

## URJC/VITAL Special Faculty Associates Program, AY2021-2022

Dear Faculty Colleagues,

In support of the 2020 - 2030 Strategic Plan initiatives and the work of the Aequitas Presidential Task Force, the Aequitas Task Force and the Office of Diversity, Equity and Inclusion (ODEI) is partnering with the Villanova Institute for Teaching and Learning (VITAL) for a special Faculty Associates Program. The Aequitas Task Force has proposed a required undergraduate race and justice course called the "University Race and Justice Course" (URJC), to be launched during the 2022-2023 academic year.

This URJC/VITAL Special Faculty Associates Program has been designed to provide faculty the opportunity to develop College discipline-based content of the URJC by supporting them with a one-course release during the 2021-2022 academic year.

The URJC is composed of three interactive yet distinct parts that total 36 credit hours:

- 12 hours of foundational content regarding Villanova's origin story, the intellectual history of race, and the impact of racism in US society that will be produced as high-quality learning asynchronous modules and will be included in all university iterations of the course;
- 12 hours of dialogic content where faculty work with an appointed Intergroup Dialogue (IGR) facilitator to engage students in dialogue with each other to process and wrestle with both the race content offered in the asynchronous modules and the College discipline-based content;
- 12 hours of College-based content on how issues of race, power, privilege, and justice engage with those disciplines.

To clarify how these three major parts of the course work together, please see the URJC course proposal and the diagram in the Appendix.

The URJC/VITAL Special Faculty Associates Program will award funding to six URJC/VITAL Faculty Associates during the 2021-2022 academic year to support the development of 12 hours of College discipline-based content. They will work closely with VITAL and ODEI/IGR staff as well as in collaboration with each other to design their College iteration of the course.

The Program will fund a total of six URJC/VITAL Faculty Associate awards, representing each College as follows:

- College of Liberal Arts and Sciences: two Faculty Associates (one in Humanities and Social Sciences; one in Sciences)
- Fitzpatrick College of Nursing: one Faculty Associate
- Villanova School of Business: one Faculty Associate

- College of Engineering: one Faculty Associate
- College of Professional Studies: one Faculty Associate

**Eligibility:** Must have taught at Villanova at least two years; Fulltime CNT, tenured, or tenure-track faculty, with an endorsement letter from both their Dean and Department Chairperson or Academic Program Coordinator. Faculty from across the Colleges who may not have direct teaching experience on issues of power and difference but have instead engaged in activities or programming regarding diversity, equity, and inclusion are welcome to apply.

Please submit a one-page statement explaining your interest, qualifications, and expertise and/or academic experiences to successfully develop the College discipline-based content of the URJC course and fulfill the requirements of the Faculty Associates Program, as detailed below. Applicants are asked to demonstrate ongoing engagement with issues of race, power, and privilege in their teaching and/or research (for tenured and tenure-track) and in teaching for CNT faculty. You may submit any relevant supporting materials in your application.

**Stipulations:** The URJC/VITAL Faculty Associates will consult with VITAL and ODEI/IGR to develop the College discipline-based content, including the curriculum and teaching methods, for their respective iteration of the URJC. This instructional design work will be conducted during the 2021-2022 academic year, although the reduced load can be taken in either the Fall or Spring semester.

Award of the Faculty Associate position are based on the following stipulations:

- Participate in a special training, “The Race & Justice Dialogue Institute,” during the week of May 24-27, and a day to be determined in August 2021 to learn about dialogue and antiracism;
- Participate in a faculty learning community throughout the 2021-2022 academic year to work collaboratively to:
  - conduct research on issues of race, power, privilege, and justice in their respective College disciplines.
  - consult regularly with a content expert in antiracism and an IGR facilitator as well as with Dr. Gabriele Bauer of VITAL to develop key curricular components, including the intellectual content, learning goals, teaching approaches, and assessment methods);
  - draw on topical experts from across the University, when necessary;
  - provide support and offer feedback within the cohort on their College disciplinary content and pedagogical approaches, including teaching methods and assessment;
  - develop 12 hours of College discipline-based content;
  - discuss and design ways to purposefully integrate the College disciplinary content with both the asynchronous and dialogic content of the URJC to ensure a cohesive student learning experience;

