**HIED 7970**

**Diversity in Higher Education**

**Spring 2020**

**Course Instructor Information**

Crystal E. Garcia

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**Office Hours**

I am holding office hours on Mondays from 3:00 pm - 4:30 pm and Thursdays from 12:00 - 1:30 pm (unless otherwise noted). I recommend pre-scheduling an appointment just to make sure I am not out of town or out of the office. You can make an appointment via the following:

calendly.com/cgarcia8

These meetings can take place in person, by phone, or online via Zoom, Skype, or Google Hangouts. I am also available to chat by appointment on different days. Email me to schedule a time if my posted office hours do not work for your schedule.

I will attempt to respond to emails within 48 hours unless I am at a conference or away from my computer for some reason (I will let you know). If you have an urgent concern (e.g. a professional/personal crisis, an urgent question about an upcoming assignment), please put “Urgent” in the subject line of your e-mail to me. I ask for your best judgment to not overuse this, so that I can respond quickly to those messages that are truly urgent.

**Course Information**

**Credit Hours:** 3 semester hours

**Canvas site:** https://auburn.instructure.com

**Class Meetings:** Mondays 12:00pm-2:50pm, Haley 2423

**Prerequisites:** None

**Required Text:**

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN-13: 978-1433805615

*Additional required readings will be distributed by the professor or students will be instructed to download these from the University library databases.*

**Changes to the Syllabus**

This Syllabus was last updated on January 12, 2020. Any addendums made to this syllabus will be announced on Canvas, via email, and in person during class.

**Course Description**

This course will explore diversity in higher education, examining ways systemic power, privilege, and oppression shape institutions and the experiences of individuals within them. We will further examine frameworks to understand these systems as well as campus activism and structural change.

**Course Objectives**

Upon completion of this course, students will:

1. Articulate ways power, privilege, and oppression affect postsecondary institutions and the experiences of individuals within them;
2. Apply understanding of theories and frameworks relevant to social justice, oppression, and privilege;
3. Identify institutional structures and external elements that support and impede equity, diversity, and inclusion work;
4. Develop an understanding of ways to incite and support institutional change.

Critical Studies Student Learning Outcomes:

1. Students will critically reflect on their own beliefs and values as they relate to commitments to equity and social justice in education.

2. Students will articulate and enact anti-oppressive (e.g., anti-racist, anti-sexist, anti-transphobic, anti-heterosexist, anti-misogynist, anti-xenophobic, anti-imperialist, anti-ableist, anti-classist) perspectives in education.

3. Students will understand and apply critical theoretical perspectives from education, humanities, and social sciences scholarship to analyze and critique systems of oppression, domination, marginalization, exploitation, silencing, and subjugation.

5. Students will critique oppression at the systemic and institutional levels, recognizing the complex interactions between systems and institutions and the individuals who work/reside in those systems and institutions.

7. Students will develop pedagogical, conceptual, and methodological skills relevant to transforming educational practices, structures, and institutions towards equity and justice.

**Teaching Philosophy**

As an instructor, my goal is to recognize and promote the shared roles among myself and my students in constructing meaning from course content, to construct engaging and relevant course assignments, to challenge my students to critically evaluate dimensions of higher education, and to continuously evaluate and improve my practices. I believe the instructor and students share roles in constructing meaning within an educational setting (whether that be in a face-to-face or online setting). Therefore, classes will not involve long lectures in which I tell students what the “most important/pertinent” aspects of our readings are. I expect our class sessions to be based in dialogue in which we co-create knowledge. I also recognize that students come from diverse backgrounds and bring an array of personal and professional experiences with them to the classroom. Therefore, my aim is to provide opportunities for dialogue and discussion whenever possible, emphasize the value in individual perspectives, and encourage open and honest communication.

**Assignments and Attendance**

All assignments should be submitted by the start of class on the day they are due as noted in the syllabus. But, I know life happens. If you must hand in work late on occasion due to an unforeseen issue, please discuss the situation with me PRIOR (meaning more than 24 hrs) to the due date. No incompletes will be given in this class except for major, unexpected emergencies and only after consultation with me. Late assignments that were unapproved will receive a 10 point deduction.

