

EDUC 669-ED14
Diversity in Higher Education
Spring 2014 Tuesday 5:30-8:30pm

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Course Description

In describing the “importance of diversity in higher education”, the American Council on Education writes:

Achieving diversity on college campuses does not require quotas. Nor does diversity warrant admission of unqualified applicants. However, the diversity we seek, and the future of the nation, does require that colleges and universities continue to be able to reach out and make a conscious effort to build healthy and diverse learning environments appropriate for their missions. The success of higher education and the strength of our democracy depend on it.

This class assumes that the American Council on Education statement (endorsed by most major higher education organizations) is true. Through the course of these 12 weeks, you will learn about all facets of diversity, moving far beyond the duo of race and gender that often serves as the shorthand cipher for the concept. While a portion of the course will examine the issues of prejudice, stereotyping, oppressive behaviors and inequities, we will also examine strategies that are underway to ensure that American higher education moves towards greater equality.

By the end of the class you should understand why diversity is at the core of higher educational institutions in the 21st century and the reasons why it is imperative that all educators are a part of the diversity equation. You will have expanded your knowledge of diversity, equity and access issues in higher education and be able to develop solutions for what may at first appear to be intractable problems.

General Expectations

If you were expecting to come to class, listen to a lecture about a topic, copy down a few notes and forget about the material until the next class, I'm afraid you are in the wrong place! Some of you may have been working in higher education in some capacity for many years, others may be just beginning your exploration in the field but all of us are bound by the need to understand this subject matter. We will have individual responses and contexts from which to build our own understanding of the material we will expose ourselves to, all of which will be valuable for our in-class experience. I see myself as a facilitator of our class where we will all contribute to each other's continuing learning and development in thinking about the subject matter. As such, I expect all of us to work hard in our class sessions, to contribute to discussion and activities, and to be prepared for class.

I certainly have opinions on all the material presented in this class but I do not expect that you will agree with my point of view. Indeed, I hope that there are occasions where the issues might be so contentious that we must work carefully to find common ground. It is necessary to be able to back up all opinions in an academic setting so be prepared to be challenged – a challenging conversation is never an attempt to shut you down, it is an opportunity to hone your skills.

In Class:

- We will respect one another and contribute to making the classroom one that is a safe place for all of us to explore our understanding of the material, to take intellectual risks, and to respectfully challenge ideas.
- We will be prepared through the completion of assignments and our reading to fully engage in the class. We can learn a lot from engaging with the material and with one another's perspectives, critiques and agreement with the material. I am urging you to work hard in class, to get everything you can out of our time together each week.
- An essential part of respecting each other, providing a safe place for dialogue, and working hard is actual attendance. I know life happens sometimes but we only have twelve meetings, we should get the most we can from them.
- Please try not to be late to our class sessions. Late arrivals can be very distracting for your student peers and myself.
- Please put cell phones on vibrate or silent and only answer calls you suspect may be important or emergencies by briefly stepping outside the room.

"Life Happens" Policy

- I expect all assignments to be handed in when they are due. Any assignments not handed in when they are due will have a deduction of 10 points for every day late. However, I understand that events outside our control can negatively impact our work. Please contact me **before** missing a due date if an emergency occurs which impedes you from being able to finish your assignments on time.
- I understand that events outside our control can negatively impact our work. Please contact me **before** missing a due date if an emergency occurs which impedes you from being able to finish your assignments on time.
- The same goes for class. If you know you will need to miss a class due to an unavoidable event please let me know **beforehand**. We can arrange individual ways for you to earn some of your participation points for the week you missed. It doesn't take long or much effort to pop me an email or to leave me a phone message.

