EDHE 5220 Cultural Pluralism in Higher Education
College of Education - Department of Counseling & Higher Education
Spring 2019 ● Thursdays, 4 pm – 6:50 pm ● Language Building 223

COURSE SYLLABUS

Instructor Information
Uyen Tran-Parsons, Ph.D. Office Hours: WTh, 12-3 pm
(940) 597-8997 cell Matthews Hall 214
(940) 565-4873 office
Uyen.Tran@unt.edu

DESCRIPTION OF THE COURSE
Credits: 3 hours Prerequisites: None
Examines the role of cultural pluralism in U.S. higher education. Focuses on issues of race, ethnicity, and gender, and their implications for the change processes of colleges and universities.

OBJECTIVES OF THE COURSE
At the end of this course, students will be able to…
1. Analyze the current body of scholarly literature and research on cultural pluralism, multiculturalism, and diversity in higher education
2. Describe the history and current status of race, ethnicity, and gender issues in higher education
3. Describe the challenges and opportunities faced by higher education administration with regard to changing demographics
4. Develop an informed perspective on issues of race, ethnicity, and gender and how higher education might better address the challenges/opportunities presented

REQUIRED TEXTS

All other course readings available through Library Course Guide and Library Course Reserve (Course Reserve Password: 5220S19)

ACPA and NASPA Social Justice Professional Competencies *addressed in this course:*

A. Understanding of Self and Navigating Systems of Power
   - Articulate one’s identities and intersectionality
   - Identify systems of socialization that influence one’s multiple identities and sociopolitical perspectives and how they impact one’s lived experiences.
   - Articulate a foundational understanding of social justice and inclusion within the context of higher education.

B. Critical Assessment and Self-Directed Learning
   - Utilize critical reflection in order to identify one’s own prejudices and biases.
   - Participate in activities that assess and complicate one’s understanding of inclusion, oppression, privilege, and power.

C. Organizational Systemic Advocacy
   - Understand how one is affected by and participates in maintaining systems of oppression, privilege, and power.

D. Engaging in Socially - Justice Practice
   - Integrate knowledge of social justice, inclusion, oppression, privilege, and power into one’s practice.
   - Connect and build meaningful relationships with others while recognizing their multiple, intersecting identities, perspectives, and developmental differences.
   - Advocate on issues of social justice, oppression, privilege, and power that impact people based on local, country, and global interconnections.

COURSE POLICIES

**Cell phones, Laptops, and Other Devices**
The use of laptops in class is permitted and encouraged except during peer presentations. However, it is important to recognize your own limitations. If the impulse to check e-mail, social media sites, or any other of your favorite websites is too much for you, please do not use a laptop. If you are found engaging in activities not related to class, you will be asked to leave class and your participation grade for that day will result in a zero.

The ringer on your cell phone should be turned off during class. We all have important obligations outside of school, so please speak with the instructor before class if you personally or professionally need to be on-call. **The use of cell phone cameras is prohibited in the classroom.** Please write down any information you would like to remember for later as opposed to taking a picture of it with your phone. Lastly, recording devices are prohibited in
the classroom unless needed as part of an accommodation. Please do not share any recordings obtained for an accommodation.

**Communication**
It is strongly recommended that you visit with me during office hours at least once this semester to discuss your progress in the course. Connecting with faculty builds your professional network. Discussing your work progresses your path to becoming a contributing scholar and practitioner. One-on-one time allows us to address challenges early on. I can help you obtain the grade you desire if you talk to me ahead of time.

My office hours are Wednesdays and Thursdays from 12-3 pm. However, I am on campus most days. If you would like to meet outside of office hours, do not hesitate to ask. Email is the best way to contact me. I strive to respond to all emails within a 24-hour period. If I have not responded to your email within this time period, feel free to contact me again. I expect that prior to contacting me you will do your due diligence in researching the answer to your question by consulting the syllabus, consulting Canvas, or consulting other classmates. Text messages are always welcome, but please refrain from texting me after 10 pm.

**Late Assignments**
All assignments are due by the start of class on the assigned date. This holds true even when you plan to be absent from class. Each week an assignment is past due, a full letter grade will be deducted. An assignment that is one week past due will receive a grade no higher than a ‘B’, two weeks past due will receive no higher than a ‘C’, and so on. Assignments past due more than three weeks will not be accepted. Late submissions of the final paper or final presentation will not be accepted; students will receive an automatic grade of zero on the assignment.

**Incomplete**
Beginning Fall 2018, students who wish to receive a grade of “incomplete” for the course must work with the instructor to submit the appropriate paperwork to the Registrar’s Office when 75% of the semester is over. Students must be passing the class in order to be eligible for an incomplete.

