

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

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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

Bowen, W.G., Chingos, M.M., and McPherson, M.S. (2009). *Crossing the finish line: Completing college at America's public universities*. Princeton: Princeton University Press.

Suskind, R. (1999). *A hope in the unseen: An American odyssey from the inner city to the Ivy League*. New York: Broadway

Johnson, A.G. (2005). *Privilege, power, and difference*. Mountain View, CA: Mayfield Publishing

Recommended Texts

American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed.). Washington, D.C.: Author.

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 issue 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 with data analysis flows through, qualitative investigators are encouraged to confront their subjectivity through 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:

100-97.0	A+	89.5-87.0	B+	79.5-77.0	C+	69.5-67.0	D+	59.5 or below	F
96.5-92.5	A	86.5-82.5	B	76.5-72.5	C	66.5-62.5	D		
92.0-90.0	A-	82.0-80.0	B-	72.0-70.0	C-	62.0-60.0	D-		

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/>. 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

Englund, T. (2002). Higher education, democracy and citizenship – the democratic potential of the university? *Studies in Philosophy and Education*, 21 (4-5), 281-287.

Brooks, D. (2011, November 1). The wrong inequality. *New York Times*, A27

January 31

Historical

Bowen, Appendix A

Anderson, J. D. (2006). A tale of two Browns: Constitutional equality and unequal education.

In A. F. Ball (Ed.), *With more deliberate speed: Achieving equity in literacy: Realizing the full potential of Brown v. Board of Education* (pp. 14–35). Washington, DC: National Society for the Study of Education.

Conant, J.B. (1940, May). Education in a classless society. *The Atlantic Monthly*.
<http://www.theatlantic.com/issues/95sep/ets/edcla.htm>

Eisenmann, L. "Educating the Female Citizen in a Post-war World: Competing Ideologies for American Women, 1945-1965." *Educational Review* 54 (June

2002): 133-141.

Synnott, M.G. (1979). Harvard: Debate on restriction, 1922. In M.. Synnott, *The half-opened door: Discrimination and admissions at Harvard, Yale, and Princeton, 1900-1970*, (pp. 58-84). Westport, CT: Greenwood Press.

February 7

Ethnography of the University: Research

Guest Speaker: EUI Project Coordinator, Karen Rodriguez'G

Stage, F.K. & Manning, K. (2003). What is your question? In F.K. Stage and K. Manning (2003). *Research in the college context: Approaches and methods* (p. 3-18). New York: Brunner-Routledge.

Ortiz, A.M. (2003). The ethnographic interview. In F.K. Stage and Manning, K. (2003). *Research in the college context: Approaches and methods* (p. 35-48). New York: Brunner-Routledge. PDF document

Jea, G. (2009).). Role of advertising in Racial identity development and its effects of formational stage. Paper for EOL 574, Spring 2009

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

West, A. (2011). Aspiring Scholars in an expiring initiative: Exploring the experiences of a final cohort of diversity scholarship participants at the University of Illinois, Paper for EOL 574, Spring 2011

Research Statement Due/IRB training should be completed

February 14

Theoretical Frameworks

Suskind, 1-3

Kezar, A. (2011). Rethinking postsecondary institutions for low-income student success. In A. Kezar (Ed.), *Recognizing and serving low-income students in higher education* (3-25). New York: Routledge Press.

Rendon, L. I., Jalomo, R. E., & Nora, A. (2000). Theoretical considerations in the study of minority student retention in higher education. In J. M. Braxton (Ed.) *Reworking the student departure puzzle* (pp.127-156). Nashville, TN: Vanderbilt University Press.

Rios-Aguilar, C., Kiyama, J., Gravitt, M. & Moll, L. (2011). Funds of knowledge for the poor and forms of capital for the rich- A capital approach to examining funds of knowledge. *Theory and Research in Education*, 9(2), 163-184.

Winke-Wagner, R. (2010). Foundations of Educational Inequality: Cultural capital and social reproduction. In R. Winkle-Wagner, *Cultural Capital: The promises and pitfalls in educational research* (p. 1-21). *ASHE Higher Education Report Series*.

Yosso, T.J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity and Education*, 8(1), 69-91.

February 21**Postsecondary Aspirations**

Suskind, Chapters 4-5

Cabrera, A. F., & LaNasa, S. M. (2000). Understanding the college-choice process. In A. F. Cabrera & S. M. LaNasa (Eds.), *Understanding the college choice of disadvantaged students* (New Directions in Institutional Research, No. 107), pp. 5-21. San Francisco: Jossey-Bass.

Baber, L.D. (Under Review). When aspiration meets opportunity: Exploring the experiences of African American and Latino males participating in a college-readiness program in Illinois. *Community College in Review*

Rosenbaum, J., Miller, S.R., & Krei, M.S. (1996). Gatekeeping in an era of more open gates: High school counselors' views of their influence on students' college plans. *American Journal of Education*, 104 (4), 257-279

Sacks, P. (2007). Ashlea and Gillian. In P. Sacks, *Tearing down the gates : Confronting class divide in American education* (p. 11-36). <http://www.ucpress.edu/content/pages/10454/10454.ch01.pdf>

February 28**Access**

Bowen Chapters 5-7

Suskind, Chapters 6-7

Beenson, E. & Strange, M. (2003). Why rural matters 2003: The continuing need for every state to take action on rural education. *Journal of Research in Rural Education*, 18(1), 3-16.

St. John, E. (2011). Lessons learned from Indiana's Twenty-First Century Scholars Program: Toward a comprehensive approach to improving college preparation and access for low-income students. In A. Kezar (Ed.), *Recognizing and serving low-income students in higher education* (29-49). New York: Routledge Press.