**Course Policy Statements**

**Basic Needs Accommodations:** Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

**Excused Absences**

Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required.  Please see the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

**Make-Up Policy:**Arrangement to make up missed major assignments due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, assignments will be due within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up work will be arranged during the last three days before the final exam period begins.

**Academic Honesty Policy**:  All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Disability Accommodations**: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**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/issues/people with respect to gender/gender expression, sexuality, disability, age, religion, 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 about how our community is maintaining respect for diversity are invited.

Students who target or make derogatory comments about an individual based on any of these social identities or towards any social identity group will be issued a warning. Continuance after a warning may be grounds for removal from the course. In order to promote a welcoming and fruitful learning environment, I also reserve the right as instructor to remove any online posts deemed offensive by me. Students who are concerned about the posting of another student may address that student directly in an email or posting and are encouraged to notify me as well.

**Mutual Respect and Consideration**

We may discuss topics that may be uncomfortable to you or to your peers. Please respect one another’s experiences and viewpoints. Your experience may be different from theirs but that is far from making someone else’s experiences wrong. 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. You may ask an individual or the class permission to share experiences discussed outside the space it was originally shared.

**Grading**

**All written assignments are expected to conform to the guidelines and reference formats specified in the Publication Manual of the American Psychological Association (6th ed.). All work must be typed, double-spaced, 1-inch margins, using 12-point font (preferably Times New Roman) and include a cover page—all following APA guidelines. Abstracts are not required unless specified otherwise by the instructor. Submit assignments through Canvas. Papers should be submitted in Microsoft Word (not PDF).** Rubrics used for grading will be available online on Canvas and will be based on the criteria provided in the assignment descriptions in addition to formatting (APA use and page limits).

Because higher education professionals are expected to possess good writing skills, written assignments will be graded on their technical quality as well as content. All written assignments should be carefully proofread for spelling, grammar, and APA style. If your writing skills are not strong, I urge you to seek outside help to improve them. You may take advantage of the university writing resources (<http://wp.auburn.edu/writing/writing-center/>) or ask peers if they would be willing to provide you feedback (offer to trade papers and review for each other—I do this before submitting articles for publication).

Grades will be assigned based on the following percentages:

1. Identity Artifacts 5%
2. Community Engagement 29%
3. Diversity, Equity, & Inclusion Current Events Facilitation 5%
4. Reflection Journals 16%
5. SJI Initiative Analysis 25%
6. Photo Elicitation Poster Project 20%

The following grading scale will be used:

90 - 100 = A

80 – 89.99 = B

70 – 79.99 = C

60 – 69.99 = D

Below 60 = F

**Assignments**

**Identity Artifacts[[1]](#footnote-1)**

***Assignment Value***

Percent of total grade: 5%

***Assignment Due Date***

Monday, January 13

***Assignment Description***

We will share identity artifacts with one another to learn more about one another’s social identities and what we value. For the activity, identify three items with you that is representative of your identity now, or when you were growing up. This could be related to your race, ethnicity, nationality, gender, class, sexual orientation, ability, age, or other identity. Each person will have 3 minutes to discuss their items and their meaning with the class.

**Community Engagement**

***Assignment Value***

Percent of total grade: 29%

***Assignment Due Date***

Throughout the course.

***Assignment Description***:

There are two components to earning community engagement points:

1. Regular attendance and participation in the course is essential to a successful learning environment. Accordingly, I will keep track of attendance.
2. Participation in our course discussions. I will consider the following factors when evaluating your participation:
* We will use self-reflection connections that you identify in weekly readings as part of our course discussions. Posts are only required on the dates specified in the syllabus. To submit, post two points of interest from our readings to the appropriate discussion board on Canvas. These should be brief (2-3 bulleted sentences) and should serve as a springboard for our discussions. During class, you will be asked to explain your post in small groups or with the larger class.
* contributing interesting, insightful comments that reflect familiarity with the course readings to discussions
* presenting good examples of concepts being discussed
* building on the comments of others
* raising good questions
* being sensitive to your level of participation and making attempts to increase or decrease it as necessary
* being sensitive to the emotional impact of your statements
* considering and responding appropriately to others' comments
* while challenging the perspectives and ideas of peers with differing opinions and experiences is encouraged, attacking or devaluing the contributions of others are unacceptable for this class and are grounds for removal from the course at the discretion of the instructor.

