



HIED 5367: Diverse College Students
Spring 2018

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Required Texts

Cuyjet, M. J., Linder, C., Howard-Hamilton, M. F., & Cooper, D. L. (Eds.). (2016). *Multiculturalism on campus: Theory, models, and practices for understanding diversity and creating inclusion* (2nd ed.). Sterling, VA: Stylus Publishing.

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York, NY: Routledge.

Nicolazzo, Z. (2016). *Trans* in college: Transgender students' strategies for navigating campus life and the institutional politics of inclusion*. Sterling, VA: Stylus Publishing.

Quaye, S. J., & Harper, S. R. (Eds.). (2015). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations*. New York, NY: Routledge.

Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2014). *Creating multicultural change on campus*. San Francisco, CA: Jossey-Bass.

Tatum, B. D. (2017). *Why are all the black kids sitting together in the cafeteria? And other conversations on race* (20th Anniversary ed.). New York, NY: Basic Books.

Additional readings/articles will be posted in modules online.

Course Overview and Objectives

This course is designed to expose emerging higher education professionals-college student educators to theories, educational practices, and research associated with diverse-multicultural campus communities and working with various college student populations. Further, the course seeks to challenge personal thinking-biases-stereotypes en route to ongoing, lifelong pursuits of becoming~multicultural. The course will cover the following objectives:

- Discuss current theories and trends in diverse student populations (including exposure to identity theory, historical research/trends, and educational practices serving diverse college students).

- Discuss theories, ideas, and discourse related to social justice: institutional structures, personal biases, systemic issues, and historical foundations.
- Understand educational initiatives designed for specific student subpopulations (including but not limited to social identity).

IDEA Objectives

As a result of enrolling in and completing *Diverse College Students*, students should achieve the following IDEA objectives:

Essential

1. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures.
2. Gaining a basic understanding of the subject (factual knowledge, methods, principles, generalizations, theories).
3. Developing skill in expressing oneself orally and in writing
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important

5. Learning to apply course material.

Personal Teaching Philosophy

I invite students to visit my personal website to learn more about my personal philosophy of teaching. However, several philosophical beliefs undergird my pedagogical approach to this course:

- **We are all scholars-educator~speakers:** Our lived experiences and perspectives vary and are important to our study. You should view yourself as a scholar~practitioner~educator~speaker. These are not distinct categories, but rather, entangled.
- **Disequilibrium:** I believe we learn best when pushed outside our comfort zones; therefore, challenging readings/videos/assignments, etc. and perspectives are included in this course.
- **Deep Reading/Watching/Listening/Writing/Creating:** My courses all require intense reading~watching~listening~writing~creating. I believe we must be exposed to multiple perspectives in order to understand the complexities of our work. I also believe we have an obligation to apply our knowledge to our personal experience~work.
- **Becoming~Human~Becoming~Professional:** I believe in providing flexibility in my course syllabi – openings for students to chart their own becoming~human~becoming~professional. Thus, while we will engage in particular activities collectively, there are ample opportunities for students to pursue their own intellectual and professional interests around the broad course topic.
- **Community:** We learn through intra-action (Barad, 2007). Therefore, students will actively share materials they are reading-viewing-thinking-creating with our learning community. This will occur through Blackboard, our course hashtag, and synchronous meetups. I also encourage you to share your knowledge with a larger higher education-student affairs community. This can be done through listservs, social media, or submitting conference proposals.

Additional Technology

We use several technologies outside of Blackboard to engage in learning throughout this course. Students are encouraged to read the privacy policies and terms of service of these technological tools prior to signing up. If you have significant concerns about privacy, data, or open learning, please contact Professor Peaton.

These tools include:

Slack: Sign up to be a member of our course slack team – <http://hied5367sp18.slack.com>

There is more on this in the first week's module.

Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify Professor Peaton if you are comfortable in doing so. This will enable him to provide any resources that he may possess.

