Race Theory (LatCrit): A Historical and Compatible Journey from Legal Scholarship to Teacher Education. In K. Han & J. Laughter (Eds.) <i>Critical Race Theory in Teacher Education: Informing Classroom Culture and Practice</i>, (pp. 59-65). New York: Teachers College Press.</p> <p>Salis Reyes, N.A. & Taula, M. (2019). Indigenous Paradigms: Decolonizing College Student Development Theory Through Centering Relationality. In Abes, E. S., Jones, S. R., & Stewart, D. L. (Eds.). <i>Rethinking College Student Development Theory Using Critical Frameworks</i>. Stylus.</p> <p>Yosso*, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. <i>Race ethnicity and education</i>, 8(1), 69-91.</p>	
Suggested Deadlines:	
<ul style="list-style-type: none"> • First Journal Reflection November 3rd at 11:59pm • Second Journal Reflection November 10th at 11:59pm • Third Journal Reflection November 17th at 11:59pm 	

Weekend 2	
11/22 D&SJ on Campus: Policies and Norms	<i>Topics Covered:</i> Social Class; Ability Status; LGBT+; Religion; Race; Citizenship and Nationalism; Intersectionality and Gender
<p>Abes, E. S., & Wallace, M. M. (2018). " People See Me, But They Don't See Me": An Intersectional Study of College Students With Physical Disabilities. <i>Journal of College Student Development</i>, 59(5), 545-562.</p> <p>Ali, A. I. (2014). A threat enflashed: Muslim college students situate their identities amidst portrayals of Muslim violence and terror. <i>International journal of qualitative studies in education</i>, 27(10), 1243-1261.</p> <p>Garces, L. M., & Poon, O. (2018). Asian Americans and Race-Conscious Admissions: Understanding the Conservative Opposition's Strategy of Misinformation, Intimidation & Racial Division.</p> <p>Kattari, S. K. (2015). Examining Ableism in Higher Education through Social Dominance Theory and Social Learning Theory. <i>Innovative Higher Education</i>, 40(5), 375-386.</p> <p>Marine, S. B., & Nicolazzo, Z. (2014, November 3). Names That Matter: Exploring the Tensions of Campus LGBTQ Centers and Trans* Inclusion. <i>Journal of Diversity in Higher Education</i>. Advance online publication. http://dx.doi.org/10.1037/a0037990</p> <p>Martin, G. L., Williams, B., & Reynolds Young, C. (2018). Understanding Social Class as Identity. <i>New Directions for Student Services</i>, 2018(162), 9-18.</p> <p>Terriquez, V. (2015). Dreams delayed: Barriers to degree completion among undocumented community college students. <i>Journal of Ethnic and Migration Studies</i>, 41(8), 1302-1323.</p> <p>Waterman, S. J. & Bazemore-James, C. (2019). It's More than Us: Knowledge and Knowing. In Abes, E. S., Jones, S. R., & Stewart, D. L. (Eds.). <i>Rethinking College Student Development Theory Using Critical Frameworks</i>. Stylus.</p>	
Philosophy of Diversity Due: November 24th at 11:59pm	

