

**HiED 7970**

**Diversity Issues in Higher Education**

**Spring 2023**

**PROFESSOR:** Dr. Travis C. Smith

**OFFICE:** 4076 Haley Hall

**OFFICE HOURS** Mon:1- 4pm & Wed: 1- 4:00pm. or [Schedule Only](http://calendly.com/tcsmith1906)

**EMAIL:** tcs0066@auburn.edu

**MEETING TIMES:** Monday 5:00-7:50pm

**Class Creed:**

The classroom will be a safe space for all learners regardless of race, gender, class, (dis)ability, cultural background, religion, or sexuality. We will promote and embrace active engagement, critical dialogue, self-reflection, active listening, and authenticity. Each voice is valued in this space as we honor the experiential and content knowledge of every individual.

**Course Description[[1]](#footnote-1):**

This course considers trends in access to postsecondary education and the social processes and institutional practices that shape student access and outcomes, including longstanding disparities by race and socioeconomic status. Although most of the semester will involve a focus on *student* access to U.S. higher education, we will also discuss equity for faculty and staff. In order to consider diverse issues in higher education, we will place considerable emphasis on examining texts that foreground the standpoint of groups who have been excluded or relegated to the margins of higher education. In particular, we will engage at length with the stories of three populations who have historically and structurally been marginalized within post-secondary contexts: (a) enslaved people of African descent whose exploited labor funded the early beginnings of higher education in the US, (b) critical whiteness and white supremacy, and (c) trans\* and non-binary college students.

The course begins with an assumption that equity concerns manifest at individual, organizational, policy and ideological levels; therefore, we will consider access and equity from these multiple levels of analysis. Most readings will focus on research and theory, and course activities will challenge students to engage these questions in terms of personal development, professional practice, and areas of scholarly inquiry.

**Course Outcomes:**

Upon completion of this class, students will be able to:

1. Describe key concepts, theoretical perspectives, and controversies on topics related to diversity in higher education with particular attention to race, ethnicity, social class, sex/gender, sexuality, religion, and disability.
2. Articulate historical and empirical aspects of diversity and equity in postsecondary education for students, including Access and participation, Campus climates.
3. Analyze the limits and possibilities of post-secondary educational contexts through the experiences of historically and structurally marginalized sub-populations.
4. Identify current and forthcoming challenges to equity in higher education and discuss implications for research, theory, policy, and practice.
5. Identify and understand the missions and purposes of racialized institutions

**Required Text:**

* APA. (2019). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author.
* Wilder, C. S. (2014). *Ebony and ivy: Race, slavery, and the troubled history of America's universities*. Bloomsbury Publishing USA.
* DiAngelo, R. (2018). White fragility: Why it's so hard for white people to talk about racism. Beacon Press.
* Nicolazzo, Z. (2016). Trans\* in college: Transgender students' strategies for navigating campus life and the institutional politics of inclusion. Stylus Publishing, LLC.

**Reading Expectations**

Reading for this course. Students who thoughtfully read assigned material will be more equipped to contribute to discussions in class than those who do not. Everyone is encouraged to thoughtfully evaluate the ideas within the readings assigned with other classmates. Consider the following questions as you read for the course:

* What are the authors’ main arguments?
* Which authors’ arguments make the most sense to you and why?
* Are the authors’ arguments *true* for everyone? Or, do they explain the realities of *certain groups* more than others?
* How might the authors have strengthened their arguments?
* How might the ideas presented in this work inform educational practice?
* Do multiple ideas presented across readings contradict each other? What might these differences convey about the complexity of the issues being discussed by the author?

**Course Assignments:** Grades assigned will be A (90-100 points), B (80-89 points), C (70-79 points) D (69-60), F (Below 60)

