



Course Meeting

Tuesday & Friday
1:10 – 2:30 pm
Via [Zoom](#)


Office Hours: Tuesday 2:30-3:30 pm or by appointment

Contact Information

Preferred Name: Alison
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Preferred Name: Jiayi
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Advocating (for) Diversity in Higher Education


 An illustration of a tablet computer with a blue screen. The screen displays the text: "All course texts are available on Moodle."

All course
texts are
available
on
Moodle.

Alison's Educational Philosophy

My educational philosophy is guided by my desire to develop a community of critical learners, and my view on teaching and learning is that they are relational processes—forms of partnership. All members of our learning community are responsible for contributing to everyone's development. Completing readings, developing and sharing high-quality products, attending class, and contributing to discussions will help all of us learn from each other. In my dual role as a learning community member and the instructional co-designer (with Jiayi) of our learning environment, I share this responsibility with you.



"In a world that is increasingly globally interdependent, and where rapidly changing technology means rapid obsolescence, the best that we can offer students today is the capacity to work with others who are different from themselves in diverse teams. And to be adaptable and flexible in a world where the jobs of the future have not yet been invented. . . . That kind of problem-based, real-world engagement in critical thinking is . . . more valuable than ever."
- Lynn Pasquerella, president, Association of American Colleges and Universities. 2016

Inspirations

"The effort, it seems to me, is: if you can examine and face your life, you can discover the terms with which you are connected to other lives, and they can discover, too, the terms with which they are connected to other people."
- James Baldwin. 1989

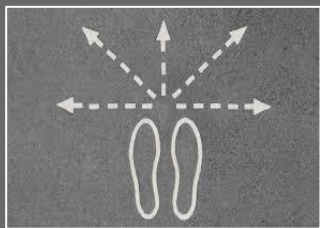
Student Learning Goals:

- 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 effective approaches to engaging in and contributing to class sessions, virtual forums, and wider community conversations
- Exploring and analyzing diversity in higher education and delving into what distinguishes and what unites various forms of difference
- Co-creating the content, activities, and assignments for the course based on your own experiences, interests, and commitments as those are situated in relation to various forms of diversity in the bi- and tri-co, in higher education more generally, and in the wider world
- Researching a particular dimension of or issue surrounding diversity, drawing on both theoretical and methodological resources
- Facilitating community learning through resource curating, dialogue, presentation, workshop, teach-in, or improv event about the dimension of diversity you have researched based on a clear rationale for why we as institutions of higher education need to better understand and support it
- Critically reflecting on your own trajectory through the course and how it has supported the development of your capacities to communicate and work across differences for equity

Fieldwork Component

(1) 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 who might be interested in learning with and from you

- Partner with individuals, departments, offices, or groups to consider, understand, discuss diversity on campus and the need for equity for this diversity of community members. Document and share your work in a variety of ways (which we will discuss).



(2) Interview people one on one and create confidential snapshots/portraits

- The goal of this option for the field placement is to 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.

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.

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)

Weeks 1-2: Situating ourselves/identifying issues as individuals

We will begin with a series of activities, readings, and writing assignments that invite you to identify and analyze dimensions of diversity you claim or that are assigned to you, that are of particular relevance within the bi-co and tri-co, and that inform dynamics and practices in higher education more broadly as well as within the wider world. These weeks will build both the kind of learning community we need to explore such complex issues and surface the particular areas of focus we will pursue in greater depth through the course.

Weeks 3-4: Situating ourselves within the bi-co transformation

Having established community, commitments, and possible issues for exploration, we will spend these two weeks revisiting the resources generated during the student-led strikes in the Fall-2020 semester. 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. See also [Solidarity](#).

Weeks 5-8: Selecting and delving into issues of difference, diversity, and equity

Based on the explorations in weeks 1-4, we will select, research, share findings, and generate strategies for addressing the tensions and opportunities presented by various dimensions of diversity and the intersections of differences. These weeks will support a delving into the complexities of each dimension of diversity we choose to focus on and allow for finding connections across points of difference with the goal of equity. It will also be the time that we refine the assignments that will be graded within the course.

