**Faculty Seminar on Diversity and Inclusion:**

**Higher Education Controversies**

**Spring 2025 Schedule**

**SESSION 1**

Introductions of Participants

* Background
* Self-Interrogation: What is your pedagogy when it comes to DEI and its related issues?

 The Big Question: Does our perspective on DEI reflect the political/moral/emotive space

we occupy?

* Video Clip—Jonathan Haidt TED Talk, “The Moral Roots of Liberals and Conservatives”
* Presentation: Horowitz, Haynor, and Kickham study of sociology’s sacred victims
* Discussion Questions: (1) Is there settled knowledge relating to DEI? (2) How important is viewpoint diversity when it comes to DEI discussions?

**SESSION 2**

The Big Question: What are the dominant paradigms related to DEI issues?

* Paradigm 1: On How Social Justice Requires the Dismantling of Social Hierarchies

Readings—Imbram Kendi, “The American Nightmare” PDF; Robin DiAngelo, “White Fragility” <https://www.uua.org/sites/live-new.uua.org/files/diangelo-white_fragility_and_the_rules_of_engagement.pdf>

* Paradigm 2: On How a Well-Integrated and Cohesive Society Requires a Commitment to Universalistic Norms

Readings—John McWhorter, “The Dehumanizing Condescension of White Fragility” PDF; Coleman Hughes, “Anti-Racism and Humanism: Two Competing Visions”<https://www.youtube.com/watch?v=6orCV4I7jjU&list=LLcPCGjNCyA1SGnLMZAbPtnA&index=164>

* Discussion Questions: (1) How does each paradigm frame the issue of merit? (2) Can the two paradigms be reconciled? Should they be reconciled?

ADDITIONAL RESOURCES

* Keynote address, Gary Peller, Harvard Law School <https://www.jstor.org/stable/26453468>
* <http://brooklyn.cuny.edu/web/about/administration/president/statements/2020/enacting-an-anti-racist-agenda-at-brooklyn-college.php>
* <https://paw.princeton.edu/article/faculty-members-propose-anti-racism-agenda>
* Coleman Hughes, “How to Be an Anti-Intellectual” <https://www.city-journal.org/how-to-be-an-antiracist>
* <https://www.chronicle.com/article/how-racist-are-universities-really?cid2=gen_login_refresh&cid=gen_sign_in>
* <https://nypost.com/2020/07/11/brooklyn-college-announces-anti-racist-agenda-for-professors/>

**SESSION 3**

The Big Question: Are there competing pedagogical perspectives relating to DEI issues?

* Critical Pedagogy

 Paulo Freire, *Pedagogy of the Oppressed*

 Chapters 1 and 2

[https://libcom.org/files/Paulo%20Freire,%20Myra%20Bergman%20Ramos,%20Donaldo%20Macedo%20-%20Pedagogy%20of%20the%20Oppressed,%2030th%20Anniversary%20Edition%20(2000,%20Bloomsbury%20Academic).pdf](https://libcom.org/files/Paulo%20Freire%2C%20Myra%20Bergman%20Ramos%2C%20Donaldo%20Macedo%20-%20Pedagogy%20of%20the%20Oppressed%2C%2030th%20Anniversary%20Edition%20%282000%2C%20Bloomsbury%20Academic%29.pdf)

Critique of Freire—"Overcoming Flawed Educational Views of the Human Person” (counterpoint to Freire’s argument) <https://churchlifejournal.nd.edu/articles/overcoming-flawed-educational-views-of-the-human-person/>

* Generative Pedagogy

M. Gergen, F. Barrett, and K. Gergen, “Appreciative Inquiry as Dialogue: Generative and Transformative.” Pp. 3-27 in D.L. Cooperrider and M. Avital, *Constructive Discourse and Human Organization.* Emerald Group Publishing, 2004 (e-book in SHU Library)

Irshad Manji-- <https://www.youtube.com/watch?v=SPtGtUi43qE>

* Two “sacred” values in the academy and the pedagogical implications

Jonathan Haidt-- <https://www.youtube.com/watch?v=Gatn5ameRr8>

* + Discussion Questions: (1) In what sense do the two pedagogies have very different conceptions of inclusive teaching? On what side do you fall? (2) Is Haidt correct in positing a division between teaching for social justice and teaching for the truth?

