

**HIED 66671**  
**Administration of Multiculturalism and Diversity in Higher Education Institutions**  
**Kent State University**  
**Fall 2011**

**Tues, 11am -1:45pm • White 122A**

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**Instructor:**

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**Syllabus**

**Catalog Description:**

This course addresses issues related to multiculturalism and diversity that affect students and the administration of colleges and universities.

**Course Introduction**

This graduate seminar focuses on race, ethnicity, socioeconomic status, sex/gender, sexuality, disability and other identity differences in the U.S. higher education. Diversity—a collective label for the plurality of our identities—is discussed from a historical perspective, providing a context for contemporary experiences described by and about students, staff, faculty, and administrators. In this course, we examine contemporary issues related to access, participation, climate, curriculum, policy, outcomes, and benefits. The course is designed to introduce students to theories, concepts, policies, controversies, challenges and possibilities related to gender, racial, ethnic, sexual orientation, socio-economic, ability, and religious differences among students, faculty, administrators, and other employees in postsecondary settings. The successful student in this course will be able to describe and analyze historical and contemporary issues related to diversity and equity, as well as discuss current trends and challenges in educational research, theory, policy, and practice.

The aim of this course, and its identification as a core course in the program, is to prepare graduates to work in an increasingly pluralistic society and to have multicultural competence for engaging with diverse groups. The goal of multicultural competence seems unarguable; students should have awareness (of self and the impact it has on others), knowledge (of diverse cultures and groups), and skills (ability to openly discuss differences). However, in this course, we will draw upon a critical perspective in our readings and discussion in order to interrogate our (taken-for-granted) assumptions about the ‘goodness’ of multicultural competence that might leave us falling short in enacting a commitment to social justice or critical consciousness? How might the development of multicultural competencies serve to maintain the status quo more than inspire creative thinking about the root of social problems? These questions and more will be investigated in this course.

### Expected Learning Outcomes

Upon successful completion of this course, students will be able to:

- Describe key concepts and salient theoretical perspectives on oppression, difference and identities in U.S. society with particular attention to race, ethnicity, social class, sex/gender, sexuality, religion, and disability;
  - Understand how power and privilege shape these perspectives;
  - Articulate and think critically about how the historical and contemporary socio-cultural context can influence various aspects of U.S. higher education including access, structure, funding, curriculum, leadership, policy, and student experiences;
  - Describe how one's own identity formation has shaped her/his higher education experiences and continues to influence one's professional practice in educational leadership;
  - Analyze problems related to difference and diversity, and complicate (taken-for-granted) assumptions about the given-ness of these problems;
  - Enact leadership for social change regarding multicultural and diversity issues; and
  - Value one's acquired knowledge and understand how to continue to learn about and engage with the subject.
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### Required Readings:

Harper, S.R. & Quaye, S.J. (2009). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations*. New York: Routledge.

Johnson, A. (2006). *Privilege, power and difference*, 2<sup>nd</sup> ed. New York: McGraw Hill.

Selected chapters/articles (posted to VISTA or distributed in class)

### Recommended Texts:

Anderson, J.A. (2007). *Driving change through diversity and globalization: Transformative leadership in the academy*. Sterling, VA: Stylus. ISBN 978-1-57922-098-0

Giroux, Henry A., & Giroux, Susan Searls. (2004). *Take back higher education: Race, youth, and the crisis of democracy in the post-civil rights era*. New York: Palgrave Macmillan. ISBN 9781403972903.

Harper, S.R., & Hurtado, S. (Eds.). (2011). *Racial and ethnic diversity in higher education* (3<sup>rd</sup> ed.). ASHE Reader Series, New York: Pearson Custom Publishing.

Kahlenberg, R.D. (Ed.). (2004). *America's untapped resource: Low-income students in higher education*. New York: Century Foundation Press.

Kreuter, G.V. (1996). *Forgotten promise: Race and gender wars on a small college campus*. New York: A.A. Knopf.

Marsh, J. (2011). *Class dismissed: Why we cannot teach or learn our way out of inequality*. New York: Monthly Review Press.