Statements on Inclusion

This is an inclusive classroom space. We honor multiplicity, pluri-identities and intersectionality, and will create an environment free from racism, sexism, homophobia, transphobia, xenophobia, Islamaphobia, anti-Semitism, other religious or spiritual intolerance, classism, ageism, nationalism, ableism, anti-fat bias, and other forms of discrimination.

We are all speakers. We are all human~becomings.

HAVEN: Professor Peaton is a member of HAVEN, a campus-wide network of faculty and staff educated about and supporting students who identify as lesbian, gay, bisexual, and transgender, as well as their allies.

Veterans: Veterans and active duty military personnel are welcomed and encouraged to communicate in advance, if possible, any special circumstances (e.g. upcoming deployment, drill requirements).

Office Hours

I enjoy speaking with students and encourage you to schedule time to talk with me one-one if you have comments, questions, or concerns about the course, wish to talk through assignments or ideas, or just wish to talk about life, your professional development, etc.

Utilize <https://calendly.com/pweaton> to schedule a 15 or 30-minute appointment with me. We can talk via Zoom (<https://zoom.us/j/4735773233>) or phone (940-367-3607). If you are in the Huntsville/Houston area and wish to meet in person, please let me know. I can meet you at main campus or at The Woodlands Center. Please check my availability through Calendly.

Synchronous Meetings

We will have three required synchronous meetings for this course.

- Week of January 29 (TBD)

- Week of March 19 (TBD)
- Week of April 16 (TBD)

All mandatory synchronous meetings will occur via Zoom (<https://zoom.us/j/4735773233>) at the designated dates/times.

Helpful Resources for Research

As you complete the many assignments in this course, I encourage you to utilize a variety of resources to gather articles/book chapters, particularly for the term project. Here are a few helpful ideas:

- Newton Gresham Library: Blackboard has access to Virtual Chat with a Librarian if you are unsure how to conduct a literature review or search for articles by a specific scholar. Utilize the many search engines available through the library.

There is also a great guide on the website for the Higher Education Community:

<http://shsulibraryguides.org/HIEDcommunity>

- Search reputable journal sites directly using keywords. Some reputable journals/publications in Higher Education and Student Affairs include, but are not limited to:
 - *Journal of College Student Development*
 - *Journal of Student Affairs Research & Practice*
 - *Review of Higher Education*
 - *Journal of Higher Education*
 - *Journal of Critical Scholarship in Higher Education and Student Affairs*
 - *Journal of Diversity in Higher Education*
 - *Journal of College & Character*
 - *Educational Researcher*
 - *Review of Educational Research*
 - *Harvard Educational Review*
 - *About Campus* [ACPA]
 - *Developments* [ACPA]
 - *NASPA Journal about Women in Higher Education*
 - *International Journal of Qualitative Studies in Education*

Professional Associations

Students are highly encouraged to become a member of at least one professional association. Most associations offer graduate student discounts or membership rates.

The two national student affairs associations with which most members of the profession are associated are ACPA – College Student Educators International (<http://www.myacpa.org/graduate-student-membership>) and NASPA – Student Affairs Administrators in Higher Education (<https://www.naspa.org/about/membership/students>).

There are also a plethora of regional and functional area specific associations. Contact Professor Peaton if you are interested in knowing more about professional associations in your functional area and interest.

Helpful Higher Education & Student Affairs Resources

Becoming an engaged professional involves connecting with many resources available. Here are some suggested Higher Education & Student Affairs Resources you may find helpful.

SHSU Social Media

- Facebook: www.facebook.com/SHSUHIED
- Twitter: @SHSUHIED
- Instagram: @SHSUHIED
- Official program hashtag: #SHSUHIED

News Media

- *The Chronicle of Higher Education*: www.chronicle.com
- *Inside Higher Ed*: www.insidehighered.com
- *University World News*: <http://www.universityworldnews.com>

Digital Sources

- Student Affairs Live: <http://higheredlive.com/student-affairs-live/>

Hashtags

- #sachat
- #sagrad

Assignments & Grading

Personal Introduction & Reflection – 5 Points

Due: January 21, 11:59 PM

IDEA Objectives: 3

Provide a video introduction of yourself to the members of the course. This can include information such as where you work, your time~space in the program, personal interests and information about yourself, etc. Just as if we were in a face-to-face class – what would you like us to know about you?

