ELPA 940 – Diversity in Higher Education

Syllabus
University of Wisconsin – Madison

Fall 2014

 Rachelle Winkle-Wagner, PhD

Class Meeting: Tuesday, 7:15-9:45

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Office Hours: By appointment. Please don’t hesitate to make one!!

Course Overview and Objectives

The aim of this course is to provide an introduction to diversity issues in higher education. Our goal is to become familiar with:

1. Ways that researchers and practitioners can better communicate with one another about diversity issues;
2. Racial/ethnic diversity issues (we will discuss other issues, but there is a heavy dose of racial/ethnic diversity in this course);
3. The concept of intersectionality where race, class, gender, sexual orientation, religion, and ability combine to influence students’ experiences in college;
4. How individual identities, including personal biases, relate to issues of diversity;
5. The way that diversity issues influence students’ access to college (i.e., how likely they are to attend college);
6. The way that diversity issues might effect students’ experiences during college;
7. The way that diversity issues influence the likelihood that students finish their college degrees (i.e., student persistence);
8. Theoretical approaches to studying diversity issues;
9. Differences in methodological approaches to studying diversity issues (e.g., qualitative, quantitative, mixed methods, critical methods, historical methods).

Course Texts

Winkle-Wagner, R. & Locks, A. (2014). *Diversity and inclusion on campus.* Higher Education Core Concept Series. New York: Routledge.

Mullen, A.L. (2010). *Degrees of Inequality: Culture, class, and gender in American higher education.* Baltimore, MD: The Johns Hopkins University Press.

All other readings are available on Learn@UW course website.

Course Assignments

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| --- | --- | --- |
| Course Requirement | Percent of Course Grade | Due Date  |
| Class Participation and Preparation | 10%  | Ongoing  |
| Your Identity Story | 15%  | September 16, 2014: Class presentation and paper (submit PAPER copy in class) |
| Diversity Action Project: Proposal | 5%  | October 14, 2014: Submit PAPER copy in class  |
| Diversity Action Project: Portion One – Observation, Investigation, and Library Research | 15%  | November 11, 2014: Submit ELECTRONICALLY to Learn@UW by class-time |
| Diversity Action Project: Portion Two - Presentation | 5%  | December2nd or 9th, 2014 in class  |
| Diversity Action Project: Portion Two - Final Paper | 50% | December 2, 2014: Submit ELECTRONICALLY to Learn@UW by 11:59pm  |

**Course Policies**

Written Assignments

Unless otherwise noted, all assignments must be typed, double-spaced, with one-inch margins, and 11-12 point readable fonts. All papers must follow the formatting, referencing and style of the *Publication Manual for the American Psychological Association* (6th Edition). If you do not own this style manual, it can be found in most libraries.

The references used in your written assignments should be scholarly. At times, it is appropriate to use sources from the popular media (e.g. Internet, newspapers, magazines, etc.), you should critically assess their worth and potential biases. Your citations should be primarily based on books, journal articles and other scholarly work. Do not cite work that you have not read. Please do not cite references in your bibliography that are not used in the text of the paper.

Attendance Policy

This is graduate school, and I expect you to want to come to class prepared to discuss the readings and actively participate. More than one absence is considered excessive and I have the discretion to require an additional written assignment from you if this absence is not excused (e.g. due to sickness, personal issues, or family issues).

If you are absent for any reason, you have the option to write a memo to partially make up for lost participation points.

**Academic Honesty**

Academic honesty is the foundation of intellectual inquiry and academic pursuits. All students in this class are expected to hold each other to standards set forth by the University of Wisconsin Code Of Academic Integrity. If you have any questions about this, please talk to me and/or visit the following website to review the policy: <http://students.wisc.edu/doso/acadintegrity.html>

All students are required to hold themselves and each other to the highest standards of academic honesty in this class. For the purposes of this course, **academic misconduct** is defined as any activity that undermines the academic integrity of the class or the institution. Academic misconduct can include human, paper copy of electronic resources. **I reserve the right to deduct points on any assignment, paper, or on your cumulative grade in class if I find that you have engaged in any misconduct behaviors. This may result in receiving a failing grade on the assignment or in the course.** **Please note: ignorance or failure to understand the policy is not an excuse. If you have questions about anything regarding academic honesty, you should ask me.**

In this class, academic misconduct includes, but, is not limited to:

1. **Cheating**: using or providing unauthorized help such as:
	1. Copying your own previous work (e.g., a paper that you submitted to a previous class in part or in full) unless given permission to do so by the professor for this class;
	2. Using unauthorized assistance (notes, books, other faculty, other students) on any exams or quizzes (take home or in-class) if instructed not to do so by the professor for this class;
	3. Using materials from a commercial term paper company;
	4. Using another person as a substitute in taking an exam or a quiz without authorization by the professor;
	5. Collaborating on a paper that was not a group project (e.g., where another student wrote part or all of a paper without credit) unless otherwise assigned by the professor;
	6. Using unauthorized assistance in fieldwork (e.g., having another person collect data for you without the professor’s approval);
	7. Changing a grade or score.
2. **Fabrication**: falsifying information or data in any academic exercise.
3. **Plagiarism**: using another person’s work, including other students’ work, without properly citing it. All ideas that are taken from another source (e.g., book, article, report, lectures, other students’ work) must be properly cited. Citations must be used for ideas such as:
	1. Another person’s direct quote (unless a pseudonym is used in a qualitative project);
	2. Another person’s ideas, opinions, theories, or hypotheses;
	3. Paraphrased words, ideas, opinions theories, or hypotheses;
	4. Statistics or illustrative materials (e.g., diagrams, figures)

The definitions in this statement were adapted from similar misconduct policies:

* Indiana University: [http://www.iu.edu/%7Ecode/code/responsibilities/academic/index.shtml](http://www.iu.edu/~code/code/responsibilities/academic/index.shtml)
* University of Michigan, Rackham Graduate School: <http://www.rackham.umich.edu/current-students/policies/academic-policies/section10>
* University of Nebraska: <http://comm.unl.edu/files/dept/GradePolicy.pdf>
* Michigan State University: <https://www.msu.edu/~ombud/academic-integrity/plagiarism-policy.html>
* Ohio State University: <http://oaa.osu.edu/coamtensuggestions.html>

**Late Assignment Policy**

It is important that you can meet deadlines in graduate school and in your professional positions. Therefore, late assignments can earn no higher than a C average grade, even if just a few hours late. All deadlines for projects are specified in the syllabus. Assignments not completed three days past the deadline cannot be made-up. Students cannot request extra credit opportunities.

