

ED_LPA/WGST 9440: Race, Gender, Ethnicity in Higher Education
Townsend 206
Fall 2014
Wednesday 4:00 PM – 6:45 PM

Instructor Information:

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Office Hours: By appointment

Description:

This course is designed to focus on historical and current issues of race, gender, and ethnicity in colleges and universities. Issues faced by students, faculty, and staff will be included. Issues of access, equity, power, and privilege will be explored, as will the salience of social justice in a higher education setting. Students will be asked to critically reflect on their own identities and roles and responsibilities related to social justice.

Required Texts (*Each text will be referred to by its title in the calendar of course activities.*):

Armstrong, E. A., & Hamilton, L. T. (2013). *Paying for the party: How college maintains inequality*. Cambridge, MA: Harvard University Press.

Bonner, II, F. A., Marbley, A. F., & Howard-Hamilton, M. F. (Eds.). (2011). *Diverse millennial students in college: Implications for faculty and student affairs*. Sterling, VA: Stylus.

D'Souza, D. (2002). *Letters to a young conservative*. New York, NY: Basic Books.

Johnson, A. G. (2006). *Privilege, power, and difference* (2nd ed.). Boston, MA: McGraw-Hill.

Laker, J. A., & Davis, T. (Eds.). (2011). *Masculinities in higher education: Theoretical and practical considerations*. New York, NY: Routledge.

Oldfield, K., & Johnson, III, R. J. (Eds.). (2008). *Resilience: Queer professors from the working class*. Albany, NY: State University of New York Press.

Teaching Philosophy:

As an educator in and outside the classroom, my philosophy is to encourage students to (re)discover their voices and to think critically about the subject matter by finding truth in what they oppose and flaws in what they espouse. To do so, requires reflection and a willingness to (re)discover who we are.

I strive to create communities of meaning and knowing (Sánchez-Casal & Macdonald, 2002). These communities assume individuals come to the classroom with complex identities. These identities are central to who we are and how life is considered, but they do not fully determine what is known. This is to say that our identities do not result in a unified, essentialized knowledge. Moreover, communities of meaning and knowledge are dynamic, often contested, and there may be multiple communities in the same classroom. Within these communities, my role is as both a teacher and a learner.

I believe that teaching and learning is a false dichotomy. While it is nearly impossible to remove all aspects of power in a classroom, I try to do as much as I can to foster an environment where everyone in the classroom (including myself) is a co-teacher and co-learner. Learning is socially constructed and all co-teachers and co-learners will engage in conversation with texts, visual media, and other co-teachers and co-learners to expand upon the knowledge base with which they come to the classroom. As a result, I spend time posing questions to the class and asking others in the class to do the same. I am interested in their thoughts and ideas, in the evidence that supports them through their experiences, the readings, and other materials. Without these contributions, meaning and knowing will remain stagnant.

Because topics are sometimes emotionally charged, I try to start classes with opportunities for students to get to know each other and to tackle issues that may be less personal before moving onto issues that may be more challenging. I also model by taking risks, appropriately self-disclosing, and admitting I do not know something or that I am wrong. Although trite, I do believe that challenge and support (Sanford, 1962) must be balanced in order for knowledge to move in a new and more expansive direction.

My courses are primarily focused on discussion and the assigned readings are intended to be a springboard for dialogue. I see peer learning as the most useful way to enhance learning, thus small group and larger group discussion (both virtual and in person), case studies, small group projects, group problem solving activities, and other active learning techniques are integrated into every class.

Purposes and Objectives of the Course:

- A. Develop an understanding of the salience of gender, race, and ethnicity as it relates to participants in postsecondary education.
- B. Understand the variety of perspectives about issues of equity and social justice in a postsecondary context.
- C. Develop an understanding of the implications of underrepresented and marginalized populations in higher education.
- D. Critically reflect about power and privilege and professional responsibilities related to these issues in postsecondary settings.

Expectations of Students:

- A. Students will be expected to participate in class activities and to complete all course assignments.
- B. Students will be able to identify historical and current issues related to race, gender, and ethnicity in higher education.
- C. Students will be able to define viewpoints, grounded in scholarship, related to issues of power and privilege in postsecondary education.