(Adapted from Dr. Pauline Reynolds)

Academic Honesty

All written work turned in must be your own. No substitutions accepted. Plagiarism (submitting another person's materials – even a single sentence! – as your own work) or doing an assignment for another person (making that person guilty of plagiarism) is wrong, impermissible, and will result in very serious consequences, the least of which may be course failure. You alone are responsible for your work. Make sure to give full

attribution within the paper and document your source(s) in the “Works Cited” section at the end of each paper you turn in for this course. Do not download papers off the Internet. If you are truly concerned about the quality of your work for this course, come and see me before you plagiarize! Please consult the [Academic Honesty policy in the 2012-2014 Catalog](#) which includes the following statement with which you should be familiar:

Plagiarism occurs when the words of another are reproduced without acknowledgement or when the ideas or arguments of another are paraphrased and presented in such a way as to lead the reader to believe they originated with the writer. It is the responsibility of all University students to understand the methods of proper attribution and to apply those principles in all written submissions.” (p. 14).

Class communication

- I will be contacting you about the class through your Redlands email account. It is your responsibility to check this regularly. If you have another account that works better for you, please let me know.
- A Blackboard site has been created for this class. Class announcements and all reading materials will be posted on there.

Assignments

- As for all papers in the School of Education, you should be using APA Style: <http://owl.english.purdue.edu/owl/resource/560/01/>
- All assignments should be double-spaced.
- You should use a clear 12 point font with standard margins and formatting
- Papers should be written in a professional manner as befits your graduate school status. This means that your papers will have been proofed for spelling, grammar, typos etc.
- You will submit your assignments electronically before class on the due date.
- Make sure you save a copy of your paper.

Readings

Two books will need to be purchased:

Why Aren't We There Yet? (Arminio, Torres and Pope, 2012, Stylus Publishing, ISBN-10: 1579224660, ISBN-13: 978-1579224660)

Diversity's Promise for Higher Education: Making It Work (Daryl G. Smith, 2011: Johns Hopkins University Press, ISBN-10: 1421405733, ISBN-13: 978-1421405735)

All other readings will be placed on Moodle.

Accommodations

Should you require academic accommodations, please consult with Martin Bright who will contact Amy Wilms, Assistant Dean of Academics and Student Life:

<http://www.redlands.edu/DisabilityServices.asp>

Grading:

Grade assessment will use the following rubric:

- A Excellent achievement. Your work shows a very thorough command of course content; very high level of scholarship.
- A- Very good achievement. Your work shows a thorough command of course material.
- B+ Good achievement. Your work illustrates a solid, acceptable performance.
- B Decent achievement. You did nearly all what was expected but nothing more.
- B- Fair achievement. Your work is acceptable but is lacking in some areas.
- C+ Not wholly satisfactory achievement. Your work demonstrates a marginal performance on some aspects of the requirements.
- C Marginal achievement. Your work displays a minimally acceptable performance of course requirements.

Assignments

In recognition that students have different learning styles I am providing you with a great deal of choice in this seminar to help you tailor the writing expectations of this class with your skills. Your assignments consist of two parts, “everyone” assignments and “student choice” assignments.

1. Everyone assignments – total 60% of course grade

- a) Participation – expected every week 15% of course grade
I expect you to have prepared for class each week and to participate in the class discussions and activities. To help you do this, come to class with good notes on the reading, having written down some thoughts/comments/questions about the readings. In our first class you will tell me what constitutes good and poor participation.
- b) Mini-Conference 20% of course grade
Practitioners in most higher education fields will present at conferences (some area-specific, others more general). You will develop a conference proposal (based on a topic covered/to be covered in the class) and submit it for review by Week 5 (28 May). You may choose to collaborate with other members of the class, although no more than 3 individuals may present on the same topic. Once the topics are approved, you will do the necessary research to be able to present your paper. You will present for approximately 10 minutes with 5 minutes for questions. The Mini-Conference will take place in Week 12 (29 July). You will receive more guidelines about the conference presentations once the proposals are accepted. You may imagine yourself at a conference in any of the following areas:

Admissions

Athletics

Diversity and Social Justice

Education

Residence Life

Other areas to be determined collaboratively by the class

c) E-mail Journals

25% of course grade

Throughout the term you will send a journal entry to me **every Tuesday by 10 am** with the subject line: **Diversity Journal**. The entries should be academic responses to both the readings and class discussions. You may also write about your personal reactions to readings or discussions. These entries will be read only by me. I might use your comments in the context of a larger class discussion but I will not attribute them to any individual. Each entry should include 3 thoughtful questions for class discussion. Each entry should be a minimum of one page.