**Life Happens Policy**

Although I will fully adhere to the late assignment policy, part of my teaching philosophy includes treating students holistically (as whole beings with complex lives). If for some reason you anticipate not being able to complete a requirement of this course by the specified deadline, contact me prior to the deadline to explain the circumstances. If you anticipate any conflicts now, contact me immediately to make arrangements. Do not contact me after a deadline has passed to explain why you did not make the deadline. Uncontrollable family or personal emergencies are, of course, exempted.

**Late Assignment Policy**

It is important that you can meet deadlines in graduate school and in your professional positions. Therefore, late assignments can earn no higher than a C average grade, even if just a few hours late. All deadlines for projects are specified in the syllabus. Assignments not completed three days past the deadline cannot be made-up. Students cannot request extra credit opportunities.

Mutual Respect and Consideration

Given the content of the course, we may discuss topics that may be uncomfortable to you or to your peers. Please respect one another’s prior experiences and viewpoints. When you speak about your opinions, speak only for yourself – please refrain from speaking on behalf of a group of people or from asking your peers to speak on behalf of a group of people.

As the discussion occurs, people may share personal experiences. Please respect confidentiality by not taking class discussions outside of the class, particularly if it is about the experiences of others. Let’s only tell our own stories – not the stories of others.

**Respect for Diversity**

It is my intention to conduct this course in such a manner that a clear respect for diversity is maintained throughout the course content, activities, and with materials used. This includes respect for treatment of materials related to gender, sexuality, disability, age, socio-economic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes; body of people united by common history or nationality), and culture (beliefs, customs, arts, and institutions of a society). Feedback and suggestions are welcomed.

I will make every effort to call you the name and pronoun by which you desire to be called. Please advise me of the pronoun you want me to use in class (e.g., he, she, they, etc.) and if you want to be a called a gender neutral pronoun (e.g., they, we, ze/ne/ve).

\*\* A student with a documented disability or any other special needs who wishes to discuss academic accommodations should contact me as soon as possible.

**Religious holidays**

All attempts have been made to minimize conflict between this course and religious holidays.

**\*\*If you notice that there is an assignment due on a religious holiday that you observe, please let me know as soon as possible and we can arrange an alternate date for the assignment to be submitted.**

Assignments

**1. Class Participation and Preparation - 10% of your grade**

Thorough class preparation and participation are vital in the learning of course content. Your thoughtful preparation and participation will facilitate your own learning as well as the learning of your classmates. Therefore, your attendance and participation is extremely important. You will also be expected to contribute and participate in daily activities and discussions. Sometimes I may ask that you bring to class additional readings or materials to aid in class discussion.

Most students rarely miss, however, if a student misses three classes, regardless of circumstance, the student and I will meet to evaluate if that student can continue with the course. I reserve the right to withdraw a student from the course on the third or any subsequent absence. In cases of student transgressions, removal from the course, or additional procedures, may be instigated.

If you anticipate missing class for any reason other than a major illness, a religious holiday, or an extreme family emergency (e.g. the death of a family member), you should plan to write a 1-page memo summarizing the readings for the week that you missed in order to make up participation points.

**2. Your Identity Story – 15% of your grade: Submit a PAPER copy during class**

One of the best ways to understand diversity is to connect it to our own experience and to our own identity. We will write our own stories to “get inside” the particulars of our own experiences, backgrounds, and identities. Consider the question “Who am I?” Think about what aspects of your identity you consider most salient (e.g. I am a woman, I am White, I am Jewish, I am gay/straight, etc.). Then, reflect on hierarchies of identity: Are there portions of your identity that are considered dominant in society? Are there aspects of your identity that are considered inferior in society? What does this mean to you and your worldview? Consider some of your strengths regarding your knowledge and understanding of diversity issues. Examine some of your weaknesses or challenges regarding your understanding of diversity issues. How will you work on those challenges during this class?

Your written story will be confidential; I will not allow anyone outside of this class to see the papers and will not discuss them with anyone else. I will ask that you informally share highlights from your paper (approximately 5 minutes) in class. The amount of information that you choose to share is up to you.

Please note: there will be NO questions during the presentations of identity stories. Each person will share and we will move to the next person and discuss general themes at the end (not individual stories).

1. **Diversity Action Project – All portions = 75% of your grade**

# The Diversity Action Project is a mechanism through which you can identify personal, social, or educational growth goals relative to multiculturalism and develop specific objectives and activities designed to achieve those goals. You should think about your future goal. If you want to become a scholar/faculty member/researcher, you will be involved in one “track” for this project. If you want to become a practitioner/administrator, you will be involved in the other “track” for this project. If you really are not sure of your future plans, I would recommend doing the Practitioner Track because it will be more likely to help you regardless of your goals. This project is bifurcated as follows:

FOR STUDENTS WHO WANT TO BECOME RESEARCHERS/FACULTY/SCHOLARS (called the “Researcher Track”): This project will be about creating a research program and actionable research questions. You will need to use this as a way to think about not only a few research questions you could ask, but also how you might develop an entire research agenda around diversity issues in higher education. This will be an opportunity for you to do long-range research planning, and also a chance to do a smaller pilot study. You will have an opportunity to think about issues such as researcher reflexivity (i.e., the role you personally play in the research process), how to review and synthesize literature on a topic of diversity in higher education, and how to ask a question and orchestrate a research project on diversity issues. You will be asked to give deep consideration to ethical issues in studying diversity issues, your own identity and how this influences your research, and how methodology can either reinforce inequality or help to ameliorate it.

Note: If you think that you might want to publish from the data you collect in class, you should immediately see me about getting IRB approval. However, if the data you collect is solely for the purposes of this class you do not need IRB approval.

Second note: If you are someone who is interested in research, but, has not yet taken any research methods classes, this track is not the best option for you at this time.