- create a draft syllabus of the College discipline-based content and submit for peer review by designated colleagues outside the cohort and within their respective College;
  - document the feedback received in the peer review process and address the feedback in the final syllabus document.
- Submit the final syllabus of the proposed College discipline-based content, including its integration with the other two components of the URJC. Both the documentation of peer feedback and final syllabus should be submitted to VITAL and ODEI by the end of May 2022.

**Award:** The URJC/VITAL Faculty Associates will each receive a reduction of one course in their teaching loads during either the Fall of 2021 or the Spring of 2022. The cost of a replacement instructor will be funded by VITAL up to \$5,500. Project related expenses up to \$1,000 may be requested. In addition, awardees will receive a \$1,000 stipend for participation in the May 2021 Race & Justice Dialogue Institute.

Completed applications, including endorsement letters from the Dean and Department Chairperson/Academic Program Director, are due in electronic form (PDF) to [diversity@villanova.edu](mailto:diversity@villanova.edu) by April 1, 2021.

For questions regarding the application, please contact [diversity@villanova.edu](mailto:diversity@villanova.edu).

## THE AEQUITAS TASK FORCE

### The University Race & Justice Course Subcommittee Proposal

Draft 3/1/21

Terry Nance, Sheryl Bowen, Hibba Abugideiri

#### RATIONALE

Tackling the issue of race and racism must begin with definitions that “anchor us in principles,” according to the leading US historian, Ibram X. Kendi.<sup>1</sup> In its charge to assess the racial climate on campus and identify areas for improvement, [Aequitas: The Presidential Task Force on Race](#) anchors its work, quite explicitly, in a clear set of definitions of racism and antiracism.

What is racism? [Kendi](#) defines racism as a marriage of racist ideas and racist policies that produces and normalizes racial inequities.<sup>2</sup> Because racism was integral to founding our society and institutions, it forms the basis of not only individual attitudes, but a *system* that continues to produce and sustain inequities between racial groups through written and unwritten laws, rules, procedures, processes, regulations, and guidelines that govern people. This is what is called “systemic racism.” However, we understand “systemic racism,” along with the coterminous expressions “institutional racism” and “structural racism,” as redundant since racist policy defines exactly what the problem is and where the problem is: “racism itself is institutional, structural, and systemic.”<sup>3</sup>

By contrast, antiracism is any measure that produces or sustains racial equity between racial groups. [Antiracism](#) is an “*active and ongoing process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably.*” Attitudes and policies, therefore, are categorized as either racist or antiracist. A person or policy cannot be “not racist” since there is no such thing as a nonracist or race-neutral structure. Rather, a person or policy is either racist or antiracist dependent upon whether racist or antiracist attitudes and policies are expressed or instituted.

Toward this end, the Aequitas Task Force has adopted the following “Statement of Antiracism,” which is included in the Aequitas Report, as a way of framing the charge and work of the Task Force, and therefore grounds the conceptualization and shaping of this new university-wide course.

*Villanova University, as a Catholic Augustinian institution of higher education, knows that the work of antiracism is essential to the creation of a living, learning, and working community where all can thrive. The institution is rooted in the belief that all persons are made in the image*

---

<sup>1</sup> Ibram Kendi, *How to Be an Antiracist* (New York: One World, 2019), 17.

<sup>2</sup> *Ibid.*

<sup>3</sup> *Ibid.*, 18.

