



**Social Justice and Inclusion for Student Affairs  
Practice EDSA 8110 – Spring, 2020  
Section 001: Tuesdays, 3:30 – 6:15 pm (Old Main 317)**

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Office Hours: By appointment.

Due to the changing nature of my schedule, **please confirm in advance** if you want to meet. Stop by anytime, but I may be in meetings or on a call if we do not have scheduled appointments.

**Course Description and Rationale**

This course uses a social justice framework to explore issues of power and privilege with respect to diverse populations. We will explore historical and contemporary oppression based on race, gender, ability, and other differences. Self-reflection and dialogue is used to examine students' own biases and prejudices and locate themselves within asymmetrical power systems. This course offers aspiring student affairs professionals the opportunity to learn about power, privilege, inequities, and social change through self-exploration, dialogue, social justice education, and advocacy.



This course is informed by the ACPA/NASPA Competency on Social Justice and Inclusion (Author, 2015, p.30):

For the purpose of the Social Justice and Inclusion competency area, social justice is defined as both a process and a goal that includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups and seeks to address issues of oppression, privilege, and power. This competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.

**Course Learning Outcomes**

<b>Course SLO</b>	<b>C2 Thinks SLO</b>	<b>Evidence</b>
Define and describe social justice concepts and terms in the context of student affairs	Extrapolate from one conceptual context to others	Preflection, Blogs, Dialogues, Creative Expression
Describe one’s own identity and situate it in a field of asymmetrical power systems	Explore complex challenges	Preflection, Blog, Facilitated Learning Activity, Creative Expression
Identify and differentiate manifestations of oppression (racism, classism, ableism, etc.) by level (individual, institutional, ideological)	Analyze multi-dimensional problems	Blog, Creative Expression
Explore with others an advantaged identity and explain it’s relationship to one form of oppression	Explore complex challenges Communicate complex ideas effectively	Study Circle, SACSA proposal
Apply core tenets of social justice to student affairs practice	Synthesize alternative solutions to multi-dimensional challenges Extrapolate from one conceptual context to others	Classroom Case Studies
Apply dialogic practices to social justice topics	Synthesize alternative solutions to multi dimensional challenges	Dialogues

### **Required texts/media/materials:**

Adams, M., Blumenfeld, W. J., Catalano, D. C., DeJong, K., , Hackman, H. W., Hopkins, L. E., Love, B. J., Peters, M. L., Shlasko, D., & Zúñiga, X. (Eds.). (2018). *Readings for diversity and social justice, 4<sup>th</sup> Edition*. New York: Routledge.

*\*Known in the course schedule as RDSJ\**

### **Recommended texts/media/materials:**

Davis, T., & Harrison, L. M. (2013). *Advancing social justice: Tools, pedagogies, and strategies to transform your campus*. John Wiley & Sons.

### **Teaching Philosophy for the Course**

The pedagogy employed in this course draws heavily on critical self-reflection to explore how students' personal identities shape experiences related to diversity, multiculturalism, and social justice. This provides an essential foundation for the consideration of these issues in future course work. The focus of this course will be on social justice and inclusion. The instructor enters into this work with you with a sense that we are all knowers, we are all learners, we are all teachers, and we are all seeking to fully engage with and support one another in the process. There is an assumption that failure is beneficial, questioning the self is natural, and the best learning results in more questions than answers.

Furthermore, given the range of experiences and complexity of the topics we are undertaking this semester, **your best learning will be self-directed**. That is, I have curated texts, media, learning activities, dialogue prompts, and an opportunity to self- assess your knowledge, awareness and skills relative to the subject matter to stimulate your thinking and reflection. However, you will need to identify your knowledge, awareness, and skill gaps and plot your path through this course accordingly.

