USC Rossier

EDUC 523: Equity and Inclusion in Organizational Contexts

Units: 3
Term: Fall 2022

Faculty: Drs. R. (Thea) Miller-Smith, Christopher Riddick, and Erika Taylor Page
 Office Hours: by appointment

IT Help:
USC Information Technology Services
Phone: 213.740.5555
Contact Info:
https://itservices.usc.edu/contact
Hours: 24 hours a day, every day

Zoom Help
If you need help during a live session, please call
Phone: 888.799.9666 ext 2 or
650.397.6096 ext 2
Live Chat:
https://support.zoom.us/hc/en-us/articles/201362003
Hours: 24 hours a day, every day

COURSE DESCRIPTION

This course examines the history and current systems that affect efforts toward an equitable and just society. The course begins by exploring various characteristics and social circumstances that maintain social inequality. The aim is to understand key issues around diversity, inclusion, and equity, as well as how these issues impact and inform representation, leadership, and organizational change. Many of the issues examined in this course are ongoing, unsolved puzzles, for which there will rarely, if ever, be one correct answer. The course invites students to think of this class as a space in which students will use scholarship to examine and make sense of how individuals and institutions support and/or hinder representation efforts, inclusive leadership, and organizational change.

A NOTE ABOUT COURSE DESIGN
Through reflection, community dialogue, and largely thanks to student feedback, we updated our Rossier mission statement in 2017 to acknowledge historically created systems of power and center the goal of achieving equity. Since then, we have worked to enact our mission, not only as an outcome but as a daily practice. While we (as a Rossier community) have room to improve, we hope transparency in our process and a humble commitment to growth help us move closer to enacting our mission. We are grateful to the work of the OCL Ad hoc Student Committee to Promote Racial Equity and Disrupt Anti-Blackness in the OCL Program (You can view the history of the committee. Here is a list of the committee's action items, with Rossier's progress). We are grateful to the emotional and intellectual labor of students, led by Black, Indigenous, and People of Color (BIPOC) students, who have pushed us to move toward greater justice in our practice and curriculum. As designers and instructors of this course welcome continual feedback, as we grow together in accountability to our mission.

In AY 21-22 we transitioned to a standing student advisory committee that advises the OCL governance committee. We encourage you to provide feedback through your student advisory committee members on your experience in this course and program in addition to the feedback you provide to the course instructors as part of our ongoing endeavor to meet the needs of our OCL students. They can be reached at oclstudentreps@gmail.com.

THE USC ROSSIER MISSION
The mission of the USC Rossier School of Education is to prepare leaders to achieve educational equity through practice, research, and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.

COURSE RELATIONSHIP TO USC ROSSIER MISSION
This course is an important part of the overall OCL curriculum at USC Rossier School of Education. Following the mission of Rossier, the purpose of this course is to help students understand past and current social realities so that students can move toward thinking about solutions to disrupt existing inequities. This course heavily relies on research, with the goal being to incite innovative thinking for your own work within the program and beyond. This course supports the following four Organizational Change and Leadership (OCL) Program competencies:
- Develop effective leadership skills to solve problems of practice and create just outcomes that promote equity and access in their professional field;
- Collect and analyze evidence to enhance data-driven problem solving and create effective interventions in organizations;
- Reflect on their skills as a leader and the performance of their organization to implement strategies for effective leadership;
- Create a culminating dissertation in practice that demonstrates effective application of the program's theories and concepts.

LEARNING OBJECTIVES

This course will prepare you to:

1. Articulate the key goals of representation, diversity, equity, and inclusion;
2. Differentiate among individual, institutional, and structural discrimination/oppression in organizations and communities, and explain how they support each other to maintain social hierarchies;
3. Identify their salient identities and the ways in which these identities inform both their research and leadership practice;
4. Articulate the differences and similarities in experiences of discrimination faced by different groups (e.g., Black people, Latinx, women, transgender individuals, people with disabilities, etc.);
5. Identify the many manifestations and purposes of discrimination and prejudice, as well as the beneficiaries of inequitable structures;
6. Articulate and differentiate theoretically-informed strategies for advancing social justice work in research, leadership style, and organizational change initiatives;
7. Create arguments in written form using evidence and research-based logic.