*and likeness of God, the source of human dignity. We are restless in our pursuit of racial justice. We call upon all people of good will to draw upon their own sources of wisdom and justice to join in an individual as well as a collective effort against racism, prejudice, and injustice. The work of antiracism is a prophetic challenge that asks each individual to examine habits and patterns of behaviors that privilege one group over another and to pursue individual and communal transformation. Antiracism also requires that we challenge any action and condemn any silence in institutional and education policies, organizational structures, or traditions that maintain or extend violence against, or oppression of, any minoritized group. We are called to do no less.*

*Standards:*

*Veritas: We are committed to learning what we do not know about issues confronting Black and minoritized members of our community. As an academic community and as a moral community, we realize that racism – its ideology, assumptions, structures, and impact – must be examined critically, submitted to rigorous debate and review, and ultimately dismantled, where it is found.*

*Unitas: We are committed to building an equitable community by ensuring that our community is racially and ethnically diverse and inclusive. We recognize that this means an equally strong commitment to ensure that all new community members, but especially our Black and minoritized members, feel welcome. The strength of our community will be measured by our willingness and openness to engage one another across and through the lines of difference, including national origin, ancestry, religion, sex, age, class, gender, sexual orientation, ability, ethnic, and other differences as they intersect with issues of race.*

*Caritas: We are committed to the wellbeing of one another, regardless of our similarities or our differences. Caring means that we strive every day to make sure that all members of our community feel celebrated and respected. We recognize our responsibility to respond empathically to the needs of others with fairness and justice.*

Armed with this framework, the Task Force defines its charge and approach to assessing Villanova’s racial climate in explicitly antiracist terms with the expressed goal of eliminating racism. The required course, as outlined in this proposal, plays an instrumental role in reaching this goal by offering all undergraduate students antiracist education that will work in concert with the broader antiracist initiatives proposed by the Task Force.

### **OPERATIONALIZING THE URJC**

Every academic course, by design, has a clearly defined starting and ending point that forms the basis of its course content and learning goals. The purpose of the University Race & Justice Course (URJC) is to identify those policies, practices, structures, and systems that produce racial inequities and maintain racist ideas, particularly those racist ideas that assert the inferiority or superiority of any racial group as a way of explaining racial inequalities.

The aspirational goal of the URJC in focusing on specifically race and racism is antiracism. On the one hand, the course challenges those definitions of “diversity” found widely in institutions of higher education that are premised on the false notion that equality already exists and that

there are merely “differences” among people that need to be respected. On the other hand, the undergraduate URJC builds on those diversity courses offered at Villanova, specifically those designated with “DIV” attributes that, according to the attribute policy, foster an “understanding of how individuals are affected within systems of power, oppression, deprivation, marginalization, and privilege.” These courses, however, meet specific core requirements strictly within the College of Liberal Arts and Sciences and therefore offer only some students an intellectual basis for understanding systems of power. While effective at sensitizing students to power disparities between social groups, these diversity courses are also insufficient to attaining the social justice goals that foreground antiracism.

The URJC is designed to offer all university undergraduates a shared approach or framework based on antiracism through which they can engage and interrogate notions of power and difference more deeply and critically. The URJC, as such, pushes all students (beyond the learning outcomes of “DIV” courses in CLAS) to reach the antiracist goal of racial justice, hence the name of the course. We see antiracism education, in short, as a "next-level" approach to addressing and redressing social inequities and disparities that better prepares students for our changing climate and increasingly more pluralistic campus and broader nation.

The URJC is broken up into three distinct yet interactive parts:

- 12 hours of asynchronous content regarding Villanova’s origin story, the intellectual history of race, and the impacts of racism in US society that will be produced as high-quality modules and will be included in all iterations of the course;
- 12 hours of a dialogic content where faculty work with an appointed Intergroup Dialogue facilitator to offer students a space to process and wrestle together with the race content offered in both the asynchronous modules and the College discipline-based content;
- 12 hours of College-based content on how issues of race, power, privilege, and justice engage with those disciplines.

For a clearer sense of how the URJC will be operationalized, please see the Appendix.

### Foundational Content

The URJC is a three-credit course: the foundational and College disciplinary content constitutes two credit-hours while the dialogic component counts as one.

As far as the foundational content, twelve hours of the course will consist of three central modules: the origin story, conceptions of race, and impacts of racism. The goal is to have these modules available in an asynchronous format. In this way, every time the URJC is offered, we are assured that students across the Colleges are exposed to a shared foundation of knowledge.