**COURSE ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; participation</td>
<td>A 90-100</td>
</tr>
<tr>
<td>Individual Reflections (5 total)</td>
<td>B 80-89</td>
</tr>
<tr>
<td>How Did We Get Here Presentation</td>
<td>C 70-79</td>
</tr>
<tr>
<td>Philosophy Statement on D&amp;I</td>
<td>D 60-69</td>
</tr>
<tr>
<td>Final Project - Research (3 total)</td>
<td>F &lt; 60</td>
</tr>
<tr>
<td>Final Project - Job Talk</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 POINTS</strong></td>
</tr>
</tbody>
</table>
Attendance and Participation
A portion of the course grade is determined by the quality and quantity of classroom participation; therefore, attendance is essential. In addition you are expected to remain fully engaged throughout the class. That means no texting, Web searching or other such distractions unless they are directly related to course assignments.

What constitutes an “A” for participation?
- You attend class every day and arrive on time.
- You are prepared to discuss the assigned reading and have prepared questions about the reading before arriving to class.
- You ask questions to your peers about what they have shared to seek deeper understanding.
- You are engaged and attentive throughout class.
- You respond to questions even when you are not 100% sure about the answer.
- You ask questions right away when you do not understand a question or concept.
- You remain for the entire class, unless prior arrangements have been made with the instructor.
- You are cognizant of how much or how little you have participated in course discussion and actively work to address the issue.
- You provide your peers ample time to collect their thoughts and respond to questions posed in class.

It is the students responsibility to communicate with the instructor about potential absences. More than two absences will result in an automatic deduction of a letter grade. Students who arrive late to class or leave early from class without consulting with the instructor prior will be marked absent. There are no make-up assignments for this course.

Individual Reflections (5 total, 5 points each)
Page Length: 2-4 pages, double-spaced
The purpose of this assignment is to help you begin your journey as a reflective scholar practitioner. As a class, we will begin to explore the world around us vs the world we individually live in. Writing prompts will be announced in class and posted on Canvas. You will be graded on content, clarity, and grammar. Include citations and references in APA format when including information other than your own opinion. Submit each reflection via Canvas.

Group Presentation: How Did We Get Here?
Presentation Length: 10-minutes + minimum of 8 slides
Each small group will be assigned a specific system or event in history that has impacted race relations in the United States. Review news articles and scholarly sources published about the event. Create a 10-minute presentation explaining the details (who, what, when, where) and significance of the event. There will certainly be opposing and contradictory information that exists about each topic.
Presentation slides should: 1) include a title page with the names of each group member; 2) include a slide at the end of the presentation listing all sources in APA format; 3) utilize large font and bold contrasting colors; and 4) several pictures and other visuals. Please bring copies of the presentation to distribute in class.

**Personal Philosophy on Diversity and Inclusion**

**Page Length:** 2-3 pages, double-spaced

The purpose of this assignment is to help you verbalize your commitment to social justice as a student affairs professional. Review the ACPA/NASPA Competencies for Social Justice discussed in weeks 1-3 of the course. Reflect on the various topics discussed in the course. Create a unique and individualized statement stating how you plan to advocate on issues of social justice, oppression, privilege, and power for others outside of your realm of familiarity. Consider the following questions:

- How have your past experiences informed your views on diversity, inclusion, equity, and access?
- How do you plan to continue learning more about social identities other than your own?
- How will you advocate for students from minoritized backgrounds in your (future) position at a college or university? Within the field of higher education?
- What have you accomplished thus far in support of minoritized student populations?

**Final Project**

Each student will be randomly assigned a specific type of institution and student population to focus on for the final project. Across the span of four weeks, you will expand your understanding of the assigned population through a research and response exercise. Then, you will apply the research by creating a job talk conveying your ideas of how various student service functional areas can better meet the needs of minoritized student populations.

**Part I: Research**

**Page length:** 2-4 pages, double-spaced, for each prompt; a total of 6-12 pages for 3 prompts

Five writing prompts will be provided in class. Select and respond to a total of three prompts. Essays must include a minimum of two scholarly sources each. Include citations and references in APA format at the end of each essay.

**Part II: Job Talk**

**Presentation length:** 15 minutes; minimum 8 slides

Picture a future version of yourself who has been working in higher education for several years. You have been invited for an on-campus job interview - a director-level position at a new institution. As part of the campus visit, you have been asked to present a potential strategy to address two pressing issues: (1) a lack of cultural competency among department staff; and (2) declining participation by a specific minoritized student population.
Create a 15-minute presentation that includes: (a) a brief description of the student population including stereotypes and misinformation about the student population; (b) a plan with specific goal markers at 6 months, year one, and year three to address the problem; (c) an outline of 2 higher education policies at the institution that negatively impact those who live the social identity; and (d) suggested professional development to help department staff better meet the needs of the assigned student population.