Percentages as Assigned to Letter Grades:

There is no preconceived designation of the number of students to receive each grade, nor any ceiling on the number of "As" to be assigned if all students exhibit the high standard of performance expected for that grade. In general, 92% and above will be reserved for an "A," 83 – 91% for a "B," and 74 – 82% for a "C."

95.5 - 100 = A	91.5 - 95.49 = A-	
88.5 - 91.49 = B+	85.5 - 88.49 = B	82.5 - 85.49 = B-
79.5 - 82.49 = C+	76.5 - 79.49 = C	73.5 - 76.49 = C-
73.49 or below = F		

Assignments (i.e., article critique and final paper) must be uploaded to Safe Assign on Blackboard no later than the start of class, on the day designated in the course syllabus. Four points will be immediately deducted to any assignment up to one day late. Each subsequent day an assignment is late will result in 2 additional points.

	<i>Activity</i>	<i>Point Value</i>
A.	Article Critique (Due 9/24)	30
B.	Double Entry Journal (TBA)	30
C.	Major Paper, Presentation, and Critique (Paper Due to Partner and Safe Assign 11/19)	40
	TOTAL	100

Assignment Details:

Article Critique (assignment adapted from Dr. Barbara Townsend)

The purpose of this assignment is to demonstrate your ability to summarize succinctly and accurately the contents of an empirically-based, data-driven research article or chapter in an edited book and also to evaluate or critique that work by indicating its strengths and possible limitations.

The paper should be 3-4 pages (typed, double-spaced) in length, not counting title and reference pages. It is not necessary to turn in a copy of the original article. Content should be as follows:

- The first paragraph should introduce the work (give its title and authorship) and indicate what your paper will cover (advanced organizer).
- The summary **should not be more than half the paper** and should include
 - The purpose of the work
 - Its intended audience
 - Indicate the research questions and/or hypotheses, methodology and method including subjects/participants, data gathering approaches/instruments, method of analysis, major findings and conclusions, and implications for practice
- The critique should address several factors, including the following:
 - Contribution to the literature, e.g., how does it build on previous work on the topic, or does it?
 - For a research report, did it have a conceptual or theoretical framework, a thorough and current literature review, what were the strengths and limitations of the method, were the limitations and generalizability (quantitative study) or trustworthiness (qualitative study) addressed adequately, etc.
 - Usefulness of implications for research and practice
 - Suggestions, if any, for strengthening the work
- Conclude with your personal assessment of the usefulness of the work in increasing your understanding of the topic. For example, you could indicate that your knowledge of statistical analysis was insufficient to evaluate whether the author had conducted appropriate analysis. You could indicate whether any of the findings were surprising to you and, if so, why they were. You could indicate which, if any, of the implications for practice might guide you in your work, or which implications for research suggested possible research questions for you.

This assignment will be evaluated on the following criteria:

- *Completeness of response to the assignment*: Paper responds to all parts of the assignment as described in the course syllabus and in class discussion (10 points);
- *Organization and coherence*: Paper is arranged in a logical manner, is clear, and the argument is well-conceived (15 points);
- *Appropriate grammar, punctuation, and spelling*: Standard English and spelling are consistently used (5 points). Any errors are minor and few. For those in disciplines using APA, *APA 6th Edition* guidelines are followed. For all other disciplines, the style guide of that discipline is followed.

Double Entry Journal

The purpose of reading is to provide you with a scholarly foundation and to help you think more critically about issues related to this course. There may be times where the reading will not be fully discussed in class, but you should explore questions and ideas related to readings in your Double Entry Journal and on the Discussion Board in Blackboard. In the end, the intention of

the assigned reading is to help you be more reflective about social justice and equity in higher education.

To help guide you as you read, you should come prepared to class with questions and ideas, and ready to engage in dialogue. The double entry journal, class, and subsequent Blackboard discussions are opportunities to clarify, define, analyze and make connections between readings and class discussions, and a time to do one's own "work" on some of the issues raised. In order to avoid simply repeating or summarizing the reading, consider the following suggestions for preparation and for your journal entries:

- Vocabulary and definitions clarification
- Concepts that need elaboration
- Analysis of author's point of view
- Alternative interpretations for author's logic
- Personal connections and experience
- Significant learning – ideas that caused rethinking of your assumptions
- Connections to other readings or previous class discussion
- Connections to goals of class

You will be expected to complete a double entry journal (template for the journal is in the course document section of the course Blackboard site) for each class when reading is assigned. This journaling should prepare you for thoughtful participation in class discussion.

