Faculty
Dr. Mia Alexander-Snow
Assistant Professor
Education Complex, 222C
407-823-0128
mdalexan@mail.ucf.edu

Class Structure
Meeting Schedule: Begins 2nd half of Spring 2011 (9 f-2-f meetings: Jan 18; Feb 22; Mar 1, 22, 29 and Apr 5, 12 & 19, 26)
Tuesdays 6- 9:30 PM:
Location: Classroom Building 1, RM 112

Office Hours:
Tuesdays 1:00 – 3:00pm,
½ prior to after class
by Appointment

Course Description
Since the establishment of Harvard and other colonial colleges, discussions about access, equality, and inclusion have permeated Higher Education. These issues of social and public similarities and differences are fraught with landmines and grenades, as well as innovation and transformation. The five brief excerpts below provide some examples of the enduring enigma that diversity represents in our colleges and universities:

1. The question of whether America is better conceived of and understood in terms of its enabling diversity of its crippling divisions has, in turn, fed into and energized debates about the nature and depth of racial, ethnic, class and gender differences. Indeed focus on race, ethnicity, class and gender have recast the terrain of identity politics to such an extent that the term ‘American’ itself now seems too cumbersome and unwieldy, an identity that conceals as much as it reveals (Pepper, 2000, p. 2).

2. ...Italians, Jews, and Rumanians were widely considered to be of different (and inferior) racial stock compared to the English, Germans, and Swedes. Just a few decades later, those groups were fully accepted into the community of whites...“How did Jews Become White Folks?”...Did Jews and other Euroethnics become white because they became middle class?...did money whiten?...The question, nonetheless, illustrate the absurdity of the premise that racial classifications are fixed (Cose, p. 2).
3. ...differences in intellectual capacity among people and groups and what those differences mean for American’s future...are among the most sensitive [discussions] in contemporary America—so sensitive that hardly anyone writes or talks about them in public (Herrnstein & Murray, p. xxi).

4. Can there be “forbidden—or, as I prefer, ‘inopportune” knowledge? Could there be knowledge, the possession of which, at a given time and stage of social development, would be inimical to human welfare—and even fatal to the further accumulation of knowledge?

5. The concept of diversity is not new. Every few years, another word is adopted that encompasses the ideas, values, and implications around difference and identity. Examples of this trend include non-interchangeable terminology such as pluralism, inclusion, multiculturalism, intercultural communication, cross-cultural competency, diversity, and social justice. While the vocabulary may change, the concepts behind the words remain the same. These concepts include being aware of personal bias, valuing human interaction across difference, engaging in complex thinking beyond or across categories, fostering inclusive climates, assessing equitable achievement, and challenging and dismantling systemic oppression. Given the importance of these notions, NASPA encourages campuses to employ the terminology that best fits their specific institution. Indeed, as we continue to commit to these ideas and behaviors, we must not focus on which words to utilize; rather, we must focus on the implication, application, and implementation of the concepts the words represent. (NASPA, 2009).

The primary objective of this course is to introduce (or re-familiarize) students to ways in which issues of diversity extend beyond individual relationships to the system of Higher Education. A major value communicated in this class is that faculty as well as administrators; specifically those in the practice of college student affairs must become not only reflective practitioner but critical learners of the scholarship on diversity at its fullest. At the heart of this value is the assumption that our own knowledge, awareness, and racial identity influence our “decisions, policies, and interactions with students from diverse backgrounds” (Harper & Patton, 2007, p. 49)

Objectives
- To develop a general knowledge of the historical origins, trends, enduring enigmas, and contemporary status of diversity in American higher education;
- To become familiar with the scholarly literature and the gaps in the study of this field;
- To be able to argue diversity issues from pro-con perspectives; and,
- To develop perspective on the future of diversity in higher education with particular appreciation to the trends that may force change.
Required Texts


--Rodriguez, Sandra. *Giants Among Us: First Generation College Students Who Lead Activist Lives*

Extra Readings (ER): See course Requirements for details about the assignments

E-Documents

- George Frederickson, *historical construction of race in America*
- James Banks, *The historical reconstruction of knowledge about race: Implications for transformative teaching.*
- Affirmative Action and its alternatives in Public Universities: What do we know?