Pope, R., Reynolds, A., & Mueller, J. (2004). *Multicultural competence in student affairs*. San Francisco, CA: Jossey-Bass. ISBN: 0-7879-6207-4

Rothenberg, P.S. (2012). *White privilege: Essential readings on the other side of racism*, 4<sup>th</sup> ed. New York: Worth Publishing. ISBN (soft cover) 978-1-4292-3344-6.

Tatum, B.D. (2007). *Can we talk about race? And other conversations in an era of school resegregation*. Boston, MA: Beacon Press. ISBN 978-0-8070-3285-5

Willie, S. S. (2003). *Acting Black: College, identity, and the performance of race*. NY: Taylor and Francis.

### **Resources:**

Adams, M., Bell, L., & Griffin, P. (Eds.) (2007). *Teaching for diversity and social justice* (2<sup>nd</sup> ed.). New York: Routledge.

Clayton-Pedersen, A.R., Parker, S., Smith, D.G., Moreno, J.F., & Teraguchi, D.H. (2007). *Making a real difference with diversity: A guide to institutional change*. Washington, DC: Association of American Colleges and Universities. ISBN/ISSN: 978-0-9779210-5-8 Available for purchase at [http://aacu-secure.nisgroup.com/acb/stores/1/product1.cfm?SID=1&Product\\_ID=128](http://aacu-secure.nisgroup.com/acb/stores/1/product1.cfm?SID=1&Product_ID=128)

Flowers, L.A. (Ed.) (2004). *Diversity issues in American colleges and universities: Case studies for higher education and student affairs professionals*. Springfield, IL: Charles C. Thomas Publisher. ISBN 978-0-398-07451-7

Katz, J. (2003). *White awareness: A handbook for anti-racism training*. Duncan, OK: University of Oklahoma Press.

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### **Course Requirements:**

The reciprocal relationship between theory and practice, abstract and concrete, ideas and experience serves as the central focus of this course. As such, class participants are expected to become proficient in understanding and applying concepts delineated in the required course readings. As a graduate level course, you are also expected to demonstrate the ability to use your acquired conceptual understandings as a framework for analyzing and evaluating current issues and administrative practice.

#### **1. Class Participation**

Active participation is vital to the successful completion of this course. Participation is expected to include contributing to the creation of a learning community through active listening as well as stimulating discussion in class and (when applicable) on VISTA. Your thoughts and reactions to what you read each week and your engagement in discussion with other class members are valued and necessary. Theorists of cognitive development (i.e. Baxter Magolda; Belenky et al; Perry) differentiate between *received knowledge* and *constructed knowledge*. With the former, you *receive* knowledge, as you sit passively, waiting to be ‘filled’ with knowledge, possibly deferent to an external

authority or source of knowledge. Constructed knowledge means that you combine what you've read and what you hear in class (from instructor and peers), with your own knowledge and experience, to *construct* knowledge. Through rigorous questioning and critical engagement, we strengthen and refine our thinking; we learn to ask questions of what we know, how we have come to know it, and the underlying assumptions in our thinking.

Thus, each class member shares responsibility for creating a learning community with full and informed class participation. The participation portion of the grade will be based on the quality of discussion, quality of analysis, initiative in connecting class concepts with work and current events, and the breadth of engagement. This means you should contribute your voice to discussion, in a meaningful way, at least once each class session.

Topical assignments: The instructor will occasionally assign an exercise or other preparation to be completed prior to the next class session, i.e. bring a song into class, retrieve a campus climate survey online and bring to class. These assignments will form the basis of class discussion and group work.

**2. Facilitating Inter-Group Dialogue.** Diversity, and all its related concepts, is not without controversy and debate. An essential skill for practitioners is to be able to think critically about the complexities of diversity and articulate a well-reasoned position amid competing ideas. Further, the ability to facilitate dialogue across and about difference, that is at times fraught with emotion, is an important skill for higher education practitioners. Through class dialogue, you will have the opportunity to develop your skills in thinking critically and advancing an argument. This assignment serves to enable each student to draw out the debate and facilitate dialogue. Serving as facilitator will not mean preparing a presentation; rather, working individually, or in pairs, students will facilitate small-group dialogues in class about a contested issue related to diversity. The facilitator should expect, and even draw out, arguments, differences in opinion, questions, uncertainties, and maybe even laughter. Within one week of facilitation, students will submit a reflection on process. Further details will be provided in class.

