

“Beloved community is formed not by the eradication of difference but by its affirmation, by each of us claiming the identities and cultural legacies that shape who we are and how we live in the world.”

-bell hooks

EDUC B295

**EXPLORING AND
ENACTING**

**TRANSFORMATION OF
HIGHER EDUCATION
SPRING 2024**

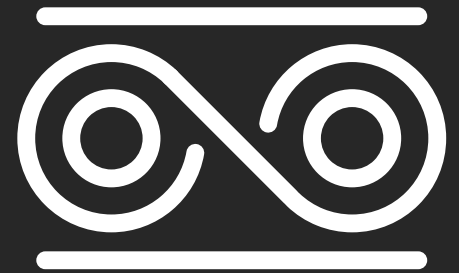


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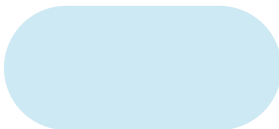
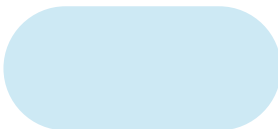
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COURSE GOALS

- 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
- 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



Hi! I'M _____



Hi! I'M _____



WHAT CAN YOU EXPECT?

1. Consistent overarching structure for each session
2. A focus not only on content but also on the creation of community
3. Discussions at varying levels (e.g. dyads, quads, full group)
4. Frequent solicitation of feedback on course content, structure, and my pedagogical practices
5. Use of multimedia during class sessions whenever possible
6. Ongoing requests for you to examine your own positionality in light of the topics of the course
7. Multiple opportunities for you to evaluate your own development
8. Shifts and changes when necessary and with as much advanced notice as possible

In this course, we are committed to creating and supporting a classroom community that is inclusive, equitable, and conducive to learning for all students. Your regular attendance and active, thoughtful engagement and constructive contributions (which can and do often look different for each individual) are key to your own and other's learning in this course. We believe that there is a certain, irreplaceable magic that happens when we are learning together in community. With that said, we also understand and respect that this course is only one of many priorities in your life. If you are unable to attend class or complete an assignment by the due date, we ask that you let Kelly know ahead of time and work with her to determine when you will complete the work (from class or assigned). If it is not possible for you to request extra time beforehand, we ask that you maintain communication with Kelly so that we can work together to determine a good course of action. This may include partnering with your Dean to arrive at a workable plan for meeting course and individual goals.

COURSE TEXTS

We will draw upon a number of texts in this course. Mindful of the cost of course material and the barrier that this presents for students' engagement, we have requested EBook copies of texts through the libraries or (when not available) have made required excerpts available on Moodle.

We recognize that we live and work on Lenape land, and pay respect and honor to the caretakers of this land, from the time of its first human inhabitants until now, and into the future. We seek to maintain and build upon our current and ever-evolving connections with members of Lenape tribes and communities, in recognition of our intertwined histories and with a goal of moving toward right relationship between the Bi-Co of today and Lenape peoples.

COURSE OVERVIEW

SECTION 1 (WEEKS 1-4): SITUATING OURSELVES AS INDIVIDUALS IN CONTEXT

In Section 1, we will begin with a series of readings and activities 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 5-7): SITUATING OURSELVES WITHIN THE (ONGOING) BI-CO TRANSFORMATION

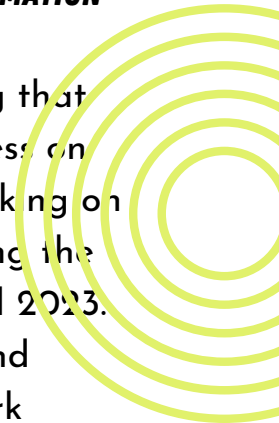
In Section 2, we will situate ourselves within the (ongoing) bi-co transformation. What are the pain points? The mechanisms of othering that individuals and collectives including ourselves, are attempting to address on campus? How are individuals and collectives naming this pain and working on it/through it? In particular, we will revisit the resources generated during the student-led strikes in the Fall 2020 semester as well as the sit-in of Fall 2023. By the end of this section of the course, students will have identified and researched an issue/locus of transformation in preparation for fieldwork beginning in Section 3.

SECTION 3 (WEEKS 8-11) ENACTING AND DOCUMENTING TRANSFORMATION

In Section 3, we will examine approaches to transformation and will draw upon critical qualitative research methodologies in order to document/take action related to our chosen issue/ locus of transformation in the Bi-Co. These efforts will serve as the fieldwork for the course.