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 on particular diversity and equity issues and create forums for their exploration.

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.
- Ahmed, Sarah. (2012). [On Being Included](#). Duke University Press. Chapters 1 and 2.
- Ashton, Hilarie. (2017). [Structuring Equality: A Handbook for Student-Centered Learning and Teaching Practices](#).
- Ash, Allison N.; Hill, Redgina; Risdon, Stephen; and Jun, Alexander (2020) "Anti-Racism in Higher Education: A Model for Change," [Race and Pedagogy Journal: Teaching and Learning for Justice](#). Vol. 4 : No. 3
- Dancy, T. E., & Edwards, K. T. (2020). Labor and Property: Historically White Colleges, Black Bodies, and Constructions of (Anti) Humanity. In C. A. Grant, A. N. Woodson, & M. J. Dumas (Eds.), *The Future is Black: Afropessimism, Fugitivity, and Radical Hope in Education*. Routledge.
- Ladson-Billings, Gloria. (2006). [From the Achievement Gap to the Education Debt](#). AERA Presidential Address.
- Burgstahler, Sheryl. (2015). [Universal Design of Instruction](#).
- 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
- [The Characteristics of White Supremacy Culture](#)
- la paperson. (2017). [A Third University is Possible](#).
- Metivier, Krishni. (2020, July 2) [Envisioning Higher Education as Antiracist](#). *Inside Higher Ed*.
- Sangaramoorthy, Thurka, and Joseph B. Richardson Jr. (2020, October). ['Black Lives Matter' Without Black People?](#) *Inside Higher Ed*.

Demonstrating and Assessing Your Learning

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.

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



Weekly Field Work

- Regular meetings with groups, interviews, etc. (see section called "Field Work")
- Identify study strategies that support success

Research Project

- Explore a dimension of diversity you experience and embrace or one that is unfamiliar to you
- Research an issue with which some group of students struggles and facilitate community learning about that dimension of diversity that we as institutions of higher education need to better understand and support



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 students enrolled

Course Commitments

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

SELF ASSESSMENT

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 appx. 3-4 hours of prep time, each week, depending on your different learning and processing needs. If you ever feel overwhelmed, please talk to me so that we can create a plan that works for you.

THE FINE PRINT

Academic 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 dalder@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. (<http://www.brynmawr.edu/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 me during my office hours at any point throughout the semester! They are there to help you, and I encourage you to take advantage of them. Try to schedule with me ahead of time, when at all possible, to ensure that I do not overbook, and to make sure you are not made to wait.

Attendance

You must be present in order to succeed in this course. 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.

****This syllabus is subject to change per the needs of the learning community.****

Help & Resources

If you are feeling lost or overwhelmed...

1. Make an appointment with me.

You are welcome to email me, or make an appointment to meet during my 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 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. Email Alex Pfundt with questions: apfundt@brynmawr.edu

Course Commitments (*you will complete and submit, individually*)

A critical aspect of advocating diversity in 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 one, within the parameters provided, and how much each component will count toward your final grade. If you wish to propose alternatives to what I 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 below 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. In keeping with the theme of the course, 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 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 linked to the resources in Course Readings on our Moodle page). Please offer any preliminary thoughts on this component of the course commitments and specify below 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 some other option you propose. 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. Please offer any preliminary thoughts on this component of the course commitments, 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 issue of diversity. This research project will allow you to individually explore an issue of diversity. The components I suggest you consider, include: description of the issue; story of your personal/life experience interest in/commitment to the issue; research grounding and diverse perspectives that inform the topic; manifestation of the issue; external/environmental/social influences contribute to its intensification/exacerbation; other institutional responses; suggestions that address/alleviate/support the issue.

Please offer any preliminary thoughts on this component of the course commitments and specify below 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 communicate and work across differences. Please offer any preliminary thoughts on this component of the course commitments and specify below what percentage of your grade between 20 and 40 percent you want this portion of your participation to constitute.