The URJC will begin its first module (“VU Origins: Overview,” Part 1 in Table 1 below) with broad context that first acknowledges Villanova land as originating from the Lenni Lenape people as well as examines Catholicism and its legacy of racism. The scholarship of [Dr. Shannen Dee Williams](#), a historian of African American history, centers on recovering the erasure of Black Catholics by the Catholic Church in African American history by acknowledging the longstanding roles Black Catholics have played in pushing the Church, [the first and largest corporate slaveholder in the Americas](#), to confront its racist past. Her scholarship also captures the radical steps taken by the Augustinians in the 1920s of accepting Black nuns from the Oblate Sisters from Maryland when other Catholic Colleges would not.

Parts 2 and 3 of this asynchronous module will explore Villanova’s origin story, as researched by [Dr. Judith Giesberg](#), who directs “[The Rooted Project](#),” which is being funded by the College of Liberal Arts and Sciences and the Office of the President. It re-examines the contribution of the university benefactor, William Moulden, a manumitted Black indentured servant whose land gift helped Villanova survive through challenging times. Research from “The Rooted Project” tells us there is so much more to Villanova’s origin story than has traditionally been told.

Together, the cutting-edge research of these two scholars, along with information from the broader context, will provide students with a shared basis for all iterations of the course and therefore forms its cornerstone. This three-part module will also offer students a fuller, more complex *retelling* of Villanova’s founding that recognizes the historical contribution of African Americans, on the one hand, while also reckoning with the institution’s Catholic racist past, on the other.

The next module, also made up of three parts, will study the idea of race (“Constructions of Race” in Table 1 below). We envision an intellectual history of the concept of race and how it influenced the course of history and politics, both national and international. Even more, we want to interrogate how the constructions of race have historically been used to create and sustain generational oppression. This module encourages students to think more deeply about how the legacy of race continues to shape our current thinking and societal practices that revolve around racial identity and its moral implications. Professors [Maghan Keita](#) (History), [Bryan Crable](#) (Communication), and [Vincent Lloyd](#) (Theology & Religious Studies) are currently working together to develop this module.

Building on the previous one, the final module, “Realities of Race,” will focus on the empirical results of racist thinking. Kendi, cited above, pushes us to understand the implications of racist thinking that creates the racial inequities we see as “normal” in our societal practices and systems. Therefore, we envision four submodules, to be created by social scientists and scientists from across the Colleges, as opportunities for students to explore the prevalence and impact of race and racism in each of the following areas:

- Health & Wealth (Nursing and Business)
- Education & Mass Incarceration (Education and Sociology)
- Mass Media & Politics (Communication & Political Science)

- Race & Science (Various STEM fields)

Collectively these three foundational modules will offer, not merely historical content regarding Villanova's complicated legacy of both engaging in and combatting anti-Black racism, but also a lens through which students can interrogate notions of [power and difference](#) more broadly. The modules, therefore, will serve as a gateway that allows the appointed instructor of record to connect Villanova's origin story, as retold through the modules, to the myriad ways that difference (racial, sex, gender, sexual orientation, class, nationality, etc.) has operated to uphold inequities within their College disciplines. We see this course as an intellectual space where faculty and students across the Colleges are challenged to wrestle *together* with the legacies of race and racism in a meaningful and sustained way throughout the semester. The aim here is for each College to uncover, quite explicitly, where their disciplines have been able to make progress on questions of race and where they continue to be challenged precisely because disciplinary assumptions and structures of racism persist. We see this collective sorting out as a way of explaining the historical exclusions of groups *within and from* academic disciplines that through these difficult discussions will create, in the present, more inclusive space within the classroom where marginalized groups can be seen and heard more fully.

How the three modules are coordinated with the remaining hours of dialogic and disciplinary content, respectively, will be determined by an appointed College instructor of record along with an ODEI-trained race expert. We target Fall 2021 for an initial course pilot. Development of foundational modules will be supported by stipends funded from a variety of sources.