FOR STUDENTS WHO WANT TO BECOME PRACTITIONERS/ADMINISTRATORS (called the “Practitioner Track”): This project will be a chance for you to create an action plan of how you will personally navigate and address diversity issues in your own practice. Through action plans, participants change their attitudes toward, become more comfortable with, and gain more cultural awareness about individuals from culturally diverse groups. Participants often observe growth and change as they experience other cultural groups through observation, through investigation and library research, and through personal involvement. Furthermore, action plans are designed to help you gain knowledge, awareness, and skills in working with culturally diverse students (as a faculty member, researcher, practitioner, administrator, or policymaker). Because of the nature of this assignment, you must choose a group or topic with which you are not familiar (i.e., if you personally identify with a particular group, this would not be the best topic for you unless you can convince me otherwise – and I would need serious convincing).

To meet the objectives of the action plan experiences, a range of experiences from least to most challenging have been suggested. You are encouraged to select experiences with maximum potential for personal awareness, knowledge, and skills development. You are also required to submit an action plan proposal stating your overall goal, and objectives for each plan. The personal objective should address ways you hope to learn, or grow and change. Action plans are experiential in nature and often require involvement with strangers causing some degree of anxiety for those with limited cross-cultural interactions or relations.

Each student should identify one overall goal and then act on that goal through observation, investigation, and interaction. For example, your goal could be to achieve a higher level of comfort with African Americans. Your first action might be to gain knowledge about African American students through reading about history, viewing a documentary film etc. Your second action might be to achieve a deeper level of comfort and understanding through observation of a meeting such as the NAACP or course that is comprised predominantly of African Americans or spending time in an African American barber/beauty shop or community group. Your third involvement should be taking part in more personal or social activities followed by an in-depth dialogue such as dinner with an African American family and having a conversation about race or attending an African American church service and having a conversation about religion and spirituality. I encourage you to be creative with this project. You can view this as a research opportunity and/or a chance to grow personally and professionally.

The action plan requirements are as follows:

1. Proposal - 5% of your grade

The first step in multicultural action planning is the development of the proposal. An Action Plan proposal is a blueprint of goals, objectives, and activities to be achieved this semester and in the future. See the appropriate track below and create a proposal that covers all portions of the project

RESEARCHER TRACK: For this part of the project, you will begin to develop a proposal for your larger research agenda in diversity issues in higher education. The proposal will be approximately 2-5 pages, and it will be more like a list or an outline than a narrative text.

1. Consider some of the broad areas of diversity in higher education that interest you. These could be general topics (e.g., access to higher education, doctoral education, high school preparation for college) and/or these could be particular groups (e.g., gay students, Jewish students, African Americans, women, etc.). List each area and describe each of them in terms of how you became interested in the area.
2. Is there some larger area/topic/issue that brings them all together? Think about this and write a sentence or two that attempts to capture all of the areas in which you have an interest. Hint: this sentence or two is the beginning of your “research agenda statement.”
3. Then, create a research question for each of those areas. The research question should be something that could actually be answered by collecting data (i.e., this is not a huge question, it is a “chunk” of what you really want to know on the larger topic). For example, if you are interested in access to higher education, the research question should not be “how is access to higher education achieved?” because it would take a lifetime to study it. The research question could be something like “how do Muslim students describe their college decision-making process in their senior year of high school?”
4. Finally, you should consider a plan of action in terms of which question you might want to answer first, second, etc. You should identify which area and question might be the one on which you focus for this class.

PRACTITIONER TRACK: Activities or experiences you have achieved in the past are unacceptable. This project will move from the most comfortable to the least comfortable – it should get more difficult as you progress.

1. The first portion or set of experiences should be an observation, an investigation of stereotypes/prejudices you have and those you know exist more generally, and an early look at the research literature on the topic. The second part of the project should involve more direct participation. See below for the details on each part of the project. For the proposal, you should develop a 2-page summary of your goals and how you will reach them.

**2. Action Plan Portion One – Observation and Investigation (learning from a safe distance) – 15% of your grade:**

For the second part of this assignment, you will begin your first actions, observations, investigations, and library research. The end result of this part of the assignment will be a 5-10 page paper for both the Researcher and Practitioner tracks, outlining your reflections and early library research on the topic.

RESEARCHER TRACK: Using one of the research questions that you identified in the proposal, begin to think of this as a pilot study for a research project. You will likely need 7-10 pages for this part of the project.

1. Revise the research question based on comments you were given on your proposal. Your observation, investigation, and library research should connect with this question.
2. **Observation:** You should participate in an ethnographic observation or descriptive statistics analysis related to the group/topic of your choice. You should take field notes during this observation (or present descriptive statistics) so that you can analyze as data (as you would in a qualitative or quantitative project). To do this, you might need to review a few methodology texts on observations. If you do not have experience with this (i.e., you have not taken methods coursework) see Dr. Winkle-Wagner for ideas on methods texts. When writing about this observation, you should cite 1-2 methods texts on why you went about the observation/analysis in the way that you did.
3. **Investigation:** You will create a researcher reflexivity section of your paper where you ponder your position related to the topic you are studying (or the group you are studying). For example, if you are someone who identifies with the group you are studying (e.g., a White woman studying White women, etc.), you should talk about what this means for the questions you might ask in your study, how you are constructing the study, and your role in working with participants. If you do not identify with the group or topic you are studying (e.g., a White woman studying African American women), you should explain what this means for your study, your relationship with participants, and the kinds of things you will ask or think about in your study.

Part of investigating your role in the research process is pondering your own stereotypes, biases, or prejudices about the group or topic. You should discuss your prior experience with the topic/group and how this might influence your research. You should think about the biases/prejudices you have been taught, both in education and by your family. This should all be included in your writing.

You should cite 1-2 methods texts related to research reflexivity, insider/outsider researcher, or related topics in research methodology. These may be similar texts (or the same) as those in the observation part of the paper, or, they may be different.

1. **Library research:** A large part of the research process is having reviewed the previous literature on the topic. You should begin collecting empirical research articles and scholarly studies (e.g., scholarly books, etc.) on the topic/group. Start with studies that are most similar to the one you plan to do, both in terms of the topic and methodology. You will review and synthesize research on your topic and then compare these findings (and methods of the studies) to your own reflections from your observations. This is a way to place the work you plan to do within the existing conversation/scholarly knowledge on the topic. You should have collected and synthesized at least 15 peer-reviewed sources for this part of the paper.

