

Graduate College Curriculum Committee

New Graduate Course Proposal Form

I. Course Developer Contact Information

Name:	Norma A. Marrun		
College or Division:	College of Education		
Academic Organization:	Department Of Teaching And Learning		
Campus Phone:	(702)895-1434	Mail Stop:	3005
E-Mail Address:	norma.marrun@unlv.edu		

II. Catalog Information

Section A			
Course Prefix:	CME	Course Number:	760
Has this course number been used previously as an X-course?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, X-Course Prefix:		X-Course Number:	
Section B			
Long Course Title (100 character max):	Critical Race Theory in Education		
Short Course Title (30 character max):	CRT in Education		
Catalog Description (50 words max):	Defined as a race-focused analytical framework for re-examining and challenging social inequalities, critical race theory (CRT) applied to education enables new understandings about educational inequalities to emerge. Key CRT concepts, such as counterstory, interest convergence, critiques of liberalism, colorblindness, whiteness as property, and the permanence of racism, will be explored.		
Number of Words in Catalog Description:	50		
Section C			
Credits are:	<input checked="" type="checkbox"/> Fixed:		<input type="checkbox"/> Variable: _____ to _____
May course be repeated for credit?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, the maximum number of credits that may be earned is:		3	
Grading System: <input checked="" type="checkbox"/> Letter Grade <input type="checkbox"/> S/U <input type="checkbox"/> S/F <input type="checkbox"/> Thesis/Dissertation			
Is this a Special Topics course?		<input type="checkbox"/> Yes (If yes, complete rest of section) <input checked="" type="checkbox"/> No (If no, go to Section D)	
Sub-topic(s) (Please list at least one):			
Are topics repeatable?		<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, number of credits: _____	

Section D			
Prerequisites (if any):	No *Graduate standing is the default prerequisite built into the system for all graduate-level courses.		
Co-requisites (if any):	No		
Anti-requisites (if any):	No		
Does this course have additional non-credit components?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, indicate component(s):	<input type="checkbox"/> Clinical <input type="checkbox"/> Discussion <input type="checkbox"/> Field Studies <input type="checkbox"/> Independent Study	<input type="checkbox"/> Internship <input type="checkbox"/> Laboratory <input type="checkbox"/> Lecture <input type="checkbox"/> Practicum	<input type="checkbox"/> Research <input type="checkbox"/> Seminar <input type="checkbox"/> Supervision <input type="checkbox"/> Thesis Research
Will course be the cross-listed with another course (e.g., 400/600)? Note that 400/600 courses must have the same title and course description. The syllabus must include graduate student requirements.			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, specify course prefix and number:			
<i>Instructional Modes</i> Indicate the instructional modes that should be available for scheduling			
<input checked="" type="checkbox"/> In Person Supplemental Web	<input type="checkbox"/> Independent Study	<input type="checkbox"/> Web-based	
<input type="checkbox"/> Field Study	<input type="checkbox"/> In Person	<input type="checkbox"/> Web-based w/ on/off campus meeting	
<input type="checkbox"/> Hybrid	<input type="checkbox"/> Television		

III. Evaluation of Library Resources

This section is completed by course developer
Please indicate library resources that will be needed to support students taking this course: Core journals: Requested, not required: Qualitative Inquiry, Race Ethnicity and Education, & Qualitative Studies in Education. Core books (not required texts): Requested, not required: Matias, C. E. (2016). Feeling White: Whiteness, Emotionality, and Education. Rotterdam/Boston: Sense Publishers. Electronic resources (e.g., databases, videos, media, etc.): Requested, not required films: Johnson, E., Hudlin, R., Hudlin, W., & Sullivan, K. R. (1994). Cosmic Slop. The Spcae Traders.
This section is completed by the librarian.
Library Comments: Note: The Library does not attempt to block new courses because needed resources are not owned locally. It is critical that core journals and electronic resources are listed so the Library can track gaps in collections and pursue opportunities to obtain missing items.