### Dialogic Content

Turning to the one-credit IGR portion of the URJC, we envision this as a "lab" where students, when encountering the difficult discussions regarding race and difference in the two-credit foundational and disciplinary content of the course, can process their reactions through this transformative dialogic process. [The Intergroup Relations \(IGR\) Program](#) offers empirically tested pedagogies that can help students grapple with their emotional responses to the course's academic content through a dialogic process that seeks to surface unrecognized assumptions and dissenting perspectives within the group. It also and simultaneously helps to build community through mutual understanding within each class. In so doing, students will develop their communication skills of listening and questioning in dialogue that will benefit them beyond their years on campus.

The IGR portion of the URJC requires that all appointed faculty teaching the course undergo training to better understand and appreciate how the dialogic process can complement and advance the foundational and disciplinary content. Training includes participating in an inclusive teaching workshop that introduces the IGR experience (the expanded [Teaching 2030](#), now to be called "The Race & Justice Dialogue Institute"). This will include training in antiracism and inclusive and dialogic pedagogies for teaching the URJC. Those who responsible for facilitating the dialogue content of the course should have completed the IGR facilitation training program. Below are possible scenarios of how the course might be operationalized.

We strongly recommend that the IGR component be integrated into the URJC through an “embedded model.” Before the semester begins, an experienced IGR team facilitator will be paired with the instructor of record to plan how to embed the dialogic process within the course in a way that optimizes student engagement with the foundational and disciplinary content.

There are several critical dialogic components that must be embedded within the course to reach this goal:

- Interactions that build trust within the group and introduce dialogic skills;
- Wrestling with the foundational module regarding Villanova’s origin story and students’ personal experiences at Villanova;
- Wrestling with the modules on the construction of race and the manifestations of racism;
- Wrestling with the College-specific disciplinary content;
- Action and advocacy planning.

### College Disciplinary Content

Each College will house its own iterations of the URJC, as developed by faculty within its disciplines. The Task Force is partnering with VITAL to create a special “URJC/VITAL Faculty Associates Program” to support the development of the College-based content, to be taught during the 2022-2023 academic year.

Eventually, when the course is fully developed and rolled out to all students in multiple sections, adjuncts or CNTs could be the instructors of record to make the cost more sustainable. The Course Director will conduct a course review of the College content every four years once the required course is running.

Each College Dean with their curriculum committees will decide where the course can best fit within the curriculum. A replacement for another, perhaps elective, course might be the most expedient. If required in the sophomore year of study, students will be able to utilize the skills and knowledge as they work through the rest of their time on campus.

College Deans can use partial overload credits or other means of balancing faculty course loads as appropriate to their programs of study.

### **LEARNING OUTCOMES**

In 2017, Villanova University celebrated its demisemiseptcentennial when Father Peter called upon the community “[to honor the generations of Villanovans who came before us, and to create an impressive future for those who come after us.](#)” The URJ Course subcommittee is working with the committee on University Learning Goals to align learning outcomes so that by the end of the URJC, a number of learning outcomes should be met. First, students should be

equipped with a better understanding of the complex history of the University regarding both African Americans and the institution's Catholic racist past. Second and related to the first, in the spirit of Villanova's "radical" antiracism of the 1920s, the URJC will help foster a sense of social responsibility among students to respond to the societal exigencies presented by the racism of the past and present. Third, students should be able to consider the perspectives of others, both present and not present, thanks to the course's critical approach to power and difference. Finally, students will have started to develop, in more tangible terms, the tools and language needed to discuss issues of race with greater proficiency, as well as have a clearer understanding of how race has operated within their majors in ways that better prepare them for postgraduate study and professional careers.

The greater aspiration of the course, however, is that each student will feel entrusted to individually and collectively do their part, through the ongoing work of antiracism, to right the wrongs of history and make Villanova a place that truly honors *all* -- past, present, and future.