Weekend 2 (Day 2)	
11/23 D&SJ on Campus: Identities and Interactions	<i>Topics Covered:</i> Social Class; Ability Status; LGBT+; Religion; Race; Citizenship and Nationalism; Intersectionality and Gender
<p>Annamma, S. A., Jackson, D. D., & Morrison, D. (2017). 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>Ardoin, S. & martinez, b. (2018). No, I can't meet you for an \$8 coffee: How class shows up in workspaces. In B. Reece, V. Tran, E. DeVore, & G. Porcaro (Eds.), <i>Debunking the myth of job fit in student affairs</i> (pp. 97-117). Sterling, VA: Stylus.</p> <p>Friedensen, R. E., & Kimball, E. (2017). Disability and College Students: A Critical Examination of a Multivalent Identity. In <i>Theory and Method in Higher Education Research</i> (pp. 227-245). Emerald Publishing Limited.</p> <p>Garvey, J. C., Taylor, J. L., & Rankin, S. (2015). An examination of campus climate for LGBTQ community college students. <i>Community College Journal of Research and Practice</i>, 39(6), 527-541.</p> <p>Hikido, A., & Murray, S. B. (2016). Whitened rainbows: How white college students protect whiteness through diversity discourses. <i>Race Ethnicity and Education</i>, 19(2), 389-411.</p> <p>Linder, C. & Myers, J. S. (2018). Institutional betrayal as a motivator for campus sexual assault activism. <i>NASPA Journal About Women in Higher Education</i>, 11(1), 1-16.</p> <p>McGuire, K. M., Casanova, S., & Davis III, C. H. (2016). "I'm a Black female who happens to be Muslim": Multiple Marginalities of an Immigrant Black Muslim Woman on a Predominantly White Campus. <i>The Journal of Negro Education</i>, 85(3), 316-329.</p> <p>Smith, C. P., & Freyd, J. J. (2014). Institutional betrayal. <i>American Psychologist</i>, 69(6), 575-587.</p> <p>Stewart, T. J., & Williams, B. (2019). Nuanced Activism: A matrix of resistance. In A. Dache-Gerbino, S. J. Quaye, C. Linder, & K. McGuire (Eds.), <i>Rise up!: Activism as education</i> (pp. 201-223). Lansing, MI: Michigan State University Press.</p> <p>Suárez-Orozco, C., Katsiaficas, D., Birchall, O., Alcantar, C. M., Hernandez, E., Garcia, Y., ... & Teranishi, R. T. (2015). Undocumented undergraduates on college campuses: Understanding their challenges and assets and what it takes to make an undocufriendly campus. <i>Harvard Educational Review</i>, 85(3), 427-463.</p> <p>Suggested Deadlines: Fourth Journal Reflection November 24th at 11:59pm</p>	

Weekend 3

12/6 Doing the work of D&SJ as practitioners

Topics Covered: Doing the work of D&SJ as practitioners; why D&SJ should matter to practitioners; and, what you can do to advance D&SJ

- Ashlee, K. (2019). You'll fit right in": Fit as a euphemism for Whiteness in higher education hiring practices. In B. Reece, V. Tran, E. DeVore, & G. Porcaro (Eds), *Debunking the Myth of Job Fit in Higher Education and Student Affairs* (pp. 193-216). Sterling, VA: Stylus.
- Browning, H., & Palmer, P. (2019). *Code word FIT: Exploring the systematic exclusion of professionals of color in predominantly White institutions*. In B. Reece, V. Tran, E. DeVore, & G. Porcaro (Eds.), *Debunking the Myth of Job Fit in Higher Education and Student Affairs* (pp. 147-165). Sterling, VA: Stylus.
- Goodman, D. (2011). The costs of Oppression to People from Privileged Groups in *Promoting Diversity and Social Justice: Educating People from Privileged Groups (2nd Edition)*. Pp. 84-100. Routledge.
- Park, J. J., & Bowman, N. A. (2015). Religion as bridging or bonding social capital: Race, religion, and cross-racial interaction for college students. *Sociology of Education*, 88(1), 20-37.
- Squire, D. D., & Nicolazzo, Z. (2019). Love My Naps, But Stay Woke: The Case Against Self-Care. *About Campus*, 24(2), 4-11.
- Stewart, T. J., Collier, J. and Lacy, M. "Naming and Claiming the Reality of Anti-Blackness in Student Affairs." *No Ways Tired: The Journey for Professionals of Color in Student Affairs: Volume II-By and By: Mid-Level Professionals* (2019): 165.
- Veneble, C.J., Inselman, K., & Thuot, N. (2019) Negotiating Fit While "Misfit:" Three Ways Trans Professionals Navigate Student Affairs. In B. Reece, V. Tran, E. DeVore, & G. Porcaro (Eds), *Debunking the Myth of Job Fit in Higher Education and Student Affairs* (pp. 167-192). Sterling, VA: Stylus.

