### Course Meeting
Tuesday/Thursday 9:55-11:15 a.m.
Office Hours: TuTh 11:15 a.m. or by appointment in person or via Zoom

### Contact Information

<table>
<thead>
<tr>
<th>Preferred Name: Alison</th>
<th>Preferred Name: Kayo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronouns: She/her/hers</td>
<td>Pronouns: She/her/hers</td>
</tr>
<tr>
<td><a href="mailto:acooks@brynmawr.edu">acooks@brynmawr.edu</a></td>
<td><a href="mailto:kstewart@brynmawr.edu">kstewart@brynmawr.edu</a></td>
</tr>
</tbody>
</table>

### Alison’s Educational Philosophy

My educational philosophy is guided by my desire to develop a community of critical and engaged learners, and my view on teaching and learning is that these are relational processes—forms of partnership. All members of our learning community are responsible for contributing to everyone’s development—your own and others’. Completing readings/viewings, contributing* to in-person and virtual forums, and developing and sharing high-quality products will help all of us learn with and from each other. In my dual role as a learning community member and the instructional co-designer (with Kayo) of our learning environment, I share these responsibilities with you.

*Co-creation of an engaged learning community requires the presence and contribution of all participants. If you are unable to be physically present in class on any given day, confer with Alison or Kayo about what you can contribute to that day’s work.

### Inspirations

“All of us in the academy and in the culture as a whole are called to renew our minds if we are to transform educational institutions—and society—so that the way we live, teach, and work can reflect our joy in cultural diversity, our passion for justice, and our love of freedom.” - bell hooks, 1989, p. 34

“Co-creation involves the intentional move to creating structures and mechanisms through which both the teacher/facilitator and students/participants have significant stake in creating the substance of the course as well as the evaluation criteria of the course. It disrupts the reductive teacher-student power hierarchy by granting agency and power to both sides to shape the classroom experience while also being cognisant of the different functional roles that each person inhabits. - Jiayi Loh, Bryn Mawr College Class of 2021, co-facilitator of this course, Spring 2021
Exploring and Enacting Transformation of Higher Education

Student Learning Goals:

- **Co-creating an inclusive learning environment** in which everyone feels valued both as an individual and as a member of a teaching and learning community; see Mia Mingus' discussion of "access intimacy" and the Access Needs Form on Moodle
- **Developing a diversity of effective approaches to engaging** in and contributing to class sessions, virtual forums, and wider community conversations
- **Exploring and analyzing transformation**, whom is it for, and why we might want and need to transform higher education
- **Co-creating the content, activities, and assignments** for the course based on your own experiences, interests, and commitments as those are situated in your own identities, in the bi- and tri-co, in higher education more generally, and in the wider world
- **Researching a particular approach to transformation**, drawing on both theoretical and methodological resources
- **Facilitating community learning** through resource curating, dialogue, presentation, workshop, teach-in, or improv event about the approach to transformation you have researched based on a clear rationale for why we as institutions of higher education should embrace it
- **Critically reflecting on your own trajectory through the course** and how it has supported the development of your capacities to explore and enact transformation of higher education

Fieldwork Options (choose one or mix and match)

1. **Discussion or reading groups**: Pairs or groups of three students enrolled in the course meet weekly with others in your department or program or with various constituencies on campus to consider, understand, discuss approaches to transformation. Document and share your work in a variety of ways (which we will discuss).

2. **Interviews and creation of confidential snapshots/portraits**: Create spaces in which members of the tri-co community can speak in confidentiality but have their voices heard and their experiences valued by participants in the course and beyond as part of a larger effort to facilitate more extensive and inclusive dialogue. You would spend 30-45 minutes per week in interviews and another 60-90 minutes per week writing up the portraits.

3. **Participation in Pedagogy Circles for Diversity, Equity, and Inclusion**: Join weekly conversations facilitated by pairs of TLI student consultants who aim to support cross-constituency dialogue in which members of the community explore how they are acting on and working toward anti-racism, diversity, inclusivity, and equity within and beyond classrooms.

Class Format:

This is a co-constructed course, which means you may have to move beyond your comfort zone to fully participate and meet your responsibilities.

You can expect a wide variety of writing, speaking, reading, and activities designed to explore course topics.

You will also have a choice, every week, in your readings, listenings, and viewings. We recommend that you explore a range of resources to include theoretical, narrative-based, current, and historical sources.

In-class activities include debates, watching videos, practicing active listening, fishbowls, virtual gallery walks, art-making, writing, reading, and more.
Preliminary Plan for Course Organization
(subject to revision as we move through the course)

Section 1 (Weeks 1-2): Situating ourselves/identifying issues as individuals in context
We will begin with a series of activities, readings, and writing assignments that invite you to identify and analyze your own experiences within higher education and how those are related to established and evolving structures and practices in higher education. These weeks will build both the kind of learning community we need to explore such complex issues and surface the particular approaches to transformation we will explore in greater depth through the course.