### **UNIVERSITY RACE & JUSTICE COURSE SCENARIOS**

The following scenarios are based on a 75-minute course format that would meet twice a week (or alternatively, when possible, a three-hour, once a week course). The overall model is 36 contact hours divided as: 12 hours of pre-produced asynchronous modules for all VU students (discussed above); 12 hours of dialogue; 12 hours of College disciplinary content. All scenarios below are based on 3 credit hours for students.

What is noted below is based on instructional budget hours for the instructor of record and the IGD facilitator. While we recognize that a 50-minute lecture format exists, we highly discourage this format, especially for the embedded model, since the shorter time frame makes dialogue difficult; we therefore did not include a scenario based on this format.

In the options below, we refer to "dialogue" as "Dialogue Experience" (DE). This is based on the Intergroup Dialogue (IGD) pedagogical model used in the Intergroup Relations (IGR) Program. We are using this terminology for the proposed course to differentiate it from IGR topically focused courses where students' identities are balanced (e.g., by race or gender). This balancing is not possible in the required URJC.

We suggest requiring students to attend a specified number of outside race-related events sponsored by Africana, ODEI/IGR, OIA, CASA, CPJE, etc., and wrap these into the course to enhance the students' URJC experience.

#### **PART I: EMBEDDED OPTIONS—RECOMMENDED BY AEQUITAS URJC COMMITTEE**

**OPTION 1:** One College faculty member (two credits) + Embedded DE with one facilitator (one credit); instructional budget cost = three credits:

- dependent on incorporating certain number of foundational modules throughout the semester;
- faculty member attends dialogue sessions and coordinates with DE facilitator throughout the semester;
- Colleges will produce their own repository of possible materials to be used in the disciplinary content;
- final project assignment that proposes some change based on racial justice to an aspect of the College curriculum or to a possible professional career.

**Possible Schedule (Option 1)**

*Note: Those areas shaded in blue indicate content from the foundational modules; areas in grey indicate content regarding dialogue, and areas not shaded indicate College disciplinary content.*

**TABLE 1**

**DIALOGUE SESSIONS (based on 75-minute course): EMBEDDED**

<b>Class Period (out of 28)</b>	<b>Topic</b>	<b>College/Discipline Instructor</b>	<b>IGD Facilitator</b>
1	Dialogue 1: Introductions	Facilitate	Facilitate
2	VU Origins: Overview (Part 1)	Monitor	
3	Dialogue 2: Dialogic Skills & VU Origins Overview	Facilitate	Facilitate
4	VU Origins: Rooted (Part 2)	Monitor	
5	VU Origins: Rooted (Part 3)	Monitor	
6	Dialogue 3	Facilitate	Facilitate
7	Constructions of Race (Part I)	Monitor	
8	Constructions of Race (Part 2)	Monitor	
9	Dialogue 4	Facilitate	Facilitate
10	Constructions of Race (Part 3)	Monitor	
11	Realities of Racism 1	Monitor	
12	Realities of Racism 2	Monitor	
13	Dialogue 5	Facilitate	Facilitate
14	Realities of Racism 3	Monitor	
15	Realities of Racism 4	Monitor	
16	Dialogue 6	Facilitate	Facilitate

17	Transition to College Disciplinary Content	Teach	
18	College Disciplinary Content	Teach	
19	College Disciplinary Content; introduce project assignment	Teach	
20	Dialogue 7—process	Facilitate	Facilitate
21	College Disciplinary Content	Teach	
22	College Disciplinary Content	Teach	
23	College Disciplinary Content	Teach	
24	Dialogue 8—process	Facilitate	Facilitate
25	College Disciplinary Content	Teach	
26	Dialogue 9 –preparing for allyship & action	Facilitate	Facilitate
27	Project Reports	Teach	Monitor
28	Dialogue 10—Closing dialogues	Facilitate	Facilitate

*Note: Possible topics for sessions 17-25: historical treatment of race or exclusion within the discipline; critiques and how race and exclusion have been addressed; progress regarding race within College discipline; and developing an antiracist lens within the College discipline that points to change. Some differentiation by Majors might be included within assignments.*

**OPTION 2:** One College faculty member + one IGD facilitator as a team-taught course: three credits (each gets one and a half credits toward faculty load)

- DE portion is embedded within the course;
- DE facilitator attends all sessions and teaches portions of the course; also responsible for discussion as well as co-facilitates dialogue during designated class sessions;
- Faculty member teaches disciplinary content and co-facilitates with DE facilitator during dialogic portions of class.
- The schedule for option two looks exactly like option one with the exception that both faculty and facilitator co-teach each class.

