

**CSA 507**  
**Social Justice Issues in Higher Education**  
**Wednesday 2:30-4:30 PM**  
**303 Rackley Building**  
**Fall, 2011**

**Three additional Social Justice Seminars – Attendance required of both cohorts**  
**All seminars are 12:00-1:00 in 303 Rackley**  
**Monday September 19**  
**Monday October 17**  
**Monday November 14**

**Professors:**

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**Description**

Higher education reflects the societal context in which it exists but also has the responsibility to critically examine and change that context. An important role for higher education is to work to achieve equity for all its constituents and in society as a whole by raising awareness, increasing knowledge, and encouraging action related to social justice. This class presumes some knowledge of the concept of social justice and a willingness to explore your own positionality with regard to social justice. A basic understanding of the concepts of privilege and oppression and the role that each of us plays within the power dynamics of American society is necessary to gain new awareness and learning in the short amount of time we have to explore these issues.

**Objectives**

The primary focus of this course is to provide students with a variety of perspectives regarding issues related to social justice in American higher education. To that end, the course will:

- ◆ Introduce students to the range of issues that arise from the rich diversity of individuals and ideas in American higher education.
- ◆ Explore both the multiple and politically contentious meanings of multicultural, multiethnic, underrepresented, disenfranchised, marginalized, and other terms around which discourse and dialogue regarding social justice revolve in higher education.
- ◆ Investigate and critique current research and theoretical underpinnings related to social justice issues in higher education.
- ◆ Provide opportunities for students to enhance their written and oral communication skills.

### **Mapping to the Learning Outcomes**

The learning outcomes that are addressed in this class are:

1. Foundations of Student Affairs
  - 1.1.2 Knowledge of and ability to articulate contemporary issues in Student Affairs
  - 1.1.3 Knowledge of and ability to articulate role of Student Affairs
2. Student Development and Outcomes
  - 2.1.3 Understanding of the characteristics of effective educational interventions
  - 2.3 Ability to apply theory to develop effective educational programs
3. Professional Competencies
  - 3.2.1 Demonstration of active listening skills
  - 3.2.2 Demonstration of empathy, integrity, and compassion in interactions with others
  - 3.2.3 Demonstration of cross cultural communication skills
  - 3.2.7 Demonstration of leadership and teamwork skills
  - 3.3 Knowledge and demonstration of adherence to applicable professional ethical standards
4. Inter- and Intrapersonal Skills
  - 4.1.1 Demonstration of self-understanding and commitment to on-going development
  - 4.1.2 Demonstration of interest in and ability to learn about individuals different than oneself
  - 4.1.3 Demonstration of interest in and ability to learn about ideas and beliefs different than one's own
  - 4.1.4 Demonstration of self-management
5. Commitment to and understanding of issues related social justice
  - 5.1 Knowledge of existing systems of oppression (racism, sexism, ability, homophobia, etc.), how they influence students' experiences, and the role of advocacy in student affairs
  - 5.2 Evidence of integration of a social justice perspective in professional functions
6. Research and Assessment
  - 6.5 Knowledge of and ability to analyze and utilize multiple sources of data to reach useable conclusions
  - 6.6 Knowledge of and ability to credibly convey key findings/recommendations to stakeholders and constituents

**Required Texts:**

Adams, M., Warren, B., Castaneda, W., Hackerman, H., Peters, M., & Zuniga, X. (Second Edition) (2010). *Readings for Diversity and Social Justice*. New York: Routledge.  
**ISBN# 978-0-415-99140-7**

Freire, Paulo. (2009). *Pedagogy of the Oppressed*. New York: Continuum  
**ISBN# 0-8264-1276-9**

Johnson, Allan. (2006). *Privilege, Power, and Difference*. (2<sup>nd</sup> Edition). Boston, Massachusetts: McGraw-Hill Higher Education.  
**ISBN# 13: 978-0-07-287489-1**