Section 2 (Weeks 3-4): Situating ourselves within the (ongoing) bi-co transformation
Having established community, commitments, and possible approaches for exploration, we will spend these two weeks revisiting the resources generated during the student-led strikes in the Fall-2020 semester and identifying ways these have and have not been carried forward. Many of the strike resources created by Haverford’s Women of Color House, Black Students Refusing Further Inaction, and Black Student League can be found here and those created by the Core Collective in collaboration with Sisterhood*, BACaSO, Mujeres*, Zami+, and Mawrters for Immigrant Justice at Bryn Mawr can be found here. Many of resources from the teach-in sessions and materials are archived here for Haverford and here for Bryn Mawr.

Section 3 (Weeks 5-8): Selecting and delving into approaches to transformation
Based on the explorations in weeks 1-4, we will select, research, share findings, and generate strategies for transforming structures of and practices in higher education. These weeks will support a delving into the complexities of such work, and it will also be the time that we refine the assignments that will be graded within the course.

Section 4 (Weeks 9-13): Conceptualizing and preparing actions/presentations to campus community
These weeks will be devoted to developing and implementing action plans/presentations/campus-wide events whose goal will be to educate campus community members.

Section 5 (Weeks 13-15): Reflecting on and documenting learnings and accomplishments
These weeks will provide you the time and space to step back, analyze what you have experienced and learned, and develop thoughtful representations of those in portfolios to be shared with classmates as well as submitted for formal, summative assessment.

Partial Shared Readings/Listenings (see Moodle for full list)

- Adichie, Chimamanda Ngozi. (2009). The Danger of a Single Story. TED. [Section 1]
- Bryn Mawr College’s Guidelines for Universal Design for Learning
- Cook-Sather, Alison, & Des-Ogugua, Crystal. (2019). Lessons We Still Need to Learn on Creating More Inclusive and Responsive Classrooms: Recommendations from One Student-Faculty Partnership Program. International Journal of Inclusive Education. DOI: 10.1080/13603116.2018.1441912 [Section 3]
- Faculty Focus: Teaching for Change Through Equity, Inclusion, and Diversity [Section 3]
- la paperson. (2017). A Third University is Possible.
- Redden, Elizabeth. (2021), Students Seek Tangible Changes in Face of Anti-Asian Hate, Inside Higher Ed. [Section 1]
## Demonstrating and Assessing Your Learning

### Weekly Personal/Individual Reflective Journal
- Responses to regular prompts as well as open entries

### Weekly Shared Readings
- Listed as "Shared Readings/Listenings" on the previous page

### Weekly Annotated Bibliography
- Diverse readings, shared writing: each person selects a text/resource to read each week and posts an annotation
- Looking across one another's posts and addressing questions

### Research Project
- Explore an approach to transforming structures and/or practices of higher education
- Situate it in relation to approaches or efforts at other institutions of higher education
- Generate recommendations for practice and strategies for communicating/sharing those

### Reflective Portfolio
- Complete a portfolio that documents your own trajectory through the course and how it has supported the development of your capacities to communicate and work across differences
- Components and criteria for evaluation to be developed in consultation with enrolled students

## Ways of working toward engagement and success:
These are drafts/ideas/inspirations for assignments; the participants in the class will work together to develop the assignments, selecting from and building on these.

## Course Commitments
As part of the co-creation of this course, we offer below several categories of contribution. You will conceptualize and commit to how you will fulfill each one, and we ask you to specify, within the parameters we provide, how much each component will count toward your final grade.

## How much out-of-class work can you expect?
This course will require you to be prepared to participate during class sessions and engage in reflective work afterward. You can expect to engage in approximately 3-4 hours of prep time, each week, depending on your different learning and processing needs. If you ever feel overwhelmed, please talk to us so that we can create a plan that works for you.
THE FINE PRINT

Academic Access and Accommodations

Bryn Mawr College is committed to providing equal access to students with a documented disability. Students needing academic accommodations for a disability must first register with Access Services. Students can call 610-526-7516 to make an appointment with the Director of Access Services, Deb Alder, or email her at dald@brynmawr.edu to begin this confidential process. Once registered, students should schedule an appointment with the professor as early in the semester as possible to share the verification form and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement. More information can be obtained at the Access Services website. (https://www.brynmawr.edu/inside/offices-services/access-services)

Electronics

Electronic devices are welcome (encouraged) in class, to support learning. Please be mindful that they do not serve as a distraction to you or those around you.

Office Hours

Please meet with Alison during office hours or contact Kayo at any point throughout the semester! We are there to support you, and we encourage you to take advantage of these out-of-class spaces. Try to schedule ahead of time, when at all possible, to make sure you are not made to wait.