## **PART II: FREESTANDING OPTION**

We include this option to show flexibility that may be needed in some College applications.

**OPTION 3:** One College-based disciplinary faculty member (two credits) + freestanding DE with two facilitators (each paid for one credit): instructional budget cost = four credits;

- dependent on incorporating a certain number of modules throughout the semester;

This option differs from the DE experience of options one and two (the embedded model) in the following ways:

- DE may be more general but still points back to the students' final projects on race and the College disciplines;
- DE Foundational (distinct from topically focused IGR courses);
- DE sections specific to College.

**TABLE 2**

**CONTENT MODULES (PART 1)**

<b>Class Period (out of 28)</b>	<b>Topic</b>	<b>Instructor of Record</b>	<b>IGD Facilitator</b>
<b>1</b>	Introductions & Introduction of Modules	Teach	See table below
<b>2</b>	VU Origins: Overview (Part 1)	Monitor	
<b>3</b>	VU Origins: Rooted (Part 2)	Monitor	
<b>4</b>	VU Origins: Rooted (Part 3)	Monitor	
<b>5</b>	Constructions of Race (Part 1)	Monitor	
<b>6</b>	Constructions of Race (Part 2)	Monitor	
<b>7</b>	Constructions of Race (Part 3)	Monitor	
<b>8</b>	Realities of Racism (Part 1)	Monitor	
<b>9</b>	Realities of Racism (Part 2, begin Part 3)	Monitor	
<b>10</b>	Realities of Racism (Part 3, begin Part 4)	Monitor	
<b>11</b>	Realities of Racism (Part 4)	Monitor	
<b>12</b>	Transition to College Disciplinary Content	Teaching	
<b>13-28</b>	College Disciplinary Content (possible use of modules)	Teaching	
<b>28</b>	Project Reports	Teaching	

*NOTE: This option allows for more discipline-specific class sessions, if desired, than the embedded model, which can be used to explore the College disciplines in greater detail, possibly by examining race and racism within specific majors within a discipline.*