Final Presentations Due: December 7th at 12pm

Out of Classroom Engagement Reflection Due: December 8 at 11:59pm

All Required Journal Reflections Due: December 8th at 11:59pm

Suggested Deadlines:

- **Fifth Journal Reflection December 1st at 11:59pm**

Weekend 3 (Day 2)	
12/7 Doing D&SJ as practitioners: So, what now?	<p><i>Topics Covered:</i> The risks of doing diversity work & why it still matters; Review of all topics covered; Final Presentations</p>
<p>Busta, H. (2018, Oct. 15). With affirmative action under fire, what's the future of racial diversity on campus?. <i>Education Dive</i>. Retrieved from: https://www.educationdive.com/news/with-affirmative-action-under-fire-whats-the-future-of-racial-diversity-o/539560/</p> <p>Goodman, D. (2011). Why People from Privileged Groups Support Social Justice in <i>Promoting Diversity and Social Justice: Educating People from Privileged Groups (2nd Edition)</i>. Pp. 121-134. Routledge</p> <p>McMillian Cottom, T. (2018, February 19). The Real Threat To Campuses Isn't 'PC Culture.' It's Racism. <i>Huffington Post</i>. Retrieved from: https://www.huffpost.com/entry/opinion-cottom-campus-racism_n_5a8afb80e4b00bc49f471b41.</p> <p>Mele, C. (2016, Nov. 28). Professor Watchlist Is Seen as Threat to Academic Freedom. <i>The New York Times</i>. Retrieved from: https://www.nytimes.com/2016/11/28/us/professor-watchlist-is-seen-as-threat-to-academic-freedom.html</p> <p>Stewart, D. L (2018, November 8). Refuting the Politicization of Student Affairs Work. <i>Inside Higher Ed</i>. Retrieved from: https://www.insidehighered.com/views/2018/11/08/student-affairs-administrators-arent-socializing-students-leftist-ideology-opinion</p> <p>Warner, J. (2018) What I Got Wrong About Turning Point USA. <i>Inside Higher Ed</i>. Retrieved from: https://www.insidehighered.com/blogs/just-visiting/what-i-got-wrong-about-turning-point-usa</p> <p><i>Note : Please bring at least 5 pages of your final paper to class on December 7 to engage in peer reviewship !</i></p> <p>Peer Writing, Feedback, and Cover letter Due: December 13 at 11:59pm Final Paper Due: December 13 at 11:59pm</p>	

Additional University Policies, Course Norms and Resources

University Policies

Accessibility and Accommodations: “SCSU is an affirmative action, equal opportunity employer and educator. We are committed to a policy of nondiscrimination in employment and education opportunity and work to provide reasonable accommodations for all persons with disabilities. Accommodations are provided on an individualized, as-needed basis, determined through appropriate documentation of need. Please contact Student Accessibility Services (SAS), sas@stcloudstate.edu or 320-308-4080, Centennial Hall 202, to meet and discuss reasonable and appropriate accommodations.”

Academic Integrity: St. Cloud State University’s Student Code of Conduct states: “Any student, student organization, or club alleged to have violated an established University policy, no matter when discovered, is subject to the student conduct process, according to the provisions outlined in the St. Cloud State University Student Code of Conduct.” As students enrolled in this course, it is your responsibility to maintain the highest standards of honesty and integrity throughout your academic career. Penalties for academic dishonesty are severe and ignorance is not an acceptable defense. Accordingly, I position academic honesty as performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge without citing the source appropriately. For this course, the acceptable citation format is the Publication Manual of The American Psychological Association 6th Edition. Any suspicion of academic dishonesty will be reported according to the St. Cloud State University Student Code of Conduct. If I have concerns about academic dishonesty in your work, I will discuss it with you before moving forward with University procedures.

Students are responsible for reading and abiding by the honesty policy and Student Code of Conduct, which is found at: <https://www.stcloudstate.edu/studenthandbook/code/default.aspx>.

Our Husky Compact: <https://www.stcloudstate.edu/ourhuskycompact/>

Course Norms

Special learning needs: I want this to be a successful classroom experience. If you have a documented disability or any other needs and wish to discuss academic accommodations, please contact Dr. Williams as soon as possible. Necessary academic accommodations will be made based on the recommendations received from Student Accessibility Services. You must typically be registered with the Student Accessibility Services to receive academic accommodations. However, I am aware of the associative costs with this process. Students may wish to discuss reasonable accommodations without documentation on a case by case basis.

Self-care: Diversity and social justice research can be heavy. Students are encouraged to find ways to support themselves and their peers throughout this course. Students may also discuss these opportunities with me. There may be moments of frustration, discomfort, and even discontent. Students are encouraged to use campus counseling services and other resources to ensure self-care.