As well as handing in a paper copy of your presentation complete with references, your grade will consider your understanding of the area within which you are presenting and their focus and needs.

2. Student choice assignments: Total 40% of your course grade

With the student choice assignment you have two options you can choose from. You will notify me by email after our first class to let me know which option you have chosen. These options offer students different preferences regarding length of individual papers, choice with grade distribution, distribution of work throughout the term, and offers different types of assignment you can choose depending on skills and interest.

Option A

You will pick, complete and hand-in two 10-15 page assignments worth 20% each. Again you have some choice with the type of these assignments and can pick two different types of assignment from the list below. One will be due Week 6 (10 June) and the other will be due Week 12 (29 July). The minimum of ten pages indicates that you will need to be working on your papers straight away to gather enough material to support your writing. The choices (described after the details on option B) include:

Choice 1: Individual research paper

Choice 2: Interview paper

Choice 3: Review of current events

Option B

You will research and write a 20-30 page research paper worth 40% of your grade due Week 12 (29 July). This option gives interested students the chance to really delve into an area of significance to the course. The minimum of twenty pages indicates that you will need to be working on your papers straight away to gather enough material to support your work. You should clear your topic with me before beginning the research process. I am also available to help with resources.

Description of Option A assignment choices

Option A – Choice 1: Individual Research Paper (10-15 pages).

Write a 10-15 page paper that explores an aspect of the class in some way. Your paper will reference class readings as well as other scholarly sources. I expect your papers to be well written, carefully researched, polished pieces. You should cite at

least 10 scholarly sources. I expect your papers to use a variety of resources for your content e.g. journal articles, books and other forms of research such as data from national projects, clearinghouses or archival materials. All of your sources will be appropriately cited within the paper and listed in your references.

Option A – Choice 2: Interview paper

Interview one or more people who might contribute to your understanding of diversity and higher education to get a personalized perspective of the issues, conditions and concepts we explore in class. In this 10-15 page paper you will incorporate the voice and perspectives of the person/people you interview with class readings as well as other scholarly sources to further illuminate the area you choose. I expect your papers to be well written, carefully researched, polished pieces. You should cite at least 10 scholarly sources in this paper. I expect your papers to use a variety of resources for your content e.g. journal articles, books and other forms of research such as data from national projects, clearinghouses or archival materials. Naturally, all of your sources will be appropriately cited within the paper and listed in your references.

Option A—Choice 3: Review of Current Events

Using publications such as The Chronicle of Higher Education, Insidehighered.com, Diversity Issues in Higher Education and other resources, you will write a 10-15 page paper highlighting issues involving diversity in contemporary American higher education. After reading publications for several weeks, you will make a selection of 1-3 topics on which to focus this paper. These topics should be selected carefully and should involve stories that might change over the course of this class. An example might be the impact of the rising cost of higher education. Are these costs limiting students from lower socio-economic backgrounds from attending four year universities?

Schedule (Subject to change)