**DIALOGUE EXPERIENCE (PART 2)**

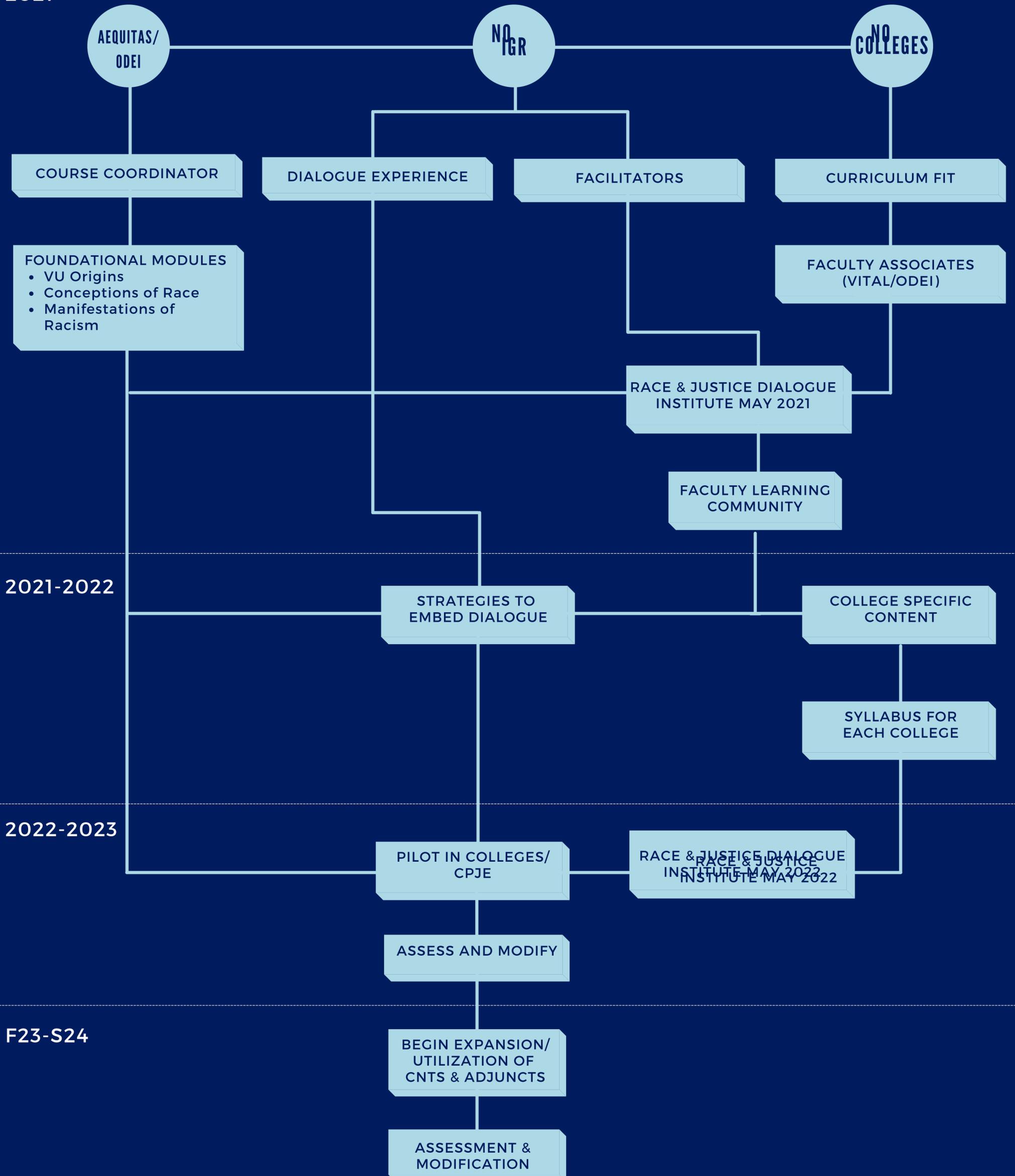
<b>Class Period</b>	<b>Topic</b>	<b>College/Discipline Instructor</b>	<b>IGD Facilitators</b>

<b>1</b>	Dialogue 1: Interactions that build trust within the group; Introducing and developing dialogic skills	See table above	Facilitate
<b>2</b>	Dialogue 2: Wrestling with foundational module regarding Villanova's origin story and students' identities and experiences at Villanova		Facilitate
<b>3</b>	Dialogue 3: Wrestling with foundational module regarding Villanova's origin story and students' identities and experiences at Villanova		Facilitate
<b>4</b>	Dialogue 4: Process; Wrestling with academic content regarding race and racism as they pertain to specific College disciplines		Facilitate
<b>5</b>	Dialogue 5: Process Wrestling with academic content regarding race and racism as they pertain to specific College disciplines		Facilitate
<b>6</b>	Dialogue 6: Allyship and Action		Facilitate
<b>7</b>	Dialogue 7: Allyship and Action		Facilitate

Drs. Nance, Bowen, and Abugideiri will continue to develop the course proposal with subcommittee members Celina Alexander, Heather Baum, Patricia Bradley, Mark Doorley, Edward Fierros, Judith Giesberg, Stephen Jones, Marvin Meissner, Narda Quigley, and Randy Weinstein, who have contributed to and approved the initial conceptualization of the proposal. Students Lauren Amoo and Caroline Levine have been added to the committee.

# AEQUITAS: UNIVERSITY RACE AND JUSTICE COURSE

2021



F23-S24