### **Instructional Strategies Employed**

We will use mini lectures, case studies, dialogic circles, discussion, two forms of small groups: core groups and study circles to facilitate learning in the course. The purpose of core groups is to provide you a space within the larger classroom setting to make meaning with 3-4 peers. We will utilize core groups weekly and engage in several trust building improvisational theater exercises to form groups. Study circles are explained at length in the respective assignment in the syllabus. We will also use dialogues: a purposeful communication form that allows individuals to build understanding collectively (Bohm, 2000).

### **Evaluation Strategies Employed**

Rubrics are used for all written assignments and participation grade. Formative evaluation in the form of muddy point exercises are built into blog posts.

## **Course Assignment Descriptions**

*See the rubrics provided in canvas for evaluation criteria*

The assignments for this course are designed to build on one another and provide opportunities for personal and professional growth and development.

**NOTE:** All papers are to be submitted as WORD documents electronically on or before the day due and should be submitted via canvas.

### **Participation (15)**

**Purpose:** Your participation is essential to maximizing not only your learning, but the learning and growth for the entire class. It is expected that you will come to class having done the readings and prepared to engage in discussion. Discussion and debate may occur in-person or online. It is important as a group we respect varying opinions, beliefs, and outlooks, and respond in an appropriate and civil manner.

**Related Course Objective:** Communicate complex ideas effectively

**Explanation of Steps:** Participation opportunities include presentations and sharing of readings, engagement in class discussion, participation in dialogues, preparation of ARCs (see below), and engagement in large/small group activities. Your participation grade will be based in part by a self-assessment using the participation rubric (see below).

**NOTE:** If for any reason you're having an off week (life happens-sickness, personal issues, family, etc.) please do your best to alert me prior to class via email.

### **Peer Evaluation (5)**

**Purpose:** Receiving feedback from peers on participation in core discussion groups can provide valuable insight into the quality of your contributions and tangible ways to communicate more effectively.

**Related Course Objective:** Communicate complex ideas effectively

**Steps:** Every student will complete a participation rubric that assesses the quality of each core group member's contribution to small group discussions. I will average scores provided by peers. You will have an opportunity to give each core group member feedback, and in turn each member will provide you with feedback that may be incorporated into your final paper.

### Participation Rubric

**This rubric foregrounds the following reflective question: In what ways have I positively contributed to the learning and engagement in class?**

	<b>12-15 points</b>	<b>8-11 pts</b>	<b>4-7 pts</b>	<b>0-3 pts</b>
<b>Quality of Contributions</b>	Contributions are relevant, integrate readings / life experiences. Information is drawn from diverse sources. Creativity is used in connecting concepts, events, approaches, etc.	Contributions focus on readings OR life experience, without integrating both. Comments relevant to dialogue.	Contributions are not relevant. Contributions rarely incorporate readings. Lack of preparation.	No or minimal contributions offered. Lack of course preparation.
<b>Significance of Comments</b>	Contributions include multiple perspectives and complexity. Comments support and / or build off others' contributions.	Contributions are generally substantive, but occasionally lack attention to what others have shared.	Comments ignore what has been expressed, repeat ideas already shared, etc. and do not advance the dialogue.	No or minimal contributions.
<b>Engagement in Class</b>	Regularly contributes in large and small group conversation. Actively participates in course activities and discussions. Does not misuse technology in ways that disrupt or disrespect the learning environment.	Contributions favor small OR large groups. Does not show consistent engagement in activities/ discussions.	Minimal contributions offered in either small or large groups. Appears disengaged. Addresses core issues quickly then shifts to personal or off-topic conversations.	No contributions offered.

<b>Facilitative Approach</b>	Does not dominate the conversation. Encourages others' participation in supportive ways that acknowledge the value of their ideas and perspectives. Solicits others' thoughts and ideas.	Occasionally encourages others' participation. Acknowledges contributions of others.	Dominates the conversation. Does not engage others. Directs majority of comments to the instructors.	No or minimal contributions.
<b>Listening Skills</b>	Considerate (verbally and nonverbally) of appropriately expressed feelings and opinions. Actively listens to peers/instructors/guests. Actively supports others' learning processes.	Generally considerate of others' feelings and opinions. Typically exhibits active listening. Generally supportive of others' learning processes.	Dismissive (verbally or nonverbally) of others' feelings/opinions. Displays lack of interest. Does not support learning processes.	Inconsiderate of others' feelings and opinions. Does not actively listen or support others' learning.