Please also spend some time reflecting on where you are at the beginning of the course related to *becoming~multicultural*. What are your hopes and fears for this course? What do you hope to learn more about? What do you expect to gain from this course?

Synchronous Meetups – 15 Points (3 x 5 points each)

IDEA Objectives: 3, 4, 5

We will convene three times as a class – two times to discuss the ideas addressed in the books *Teaching to Transgress: Education as the Practice of Freedom* and *Trans* in College*; and once near the end of the term for final

project presentations. These meetings are required – and it is expected that students make arrangements to attend. You will receive 5 points for each of the three meetings.

Meeting #1: TBD

Meeting #2: TBD

Meeting #3: TBD

Multiculturalism Dialogue with Peaton – 5 Points

Each student will set up a dialogue time with Peaton throughout the semester. This conversation will occur via video chat (Zoom). This is your chance to discuss ideas with the course instructor and express new awareness or challenges arising through the course.

Reflections – 60 Points (6 Reflections x 10 Points Each)

Due assigned Sunday evenings by 11:59 PM CST

IDEA Objectives: 3, 4, 5

Ta-Nehisi Coates (2015) tells us to think of the “craft of writing as the art of thinking.”

Harry Wolcott (2009) says “writing is thinking” (p. 18).

Each week (where indicated) you will turn in a 1 – 2 page, single-spaced (1” margins) reflection. This activity is designed for you to: integrate the weekly readings/videos; respond to perspectives from the readings/videos that you agree/disagree/are unsure of; engage in thinking about course readings/videos critically; think through application of course readings to your professional practice.

This is also a check that you have engaged the readings/multimedia critically, thoughtfully, and thoroughly. Thus, a thorough reflection will address points from the readings/multimedia for the week. It is not necessary to discuss every single reading/multimedia, but critical engagement is necessary. It should be evident to me that you have read/watched/listened and thought carefully. **Do not provide a synopsis of the reading/multimedia** – rather, do higher order thinking about the topic(s) being covered that week.

SLACK Participation – 25 Points

IDEA Objectives: 3, 4, 5

SLACK is a web and app-based discussion and information sharing tool. We will utilize SLACK in this course to replace most of the traditional discussion forums in Blackboard – largely due to their ineffectiveness in facilitating robust and generous, authentic conversation.

Students are expected to maintain an active engagement during SLACK channel weeks. While Peaton will post questions throughout the week, you should see this as a communal space for conversation. Thus, students are encouraged to:

- Post their own questions related to the broad topic of the SLACK channel that week;
- Respond to others who post questions or insights;
- Engage in authentic, robust, and respectful dialogue
- Keep confidential information that is shared/questioned/discussed in SLACK

To maintain active engagement, students are:

- Encouraged to download the computer-based applications that can send you notifications on your computer, laptop, or tablet
- Download the phone based application and turn on notifications
- Check the SLACK channel daily during those weeks we engage in SLACK channel conversations

At the end of the term, students will receive points based on their participation throughout the semester. The more authentically active you are, the more points you receive.

Discussion Forums – 40 Points (2 x 20 Points each)

Original Thoughts due by Thursday evening of each assigned week 11:59 PM

Responses due by Sunday evening of each assigned week 11:59 PM

IDEA Objectives 3, 4, 5

Forum Discussions provide an opportunity for you to intra-act with members of our course around specific ideas or readings. During Forum Discussion weeks, you will be asked to submit some thoughts for the class to consider. Each person is expected to contribute an original thought, as well as actively participate in responding to others.

This semester, **we will only be posting and responding to Discussion Forums via video**. No textual responses will be counted or accepted. While you may certainly write your responses out in advance to gather your thoughts, research shows that in courses such as this video dialogues are important.