**3. Reflective Journal** (10 entries): Students must complete weekly reflective writing on one's learning, development, and experiences regarding your growing self-awareness, increasing diversity knowledge, and developing skills. In each journal reflection, please refer specifically to those experiences (i.e. course readings, class discussions, current media, professional interactions) that have influenced your thinking. However, the reflective journal is not a descriptive record of what you did or said or read, but an emerging script of your life, as it has been lived and will or might be lived; a space in which to narrate your growing sense of yourself and your sense-making this semester; a place to imagine from where you came and to where you might go; a safety net for fears turned away from and to which you later hope to return; a 'high wire' for taking risks in relation to one's own intellectual and socio-political position; a creative corner for intellectual play and to 'craft' yourself.

Four (4) entries are assigned by the instructor who will provide prompts for writing, i.e. an initial 'letter to self' and final reflective entry on the major themes that emerged through your journal writing. Six (6) additional entries will be of the student's choice. A 400-word average is assumed for each entry, unless otherwise indicated. Students are encouraged to be creative with their entries, by writing letters to self, scripting dialogue, drafting poetic entries. Each weekly entry must be posted to VISTA journal folder **by Tuesdays at 10:59am**. Journals will be awarded credit based on quality of

reflective thinking, depth of critical engagement, complexity of self-reflexivity, demonstration of imaginative and intellectual risk-taking, and whether submitted on-time. Of note, while your journal entries are about your evolving thinking and not ‘reading responses’, it is expected that each entry will make (at least) one connection to what you read for that week (i.e. a direct quote).

**4. Taking Change-Oriented Action.** The purpose of this assignment is to help students

- Link theory and practice through analysis of topic/issue of choice,
- Help you become more aware of the social justice activities occurring within your environment,
- Increase your skill and confidence about working with students, faculty, and staff regarding diversity and social justice issues.

**Part 1:** Proposal for Taking Action: Identify a problem and articulate what you propose to do to address this problem. Think of your submission (to the instructor) as a position paper, drafted as a memo to a (real or fictitious) university administrator (i.e. VPSA). It should be typed, 12-point font, with 1” margins, and can be single spaced. Some questions to ask yourself as you prepare your submission:

- How do you know this is a problem? The recipient of the memo will want to see your evidence-based argument, and not an opinionated rant. Also, is this *really* the problem, or a symptom of a larger issue?
- What do you propose to do about this problem? Meaning, how will you be taking action? This is more than planning a program or a workshop; it can involve speaking out, performing an act of dissent, organizing a letter writing campaign or public presentation – among other possibilities.
- In what ways will your action redress the problem, and how is it filling a gap? Indicate “what is missing” and how your proposed response might yield deep, meaningful (dare we say, structural?) change.

Note: Students can work collaboratively; however, each will submit his/her own memo/proposal, and can include either in the body of the memo, or as a footnote, with whom s/he will be working.

[Due week 5]

**Part 2:** The issue: In a short essay (3-5 pgs), students will describe the issue/problem they have selected as the focus of their action taking project. Each will gather evidence of and more information about the issue to gain deeper understanding. Some questions to ask yourself as you prepare your submission:

- What are the statistics, reports, stories, policies? Situate your campus in a larger context, meaning, what are comparative data nationally, regionally, with similar type/size institutions?
- What makes this an issue? Be sure to differentiate symptoms from root causes.
- What are the (taken-for-granted) assumptions about this concern, what are the (unintended) consequences of change, who is served by the status quo?

This essay should be typed, doubled-spaced, 12-point font, with 1” margins.