Reason, R., Broido, E., Davis, T., & Evans, N. (Eds.). (2005). *Developing Social Justice Allies: New Directions for Student Services* (Vol. 110). San Francisco: Jossey-Bass.  
**ISSN #016407970**

hooks, bell. (1994). *Teaching to Transgress: Education as a Practice of Freedom*. New York: New York: Routledge.  
**ISBN# 0-415-90807-8**

**Optional Texts:**

Ore, Tracy. (2009). *The Social Construction of Difference and Inequality*. (4<sup>th</sup> Edition). New York: New York: McGraw-Hill.  
**ISBN# 978-0-07-338008-7**

Smith, Daryl. (2009). *Diversity's Promise for Higher Education: Making It Work*. Baltimore: Johns Hopkins University Press  
**ISBN-13: 9780801893162**

Students will be expected to locate readings on the Internet from various web sites. Other readings also will be placed on ANGEL.

**Academic Integrity**

The Penn State University Faculty Senate Policy 49-20 states: "Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts."

Typical forms of academic dishonesty are plagiarism, fabrication of information (including citations), aiding others engaged in acts of academic dishonesty, and submitting the work of another person or work previously used in courses without informing the current instructor. Failure to provide appropriate citations of others' work is plagiarism and therefore a violation of the academic integrity policy of the University. Please be sure to properly cite your source(s) when you include others' ideas, sentences, or

other materials in your papers. Violations of academic integrity will result in a grade of a zero (no credit) for the learning activity and may result in additional sanctions as well.

All graduate students are responsible for understanding and abiding by Penn State University's policies regarding academic integrity and student conduct. Students should seek clarification of definitions and policies if they desire more information. Please review policies posted on PSU's *Graduate College website*. The APA Publication Manual also contains useful information.

For information on what constitutes plagiarism, visit the following website:

<http://academicintegrity.cas.psu.edu/Plagiarism.html>

### **Note to Students with Disabilities**

Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for modifications or reasonable accommodations in this course, contact the Office for Disability Services, ODS, located at 116 Boucke Building at 1-814-863-1807(V/TTY). For further information regarding ODS please visit their web site at [www.equity.psu.edu/ods](http://www.equity.psu.edu/ods). Instructors should be notified as early in the semester as possible regarding the need for modification or reasonable accommodations.

### **Accommodations**

Students with documented disabilities that affect their ability to participate fully in the course or who require special accommodations are encouraged to speak with us so that appropriate accommodations can be arranged.

### **ANGEL Access**

Course materials are located in ANGEL, Penn State's course management system.

### **Additional Student Information**

All learning activity submissions must conform to the style and reference formats specified in the *Publication Manual of the American Psychological Association (APA)*, sixth edition.

Learning activity submissions will be graded on content as well as on technical quality of the writing and presentation. All written submissions should be carefully proofread for spelling, grammar, and syntax. Submissions containing multiple errors will be returned, ungraded, for student revision and resubmission. This includes multiple APA style errors.

This course requires a good deal of reading and reflective writing. Please carefully consider the learning activities and reading load associated with this course. Students are responsible for completing the required readings in advance of the designated class session. You will be well-served by reviewing the schedule of readings, scanning the readings and learning activities carefully, and planning your time accordingly. In some cases, the assigned readings are relatively brief or readily comprehensible. In other cases, full comprehension will require additional time for re-reading in advance of the class session or afterwards. The formation of reading groups or study groups is strongly encouraged.

Involvement in class discussion and in experiential activities is an important aspect of this course and a primary means for learning the material and related concepts. Class participation is also a means to help you (1) develop your oral communication and listening skills, and (2) take an active role in your learning. Class participation does not necessarily mean talking a great deal or "saying at least one thing" at each class meeting. This behavior may in fact detract from the class, from one's participation, and from one's learning.