Class Participation 10 Points

Conversation Starters 20 Points

Annotated Bibliography/ Problem Statement 30 Points

Class Paper 40 Points

* **Class Participation/Discussion.** Each student is expected to adhere to the “Class Creed” which can be found on page one. Students should be actively engaged in course readings, videos, presentations, panels, and discussions. Learning is an active process which means you must participate and invest in course content to make meaning of the information.
* **Conversation Starters.**  It is important that you are able to creatively express yourself in everyday ways. Prior to each class, you will post an artifact (picture, infographic, short video, article, meme, etc) that expresses your sense-making of the material we read. Your post on Canvas will include 2-3 sentences explaining how the artifact relates to concepts/themes taken up in the course. Please be prepared to present your artifact to the class as a conversation starter. We will start each class with a discussion of artifacts.
* **Annotated Bibliography/Problem Statement.** This assignment provides students with the opportunity to explore current research regarding anti-oppression work in higher education. Students will create an annotated bibliography and problem statement based on the topic they seek to write about for their class paper. The bibliography should consist of 10 scholarly references. Each entry should follow the annotated template with an additional:
	+ APA citation of the article (Level one heading)
	+ One paragraph consisting of a summary of the article
	+ One paragraph analysis of the usefulness of the article to understanding your chosen topic
		- How does this article inform your understanding of the topic/question?
		- How does this article connect to or diverge from other articles you’ve reviewed?

***Problem Statement.*** This assignment is designed to mimic a portion of Chapter 1 in your dissertation. Problem statements are used to define the problem and ground the purpose of the research. Using the annotated bibliography, students will need to identify a problem of practice, provide background on the problem, and clearly articulate the purpose of their paper. This assignment should be no longer than 2000 words including title page and references.

* **Class Paper.** This assignment is designed to provide students with an opportunity to write a scholarly conceptual essay or a literature review. Building from the annotated bibliography and problem statement assignments, students will create a 7000 word conceptual essay or literature review addressing a problem of practice within the field of higher education using a critical framework. APA will be used as a guideline for this assignment.

**Important Notes:**

* All assignments should be saved as lastname\_firstname\_AssignmentTitle
* All assignments must be submitted via Canvas assignment modules
* Please note that this syllabus is subject to change as needed.

**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, 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 before 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.

**Extension and Late work.** All assignments are due before (submitted via Canvas) the start of class on the dates below. Students are encouraged to request extensions via email on course assignments when needed. These requests will be evaluated on a case-by-case basis. Except in extraordinary circumstances (determined by the instructor), no late or make-up work will be accepted. Late work and associated penalties will be accepted and determined at the discretion of the instructor.

**Technology and Communication.** Students are responsible for checking university email and the Canvas site regularly. Phones, tablets, and laptops are welcome in the classroom for use in course-related activities. Regular, subtle use of devices (text, social media, etc.) should be avoided. Distractions, resulting from the use of electronic devices will result in a grade penalty (participation points). The instructor will communicate with students individually and/or as a group via email.

**ADA Policy.** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with the instructor during the first week of classes – or as soon as possible if accommodations are needed immediately. 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). If you do not have an established accommodation, but would like to discuss possible accommodations while seeking or in lieu of an established accommodation, please the instructor directly.

**Academic Honesty.** All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook at <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.

Classroom Behavior: The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the Student Policy eHandbook at <http://www.auburn.edu/student_info/student_policies/> for details of this policy.

**Emergency Contingency.** If normal class activities are disrupted due to illness, emergency, or crisis situations, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