PRACTITIONER TRACK: During this part of the assignment, you will begin to move closer to your topic/group through observation, investigation of stereotypes, and early library research. You will likely need around 5-7 pages for this part of the project.

1. **Observation:** You should participate in an observation related to the group/topic of your choice. This is learning from the safest distance where you are simply a passive observer. The following are some suggested ideas for observation (you can certainly do others, these are just ideas):

1. Attend a lecture that focuses on multicultural issues and concerns.

2. Make a tour of a community that differs from your own and give a description of the community’s environment including quality of homes, condition of lawns, streets, sidewalks, and behaviors of the people. In addition, notice the number of telephone booths, recreational facilities, pharmacies, medical clinics, and any unique aspect of the community you may observe.

3. Attend a movie that depicts cultural practices of a diverse population.

4. Attend a church service of a different religion than the one you observe (if you do observe a religious tradition). For example, if you are Christian, you could attend a service from a Muslim, Jewish or Quaker tradition.

5. Read and follow newspaper accounts of stories about a particular multicultural group.

1. **Investigation**: For the investigation portion of the assignment, you should examine potential stereotypes of this group that you may have, or that you know others have (e.g. how is the group depicted in the media, how does your family view this group, how have you talked about this group in the past, etc.). This is learning from a bit closer distance where you will investigate stereotypes more generally, and begin thinking of your own potential biases. The following are some suggested ideas for investigation (be creative, these are just ideas):

1. Arrange to meet with community leaders (ministers, politicians, teachers, etc.) from the multicultural community and try to determine their perceptions of the needs and concerns of the diverse groups they represent.

2. Visit a college or university campus and talk with underrepresented students regarding their needs and most critical issues.

3. Visit a community/cultural center in your city and interview some of the people, finding out about their concerns, needs, outlooks, etc.

4. Talk with your parents about their attitudes toward diverse populations and how they developed their attitudes.

1. **Library research:** You should begin collecting empirical research articles and scholarly studies (e.g., scholarly books, etc.) on the topic. You will review and synthesize research on your topic and then compare these findings (and methods of the studies) to your own reflections from your observations. This is a way to intellectualize the topic a bit, to understand what researchers know about this topic/group. You should have collected and synthesized at least 10 peer-reviewed sources for this part of the paper.

After completing the observations, investigations, and early library research, write a 5-7 page paper reflecting one the following questions: Why did you choose this observation activity? Talk about your comfort level during the observation event: When were you comfortable/uncomfortable? What surprised you/what did not surprise you? In what ways did your experience resonate with the readings we have completed in the course so far? Did this experience change your perceptions or opinions of this group?

For the synthesis of library research within your paper, you should consider the following (and include this in your paper): What does empirical research have to say about this topic/group in higher education? How has this topic/group been studied (i.e., qualitative, quantitative, historical, theoretical approaches)? What remains to be known about this group (i.e., what is limited about the research that has been done)? How does the empirical research compare to your own observation and investigation?

**3. Action Plan Portion Two - Personal Involvement (direct participation, immersion, and learning from the closet distance) – 50% of your grade:**

Action plan, portion two is expected to be dynamic, insightful, and growth provoking for both researchers and practitioners. This is learning from direct participation, the closest distance.

RESEARCHER TRACK: This is the part of the project that is most like a pilot study where you will collect some data on the group or topic of your choice. This is structured like a research article to give you experience in writing in this way. You could use any of the articles from class as a writing guide for this final paper.

1. Revise your research question if necessary and link it to the literature to introduce the topic or problem (i.e., write an introduction to the paper).
2. Revise your literature review from Portion One of the paper and include this at the beginning of your final paper. Your final paper should include at least 20 peer-reviewed sources.
3. You should identify some data that would help you to know more about the topic and that would best answer your question. Note: if you do not have IRB approval, this will just be for a practice pilot study for you and you will note be able to publish from this data. Some ideas for data might be:
4. Conduct 1-2 interviews with someone who has experience with your topic or who is from the group of interest to you
5. Create a questionnaire and distribute the questionnaire to some people who would best be able to answer it
6. If you have statistical research experience, consider using existing survey data and you can analyze this relative to your research question. If you do not have prior statistical research experience, this is not the best option for you. If you do choose this option, you should discuss how you did not have direct interaction with people from the group and how this may or may not influence your analysis.
7. Conduct a focus group with a few people who are from the group of interest to you, or who have experience related to your topic.

For the direct interviews (interviews, focus groups), it would be best to record these interviews or focus groups using an audio recorder. But, make sure that the people are you interview are comfortable with this. If you have IRB approval, you will need to obtain informed consent. Otherwise, remember that you cannot publish from this data.

1. Write a brief methodology for your study. If you have previous research experience, this should look something like the following:
	1. Methodology
	2. Participants and Research Site
	3. Data collection
	4. Data analysis
	5. Data validation and limitations

If you do not have much prior experience, do the best you can to describe what you did and why (e.g., if you collect an interview, why might this best answer your question). Describe exactly what you did in a way that others could replicate. Include in this description how you analyzed or interpreted your data (i.e., how do you know that what you are saying the data says is what it really said?).

Include the researcher reflexivity section (revise it!) from Portion One in this part of your paper. Typically, this would be in the data validation or data collection section of the methodology.

1. Write a brief findings section to describe what you learned from your data (i.e., what did you find? What were the results?). This is likely a very small study, but, this gives you experience in writing a findings/results section.
	1. Include the observation section from Portion One of this assignment (revise it!). Typically this would be in the findings/results section.
2. Write a discussion section that connects the literature to your research question and then to your findings.

PRACTITIONER TRACK: This should be the least comfortable of your activities. At the end of this portion of the assignment, you will compile a paper that summarizes this portion and the other aspects of the Diversity Action Project. The full paper should be approximately 10-15 pages (this includes the revised Portion One and Portion Two).

1. You should arrange to have direct contact with a person or people from the group of your choice. Before the activity, develop a list of questions that you can ask the person or persons with whom you will spend time. You are welcome to check these questions with your colleagues in class, or, with me. The following are some suggested ideas (these are just ideas you can use or you can think of your own):

1. Arrange to spend a weekend or a week in the home of a family from a multicultural/religious/ability/sexual orientation group different from your own and observe life styles, customs, traditions, family practices, disciplinary procedures, roles of family members, needs, concerns, and so forth.