### **Learning Activities:**

A crucial aspect of your participation in class will be your role as an active agent in the process of generating knowledge. It is expected that you to be an engaged, thoughtful, and respectful participant in this process. It is expected that we will remain mindful that we engage in this process from different backgrounds and experiences. In addition to the assigned readings, you will be evaluated through class participation, projects and learning activity submissions.

### **Class Participation**

Personal testimony, personal experience, is such fertile ground for the production of liberatory feminist theory because it usually forms the base of our theory making.

*I am grateful to the many women and men who dare to create theory from the location of pain and struggle, who courageously expose wounds to give us their experience to teach and guide, as a means to chart new theoretical journeys* (hooks, 1994, p. 74)

In order to affirm and engage the complexity of diverse human realities in the classroom there is a need to include both teachers' and students' voices and experiences. Dialogue among people with diverse experiences and perspectives is crucial to learning.

### **One-on-One Reflective Dialogues**

Every person's social justice journey is different. By acknowledging that each individual's process is unique and significant to their growth in the field of Student Affairs, we will schedule time to meet one-on-one every three weeks to reflect on where you are, your understanding of social justice, and the role that social justice plays in your life (personally, academically, and in the workplace). It is our hope that this time together encourages significant self-reflection and provides a space for honest and authentic dialogue, where you are open to providing feedback as well.

### **Autoethnography**

**Submission deadline is Sunday, September 4**

According to (ReedDanahay, 1997) autoethnography is a genre of writing and research that connects the personal to the cultural, placing the self within the social context. A common element of autoethnography is a belief that, in some cases, writing about and through oneself, is scholarly and illuminating (Noy, 2003).

In this learning activity, the focus of your autoethnography is your understanding of social justice as a student in the College Student Affairs program. In your autoethnography you will address yourself (auto), as a subject of a larger social or cultural inquiry (ethno), vis-à-vis evocative and revealing writing (graphy). In your autoethnography, please focus on your social justice journey. What has your path been like with regard to developing an understanding of the concept of social justice? What critical events influenced your thinking and developed your awareness about social justice, privilege and oppression, and the need to work toward a more just world? Where do you need to grow?

### **Scholarly Reflections**

#### **Submission deadlines**

**Reflection #1 – Sunday, October 9**

**Reflection #2 – Sunday, November 13**

Reflection in our context is a process of considering what you have learned, how useful it is, and how it may affect your future personal and career development. Critical reflection helps you to give some coherence to your learning by relating it to what you already know, and to your plans for the future.

Baxter-Magolda (1999) suggests that processing theoretical perspectives is often enhanced by processing those perspectives in the context of one's own developmental experience. How we understand new experiences, based on our understanding of previous experiences, influences how we understand ourselves, how we relate to others, and how we make meaning of new experiences in our work and life. Self-reflection enables one to identify the limitations as well as strengths inherent in our lives as we live, learn, and work within their specific environments.

### **Journal entries**

#### **Submission deadlines provided below**

*I came to theory desperate, wanting to comprehend — to grasp what was happening around and within me. Most importantly, I wanted to make the hurt go away. I saw in theory then a location for healing. When our lived experience of theorizing is fundamentally linked to processes of self-recovery, of collective liberation, no gap exists between theory and practice. Indeed, what such experience makes more evident is the bond between the two — that ultimately reciprocal process wherein one enables the other. (hooks, p. 59)*

Self-reflection causes a person to stop and rethink the external formulas already learned in relation to the new experience one is confronted with. In this self-reflection the new experience is evaluated in light of external formulas as well as the internal foundations you have established up until this point, all adding to the ability to make meaning of the new experience (Baxter-Magolda, 2001). Each journal entry will allow you to reflect on the class readings, discussions, and exercises.

During the semester you will be required to enter 10 journal entries into your learning portfolio. Each journal entry is expected to be between 500 and 1000 words.

