LEAD 565: Dynamics of Race, Gender, and Culture in Higher Education

University of San Diego, School of Leadership and Education Sciences
Spring 2016, 3 Units, Shiley Center for Science and Technology, 230
Wednesdays, 5:30-8:20 PM

Instructor: Christopher Newman, Ph.D.  T A: Sonya Mohamed, M.Ed.
Assistant Professor  Executive Assistant to the Dean
cnewman@sandiego.edu  smohamed@sandiego.edu
Office: (619) 260-8896
MRH 275D

Office Hours: Mondays 10AM – 1PM; Wednesdays 10AM – 12PM; Thursdays 1 – 4PM
& By Appointment

Course Description
The purpose of this course is to provide students with an opportunity to discuss, reflect, and explore issues of power and privilege in relation to their work as leaders in higher education. In this course, students will have opportunities to study and discuss how colleges and universities are responding to the growth of diversity on their respective campuses; critically examine the research related to current challenges in higher education related to diversity; develop a greater appreciation and understanding of their own and other cultural groups; examine and discuss issues of power and privilege using multiple lenses to investigate the impact of these issues in the context of higher education.

Learning Outcomes

• Develop greater fluency with the intersection and overlapping of categories of social identities (e.g., race, ethnicity, sex, gender identity, social class, religion, sexual orientation) within higher education communities.
• Develop an awareness of the effects of structural inequalities and prejudicial exclusion in higher education, and to understand notions of difference, discrimination, bias, and privilege and how they manifest on college campuses.
• Expand the ability to think critically and communicate effectively about controversial contemporary issues that stem from the race, ethnicity, sex, gender identity, social class, religious, sexual orientation and other differences pervading our society and influence campus communities.
• Build greater familiarity with differing perspectives on the past, present, and diverse visions of the future, as well as the processes that might lead to a more equitable college experience.
• Effectively articulate and reflectively write about how personal ethnographies influence attitudes, values, and behaviors related to leadership on identity-based issues.
Required Books, Readings, and Application


Blackboard (BB) – Additional required readings can be found on the Blackboard portal.

Suggested Books:


Course Schedule

1. January 27th: Introductions & Syllabus Review
   - (BB) Huang-Nissen “Defining the Principles of Dialogue”

2. February 3rd: Historical and Sociological Context of Ethnicity and Class in the U.S.
   **Cultural Chest Activity Due:** Bring three objects relevant to three of your own social identities (visible or invisible) to share a story about its significance or salience.
   - Massey “Categorically Unequal” – Chapters 1-3
   - (BB) Kardia “It’s Not Just Talk”
   - (BB) Berman “A Comparison of Dialogue and Debate”

3. February 10th: Racism & The Racial State
   **Film Screening:** “Fruitvale Station”
   - Massey “Categorically Unequal” – Chapter 5
   - (BB) Hall et al. “A Rose by Any Other Name?”
   - (BB) Harro “Cycle of Socialization”

4. February 17th: Gender Differences and Disparities
   **Field Observation Excursion:** “Toys R Us” 1240 W. Morena Blvd., San Diego, CA 92110
   **Meet in Class FIRST**
   - (BB) Crenshaw “Mapping the Margins”
   - Massey “Categorically Unequal” – Chapter 6
   - (BB) Sax “The Gender Gap in College” – Chapter 2
   - (BB) Yakaboski “Quietly Stripping the Pastels”

5. February 24th: Social & Cultural Capital
   - (BB) Bourdieu “The Forms of Capital”
   - (BB) Yosso “Whose Culture has Capital”
   - FINAL GROUP PROJECT IDENTIFICATION

6. March 2nd: Diversity and Inclusion
   **AUTO-ETHNOGRAPHY PAPER DUE on BlackBoard by 5:30 PM**
   - Winkle-Wagner & Locks “Diversity and Inclusion on Campus” – Chapters 1 – 4
   - FINAL GROUP PROJECT WORKING GROUPS

