Harper College Graduate Equivalency Course (GEC) Syllabus
Equity Pedagogies and Practices
3 GEC
Blended
Spring 2020
March 30 to May 4, 2020
Meeting Dates: Mondays, 6 p.m. – 9 p.m., F315

Faculty Information

Name: Joseph Flynn, Ph.D. Email/Phone/Contact: jeflynn@niu.edu
Office Location/Hours: by appointment

Course Information: This course is a combination of theoretical and topical exploration of critical issues in education and hands-on application. The course is designed for participants both to explore issues related to understanding systemic and institutional challenges and approaches for equity, and to create materials and design experiences to foster transparent and inclusive environments and experiences for all students. Exploration sessions will provide instruction, models, and discussion of key ideas and approaches necessary to foster equitably engaging and enriching learning experiences and environments. Practitioners will then participate in guided work sessions in which they develop materials and tools that promote inclusive spaces, welcoming interactions, responsiveness to students' needs, development of awareness and self-efficacy, and relevance to students' lives.

Course Goals:

1. Connecting Critical Thinking, Critical Theory, and Identity for Establishing Critical and Socially Just Practices in Classrooms and Institutions
2. Exploring Prejudice, Discrimination, Oppression, and Power and Connections to Building an Inclusive Community
3. Identifying Barriers to Access and Success and Engaging Students to Develop their own Cultural Capital
4. Critically Understanding Oppression and Using Formative Feedback to Build Self-Efficacy
5. Facilitating Transformative Educational Experiences

Learning Outcomes:

1. Reflect on one's own identity development as it relates to equity
2. Construct an example of welcoming language to promote a more inclusive environment
3. Increase awareness around the backgrounds and needs of Harper students
4. Demonstrate intentionality in creating inclusive student/staff interactions
5. Evaluate the successes and shortcomings of the institution in regards to equity
6. Generate processes to help students develop social capital
7. Develop an evaluative activity on communication for self-reflection and growth
8. Revised version a policy or curricular unit to facilitate a Transformative Education

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Course Outline

This course is designed to equip participants with models, materials, and tools to promote inclusive and engaging spaces and experiences on campus. Through an exploration of varied concepts and "approaches" to foster equity, this course challenges Harper professionals to recognize and facilitate the dynamics that best support student achievement. Topics of exploration include: understanidng historic marginalization and oppression, understanding equity, co-constructing welcoming campus spaces and building community, cultivating inclusivity through intentional interactions, engaging students in developing their own cultural capital, using formative feedback to build self-efficacy, and creating transformative student experiences. Participants will also have the opportunity to "demo" the materials and tools they create in the course before implementation and receive constructive feedback from instructors and peers.

Session 1   Connecting Critical Thinking, Critical Theory, and Identity for Establishing Critical and Socially Just Practices in Classrooms and Institutions

What is critical thinking and critical theory and how are they crucial to creating equitable and socially just practices in your classroom and institution? Equally, how do the ways in which people are socialized impact how we see/engage our contexts? Exploring your own cultural identities and lens can help you consider the perspectives of others and how they relate to classroom dynamics, campus climate, and the broader social context. This week we will reflect on when you felt welcome/unwelcome in an environment; designing an invitation to your campus space promoting diversity or inclusive language in a syllabus, online shell, office signage, letter, flyer, etc.; and, further consider how we are (or are not) critically thinking and using critical frameworks in our social and educational contexts.

> **Reading:** Sensoy and DiAngelo- Chapter 1: Critical Thinking and Critical Theory; Chapter 2: Socialization; Appendix: How to Engage Constructively in Courses That Take a Critical Social Justice Approach
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> **Assignmen**t: Prior to class: Reflect on your background and experiences of socialization in a 2-3 page essay; consider experiences in which you learned about your own identities as well as the identities of others as well as the dynamics between those groups in the larger social context and in the classroom. **In class:** Construct an example of welcoming language on course materials (syllabi, activities, etc.) to promote a more inclusive environment.

Session 2   Considerations on Prejudice, Discrimination, Oppression, and Power and Connections to Building an Inclusive Community

Before thinking about how to work with students we must first consider students' poistionality, and essential to that understanding is knowing the differences and connections among prejudice, discrimination, oppression, and power. Once understanding of these dynamics, knowing your students is the first step to making sure you are continually striving to understand the students' backgrounds and needs. When in our history have we been successful in supporting systemically non-dominant students and when have we

fallen short? Explore principles for thoughtful interactions promoting inclusion; designing a guide for a successful interaction between students and faculty/staff in your service area.