IV. Routing and Approval Process

	Name	Email Address	Campus

			Phone
Course Developer:	Norma A. Marrun	norma.marrun@unlv.edu	5-
Dept. Chair or Grad. Coordinator:	Emily Lin	emily.lin@unlv.edu	5-0889
If Cross-Listed, Chair of Cross-Listing Department:			
Librarian:	Samatha Godbey	librarycdm@unlv.edu	5-2135
College Curriculum Committee Chair:	Alice Corkill	alice.corkill@unlv.edu	5-4164
Academic Dean:	Kim Metcalf	kim.metcalf@unlv.edu	5-3375
Graduate College Curriculum Committee Chair:	Gregory Borchard	GCCC@unlv.edu	5-4868
Graduate College Interim Dean:	Kate Korgan	GCCC@unlv.edu	5-4070
Registrar's Office:	Katie Humphries	curriculum@unlv.edu	5-0892
<p><i>Note:</i> Forwarding this form as an e-mail attachment constitutes approval of the course as described. When forwarding, be sure to leave all previous comments in place, as this represents prior approvals. Requests for changes or revisions must be routed back to the course developer to make the necessary changes and begin the routing process again.</p>			

Form updated 9/15/2015 - KWH

V. Syllabus

Graduate syllabi must include: a clear overview of required assignments, projects, presentations and/or exams with a point value of each; clear evaluation procedures; grading policy and scale; learning outcomes; and current content and policy statements as mandated by the Provost's office (See Semester Memo www.unlv.edu/provost/policies-forms#S for minimum syllabus content and classroom policies for faculty and staff).

Graduate courses that are linked to undergraduate courses (300/500 and 400/600 level joint courses) must clearly state in the syllabus how the class experience and expectations are different for graduate students, what additional requirements students enrolled in the graduate level course must fulfill, and how the grading scale will be applied to graduate students.

Paste syllabus text here

UNLV – College of Education

Preparing Professionals for Changing Educational Contexts

Department of Teaching and Learning
Inquire. Educate. Innovate

CME 760: Critical Race Theory in Education (3units)

Semester: Spring 2018

Class Location: TBD

Tuesday 4-6:45 p.m.

Instructor: Norma A. Marrun

Office: CEB 361

Office Hours: By appointment or CSIEME Program/Drop-In Hours: Mondays 3:30-6:00 pm

E-mail: norma.marrun@unlv.edu

Phone: (702) 895-1434

Prerequisite: Graduate Standing

Course Description: Goals, Objectives, and Learning Outcomes

This course is designed to help students enhance their understanding of critical race theory's (CRT) intellectual genealogies (TribalCrit, FemCrit, DisCrit, LatCrit, AsianCrit, QueerCrit, and WhiteCrit) and its applications to the field of education. CRT in education provides a conceptual lens to critically interrogate mainstream educational policies and practices with a race-conscious lens. Specifically, we will examine analytical concepts such as deficit thinking, microaggressions, community cultural wealth, interest convergence, transformational resistance, intersectionality, and whiteness as property. CRT originates in Critical Legal Studies (CLS), a theoretical framework generated in the mid-1970s by legal scholars of color who were concerned with inadequacies of CLS in addressing issues of racial oppression in society. It challenges dominant liberal ideas such as objectivity, colorblindness, and meritocracy and shows how these ideas operate to disadvantage people of color and further advantage whites. Since the mid-1990s, CRTs have been explored, re-articulated, and used by education scholars to recognize the experiential knowledge of communities of color, challenge the educational system's claims of fairness and neutrality, and examine interlocking forms of oppression. CRT in education can be thought of as frameworks or sets of basic perspectives that seek to identify, analyze, and transform the structural, cultural, discursive and interpersonal aspects of education that maintain the racial, gender, and class subordination of students of color. In order to connect theory to practice, we will go back and forth between theoretical concepts and the application of these concepts to empirical research related to such topics as the quality of teachers, teacher education, family engagement, student experiences, higher education, educational policies, and identities of people of color.

