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 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

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. (1997). *Privilege, power, and difference.* Mountain View, CA: Mayfield Publishing

Sacks, P. (2007). *Tearing down the gates: Confronting the class divide in American education*. Berkeley, CA: University of California Press.

Recommended Texts

Karabel, J. (2005). *The chosen: The hidden history of admission and exclusion at Harvard, Yale, and Princeton*. New York: Houghton Mifflin Company

American Psychological Association. (2001). *Publication manual of the American psychological association* (5th ed.). Washington, D.C.: Author.

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, 26t; 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. S*tudents 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 an/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:

Caplan, P.J. and Caplan, J.B. (2008). *Thinking critically about research on sex and gender.* Boston: Allyn & Bacon.

Duncan, C.M. (2000). *Worlds apart: Why poverty exists in rural America..* New Haven, CT: Yale University Press.

Gutmann, A. (2004). *Identity and democracy. Princeton*: Princeton University Press.

hooks, B. (2000). *Where we stand: Class matters*. New York: Routledge

McNamee, S.J. and Miller, R.K. (2004). *Meritocracy myth.* Rowman & Littlefield

Michalko, R. (2002*). The difference that disability make*s. Philadelphia: Temple University Press

Wise, T. (2007). *White like me: Reflections on Race from a privileged son*. Pittsburgh: Soft Skills Press.

Final Paper (25% of grade; due5/11)
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/. 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

Brooks, D. (September 25, 2005). The Education Gap. *New York Times*
http://select.nytimes.com/2005/09/25/opinion/25brooks.html

February 2nd: Historical Context

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

Synnott, M.G. (1979). Harvard: Debate on restriction, 1922. In M.. Synnott, The half-opened door:
     Discrimination and admissions at Harvard, Yale, and Princeton, 19000-1970, (pp. 58-84). Westport,
     CT: Greenwood Press.

Howoritz, H. L. (1986). The 1960s and the transformation of campus cultures. *History of Education
     Quarterly 26*(1), 138.

Book World Live (2005, November 1). Transcripts of Interview with Jerome Karabel. *Washington Post*.
http://www.washingtonpost.com/wp-dyn/content/discussion/2005/10/31/DI2005103100369.html

February 9th: Ethnography of the University: Research

Guest Speaker: EUI Project Coordinator

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

Manning, K. and Stage, F.K. (2003). What is your research approach. In F.K. Stage and Manning, K. (2003).
Research in the college context: Approaches and methods (p. 19-34). 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.

IRB Training: 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

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.*

Perna, L. W., and Titus, M. A. (2005). The Relationship Between Parental Involvement as Social
Capital and
       College Enrollment: An Examination of Racial/Ethnic Group Differences. *Journal of Higher
     Education, 76*(5): 485-518.

Aragon, S. R., & Kose, B. W. (2007). Conceptual framework of cultural capital development: A new

perspective for the success of diverse college students. In D. B. Lundell, J. L. Higbee, & I. Duranczyk (Eds.), *Diversity and the postsecondary experience.* (pp. 103-128). Minneapolis: The Center for Research on Developmental Education and Urban Literacy, University of Minnesota.*

Brooks, D. (2005, October, 6). Pillars of Cultural Capital. New York Times.
http://select.nytimes.com/2005/10/06/opinion/06brooks.html

February 23rd: Access

Paper #1 Due

Sacks, Chapters 4-6

Suskind, Chapters 4-6

Bowen, W.G., & Bok, D. (1998). *The shape of the river: Long-term consequences of considering race in college and university admissions.* Princeton: Princeton University Press. (pp. 256-290).*

Howard, A., & Levine, A. (2004). Where are the poor students? A conversation about social class and college attendance. *About Campus, 9*(4), 19-24.

Fine, M., & Asch, A. (1988). Disability beyond stigma: Social interaction, discrimination, and activism. *Journal of Social Issues, 44*(1), 3-21.

Ehrenberg, R.G. (2007, April 6). How governments can improve access to college. The Chronicle of Higher Education. http://chronicle.com/weekly/v53/i31/31b00602.htm

March 2nd: Affirmative Action

Sacks, 7-9

Suskind, Chapters 7-9

Gurin, P., Dey, E., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review, 72*(3), 330-366.