All submissions must have an annotated reference page of sources that are cited in the essay; a minimum of 6 sources, of which at least 3 must be empirical, must be used.

Students must also append a revision of part1 to reflect any changes in thinking about and/or plans for the taking action project.

[Due week 9]

**Part 3:** Taking action: Students will have inserted themselves<sup>1</sup> into (or work to subvert) “the system” by taking action (as proposed). Students will submit a final 8-10 pg paper (due week 15), describing what action was taken, how this action worked to redress core issues, whether the action taken was successful or not (and how you know), and what was learned. In conjunction with sources identified in part2, students must explicitly link their final paper to at least 3 class readings. At the end of the semester, students will present, during an exhibition, a visual representation of their action-taking and learning; students are encouraged to be creative. Note: This project is cumulative; thus, one’s final submission (part3) incorporates previous work (i.e. description of the issue).

[Additional details will be provided in class.]

“Our lives begin to end the day we become silent about things that matter.”

~ Martin Luther King, Jr.

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### Evaluation & Weighting:

<b>Participation</b>	<b>20%</b>
<b>Facilitating Dialogues</b>	<b>10%</b>
<b>Journal (10 entries at 10 pts each)</b>	<b>25%</b>
<b>Taking Action</b>	<b>45%</b>
<b>Part 1 = 10%</b>	
<b>Part 2 = 10%</b>	
<b>Part 3 = 25% (15% for paper; 10% for visual)</b>	

Grades in this course will be based on the quality and completion of all requirements listed above. As a graduate level course, you are expected to exhibit high quality work that demonstrates sound understanding of the concepts and their complexity. Your written work should reflect professional quality in spelling, grammar and composition. Earning an “A” represents written and oral work that is of exceptionally high quality and demonstrates superb understanding of the course material. A “B” grade represents written and oral work that is of good quality and demonstrates a sound understanding of course material. A “C” grade represents a minimally adequate completion of assignments and participation demonstrating a limited understanding of course material.

More specifically, the grading scale for the course is:

A (93-100%)	A- (90-92%)	B+ (87-89%)
B (83-86%)	B- (80-82%)	C+ (77-79%)
C (73-76%)	C- (70-72%)	D+ (67-69%)
D (63-66%)	D- (60-62%)	F (below 60%)

Late Work: It is expected that course papers/projects will be submitted on the date due. Any student with extenuating or emergency circumstances that prevent submission on the due date should discuss his/her situation individually with the instructor. Late submission of work will receive a 10% grade reduction per class that it is late.

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<sup>1</sup> Students who work in groups will complete/submit proportionately appropriate work; meaning, projects will show evidence of broader scope and greater depth than if they’d completed the work individually.

Attendance: You are expected to attend each class session. If an absence is unavoidable, please notify the instructor ahead of time. Although it is not possible to “make up” a class session, it is your responsibility to contact the instructor to make arrangements for missed work, announcements, handouts, and lost participation. Failure to seek remedies for missed work and to compensate for lost participation will result in a lower final grade for this course.

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### General Information

**VISTA:** This course is supported by WebCT VISTA8, web-based course management tool. The instructor and students will post materials to VISTA8. At times, in-class discussion may be supplemented with or replaced by asynchronous discussion via VISTA. Thus, all students must ensure regular access to VISTA.

**Technology and Civility:** Technology increasingly intrudes on our ability to be fully present with each other and engage wholly in the learning environment. Thus, it is expected that each will:

- Silence or turn off cell phones, pagers, palm pilots, and similar devices prior to class.
- Not use technology for purposes not related to the course (i.e. social networking, professional email, other coursework).
- Turn off text messaging capabilities including notification of received messages.
- Not use laptops/notebooks/netbooks for purposes other than notetaking unless instructor has approved other options/uses.