SECTION 4 (WEEKS 12-14): SHARING IN-PROCESS WORK AND REFLECTING UPON LEARNING AND ACCOMPLISHMENTS

In Section 4, we will share in-process work from our transformation projects, facilitating community learning about issues about dimensions of diversity that the Bi-Co and other institutions of higher education need to better understand and support. In addition, 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 a final portfolio.



COURSE ASSIGNMENTS IN BRIEF

Full descriptions will be handed out
at least two weeks in advance

1

Situating Yourself: Portrait and Gallery Reflection
(Modality/Modalities of your Choosing); Portrait
Due in Class on 2/14; Gallery Reflection, 2-3 pages,
Due 2/18 by 11:59)

In this assignment, you will be asked to create a self-portrait in a modality or modalities of your choosing to be shared with our class community in an in-class Gallery Walk on 2/14. This portrait is an opportunity to render visible your own positionality/the ways in which you as an individual are situated in relationship to the institution of higher education. After the Gallery Walk, we will ask you to write a short reflection describing your experience both as a portraitist and as "witness" to other's works.

2

You Choose: Reflections
(Modality/Modalities of Your Choosing;
Weeks 2 or 3; Weeks 5 or 6; Weeks 10 or 11;
Weeks 12 or 13; Due Sunday by 11:59 of the
Week Chosen via Moodle)

Over the course of the semester, you will be asked to reflect upon course readings and experiences through modalities of your choosing. For each of the two week pairs above (e.g., Week 2 or Week 3), you will, based on topical interest and your own workflow, select one to create a reflection. These reflections are an opportunity to make meaning, ask questions, draw connections, and document your own thinking over the course. To encourage a wide range of response forms and types, we will offer a menu of suggested (not required) options.

All Written Work Should Feature:

- 12-point Times New Roman (or equivalent) font
- Double-spacing, with 1 inch margins
- Complete citations of all sources using a known citation format (MLA, APA, Chicago)<https://guides.tricolib.brynmawr.edu/c.php?g=284950&p=1899017>
- Pseudonyms for all research participants

3

Transformation Project
(Due Dates Throughout the Semester)

This project is an opportunity for you to research and document ongoing transformation of/take action on an issue and in a site that is connected to your own interests in creating more equitable educational experiences in higher education.

Part 1: Project Proposal and Annotated Bibliography (Friday, 3/8 by 11:59 pm)

Part 2: Description of Research Methods and Timeline (Friday, 3/29 by 11:59 pm)

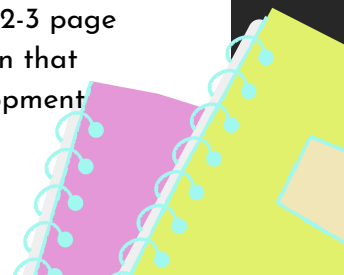
Part 3: In-Process Sharing (4/15; 4/17; 4/22; or 4/24)

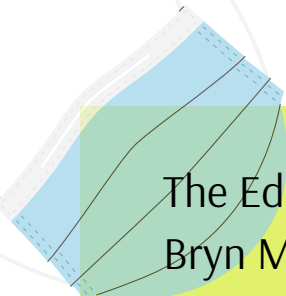
Part 4: Final Project (Due as part of portfolio below)

4

Final Portfolio
(Due for Seniors by Saturday, 5/11 by 5pm;
Due for Non-Seniors by Saturday, May 5/17
by 12:30 pm)

At the end of the course, you will prepare a portfolio of five artifact and reflection pairs (each 250-500 words) along with a 2-3 page introduction and 2-3 page conclusion that represents your learning and development through the course.





The Education Department's COVID masking policy is consistent with Bryn Mawr and Haverford College's policies overall. Our course classrooms are mask-friendly, meaning masks are welcome, but not required unless the instructor working with the class decides to create a class requirement informed by the class community's needs. We will continue to emphasize care and consideration for each other's needs and desires, and make ongoing decisions, centering these.