Steinberg, M.P, Piraino, P., & Haveman, R. (2009). Access to Higher Education: Exploring the variation in Pell Grant prevalence among U.S. colleges and universities. *The Review of Higher Education*, 32(2), p. 235-270

March 6**Affirmative Action**

Suskind, Chapters 8-10

Green, D. O. (2004). Justice and diversity: Michigan's response to Gratz, Grutter, and the affirmative action debate. *Urban Education*, 39(4), 374-393.

Santo, J.L., Cabrera, N.L., and Fosnacht, K.J. (2010). Is 'Race-netural' really race-neutral? Disparate impact

towards underrepresented minorities post-209 UC system admissions. *Journal of Higher Education*, 81(6), 605-631.

Assignment #1 Due

March 13

Campus Climate and Student Diversity I

Suskind, Chapters 11-12

Bowen, Chapters 3-4

Evans, N. (2000). Creating a positive learning environment for gay, lesbian, and bisexual students. In M. B. Baxter Magolda (ed.) *Teaching to promote intellectual and personal maturity: Incorporating students' worldviews and identities into the learning process*. *New Directions for Teaching and Learning*, No. 82. San Francisco: Jossey-Bass*.

Hurtado, S., Milem, J., Clayton-Pedersen, A., & Allen, W. (1998). Enhancing campus climates for racial/ethnic diversity: Educational policy and practice. *The Review of Higher Education*, 21(3), 153-175.

Paul, S. (2000). Students with disabilities in higher education: A review of the literature. *College Student Journal*, 34 (2), p. 200-210.

March 20

NO CLASS, SPRING BREAK

March 27

Campus Climate and Students II

Suskind, Chapters 13-14

Bowen, Chapters 8-9

Baber, L. D. (2010). Beyond structural diversity: Centrality of campus place in shaping experiences of African American students at Predominately White Institutions. In T. E. Dancy II, *Managing diversity: (Re)Visioning equity on college campuses* (pp. 221-242). New York, NY: Peter Lang Publishing.

Museus, S., & Chang, M. (2009). Rising to the challenge of conducting research on Asian Americans in higher education. *New Directions for Institutional Research*, 2009(142), 95-105.

Walpole, M. (2004). Socioeconomic status and college: How SES affects college experiences and outcomes. *Review of Higher Education*, 27(1), 45-73.

Wolf-Wendel, L. E. (2000). Women-friendly campuses: What five institutions are doing right. *The Review of Higher Education*, 23(3), 319-345.

April 3

Campus Climate: Faculty/Administration

- Kezar, A. (2008). Understanding Leadership Strategies for Addressing the Politics of Diversity. *Journal of Higher Education*, 79(4), 406-441
- Johnsrud, L. & Sadao, K. (1998). The common experience of "otherness": Ethnic and racial minority faculty. *The Review of Higher Education*, 21(4), 315-342.
- Owen, D.S. (2009). Privileged social identities and diversity leadership in Higher Education. *The Review of Higher Education*, 32(2), p. 185-207.
- Ward, K. & Wolf-Wendel, L. (2004). Academic motherhood: Managing complex roles in research universities. *The Review of Higher Education*, 27(2), 233-257.

Assignment #2 Due

April 10

Curriculum

Johnson, 4-6

- Hurtado, S. (2001). Linking diversity and educational purpose: How diversity affects the classroom environment and student development. In G. Orfield (Ed.), *Diversity challenged: Evidence on the impact of affirmative action* (pp. 187-203). Cambridge, Harvard: Education Publishing Group
- Milem, J. (2001). Increasing diversity benefits: How campus climate and teaching affect student outcomes. In G. Orfield & M. Kurlander (Eds.), *Diversity challenged: Evidence on the impact of affirmative action* (pp. 233-249). Cambridge, MA: Harvard Education Publishing Group*.
- Renn, K. (2000). Including all voices in the classroom: Teaching lesbian, gay, and bisexual students. *College Teaching*, 48(4), 129-136.
- Friere, P. (2000). *Pedagogy of the Oppressed*, Chapter 2.

April 17

Institutional Diversity

Bowen, 10

- Bragg, D. (2000). Community college access, mission, and outcomes: Considering intriguing intersections and challenges. *Peabody Journal of Education*, 76 (1), 93-116.
- Brown, M. C., Ricard, R. B., & Donahoo, S. (2004). The changing role of historically black colleges and universities: Vistas on dual missions, desegregation, and diversity. In M. C. Brown & K. Freeman (Eds.), *Black Colleges: New Perspectives on Policy and Practice* (pp. 3-28). Westport, CT: Praeger.
- Dayton, B., Gonzalez-Vasquez, N., Martinez, C. R., & Plum, C. (2004). Hispanic-serving institutions through the eyes of students and administrators. *New Directions for Student Services*, 105, 29-39
- Langdon, E. A. (2001). Women's colleges then and now: Access then, equity now. *Peabody Journal of Education*, 76(1), 5-30.

Pavel, D. M., Inglebret, E., and Banks, S. R. (2001) Tribal Colleges and Universities in an Era of Dynamic Development. *Peabody Journal of Education*, 2001, 76(1), 50–72.

April 24

Class Conclusion

Johnson, Chapters 7-9

Bowen, 11-12

Chang, M. J., Denson, N., Saenz, V. & Misa, K. (2006). The educational benefits of sustaining cross-racial interaction among undergraduates. *Journal of Higher Education*, 77(3), 430-455.

Gurin, P., Dey, E. L., Gurin, G., & Hurtado, S. (2004). The educational value of diversity In P. Gurin, J. S. Lehman, and E. Lewis (Eds.) *Defending Diversity: Affirmative Action at the University of Michigan* (pp. 97-188). Ann Arbor, MI: University of Michigan Press.

Assignment #3 Due

May 1

Open Class/EUI Presentations

May 8

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