**Accommodation:** University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester. Please note, you must first verify your eligibility for academic accommodation through Student Accessibility Services; they can be reached at 330-672-3391 and are located on the ground floor of the DeWeese Center. FMI about your rights and responsibilities, see <http://www.registrars.kent.edu/disability/Current/StudentHandbook/RightsReas.htm>

**Statement of Inclusion:** Kent State University, as an equal opportunity educational institution, encourages an atmosphere in which the diversity of its members is understood and appreciated; an atmosphere that is free of discrimination and harassment based on identity categories. Thus, all members of the university are expected to join in creating a positive atmosphere in which individuals can learn and work, an environment that is sympathetic, respectful and supportive. (See “University Policy Register”)

The instructor of this course is committed to teaching equitably and inclusively, addressing the needs, concerns, and interests of each and every student, regardless of age, gender/sexual identity, race/ethnicity, class, sexual orientation, religion, English language experience, or disability.

### Case Studies, e-portfolio

In students’ final semester of the HIED program, they enroll in the capstone requirement, Case Studies in Higher Education (HIED 66655). A component of this course is to compile a graduate portfolio - a retrospective of one’s experience in the program and thoughts regarding one’s job search and future professional development. One part of the portfolio is to prepare a course work

summary. In order to best prepare, students are advised to write and retain a brief reflection of this course at the end of the semester, and encouraged to retain copies of syllabi and course materials such as papers or projects.

### **ACADEMIC INTEGRITY**

As members of the community of higher education, we are all subject to the standards of academic integrity. Students are subject to the Code of Student Conduct. Using another person's words, thoughts or ideas without proper attribution is plagiarism and a form of academic dishonesty. Academic dishonesty is a violation of University policy. All students must become familiar with and abide by the University's policy on academic integrity, which prohibits cheating and plagiarism. For more information about University policy see The University Policy Register at <http://imagine.kent.edu/policyreg/>. Further, I direct your attention to the APA style manual for a statement on plagiarism and a helpful example of how to paraphrase. Finally, Indiana University offers a useful guide regarding plagiarism: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

*Publication Manual of the American Psychological Association*, 6<sup>th</sup> ed. (2010). Washington, D.C.: American Psychological Association. [2<sup>nd</sup> printing, October 2009. ISBN-10: 1-4338-0561-8]

## Assigned Journal Entries

### **# 1 Letter to Yourself (due Sept 6, post to VISTA)**

Write a 'letter to yourself' that articulates what you view as the 'problem' or challenges or issues related to diversity in higher education, and what might be possible interventions, responses, or solutions. In the range of challenges that exist, what do you feel more comfortable tackling and why do you think that would come easy? What would be less comfortable doing, and why might that be? To aid in writing this letter, consider addressing from your 'student self' to another aspect of yourself (i.e. the employee, the son/daughter, the friend, the parent, the athlete, or your 'future self').

### **# 2 Self-Awareness Entry (due week 6)**

In many cases, institutional practices associated with race/ethnicity and other identity characteristics structure our experiences in ways that are so deeply embedded in day-to-day living that it is difficult to notice their pervasiveness; it is like a fish being asked to think about, or even notice, water.<sup>2</sup> This assignment is intended to allow students to learn through reflection on personal experiences, and to make visible that which has been taken-for-granted. The goal of the assignment is for you to reflect about your individual identity and social group memberships (race, ethnic identity, ability, age, gender, gender orientation, sexual orientation, religion, socioeconomic status, and any other social group membership that is important to you). Through this entry, students will reflect on the ways that identity characteristics have influenced your life. Additional guidelines will be distributed in class.

### **#3 Mid-semester reflection (due week 10)**

Write a 2-3 pg reflective essay that responds to the following: In what ways are you reaching the goals you set for yourself in this course? In what ways have your goals changed? What are problems, challenges, and issues related to diversity in higher education, and what knowledge and skills do you believe are necessary to respond to these? How have you used the classroom discussions and dialogue groups to gain insight about yourself, diversity, and identity? What else is important to know, that you want to add, about your learning this semester?

### **#4 Final journal entry (due Dec 14)**

Re-read your initial 'letter to self' and review your journal entries from the semester. How has your thinking, feelings, or beliefs changed? What has remained unchanged? What does it mean to be 'multiculturally competent', and what might be missing from conceptions of multicultural competency for higher education practitioners? How did you use the classroom discussions and dialogue groups to gain insight about yourself, diversity, and identity? What else is important to know, that you want to add, about you and your learning this semester?