**FOR ALL OTHER ASSIGNMENT RUBRICS PLEASE SEE CANVAS.**

### **ARCs**

In the pacing guide you will find references to "ARC"s. ARC stands for an analytical representation of content. **24 hours BEFORE** class you will post a visual representation of concepts, themes, or points made by one of the readings. Your representation can be something you find on the internet such as a meme, cartoon, comic, graphic, infographic, short video, etc. You will post it in the discussion space and include a paragraph explaining how your offering relates to the associated reading.

### **(P)Reflection (5)**

**Purpose:** The reflection has two functions. It provides you with a clear appraisal of what you already know about social justice/education to inform your own self-directed learning objectives in the course, and it serves as a pre-test to identify a baseline for me to assess your learning over the length of the course.

**Related Course Objective:** Describe one's own identity and situate it in a field of asymmetrical power systems

#### **Steps:**

Please complete this assignment before you do the readings assigned for this week. In three to four (3-4) pages address the following questions. This does not need to meet APA standards of a manuscript. I suggest that you cut and paste the prompts below and add your responses.

1. What do you see as the goals of social justice work in educational settings? What are we trying to accomplish?
2. What do you see as the particular challenges in addressing social justice issues, as compared to other types of training and education?
3. Passion. How important is it to you to address social justice issues for yourself with students? Can you articulate a clear rationale for why these issues need to be addressed?
4. Awareness. Identify your social identities and provide examples of how they have been taken up by a system of oppression. Are there identities you have thought more or less about?
5. Support. What kind of personal support do you have from colleagues, friends, supervisors to do this work? Do you know other Student Affairs staff who are addressing these issues with students with whom you can share resources, exercises, materials?
6. Knowledge. What information about different forms of social oppression are you most comfortable with and know the most about (qualitative in the form of narratives, personal stories and experiences, quantitative in the form of statistics and empirical research with large data sets?)
7. Skills. What skills do you have for participating in or leading discussions that involve controversy? How comfortable are you with students expressing a variety of emotions and/or conflicting beliefs?

**NOTE:** This assignment will later be incorporated into your final paper.

## Concept Blogs (20)

(Due 48 hours after course meeting on the topic)

**Purpose:** The purpose of the concept blog is to provide a space for you to be in conversation with yourself and the instructor about how your identities are situated within social systems of oppression. The blog also provides opportunities for you to explain concepts covered in the course and experiment with their application in campus settings. These reflections are taken seriously and are an integral part of your learning process in the class and an opportunity to document your grasp of the reading material as well as relevant examples from your life experience and campus contexts.

**Related Course Objective:** Describe one's own identity and situate it in a field of asymmetrical power systems; Define and describe social justice concepts and terms in the context of student affairs.

### Steps:

- (1) At the end of most class meetings on a particular ism (see the pacing guide at the end of this syllabus) you will turn in your reflections on that week's course topic. **You do not need to complete a concept blog for the week** that corresponds to your respective study circle topic.
- (2) While blogs are reflective essays, they should still demonstrate graduate level writing: Assertions must be supported with relevant citations from the literature, explanations, and/or examples.
- (3) This assignment should be no more than two (2) pages and should integrate both the topics we discussed in class **as well as** the readings assigned for the week. The blog posts will be private reflections shared only with me.
- (4) Include the following in your reflection:
  - How has your identity been taken up by a system of oppression?
  - How do readings/class discussion relate to your experiences in higher education (as an undergraduate student and/or emerging professional)?
  - A one paragraph addendum should be given with your comments about what concepts you are clear about and what you remain a little fuzzy about.