Moses, M. S. (2002). Affirmative action and the creation of more favorable contexts of choice. In C. Turner, A. L. Antonio, M. Garcia, B. V. Laden, A. Nora, & C. L. Presley (Eds.), *Racial and ethnic diversity in higher education* (2nd edition, pp. 704-726). Boston: Pearson Custom Publishing.*

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

Kahlenberg, R.D. (2004, March 19). Toward Affirmative Action for economic diversity. *The Chronicle of Higher Education*. http://chronicle.com/weekly/v50/i28/28b01101.htm

Parks, L. (2003, March 28). Racial Diversity's Effect on Education is a myth. *The Chronicle of Higher Education*. http://chronicle.com/weekly/v49/i29/29b01101.htm

March 9th: No Class

March 16th Campus Climate and Student Diversity I

Paper #2 Due

Sacks, 11-12

Suskind, Chapters 10-14

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.

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*.

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

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

Wilson, R. (2007, January 26). The New Gender Divide. The Chronicle of Higher Education. http://chronicle.com/weekly/v53/i21/21a03601.htm

March 23rd:

Spring Break, No Class

March 30th: Campus Climate and Students II

Book Club Reading

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

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

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.*

Lundberg, C. A. (2007). Student involvement and institutional commitment to diversity as predictors of Native American student learning. *Journal of College Student Development, 48*(4), 405-416.

Rhoads, R. A. (1997). Implications of the growing visibility of Gay and Bisexual male students on campus. *NASPA Journal, 34* (4), 275-286.

The Chronicle Review Forum (2006, November 3). Rural Students: Common Obstacles, Different Settings. *The Chronicle of Higher Education.* http://chronicle.com/weekly/v53/i11/11b01401.htm

April 6th: Campus Climate: Faculty/Administration

Book Club Reading/Book Review Due

Maher, F.A. & Thompson Tetreault, M.T. (2007). Diversifying the faculty. In F.A. Maher and M.K. Thompson Tetreault, Privilege and diversity in the academy, (p. 61-83). New York: Routledge Press.

Johnsrud, L. & Sadao, K. (1998). The common experience of "otherness": Ethnic and racial minority faculty. *The Review of Higher Education*, 21(4), 315-342.

Ward, K. & Wolf-Wendel, L. (2004). Academic motherhood: Managing complex roles in research universities. *The Review of Higher Education, 27*(2), 233-257.

Turner, C. S. V. (2002). Women of color in academe: Living with multiple marginality. *The Journal of Higher Education 73*(1), 74-93.

Anderson, J.A. (2007, September 28). Eight Crucial steps to increase diversity. *The Chronicle of Higher Education.* http://chronicle.com/weekly/v54/i05/05b03601.htm

Gose, B. (2006, September 29). The Rise of the chief diversity officer. The Chronicle of Higher Education. http://chronicle.com/weekly/v53/i06/06b00101.htm

April 13th: Ethnography of the University: Data Analysis

Students should have all data collection completed

Readings TBA

April 20th: Curriculum

Johnson, 4-6

Renn, K. (2000). Including all voices in the classroom: Teaching lesbian, gay, and bisexual students. *College Teaching,, 48*(4), 129-136.

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*.

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

Torres, V. (2003). Mi casa is not like your house. *About Campus*, 7 (3), p. 27.

Getz, C. & Kirkley, E. A. (2002). Rainbow visibility. *About Campus, 6* (4), 23-26.

April 27th: Institutional Diversity

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.

Bragg, D. (2000). Community college access, mission, and outcomes: Considering intriguing intersections and challenges. *Peabody Journal of Education*, 76 (1), 93-116.

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

Schmidt, P. (2005, September 30). Historically Black, but what about tomorrow? *The Chronicle of Higher Education*. http://chronicle.com/weekly/v52/i06/06a02401.htm

May 4th: Diversity Outcomes

Johnson, Chapters 7-9

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.

Smith, D. G., Gerbick, G. L., Figueroa, M. A., Watkins, G. H., Levitan, T., Moore, L. C., Merchant, P. A., Beliak, H. D., and Figueroa, B. (1997). Diversity Works: The Emerging Picture of How Students Benefit. Washington, DC: American Colleges and Universities. ERIC Digest, ED 416797.

Milem, J. P., & Hakuta, K. (2002). The benefits of racial and ethnic diversity in higher education. In C. S. Turner, A. L. Antonio, M. Garcia, B. V. Laden, A. Nora, C. L. Presley (Eds.), *Racial and ethnic diversity in higher education* (2nd edition, pp. 389-410). Boston: Pearson Custom Publishing.

Gurin, P., Nagda, B., Lopez, G.E. (2004). The benefits of diversity in education for democratic citizenship. *Journal of Social Issues* 60 (1), pp. 17-34.

May 11th

Final Paper Due