DISTANCE LEARNING

This course is offered online. The online course is conducted through a combination of real-time and asynchronous modules. You will complete assignments online and independently, along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

By this point in the program, your level of technical competence should include basic knowledge and use of the internet. Basic tasks will include posting attachments, opening and posting to discussion forums, and uploading assignments. In addition to completing assignments and accessing course documents, you should have familiarity with the following: Microsoft Word; PowerPoint; Zoom; the 2SC learning platform; ARES; the USC library system; Google Drive; and basic internet surfing. Please let your instructor know if you have concerns about any technical requirements; they can assist in ensuring you are able to fully participate in class.

You will have ongoing access to the instructor and fellow classmates throughout the course this term. Through the course announcements, emails, course calendars, and forums, the instructor will maintain ongoing communication with you. These tools also provide you with a variety of ways to contact the instructor and share their ideas, comments, and questions through private and semi-public means. In addition, you will be made aware of real-time opportunities to engage in discussions with the instructor and your fellow classmates. The course announcements provides a place for the instructor to share new information and new postings.

Email and chat will be the primary forms of immediate communication with the instructor. Email will be checked by your instructor on a daily basis during weekdays and will be responded to

within 48 hours. The course calendar provides you with assignment due dates. You are encouraged to communicate openly and actively with your instructor and to request one-on-one time to address any concerns you may have as you need.

The *Wall* is a forum that provides you with a place to post questions, comments, or concerns regarding readings and assignments at any time during the duration of the course. In addition to weekly class time sessions, The *Wall* is the primary location for you to communicate with your classmates. It will be open at all times for postings and reactions.

In the Event of Technical Breakdowns
You may submit assignments to the instructor via email by the posted due date. Remember to back up your work frequently, post papers on the Digital Learning Platform (DLP) once completed, load files onto a power drive, and keep a hard copy of papers/projects.

Personal Presentation
Web-based programs define the area in view of the camera as part of the classroom. You must therefore present yourself and your surroundings as though you are in a physical classroom. Casual public dress is the norm in the online classroom, which may differ from how a person usually chooses to dress in their home environment.

Examples of inappropriate personal presentation include, but are not limited to
- Inappropriate dress, such as costumes or swim attire
- Engaging in a simultaneous activity (i.e., using a phone, reading a book, exercising)
- Interacting with persons who are not part of the class
- Leaving the computer/laptop frequently or for an extended period of time
- Having other persons in view of the camera
- Behaving in an overtly inattentive manner
- Consuming alcohol during class

CHOICE OF LOCATION
You are required to attend class in a location that allows for your full participation. Specifically, you must be on camera in an environment that is free of auditory or visual distractions and that allows for open participation in class discussions.
Examples of inappropriate locations include but are not limited to:
- Commercial establishments with loud background noise or visual distractions
- Libraries in areas whose rules do not permit students to participate in conversations
- Parks or other outdoor areas that have high level of background noise
- Airports, aboard airplanes, or in other moving vehicles

COURSE PARTICIPATION

Students enrolled in this course are required to read all current assignments and complete all other asynchronous exercises and projects required for each unit *before* each live session where the unit will be discussed. Although technical and connectivity issues do occur, online students must make every effort to engage in discussion by having both video and audio

connected to receive full credit. Online students who do not participate in the full live session (via both video and audio) will receive partial credit for participation. Students are expected to actively participate in class discussions by asking questions and contributing to the discussion drawing on the readings, assignments, and asynchronous exercises.

In addition to audio and video participation during the sessions, here are some ideas of additional ways you might actively participate in class:

- Post an article or video about the course topics that you've found to the Digital Learning Platform;
- Ask your instructor or the group for a moment's silence to slow the pace in order to give you and others time to process;
- Paraphrase what someone has said and follow up by analyzing or adding to the other person's perception;
- Email your instructor and/or the class building on others' ideas from the class discussion;
- Actively listen by using body language/non-verbal cues to indicate that you are paying attention and engaged;
- Share ideas and connections to the course materials in the chat;
- Monitor your own device usage by closing browsers and programs that will distract you in order to ensure that you are fully present in the session.

Excused Absences: In the unlikely event that you need to miss a class session, you have **one excused** absence. For planning purposes, please notify your instructor via email <u>at least one hour</u> before the start of class. You do not need to disclose the reason for your absence, simply that you will not be attending the session. Additionally, USC has a policy that permits excused absences for observance of religious holy days, which can be found at: https://orsl.usc.edu/life/calendar/absences/

Unexcused Absences: As mentioned above, participation is vital to your learning and success in this course. If you must miss more than one session due to extenuating circumstances (e.g., COVID-related responsibilities, work-related emergencies, etc.), please talk with your instructor as soon as possible. Together (and/or with the course lead and your academic advisor), we can discuss how best to meet your needs and support your learning.