7. March 9th: Experiences of Diverse Students in Higher Education
   **Small groups of 2-3 will select one article and prepare an 8-minute presentation**
   - (BB) Harper & Nichols “Are They Not All The Same”
   - (BB) Osei-Kofi “Multiracialization, ‘Mixing,’ and Media Pedagogy”
   - (BB) Renn “ Mixed Race Millennials in College”
   - (BB) Museus & Kiang “Deconstructing the Model Minority Myth”
   - (BB) Beemyn et al. “Transgender Issues on College Campuses”
   - (BB) Blumenfeld “How Homophobia Hurts Everyone”
   - (BB) Tierney “Life History and Identity”
8. March 16th: Undocumented Students
   **Film Screening:** “Sin Pais” (translation: “Without Country”).
   - (BB) Gonzalez “Learning to be Illegal”
   - (BB) Olivas “Undocumented College Students, Taxation and Financial Aid”
   - (BB) Tolle excerpt from “A New Earth”

**FINAL PROJECT WORKING GROUPS**

9. March 23rd: **NO CLASS --- Spring Break**

10. March 30th: Critical Whiteness
    - (BB) Reason “Rearticulating Whiteness”
    - (BB) Cabrera “Working through Whiteness”
    - (BB) Reason & Evans “The Complicated Realities of Whiteness”
    - (BB) McIntosh “White Privilege: Unpacking the Invisible Knapsack”
    - (BB) Ayvazian “Interrupting the Cycle of Oppression”
    - (BB) McClintock “How to Interrupt Oppressive Behavior”

11. April 6th: Diversity and Cross Racial Interaction
    **ISSUE PAPER DUE on BLACKBOARD by 5:30 PM**
    - Campus Diversity Board (In Class Activity)
    - Winkle-Wagner & Locks “Diversity and Inclusion on Campus” – Chapters 5 – 8
    - (BB) Chang “The Educational Benefits of Sustaining Cross-Racial Interaction among Undergraduates”
    - (BB) Harro “The Cycle of Liberation”


    - (BB) Park “When Diversity Drops”
    - **FINAL PROJECT WORKING GROUPS**

    - **ENGAGEMENT AND PARTICIPATION SELF-ASSESSMENT DUE on BLACKBOARD by 11:59 PM**
    - **FINAL GROUP PROJECT WORKING GROUPS**

15. May 4th: Final Project Presentations

16. May 11th: **NO CLASS**

17. May 17th: Final Papers Due at 11:59 PM
Grading Breakdown

Engagement and Participation: 15%
Auto-Ethnography Paper: 25%
Issue Paper: 30%
Final Project: 30%
Total: 100%

Engagement and Participation: 15% - Due April 27th by 11:59 PM
Students are expected to attend class regularly, complete the required readings, and be prepared weekly to discuss and reflect on key concepts. Every student is expected to contribute and simply “attending” class does not earn full credit. Much of this class will be conducted in small and large-group dialogues, and this form of learning and engagement is dependent on you having completed the reading.

Reflection Journals
At the end of most classes, students will be asked to submit a short reflection based on their intergroup dialogue experience. Journals are opportunities for you to reflect on the principles of intergroup dialogue, the topics that emerge in class or assigned readings, or if appropriate and relevant, experiences that occur outside of class that have been impactful to your learning and development.

In a maximum of 250 words, please submit a self-assessment of your engagement and participation in this course.

A note on language[^1]:
This class is a place where everyone is free to learn, to express doubt, and to assert convictions. However, with freedom of speech comes responsibility and accountability for that speech. To that end, you are asked to pay attention to both the effect and the intentions of your words, and to avoid deliberately using language that is demeaning to others. When listening to other students, assess both the intent and the effect of those words before assuming an offensive motive. It is also essential that you begin to role model (which does not include always correcting others) the use of inclusive language.

Auto-Ethnography Paper: 25% - Due March 2nd by 5:30 PM
You are to write a well-organized and selectively documented paper of a maximum of seven double-spaced pages with a 12-point font. The paper will be graded according to the criteria of 3 C’s “Content, Creativity, and Composition.