*****Syllabus is Subject to Revision*****

We will discuss how CRT offers unique approaches to educational research and practice, and we will address the limitations inherent in these frameworks. More specifically, the course will enable students to:

1. Articulate the major assumptions, concepts, strengths, and limitations of CRT in the field of education;
2. Explore how CRT can inform their own scholarly interests;
3. Produce a CRT literature review, based on their individual interests, and consider what makes CRT's analyses unique or different from other analyses.
4. Develop counter discourses through narratives, storytelling, family histories, and testimonies that draw on the lived experiences of marginalized students, families, and communities to push back against majoritarian stories.

Required Materials

Text books can be purchased from [UNLV Bookstore](#).

- Matias, C. E. (2016). *Feeling White: Whiteness, emotionality, and education*. Rotterdam/Boston: Sense Publishers.
- Additional class readings will be made available on WebCampus.

Perspective on the Course and Language Use

In order to address the content of this course, I integrate a pedagogical approach that is based on a collaborative, constructivist teaching/learning process and offers a seminar learning experience for a community of learners. This collaborative pedagogical approach assumes that every member can contribute in multiple ways by bringing her/his/they lived experience and expertise into the teaching/learning process. In order to be successful, you do not need to embrace the course perspective. However, you will be expected to engage in critical reflection, develop the ability to look beyond your own experiences, and to challenge unexamined assumptions. Ideals of remaining objective and neutral are unreachable in education as they are in the classroom. Critical race theorists in education contend that schools represent one of the major modes of disseminating master narratives of the dominant group and in doing so often silence the history, truths, knowledge, and experiences of people of color. Thus, a key tenant of CRT is to challenge claims of objectivity, meritocracy, color blindness, race neutrality, and equal opportunity. When you share personal experiences working with diverse students and their families or conversations you have had (with family, co-workers, or friends) or images you have seen on social media (popular culture), make sure that you understand multiple sides and that you support your observations with scholarship from the course or academic research. When you speak from your experiences use "I" language and the language of the course. Generalizations, stereotypes, and discriminatory language (slurs or derogatory remarks, sexist, homophobic, transphobic, classists, or any offensive language) will not be tolerated in class discussions or any written assignments, unless they are used to demonstrate how language terminology in policies and practices are discriminatory and oppressive.

Student Names & Personal Pronouns

Class rosters are provided to the instructor with the student's legal name as well as "preferred first name" (if previously entered by you in the Student Profile section of your university account). However, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, and other assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun will be respected.

Electronic Devices in Classroom Policy

For the benefit of everyone's learning experiences, please turn your electronic devices to either off, or silent mode during class. Communicating by electronic devices, including but not limited to text, emailing, engaging in social networking sites, is strictly prohibited unless expressly designated as part of the learning activities. If I observe you using an electronic device unrelated to the class, you will lose participation points even if I do not bring your attention to it. Electronic audio or video recording of the classroom environment is prohibited unless permission is given by the instructor prior to recording.

Grading Evaluation and Criteria

Follow the syllabus. Take responsibility to learn of and adhere to any changes that are made to the syllabus. When evaluating your assignments, I will be looking for the following characteristics: each assignment responds to all parts of the guidelines, evidence of critical thinking, synthesis of ideas, creativity in your writing, and thoughtful contributions to class discussions, peer collaborations, and presentations. In addition, I will be looking at the degree to which you understand and incorporate course concepts and materials in class discussions and written assignments. For written assignments, I will be looking at: how well your papers are focused and organized (avoids going on tangents or makes generalizations), and writing is compelling – does not just list facts or direct quotes, but builds a case and uses appropriate and supportive evidence.

Late Submissions

Late assignments **will not** be accepted. Barring a serious emergency (for which you must have an official documented excuse), there are no acceptable excuses for late assignments. Any student missing class, quizzes, activities, or any other in-class assignment because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, of her/his/they intention to participate in religious holidays which do not fall on state holidays or periods of class recess.