• Baca, Z.M. (Summer, 1989). *Common grounds and crossroads: Race, ethnicity, and class in women’s lives.* Journal of Women in Culture and Society, 14, 4 pp. 856-874


**Hard Copies (on Library Reserve)**

• *The shape of the river* (Introduction, Preface, Ch1. 1 (historical context) Ch. 2 (The Admission’s Process and “Race-Neutrality”, ch. 10 “Summing UP”

• *Deculturalization and the struggle for equality*

• *A different mirror*, (Ch. 1 “A Different Mirror”, “Boundless” & Ch. 2 “The Tempest in the wilderness” ch. 6 and Ch. 8

**Academic Integrity and Ethics**

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University’s Rules of Conduct (see [http://www.osc.sdes.ucf.edu/](http://www.osc.sdes.ucf.edu/)).

**BEWARE:** MULTIPLE SUBMISSION is against the highest standards of academic integrity. Submitting the same academic work (including oral presentations) for credit more than once without instructor permission is an academic offense (for example, submitting the same paper in two courses without instructor permission; making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work).

**Disability Access Statement**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Turnitin.com
In this course we will utilize turnitin.com, an automated system that instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as an instructor I receive a report (‘an index’) from turnitin.com that states if and how another author’s work was used in the assignment. These indices do not reflect Turnitin’s assessment of whether a paper has or has not been plagiarized. Originality Reports are simply a tool to help find sources that contain text similar to submitted papers. The decision to deem any work plagiarized must be made carefully, and only after in depth examination of both the submitted paper and suspect sources in accordance with the standards of the class and institution where the paper was submitted. For a more detailed look at this process, including training on how to use this system visit http://www.turnitin.com

YOU MUST COMPLETE THIS TRAINING BY CLASS SESSION 3.

The ID number for this class is 3073290

The Class Enrollment password is DrMAS

The originality index which will be used as standard for this class is 5% or less.

Internet Usage

You will be expected to have daily access to the internet and email, since I will be emailing you about assignment updates, additions and changes. If you do not have an UCF email account, get one now! If you do not own a computer, there are computer accessible to you in all UCF's computer labs, and most computer labs have computers connected to the internet. For further information on computer labs, please see the following website: http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx.

Course Requirements

Completion of assigned readings, participation in class discussion and activities (impromptu debates and oral presentations): All students should complete the assigned reading before each class session. Much of this class will be in the form of small and large-group discussions, and this form of learning is dependent on you having completed the reading, and having thought about it—reading the material one or two hours before class does not allow for integration and reflection! Be prepared to share your understanding of and questions about the main themes in the readings. In addition, I expect that you will learn as much, if not more, from one another as from me. Therefore, participation is expected, and will impact your grade. Contributing to both large and small group discussions, being a respectful member of our community, and aiding fellow students’ learning are parts of your responsibilities.

Extra Reading Class Facilitation [Points=35]

Applying principles of adult education, sessions largely consist of student-led presentations and discussions on selected chapters from the texts and readings. Lectures will be presented by the
instructor to bridge and integrate material and provide coverage of key points to which everyone should be exposed.

**Teaching:** You will be in charge of teaching assigned readings. You will determine what primary learning outcomes students should achieve, and develop a sequence of discussion questions and activities to enable students to achieve those outcomes.

**You will have 20 minutes to teach.** This experience will be graded on the effectiveness of the questions, their appropriateness given the reading and learning outcomes, our ability to adapt the design to the group, and a brief reflection on the experience. You may email any handouts/discussion outline to the class as an attachment; however all emailed attachments must be email out by 12:30 pm of your designation-teaching day.

**EXTRA READINGS (ER) [Points] Students will be assigned to lead Extra Readings**

How to read your assigned ER: You should be able to (1) summarize the main idea/s (2) answer the questions, So what? Now what? (3) discuss the relevancy of the issue presented to matters of diversity in colleges and universities? Extrapolate, if necessary.