Education is a significant and at times misunderstood factor in our society. As a powerful force in American culture, education (e.g., access, opportunities, credentials, achievement,

[^1]: Adopted from Dafina Lazarus Stewart, Ph.D., Associate Professor at Bowling Green State University
resources) can determine the course of individual lives, families and communities in this society. In the context of a nation that celebrates and embraces the ideals of the American Dream, education achievement occupies a special place. We have also seen how social, economic, cultural, institutional, and psychological factors influence education.

You are to write an educational auto-ethnography that provides a sociological analysis of your personal experiences/outcomes with education institutions. Be sure to examine critically: America’s attitudes toward education: Your family/community’s circumstances; the schools you attended; teacher influences; your career goals, your personality, your personal characteristics (e.g., social class, race, ethnicity, gender etc.). In other words, what difference – if any – has education made in your life – how and why? Why does it matter whether you earn a degree from USD? To what extent has education influenced your identity, self-concept, character, values, opportunities, worldview, and goals? Have education, race, gender, and culture been major factors in your consciousness and in your life? Why or why not?

Feel free in your essay to reject or to redefine the concepts of race, gender, culture, inequality, and education as presented in this course thus far. You may also choose to support or reject the idea these concepts really matter in contemporary America or another country of your choosing. Be sure also to go beyond a mere chronology of events, people and places in your life and focus more on key themes, changes, and developments. I want you to be reflective about a complex concept – education – and to explore whether/how this factor has affected your development. Similarly you are to reflect on whether/how your identity, life circumstances, family resources, schools attended, and so on are relevant for understanding your educational trajectory (and that of others).

Your essay should draw on and apply course reading and materials. I expect you to use Massey, Harro, the concept of social and cultural capital, the notion of gender socialization, the Fruitvale Station film (if appropriate), and at least one outside scholarly source to support and advance your arguments (Check the suggested readings). You may also use “Fruitvale Station.” Your space is limited, so use citations efficiently and selectively in your paper. Also, be mindful that you must be strategic; space will not allow you to address all aspects of your educational auto-ethnography.

Higher education leaders are often called upon to prepare written documents explaining complex issues facing administrative units, proposals, or documentation of the need to continue/discontinue a program or policy. The ability to present arguments clearly, concisely, and convincingly is very important. Moreover, appropriate documentation (i.e., citations) will further bolster any claims you make.

Your task is to identify a current, compelling, and/or controversial issue related to race, gender, sexual orientation, class, diversity, religion, or power and privilege. You should focus on policy or practice questions and not research questions. In other words, “should we have this policy?” is a practical question as compared to, “how effective is this policy?” which is more of an
assessment or evaluation focused research question. However, you might argue for a position based on effectiveness (or lack thereof) as indicated by existing research (e.g., research supports the effectiveness of this approach). You will have time to receive feedback from the instructor and your peers about your topic.

Your paper must include a minimum of three academic citations, which does not include citations from popular press (e.g., Time, Newsweek, Union Tribune) and you should avoid citing Wikipedia. Remember, your professional credibility may be determined by the quality and range of your sources. At a minimum your sources must show exceptional scholarly merit and/or suggest best practice application(s). Here are four questions to guide your analysis:

1. What is the issue (including any necessary background information)?
2. What are the most compelling arguments supporting and opposing this issue?
3. What are the implications for an administrative unit(s) and/or a higher education institution?
4. What are your recommendations for a proactive plan of action to avoid a similar occurrence at your institution?

You have the option to format your paper as a memorandum to the Campus Diversity Board (CDB). This fictitious board is made up of senior administrators from Academic Affairs, Student Affairs, Business Services, and is led by the Chief Diversity Officer. Your paper should not exceed 1,250 words (excluding the reference list). Use the word count function of your word processor and include the word count at the end of the text of the paper, prior to the reference list (e.g., Word Count = 1,248). Your references must be in the APA style.