2. Conduct a communications survey involving multicultural groups ascertaining what each group says that causes a breakdown in communication with the other.

3. Become a genuine friend of an individual from a cultural group different from your own.

4. Invite an individual from a different culture to home for dinner and have a conversation about your differences and similarities.

1. For this paper, you should cite relevant literature form the class readings and outside sources. You should revise the literature review portion of your paper from Portion One. You will also need to collect additional peer-reviewed sources. You should review at least 20 peer-reviewed sources in your final paper. In addition, you should collect outside scholarly sources related to your topic. My recommendation would be to use these sources as a way to reflect back and forth between your own experience/growth and the empirical literature.
2. Reflect on the following (and of course, you can develop your own reflection questions too): Discuss the experience and your feelings related to the experience. How are you different and similar to the person/persons with whom you talked? What surprised you in this activity/what didn’t surprise you? How did your experience relate to what is said about this group in the scholarly literature (how is it supported or unsupported in the literature?)? What are some larger implications for education generally and higher education specifically? What does all of this mean for your own practice? The final paper might have headings that look similar to this (please know that you can come up with your own headings for this too!):
3. Introduction
4. Literature Review
5. Observation
6. Investigation of stereotypes
7. Direct Involvement
8. Reflection and Discussion
9. Future Steps and Conclusion

**5. Presentation of Diversity Action Project – 5% of the assignment grade**

At the end of class, we will have a conference where we attempt to provide a model for how practitioners and researchers can communicate with one another. You will present your full Diversity Action Project, outlining your initial goals and objectives, your experiences, and your findings. This will be approximately a 7-10 minute presentation. Part of this presentation is a way for practitioners and researchers to begin to communicate with one another about diversity issues in higher education. In the presentation, you should:

* 1. Share both your personal feelings/experiences and the way that the group of your choice is handled in the scholarly literature.
	2. Describe your goals, experiences, actions, and findings.
	3. Take special care to explain what you did in a way that explicitly speaks to the opposite track (e.g., if you were on the practitioner track, you are speaking to the researchers; if you were on the researcher track, you are speaking to practitioners!!).
	4. Be ready to receive feedback from the track to which you are speaking regarding how you did in your communication to them.

**Grading Criteria**

Each written assignment will be graded on the following criteria:

* Organization and development of ideas
* Synthesis of material (i.e. ability to synthesize readings or sources)
* Originality (i.e., this should be a unique contribution)
* Writing quality
* Soundness of analysis
* Writing style: formatting, reference, and style

Final grade assessment will use the following guidelines:

A Outstanding/Excellent achievement. Unusually complete or very thorough command of the course content; exceptionally high level of scholarship.

A/B Very good achievement. Thorough command of course material.

B Good achievement. Solid, acceptable performance.

B/C Fair achievement. Acceptable performance

C Not wholly satisfactory achievement. Marginal performance on some aspects

of the course requirements.

 C/D Marginal achievement. Minimally acceptable performance on course assignments.

**COURSE SCHEDULE**

D&I = *Diversity and Inclusion on Campus* text, M = Mullen text, LUW – Learn@UW Course Website

**Class meeting 1 – September 2, 2014 - Introduction to Diversity in Higher Education**

***Required Readings:***

**Note – you need to download these readings and bring them with you to class the first day!!**

LUW – Tatum, B.D. (2013). The complexity of Identity: ‘Who am I?’ In M. Adams et al., *Readings for diversity and social justice, 3rd Ed.,* New York: Taylor & Francis, 6-9.

LUW – Kirk, G, & Okazawa-Rey, M. (2013). The complexity of Identity: ‘Who am I? Who are my people?’ In M. Adams et al., *Readings for diversity and social justice, 3rd Ed.,* New York: Taylor & Francis, 9-15.

***Topics:***

* Course Introduction
* Defining Diversity
* Considering what “we” have to do with diversity in higher education

**Class Meeting 2 – September 9, 2014 – What is Diversity and Why Does it Matter in Higher Education?**

***Required Readings:***

D&I – Winkle-Wagner, R. & Locks, A.M. (2014). Preface. *Diversity and inclusion on campus: Supporting racially and ethnically underrepresented students.* New York, NY: Routledge,

xi-xvi.

D&I – Winkle-Wagner, R. & Locks, A.M. (2014). Introduction. The action of diversity and inclusion in higher education. *Diversity and inclusion on campus: Supporting racially and ethnically underrepresented students.* New York, NY: Routledge, 1-9.

LUW - Gurin, P., Dey, E., Hurtado, S., Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review,* 72 (3), 330-365.

LUW - Bowman, N. A. (2010). College diversity experiences and cognitive development: A meta-analysis. *Review of Educational Research*, *80*(1), 4-33.

LUW - Githens, R. P. (2012). Approaches to diversity in educating for LGBTQ-friendly changes in a university. *Journal of Diversity in Higher Education*, *5*(4), 207-221.

LUW – Bell, L. A. (2013). Conceptual Frameworks: Introduction: Theoretical foundations. In M. Adams et al., *Readings for diversity and social justice, 3rd Ed.,* New York: Taylor & Francis, 21-26.

LUW – Hardiman, R., Jackson, B. W., & Griffin, P. (2013). Conceptual Frameworks: Introduction: Conceptual foundations. In M. Adams et al., *Readings for diversity and social justice, 3rd Ed.,* New York: Taylor & Francis, 26-35.

LUW – Harro, B. (2013). The cycle of socialization. In M. Adams et al., *Readings for diversity and social justice, 3rd Ed.,* New York: Taylor & Francis, 45-52.

LUW – Blumenfield, W. J. (2013). Heterosexism. In M. Adams et al., *Readings for diversity and social justice, 3rd Ed.,* New York: Taylor & Francis, 373-379.

LUW – Catalano, C. & Shlasko, D. (2013). Transgender oppression. In M. Adams et al., *Readings for diversity and social justice, 3rd Ed.,* New York: Taylor & Francis, 425-431.

***Optional Readings:***

LUW – National network for immigrant and refugee rights. (2013). Injustice for all: The rise of the U.S. Immigration Policing Regime. In M. Adams et al., *Readings for diversity and social justice, 3rd Ed.,* New York: Taylor & Francis, 102-109.

LUW – Hackman, H. W. (2013). Sexism. In M. Adams et al., *Readings for diversity and social justice, 3rd Ed.,* New York: Taylor & Francis, 317-324.

