EOL 574: Diversity in Higher Education  
Spring 2012  
Tuesdays, 4:00-6:50  
College of Education 42A

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Office Hours: Tuesdays and Thursdays, 1:30 – 3:30 or by appointment

Course Overview

This course is designed to provide students with critical understanding of issues of diversity in higher education. There are multiple dimensions to diversity, far too complicated to cover in one course. Therefore, the goal of this seminar is to provide a general introduction to theory, research, and practices related to diversity issues. While this course has been designed to focus on race/ethnicity, class, gender, and sexuality, there is intentional flexibility for this course to consider other forms of diversity that are valuable to participants.

By the end of the course, students should be able to:

- Recognize and discuss major issues involving diversity in higher education from both micro (students, faculty, administrators) and macro levels (institutional and federal policies)
- Consider, from both historical and contemporary perspectives, the politics of diversity in campus climates, including the role of privilege and the impact of discrimination
- Identify critical issues and develop an analysis grounded in research literature
- Develop/Sharpen understanding of the writing process and research skills

Additionally, this course is affiliated with the Ethnography of the University Initiative (EUI) at the University of Illinois, Urbana Champaign. Students will be asked to conduct original research on the university on issues related to diversity. See http://www.eui.uiuc.edu/index.html for more information about EUI.

Lastly, this course will use the College of LAS Moodle service. For information on how to register for Moodle (free) see https://moodle.atlas.uiuc.edu/mod/resource/view.php?id=4613

Required Texts


Recommended Texts

Course Requirements

Class Participation (15 point, On-going)
This course is designed to provide students with multiple opportunities to participate including class discussions, group work, and web postings. In order to take advantage of these opportunities, students are expected not only to read the assigned materials, but to critically assess the arguments, practices, and ideas espoused by the authors. Effective participation also requires listening and constructive responses to one another. Comments, whether fully developed or still under construction, are encouraged as we work together to understand the strengths and limitations of specific ideas and their utility for understanding of diversity.

Contribution to Blog (15 point, On-going)
Students will be required to contribute to the class blog (http://eol574blog.blogspot.com/). This includes a) contributing ideas to the design of the blog; (b) posting relevant articles; (c) commenting on postings by facilitator and learning peers. Articles and comments should include current articles that raise potential connections to class readings and discussion. Students should pay attention to previous posts so that responses are not redundant. Students are asked to check the blog daily for updates, although contributions can be limited to once a week.

Paper #1: Research Proposal (15 points, due 3/6)
Students are asked to select an issue on diversity at UIUC in which they will conduct original research. In this paper, students should outline their research plan. This paper should include an 1) an introduction to the issue; 2) why it is important to examine at UIUC; 3) specific questions to be addressed; 4) interview protocol; 5) timeline for completion. Students should not begin to conduct research until this assignment has been completed and returned by the instructor. The paper should total 7-10 (max) pages (double-spaced), excluding the title page and references. The paper should adhere to the APA publication manual, 6th edition.

Paper #2: Literature Review (20 points; due 4/3)
Building upon research proposal, for paper #2, students should provide an extended review of literature on the chosen issue related to diversity in higher education. This assignment is the equivalent to writing the literature review section of a research proposal. The literature review should be synthesis of the pertinent literature, developing coherent thesis addressing the chosen practice, problem, trend, or issue. The paper should total 10-12 (max) pages (double-spaced), excluding the title page and references. The paper should adhere to the APA publication manual, 6th edition.

Paper #3: Self-reflexivity (10 points; due 4/24)
As the instrument through which data analysis flows through, qualitative investigators are encouraged to confront their subjectivity though reflexivity – articulation and clarification of assumptions, experiences, and theoretical orientation. This purpose of this assignment is for students to reflect on how personal experiences and ideology shape emerging conclusions about the research study. The paper should total 5-7 (max) pages (double-spaced), excluding the title page and references. The paper should adhere to the APA publication manual, 6th edition.

Final Paper (25 points; due 5/8)
The final paper will include elements from the first three papers of the course and the following: 1) presentation of data gathered during the semester; 2) analysis of data including connection of observations to previous literature; 3) Implications of findings on policy/practice in higher education; 4) recommendations for future research. The paper should total 30-35 (max) pages (double-spaced), excluding the title page and references. The paper should adhere to the APA publication manual, 6th edition.

Grading/Evaluation Criteria
The grading/evaluation policy for this course is consistent with UIUC policy. The final grade will be determined by each student’s performance on all assignments and class participation. With the exception of the final paper (due), all written assignments are due at the beginning of the class session for which they are assigned. Late assignments will not be accepted without prior approval. Students should inform the instructor as quickly a
possible of any special circumstances which may inhibit their ability to complete assignments on time. Even with prior approval, the instructor reserves the right to lower the grade based on the degree of tardiness (i.e., assignment turned in one day late will be reduced half a letter grade).

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Letter Grade</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>100-97.0</td>
<td>90.5-87.0</td>
</tr>
<tr>
<td>B+</td>
<td>96.5-92.5</td>
<td>89.5-87.0</td>
</tr>
<tr>
<td>C+</td>
<td>92.0-90.0</td>
<td>86.5-82.5</td>
</tr>
<tr>
<td>D+</td>
<td>85.0-82.0</td>
<td>82.0-80.0</td>
</tr>
<tr>
<td>F</td>
<td>92.0-60.0</td>
<td>69.5 or below</td>
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**Academic Integrity**

This course will be conducted in accordance with the principles of the University’s Academic integrity policy, which can be found at [http://www.admin.uiuc.edu/policy/code/](http://www.admin.uiuc.edu/policy/code/). All students are responsible for understanding the academic integrity policy. This includes definitions of academic integrity infractions and penalties.

**Accommodations**

Students with documented disabilities that affect their ability to participate fully in the course or who require special accommodations are encouraged to speak with me so that appropriate accommodations can be arranged.

**Course Schedule**

**January 17**

**Class Introduction**

Introductions; Review of syllabus; Creating a community of learners

**January 24**

**Diversity Introduction**

Johnson, Chapter 1-2

Bowen, Chapter 1-2


**January 31**

**Historical**

Bowen, Appendix A


February 7

Ethnography of the University: Research

Guest Speaker: EUI Project Coordinator, Karen Rodriguez'G


Villicanca, M.O. (2010). Qualitative analysis of Latino students’ perception of the University of Illinois at Urbana-Champaign Campus Climate. Paper for EOL 574, Spring 2010


Research Statement Due/IRB training should be completed

February 14

Theoretical Frameworks

Suskind, 1-3


February 21

Postsecondary Aspirations

Suskind, Chapters 4-5


February 28

Access

Bowen Chapters 5-7

Suskind, Chapters 6-7


March 6

Affirmative Action

Suskind, Chapters 8-10


Assignment #1 Due

March 13

Campus Climate and Student Diversity I

Suskind, Chapters 11-12
Bowen, Chapters 3-4


March 20

NO CLASS, SPRING BREAK

March 27

Campus Climate and Students II

Suskind, Chapters 13-14
Bowen, Chapters 8-9


April 3

Campus Climate: Faculty/Administration


Assignment #2 Due

April 10

Curriculum

Johnson, 4-6


April 17

Institutional Diversity

Bowen, 10


**April 24**

**Class Conclusion**

Johnson, Chapters 7-9

Bowen, 11-12


**Assignment #3 Due**

**May 1**

**Open Class/EUI Presentations**

**May 8**

*Final Paper Due 7:00 p.m.®College of Education* (351/365)