Your double entry journal will be randomly collected at three times during the semester. Each evaluated entry will be worth 10 points.

This assignment will be evaluated on the following criteria:

- *Completeness of response to the assignment*: Journal entry responds to all parts of the assignment as described in the course syllabus and in class discussion; evidence that you reflected upon all aspects of the assigned reading (you do not need to reflect on every page read, or even every chapter assigned; however, it must be clear that you considered the overall message of the assigned reading) (10 points)

Major Paper, Presentation, and Critique:

The objective of this paper is to explore in more depth an aspect of social justice related to an historically underrepresented group in higher education. Your paper should pose a question of interest to you and you should use literature and/or original research to answer your question. The paper should be 15-20 pages in length (excluding title page, abstract (if included), and references) and include **at least 10** scholarly references (i.e., empirical or scholarly journal articles, book chapters, reports). *Students are strongly encouraged to share early drafts of their paper with a classmate or classmates (not necessarily the person assigned to critique the paper) to get feedback and to strengthen the final paper.*

Each paper will be shared with an assigned classmate prior to the presentation of the paper (the partner must receive the paper no later than **November 19** to allow time to complete the

critique). A hard copy of the paper submitted via Safe Assign should be turned in on **December 3**. Each classmate must write a 1-2 page critique of the shared paper. The format can be a formal paper or a letter to the peer. **A hard copy of the written critique and paper being critiqued should be turned in on the day the paper is presented in class.** You should share a copy of your critique with the author of the paper as well. Follow the information below to help you write the critique.

Paper Critique Guidelines
Adapted from: Clifford (2005)

- I am asking you to engage in a process of *critique*, not of *criticism*. To criticize is to offer negative and often destructive commentary, which does not also offer suggestions for change or improvement. Those who criticize risk nothing, because they can sit back; make negative comments; and not necessarily be required to explain, support, or defend those comments. Criticism of the sort defined above is often not an intellectually responsible act.

To critique, however, is to offer praise for effective, innovative, or interesting ideas; to ask relevant questions that will help the writer rethink conclusions; and to offer detailed suggestions—many of which will point out shortcomings in the writer’s work in an attempt to help the writer revise ideas for clarity and success. Notice that you accomplish much more when you critique rather than criticize; also notice that, while you may (and perhaps should) feel guilty about offering criticism, to offer a thoughtful critique is an act of intelligent communication and generosity. When you read your peers’ papers, be sure to critique them thoroughly.

- The peer critique groups are not designed for final proofreading. You are offering your intellectual feedback on the writer’s ideas, not “correcting” the paper. That being said, however, the writer will benefit from your assistance in noting common or frequent mechanical or stylistic errors in writing.
- When critiquing a paper, two steps are involved:
 - Write on the draft you have been given (or use electronic tools like track changes). Ask questions in the margins, circle effective or confusing word choices, praise interesting or stylish passages. The draft should appear well-read. Take many notes and record your reactions in the margins and between the lines of the draft itself. This will help the writer to see where ideas work and where they are confusing. Please return this directly to the writer; it is not necessary to turn this step of the critique into the instructor.
 - Write a one to two page critique to the writer (some prefer to draft the critique in the form of a letter to the writer) that responds to the following questions:
 - What struck me as effective or interesting in this draft? How did the writer accomplish this, and why did I like it/respond to it?

- What am I confused about and what questions do I have about the paper's subject? What hasn't the writer considered? What do I know (or need to know) about the subject that the writer hasn't addressed yet?
- What is the central thesis or claim of this essay? How do I know this? Do all paragraphs, examples, and statements made by the writer focus on this claim?

Each student must present her or his paper to the class (10-12 minutes). After the presentation, the individual who provided a critique will then share that critique. The critique should be a less formal presentation, providing an overview of the written critique to the class. This format is very similar to that one may experience at a scholarly conference. The individual presenting the paper will have a chance to respond to the critique and the entire class will have an opportunity to ask questions about the paper and critique.