***Topics:***

* Defining diversity in higher education
* Overview of approaches to the study of diversity in higher education
* Considerations of why diversity might be important to higher education
* Racism, sexism, heterosexism, classism, transgender oppression
* Theoretical frameworks for social justice

**Class Meeting 3 – September 16, 2014 - Theoretical and Policy Perspectives on Diversity in Higher Education**

***Assignment due:*** Your identity story – Submit PAPER copy in class; present during class!!!

***Required Readings:***

LUW - Renn, K. A. (2010). LGBT and Queer Research in Higher Education The State and Status of the Field. *Educational Researcher*, *39*(2), 132-141.

LUW - Bernal, D. D. (2002). Critical race theory, Latino critical theory, and critical raced-gendered epistemologies: Recognizing students of color as holders and creators of knowledge. *Qualitative inquiry*, *8*(1), 105-126.

LUW - McCall, L. (2005). The complexity of intersectionality. *Signs*, *30*(3), 1771-1800.

LUW - Bonilla-Silva, E. (1997). Rethinking racism: Toward a structural interpretation. *American sociological review*, 465-480.

LUW - Hutcheon, E. J., & Wolbring, G. (2012). Voices of “disabled” post secondary students: Examining higher education “disability” policy using an ableism lens. *Journal of Diversity in Higher Education*, *5*(1), 39.

LUW - Bryan, M. L., Wilson, B. S., Lewis, A. A., & Wills, L. E. (2012). Exploring the impact of “race talk” in the education classroom: Doctoral student reflections. *Journal of Diversity in Higher Education*, *5*(3), 123.

LUW - Pasque, P. A., Chesler, M. A., Charbeneau, J., & Carlson, C. (2013). Pedagogical approaches to student racial conflict in the classroom. *Journal of Diversity in Higher Education*, *6*(1), 1.

***Optional Readings:***

LUW - Espino, M. M. (2012). Seeking the" Truth" in the Stories We Tell: The Role of Critical Race Epistemology in Higher Education Research. *The Review of Higher Education*, *36*(1), 31-67.

LUW - Bergerson, A. A. (2010). Critical race theory and white racism: Is there room for white scholars in fighting racism in education? *International Journal of Qualitative Studies in Education*, *16*(1), 51-63.

 LUW - Reid, D. K., & Knight, M. G. (2006). Disability justifies exclusion of minority students: A critical history grounded in disability studies. *Educational Researcher*, *35*(6), 18-23.

LUW – Bloland, H.G. (2005). Whatever happened to postmodernism in higher education? No requiem in the new millennium. *The Journal of Higher Education, 76(2),* 121-150.

LUW - Gildersleeve, R. E., Kuntz, A. M., Pasque, P. A., & Carducci, R. (2010). The role of critical inquiry in (re) constructing the public agenda for higher education: Confronting the conservative modernization of the academy. *The Review of Higher Education*, *34*(1), 85-121.

LUW - hooks, b. (2003). Spiritual matters in the classroom. *Teaching community: A pedagogy of hope.* New York: Routledge, 175-184.

LUW - Dickar, M. (2008). Hearing the silenced dialogue: An examination of the impact of teacher race on their experiences. *Race Ethnicity and Education*, *11*(2), 115-132.

LUW - King, P. M., Perez, R. J., & Shim, W. J. (2013). How college students experience intercultural learning: Key features and approaches. *Journal of Diversity in Higher Education*, *6*(2), 69.

***Topics:***

* Considering the role of theory in diversity
* Critical race theory
* Feminist theory
* Intersectionality
* Queer theory
* Latino critical theory
* Disability studies
* Pedagogies for discussing diversity in the classroom
* How to talk about race and other diversity subjects

**Class Meeting 4 – September 23, 2014 – Getting Into College: Access and Diversity**

***Required Readings:***

D&I – Winkle-Wagner, R. & Locks, A.M. (2014). The race to college access: Getting in the start gate. The action of diversity and inclusion in higher education. *Diversity and inclusion on campus: Supporting racially and ethnically underrepresented students.* New York, NY: Routledge, 10-34.

LUW - Yosso, T. J., Parker, L., Solorzano, D. G., & Lynn, M. (2004). From Jim Crow to affirmative action and back again: A critical race discussion of racialized rationales and access to higher education. *Review of Research in Education*, *28*, 1-25.

LUW – Wolanin, T. R. (2013). Students with disabilities: Financial aid policy issues. In M. Adams et al., *Readings for diversity and social justice,* New York: Taylor & Francis, 180-182.

LUW- Paulsen, M. B., & St John, E. P. (2002). Social class and college costs: Examining the financial nexus between college choice and persistence. *The Journal of Higher Education*, *73*(2), 189-236.

LUW - McDonough, P. M., & Calderone, S. (2006). The Meaning of Money Perceptual Differences Between College Counselors and Low-Income Families About College Costs and Financial Aid. *American Behavioral Scientist*, *49*(12), 1703-1718.

***Topics:***

* College access
* Financial aid
* College choice
* Academic preparation for college

**Class Meeting 5 – September 30, 2014 –– College Admissions and Diversity**

***Required Readings:***

D&I – Winkle-Wagner, R. & Locks, A.M. (2014). Diversity and college admissions decisions: Adding ebony to the ivory tower. *Diversity and inclusion on campus: Supporting racially and ethnically underrepresented students.* New York, NY: Routledge, 35-54.

LUW - Samson, F. L. (2013). Multiple group threat and malleable white attitudes toward academic merit. *Du Bois Review: Social Science Research on Race*, 1-28.

LUW Alon, S., & Tienda, M. (2007). Diversity, opportunity, and the shifting meritocracy in higher education. *American Sociological Review*, *72*(4), 487-511.

LUW - Clancy, P., & Goastellec, G. (2007). Exploring access and equity in higher education: Policy and performance in a comparative perspective. *Higher Education Quarterly*, *61*(2), 136-154.

LUW - Baez, B. (2006). Merit and difference. *The Teachers College Record*, *108*(6), 996-1016.

***Topics:***

* Affirmative action
* Affirmative action alternatives
* Merit
* College admissions

**Class Meeting 6 – October 7, 2014 – College and Inequality**

***Assignment:*** Diversity Action Plan proposal is due next week!

***Required Readings:***

LUW - Astin, A. & Oseguera, L. (2004). The declining equity of higher education. *Review of Higher Education, 27(3),* 321-341.

