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**Thread:** Discussion 6      **Posted Date:** September 30, 2021 9:04 AM  
**Post:** [RE: Discussion 6](#)      **Status:** Published  
**Author:**  Shaun O'malley

Here is the link to Stehanie Jone's article.

<https://www.learningforjustice.org/magazine/spring-2020/ending-curriculum-violence>

This article really resonated with me today and I am not fully sure why. My Resident Assistants are starting to do planning and for October they are focusing on Safe Sex programs and LGBTQA programs for National Coming Out Day. They are also working on cultural appropriations programming around student's choices of halloween costumes.

Has anyone experienced curriculum violence. I am always on edge when students are facilitating these conversations because what happens if the "wrong" message is made. I would hate for a well-intended opportunity ends up traumatizing a student.

**Thread:** Buckman\_DP 6      **Posted Date:** September 30, 2021 8:59 AM  
**Post:** [RE: Buckman\\_DP 6](#)      **Status:** Published  
**Author:**  Shaun O'malley

Well in most cases, Professors are not trained to teach, nor are they trained to teach about "soft skills." Professors focus on the content material that can better train students for a specific job. For a long time Student Affairs Professionals sought to help "enhance" the in-class learning through out-of-classroom hands on opportunities that could help facilitate continued learning from in-class concepts.

Now there is also a push for student affairs to help train students in these "soft skills" that employers are wanting students to gain from their college experience: communication, conflict resolution and mediation, socialization, etc. I value a liberal arts education because it allows for the holistic development of the student...it does not just create a robot of a person who only focuses on their subject material and only their subject material. It allows students to see and think about the world around them from varying viewpoints.


But this cannot fall on Student Affairs professionals alone. These soft skills have to be reinforced and taught by parents and middle/high schools as well. It always blows my mind when students get to college and do not know how to 1) cook, 2) Do Laundry, 3) Shower, 4) clean their room, 5) Advocate for themselves, etc.

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**Thread:** Discussion 6      **Posted Date:** September 30, 2021 8:53 AM  
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**Author:**  **Shaun O'malley**

Question #1: In Charles Murray's "Too Many People are Going to College," he talks about how a lot of people are going to college and are not necessarily able to do "actual college-level" instruction. He says that too many people are going to college that do not need to because college is not a place to "train for a job" but for training for personal growth and development through a liberal arts education. He talks about how Brick-and-Mortar institutions are becoming obsolete. So the question is...What is the future of Brick-and-Mortar institutions? In the book *The Road Ahead for Americas Collegs and Universities*, ARchibald and Feldman paint a very interesting picture. In the book, both authors note that there is currently an "apocalyptic" view of higher education but that it is not all doom and gloom. They note that the future is going to be a struggle and that the institutions that educate the most students who rely heavily on resources from a traditional college setting are going to struggle the most. But their view is that technology and AI will continue to be integrated into the programs and that colleges and universities are going to have to make significant cuts to "slim budgets," make college more affordable, and examine ways to enhance programs that can reduce costs. They believe that the future, though gloomy for some institutions, will be prosperous for others.

Question #2: In standardizing Knowledge there is a lot of talk about power and the curriculum. Obviously whomever is responsible to create the curriculum has a lot of power in determining what goes into it. In California, Sleeter and Stillman show that curriculum sought to "support" power dynamics. The question is...What happens when a person creates curriculum and has a skewed value system?

In her article *Ending Curriculum Violence*, Stephanie Jones talks about how curriculums can hurt students. She talked about how in middle school a teacher brought in cotton plants and made students pick the cotton. Jones talks about how this event traumatized her and how most curriculum violence incidents go unreported but happen most frequently during "commemoration" months such as Black History Month and LGBTQA Pride Month. Jones states, "When curriculum violence is repeated throughout a student's school experience, these individual instances can contribute to a larger traumatic experience of school and a deep, false discord between the accurate historical narratives of groups of people and how their histories are being taught and absorbed in school."

Archibald, R. and Feldman, D. (2017). *The Road Ahead for America's Colleges and Universities*. Oxford University Press.  
 Jones, Stephanie. (2020). *Ending Curriculum Violence*. *Learning for Justice*, Issue 64.

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