This assignment will be evaluated on the following criteria:

- *Completeness of response to the assignment*: Paper responds to all parts of the assignment, as described in the syllabus and in class (10 points);
- *Organization and coherence*: Paper is arranged in a logical manner and in a manner consistent with purpose of the assignment; the argument is well-conceived (15 points);
- *Appropriate grammar, punctuation, and spelling*: Standard English and spelling are consistently used. For those in disciplines using APA, *APA 6th Edition* guidelines are followed. For all other disciplines, the style guide of that discipline is followed (5 points).
- *Quality of critique*: Written and presented critique is constructive and thoughtful, providing feedback that may improve the overall quality of the paper under review. ***Written critique is due on the day your partner's paper is presented to the class*** (5 points);
- *Quality of paper presentation*: Presentation is clear and concise and accurately reflects the content of the paper (5 points).

Attendance and Class Contributions:

Your attendance in class is vital to your individual and our collaborative learning. Students are permitted two excused absences. For the purpose of this class, excused absences involve: 1) advanced absence requests submitted by email and 2) completion of a make-up assignment provided by the instructor. Subsequent excused absences and each unexcused absence will result in a half letter grade deduction of your final grade (based upon the class grading scale, 4 points will be deducted from your grade). You are responsible for the material covered in missed classes and should make plans to secure copies of notes, assignments, and announcements from a peer.

The success of this class is based upon the engagement and discussion. To develop and establish a learning community, meaningful contributions from all members is vital. Class contributions consist of (a) preparation for each class session, (b) active and thoughtful contributions in

discussions (in class and on Blackboard, when appropriate) based on a thorough and critical analysis of readings, and (c) active and full contribution to small-group activities.

Because of the centrality of class contributions in this course, participation is an expectation and will not be assigned a point total. However, if a student's contribution over the course of the semester is disruptive or otherwise less than adequate for a graduate student, that student may lose up to 5 points for the semester. This assessment will be made at the end of the course.

Tips for Engaging in a Good Classroom and Blackboard Conversation:

(N.B., Nash (1996) assumes that our language, truths, and conversations are embedded in our own constructed morality, hence the term *moral* is used throughout the following):

- 1) An honest effort to read and understand the assigned texts
- 2) An acute awareness that you have moral biases and blind spots
- 3) An open-mindedness about the possibility of learning something from both the author and your peers in the conversation
- 4) A willingness to improve your current moral language
- 5) A conscious effort to refrain from advancing your own current moral language as if it were the best one
- 6) An inclination to listen intently in order to grasp the meaning of other people's languages for expressing their moral truths
- 7) An agreement that clarifying, questioning, challenging, exemplifying, and applying ideas are activities to be done in a self- and other-respecting way
- 8) A realization that we will frequently get off course in our conversations because a spirit of charity, intellectual curiosity, and even playfulness will characterize many of our discussions.
- 9) An appreciation of the reality that it will take time for us to get to know each other, and a realization that eventually we will find ways to engage in robust, candid, and challenging conversation about ethics without being so "nice" we bore each other to death, or without being so hostile that we cripple each other emotionally and intellectually (Nash, 1996, p. 25).

Writing Style:

Writing should be stylized according to the style guide for your discipline. All students in the College of Education **must** use the *Publication Manual of the American Psychological Association, 6th Edition*.

Academic Honesty:

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from

probation to expulsion. **When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.**

Plagiarism is the failure to distinguish the student's own words and ideas from those of a source the student has consulted. Ideas derived from another, whether presented as exact words, a paraphrase, summary, or quoted phrase, must always be appropriately referenced to the source, whether the source is printed, electronic, or spoken. Whenever exact words are used, quotation marks or an indented block indicator of a quotation must be used, together with the proper citation in a style required by the professor (Harris, 2001, p. 132).

If evidence of a violation of academic honesty is discovered, University policy will be followed to adjudicate the violation. Further, should the case be deemed plagiarism, the student will receive a point total grade of 0 for that assignment.

Universal Learning:

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

ADA Accommodations:

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Office of Disability Services (<http://disabilityservices.missouri.edu>), S5 Memorial Union, 882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

Incomplete Grades:

Any student enrolled in an ELPA course other than an internship, who receives an "I" grade must complete the course requirements either (1) within one calendar year from the date the "I" grade was given, or (2) before the date of graduation (whichever comes first). When an incomplete is satisfactorily resolved, the faculty member responsible for the grade change will record the appropriately earned grade. If the incomplete is not resolved within one calendar year, the faculty member responsible for the grade change will record a grade of "F" in classes graded "A-F" or a grade of "U" in classes graded "S/U." As outlined in the University of Missouri Faculty Handbook, a grade of "I" can only be assigned according to the following:

1. The completed portion of the student's work in the course is of passing quality, and

2. There is such evidence of hardship as to make it unjust to hold the student to the limits previously fixed for the completion of the work.