Submitting Written Assignments

For this class, all written assignments must be checked for grammar and proofread and should be double-spaced, 12-point, Times New Roman font, and one-inch margins on all sides. All written work should be typed using formal APA (American Psychological Association) guidelines. The format used must be used consistently throughout the assignment and documented in the reference list.

Email

To effectively participate in class, you must use UNLV's "official" e-mail system for students. Please limit your emails to important and necessary matters. All UNLV students receive an official UNLV account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Many answers to your questions may be in the syllabus or WebCampus, so please consult it before emailing me regarding 'quick questions.' Please title your email subject line **CME 760**. This way, I will know the email is from our class and will try to respond to all emails within 24 hours, excluding weekends.

Course Requirements & Grading

Requirements	Points
1. Attendance & Participation (quizzes)	10 points
2. Peer Facilitation: Critical Dialogues	15 points
3. Annotated Bibliography	20 points
4. Peer Review of Literature Review	10 points
5. Book Review	10 points
6. Presentation of Literature Review	5 points
7. Final Literature Review	30 points

Grading Scale for Class

A.....95-100
 A-.....90-94
 B+.....87-89
 B.....84-86
 B-.....80-83
 C+.....77-79
 C.....74-76
 C-.....70-73
 D+.....67-69
 D.....64-66
 D-.....60-63
 F.....59% and below

****this class is not graded on a curve****

1. Attendance & Participation

It is of the utmost importance that you attend all class meetings and be an active participant in class activities. Interactive and respectful participation are required for this class. You cannot participate if you are not in class, therefore, attendance is crucial. I will have a sign-in sheet for each class; it is your responsibility to sign by your name for each class meeting. If you are more than 10 minutes late to class, you will be deducted half of your attendance/participation points for that day. Excessive tardiness will count toward an unexcused absence. You are allowed one unexcused absence without penalty. Upon your third unexcused absence, you will lose all of your attendance/participation points. Upon your fourth absence you will fail the course. Your

*****Syllabus is Subject to Revision*****

attendance will be determined by your level of engagement through various assignments and activities (e.g. meaningful class discussion, group activities, quizzes). If it appears that students are not doing the readings, not participating in class discussions, or fail to draw from the readings to support or expand class discussions, I reserve the right to give unannounced quizzes on any reading/film assignment. Participation is about quality, not quantity and requires regular contribution to discussions.

2. Peer Facilitation: Critical Dialogues

Each of you will be asked to lead the class during one session, working in pairs (or trios), to facilitate a critical dialogue. Our class discussions will be what we make of them, which is why you will have a chance to include your input in meaningful ways. This assignment will require out-of class research to gather more in-depth information on the topic. A sign-up sheet will be distributed in class. Guidelines and schedule will be provided on WebCampus.

3. Annotated Bibliography

You are required to conduct a literature search and complete an annotated bibliography on critical race theory within the field of education on a specific topic (i.e. affirmative action, bilingual education, teacher education) and with a stated research objective guiding your search. For example, you may be interested in exploring the implications of critical race theory for educational practice, or you may want to learn more about how critical race theory informs hip-hop as pedagogy. Your annotated bibliography should include a one-page explanation of the research objective of your search and why you have selected the articles you have selected. Your paper should include 10 entries. Each annotation should include the citation (APA format), followed by an abstract that should include the following: summary of the source, an assessment of the source, and a reflection on the source (100-150 words). The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. The literature search and annotated bibliography will serve as the basis for your final paper which is a literature review that addresses your specific objective. In order to find articles, you will need to be familiar with and use different data-bases such as ERIC, Lexis-Nexis, JSTOR, etc.

4. Peer-Evaluation

You will exchange drafts with your assigned peer review partner. Make in-text suggestions using the 'track changes' function in MS Word or by typing up feedback on the following: framing the issue, evidence provided, demonstrates a grasp on the issue, organization/clarity (i.e. introduction, supporting research, analysis, and conclusion). More detailed guidelines will be provided in class.