Students may earn up to 100 points during each class period 50 points for attendance and 50 points for active discussion during class based on the above criteria. The lowest daily engagement grade will be dropped, which means that students may miss one class period without affecting their grade. Points will be totaled and divided by the number of class meetings (not counting classes cancelled due to holidays, weather, or other circumstances) to reach a total grade for community engagement. Additional excused absences per University policy must be discussed with me and alternative assignments may be given to make up missed points due to excused absence(s).

**Diversity, Equity, & Inclusion Current Events Facilitation**

***Assignment Value***

Percent of total grade: 5%

***Assignment Due Date***

Throughout the course-students will sign up for dates on the first day of class

***Assignment Description***
As individuals in the field of higher education, it is imperative to stay current on issues in the field. We will engage in student-led discussions on current events around diversity, equity, and inclusion. Each week individual or pairs of students will present a current event and lead a class discussion around the issue. The facilitators will summarize the key points around the event and will prepare questions to guide the class through discussion. Students must submit the current event summary and guiding questions to be graded in addition to their facilitation.

**Reflection Journals**

***Assignment Value***

Percent of total grade: 16% (8% each)

***Assignment Due Date***

Monday, February 3 & Monday, March 2

***Assignment Description***

Throughout this course you will engage in continuous reflection around your reactions to our course material and ways you see these concepts manifest in your daily life by constructing journal reflections. I will provide prompts for these journals. The writing must be clear, cohesive, and organized. Each journal should be approximately 2 double spaced pages in length.

**SJI Event Analysis**

***Assignment Value***

Percent of total grade: 25%

***Assignment Due Date***

*Monday, April 6*

***Assignment Description***

1. Choose a major event that occurs on campus at Auburn, examples include:
* Summer orientation
* Welcome week
* Sorority/fraternity recruitment
1. Conduct interviews with staff members about how the events are structured. Collect handouts, schedules, and other event documentation as applicable to get a full scope of the event and all aspects of its execution. Write a concise summary of the initiative (approx. 2-3 pages).
2. Using our course readings,
	1. analyze the existing programming structure, identifying how power, privilege, and oppression may play a role (approx. 3-4 pages)
	2. Develop a programming plan that centers equity – are there aspects of the initiative that should continue? Are there practices that could be modified? (approx. 3-4 pages)

This paper should be 7-10 pages in length and should offer a cohesive synthesis of the event integrating at least 8 references from our readings and/or outside scholarly work.

**Photo Elicitation Poster Project**[[2]](#footnote-2)

***Assignment Value***

Percent of total grade: 20%

***Assignment Due Date***

Monday, April 20

***Assignment Description***

Through this assignment you will tell a photo-based story around the ideas, themes, theories, or practices we have studied through the semester. Your images can be representative, literal, or figurative in their representations. More importantly, you must convey a sense of how you perceive the relationship among diversity, social justice, power, privilege within higher education. Your photos will be presented through a poster session on the final day of class. As part of your presentation, you will facilitate conversation and discussion around your poster. You should use a minimum of 20 photographs that you have taken during the semester. As you develop your story consider ways diversity, social justice, power, and privilege are present or absent within higher education. Further, how might various groups on your campus perceive or experience these dynamics?

**Course Schedule**

**January 13**

**Welcome and Exploring Positionality**

**Discussion**

* Syllabus and course structure
* Introductions, identity artifacts
* Positionality

**Next Week’s Readings**

* Swaminathan & Mulvihill (2017) Chapter 4: Critical Reflexivity and artful questioning

**January 20**

**Martin Luther King Jr. Day – No class meeting**

**Next Week’s Readings**

* Baber, L. D. (2015). Examining post-racial ideology in higher education. *Teachers College Record, 117*(14), 5-26.
* Harper, S. R. (2012). Race without racism: How higher education researchers minimize racist institutional norms. The Review of Higher Education, 36(1), 9-29.
* Stewart, D. L. (2017, March 30). Language of appeasement. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/views/2017/03/30/colleges-need-language-shift-not-one-you-think-essay>
* Additional readings assigned by instructor