The submission dates are:

- Journal entry #1 – Sunday, September 11
- Journal entry #2 – Sunday, September 18
- Journal entry #3 – Sunday, September 25
- Journal entry #4 – Sunday, October 2
- Journal entry #5 – Sunday, October 16
- Journal entry #6 – Sunday, October 23
- Journal entry #7 – Sunday, October 30
- Journal entry #8 – Sunday, November 20

Journal entry #9 – Sunday, November 27

(Provide a case study reflection if your team is presenting on November 30, if your team is not presenting submit a personal journal entry)

Journal entry #10 – Sunday, December 4

(Provide a case study reflection if your team is presenting on December 7, if your team is not presenting submit a personal journal entry)

### **Case Study**

**Presentation dates:**

**Wednesday, November 30**

**Wednesday, December 7**

As emerging student affairs professionals, you will be expected to make relevant connections to theories that inform your work as practitioners. To facilitate this process, you will be given the opportunity to work with your colleagues on a case study that draws attention to several different topical areas addressed in this course (privilege, oppression, discrimination, prejudice, etc.). The case studies you will be working on are based on actual bias-related incidents that occur on college campuses each year.

### **Evaluation and Grading:**

Grades will be determined according to the following scale:

20%	Class participation/One-on-Ones
10%	Autoethnography
30%	Reflections
	Reflection #1 - (15%)
	Reflection #2 – (15%)
10%	Journal entries (10 total)
30%	Case Study

Late submissions will be penalized by one-fourth of the learning activity's point total per each day past the due date. Students with extraordinary circumstances must discuss alternate deadlines with the instructor **in advance of** the due date.

A	94-100 %	“A” grades signify outstanding achievement.
A-	90-93 %	
B+	87-89 %	
B	83-86 %	“B” grades signify solid achievement.
B-	80-82 %	
C+	77-79 %	
C	73-76 %	“C” grades signify passable achievement.
C-	70-72 %	
Failing	< 70 %	

Incompletes will be granted only under dire circumstances and after consultation with the instructor. Incompletes will not be granted simply because more time is desired to complete the work of the course

**Course Overview:**

<b>August 24</b>	<p><u>Overview of course, learning activities, ground rules</u> What is social justice?</p> <p><b>Readings:</b> Abes, Jones, &amp; McEwan (2007). Reconceptualizing the model of multiple dimensions of identity: The role of meaning-making capacity in the construction of multiple identities. <i>Journal of College Student Development</i>, 48, 1-22. Baxter-Magolda, M. (2008). Three elements of self-authorship. <i>Journal of College Student Development</i>, 49(4): 269-284. Freire, Paulo. (2009). <i>Pedagogy of the Oppressed</i>. New York: Continuum books: pages 1-44; 167-176. Johnson, Allan. (2006). <i>Privilege, Power, and Difference</i>. (2nd Edition). Boston, Massachusetts: McGraw-Hill Higher Education.</p> <p><u>Optional:</u> Ore: <i>Language and Culture</i>: pages 524-557. Smith: p.1-44.</p> <p><b>Learning Activity submission:</b> Suggested ground rules – due <b>Friday August 19</b> in ANGEL drop box</p>
<b>August 31</b>	<p><u>Autoethnography</u> Advocate, Ally &amp; Activist</p> <p><b>Readings:</b> Adams: pgs. 5-51; 413-421; 617-619 Lechuga, V. M., Clerc, L. N., &amp; Howell, A. (2009). Power, Privilege, and Learning: Facilitating Encountered Situations to Promote Social Justice. <i>Journal of College Student Development</i>, 50(2), 229-234. Reason: Chapters 1 and 2 Tierney, William G. (1993). <i>Building Communities of Difference: Higher Education in the Twenty-First Century</i>. Westport, Connecticut: Bergin and Garvey. Chapter 1 (pages 1-29). Baxter-Magolda, M. (2008). Three elements of self-authorship. <i>Journal of College Student Development</i>, 49(4): 269-284. Jones, S. (2009). Constructing identities at the intersections: An autoethnographic exploration of multiple dimensions of identity. <i>Journal of College Student Development</i>, 50(3), 287.</p> <p><b>Learning Activity submission:</b> Autoethnography – submit to ANGEL drop box on <b>Sunday September 4</b></p>