5. Book Review

You will read and critically review the following book - *Feeling White: Whiteness, emotionality, and education*. The review must include the following: summarize the premise of the book, relevance to CRT and education, how does the author support her argument, what evidence does she use to support her points, and how does the text enhance your understanding of CRT in education? The review must be formatted in APA style and must be 2 pages double spaced.

6. Presentation of Literature Review

During the final exam session, students will have an opportunity to share their literature review with the class. Your presentation should include an overview of key themes of your literature review. More details to follow.

7. Final Literature Review

In order to complete your doctoral degree each of you will be required to complete an analytical literature review as a part of your research proposal and your final dissertation. This assignment will give you experience in writing a well-organized analytical synopsis of the literature that is pertinent to your scholarly interests. You will receive more detailed instructions about how to conceptualize and organize your paper during the semester. Your final paper should be 20 double-spaced pages (not including references).

Tentative Class Schedule

Date	Topic	Readings & Assignments
Week 1: 1/16	Introductions, Review of Syllabus,	<ul style="list-style-type: none"> • Introductions and Course Description <p>-----</p> <p>Readings:</p> <ul style="list-style-type: none"> • Ladson-Billings, G. (2013). Critical race theory—What it is not! In M. Lynn & A. D. Dixson (Eds.), <i>Handbook of critical race theory in education</i> (pp. 34-47). New York: Routledge.
Week 2: 1/23	Genealogy, Key Themes, & Concepts of CRT	<p>Assignments: Discussion of Critical Dialogues (Sign-up)</p> <hr/> <p>Readings:</p> <ul style="list-style-type: none"> • Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education? <i>Qualitative Studies in Education</i>, 11(1), 7-24. • Brown, K. & Jackson D. D. (2013). The history and conceptual elements of critical race theory. In M. Lynn & A.D. Dixson (Eds.), <i>Handbook of critical race theory in education</i> (pp. 9-22). New York: Routledge.
Week 3: 1/30	The Myth of Meritocracy, Neutrality, & Colorblindness	<p>Assignments: Critical Dialogue 1</p> <p>-----</p> <p>Readings:</p> <ul style="list-style-type: none"> • Zamudio, M. M, Russell, C., Rios, F. A., & Bridgeman, J. L. (2011). <i>Critical race theory matters: Education and ideology</i> (Ch. 2). New York: Routledge.

		<ul style="list-style-type: none"> Gontanda, N. (2000). A critique of “Our Constitution is colorblind.” In R. Delgado & J. Stefancic (Eds.), <i>Critical race theory: The cutting edge</i> (3rd ed.) (pp.35-37). Philadelphia, PA: Temple University Press.
Week 4: 2/6	Interests Convergence & Whiteness as Property	<p>Assignments: Critical Dialogue 2 Film: Space Traders</p> <p>-----</p> <p>Readings:</p> <ul style="list-style-type: none"> Bell, D. A. (1980). <i>Brown v. Board of Education</i> and the interest-convergence dilemma. <i>Harvard Law Review</i>, 93(3), 518-533. Harris, C. L. (1995). Whiteness as property. In K. Crenshaw, N. Gotanda, G. Peller, & K. Thomas (Eds.), <i>Critical race theory: The key writings that formed the movement</i> (276-291). New York: The New Press. Alemán, E. & Alemán, S. (2010). Do Latin@ interests always have to “converge” with White interests?: (Re)claiming racial realism and interest-convergence in critical race theory praxis. <i>Race Ethnicity and Education</i>, 13(1), 1-21.
Week 5: 2/13	Intersectionality & Multilayered Experiences	<p>Assignments: Critical Dialogue 3</p> <p>-----</p> <p>Readings:</p> <ul style="list-style-type: none"> Crenshaw, K.W. (2003). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory, and antiracist politics. In A. K. Wing (Ed.), <i>Critical race feminism: A reader</i> (second edition), (pp. 23-33). New York: New York University Press. Annamma, S. A., Connor, D., & Ferri, B. (2013). Dis/ability critical race studies (DisCrit): theorizing at the intersections of race and dis/ability. <i>Race Ethnicity and Education</i>, 16(1), 1-31.
Week 6: 2/20	Microaggressions & Campus Climate	<p>Assignments: Critical Dialogue 4</p> <p>-----</p> <p>Readings:</p> <ul style="list-style-type: none"> Yosso, T. J., Smith, W. A., Ceja, M., Solórzano, D. G. (2009). Critical race theory, racial microaggressions, and campus racial climate for Latina/o undergraduates. <i>Harvard Educational</i>