Students are expected to contribute their original thought no later than Thursday of the assigned week, and then respond to at least 2 other students' thoughts [though, Peaton encourages you to engage everyone's ideas] by Sunday evening at 11:59 PM.

***Dear White People* – Infographic on Racial Identity, Environments, or Institutional Response – [50 Points]**

DUE: March 4, 11:59 PM CST

IDEA Objectives 1, 2, 3, 5

Students should watch the 2014 film *Dear White People*. As you watch (and potentially rewatch), you should hone in a particular character, set of characters, issues raised, or institutional responses. You will then create an infographic that explores your selected topic through application to theory read in the class and/or outside of class related to racial identity development, institutional responses, or other issues you find pertinent.

Your Infographic will be graded based on

- application of theory to the film and topic selected for the film
- organization
- clarity of presentation

There are many FREE infographic development sites. Do NOT pay to create an infographic. Some sites include: <http://piktochart.com/> or <https://infogr.am/> - there are also others you might discover on your own.

Journal Article PechaKucha Video Presentation – 50 Points

Due: March 11, 11:59 PM CST

IDEA Objectives: 1, 2, 3, 5

Students will select one research/empirical article about a college student population, or issues related to diversity, multiculturalism, social justice, or inclusion in higher education student affairs. After reading this article, produce a Pecha Kucha talk, discussing the main ideas of the article, methods used, article limitations, discussion, future research, and applicability to college student education practice.

Students are encouraged to select an article that can be used in their final term paper, though you may also select another article that peaks your interest. Students are also encouraged to select an article from the list of research journals earlier in the syllabus, though you can select from any peer reviewed research journal.

PechaKucha Talk

Pecha-Kucha talks are short video talks that utilize 20 slides to examine a topic. For each slide, you only have 20 seconds to talk – so this is not like a PowerPoint presentation. It is meant to be an exciting way of presenting information or thoughts on a topic – and it is much more time intensive than you might think. Be creative!

For more information and to see examples on PechaKucha talks, visit <http://www.pechakucha.org/>

Term Paper on Diverse Student Population – 100 Points

Due: April 15, 11:59 PM CST

IDEA Objectives: 1, 2, 3, 5

Each student will select a student population they wish to explore. You will write a term paper (much like a literature review) exploring the research around that student population, which could include a variety of topics: challenges facing the student population; history of the student population; institutional supports for the student population; institutional challenges; working with the student population; etc.

While we spend a lot of time in this course specifically focused on issues related to student populations based on social identity, your term paper can choose a broader student population if you wish. For example, you might wish to explore:

- Specific racial or ethnic groups
- Sexual orientation
- Social Class
- Gender
- Religious or Spiritual affiliation (i.e. Christian; Muslim; Jewish; Hindu, etc.)
- First Generation Students
- Student Athletes
- Commuter Students
- Online Students
- Adult Students
- On-Campus students
- Etc.

What is important is that you select a population for which you have interest and for which there is a substantial body of research to conduct a thorough literature review and write a comprehensive paper.

Your final paper should:

- Be 15-20 pages in length
- Utilize 15-20 outside (not read for class) references (peer-reviewed journal articles, book chapters, books, etc.)
- Utilize appropriate APA formatting
- Be well written and clearly organized

Peer Review Process – 10 Points

Peer Reviewed Comments Due: April 1, 11:59 PM CST

Each member of the class will be assigned a Peer Review partner. You will exchange drafts of your paper with your partners to provide insights to each other. It is preferred you utilize Microsoft Word Track Changes when providing feedback and insights to your partner; naturally you can also talk to one another about the paper, your ideas, and producing quality writing. You will submit a copy of your peer review comments and a rubric on the assigned date above to demonstrate your peer review process.

Term Paper Project Presentation – 25 Points

Due: Week of April 16

IDEA Objectives: 1, 2, 3

Each member of the class will give a **10-minute** presentation about their term paper. You should cover major highlights of your paper only.