## **Dominant Study Circle (30)**

*Facilitated Activity, Individual Reading Synthesis, and SACS A Proposal*

**Purpose:** The purpose of the dominant study circle is three fold: (1) to introduce you to the study circle as an approach to collective, self-directed learning, (2) to explore a dominant/advantaged identity in depth relative to a particular form of oppression, and (3) to collaboratively source a conference presentation proposal for a regional professional association.

**Related Course Objective:** Explore with others an advantaged identity and explain it's relationship to one form of oppression

**Steps:** This assignment is broken into three sub parts. Please find discrete steps under each below.

Study Circle [Groups will be identified during class one]

Purpose: We will identify study circle groups together based on a dominant identity group inventory and sorting exercise to facilitate our learning in the course and provide an example of collaborative approaches to learning. A study circle is an educationally focused working group that draws upon a group's collective capacity to learn from and with each other. Study circles are focused on a specific topic or issue and follow a prescribed structure to systematically direct learning on a topic.

Steps:

- (1) Identify your study circle
- (2) Exchange contact information and identify at least 3 meeting times outside of class to discuss readings and resources related to your topic.
- (3) Identify goals for your study circle. For the purposes of this class we will use the following structure to direct how your time is spent as a study circle:
  - a. What does this topic mean for me,
  - b. What are other people (scholarly sources) saying about this topic,
  - c. How can student affairs practitioners apply this topic to their work in the service of student learning and success?

Facilitated Activity (Each group will be assigned a date) **(10)**

Purpose: Each group of students will present a learning activity that serves as a dialogue starter for the week they present. This learning activity comprises the "creative and interactive technique(s) to interact with the audience" aspect of the SACS A conference proposal. This is a chance for you to practice an activity before presenting it in a conference setting.

Steps:

- (1) Read the entire unit for your topic
- (2) Consult if you wish additional readings and/or media to enhance your learning and the ensuing dialogue. These may be taken from the Voices/Next Steps sections of your respective unit in the RDSJ, or you may bring in sources from blogs, ted talks, news articles, or videos.
  - (1) You may use the discussion thread in canvas to assign no more than one additional reading/media viewing to the prior to the class meeting you present. Your assignment must be in canvas **one week prior** to presenting. Please provide at least two guiding questions for classmates to consider while reading/viewing.
  - (2) Construct an outline of your activity and send to instructor for approval **two (2) weeks prior to the date you present.**

Readings Synthesis (Due day of facilitated lecture) (10)

Purpose: In preparation for your facilitated activity, **each group member** will submit a short (2-3 page) paper, **due the day you present**. This short paper will synthesize the readings and serve as the building block for the Evidence of Program Content section of the SACSA proposal.

Steps:

- (1) Read the entire unit in RDSJ
- (2) Read any other materials that you identify as a group
- (3) Prepare a 3 page Synthesis of Readings that addresses the following:
  - What are the main points/arguments?
  - How do the works intersect, complement, or inform one another?
  - Are there points on which the authors/creators disagree?
  - What pressing questions remain?
- (4) Prepare in APA format and submit in canvas

SACSA Conference Concurrent Session Proposal (Due Week 13) (10)

Purpose: Based on the work done in your study circle, you will construct a concurrent session conference proposal for a regional conference (SACSA 2020) and receive feedback to improve a potential submission. While I hope you will consider submitting for presentation, that is not a requirement of the course.

Steps:

- (1) Determine a title
- (2) Write an abstract
- (3) Explain the relationship of your session to the conference theme
- (4) Explain methods of involvement - how will you engage the audience interactively? (You probably want to use your facilitated learning activity here)

- (5) Provide learning outcomes for your session (build upon those devised for your facilitated learning activity)
- (6) Provide evidence of program content (draw from your collective syntheses Provide individual bios
- (7) Construct an outline (draw from your learning activity outline)
- (8) Complete bios
- (9) Identify ONE person to submit to canvas

**NOTE:** The information provided below is from the 2017 conference. It is provided to guide you. Should you choose to submit to the 2020 conference, there will be a different theme, different deadlines, and possibly other changes to the submission process. That said, this process should prepare you very well for submitting to the conference for next fall.