**Critical and Comprehensive Question & Reflective Assignments (CCQ) [Points=15]**

Students will submit 3 questions throughout the semester answering this statement: Given the issues discussed these weeks what is the **Big Question** that all students must be able to answer at this point (CCQ #1-2-3).

**Due Dates:** Each CCQ will be emailed to Dr. MAS and your assigned partner as an attachment by 12:00 pm of the day it is due (CCQ 1 is due 3/4 CCQ#2 is due 3/25). **Subject Line: CCQ #__**: Your Name,

**CCQ Reflective Response**: You are to provide a reflective response to your assigned partner. Your response is to be emailed as an attachment to your partner and to Dr. MAS (CCQ#1 Reflective Response is due 3/7 (midnight); CCQ#2 Reflective Response is due 3/28 (midnight); **Subject line: CCQ Response #____**: Your name

**Tests. [Points= Midterm-20; Final-30]**

(1) There will be a midterm and a final examination.

a. The midterm is a take-home. The mid-term exam will be emailed as an attachment by noon, Monday, April 5. It is due by Midnight on Sunday, April 11.

b. The Final will be a traditional classroom test.

**Translation of Points**

100-90=A  89-80=B  79-70=C  69-60=D  59 and less=F

**NOTE:** No incompletes will be given in this class except for major emergencies. Evidence of this emergency may be requested in writing. Incompletes will not be granted because you needed more time, competing responsibilities, computer problems, etc. Missed assignments and missed classes cannot be made-up; complete assignments will not be accepted in lieu of class attendance. Each class absence will result in loss of 3 points off course grade.
Changes
This syllabus, reading assignments, homework, and the content of the assignments are subject
to change at my discretion. Announcements of such changes will be made in class or by email.

Syllabi reviewed and/or adapted for this course:
CSP 680 by Dr. Ellen Broido; Dr. Dafina Steward (Bowling Green)
ED 3651 by Dr. John Whitman (Northeastern Univ)
EDH 6046, Diversity in Higher Education by Dr. Rosa Cintron (University Central Florida)

Diversity Course Outline

<table>
<thead>
<tr>
<th>Session and Theme</th>
<th>Assigned Reading &amp; Assignments</th>
<th>Extra Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1 (1-18)</td>
<td><strong>Required Text:</strong> Karabel (pg. 1-136)</td>
<td><strong>Dr. MAS</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Writing Assignment #1 (Due first class</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>meeting)</strong> What is it to be American? Assignment should be 2-3 pages Response should integrate readings</td>
<td><strong>E-document:</strong> George Frederickson, historical construction of race in America</td>
</tr>
<tr>
<td></td>
<td><strong>Library Reserve:</strong> Ronald Takaki, <em>A Different Mirror</em>, Ch. 1 “A Different Mirror”; Ch. 2: “The “Tempest” in the Wilderness”</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Library Reserve:</strong> Deculturalization &amp; the Struggle for equality</td>
<td><strong>Library Reserve:</strong></td>
</tr>
<tr>
<td></td>
<td>• Karabel (pg. 1-291)</td>
<td>• Ch. 1 (17-25)</td>
</tr>
<tr>
<td></td>
<td>Briefly research the following terms and concepts, and be prepared to discuss them in relation to Ronald Takaki’s Mirror &amp; Joel Spring’s Deculturalization: Acculturation, Assimilation, Cultural pluralism Americanism, Language, Manifest destiny White Anglo Saxon Protestantism, Democracy, Social Reproduction</td>
<td>• Ch. 2--</td>
</tr>
<tr>
<td></td>
<td><strong>Writing Assignment #2—Due Midnight, Saturday, February 19—2-4 pp.</strong></td>
<td>• Ch. 3--</td>
</tr>
<tr>
<td></td>
<td>Schooling defined is the learning that takes place in formal institutions whose specific function is the socialization of</td>
<td>A Different Mirror, ch. 6 “Emigrants from Erin: Ethnicity and Class within White America”--</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 11 “Between “Two Endless Days”: The continuous journey to the promise land”--</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 8 “Searching for Gold Mountain: Strangers from a Pacific Shore--</td>
</tr>
</tbody>
</table>
specific groups within society. Explain the schooling function in relation to *The Chosen*. Where do you personally fit and why?