In addition to your presentation, students should develop a 1-2 page Executive Briefing on their student population. This will be uploaded to Blackboard. Peaton will distribute these executive briefings to the entire class once compiled.

Wiki Video Post – Having a Difficult Conversation – 25 Points

Due: April 29, 11:59 PM CST

IDEA Objectives: 2, 3, 5

One of the important skills we should develop as multicultural educators is learning to have difficult conversations. This assignment comes in three parts.

Part 1

First, it asks you to critically engage – listen, think about, and reflect on – some of the thoughts from Berila's (Chapter 4 on Mindful Listening) and David Isay's discussion on "Listening as an Act of Love," as well as Krista Tippett's ideas about engaging in civil conversation [all read or listened to in the first two weeks of class; you may need to revisit these resources to reflect on how they have been enacted throughout the term, or how you see them near the end of the term].

Part 2

Having reflected on that reading/multimedia, engage in a difficult conversation with a student, faculty, or staff member about a topic in the course. Perhaps this is someone totally different than you; perhaps it is someone who

shares your same identity/identities, but with whom you want to discuss some potentially controversial issues; perhaps it is a family member, friend, or member of your community. Engage in a critical dialogue with this person, paying attention more to “listening” than “speaking” (although obviously being open to sharing your thoughts).

Part 3

Create a video entry, which will be posted on the blog, about this conversation. You can choose how much to reveal about what you discussed, but the important parts of this video will allow you to reflect on the practice of having a difficult conversation, listening mindfully or lovingly, and what you took away from that experience toward enhancing your *becoming~multicultural*. Videos should run no more than 10 minutes.

Final Grading

Final Course Grading breaks down as follows:

Personal Introduction & Reflection	5 Possible Points
Synchronous Meetups	15 Possible Points
Multiculturalism Dialogue	5 Possible Points
Weekly Reflections	60 Possible Points
SLACK Channel Participation	25 Possible Points
Discussion Forums	40 Possible Points
<i>Dear White People</i> Infographic	50 Possible Points
Journal Article PechaKucha	50 Possible Points
Term Paper – Student Population	100 Possible Points
Peer Review Process	10 Possible Points
Term Project Presentation	25 Possible Points
Wiki Video Post – Difficult Conversations	25 Possible Points
	410 Possible Points

A: 369 – 410 Points

B: 328 – 368.9 Points

C: 287 – 327.9 Points

F: < 287 Points

Additional Course Policies & Procedures

Official Course Hashtag

This course will utilize an official hashtag: #HIED5367SHSU. Students are encouraged to post thoughts, insights, and communicate with peers on and through social media utilizing this official hashtag.

Late Assignments

Except in extreme circumstances, late assignments will not be accepted. Extreme circumstances include but are not limited to death in the family, extreme illness, and natural disasters.

If you are encountering problems with turning in assignments on time, please contact Paul at pweaton@gmail.com or pweaton@shsu.edu

Academic Support

Any students requiring academic support to complete the requirements of this class are encouraged to take advantage of the many services offered at SHSU. A few include:

- Distance Learning Services at Newton Gresham Library (NGL) at <http://library.shsu.edu/services/distance/index.html>
- SHSU Writing Center at <http://www.shsu.edu/~wctr/>

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- [SHSU Academic Policy Manual-Curriculum and Instruction](#)
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.
- Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone [936-294-3512](tel:936-294-3512), TDD [936-294-3786](tel:936-294-3786)) to request accommodations.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments

of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

<p>Week 2</p> <p>January 22 - 28</p> <p>#selfawareness</p>	<p>Pope, Reynolds, & Mueller (2014) - Foreward, Preface, Chapters 1 & 3</p> <p>Takacs - How does one's positionality bias one's epistemology?</p> <p>Wildman & Davis (1997) - Making Systems of Privilege Visible</p> <p>Berila (2015) - Chapter 4 [Dismantling Privilege with Mindful Listening]</p> <p>Multimedia</p> <p>Watch Video Introductions from last week's Wiki</p> <p>David Isay - Listening as an act of Love [From <i>On Being</i>]</p> <p>http://www.onbeing.org/program/david-isay-listening-as-an-act-of-love/6268</p> <p>To Do:</p> <p>Complete Implicit Bias Test: https://implicit.harvard.edu/implicit/takeatest.html</p> <p>Continue reading hooks</p>	<p>Complete Implicit Bias Test</p> <p>SLACK</p> <p>#implicitbias</p> <p>Reflection #1</p>
<p>Week 3</p> <p>January 29 - February 4</p> <p>#hooks</p>	<p>hooks (1994) - <i>Teaching to Transgress: Education as the Practice of Freedom</i></p> <p>Required Synchronous Meeting</p> <p>TBD</p> <p>https://zoom.us/j/4735773233</p>	<p>Ensure you have completed reading all of hooks prior to our synchronous meeting</p> <p>Select Diverse Student Population for Final Paper</p>
<p>Week 4</p> <p>February 5 - 11</p> <p>#criticalracetheory</p>	<p>Tatum (2017) Prologue & Introduction</p> <p>Ladson-Billings (1998) Just what is Critical Race Theory?</p> <p>Patton, McEwen, Rendon, & Davis (2007) Critical Race Perspectives on Theory in Student Affairs</p> <p>Davis & Harris (2016) - But we didn't mean it like that: CRT Institutional Responses</p> <p>To Do:</p> <p>Watch the 2014 film <i>Dear White People</i> (not the Netflix Series)</p>	<p>Reflection #2</p> <p>Select Journal Article for Journal Article Overview</p> <p>Pecha Kucha Assignment</p>

<p>Week 5</p> <p>February 12 - 18</p> <p>#whiteness</p>	<p>Tatum (2017) - Chapter 6 & 7</p> <p>Sue (2016) - The Invisible Whiteness of Being</p> <p>Quaye & Harper (2015) Chapter 5 [Engaging White Students on Multicultural Campuses]</p> <p>Multimedia</p> <p>Scene on Radio's "Seeing White" - Parts 1 & 2</p> <p>http://podcast.cdsporch.org/seeing-white/</p> <p>Suggested Reading</p> <p>Wise (2012) - <i>Dear White America: Letter to a new minority</i></p>	<p>Reflection #3</p> <p>SLACK</p> <p>#whiteness</p>
<p>Peaton will be attending the Southwest Educational Research Association Conference - February 14 - 16</p> <p>Peaton will be attending the Curriculum Camp Conference February 16 - 17</p>		
<p>Week 6</p> <p>February 19 - 25</p> <p>#blacklivesmatter</p>	<p>Tatum (2017) - Chapters 3, 4, 5</p> <p>Multimedia</p> <p>Michelle Alexander - Beyond the New Jim Crow [From <i>On Being</i>]</p> <p>http://www.onbeing.org/program/michelle-alexander-who-we-want-to-become-beyond-the-new-jim-crow/8603</p> <p>Alex Landau - Traffic Stop</p> <p>https://storycorps.org/animation/traffic-stop/</p> <p>To Do:</p> <p>Work on <i>Dear White People</i> Infographic</p>	<p>Reflection #4</p> <p>SLACK</p> <p>#blacklivesmatter</p>

Sam Houston State University Diversity Leadership Conference - February 23 - 24 http://www.shsu.edu/dept/student-activities/cdia/dlc/index.html		
Week 7 February 26 - March 4 #ethnoracialism	Tatum (2017) - Chapters 8 & 9 Teranishi & Pazich (2013) - The Inclusion and Representation of Asian Americans Villalpando (2010) - Latinas/os in Higher Education Johnston-Guerrero (2016): Embracing the Messiness	Dear White People Infographic
NASPA 2018 - March 3 - 7 (Philadelphia)		
Week 8 March 5 - 11 #narratives	JCSHESA Special Issue: Racial Justice Narratives Davina Ruth Begaye Two Bears (2017) - I walk in beauty Selection(s) from <i>Every Student has a Story</i> (TBD) Selection(s) from <i>Student Veterans' Stories</i> (TBD)	Journal Article Overview Pecha Kucha
Spring Recess - March 11 - 18 ACPA - College Student Educators International Conference (Houston, TX) - March 11 - 14 Students are encouraged to work on their Term Paper and finish reading <i>Trans* in College</i>		
Week 9 March 19 - 25 #trans*	Nicolazzo (2017) - <i>Trans* in College</i> Required Synchronous Meeting TBD https://zoom.us/j/4735773233	Term Paper Draft due to Peer Review Partner