Communications Policy: All communications from me, to you, will take place using your SCSU email and/or D2L Brightspace. You should check your email and D2L course page regularly. I generally respond to emails within 48 hours. However, my response to email may be delayed between 11pm and 8am, during weekends, and on holidays.

Religious Beliefs and Practices; Non-Discrimination & Anti-Harassment; Conflict Mediation Program: Students will **NEVER** be penalized due to observances of religious beliefs in my classroom. Whenever possible, students will be given reasonable accommodations to make up any and all academic assignments that may have been missed due to participation in a religious observance. It is each student's individual responsibility to inform Dr. Williams as soon as possible of any (un)intended absences for religious observances.

“It is the policy of St. Cloud State University to make good faith efforts to reasonably accommodate religious practices, obligations, or observation of religious holidays (holy days) to honor the sincerely held religious beliefs of students, faculty and staff with respect to all academic and other work requirements unless doing so would pose an undue hardship. Optional events that may be viewed as religious or spiritual in nature, such as a wedding, are not official practices or obligations and are not included in this policy. Optional extensions to the religious practice, obligation, or holiday, such as traveling to a location that is not required for the observation or adding extra days for celebration or visitation are also not included in this policy.” This policy can be found at <https://www5.stcloudstate.edu/Policies/SCSU/Viewer.aspx?id=27>.

The University also provides conflict mediation to assist all members of the University community. “If you are experiencing ongoing, regular conflict, you will almost certainly feel better empowered to manage your conflict situation more effectively as a result of conflict coaching. However, your coaching conversation probably will entail some thought-provoking, challenging questions from your conflict coach. And it's probably not a quick fix.” To learn more about the University mediation program, visit <https://www.stcloudstate.edu/mediation/conflictcoaching.aspx>

Resources:

The Write Place: “The Write Place offers free, one-on-one and small group tutoring to all members of the St. Cloud State community from any discipline in face-to-face and synchronous online appointments. We work with writers from all levels of experience, ability and expertise. Writers at any stage in the writing process work with trained writing consultants, who help them identify writing strengths and potential problems, teach students strategies for revision and editing, and provide information about writing conventions in the academy.”

Food and Housing Insecurity: “Any student who faces challenges securing their food or housing and believes that these needs may affect their academic performance in this course, is urged to contact Taunja Meers, the Case Manager, who is housed in CAPS (Counseling and Psychological Services) at 320-308-3171 for possible assistance. Feel free to talk to the professor of this course for assistance in accessing this resource if needed.”

Sexual and Relationship Violence: In the event that you choose to write or speak about having survived sexualized violence, including rape, sexual assault, relationship violence, or

stalking and specify that this violence occurred while you were an SCSU student, federal and state education laws require that, as your instructor, I notify the Title IX officer, Ellyn Bartges. She (or her designee), will contact you to let you know about accommodations and support services at SCSU and possibilities for holding accountable the person who harmed you.

If you do not want the Title IX Officer notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and discuss your options.

SCSU’s Gender Violence Prevention Program	320.308.3995 Lee LaDue
Central Mn Sexual Assault Center (Community program)	320.251.4357 800.237.5090 24-hour hotline
SCSU Counseling and Psychological Services https://www.stcloudstate.edu/counseling/ Open Monday-Friday 8-4:30pm	320.308.3171
SCSU Health Services Open Monday-Friday 8-4:30pm	320.308.3191

If you are a survivor or someone concerned about a survivor and need immediate information on what to do, please go to <http://www.stcloudstate.edu/womenscenter/> or <https://www.stcloudstate.edu/oea/support.aspx>

Counseling and Psychological Services: If you are feeling stressed, or just feel like you need to talk through some things, I encourage you to schedule an appointment or stop into the office. If you would like someone to walk over with you, please ask me!

<https://www.stcloudstate.edu/counseling/>

320-308-3171

Location

Eastman Hall

Hours

8 a.m. - 4:30 p.m. Monday-Friday during the academic year

7:30 a.m. - 4 p.m. Monday-Friday during the summer

After Hours

Use any of these crisis resources:

- Local crisis line at **320.253.5555** or **800.635.8008**
- [National Suicide Prevention Lifeline](#) or call 1.800.273.8255
- [ULifeline](#)
 - 1.800.273.TALK (8255)
 - Text "START" to 741-741