Please note that absences cannot be made up by attending another section of the course. The rationale for this is three-fold: First, because each section has its own dynamic and norms around confidentiality and sharing, the introduction of a new person could disrupt that dynamic. Second, the varied ways and timing in which content is covered from section to section might result in the possibility that you might not have the chance to access the necessary content in another session. Finally, there are considerations of equity: not all students will have the flexibility to attend on a different day and/or time.

All Absences: Following any absence, **excused or otherwise**, you are still expected to engage in the ideas, debates, and conversations of the class. To that end, **watch the video** for the session you missed and **<u>within two weeks of your absence</u>** send your instructor an email of 1-2 paragraphs describing: (1) what you would have contributed to the class had you been able

to attend; (2) what questions or issues the class discussion raises for you; and (3) what you learned and/or what questions you have from having watched the recording. Compiling with this guidance will not ensure that you receive participation credit for unexcused absences, but it ensures that you are maintaining pace with your cohort in terms of learning the theories and constructs we are engaging with in the course.

Manner of Participation
You are required to observe the same standards of courtesy and interpersonal respect that govern face-to-face classroom behavior, including appropriate tone and language when engaged in all forms of communication with your fellow students and instructors, including, but not limited to, class discussions, wall postings, instant messaging, and email. Please refrain from excessive private chatting or private communication during live sessions. Personal attacks on classmates will not be tolerated.

Adherence to standards of appropriate behavior
USC Student Conduct Code (http://studentaffairs.usc.edu/scampus/) describes the protocols and behaviors that must be upheld in all online classes. As per the Code, students are not allowed to post inappropriate material or spam to the class or to use offensive language or online flaming. Discrimination, sexual assault, intimate partner violence, stalking, and harassment are prohibited by the university. You are encouraged to report all incidents to the *Equity, Equal Opportunity, and Title IX (EEO-TIX)* http://equity.usc.edu and/or to the *Department of Public Safety* http://dps.usc.edu. Faculty and staff must report any information regarding an incident to the Title IX Coordinator who will provide outreach and information to the affected party. The EEO-TIX website fully describes reporting options. Relationship and Sexual Violence Services https://studenthealth.usc.edu/sexual-assault/ provides 24/7 confidential support.

INCOMPLETES

IN— incomplete (work not completed because of documented illness or some other emergency occurring after the 10th week of the semester; arrangements for the IN and its removal should be initiated by the candidate and agreed to by the instructor prior to the final exam);
IX—lapsed incomplete.

Conditions for Removing a Grade of Incomplete

If an IN is assigned as the candidate's grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the candidate and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to the work remaining to be done when computing the final grade. A candidate may remove the IN by completing only the portion of required work not finished as a result of a documented illness or emergency occurring after the 12th week of the semester. Previously graded work may not be repeated for credit. It is not possible to remove an IN by reregistering for the course, even within the designated time.

Time Limit for Removal of an Incomplete

One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered "lapsed," the grade is changed to an IX, and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

COURSE EXPECTATIONS

CLASS TIME
Class time and/or contact hours weekly: The class meets in live session once a week for 2 hours in the Fall and Spring semesters and 2.5 hours in the Summer semester. The overall required contact time will be met by a combination of online synchronous activities and class time (online required hours, online guided student discussion, online mediated student work groups) and online asynchronous learning (faculty and invited expert video lectures, supplemental videos and audio, and moderated discussion forum). Based on Carnegie hour requirements, this 3-unit course translates to approximately 6 hours of content engagement each week (4 hours asynchronous work, including reading and assignments; 2 hours live session).

OUT-OF-CLASS ASSIGNMENTS
The out-of-class workload for this course is approximately 6 hours per week. Out-of-class assignments include (on average):
- Readings (approximately 3-4 hours weekly)
- Recorded lectures and other videos (approximately 1 hour weekly)
- Written assignments (approximately 1 hour weekly)

The course will be taught based on the flipped classroom design and a workshop model. This design is based on research that clearly demonstrates that learning is enhanced when working actively as opposed to listening passively (as in a lecture). Our synchronous time together will include discussions, small group work, and other activities that require active student participation. To make as much time as possible for active work in class, you will watch pre-recorded lectures and other supplemental course requirements as well as complete some activities prior to class (when assigned). You are expected to prepare for class by doing all the reading, watching all the video recordings, and completing all other required tasks before you attend class each week (see course details below for a complete list of asynchronous requirements week by week).