Reading: Sensoy and DiAngelo- Chapter 3: Prejudice and Discrimination; Chapter 4: Oppression and Power; and "Culturally Inclusive Environment"
http://www.usc.edu.au/media/1910836/Culturally-inclusive-environment_web.pdf

Assignment: Prior to class: Describe and explain in a 2-3 page essay why a particular social group in the Harper community is an historically oppressed/marginalized group; Describe the demographics of the Harper community, the campus, and your program. **In class:** Create and design a "before and after dialogue" in response to a common scenario to demonstrate how you can be more intentional in creating inclusive student/staff interactions.

Session 3   Barriers to Access and Success and Engaging Students to Develop their own Cultural Capital

Although all students have barriers to access and success in education, different groups have different challenges that create certain privileges for others. It is essential to understand the concept of privilege as a way of identifying (and correcting) institutional and systemic challenges. Once understood, it becomes imperative to critically reflect on mechanisms for success. Examine case studies in which students are struggling to navigate the college system in order to generate a processes through which students can gain cultural capital.

Reading: Sensoy and DiAngelo-- Chapter 6: Understanding Privilege through Ableism; Chapter 7: Understanding the Invisibility of Oppression through Sexism; and "Building Students' Cultural Capital"
https://www.insidehighered.com/news/2013/11/05/can-colleges-build-students-cultural-capital-and-should-they

Assignment: Prior to class: Consider how an institution can mitigate ableism and sexism on campus and write a 2-3 page evaluation of the processes, programs, and courses you work most closely with. **In class:** Generate procedures in response to case studies to help students develop social capital in your discipline or program

Session 4   Critically Understanding Oppression and Using Formative Feedback to Build Self-Efficacy

Racism and classism are two of the most challenging and enduring issues of the United States. They have had and continue to have a profound influence on how different groups and individuals see and interact with the world. Further complicating this is the notion of Intersectionality. Without understanding the systemic and institutional aspects of oppression we run the risk of furthering ill and ineffective practices in classrooms, including how one engages student feedback. How are you giving feedback to students and how are you fostering positive expectancies? Discuss the influence of research on student learning related to Formative Feedback and Task-specific praise/criticism in the classroom as well as other areas on campus.

Reading: Sensoy and DiAngelo-- Chapter 8: Understanding the Structural Nature of Oppression through Racism; Chapter 9: Understanding the Global Organization of Racism through White Supremacy; Chapter 10: Understanding Intersectionality through Classism

"The Characteristics of High Quality Formative Assessments"
http://ii.library.jhu.edu/tag/formative-assessment/

Assignment: Prior to Class: Reflect on Sensoy and DiAngelo's Chapters 8, 9, & 10, focusing on racism as a systemic/institutional/structural phenomenon and explore the impact of White supremacy in a 2-3 page essay (be prepared to discuss in class).
In class: Patterns of communication are fundamental deep aspects of culture; oftentimes, individuals can assume their mode of communication is the norm, which can cause problems of marginalization in any institutional context. Develop an evaluative activity to solicit information from students and/or staff you work with about your feedback and communication style for your own self-reflection and ongoing growth.

Session 5   Facilitating Transformative Education

Debates around social justice issues are nothing new, and that means we can often predict arguments and counterarguments that will come. This session will consider some of those "common rebuttals" and set the stage to explore critical practices like Critical Pedagogy, Critical Race Theory, and Anti-Racist Education. Examine critical race theory, critical pedagogy, and anti-racist education. What can we change to create more equitable opportunities and/or foster critical consciousness?

Reading: Sensoy and DiAngelo-- Chapter 11: "Yeah, But…" Common Rebuttals; Sleeter and Delgado, "Critical Pedagogy, Critical Race Theory, and Antiracist Education: Implications for Multicultural Education;" "Transformative Learning: Collaborating to Enhance Student Learning" https://www.uco.edu/academic-affairs/files/TransformLrningCollaborating.pdf

Assignment: Prior to class: Analyze a school policy or curricular unit using critical race theory and/or critical pedagogy. **In class:** Create a revised version of the policy or curricular unit to facilitate a Transformative Experience for students.

Session 6   Final Presentations

Prior to class: Select one of the materials you created in the previous sessions and create a revised version to share in class. Your selection should be based on the relevance to your work and the likelihood that you can implement what you created into your practice. **In class:** Present you revised version for class feedback and discussion. Presentation times will depend on the number of students in class.