Class date and topic(s)	Readings and Assignments
Tuesday, 6 May (Week 1): <u>Introduction to the course.</u>	No readings
Tuesday, 13 May (Week 2): <u>Prejudice and Discrimination</u>	<u>Why Aren't We There Yet?</u> – pages 1 through 31 "Who Am I?": Tatum <i>The Social Construction of Difference</i> : Johnson <i>The Cycle of Socialization</i> : Harro <i>The Declining "Equity" of American Higher Education</i> : Astin & Oseguera (2004)
Tuesday, 20 May (Week 3): <u>Identity and Privilege</u>	<i>Diversity's Promise</i> : pages vii through 44 <i>Constructing Identities at the Intersections</i> : Jones (2009) <i>Identity Development of Diverse Populations</i> : Vasti Torres, et al (2003)
Tuesday, 27 May (Week 4): Guest: Dr. Keith Osajima, Race and Ethnic Studies, CAS	<u>Why Aren't We There Yet?</u> : pages 33 through 101 <i>Deconstructing Whiteness as Part of a Multicultural Education Framework: From Theory to Practice</i> : Ortiz & Rhoads (2000) Readings provided by Dr. Osajima (on Moodle): Omi and Winant: "Race and Reaction" Osajima: EDUC-669 Study Guide
Tuesday, 3 June (Week 5): <u>Institutional Remedies: Affirmative Action, Equity and Access Programs, Inclusive Excellence</u>	<i>Diversity's Promise</i> : pages 47 through 133 <i>The Developmental Dimensions of Recognizing Racist Thoughts</i> : Torres (2009) <i>Power, Privilege and Learning: Facilitating My Fight Against Race Preferences</i> : Connerly (2000) <i>Access and Equity Efforts for African American Students in Higher Education</i> : Harper et al (2009)
Tuesday, 10 June (Week 6): <u>Campus Climate Student Remedies: Diversity and Activism</u>	<i>Making Diversity Work on Campus</i> : Miley et al (2005) <i>Diversity and Its Contradictions</i> : Baez <i>Creating a Positive Learning Environment for Gay, Lesbian and Bisexual Students</i> : Evans (2000) <i>Creating A Culturally Responsive Learning Environment for African American Students</i> : Howard-Hamilton (2000) <i>Diversity and Higher Education: Theory and Impact on Educational Outcomes</i> : Gurin et al (2002)
Tuesday, 17 June. (Week 7): <u>College Controversies:</u> a) <u>Native American Mascots</u> b) <u>Sexual Assault on College Campuses</u>	<i>The 'Mascotting' of Native America</i> : Black (2002) <i>The Elimination of Indigenous Mascots, Logos and Nicknames</i> : Hofmann (2005) <i>Reducing Sexual Violence on Campus: The Role of Student Leaders as Empowered Bystanders</i> : Banyard (2009) <i>Preventing Sexual Assault Through Engaging College Men</i> : Barone, Wolgemuth & Linder (2007)

<p>Tuesday, 24 June (Week 8):</p> <p><u>Moving Student Affairs into the 21st Century</u></p>	<p><u>Why Aren't We There Yet?</u> – pages 103 through 193</p> <p><u>Diversity's Promise:</u> pages 137 through 195</p> <p><i>"Putting My Man Face On": A Grounded Theory of College Men's Gender Identity Development:</i> Edwards & Jones (2009)</p> <p><i>Encountered Situations to Promote Social Justice:</i> Lechunga, Clerc, Howell (2009)</p>
<p>Tuesday, 8 July (Week 9):</p> <p><u>Retention</u></p> <p><u>Changing Face of U.S. College Students</u></p> <p><u>Generational Differences</u></p>	<p><i>Toward a More Connected Vision of Higher Education:</i> Clinchy (2000)</p> <p><i>Researchers Charge Racial Bias on the SAT:</i> Young (2003)</p> <p><i>Why We Need the SAT:</i> Marx (2003)</p> <p><i>Where Are the Poor Students?:</i> Howard and Levine (2004)</p> <p><i>Retention Model for Latino/a Students –</i> Torres</p> <p><i>Tangled Web of Terms: Overlap and Unique Contributions of Involvement, Engagement and Integration to Understanding College Student Success -</i> Kinzie</p>
<p>Tuesday, 15 July (Week 10):</p> <p><u>Religion and Spirituality in the Post 9/11 Era</u></p>	<p>http://www.spirituality.ucla.edu/docs/newsletters/3/Nash_Final.pdf</p> <p>http://www.spirituality.ucla.edu/docs/reports/Spiritual_Life_College_Students_Full_Report.pdf</p> <p>http://religion.ssrc.org/reforum/Sherkat.pdf</p> <p>"Why Spirituality Deserves a Central Place in Liberal Education" (Moodle)</p> <p>Bryant et al: "Understanding the Religious and Spiritual Lives of Students' Lives in the First Year in College" (Moodle)</p>
<p>Tuesday, 22 July (Week 11):</p>	<p><u>Diversity's Promise:</u> pages 196 through 271</p>
<p>Tuesday, 29 July (Week 12):</p> <p><u>Mini-Conference</u></p>	<p>Schedule will be on Moodle</p> <p><u>Final Projects Due</u></p>