Presentation should be created in Powerpoint, Keynote, Google Slides, or similar presentation software excluding Prezi. Include properly formatted APA references at the end of the presentation.
<table>
<thead>
<tr>
<th>DATE</th>
<th>COURSE TOPIC + READINGS</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/31</td>
<td><strong>Multiculturalism on a College Campus, Part I</strong>&lt;br&gt;Multiculturalism on Campus, Ch. 1-4</td>
<td>Reflection 2</td>
</tr>
<tr>
<td>2/7</td>
<td><strong>Systems of Oppression</strong> - Prepare for group presentations</td>
<td>Reflection 3</td>
</tr>
<tr>
<td>2/14</td>
<td><strong>How Did We Get Here?</strong> Group Presentations</td>
<td>Group Presentation</td>
</tr>
<tr>
<td>Date</td>
<td>Event/Assignment</td>
<td>Details</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>2/28</td>
<td><strong>Equity &amp; Diversity Conference</strong> - (Attend at least ½ day)</td>
<td>No class meeting at 4 pm</td>
</tr>
<tr>
<td>3/14</td>
<td><strong>SPRING BREAK</strong> - No Class Meeting</td>
<td></td>
</tr>
<tr>
<td>3/21</td>
<td><strong>Immigration, Dreamers, and DACA</strong></td>
<td>Watch &quot;<em>Documented</em>&quot; (Online via UNT Media Library)</td>
</tr>
<tr>
<td></td>
<td><em>Begin Final Project</em></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Title</td>
<td>Author(s)</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Religious Oppression</td>
<td>Multiculturalism on Campus, Ch. 16</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>5/2</td>
<td>Final Presentations</td>
<td>(Submit presentation slides to canvas if presenting today)</td>
</tr>
<tr>
<td>5/9</td>
<td>Final Presentations</td>
<td>(Submit presentation slides to canvas if presenting today)</td>
</tr>
</tbody>
</table>

Research Essays Due
SYLLABUS ADDENDUM

Succeed at UNT:
Show Up - Find Support - Take Control - Be Prepared - Get Involved - Be Persistent

Academic Integrity and Academic Misconduct
Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: http://vpaa.unt.edu/academic-integrity.htm.

Acceptable Student Behavior
Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

Disability Accommodation
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Access website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

EagleConnect
All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For
information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material.

**Emergency Notifications and Procedures**
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

**Food & Shelter Insecurity**
Any student who is experiencing difficulty affording groceries or accessing food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students Office located on the 4th floor of the Union, Suite 409 or by calling 940-565-2648. The UNT Food Pantry is available to all UNT students Operating hours are Monday - Thursday from 8 am - 7 pm; 8 am - 5 pm on Fridays in the Dean of Students office, University Union 409.

**LGBTQIA Support**
We can assist in connecting you with resources on campus to address challenges you may face pertaining to sexual orientation and/or gender identity that could impact your success at UNT. If comfortable, we are here to help and available to listen and support you in an affirming manner. Please note that the Pride Alliance is located in the University Union, Room 372; open Monday through Friday, 8 am - 5 pm. You may contact their staff members by calling 940-565-2589 or emailing pridealliance@unt.edu. We encourage you to connect with their incredible staff.

**Observation of Religious Holy Days**
If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

**Respect for Diversity**
The values of inclusion and respect for diversity are central to the work I do as an educator. Similarly, the University of North Texas Non-Discrimination Policy emphasizes inclusiveness. Policy 16.006 states:

The University of North Texas does not unlawfully discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity or expression, age, disability, genetic information, or veteran status in its application and admission processes, educational programs and activities, university facilities, or employment policies, procedures, and processes. The University takes active measures to prevent such conduct and immediately investigates and takes remedial action when appropriate. The University also prohibits and takes actions to prevent retaliation against individuals.
who report or file a charge of discrimination or harassment; participate in an investigation, or oppose any form of discrimination or harassment.

The policy further details procedures for reporting incidents of discrimination, harassment, or retaliation. Reports can be filed online with the Division of Institutional Equity and Diversity. You are encouraged to familiarize yourself with this policy.

In addition, class rosters and University data systems are provided to instructors with students’ legal names and gender identifications. Knowing that not all students use their legal names or sex/gender assigned at birth, I am happy to use the name and/or pronouns you use. If these change at any point during the semester, please let me know and we can develop a way to share this information with others in a way that is comfortable and safe for you.

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students’ records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy.

Sexual Discrimination, Harassment, & Assault
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources](http://deanofstudents.unt.edu/resources). Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

Student Perceptions of Teaching (SPOT)
Completion of an online students’ perceptions of teaching is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the
feedback I get from students, as I work continually to improve my teaching. I consider your completion of this online survey to be an important part of your participation in this class.