### *Call for Programs*

The 2017 conference theme was "**New Directions: A Climate of Change**". This theme focused on collaborations, partnerships, and initiatives that provide meaningful experiences for students which contribute to their holistic well-being and success.

Are you a student affairs professional making connections that foster student success? Have you conducted research regarding student affairs practices or policies that foster student success? If so, we want to hear from you! We welcome programs proposals and posters addressing best practices in collaborations, partnerships, and experiential learning especially related to the following topics:

- |                                    |                            |
|------------------------------------|----------------------------|
| 1. Diversity, Equity and Inclusion | 4. Research and Assessment |
| 2. Mental Health                   | 5. Mentorship              |
| 3. Accessibility                   | 6. Academic Partnerships   |

### *SACSA program proposals formats:*

- Concurrent Sessions – a traditional 50-minute breakout session. Presenters are encouraged to use creative and engaging techniques to interact with the audience.
- Lightning Round Sessions – a single presenter has an opportunity to discuss/share their knowledge on a particular subject. Four discussions will simultaneously take place in one room, with one presenter per table. Each discussion will comprise of 10 minutes of presentation and 5 minutes for Q&A and/or group discussion. Once the discussion has ended, the participants will rotate to the next table.
- SACSA Talks Sessions – a 30 minute, innovative format allowing presenters to present and discuss national issues that are affecting our campuses as well as to share research and/or best practices- Similar to TEDx Talk, this format fosters an environment to discuss pertinent Higher Ed issues that

wouldn't normally be discussed.

*Conference Proposal Format*

- I. Program Title
- II. Program Format (Concurrent Session, Lightning Round, SACSA Talks)
- III. Program Abstract (not to exceed 60 words)
- IV. Relationship to Conference Theme (Look on SACSA website for 2018 theme)
- V. Method of Involvement (please provide details as to how your presentation will involve participation from the audience)
- VI. Learning Outcomes
- VII. Outline (please provide a narrative or summary of your program)
- VIII. Evidence of Program Content (750 words, Please provide evidence that the proposed program is grounded in relevant theory, research, or practical experience.)
- IX. Background of Presenters

**Creative Inclusion Portfolio (25)**  
*Creative Expression, Presentation, & Reflection Paper*  
(Due Week 15 or 16)

**Purpose**

The purpose of this portfolio is to provide a creative outlet to convey what you have learned in the course this semester. You are to reference and use your PRE-flection paper and concept blogs as guides to identify and discuss things you have (re)learned, new questions that have emerged, things about which you still have questions, etc. The assignment is comprised of two parts with differing due dates.

- Creative Expression and Presentation
- Creative Reflection Paper

**Course Related Objective:** Identify and differentiate manifestations of oppression (racism, classism, ableism, etc.) by level (individual, institutional, ideological)

**Explanation of Steps:** See respective sub parts below.

***Creative Expression and Presentation (10)***

Purpose: The creative expression project utilizes arts-based learning to extend your meaning making of concepts introduced in the course. Translating your learning into a creative expression project offers an opportunity to further make sense of the concepts.

Steps:

(1) You will create an expression project that reflects part of your learning path through this course. This project is NOT a testimonial of the challenges you have faced. It is an articulation of what you have learning in this course. You do not have to share everything you have learned, but select something(s) that are important to you.

(2) Examples of a creative project could include, but is certainly not limited to:

- |                      |   |
|----------------------|---|
| ● Letters/editorials | ● storytelling  |
| ● photovoice         | ● short performance piece                                   |
| ● spoken word        | ● visual art medium - sculpture, photography, painting, etc |
| ● song or playlist   |   |

(3) Prepare an 8 minute presentation on your creative expression. You can use the time to share your work in whatever way is most effective for you

(4) You will upload to canvas both your creative project (or picture if it is three dimensional) and your presentation (outline or slidedeck).