Required Text (will be provided):

Sensoy, Özlem. DiAngelo, Robin J. (2012) *Is everyone really equal? :an introduction to key concepts in social justice education* New York : Teachers College Press.

Student Expectations and Requirements

 Be prepared. Show up. Be engaged.

Course Requirements and Assignments

Methods of Evaluation: Grading will be pass/fail and based on quality of work as follows:

Passing-Excellent Work	Passing- Satisfactory Work	Passing-Minimum Engagement	Incomplete-Not Passing
1) Completed all the course expectations at a level of excellence commensurate with the highest university standards for academic performance in graduate work.	1) Completed all or most of the course expectations with good performance commensurate with average performance in graduate work.	1) Completed all or most the course expectations with adequate performance commensurate with minimal performance in graduate work.	1) Did not complete all course expectations with adequate performance.
2) Attended and participated in all course sessions in their entirety.	2) Attended and participated in almost all course sessions due to arriving late or leaving early.	2) Attended and participate in most course sessions, but was absent for one or more sessions.	2) Did not attend and participate in most course sessions
3) Completed all assigned readings and contributed related ideas at all sessions.	3) Completed most assigned readings and contributed related ideas at most sessions.	3) Completed some assigned readings and occasionally contributed related ideas at some class sessions.	3) Did not adequately complete assigned readings and/or contribute related ideas throughout the class sessions.
4) Completed all assigned tasks.	4) Completed most assigned tasks.	4) Completed some assigned tasks.	4) Did not adequately complete assigned tasks.
5) Produced exceptional quality course materials and activities with ample application of course concepts.	5) Produced quality course materials and activities with substantial application of course concepts	5) Produced adequate course materials and activities with minimal application of course concepts	5) Did not produce sufficient materials and activities with application of course concepts

Course Calendar

Course Meetings are Mondays 6:00pm-9:00pm March 30-May 4

Read assigned materials prior to Monday's class. Meet in F315 from 6:00pm-6:50pm to overview key concepts from reading. Meet in the Academy lounge from 7:00pm-7:50pm to workshop application ideas. Draft ideas for implementation in the computer lab F319 from 8:00pm-8:30pm. Share drafts and receive additional feedback from 8:30pm-9:00pm

(Daily class schedule subject to change depending on class needs).

Continue to refine work and submit via Blackboard by Friday at 11:59 p.m. each week. Read the coming week's material over the weekend to prepare for Monday's class (generally there will be two chapters and 1-3 online articles).

Graduate Equivalency (GEC) Policies

Enrollment

The Academy for Teaching Excellence requires a minimum of six (6) faculty to be enrolled in any GEC to be offered. The maximum enrollment in any GEC is determined collaboratively with the instructor and the Academy. Enrollment is measured two (2) weeks before the first scheduled day of the course.

Faculty wishing to participate in a GEC will register for the course through the Academy website. All GECs are pre-approved for credit.

Registration and Withdrawal Policy

The registration deadline is two (2) weeks before the first scheduled day of the course.

A faculty member will have seven (7) calendar days from the beginning of the course (first day of class) to un-enroll by notifying both the instructor and kmichela@harpercollege.edu. After seven (7) days, any faculty member who does not successfully complete the course will receive a "XV" (Incomplete) on their transcript and no credit will be awarded.

Receiving Credit for GECs

GEC credits will appear in a faculty member's professional development list (full-time faculty) and transcript within two weeks after the end of each semester. A faculty member may repeat a GEC at any time; however, because GEC credit is used for promotion and tenure, credit for a course may only be awarded once.

Final Grades

GEC grades will be awarded as "PV" (Pass) for students who have successfully completed the course and "XV" (Incomplete) for students who have not. No other grade options will be assigned in any case.

Students with Disabilities and Academic Accommodations

Harper College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let Access and Disability Services (ADS) know immediately at 847.925.6266. ADS will privately discuss the options you have, including the accommodations they offer. You are welcome to register with Access and Disability Service by going to www.harpercollege.edu/ads and fill out the application for ADS services. Once you have your accommodations approved by ADS, please make arrangements with the instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

ADS contact information: 847.925.6266, ads@harpercollege.edu, Building I, Room 103.

Equal Opportunity Statement

Harper College does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, sexual orientation, disability or unfavorable discharge from military service