REQUIRED COURSE ASSIGNMENTS

All written assignments for submission should follow APA guidelines. Please submit as **Word documents** (not PDFs unless specifically instructed by the instructor) for ease of providing feedback by your instructor. Save each assignment using the following structure:
Last name_first name_assignment title
Example: trojan_tommy_essay 1.docx

Additionally, note that instructors will not review drafts. Graded assignments are explained in this syllabus. Contact your instructor if you have questions regarding the assignments. **Feedback for graded assignments will be provided within two weeks of the assignment's due date.**

Theory Into Practice (TIP) sheet (20 points)

The purpose of this assignment is to help you make connections between theory and practice. Different theoretical orientations affect the way we examine and approach different problems of practice. As part of your dissertation, you will be asked to develop a theoretical framework that reflects the lens(es) you are choosing to examine a specific problem of practice in your field or organization. This assignment will help you practice how to use selected theories from this course to examine, explore, and frame a problem of practice. *The chosen theory must be from this course or approved in advance by your instructor.* If you are unclear about the various theories explored in our class or would like to explore one that's related to our course content, contact your instructor. There are many theories related to this course that we will not have the time to cover, so a discussion with your instructor will bring them up to speed about your proposed choice in a particular theory.

Essay Responses (100 points each) - The 2 highest essays will count for your final grade

The purpose of this assignment is to *communicate in writing* what you have been learning in a cogent manner in the form of an essay. The goal of these essays is twofold: 1) to create an argument based on readings and other evidence from our course materials and independent research; and 2) to strengthen academic writing. In this semester, you will have the opportunity to write three essays, but **only two will be counted towards your final grade**. All essays will be a minimum of 2 but no more than 3 pages (double spaced, 12 point font). Each essay will have a separate prompt. While the prompts will be in the Toolbox Link in the Digital Learning Platform, you are encouraged to take the time to absorb the reading, class discussions, and other materials before pondering and responding to each essay question. You will not be permitted to revise essays. The grade received for each essay is a final grade for that essay, but you are only required to write two of the three essays. The essay prompt you are addressing will be due the week of that prompt. For example, if responding to essay #2, it will be due by the due date of essay #2. It is to your discretion if you do not want to submit one of the first two essays, but essays must be submitted at the time they are due.

Revisiting Positionality and Epistemology Statement (from Framing, 20 points)

Based on our course readings, discussions in class, and other supplemental materials, revisit and revise your positionality and epistemology statement from Framing class. You may choose

to write a new statement if you wish (2-3 pages double spaced), but it is acceptable to simply make revisions to only the content that you feel has changed since Framing. Consider how your journey in thinking about equity, inclusion, and social justice has grown, shifted, or remained the same. What are additional identities, contradictions, privileges, etc. to consider? For this assignment only, you do not need permission from your Framing instructor to refer to content from that assignment. ***If you did not take the newly redesigned version of EDUC 603 (Fall 2021 and beyond), please let your instructor know so that they can assign an alternative, equivalent assignment.***

Reflective Memo (20 points)
The purpose of this assignment is to have students reflect on the overall course content personally, professionally, and/or in terms of conducting future research. This assignment could be submitted in any of the following format: written, audio, or video. Written response should be double spaced between 1-2 pages, with a 2-page maximum. Audio and video format should be between 2-4 minutes. For this assignment, students are encouraged to use first-person narrative.

Participation and Attendance (20 points)
See section above entitled "Course Participation." Additionally, attendance will be taken at the start of each synchronous session.

GRADING

Assignments	Unit Due	Points	% of grade
Essay Response #1	3b	100	36%
Essay Response #2	6	100	36%
Theory Into Practice (TIP) Sheet	8	20	7%
Revisiting Positionality Memo (from Framing)	9	20	7%
Essay Response #3	11	*	*
Reflective Memo	Finals Week	20	7%
Participation and Attendance	continuous	20	7%
Total		280	100%

Grading Scale

The final grade for this course will be awarded using the following scale:

A 100–95%   B+ 89–86%   C+ 79–76 %   D+ 69–66%   F 59–0%

A– 94–90%   B 85–83%   C 75–73%   D 65–63%

                 B– 82–80%   C– 72–70%   D–62–-60%

ASSIGNMENT INSTRUCTIONS AND RUBRICS

To better support your learning, it is recommended that if you are unsure whether you will meet a deadline, that you request an extension instead of turning in the document late. Your instructor will tell you during the first live class session the deadline for requesting an extension.