<table>
<thead>
<tr>
<th>E-Documents:</th>
<th>On the study of Asian-Americans its Current State and Agenda--SHERON</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>James Banks, The Historical Reconstruction of Knowledge About Race: Implications for Transformative Teaching--</td>
</tr>
</tbody>
</table>

3 (3-1)  
Inclusion and the persistence of Privilege: Social Class stratification & Meritocracy

<table>
<thead>
<tr>
<th>Required Text:</th>
<th>Karabel (pg.292 – 482)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of Turnitin training</td>
<td></td>
</tr>
</tbody>
</table>

**CCQ #1**
- Due **Friday** to partner and Dr. MAS by **NOON**
- CCQ Response due to partner and Dr. MAS by **MIDNIGHT 3/7**

<table>
<thead>
<tr>
<th>E-Documents</th>
<th>Anderson, J. Race, Meritocracy, and the American Academy during the immediate Post-World War II Era--</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Meritocracy Myth--</td>
</tr>
</tbody>
</table>

4 (3-22)  
Contemporary legal cases  
“"The struggle for diversity and equal educational opportunity”

<table>
<thead>
<tr>
<th>Required Text:</th>
<th>Karabel (pg. 482-557)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCQ #2</td>
<td></td>
</tr>
</tbody>
</table>
- Due **Friday** to partner and Dr. MAS by **NOON**
- CCQ Response due to partner and Dr. MAS **MIDNIGHT 3/28**

Harvard video:  
[http://www.admissions.college.harvard.edu/about/video/index.html](http://www.admissions.college.harvard.edu/about/video/index.html)  
Princeton video:  
[http://www.princeton.edu/admission/multimedia/player/?id=2265](http://www.princeton.edu/admission/multimedia/player/?id=2265)  
Princeton Aid website:  
[http://www.princeton.edu/admission/multimedia/player/?id=2265](http://www.princeton.edu/admission/multimedia/player/?id=2265)

| Library Reserve:  |  
The Shape of the River  
Ch. 1: Historical Context---  
Chapter 3: The Admissions process and “race neutrality-- |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E-Documents</strong></td>
<td>Alive and Not Well: Affirmative Action on Campus-Bernal, Cabrera and Terenzini. Relationship between Race and Economic Status (SES)</td>
</tr>
<tr>
<td></td>
<td>Affirmative Action and its alternatives in Public Universities: What do we know?</td>
</tr>
<tr>
<td></td>
<td>The inequality taboo (Handout)-</td>
</tr>
<tr>
<td></td>
<td>A Threat in the Air: How Stereotypes Shape Intellectual Identity and Performance-</td>
</tr>
<tr>
<td>Date</td>
<td>Activity Description</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 5 (3-29) | **Midterm Exam:** NO CLASS  
TAKE HOME EXAM DUE BY MIDNIGHT, SUNDAY, APRIL 3 | Critical Race Theory, Racial microagression and campus Racial Climate, the experiences of African Americans-  
| 6 (4-5) | **Required Text** Parker, (ALL)  
In-class writing activity | **E-Documents**  
Studying college Impact (handout) |
| 7 (4-12) | Personal narrative as knowledge:  
**Critical Race Theory** | Liu (ALL)  
In-class writing activity  
The inequality taboo (Handout)- |
| 7 (4-19) | Personal narrative as knowledge:  
**Feminist Theory:** Intersection of race/ethnicity/SES/gender | **Required Text**  
Rodriguez (ALL)  
In-class writing activity  
Neither Colorblind Nor Oppositional: Perceived minority Status and trajectories of Academic Adjustments Among Latinos in Elite Higher Education- |
| 8 (4-26) | **In-Class Final Examination:** | - |