Final Project & Report: 30% - Due May 17th at 11:59 PM on Blackboard

Final Project (30 points)
In groups of 2-4, you are to select a topic pertinent to the dynamics of race, gender, and culture in higher education and prepare a 15-20 minute presentation. You are strongly encouraged to utilize your creativity in your presentation. Your presentation mode may include, but is not limited to, an original short documentary film, scripted and rehearsed stage performance/role play, or an impactful case study/planned lesson. If you are unsure of the appropriateness of a new media approach then you are encouraged to discuss it with the professor.

Report (70 points)
In a maximum of 12 well-crafted pages (not including references), each group must prepare a report to serve as a supporting document to your final project. This report should address:

1. Background information of the chosen topic
2. Pertinent literature relating to the topic (be sure to include applicable course readings)
3. Relevant implications and recommendations to address the topic

---

2 Appropriate permissions (i.e., video releases) must be obtained for any film participant.
This report should follow the APA style, use 12-point font, have 1-inch margins, and be free of any grammatical errors.
Course Policies

Grading
The following scale will be used to determine final letter grades:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94%</td>
<td>A</td>
</tr>
<tr>
<td>93-90%</td>
<td>A-</td>
</tr>
<tr>
<td>89-87%</td>
<td>B+</td>
</tr>
<tr>
<td>86-83%</td>
<td>B</td>
</tr>
<tr>
<td>82-80%</td>
<td>B-</td>
</tr>
<tr>
<td>79-77%</td>
<td>C+</td>
</tr>
<tr>
<td>76-73%</td>
<td>C</td>
</tr>
<tr>
<td>72-70%</td>
<td>C-</td>
</tr>
<tr>
<td>69-60%</td>
<td>D</td>
</tr>
<tr>
<td>&lt;59%</td>
<td>F</td>
</tr>
</tbody>
</table>

Attendance
You are expected to attend every class and attendance is a portion of the participation grade. However, I understand life happens. Therefore, everyone is granted one absence without penalty, but you must still notify the instructor of your pending absence. Please do not abuse this policy and only miss class for a legitimate reason. Any additional absences must be approved in advance or the student’s participation grade will be lowered.

Computers
You are strongly encouraged to bring your laptop/tablet computers to class. Computers may be used during lecture/discussion to take notes, research course topics, and complete and submit free writes. Please be respectful of your classmates, guest speakers, and the instructor and do not use computers for social networking or personal emails. Students who abuse the computer policy will have her or his participation grade lowered.

Food
You may eat during class, but please be respectful of your classmates and the instructor and eat quietly. Please note: some people may have food allergies. We will discuss this on the first day of class. I will ask students not to bring food items for which students or the instructor may be allergic.

Late Assignments
Unexcused late assignments will be heavily penalized 10% for every week late (e.g., one week late = maximum grade of 90%; two weeks late = maximum grade of 80% up to 30% off) unless a student has a preapproved excuse. Please turn in all assignments on time even if you are absent the day the assignment is due. An excused absence does not necessarily excuse the assignment from being submitted on time. Accommodations will be made for legitimate circumstances.
Academic Integrity

The complete plagiarism policy is available for your review at:
http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University.

Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor’s files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor’s determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean’s office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.
Sustainability
As higher education professionals, it is our responsibility to advance sustainable practices in our business operations and the education of our students. In collaboration with the University-wide sustainability efforts, we are committed to developing sustainable practices. Copies of this syllabus will not be printed for distribution by the instructor and handouts will be avoided whenever possible. Recycling is always encouraged.

Request for Accommodations
Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office, (619) 260-4655, before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards for the course will not be modified in considering specific accommodations.

Grade of Incomplete
The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the “I” grade will become a permanent “F.”

SOLES On-line Course Evaluation
Student evaluations in SOLES are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Active Registration link on the One-Stop Services tab. Your instructor will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

***The instructor reserves the right to make changes to the syllabus. However, if changes are made, the instructor will give students adequate notice.