***Creative Reflection Paper (15)***

Purpose: This 5-page paper (APA style) is a culmination of the PRE-flection, the

concept blogs, an explanation of your creative project, and a succinct articulation of your philosophy of social justice in student affairs. The paper should be organized as an essay (introduction and conclusion) and articulate what you have learned in the course. Specific prompts to be addressed are provided below.

1. THINK: Reflect on your experiences this semester. You may want to draw a concept map or write in an outline.
  - a. Things I have learned include...ways this applies to my field experience or assistantship are...
  - b. The reasons I chose the creative approach I used for my final project include...
  - c. My biggest challenge(s) or concern(s) related to the topics we have discussed include...
  - d. Work I still need to do includes... implications this has for my field experience or assistantship are...
  - e. Things I plan to learn more about (related to issues highlighted in this course) before I conclude the program include... Steps I will take to do this learning include...
  - f. In one paragraph, my philosophy of social justice in the context of my work in student affairs / higher education is...
2. WRITE: Communicate your thinking in a coherent, engaging, and persuasive paper that includes an introduction, assertions, examples, and proper conclusion.
3. EDIT: Make sure you used APA and proofread before you submit.

## GRADING

A = 90-100    B = 80-89    C = 70-79    D = 60-69    F = <69

### *Course Assignments*

**15 Points**    **Participation**

**5 Points**    **Peer Eval**

**5 Points**    **PRE-flection**

**20 Points**    **Concept Blogs**

**30 Points**    **Dominant Study Circle**

○ *Facilitated Activity (10 Points)*

○ *Individual Paper (10 points)*

○ *SACSA Proposal (10 points)*

**25 Points**    **Creative Inclusion Portfolio**

○ *Creative Expression & Presentation (10 points)*

○ *Creative Reflection Paper (15 points)*

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**100 Points TOTAL**

## Social Justice and Inclusion Pacing Guide

CLASS WEEK: CLASS DATE	TOPIC(S)	READINGS FOR THE WEEK
		ASSIGNMENT DUE
<b>Week 1:</b>  January 14 (T,001)	<b>Introduction</b> Community development using Theater of the oppressed  Developing a learning community	<b>Read:</b> <ul style="list-style-type: none"> <li>▪ Arao, B. &amp; Clemens, K. From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice [Canvas]</li> </ul>
		<b>Due:</b> <ul style="list-style-type: none"> <li>▪ Review the Syllabus <b>BEFORE</b> the first class. Identify at least <b>TWO</b> things that stood out to you or questions that you have.</li> </ul>
<b>Week 2:</b>  January 21 (T,001)	<b>Concepts and Terms: Identity and privilege</b> Educating privileged groups: Dominant study circles	<b>Read:</b> <ul style="list-style-type: none"> <li>▪ RDSJ, pp. 1-59</li> </ul>
		<b>Due:</b> <ul style="list-style-type: none"> <li>▪ <b>Rachel's ARC example</b></li> <li>▪ <b>(P)Reflection</b></li> </ul>
<b>Week 3:</b>  January 28 (T,001) Last day to withdraw without W	<b>Racism</b> Historical and structural considerations	<b>Read:</b> <ul style="list-style-type: none"> <li>▪ RDSJ Introduction and Selections: 9, 10, 12, 13, and a selection of your choice from Voices and Next Steps</li> </ul>
		<b>Due:</b> <ul style="list-style-type: none"> <li>▪ <b>ARC from one assigned chapter</b></li> <li>▪ <b>(48 hours) Concept Blog</b> (Canvas)</li> </ul>
<b>Week 4:</b>  February 4 (T,001)	<b>Racism</b> Facilitated Activity Dialogue	<b>Read:</b> <ul style="list-style-type: none"> <li>▪ RDSJ, TBD by Presentation group</li> </ul>
		<b>Due:</b>
<b>Week 5:</b>  February 11 (T,001)	<b>Classism</b> Historical and structural considerations	<b>Read:</b> <ul style="list-style-type: none"> <li>▪ RDSJ Introduction, Selections: 26-34, 42</li> </ul>
		<b>Due:</b> <ul style="list-style-type: none"> <li>▪ <b>ARC from one assigned chapter</b></li> <li>▪ <b>(48 hours) Concept Blog</b> (Canvas)</li> </ul>
<b>Week 6:</b>  February 18 (T,001)	<b>Classism</b> Facilitated Activity Dialogue	<b>Read:</b> <ul style="list-style-type: none"> <li>▪ RDSJ selections TBD</li> </ul>



