

The Invisible 80%*: Students, Policy, and Action



Fall 2017

Course Number: UGS 303 DD

Unique Number(s): 62460

TTH 11:00 am - 12:30 pm

GAR 0.128

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* The Invisible 80% refers to all non-White, non-male, students on the University of Texas campus. Please note that as non cis gendered identity and sexuality are not recorded by the university, these factors could not be taken into account. In addition, class status is an estimate.

Signature Course Mission

The Signature Courses at the University of Texas at Austin will connect students with distinguished faculty members in unique learning environments. By way of this rigorous intellectual experience, students will develop college-level skills in research, writing, speaking, and discussion through an approach that is both interdisciplinary and contemporary.

The Invisible 80% represents students who typically occupy a marginalized identity. This course aims to give them a voice in policy making. Therefore the mission of this course is to familiarize students with current policy debates at the intersection of race, class, gender, nationality, sexuality, and ability. Students will develop the skill set necessary to analyze, deconstruct, and reform policies from the vantage point of marginalized campus populations. Overarchingly, students will take this skill set and employ it as citizens, potential policy makers, activists, and professionals.

Course Description

This course explores the overt and covert representations of race, class, gender, nationality, sexuality, and ability in public policy. The class acquaints students with the process of policy development and the multiple factors that influence

its content, implementation, and consequences for some of the most marginalized communities. Through Critical Race Theory, auto-ethnographic methods, and policy research students will learn to critically engage in policy. The beauty of

this course lies in examining university policies along with social policies to illustrate how policies are accessible to students and with the right analysis, recommendations and revisions can be adopted.

Course Objectives

At the completion of the course, each student must be able to demonstrate their ability to:

1. Identify and describe current and historical public policies by race, ethnicity, and gender;
2. Critically evaluate the process through which race, ethnicity, and gender issues become integral parts of policy development at the university, local, state, or federal levels;
3. Utilize Critical Race Theory framework as the basis for analyzing the development, content, and outcomes of public policy;
4. Apply various methods [ethnography, descriptive statistics, and group comparisons] for evaluating the different effects of public policy on student life and other marginalized populations;
5. Critically evaluate select policy issues impacting student mental health services, hate incidents on campus, admissions and retention policies, and sexual violence on campus; and
6. Develop and present an action plan for participating in and influencing university policy to make visible student voice in university policy.

Required Texts

All necessary chapters will be uploaded to Canvas. You will not need to purchase books.

Bown, K. (2009). The policy paradox. Rattler (Sydney), (91), 26.

Delgado, R., & Stefancic, J. (2012). Critical race theory: An introduction. NYU Press.

Suggested Texts

Crenshaw, K. (1995). Critical race theory: The key writings that formed the movement. The New Press.

Signature Course Essentials

Info Literacy

This course will require students to utilize the University of Texas Libraries' resources as a means to integrate their burgeoning policy knowledge with information literacy training. Every two weeks students will be introduced to a policy that impacts marginalized students on campus and the critical debates surrounding that policy's implementation and/or termination. Students, with the aid of a one-time scheduled meeting with a library research guide, will explore primary and secondary sources that will contextualize these policies and make them familiar with navigating scholarly resources and historical databases. Further, as millennial activism and news of current events flow through social media outlets, students will access popular sources, and with a second session with a library research guide, initiate their experience with proper citation and referencing of these sources. The culmination of their developing information literacy will be demonstrated in an annotated bibliography that will support a final policy recommendation project.

University GEM

This course will build in three hidden GEMs of the University. These GEMs highlight the historical and current racial and political discourse at the University and students will experience that information first hand as tours will be set up for students. The GEMs chosen for this course highlight understanding race and policy through several facets: art, scriptures and statues, and recorded historical events.

First, students will take the UT Black History Tour, conducted by Dr. Edmund Gordon, department head of African and African Diaspora studies. This tour reflects on symbols, traditions, and fixtures that tell the story of race within the UT walls and how policies within and outside of UT impacted student life. As UT is currently working to create an inclusive environment moving away from divisive symbols of the past, students can be integral in this process. Second, the Warfield Center's African and African American Art exhibitions grapple with art and policy and the struggle to highlight Black art from a Black political perspective and demonstrates to students how race and policy impact cultural life and the need for institutions like the Warfield Center. Finally, a visit to the Lyndon Baines Johnson Library and Museum will engage the students through pictures, narratives, and recorded phone conversations about the civil rights era.