		<p><i>Review</i>, (79)4, 659-690.</p> <ul style="list-style-type: none"> • Solórzano, D. G., Ceja, M., & Yosso, T. J. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. <i>The Journal of Negro Education</i>, 69, 60-73.
Week 7: 2/27	CRT Research Methodologies	<p>Assignments: Critical Dialogue 5</p> <p>-----</p> <p>Readings:</p> <ul style="list-style-type: none"> • Parker, L., & Lynn, M. (2009). What's race got to do with it? Critical race theory's conflicts with and connections to qualitative research methodology and epistemologies. In E. Taylor, D. Gillborn, & G. Ladson-Billings (Eds.), <i>Foundations of Critical Race Theory in Education</i> (148-160). NY: Routledge. • Chapman, T. (2007). Interrogating classroom relationships and events. Using portraiture and critical race theory in education research. <i>Educational Researcher</i>, 36(3), 156-162.
Week 8: 3/6	Transformational Resistance	<p>Assignments: Annotated Bibliography due</p> <p>-----</p> <p>Readings:</p> <ul style="list-style-type: none"> • Matias, C. (2013). On the flip side: A teacher educator of color unveiling the dangerous minds of White teacher candidates. <i>Teacher Education Quarterly</i>, 40(2), 53-73. • Solórzano, D. G., & Bernal, D. D. (2001). Examining transformational resistance through a critical race and LatCrit theory framework: Chicana and Chicano students in an urban context. <i>Urban Education</i>, 36(3), 308-342.
Week 9: 3/13	Community Cultural Wealth & Other Ways of Knowing	<p>Assignments: Critical Dialogue 6</p> <p>-----</p> <p>Readings:</p> <ul style="list-style-type: none"> • Ladson-Billings, G. (2000). Racialized discourses and ethnic epistemologies. In N. K. Denzin & Y. S. Lincoln (Eds.), <i>Handbook of qualitative research</i> (2nd Edition) (pp. 257-277). Thousands Oaks, CA: Sage Publications, Inc. • Delgado Bernal, D. (2002). Critical race theory, LatCrit theory, and critical raced-gendered epistemologies: Recognizing students of color as

		holders and creators of knowledge. <i>Qualitative Inquiry</i> , 8(1),105-126.
Week 10: 3/20	Counterstorytelling & Critiques of Counterstories	<p>Assignments: Critical Dialogue 7</p> <p>-----</p> <p>Readings:</p> <ul style="list-style-type: none"> • Delgado, R. (1989). Storytelling for oppositionists and others: A plea for narrative. In Delgado, R. & Stefancic, J. (Eds.), <i>Critical race theory: The cutting edge</i> (second edition), (pp. 60-70). Philadelphia: Temple University Press. • Cook, D. A. (2013). Blurring the boundaries: The mechanics of creating composite characters. <i>Handbook of critical race theory in education</i> (181-194). New York: Routledge. • Solórzano, D., & Yosso, T. (2002). Critical race methodology: Counter-storytelling as an analytical framework for education research. <i>Qualitative Inquiry</i>, 8(1), 23-44.
Week 11: 3/27	SPRING BREAK	<p>Readings: A CRT Literature Review Ledesma, M. C., & Calderón, D. (2015). Critical race theory in education: A review of past literature and a look to the future. <i>Qualitative Inquiry</i>, 21(3), 206-222.</p>
Week 12: 4/3	Critical Race Parenting	<p>Assignments: Critical Dialogue 8</p> <p>-----</p> <p>Readings:</p> <ul style="list-style-type: none"> • Fuentes, E. (2013). Political mothering: Latina and African American mothers in the struggle for educational justice. <i>Anthropology & Education Quarterly</i>, 44(3), 304-319. • Matias, C. E., & Montoya, R. (2015). When Michael's death means our own children's Death: Critical Race parenting in time of racial extermination. In K. Fasching-Varner & N. D. Hartlep (Eds.), <i>The assault on communities of color: Exploring the realities of race-based violence</i> (pp. 79-83). Lanham, Maryland: Rowman & Littlefield.
Week 13: 4/10	Feeling White	<p>Readings:</p> <ul style="list-style-type: none"> • Matias, C. E. (2016). <i>Feeling White: Whiteness, emotionality, and Education</i>. Rotterdam/Boston: Sense Publishers. (Forword, author's note, ch.1-4)
Week 14: 4/17	Whiteness	<p>Readings:</p> <ul style="list-style-type: none"> • Matias, C. E. (2016). <i>Feeling White: Whiteness,</i>