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| Date | Topics | Readings | Due Dates |
| 1/23/23 | Intros; Syllabus Review  |  |  |
| 1/30/23 | History  | Ebony and Ivy Chapters 1-2[Craig Wilder Book Talk](https://www.youtube.com/watch?v=uqVj5onqNBA) (watch until 8:05)López, I. H. (2006). White by law (2nd ed.). New York: New York University Press. (The legal construction of race pp. 78-108)  | CS 1  |
| 2/6/23 | History (Tribal Crit) | Ebony and Ivy Chapters 3-4[Shackles and Ivy](https://youtu.be/Xs7hfwDzwYM) [Brayboy (2005)](https://drive.google.com/file/d/1He2Mhm7m1iyyEVjYCX7TWiF0QYRIPhUq/view) | CS 2 |
| 2/13/23 | Campus Climate (CRT)  | White Fragility Chapters 1-4 [Ladson-Billings (2009)](https://thrive.arizona.edu/sites/default/files/Just%20what%20is%20critical%20race%20theory%20and%20whats%20it%20doing%20in%20a%20nice%20field%20like%20education.pdf)[Collins (1989)](https://www.jstor.org/stable/pdf/3174683.pdf?casa_token=-iQ9tgmE2LwAAAAA:Y5nV4myWVaSkDui5jXtBoAyt9uBJB10wq08T9QkCFdUaU6OhmMKkY9_VAv9Lp-RkTIWO3HZmYk-JzIvqrwo6QZhczoB5G2D1VemhkHYj8mKNZcp-lqpZ) | CS 3 |
| 2/20/23 | Campus Climate (Asian Crit) | White Fragility Chapters 5-8 [Park and Liu (2014)](https://www.tandfonline.com/doi/pdf/10.1080/00221546.2014.11777318?casa_token=MxsVRWv8dmIAAAAA:KNpwA8kITh4MV3fXg2sswILyZK6tBwl0pfWRXLT8ZYEW3qPcIAamSzPXwsAoLOZwzUPSteATP_Kjdg)[Museus and Iftikar (2013)](https://www.academia.edu/25774031/An_Asian_Critical_Theory_AsianCrit_Framework)[Pettersen (1966)](http://inside.sfuhs.org/dept/history/US_History_reader/Chapter14/modelminority.pdf)  | CS 4 |
| 2/27/23 | Campus Climate (Lat Crit) | White Fragility Chapters 9-12[Valdes (2005)](https://repository.law.miami.edu/cgi/viewcontent.cgi?article=1512&context=fac_articles) | CS 5**Annotated Bib/Problem Statement** |
| 3/6/23 |  | **SPRING BREAK** |  |
| 3/13/23 | Campus Climate (Disability Crit) | White Fragility Chapters 9-12[Valdes (2005)](https://repository.law.miami.edu/cgi/viewcontent.cgi?article=1512&context=fac_articles)[Hosking (2008)](https://www.lancaster.ac.uk/fass/events/disabilityconference_archive/2008/papers/hosking2008.pdf)[Meekosha and Shuttleworth (2009)](https://www.researchgate.net/publication/258919369_What%27s_So_Critical_About_Critical_Disability_Studies)  | CS 6 |
| 3/20/23 | Campus Climate (Queer Crit) |  | CS 7 |
| 3/27/23 | Campus Climate | Trans\* In College Chapters 1-2[Jennicet Gutiérrez Interview](https://vimeo.com/648702531/ecc87dcdd2) | CS 8 (ACPA) |
| 4/3/23 | Sub-CulturesHigher Ed Act 1965 | Trans\* In College Chapters 3-4[Higher Education Act of 1965](https://www.govinfo.gov/content/pkg/STATUTE-79/pdf/STATUTE-79-Pg1219.pdf#page=37)[Allen et al. (2007)](https://www.jstor.org/stable/pdf/40034570.pdf?casa_token=4g7erlwWPJQAAAAA:MtSvbqVnIuSmsuw5AsEIlsCtX3PWtzcCZx1_eylgqxZJ4_0ryldPNc6ZxtvL7JVIe7CIEgOcYRRcRd3lpgBmdhKqqZ66eDq8u5f9QKrCvPPsVQWs01g) | CS 9**Class Papers** |
| 4/10/23 | Sub-CulturesHBCUs | Trans\* In College Chapters 5-7 | CS 10 |
| 4/17/23 | Sub-CulturesTribal Colleges/HSI | [Crazy Bull and White Hat (2019)](https://link.springer.com/content/pdf/10.1007/s11159-018-9760-8.pdf)[Laden (2004)](https://www.tandfonline.com/doi/pdf/10.1080/10668920490256381?casa_token=CLQxIuWNJ90AAAAA:X03M1K_Pot6ONNa7H5AhS41-qa0jF1OnZwU4WKon1iUz-viaKDsFHuceBBH764Cs8wwFGQZqunb9) |  |
| 4/24/23 | Sub-CulturesAANAPSI | [Nguyen (2020)](https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1205&=&context=jsaaea&=&sei-redir=1&referer=https%253A%252F%252Fscholar.google.com%252Fscholar%253Fhl%253Den%2526as_sdt%253D0%25252C10%2526q%253DAsian%252BAmerican%252Band%252BNative%252BAmerican%252BPacifific%252BIslander%252BServing%252BInstitutions%252B%252528AANAPISIs%252529%25253A%252BServing%252Band%252BAdvocating%252Bfor%252Bthe%252BEducational%252BNeeds%252Bof%252BSoutheast%252BAsian%252BAmerican%252BStudents%2526btnG%253D#search=%22Asian%20American%20Native%20American%20Pacifific%20Islander%20Serving%20Institutions%20%28AANAPISIs%29%3A%20Serving%20Advocating%20Educational%20Needs%20Southeast%20Asian%20American%20Students%22) | **Class Reflections** |

1. [↑](#footnote-ref-1)