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<sup>2</sup> This analogy is attributed to Judith Lorber who writes that talking about gender, for most people, is the equivalent of fish talking about water.

**CALENDAR OF TOPICS AND ASSIGNED READINGS**

**This is a working calendar and may be subject to change**

<b>DATE</b>	<b>TOPICS</b>	<b>ASSIGNED READINGS</b>
Week 1: Aug 30	Introduction and Course Overview	
Week 2: Sept. 6	<i>Why is diversity important in higher education? What's the problem?</i>	Johnson, intro and ch1 Harper & Quaye, foreword and ch1  <i>Journal posting (letter to self)</i>
Week 3: Sept. 13	<i>Privilege and oppression</i>	Johnson, ch2 Harper & Quaye, ch 5  <i>Journal posting</i>
Week 4: Sept. 20	Structural barriers and strategies for equity	Harper & Quaye, ch 8 Bensimon (2005) article Harris & Bensimon “equity scorecard” article
Sept. 23	Dr. Estela Bensimon: equity scorecard	
Week 5: Sept. 27	<i>Hasn't it always been this way?</i> - Historical and legal perspectives on difference	Johnson, ch3 Select 2 readings on vista “historical” folder  <i>Journal posting</i>
Week 6: Oct. 4	<i>But doesn't everyone have equal opportunity?</i>	Johnson, ch 4 Harper & Quaye, ch 6  <b>Due: Taking Action, part 1</b> <i>Journal posting</i>
Week 7: Oct. 11	<i>Why can't everyone just get along?</i>  Inter-Group Dialogue	Harper & Quaye, ch 11 Johnson, ch 5 Select 1 reading on vista  <b>Due (Oct 5): Self awareness journal entry</b>

Week 8: Oct. 18	<i>Teaching, training, educating</i>  Inter-Group Dialogue	Harper & Quaye, ch 9 (race) Johnson, ch 6 Select 1 reading on vista  <i>Journal posting</i>
Week 9: Oct. 25	<i>Helping, advising, supporting</i>  Inter-Group Dialogue	Harper & Quaye, ch 2, 3 Johnson, ch 7  <i>Journal posting</i>
Week 10: Nov. 1	<i>Campus Climate</i>  Inter-Group Dialogue	Harper & Quaye, ch 4, 7 and 1 reading on vista  <i>Journal posting</i> <b>Due: Taking action, part 2</b>
Week 11: Nov. 8	<i>Campus Climate</i>  Inter-Group Dialogue	Harper & Quaye, ch 10 and 2 readings on vista  <b>Due: mid-semester journal entry</b>
Week 12: Nov. 15	<i>Engines of Inequality</i>  Inter-Group Dialogue	Read Harper & Quaye, ch 13, 14 <i>Engines of Inequality</i> (VISTA)  <i>Journal posting</i>
Week 13: Nov. 22	<i>Class Dismissed</i> Facilitated (doc student) discussion	Reading: TBA  <i>Journal posting</i>
Nov. 24-27	Thanksgiving Break	
Week 14: Nov 29	<i>What can we do?</i> - Developing change agents - Becoming equity minded	Johnson, ch 8 and 1 article on vista  <i>Journal posting</i>

Week 15: Dec. 6	Taking action, facilitating change Changing landscape	Harper & Quaye, ch 16 Johnson, ch 9  <b>Final Journal essay</b>
Final Week: Dec 13	Taking action: Exhibition	Presentations <b>Due: Taking action, part 3</b>

**NOTE:** Portions of this syllabus are adapted from ideas shared by Dr. Elizabeth Allan, University of Maine; Dr. Julie Bell-Elkins, University of Connecticut; Dr. Eunsook Hyun, Kent State University; Dr. Kristen Renn, Michigan State University; Dr. Rebecca Ropers-Huilman, University of Minnesota; Dr. Dorian McCoy, University of Vermont.

8-31-11