**January 27**

**Meeting with Campus Partners**

**Next Week’s Readings**

* Annamma, S. A., Jackson, D. D., & Morrison, D. (2017). Conceptualizing a color-evasiveness: Using dis/ability critical race theory to expand a color-blind racial ideology in education and society. *Race Ethnicity and Education, 20*(2), 147-162.
* Additional readings assigned by instructor

**February 3**

**Examining Narratives on Equality in Higher Education**

**Discussion**

* Colorevasive ideologies, meritocracy, narratives on equality, positionality

**Next Week’s Readings**

* Cannella, G. S., & Perez, M. S. (2012). Emboldened Patriarchy in Higher Education: feminist readings of capitalism, violence, and power. Cultural Studies? Critical Methodologies, 12(4), 279-286.
* Kimball, E. W., Wells, R., S., Ostiguy, B. J., Manly, C. A., Lauterbach, A. A. (2016). Students with disabilities in higher education: A review of the literature and an agenda for future research. *Higher Education: Handbook of Theory and Research*, 91-156.
* Seifert, T. (2007). *Understanding Christian privilege: Managing the tensions of spiritual plurality. About Campus, 12*(2), 10-17.
* Additional readings assigned by instructor

**February 10**

**What are Systems of Oppression and How do they Affect Education?**

**Discussion**

* Systems of oppression including heterosexism, religious oppression, ageism, ableism, classism/economic inequality, sexism, racism

**Next Week’s Readings**

* Hiraldo, P. (2010). The role of critical race theory in higher education. *The Vermont Connection, 31*(7), 53-.59.
* Ladson-Billings, G. (1998). What is critical race theory and what is it doing in a nice field like education*? International Journal of Qualitative Studies in Education, 11*(1), 7-24.
* Ladson-Billings, G. (2013). Critical Race Theory – What it is not! In M. Lynn & A. D. Dixson (Eds.), *Handbook of Critical Race Theory in education* (pp. 34-47). London: Routledge.
* Additional readings assigned by instructor

**February 17**

**Critical frameworks to examine systemic inequities**

**Discussion**

* + Critical Race Theory
	+ Critical Whiteness Studies

**Next Week’s Readings**

* Blockett, R. A. (2019). Thinking with Queer of Color Critique: A multidimensional approach to analyzing and interpreting data. In R. Winkle-Wagner, J. Lee-Johnson, & A. N. Gaskew (Eds.), *Critical theory and qualitative data analysis in education* (pp. 109-122). New York, NY: Routledge.
* Museus, S. D. & Griffin, K. A. (2011). Mapping the margins in higher education: On the promise of intersectionality frameworks in research and discourse. *New Directions for Institutional Research, 151*, 5-13. doi: 10.1002/ir.395
* Additional readings assigned by instructor

**February 24**

**Critical frameworks to examine systemic inequities**

**Discussion**

* + Queer of Color Critique
	+ Intersectionality

**Next Week’s Readings (applied use of critical frameworks)**

* Cisneros, J. (2019). College as the great liberator: Undocuqueer immigrants’ meaning making in and out of higher education. Journal of Diversity in Higher Education, 12(1), 74–84. [https://doi.org/10.1037/dhe0000075](https://psycnet.apa.org/doi/10.1037/dhe0000075)
* Matias, C. E., Viesca, K. M., Garrison-Wade, D. F., Tandon, M., & Galindo, R. (2014). ‘What is critical whiteness doing in our nice field like critical race theory?’ Applying CRT and CWS to understand the white imaginations of white teacher candidates. *Equity & Excellence in Education, 47*(3), 289-304.
* Additional readings assigned by instructor

**March 2**

**Meeting with Campus Partners**

**ACPA Conference**

* Cabrera, N. L., Watson, J. S., & Franklin, J. D. (2016). Racial arrested development: A critical whiteness analysis of the campus ecology. *Journal of College Student Development, 57*(2), 119-134.
* Turner, C. S. V., González, J. C., & Wood, J. L. (2008). Faculty of Color in academe: What 20 years of literature tells us. *Journal of Diversity in Higher Education, 1*(3), 139-168. doi: 10.1037/a0012837
* Additional readings assigned by instructor