Please note that an extension must be requested **before** the assignment is due, and your instructor will determine the length of the extension (typically 24 hours). **No extensions will be granted after the deadline has passed.** In such cases, the assignment will be considered late.

Late assignments will be accepted under limited circumstances and with the following penalties:
- A 10% reduction of the total possible points per day it is late (e.g., for a 100-point assignment, 10 points deducted per day it is late; for a 20-point assignment, 2 points deducted per day it's late).
- No credit will be received if the assignment is more than 7 days late.

● Your academic advisor will be notified if assignments are not submitted within 1 week without notice so that you, your advisor, and your instructor can determine the best way to move forward.

The following rubric provides a guide as to how **course participation** will be assessed. For further details, consult with your instructor.

	Active Participation	*Moderate Participation*	*Low Participation*
Preparation	Exhibits evidence of having completed all assignments and activities according to guidelines that were assigned.	Attempts to participate and has completed most assignments and activities.	Exhibits lack of preparation and noncompletion of required assignments.
Initiative	Initiates discussion and supports points using page-specific references to readings or other materials.	Supports points during discussion but uses general references to readings and other materials.	Rarely initiates discussion and is not able to reference required readings or other materials.
Engagement	Furthers the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material.	Furthers the discussion and builds on the ideas of others; general or limited references to course materials.	Comments do not further the discussion and do not exhibit careful reflection on the material.

The following rubric provides a general guide as to how **assignments** will be considered. Further details of assignment expectations will be provided and discussed by your instructor.

	Excellent	*Acceptable*	*Unsatisfactory*
Rigor of thought	Shows evidence of depth of thought in preparation, organization, and clarity.	Evidence of depth of thought could be increased in some areas.	Not evident that serious thought went into preparation or organization.
Connection to course materials	Assignment shows engagement with course readings and other relevant literature and integrates this in an appropriate manner.	Some parts lack connection to course readings or other sources, or they are not integrated in an appropriate way.	Fails to relate to course materials and other relevant literature.
Completeness	All parts of the assignment are done completely and according to guidelines provided in prompt.	All parts of the assignments or presentation are done completely; however, lacks adherence to guidelines in some areas.	Assignment is not entirely complete and/or shows marked lack of adherence to guidelines.
Format and style	Writing is free of grammatical, spelling, and format errors and is consistent with APA guidelines.	Writing contains some errors in one or more of the areas related to format.	Writing contains significant format errors, which detract from the meaning.

Approval to Use Prior Work in This Class

Part B, Section 11.16 of the University Conduct Code explicitly states the following as a violation of university standards: "Using any portion of an essay, term paper, project, or other assignment more than once, without permission of the instructor(s)." In OCL, the dissertation components embedded into coursework and course assignments may be parts of the dissertation that are revised and expanded from semester to semester. You must request permission to use any part of your written work from both your past instructor who received your initial work and your current one who will receive a portion of your previously submitted work.

Statement on Academic Conduct and Support Systems

Academic Conduct:
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, https://policy.usc.edu/research-and-scholarship-misconduct/

Support Systems:
Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086 (800) 348-7454, (213) 740-2500
https://eeotix.usc.edu/
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care.report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
ombuds.usc.edu
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

COURSE SCHEDULE BY WEEK

It is recommended that you read the readings in the order listed on the syllabus. You need to view asynchronous content for each unit prior to attending class as the asynchronous content provides foundational information you need prior to engaging in live session dialogues.

Optional Reading is offered for you to consider in some units, but optional reading will not be discussed during class sessions.