<b>Week 7:</b>	<b>Trans Oppression</b> Discussion of Readings Facilitated Activity	<b>Read:</b> ▪ RDSJ introduction and selections: 72, 74, 76, 77, 78, 81, and 83
<b>Week 8:</b>  March 3 (T,001)	<b>Sexism</b> Discussion of Readings Facilitated Activity Dialogue	<b>Read:</b> RDSJ introduction and selections: 63, 64, 65, 66, 67, 70, 71, 80
		<b>Due:</b> ▪ <b>(48 hours) Concept Blog (Canvas)</b>
<b>Week 9:</b>  March 10 (T,001)	<b>Religious Oppression</b> Discussion of Readings Facilitated Activity Dialogue	<b>Read:</b> Introduction and selections: 45, 46, 47, 49, 51, 60, 61
		<b>Due:</b> ▪ <b>Online discussion in Canvas</b>
<b>Week 10:</b>  March 17 (T,001)	<b>Spring Break - NO CLASS</b>	
<b>Week 11:</b>  March 24 (T,001)	<b>Ableism</b> • Discussion of Readings • Facilitated Activity • Dialogue	<b>Read:</b> ▪ RDSJ Introduction and selections: 96, 98, 99, 100, 101, 103, 105, 106, 110, 115
		<b>Due:</b> ▪ <b>(48 hours) Concept Blog (Canvas)</b>
<b>Week 12:</b>  March 31 (T,001)	<b>Heterosexism</b> • Discussion of Readings • Facilitated Activity • Dialogue	<b>Read:</b> ▪ RDSJ Introduction and selections: 53, 68, 69, 73, 75, 84, 90
		<b>Due:</b> ▪ <b>(48 hours) Concept Blog (Canvas)</b>
<b>Week 13:</b>  April 7 (T,001)	<b>Action Steps</b> • Discussion of Readings • Facilitated Activity • Dialogue • Peer evaluations	<b>Read:</b> ▪ RDSJ, Section 8
		<b>Due:</b> ▪ <b>SACSA Conference Proposal</b>
<b>Weeks 14 &amp; 15</b>  April 14, 21 (T,001)	<b>Creative Showcase Presentations</b>	<b>Due: Upload creative expression project and submit peer core group evaluation.</b>

**College of Education Mission:**

The College of Education is a transformative leader in systemically improving education, beginning at birth. Our mission is to engage our students in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation.

The College of Education is dedicated to enhancing the education and development of all students, particularly those in underserved communities. We not only shape the lives of individuals; we also help transform families and communities. We see a significant role for our college in the economic development of our state and nation, and we embrace Clemson's land-grant mission to better the lives of South Carolina's citizens.