<b>September 7</b>	<p><u>Sharing Autoethnography</u></p> <p><b>Readings:</b> Adams: pgs. 106-124; 195-214; 290-297; 349-355; 404-412; 448-454; 495-510; 566-574</p> <p><b>Learning Activity submission:</b> Autoethnography (1) Schedule one-on-one meeting</p>
<b>September 14</b>	<p><u>Sharing Autoethnography</u> Where do we go from here?</p> <p><b>Readings:</b> Adams: pgs. 106-124; 195-214; 290-297; 349-355; 404-412; 448-454; 495-510; 566-574</p> <p><b>Learning Activity submission:</b> Autoethnography (2) Journal entry #1– submit to ANGEL drop box on <b>Sunday September 11</b></p>
<b>September 21</b>	<p><u>To be determined</u></p> <p><b>Readings:</b> To be determined</p> <p><b>Learning Activity submission:</b> Journal entry #2– submit to ANGEL drop box on <b>Sunday September 18</b></p>
<b>September 28</b>	<p><u>To be determined</u></p> <p><b>Readings:</b> To be determined</p> <p><b>Learning Activity submission:</b> Journal entry #3– submit to ANGEL drop box on <b>Sunday September 25</b></p>

October 5	<p><u>To be determined</u></p> <p><b>Readings:</b> To be determined</p> <p><b>Learning Activity submission:</b> Journal entry #4– submit to ANGEL drop box on <b>Sunday October 2</b> Schedule one-on-one meeting</p>
October 12	<p><u>To be determined</u></p> <p><b>Readings:</b> To be determined</p> <p><b>Learning Activity submission:</b> Reflection #1 - submit to ANGEL drop box on <b>Sunday October 9</b></p>
October 19	<p><b>No class – PCPA</b> <b>October 16-18, Monroeville, PA</b></p> <p><b>Learning Activity submission:</b> Journal entry #5– submit to ANGEL drop box on <b>Sunday October 16</b></p>

<b>October 26</b>	<p><u>To be determined</u></p> <p><b>Readings:</b> To be determined</p> <p><b>Learning Activity submission:</b> Journal entry #6– submit to ANGEL drop box on <b>Sunday October 23</b></p>
<b>November 2</b>	<p><u>To be determined</u></p> <p><b>Readings:</b> To be determined</p> <p><b>Learning Activity submission:</b> Journal entry #7– submit to ANGEL drop box on <b>Sunday October 30</b> Schedule one-on-one meeting</p>
<b>November 9</b>	<p><u>To be determined</u></p> <p><b>Readings:</b> To be determined</p> <p><b>Learning Activity submission:</b></p>
<b>November 16</b>	<p><u>To be determined</u></p> <p><b>Readings:</b> To be determined</p> <p><b>Learning Activity submission:</b> Reflection #2 - submit to ANGEL drop box on <b>Sunday November 13</b></p>
<b>November 23</b>	<p><b>NO CLASS - THANKSGIVING BREAK</b></p> <p><b>Learning Activity submission:</b> Journal entry #8– submit to ANGEL drop box on <b>Sunday November 20</b></p>
<b>November 30</b>	<p><u>To be determined</u></p> <p><b>Readings:</b> To be determined</p> <p><b>Learning Activity submission:</b> Journal entry #9– submit to ANGEL drop box on <b>Sunday November 27</b> Schedule final one-on-one meeting Case Study Presentation (1)</p>

<b>December 7</b>	<u>To be determined</u>  <b>Readings:</b> To be determined  <b>Learning Activity submission:</b> Journal entry #10– submit to ANGEL drop box on <b>Sunday December 4</b> Case Study Presentation (2)
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