**March 9**

**Spring Break – No class Meeting**

**March 16**

**Exploring Ways power, privilege, and oppression manifest within higher education settings**

**Discussion**

* Experiences for students, staff, faculty
* Applications of critical theories

**Next Week’s Readings**

* Ford, K. S., & Patterson, A. N. (2019). “Cosmetic diversity”: University websites and the transformation of racial categories. *Journal of Diversity in Higher Education, 12*(2), 99-114.
* Park, J. J., & Liu, A. (2014). Interest convergence or divergence? A Critical Race analysis of Asian Americans, meritocracy, and critical mass in the affirmative action debate. *The Journal of Higher Education, 85*(1), 36-64. doi: 10.1080/00221546.2014.11777318
* Stanley, C. A., Watson, K. L., Reyes, J. M., & Varela, K. S. (2019). Organizational change and the chief diversity officer: A case study of institutionalizing a diversity plan. Journal of Diversity in Higher Education, 12(3), 255–265. [https://doi.org/10.1037/dhe0000099](https://psycnet.apa.org/doi/10.1037/dhe0000099)
* Additional readings assigned by instructor

**March 23**

**Systemic Change and Campus Transformation**

**Discussion**

* Organizational change
* Affirmative action
* Offices of Inclusion & Diversity

**Readings**

* Broadhurst, C., Martin, G., Hoffshire, M., & Takewell, W. (2018). “Bumpin’ up against people and their beliefs”: Narratives of student affairs administrators creating change for LGBTQ students in the South. Journal of Diversity in Higher Education, 11(4), 385–401. [https://doi.org/10.1037/dhe0000036](https://psycnet.apa.org/doi/10.1037/dhe0000036)
* LePeau, L. A. (2018). Examining the experiences and characteristics of academic affairs and student affairs leaders identifying as social gadflies. Journal of Diversity in Higher Education, 11(4), 402–417. [https://doi.org/10.1037/dhe0000072](https://psycnet.apa.org/doi/10.1037/dhe0000072)
* Additional readings assigned by instructor

**March 30**

**No Class Meeting – NASPA**

**Next Week’s Readings**

* LePeau, L. A., Hurtado, S. S., & Williams, L. (2018). Institutionalizing diversity agendas: Presidents’ councils for diversity as mechanisms for strategic change. *Journal of Student Affairs Research and Practice*, <https://doi.org/10.1080/19496591.2018.1490306>
* Shields, C. M. (2014). Leadership for social justice education: A critical transformative approach. In International handbook of educational leadership and social (in) justice (pp. 323-339). Springer Netherlands.
* Additional readings assigned by instructor

**April 6**

**Administrators, faculty, staff disrupting inequities on campus**

**Discussion**

* Changing campus cultures
* Institutionalizing diversity agendas

**Next Week’s Readings**

* Arellano, L., & Vue, R. (2019). Transforming campus racial climates: Examining discourses around student experiences of racial violence and institutional (in)action. Journal of Diversity in Higher Education, 12(4), 351–364. [https://doi.org/10.1037/dhe0000122](https://psycnet.apa.org/doi/10.1037/dhe0000122)
* Blockett, R. A. (2017). ‘I think it’s very much placed on us’: Black queer men laboring to forge community at a predominantly White and (hetero) cisnormative research institution. *International Journal of Qualitative Studies in Education, 30*(8), 800-816. <https://doi.org/10.1080/09518398.2017.1350296>
* Kezar, A., Avilez, A. A., Drivalas, Y., & Wheaton, M. M. (2017). Building social change oriented leadership capacity among student organizations: Developing students and campuses simultaneously. *New Directions for Student Leadership, 155*, 45-57. doi: 10.1002/yd.20249
* Linder, C. (2019). Power-conscious and intersectional approaches to supporting student activists: Considerations for learning and development. *Journal of Diversity in Higher Education, 12*(1), 17-26. <http://dx.doi.org/10.1037/dhe0000082>
* Additional readings assigned by instructor

**April 13**

**Student Labor and Activism**

**Discussion**

* Students labor in combatting hostile climates and navigating inequities
* Students engaging in activism

**Next Week’s Readings**

* TBA

**April 20**

**Final presentations**

**April 27**

**Final Exam period – no class**

1. Adapted from syllabi shared by Dr. Derek Houston, University of Oklahoma [↑](#footnote-ref-1)
2. Adapted from syllabi by Dr. Sean Robinson, Morgan State University [↑](#footnote-ref-2)