Attendance

You must be present in order to succeed in this course, and when presence is not possible, you must contribute in some other way. You are allowed to miss three class meetings. Any unexcused absence after the third may lower your final grade. Please be proactive in situations where you will be absent, if you experience an emergency, or anticipate a prolonged absence for any reason.

Psychological Health

The college experience is celebrated as transformative, and this also comes with challenges – you do not have to endure these alone. Bryn Mawr College Counseling Services is dedicated to delivering excellent clinical care. You can learn to optimize your psychological health to fulfill their academic aspirations as individuals and contribute to building healthy relationships and communities.

Academic Integrity

The Honor Code assumes that students are trustworthy and that they will live and work with integrity. Please familiarize yourself with it and speak to me if you experience any challenges.

Help & Resources

If you are feeling lost or overwhelmed...

1. Make an appointment with co-facilitators. You are welcome to email Alison or Kayo, or make an appointment to meet during office hours. Many questions and issues can be easily resolved this way.

2. Use online resources

On Moodle, I’ve linked some useful online resources and recommended readings to help you better understand course content.

3. Phone a friend

We will establish Accountability Partners and Micro Learning Communities to support our learning throughout the semester. Please take advantage of the opportunity each of you have to be a resource to a peer.

4. Use the Writing Center

The Writing Center is a free resource at any stage of the writing process, from getting started to revising drafts to polishing a final essay. The Writing Center is located in Canaday Library. You can get more information at www.brynmawr.edu/writingcenter.

5. Visit the Academic Support and Learning Resources Center

Explore effective learning, studying, test-taking, note-taking, time and stress management strategies essential to success in this course and college life. Schedule a meeting with Specialist Rachel Heiser, by calling the Dean’s Office at (610) 526-5375.

6. Get to know the Reference Desk

Our library staff is eager to help guide your inquiry and to orient you to our library’s paper and online resources.

**This syllabus is subject to change per the needs of the learning community.**
Course Commitments
(You will complete and submit these, individually, in the Course Commitment Form)

A critical aspect of exploring and transforming higher education is making space for individuals and groups to analyze what is of particular relevance to them, in forms that are particularly meaningful to them, within a larger conceptual frame and set of activities to which we all contribute. Therefore, as part of the co-creation of this course, you will commit to how you will fulfill each component, within the parameters provided, and how much each component will count toward your final grade. If you wish to propose alternatives to what we have listed, please do so and include a rationale for why you would want to pursue that alternative.

Some form of regular, personal reflection. Each member of the course may do this work in their own way and decide what will be drawn on from these personal reflections to inform the course. The reflections themselves will not be individually graded but completion of these regular reflections will constitute between 5 and 15 percent of your final grade. Please explain in the Course Commitment Form what kind of personal reflection you prefer to complete each week, what forum you will use (e.g., posts to Moodle, written journal entries that you share regularly with me and others, etc.), and specify what percentage of your grade you want this portion of your participation to constitute.

Weekly contribution to a collective annotated bibliography. The individualization here is meant to provide a way for everyone in the class to read different texts but also to benefit from some insight into the texts others read. Each week every participant needs to identify (drawing from the syllabus and elsewhere) and read/view a text or other resource and complete an annotation for it. (Annotations should include the title, author, substantive annotation, and name of person who wrote the annotation liked to the resources in Course Readings on our Moodle page). On the Course Commitment Form offer preliminary thoughts on this component of the course commitments and specify what percentage of your grade between 10 and 20 percent you want this portion of your contribution to constitute.

Field placement component. This requirement can be fulfilled by co-facilitating small-group weekly meetings with interested staff, students, and faculty; conducting interviews with focal questions to be provided or developed; or participating in Pedagogy Circles for Diversity, Equity, and Inclusion. Note that making connections to other field placements is welcome, but simply counting the field placement you do for another course for this one is not an option. On the Course Commitment Form, offer preliminary thoughts on this component of the course, identify which of the above, alone or in combination, you wish to complete for 2-3 hour per week of a field component, and specify what percentage of your grade between 10 and 20 percent you want this portion of your participation to constitute.

An in-depth study of an approach to transforming higher education. This research project will allow you to individually explore an approach to transformation. The components you should consider include: description of the approach; story of your personal/life experience interest in/commitment to the approach; research grounding and diverse perspectives that inform the approach; external/environmental/social influences that contribute to its efficacy; other institutional approaches; suggestions for implementation. On the Course Commitment Form, you can offer preliminary thoughts on this component of the course and specify what percentage of your grade between 20 and 30 percent you want this portion of your participation to constitute.

A portfolio that documents your own trajectory through the course and how it has supported the development of your capacities to transform higher education. On the Course Commitment Form, please offer preliminary thoughts on this component of the course and specify below what percentage of your grade between 20 and 40 percent you want this portion of your participation to constitute.