		<i>emotionality, and Education</i> . Rotterdam/Boston: Sense Publishers. (ch.5-8)
Week 15: 4/24	Emotionality and Education	Assignments: Book Review is due in class <hr style="border-top: 1px dashed black;"/> Readings: Matias, C. E. (2016). <i>Feeling White: Whiteness, emotionality, and Education</i> . Rotterdam/Boston: Sense Publishers. (ch.9-12)
Week 16: 5/1	Reserch Presentations	Assignments: <ul style="list-style-type: none"> • Research Presentation Literature Review is due May 8, 2018

Institutional Policies & Resources

Statement on Academic Integrity

The university has approved a Code of Academic Integrity available on the web at (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>. The code prohibits you from cheating on exams, plagiarizing papers, submitting the same paper for credit in two or more courses without authorization, buying papers, submitting fraudulent documents, forging signatures, etc. The code strives to promote a 'community of trust' on our campus. Please be advised that Turnitin.com is an online resource through which any paper/project content can be searched against the entire body of content on the Internet for duplication. Papers purchased through paper writing mills will have duplicate content. Content copied and pasted from websites and/or any other electronic resource will show up as duplicated content. Thus it is *always* best to do original work. Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources.

Copyright

The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Equal Educational Opportunity Policy Statement

In accordance with federal, state, local, university, college of education, and *my* (Norma's) personal policy (especially with respect to the 1964 Civil Rights Act and Section 504 of the Americans with Disabilities Act), access to equal educational opportunity based on race; color; ethnicity; Deafhood; geographic origin; immigration status; language; caste; socioeconomic class background; employment status; sex; gender; gender identity and expression; family configuration; sexual orientation; physical, developmental, or psychological ability; Veteran's status; age or generation; religious, spiritual, faith-based, or secular belief; physical appearance; environmental concern; political affiliation; and, on the basis of the exercise of rights secured by the First Amendment of the Constitution of the United States, among other categories of social identity, is paramount. Every effort will be made to arrange for reasonable accommodations to ensure that such opportunity exists and is measurable in terms of equality of outcome.

Title IX of the Education Amendments of 1972

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681) is an all-encompassing federal mandate prohibiting discrimination based on the gender of students and employees of educational institutions receiving federal financial assistance. Sex discrimination includes sexual harassment, sexual violence, and/or discrimination related to pregnancy. In compliance with Title IX, the University of Nevada, Las Vegas prohibits discrimination in all programs and activities, including employment on the basis of sex or gender. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

<http://www.unlv.edu/diversityinitiatives/titleix>. If anyone in a supervisory, managerial, administrative or executive role or position, such as a supervisor, department chair, or director of a unit, receives a complaint of alleged discrimination or sexual harassment, or observes or becomes aware of conduct that may constitute discrimination or sexual harassment, the person must immediately contact one of the identified Title IX Coordinators to forward the complaint, to discuss it and/or to report the action taken. Title IX complaints must be immediately provided to the Title IX Coordinator.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching

The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades

The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring & Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebel Mail

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library Resource

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.