Writing

1. Reflexive/auto-ethnographic papers
2. Historical narrative of chosen policy (integrating information literacy tools)
3. Critical policy analysis of chosen policy integrating historical narrative & auto-ethnographic sources
4. Critical policy analysis & recommendations of chosen policy to accompany oral presentation

Oral Communication

Students will select a policy to critically analyze, deconstruct, and potentially reform based on original recommendations supported by ethnographic, reflexive, and quantitative data collected throughout the course. Students may select a policy that was discussed during the course or a separate policy or policy issue that they would like to engage. Students will be restricted to university policy issues and will present their analyses and recommendations to a select group of university administrators that will be invited to attend the course to view these presentations at the end of the semester. Public speaking and oral presentation skills are vital to developing students into professional and successful members of society and this experience will give them confidence and vital feedback from their peers and university administrators.

University Lecture Series

TBD

Course Outline/Agenda

Week 1

Intro discussion on Race and Policy

Example Policy: Affirmative action and Fisher case

8/31 (Thursday)

Activity: What are your Identities?

Week 2

Education Policy and Race

Example Policy: Plessy v. Ferguson to Brown v. Board of Education

Topics of discussion: Forced integration, busing policy

GEMs: UT Black History Tour by Dr. Ted Gordon

9/5 (Tuesday)

Reading: Chapman*, T. K. (2005). Peddling backwards: Reflections of Plessy and Brown in the Rockford public schools de jure desegregation efforts. *Race Ethnicity and Education*, 8(1), 29-44.

9/7 (Thursday)

Activity: Racial Geography Tour with Dr. Gordon (11:00 am meet at the corner of 24th and Whitis)
Writing: Identity politics - Each student will write 1-2 pages of a reflexive piece on identity and policy based on knowledge they have coming into the course. Writing template will be provided for students.

Suggested: Plessy v. Ferguson case file, Brown v. Board of Education case file, Derrick Bell article

Week 3

Education Policy and Race

Example Policy: Brown v. Board of Education to Fisher

Topics of discussion: Admissions policies, internal segregation

Writing: Reflexive piece on student experience with race and education

9/12 (Tuesday)

Reading: Brunner, B. (2007). Timeline of affirmative action milestones. Retrieved July, 31, 2009.

Reading: Fisher v. UT case file

Harris, Cheryl. I. (1993). Whiteness as property. *Harvard Law Review*, 1707-1791.

9/14 (Thursday)

Reading: Newkirk II, Vann R. (2017). The Myth of Reverse Racism. *The Atlantic*, Aug 5, 2017

Week 4

Sexual violence on University campuses (Gender and policy)

Example Policy: Sexual assault victim's bill of rights; Student's right to know and Campus security act.

Topics of discussion: criminal codes surrounding rape and assault of the 1970's; reporting of sexual crime statistics; problems with gender neutral policies for cis and transgendered people.

Activity: Library Research Guide activity with UT libraries

9/19 (Tuesday)

Smith, K. (2016). Title IX and sexual violence on college campuses: The need for uniform on-campus reporting, investigation, and disciplinary procedures. *St. Louis University Law Review*, vol 35(1).

9/21 (Thursday)

<https://titleix.utexas.edu/>

<https://titleix.utexas.edu/relevant-policies/>

Course Outline/Agenda

Week 5

Sexual violence on University campuses (Gender and policy)

Example Policy: Violence against Women Act, SaVE act

Topics of discussion: People of state of California vs Brock Turner; reporting of sexual crime statistics; problems with gender neutral policies for cis and transgendered people.

Writing: Using information literacy skills, write a historical policy analysis on topics discussed in weeks 4 and 5.

9/26 (Tuesday)

Perez, Z. and Hussy, H. (2014). A hidden crisis: Including the LGBT community when addressing sexual violence on college campuses. Center for American Progress. <http://files.eric.ed.gov/fulltext/ED564604.pdf>

9/28 (Thursday)

TedTalk: The reporting system that sexual assault survivors want. Jessica Ladd
https://www.ted.com/talks/jessica_ladd_the_reporting_system_that_sexual_assault_survivors_want

Week 6

Mental Health policy and students

Example policy: FERPA, introduction of counseling and mental health centers on campuses

Topics of discussion: intersection of mental health policies and race on campus; funding for mental health services

Activity: Tour UT Mental Counseling and Health Center

10/3 (Tuesday)

Chen, J., Romero, G., Carver, M. (2016). The relationship of perceived campus culture to mental health help seeking intentions. Journal of Community Psychology, 63(6), 677-684.