**College of Education Commitment to Diversity:**

The College of Education is committed to providing all candidates with purposeful, challenging, and diverse experiences. It is through a range of diverse, carefully constructed, and challenging classroom-based instruction and field-based experiences that candidates will recognize the inherent dignity and value of all individuals, promote equity in education, and advocate on behalf of children, families, and communities. <http://www.clemson.edu/education/about/diversity-plan/index.html>

**Academic Integrity Policy:**

"As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form." Please refer to the "Academic Integrity Policy"

[https://www.clemson.edu/graduate/files/pdfs/gs\\_policy\\_handbook.pdf](https://www.clemson.edu/graduate/files/pdfs/gs_policy_handbook.pdf)

**Accommodations for Students with Disabilities:**

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. Student Accessibility Services coordinates the provision of reasonable accommodations for students with physical, emotional, or

learning disabilities. Accommodations are individualized, flexible, and confidential based on the nature of the disability and the academic environment in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Students are encouraged to consult with the Accessibility Services staff early in the semester, preferably prior to the first day of class. If you have a documented disability that requires accommodation, you must notify the professor in writing during the first week of classes. *"It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Accessibility Services to discuss their individual needs for accommodation."*

You can make an appointment by calling 864-656-6848, by emailing [studentaccess@lists.clemson.edu](mailto:studentaccess@lists.clemson.edu), or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. Details on policies and procedures are available at [www.clemson.edu/ads](http://www.clemson.edu/ads).

### **Clemson University Title IX Statement:**

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. If you believe you or someone else that is part of the Clemson University community has been discriminated against based on sex, or if you have questions about Title IX, please contact the Title IX Coordinator Alesia Smith who is also the Executive Director of Equity Compliance, at 110 Holtzendorff Hall, 864-656-3181 (voice) or 864-656-0899 (TDD). The Title IX Coordinator is the person(s) designated by Clemson University to oversee its Title IX compliance efforts.

### **Emergency Guidelines from Clemson University Police Department\***

All students and employees should be familiar with the following guidelines. For additional information about safety see

<http://www.clemson.edu/cusafety/preparedness/>.

Evacuation:

- When evacuating buildings, do not use elevators as they may lose power, stranding riders.

- Familiarize yourself with the locations of stairwells and exits.
- Individuals needing assistance evacuating should move to a stairwell away from the hazard, dial 911, and provide the Dispatcher with their exact location and what they need regarding evacuation.
- When evacuating follow the instructions provided by Public Safety personnel to reach a safe place.

To seek “Tornado Safer Places,” get to the lowest level of the building time allows, stay away from areas with windows and glass, and put as many walls as you can between yourself and the outside. In public buildings, bathrooms typically have an additional wall.

Active Shooter:

- Always call 911 as soon as you possibly can.
- Run away from the area, if it is safe to do so, time allows and the gunman is not nearby.
- Hide if the gunman is too close to your location. Find a safer place, lock and barricade doors, turn lights out and cell phones off or to vibrate.
- Fight. As a last resort, resolve to fight the intruder with everything you have at your disposal.

A short video prepared and presented by the Department of Homeland Security can be found at the following link: [dhs.gov/video/options-consideration-active-shooter- preparedness-video](https://dhs.gov/video/options-consideration-active-shooter-preparedness-video).

### **Technology, equipment, or skills required:**

Canvas, Internet, word processing, scanning. Please be aware that you are expected to use your Clemson University email account. All students are automatically assigned a Clemson University email account and web space upon receiving their userid and password. Your university email address is [USERID@CLEMSON.EDU](mailto:USERID@CLEMSON.EDU). **As a student you should utilize your Clemson email account since all pertinent information from the professor, program and university are communicated through this medium.** If you prefer to receive all your email through your personal or work account, I suggest you forward your Clemson email to that specific account through the [Email Forwarding](#) function located at the [CCIT website](#). Be aware however that other email systems may not allow mail to be successfully retrieved due to firewalls, size of attachments, etc. In other words, be aware that you are forwarding mail from your Clemson account at your own risk. **Special note about laptops: students are invited to bring their laptops to class. That said, the instructor reserves the right to disallow the use of laptops in the classroom if students do not use them appropriately.**

**Syllabus Change Policy:** This syllabus is a guide for the course and is subject to change.