ADDITIONAL RESOURCES

* + bell hooks, *Teaching to Transgress: Education as the Practice of Freedom*

 “Introduction,” Chapters 1 and 2

[http://faculty.bard.edu/hhaggard/teaching/sci127Sp20/notes/hooksTeachingToTra nsgress1.pdf](http://faculty.bard.edu/hhaggard/teaching/sci127Sp20/notes/hooksTeachingToTra%20%20nsgress1.pdf)

* + <https://www.njpp.org/publications/report/separate-and-unequal-racial-and-ethnic-segregation-and-the-case-for-school-funding-reparations-in-new-jersey/>
	+ “How to Make Your Teaching More Inclusive”

 <https://www.chronicle.com/article/how-to-make-your-teaching-more-inclusive/>

* “Is Lecturing Racist?”

 <https://www.insidehighered.com/views/2020/09/02/lecturing-disadvantages-underrepresented-minority-and-low-income-students-opinion>

* “Inclusive Language Guide”

<https://nasaa-arts.org/nasaa_research/inclusive-language-guide/#guiding>

* Inclusive Assessment

<https://learninginnovation.duke.edu/blog/2018/11/inclusive-assessment/>

**The next 3 sessions will be devoted to participant led discussions of the following topics, based on readings identified in advance.**

**SESSION 4:**

* Admissions Policies/Strategies (including Affirmative Action and standardized testing)
* Achievement/Opportunity Gap

**SESSION 5:**

* Decolonizing the Curriculum
* Grading vs. Ungrading

**SESSION 6:**

* Academic Freedom
* Viewpoint Diversity

**ADDITIONAL RESOURCES ON DIVERSITY, EQUITY, AND INCLUSION**

* Msgr. Fahy Address (in our Team under Files)
* Jesse Singal, “Psychology's Favorite Tool for Measuring Bias is Still Mired in Controversy” (in our Team under Files)
* J. Eberhardt, <https://www.youtube.com/watch?v=YMX0QzHbSOU>
* Tasminda K. Dhaliwal, Mark J. Chin, Virginia S. Lovison, and David M. Quinn, “Educator Bias is Associated with Racial Disparities in Student Achievement and Discipline” <https://www.brookings.edu/blog/brown-center-chalkboard/2020/07/20/educator-bias-is-associated-with-racial-disparities-in-student-achievement-and-discipline/>
* Study Guide for “Not Light, But Fire”: How to Lead Meaningful Conversations on Race in the Classroom” (in Teams under Files)—Chapters 3 and 4
* “Difficult Dialogues”

 <https://cft.vanderbilt.edu/guides-sub-pages/difficult-dialogues/>

* “Three SEL Skills You Need to Discuss Race in Classrooms” (posted under Content)
* Managing Hot Moments in the Classroom (Warren, 2000)

<https://www.elon.edu/u/academics/catl/wp-content/uploads/sites/126/2017/04/Managing-Hot-Moments-in-the-Classroom-Harvard_University.pdf>

* “Fostering Civil Discourse: A Guide for Classroom Conversations” (in our Team under Files)
* “Navigating Difficult Moments in the Classroom”

 <https://bokcenter.harvard.edu/navigating-difficult-moments>

* “Civility in the Classroom – References”

<https://www.sjcc.edu/PresidentOffice/Documents/Civility_References_Bibliography_1.pdf>

* *Education at the Crossroads*. Jacques Maritain. 1943. https://yalebooks.yale.edu/book/9780300001631/education-crossroads/