The Honor Codes at both Bryn Mawr and Haverford Colleges outline standards regarding the demonstration of trust, concern and respect for oneself and others in our community. Maintaining academic integrity throughout our work and interactions with one another in this course is an important way to uphold



The proliferation of generative AI (e.g., ChatGPT, Bard, Dall-E, Claude) and non-generative forms (e.g., Google Translate, Grammarly) offer opportunities for faculty, staff, and students to revisit the purpose of education broadly conceived and of learning in any given course. The Education Department takes and advocates an inquiry stance on the ways in which the proliferation of AI can inform thinking, attribution, research, and sharing in the production of knowledge with integrity. AI, like all technologies, can be put to positive/productive or harmful/detrimental use, and its various forms re-raise both new and age-old questions about creativity and ownership in knowledge production. Individual faculty members in the Education Department will explore particular uses of AI in individual courses. As with all scholarly work, appropriate citation is expected. See a useful resource with issues to consider and question to ask yourself about generative AI from the University of Michigan: <https://genai.umich.edu/guidance/students>

If you have (or think you have) a learning difference or disability - including mental health, medical, or physical impairment - please reach out to Access Services/ Disability Services at your home institution (HC/BMC) to confidentially discuss the process to establish reasonable accommodations. It is never too late to request accommodations - our bodies and circumstances are continuously changing.

Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their accommodation letter and make arrangements to meet with me as soon as possible to discuss how their accommodations will be implemented in this course. Please note that accommodations are not retroactive and require advance notice in order to successfully implement. I am happy to work with you to ensure that you have the support that you need.

<https://www.brynmawr.edu/access-services>; <https://www.haverford.edu/access-and-disability-services>



RESOURCES AND SUPPORTS

It is a state law in Pennsylvania that individuals must be given advance notice that they may be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation and then must speak to me. Other class members need to be aware that this class may be recorded.

Students are encouraged to reach out to the Office of Academic Support/ Office of Academic Resources staff to explore effective learning, studying, test-taking, note-taking and time and stress management strategies that are essential to success in this course and your educational career.

http://www.brynmawr.edu/deans/acad_support/learning_resources.shtml
<https://www.haverford.edu/oar>

If, at any point in the semester, a disability or personal circumstances affect your learning in this course or if there are ways in which the overall structure of the course and general classroom interactions could be adapted to facilitate full participation, please do not hesitate to reach out to us.

ACCOUNTABILITY



How we are taking "a count" of our learning individually and collectively over the course of the semester

Aligned with this course's focus on co-creation, your evaluation will be the result of my own assessment of your work products and engagement as well as your own. I recognize that this can feel uncomfortable, particularly if you, like myself, have been schooled in a system in which "grades" are edicts from above rather than a shared project between teacher-learner and learner-teacher. I am here to support you in this journey.

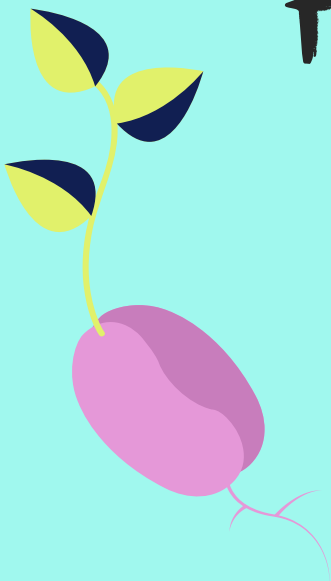
In the beginning of the semester, Ashley and I will ask you to articulate your own aspirations for your learning/growth in the course as well as the ways in which you hope to contribute to our learning community. We will offer space for you to share what you think you will need from the teaching team as well as your classmates in order to meet these goals.

For each assignment, we will provide you with evaluation criteria, and while I will not issue a numerical or letter grade, my commentary on your assignments will center around your progress towards these goals.

At two points in the semester, on March 8th and May 11th (for seniors) or May 17th (for non-seniors) I will ask you to write a self-reflection (with the support of a thorough rubric) assessing your work and grade in the course. In this offering, I will invite you to share with me your own thoughts around your growth as a thinker, communicator, and community member, among other roles that you take up in this course. I will respond to your reflections in writing, offering my own perspective. If there is a large (one point in grade on the 4- point scale) difference between my own evaluation and your own, I will schedule a conference to discuss and come to a resolution.

At any point in the semester, you can meet with me to discuss your progress.

THINGS TO REMEMBER:



- 1. I want you to do well.***
- 2. I believe that you can succeed.***
- 3. I see myself as an active partner in your intellectual and personal growth and development.***
- 4. I am here to support you.***