Mullen, A.L. (2010). *Degrees of Inequality: Culture, class, and gender in American higher education.* Baltimore, MD: The Johns Hopkins University Press, 1-84.

***Topics:***

* College access
* College choice
* Institutional inequalities
* Gender
* Culture
* Class
* Equity in higher education

**Class Meeting 7 – October 14, 2014 – College, Inequality, and Research in Higher Education**

***Assignment:*** Proposal for your Diversity Action Project is DUE!!!

***Required Readings:***

Mullen, A.L. (2010). *Degrees of Inequality: Culture, class, and gender in American higher education.* Baltimore, MD: The Johns Hopkins University Press.

LUW - Harper, S. (2012). Race without racism: How higher education researchers minimize racist institutional norms. *The Review of Higher Education*, 36(1), 9-29.

LUW – Dillard , C.B. (2000). The substance of things hoped for, the evidence of things not seen: Examining an endarkened feminist epistemology in educational research and leadership.

***Topics:***

* College access
* College choice
* Institutional inequalities
* Gender
* Culture
* Class
* Equity in higher education
* Research on access, equity, and inequality

**Class Meeting 8 – October 21, 2014 – Getting Through College: Diversity and the College Transition Process**

***Required Readings:***

D&I – Winkle-Wagner, R. & Locks, A.M. (2014). The college transitions process: When many ships collide. *Diversity and inclusion on campus: Supporting racially and ethnically underrepresented students.* New York, NY: Routledge, 57-76.

LUW - Bryant, A. N. (2006). Exploring religious pluralism in higher education: Non-majority religious perspectives among entering first-year college students. *Religion and Education*, *33*(1), 1-25.

LUW – Winkle-Wagner, R. (2009). The perpetual homelessness of college experiences: Tensions between home and campus for African American women. *The Review of Higher Education*, *33*(1), 1-36.

LUW - Locks, A. M., Hurtado, S., Bowman, N. A., & Oseguera, L. (2008). Extending notions of campus climate and diversity to students' transition to college. *The Review of Higher Education*, *31*(3), 257-285.

LUW - Rendon, L. I. (1994). Validating culturally diverse students: Toward a new model of learning and student development. *Innovative higher education*, *19*(1), 33-51.

***Topics:***

* College transition and adjustment processes
* Isolation and alienation
* Campus climates
* Validation of underrepresented students

**Class Meeting 9 – October 28, 2014 – Minority Serving Institutions and Diversity**

***Assignment:*** Diversity Action Project: Action One – Observation, Investigation, and Library Research due soon!!!

***Required Readings:***

D&I – Winkle-Wagner, R. & Locks, A.M. (2014). The role of minority serving institutions in shaping diversity in higher education: Including those who were excluded. *Diversity and inclusion on campus: Supporting racially and ethnically underrepresented students.* New York, NY: Routledge, 77-96.

LUW - Gasman, M. (2007). Swept under the rug? A historiography of gender and Black colleges. *American Educational Research Journal*, *44*(4), 760-805.

LUW - Kim, M. M., & Conrad, C. F. (2006). The impact of historically Black colleges and universities on the academic success of African-American students. *Research in Higher Education*, *47*(4), 399-427.

LUW - Perna, L., Lundy-Wagner, V., Drezner, N. D., Gasman, M., Yoon, S., Bose, E., & Gary, S. (2009). The contribution of HBCUs to the preparation of African American women for STEM careers: A case study. *Research in Higher Education*, *50*(1), 1-23.

LUW - Allen, W. R., Jewell, J. O., Griffin, K. A., & Wolf, D. S. S. (2007). Historically Black colleges and universities: Honoring the past, engaging the present, touching the future. *Journal of Negro Education*, *76*(3).

***Topics:***

* Minority serving institutions
* Students of color in higher education

**Class Meeting 10 – November 4, 2014 – Campus Climates and Diversity**

***Assignment:*** Diversity Action Project: Action One – Observation, Investigation, and Library Research due next week!!!

***Required Readings:***

D&I – Winkle-Wagner, R. & Locks, A.M. (2014). The campus climate: Diversity on campus makes all the difference. *Diversity and inclusion on campus: Supporting racially and ethnically underrepresented students.* New York, NY: Routledge, 97-114.

LUW - Otten, M. (2003). Intercultural learning and diversity in higher education. *Journal of Studies in International Education*, *7*(1), 12-26.

LUW - Davis, M., Dias-Bowie, Y., Greenberg, K., Klukken, G., Pollio, H.R., Thomas, S.P., & Thompson, C.L. (2004). “A fly in the buttermilk:” Descriptions of university life by successful black undergraduate students at a predominantly white southeastern university. *The Journal of Higher Education, 75(4),* 420-445.

LUW - Ripley, M., Anderson, E., McCormack, M., & Rockett, B. (2012). Heteronormativity in the University Classroom Novelty Attachment and Content Substitution among Gay-friendly Students. *Sociology of Education*, *85*(2), 121-130.

LUW - Hurtado, S., Clayton-Pedersen, A.R., Allen, W.R., & Milem, J.F. (1998). Enhancing campus climates for racial/ethnic diversity: Educational policy and practice. *The Review**of**Higher**Education*, 21, 279-303.

LUW - Clark, C. (2003). Diversity initiatives in higher education: A case study of multicultural organizational development through the lens of religion, spirituality, faith and secular inclusion. *Multicultural Education,* 10(3), 48-54.

***Optional Readings:***

LUW - Hurtado, S., Alvarez, C. L., Guillermo-Wann, C., Cuellar, M., & Arellano, L. (2012). A model for diverse learning environments. In *Higher education: Handbook of theory and research* (pp. 41-122). Springer Netherlands.

***Topics:***

* Campus climates
* Experiences of underrepresented students in college
* Intercultural learning
* Interactions with diverse others

**Class Meeting 11 – November 11, 2014 – Diversity and Student Identity**

***Assignment Due:*** Diversity Action Project: Action One – Observation, Investigation, and Library Research DUE!!!! Submit electronically to Learn@UW by class time

***Required Readings:***

D&I – Winkle-Wagner, R. & Locks, A.M. (2014). Identity and getting through college: What do “I” have to do with inclusion and diversity? *Diversity and inclusion on campus: Supporting racially and ethnically underrepresented students.* New York, NY: Routledge, 115-142.