<p>Week 10</p> <p>March 26 - April 1</p> <p>#orgchange</p>	<p>Pope, Reynolds, & Mueller (2014) - Chapters 2, 4, 5</p> <p>Squire (2016) - Critical Race Institutional Logics Perspective</p>	<p>Return Peer Reviewed Paper to Partner/Upload Paper & Rubric</p> <p>Discussion Forum: Creating Multicultural Organizational Change</p>
<p>Week 11</p> <p>April 2 - 8</p> <p> #(dis)ability</p>	<p>Evans, Broido, Browne, & Wilke (2017) - A history of disability in higher education</p> <p>Evans, Broido, Browne, & Wilke (2017) - Student Populations</p> <p>Connor (2011) - Narratives of Students with Learning Disabilities</p> <p>Multimedia</p> <p>Disability Compliance for Higher Education - http://www.disabilitycomplianceforhighereducation.com/</p>	<p>Reflection #5</p>
<p>Week 12</p> <p>April 9 - 15</p> <p>#spirituality</p>	<p>Quaye & Harper (2015) - Chapter 11 [Engaging Religious Minority Students]</p> <p>Rockenbach, Walker, & Luzader (2012) College Students Spiritual Struggles</p> <p>Multiculturalism on Campus Chapter 16</p> <p>Soria et al. - Atheist Students on Campus</p> <p>Multimedia</p> <p>Video: Alaa Murabit: What my religion really says about women https://www.ted.com/talks/alaa_murabit_what_my_religion_really_says_about_women</p> <p>Higher Ed Live - Are We Supporting Muslim Students on Campus? http://higheredlive.com/are-we-supporting-muslim-students-on-campus/</p> <p>Interview with Sable Manson and~or JT Snipes - Digital Faith</p>	<p>Diverse Student Population</p> <p>Term Paper</p>

<p>Week 13</p> <p>April 16 - 22</p> <p>#microaggressions</p>	<p>Sue (2010) - Microaggressions, Marginality, and Oppression</p> <p>Gin, Martinez-Aleman, Rowan Kenyon, & Hottell (2017) - Racialized Aggressions & Social Media on Campus</p> <p>Yosso et al. (2009) - Campus Racial Climate for Latina/o Undergraduates</p> <p>Required Synchronous Meeting [Term Paper Presentations]</p> <p>TBD</p> <p>https://zoom.us/j/4735773233</p>	<p>Term Paper Presentation</p> <p>SLACK:</p> <p>#microaggressions</p>
<p>Week 14</p> <p>April 23 - 29</p> <p>#intersectionality</p>	<p>Crenshaw - <i>Chronicle of Higher Education</i></p> <p>Pritcher - Another World is Possible</p> <p>Tillapaugh - Writing our own rule book: Intersectionality of Gay College Men</p>	<p>Reflection #6</p> <p>Wiki: Difficult Conversation</p>
<p>Week 15</p> <p>April 30 - May 6</p> <p>#culturallysustaining</p> <p>#love</p>	<p>Tatum (2017) - Chapter 10 & Epilogue</p> <p>Hinsdale (2012) - Choosing to Love</p> <p>Paris & Alim (2014) Culturally Sustaining Pedagogy: A Loving Critique Forward</p>	<p>Discussion Board:</p> <p>Reflections on Becoming~</p> <p>Multicultural</p>