EOL 574: Diversity in Higher Education  
Spring 2009  
Mondays, 4:00-6:50  
Room 37, College of Education Building

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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](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](https://moodle.atlas.uiuc.edu/mod/resource/view.php?id=4613)

Required Texts


Recommended Texts


**Course Requirements**

**Class Participation (On-going, 10% of grade)**
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 administrative and leadership theory.

**Weekly Response (On-going, 15% of grade)**
Students will be required to post weekly responses to the readings on Moodle. Responses should be an analysis on the readings (not merely summary) and raise potential questions for discussion in class. Building upon discussions and readings from the previous week is also important. Additionally, students should pay attention to previous posts so that responses are not redundant. Responses should be posted at least 24 hours before class. No responses are required prior to class on January 26th; February 9th; April 13th.

**Paper #1: Research Proposal (15% of grade, due 2/23)**
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; 4) 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, 5th edition.

**Paper #2: Literature Review (20% of grade; due 3/16)**
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 12-15 (max) pages (double-spaced), excluding the title page and references. The paper should adhere to the APA publication manual, 5th edition.

**Book Review (15 % of grade; due 4/6)**
Students will be assigned one of the books below. Provide a brief summary of the book along with a critical analysis of its content. Students are expected to 1) highlight areas of concern regarding argument or conclusions of author; 2) note the potential theoretical and/or practical contributions of book to diversity in higher education; 3) describe how discussions with colleagues contributed to a deeper understanding of the book. The paper should total 7-10 (max) pages (double-spaced), excluding the title page and references.

Books to be assigned:


**Final Paper (25% of grade; due 5/11)**

The final paper will include elements from the first two 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 25-30 (max) pages (double-spaced), excluding the title page and references. The paper should adhere to the APA publication manual, 5th 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).

**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 19th**

**NO CLASS Martin Luther King Day**

**January 26th: Course Introduction & Framework**

Introduction to course and class members; Review of syllabus; Begin discussion of diversity and its importance to educators and society

Johnson, Chapter 1-2

Sacks, Introduction

**February 2nd: Historical Context**


**February 9th: Ethnography of the University: Research**

Guest Speaker: EUI Project Coordinator


IRB Training: [http://www.irb.illinois.edu/?q=education/RequiredTrainingInvestigators.html](http://www.irb.illinois.edu/?q=education/RequiredTrainingInvestigators.html)

**February 16th: Postsecondary Aspirations**

*IRB training should be completed*

Sacks, Chapter 1-2

Suskind, Chapters 1-3


**February 23rd: Access**

*Paper #1 Due*

Sacks, Chapters 4-6

Suskind, Chapters 4-6


**March 2nd: Affirmative Action**

Sacks, 7-9

Suskind, Chapters 7-9


**March 9th: No Class**

**March 16th: Campus Climate and Student Diversity I**

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Paper #2 Due

Sacks, 11-12

Suskind, Chapters 10-14


Castellenos, J., Jones, L. (2003). Latina/o undergraduate experiences in American higher education. In J. Castellanos & L. Jones (Eds.), *The majority in the minority: Expanding the representation of Latina/o faculty, administrators and students in higher education* (pp.1-9). Sterling, VA: Stylus


March 23rd:

*Spring Break, No Class*

March 30th: **Campus Climate and Students II**

Book Club Reading


April 6th: Campus Climate: Faculty/Administration

Book Club Reading/Book Review Due


April 13th: Ethnography of the University: Data Analysis

*Students should have all data collection completed*

Readings TBA

April 20th: Curriculum

Johnson, 4-6


April 27th: Institutional Diversity


May 4th: Diversity Outcomes

Johnson, Chapters 7-9


May 11th

Final Paper Due