Academic Inquiry, Course Discussion, and Privacy:

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may not make audio or video recordings of course activity, except students permitted to record as an accommodation under Section 240.040 of the Collected Rules. All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Those students who are permitted to record are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Exceptions will be considered, only under agreement by the instructor and all students in the class.

References:

- Clifford, S. (2005). *Peer critique guidelines*. Retrieved from Cerritos College Web site, <http://web.cerritos.edu/cm/browse/template.asp?WebsiteID=200385&DocID=20040652> [Website no longer accessible]
- Harris, R. A. (2001). *The plagiarism handbook: Strategies for preventing, detecting, and dealing with plagiarism*. Los Angeles, CA: Pryczak.
- Nash, R. J. (1996). *“Real world” ethics: Frameworks for educators and human service professionals*. New York, NY: Teachers College Press.
- Sánchez-Casal, S., & Macdonald, A. (2002). Feminist reflections on the pedagogical relevance of identity. In A. Macdonald & S. Sánchez-Casal (Eds.), *Twenty-first century feminist classrooms: Pedagogies of identity and difference*. New York, NY: Palgrave Macmillan.
- Sanford, N. (1962). *The American college*. New York, NY: Wiley.

Calendar of Course Activities

August 27 <i>Introductions; Overview of Course</i>	No Readings
September 3 <i>Privilege and Power</i>	<u>Required Reading</u> <ul style="list-style-type: none"> • <i>Privilege, Power, and Difference</i>
September 10 <i>Men and Masculinity</i>	<u>Required Reading</u> <ul style="list-style-type: none"> • <i>Masculinities in Higher Education</i>, Chapters 1-6
September 17 <i>Men and Masculinity</i>	<u>Required Reading</u> <ul style="list-style-type: none"> • <i>Masculinities in Higher Education</i>, Chapters 7-13
September 24 <i>Women and Social Class</i>	<u>ARTICLE CRITIQUE DUE (Safe Assign and Hard Copy)</u> <u>Required Reading</u> <ul style="list-style-type: none"> • <i>Paying for the Party</i>, Introduction-Chapter 4
October 1 <i>Women and Social Class</i>	<u>Required Reading</u> <ul style="list-style-type: none"> • <i>Paying for the Party</i>, Chapters 5-9
October 8 <i>Student Ethnicity</i>	<u>Required Reading</u> <ul style="list-style-type: none"> • <i>Diverse Millennial Students in College</i>, Chapters 1-6
October 15 <i>Student Ethnicity</i>	<u>Required Reading</u> <ul style="list-style-type: none"> • <i>Diverse Millennial Students in College</i>, Chapters 7-10
October 22 <i>Millennial Student Identities</i>	<u>Required Reading</u> <ul style="list-style-type: none"> • <i>Diverse Millennial Students in College</i>, Chapters 11-Conclusion
October 29 <i>Sexual Orientation, Social Class, and Identity</i>	<u>Required Reading:</u> <ul style="list-style-type: none"> • <i>Resilience</i>, Chapters 1-7
November 5 <i>Sexual Orientation, Social Class, and Identity</i>	<u>Required Reading:</u> <ul style="list-style-type: none"> • <i>Resilience</i>, Chapters 8-14

<p>November 12</p> <p><i>Student Diversity</i></p>	<p><u>Required Reading</u></p> <ul style="list-style-type: none"> <i>letters to a young conservative</i>
<p>November 19</p> <p><i>Student Diversity</i></p>	<p><u>ASHE CONFERENCE – NO FACE TO FACE MEETING</u></p> <p><u>MAJOR PAPER DUE TO CRITIQUE PARTNER</u></p>
<p>November 26</p>	<p><u>FALL BREAK - NO CLASS</u></p>
<p>December 3</p> <p><i>Major Paper Presentations and Critiques</i></p>	<p><u>MAJOR PAPER DUE (SAFE ASSIGN AND HARD COPY)</u></p>
<p>December 10</p> <p><i>Major Paper Presentations and Critiques</i></p>	
<p>December 17</p> <p><i>Major Paper Presentations and Critiques</i></p>	<p><u>FINALS WEEK</u></p>