Link to Google folder that contains all of the readings:
https://drive.google.com/drive/folders/1u3JXgoteSxXxQsXxgObtIgfFSvxNxvaF

Week	Unit and Topic	Unit Activities	Assignments Due (**11:59pm PST the night before scheduled live session**)
SECTION I: THEORETICAL FRAMEWORKS			
Week of August 22nd	**1: Course Introduction**	In the DLP: - Course Overview - Unit 1 Read: - Healy et al. (2019), pp. 88-89 - McDermott & Varenne (1995), pp. 324-338 - Dobbin & Kalev (2021) - Winters (2020) - Greene-Moton & Minkler (2019) Optional: - Bolger (n.d.)	
Week of August 29th	**2: Critical Theory**	In the DLP: - Unit 2 Read: - Martinez (2014) - Brayboy (2006) - Poole et al. (2021) - Bell (1989) Optional: - Guajardo et al. (2020) - Readings on other critical discourses from the University of Denver library	

Week of September 5th	**3a: Intersectionality Part 1**	<u>In the DLP:</u> - Unit 3a <u>Read:</u> - Crenshaw (1989) - Criado-Perez (2019) - Blair-Loy et. al (2015) - Cooper (2017) <u>Optional:</u> - McKinsey & Co. (2021) - Rosette & Livingston (2012) - Epstein et. al (2017)	***Bring to class:*** *Notes from the asynchronous exercise*
Week of September 12th	**3b: Intersectionality Part 2**	<u>In the DLP:</u> - Unit 3b <u>Read:</u> - Misawa (2012) - Coppola (2020) - Ahmad (2019) - Van Sluytman & Torres (2014) - Belkin (2021)	**Due: Essay #1** *Come to class prepared to discuss your experience navigating the USC Research Guide during the asynchronous exercise*
Week of September 19th	**Pause and Reflect**		
Week of September 26th	**4: (Dis)abilities**	<u>In the DLP:</u> - Unit 4 <u>Read:</u> - Chechik (2019) - Love & Beneke (2021) - Roberson et al. (2021) - Best (2020) - Markham (2021)	
SECTION II: EXCLUSION			
Week of October 3rd	**5: Systems of Beliefs and Practices**	<u>In the DLP:</u> - Unit 5 <u>Read:</u> - Jensen (2019), Ch. 7 - Lumen (n.d.) - Idler & Kasl (1997) - Casad & Bryant (2016) - Koura (2018)	

		Also Read 1 of these 2: - Lusk et. al (2018) - Lujan & Campbell (2006)	
Week of October 10th	**6: Violence Against Communities**	In the DLP: - Unit 6 Read: - Perry (2003) - ross (2020) - Busey & Silva (2021) - Williams et al. (2021) - Eberhardt (2010)	**Due: Essay #2** *Bring to class: Notes from asynchronous exercise (IAT results do not need to be shared but you will discuss your experience in taking the test)*
Week of October 17th	**7: Global Diversity and Exclusion**	In the DLP: - Unit 7 Read: - Mor-Barak (2017), ch. 6 - Mor-Barak (2017), ch. 7 - Cooke & Zhao (2021) Optional: - https://libraries.indiana.edu/sites/default/files/Develop_a_Research_Question.pdf - Poushter et al. (2019)	
SECTION III: WAYS OF BELONGING			
Week of October 24th	**8: Social Capital and Community Cultural Wealth**	In the DLP: - Unit 8 Read: - Bourdieu (1986) - Yosso (2005) - Acevedo & Solorzano (2021) - Liu (2011) - Milner IV (2007) Optional: - Avallone (2018) - Steele (2010), chs. 1, 2, 3 - Ramirez (2011)	**Due: TIP Sheet**
Week of October 31st	**9: Assimilation**	In the DLP: - Unit 9	*Bring to class: Work from asynchronous exercise on your*

		Read: - Crul (2016) - Martinez & Gonzalez (2021) - Ewing (2012) - Ricciardelli et. al (2020)	*family tree*
Week of November 7th	**Pause and Reflect**		**Due: Revisiting Positionality Memo (from Framing)**
SECTION IV: TOWARDS A SOLUTION AND CALL TO ACTION			
Week of November 14th	**10: Roles of Institutions**	In the DLP: - Unit 10 Read: - Page (2017), pp. 1-51 - DiAngelo (2011) - McWhorter (2020) - CUE (2019)	
Week of November 21st	**Thanksgiving Break**		
Week of November 28th	**11: Strategies and Practices**	In the DLP: - Unit 11 Read: - Harper (2012) - Solorzano & Yosso (2001) - Dobbin & Kalev (2017) - Valesco & Sansone (2019) - North (2020)	**Due: Essay #3**
Week of November 28th	**Finals Week**		**Due: Reflective Memo**

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