10/5 (Thursday)

Guest speaker: UT counseling and mental health center

Week 7

Financial Aid policies and students

Example policy: Higher Education Act of 1965; Title IX Higher Ed Amendment (1972); Violent Crime and Law Enforcement Act (1994); Middle Income Student Assistance Act of 1978; American Recovery and Reinvestment Act (2009); 2011-2012 legislation on budget cuts to Pell Grant funds.

Topics of discussion: State Funding vs. Private Funding; The Debt Collective; Scholarships; Universal Free Higher Education

Writing: Reflexive piece on ways to better Financial Aid Policy and Practice at UT

10/10 (Tuesday)

Dynarski, S., & Scott-Clayton, J. (2013). Financial aid policy: Lessons from research (No. w18710). National Bureau of Economic Research.

10/12 (Thursday)

Week 8

Reproductive Health policies and students

Example policy: Roe v. Wade, Women's health policies on campus

10/17 (Tuesday)

10/19 (Thursday)

Week 9

Reproductive Health policies and students

Example policy: Whole women's health vs Hellerstedt

Writing: Policy analysis paper using historical and personal narrative

10/24 (Tuesday)

10/26 (Thursday)

Course Outline/Agenda

Week 10

Hate crime policy and campus

IUPRA recently created a hate incident policy in response to the concerns of the Black, Palestinian, undocumented, LBGTQA, and financially vulnerable student populations on UT Austin's campus. Specifically an undergraduate student came to the fourth floor of the GWB building seeking help. She voiced that she and her marginalized student peers were desperate for some sort of legal recourse in response to anti-Black events in West Campus, bullying tactics from anti-Palestinian student groups and faculty, increases in health services fees and tuition spikes, homo/trans-phobic occurrences on campus, and the invisibility of undocumented students.

[IUPRA, believing in the power of the epistemic privilege of the oppressed, gathered these students in our conference room and asked them, what policy reform would make them feel included, represented, appreciated, and safe? Following this meeting we presented our suggestions.]

Example Policies: UT hate indecent policy; Civil rights act of 1964

GEM: LBJ and civil rights policy and key players involved

10/31 (Tuesday)

TBA

11/2 (Thursday)

TBA

Week 11

Hate crime policy and campus

Film viewing: Racism: A History; Miss Representation; Park Avenue

11/7 (Tuesday)

Reading: TBA

11/9 (Thursday)

Reading: TBA

Week 12

Course reflections, peer feedback, and future policy goals

11/14 (Tuesday)

Activity: TBA

11/16 (Thursday)

Activity: TBA

Week 13

Oral presentations

11/21 (Tuesday)

Activity: Oral Presentations

11/23 (Thursday)

THANKSGIVING NO CLASS

Week 14

Oral presentations

11/28 (Tuesday)

Activity: Oral Presentation

11/30 (Thursday)

Activity: Oral Presentation

Class Evaluations

Grading Policy

1. Written assignments: 50%
2. Participation (attendance, discussion, blackboard engagement, quizzes, lecture series attendance): 25%
3. Oral presentation: 25%

Grading Evaluation

A = 94-100% of Course Points
A- = 90-93% of Course Points
B+ = 87-89% of Course Points
B = 84-86% of Course Points
B- = 80-83% of Course Points

C+ = 77-79% of Course Points
C = 74-76% of Course Points
C- = 70-73% of Course Points
D+ = 67-69% of Course Points
D = 64-66% of Course Points

University Policies

Religious holy days: A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence.

Students with Disabilities

Please notify your instructor of any modification/adaptation you may require to accommodate a disability-related need. You may find out more information on the Services for Students with Disabilities website: <http://diversity.utexas.edu/disability/> and/or <http://diversity.utexas.edu/disability/how-to-register-with-ssd/>

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Office of Student Conduct and Academic Integrity website at <http://deanofstudents.utexas.edu/conduct/>.

Use of Email for Official Correspondence to Students

All students should be familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her email address. Students are expected to check email on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. The complete text of this policy and instructions for updating your email address are available at <http://www.utexas.edu/its/policies/emailnotify.html>.

University of Texas Honor Code

"As A Student Of The University Of Texas At Austin, I Shall Abide By The Core Values Of The University And Uphold Academic Integrity."