Course Introduction and Objectives

While the American higher education system is unparalleled in the world in the degree of access that it provides to its citizens and the diversity of institutions that comprise the system, it is marked by a long history of exclusion. Gaps in educational and professional attainments among minorities and women endure as one of its greatest challenges. Many of the issues of inequality are prevalent in several group experiences. Other issues seem to be more particularly relevant to the experience of specific groups. This course identifies common and distinctive issues that affect the experience of these groups in the system of higher education in this country. Specifically, the objectives of this course are to:

1. Provide a comparative view of issues that affect different groups in higher education.
2. Familiarize students with many of the unique experiences and problems facing members of historically underrepresented groups.
3. Probe the issues underlying many of the controversies in the research literature on women and people of color.
4. Decipher many of the controversies involved in the discourse on diversity—including the exploration of different conceptual and methodological lenses through which to view this discourse.
5. Understand the issues and challenges involved in efforts to transform institutions of higher education to make them more responsive to the educational experience of these groups.
6. Examine and understand the relationship between theory and research and the practice of education in informing, understanding, and affecting these issues.

Required Readings


E Reserves—All other readings are available via the e-reserves website (www.library.arizona.edu), password "hedrace"
Methods of Instruction and Course Expectations

The course will employ a variety of approaches to instruction and relies heavily on student participation and discussion. Course requirements include written and oral assignments that involve group and individual work and class presentations. You will be evaluated on the following items:

1. **Class participation**—Each of you is expected to be actively involved in the class. You are expected to participate in and lead class discussions in a manner that demonstrates thoughtful reflection and understanding of the subject matter as well as respect for your colleagues in the class.

2. **Readings**—Each of you is expected to complete the readings that are assigned for each session of the class prior to attending that class session. Each class session, different students will be responsible for leading class discussions on the readings that have been completed that week. You will be expected to lead class discussions at least two times during the semester.

3. **Integrative Essays**—You are expected to turn in two integrative essays which address topics/issues/themes covered in the class readings during our class. In addition, you will also be expected to draw from additional sources you can find that inform your topic. Each essay should be approximately 5-7 pages in length. The essays will be due on 10/16/08 and 11/13/08.

4. **Final Research Paper**—**By no later than November 13th**, you will need to pick a topic that relates to course content and to your own scholarly interests about which you will write a comprehensive paper. On the 13th of November, you will be expected to turn in a prospectus (no more than one page) that describes your final paper.

   As just one example, if you have an interest in peer effects or social networks, you might do a synthesis of theory and research regarding the impact of peers on diversity-related outcomes. Your final research-based paper should summarize theoretical/conceptual literature and empirical findings relevant to the topic you have chosen.

   ➔ **The final paper is due on December 11, 2008. You will also be asked to do a 5 minute presentation summarizing the major points of your paper during the last week of class.**

**Note:** All assignments should be turned in on time unless other arrangements are made well in advance of deadlines. If assignments are turned in late, there will be a reduction in your grade.

Grading

Your final grade for this class will be based upon the following:

- Class participation ................... 20 points
- Integrative Essays .................. 30 points
- Final Research Paper ............. 50 points

Your final grade will be calculated using the following scale:

- 90—100 points ...................... A
- 79—89 points ........................ B
- 70—78 points ....................... C
- 60—69 points ........................ D
- Below 60 points ................... F
A Strong Recommendation—Work with a partner or small group of peers in the class to read and critique each other’s written assignments before you turn them in for me to read. It has been my personal experience that multiple drafts and revisions of my written work are always necessary. As part of this process, I have found that thoughtful critiques from my peers provide me with insight and information that is extremely helpful to me as I seek to improve as a writer. I will do whatever I can to facilitate this process. Just ask me.

Academic Integrity
Your work should be characterized by academic integrity and honesty. All students are expected to abide by the university’s code of academic integrity. The code can be found at: http://dos.web.arizona.edu/uapolicies/cai1.html. If you have any questions regarding the university’s policy on academic integrity, please talk to me.

Academic Accommodations for Students with Disabilities
Students needing special accommodations or special services should contact the Disability Resource Center (http://drc.arizona.edu) and/or the SALT Center (http://www.salt.arizona.edu). Students with disabilities who require reasonable accommodations to fully participate in course activities or meet course requirements must register with the Disability Resource Center (DRC). If you qualify for services through DRC, please bring your letter of accommodation to the professor as soon as possible.

Religious Beliefs and Practices
If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and that you notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Course Topics and Weekly Readings

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Description</th>
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<tbody>
<tr>
<td>1</td>
<td>August 28</td>
<td>Introduction to Course</td>
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<tr>
<td>2</td>
<td>September 4</td>
<td>Historical Context</td>
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3 September 11   Public Policy—Part 1


4 September 18   Public Policy—Part 2


5 September 25   Panel Presentation (Tucson Room, SUMC)/Students Experiences


6 October 2 Student Experiences continued and Faculty Experiences


7 October 9 Special Focus and Minority-Serving Institutions


**8 October 16**  
**Introduction to CRT**


**9 October 23**  
**Emerging Theory—Critical Race Theory**


**10 October 30**  
**Critical Race Theory, the sequel**


11 November 6 ASHE Conference—No Class

12 November 13 Intersectionality—Part 1


13 November 20 Intersectionality (continued)


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<th>Date</th>
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<tr>
<td>14 November 27</td>
<td>Thanksgiving—No Class</td>
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<td>15 December 4</td>
<td>Institutional Transformation</td>
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| 16 December 11 | Final Presentations (Final Paper Due)       |

*Syllabus dates and requirements subject to change.*