LUW -Castillo-Montoya, M., & Torres-Guzmán, M. E. (2012). Thriving in Our Identity and in the Academy: Latina Epistemology as a Core Resource. *Harvard Educational Review*, *82*(4), 540-558.

LUW - Renn, K. A. (2003). Understanding the identities of mixed-race college students through a developmental ecology lens. *Journal of College Student Development, 44,* 383-403.

LUW – Torres, V., Howard-Hamilton, M.F, & Cooper, D.L. (2003). Theoretical frameworks of diverse identity development theories: A view through a different lens. In V. Torres, M.F., Howard-Hamilton, & Cooper, D.L., *Identity development of diverse populations: Implications for teaching and administration in higher education, ASHE-ERIC Higher Education Report, 29(6)*, 33-66.

LUW – Nasir, N. S., & Al-Amin, J. (2013). Creating identity-safe spaces on college campuses for Muslim students. In M. Adams et al., *Readings for diversity and social justice,* New York: Taylor & Francis, 301-305.

LUW - Kimmel, M.S. (2013). Masculinity as homophobia: Fear, shame, and silence in the construction of gender identity. In M. Adams et al., *Readings for diversity and social justice,* New York: Taylor & Francis, 329-334.

LUW – Howland, C. L., & Gibavic, E. (2013). Learning disability identity development and social construct: A two tiered approach. In M. Adams et al., *Readings for diversity and social justice,* New York: Taylor & Francis, 522-528.

LUW - Stevens, R.A., Jr. (2004). Understanding gay identity development within the college environment. *Journal of College Student Development, 45,* 185-206.

LUW – Charlip, Julie A. (1995). A real class act: Searching for identity in the “Classless” society. In Dews, B. & Leste Law, C. *This place so far from home: Voice of academic from the working class.* Philadelphia: Temple University Press,26-40.

***Optional Readings:***

LUW - Torres, V., Jones, S. R., & Renn, K. A. (2009). Identity development theories in student affairs: Origins, current status, and new approaches. *Journal of College Student Development*, *50*(6), 577-596.

***Topics:***

* Identity and development of underrepresented students in college
* How identity influences college success

**ASHE November 19-22, 2014 – Washington, D.C.**

**Class Meeting 12 – November 18, 2014 – Getting out of College: College Student Persistence and Student Diversity**

***Required Readings:***

D&I – Winkle-Wagner, R. & Locks, A.M. (2014). Diversity-and-inclusion toward persistence: Crossing to the other side. *Diversity and inclusion on campus: Supporting racially and ethnically underrepresented students.* New York, NY: Routledge, 143-158.

LUW - Tinto, V. (1975). Dropouts from higher education: A theoretical synthesis of recent research. *Review of Higher Educational Research, 45,* 89-125.

LUW - Tierney, W.G. (1999). Models of minority college-going and retention: Cultural integrity versus cultural suicide.  *Journal of Negro Education, 68,* 80-91.

LUW - Tierney, W.G. (1992). An anthropological analysis of student participation in college. *Journal of Higher Education,* 63(6), 603-618.

LUW - Rendon, L. I., Jalomo, R. E., & Nora, A. (2000). Theoretical considerations in the study of minority student retention in higher education. *Reworking the student departure puzzle*, *1*, 127-156.

LUW - Jackson, A. P., Smith, S. A., Hill. C. A. (2003). Academic persistence among Native American college students. *Journal of College Student Development,* 44(4).

LUW - Belch, H. A. (2004). Retention and students with disabilities. *Journal of College Student Retention: Research, Theory and Practice*, *6*(1), 3-22.

***Topics:***

* Traditional models of college student persistent
* Critiques of and alternatives to traditional college student persistence models

**Class Meeting 13 – November 25, 2014 – Diversity and Access to Advanced-Degree Programs**

***Required Readings:***

D&I – Winkle-Wagner, R. & Locks, A.M. (2014). Access to graduate and professional programs: Climbing up the tower. *Diversity and inclusion on campus: Supporting racially and ethnically underrepresented students.* New York, NY: Routledge, 159-175.

LUW - Griffin, K. A., Muniz, M. M., & Espinosa, L. (2012). The influence of campus racial climate on diversity in graduate education. *The Review of Higher Education*, *35*(4), 535-566.

LUW - Gardner, S. K., & Holley, K. A. (2011). “Those invisible barriers are real”: The Progression of First-Generation Students Through Doctoral Education. *Equity & Excellence in Education*, *44*(1), 77-92.

LUW - Holley, K. A., & Gardner, S. (2012). Navigating the pipeline: How socio-cultural influences impact first-generation doctoral students. *Journal of Diversity in Higher Education*, *5*(2), 112.

LUW - Flynn, A. M., Sanchez, B., & Harper, G. W. (2011). An ecological analysis of research examining the experiences of students of color in graduate school. *Journal of Diversity in Higher Education*, *4*(1), 1.

D&I – Winkle-Wagner, R. & Locks, A.M. (2014). Epilogue. *Diversity and inclusion on campus: Supporting racially and ethnically underrepresented students.* New York, NY: Routledge, 176-179.

LUW – Gasman, M., Gerstl-Pepin, C., Anderson-Thompkins, S., Rasheed, L., Hathaway, K. (2004). Negotiating power, developing trust: Transgressing race and status in the academy. *Teachers College Record,* 106(4), 689-715.

LUW – Love, B. (2013). Developing a liberatory consciousness. In M. Adams et al., *Readings for diversity and social justice,* New York: Taylor & Francis, 601-605.

LUW – Harro, B. (2013). The cycle of liberation. In M. Adams et al., *Readings for diversity and social justice,* New York: Taylor & Francis, 618-625.

***Topics:***

* Access to graduation and professional programs
* How to disrupt inequality in higher education
* Diversity as an action

**Class Meeting 14 – December 2, 2014 – Research Presentations!!!**

***Assignment Due:***

**FINAL PAPER DUE - Diversity Action Project Portion Two- December 2, 2013 by 11:59pm, Submit Electronically to Learn@ UW**

**Class Meeting 15 – December 9, 2014 – Research Presentations!**