COURSE SYLLABUS

Professor: Uyen Tran-Parsons, Ph.D.  
Uyen.Tran@unt.edu  
Pronouns: she/her/hers  
(940) 565-4873  
Office Location: Matthews Hall 214  
Office Hours: WTh, 12-3 pm  
*Please email for an appointment  
Meetings may be in-person or online

WHAT IS THIS COURSE ALL ABOUT?

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  
Upon completion of the course, students will:

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 U.S. higher education.
3. Describe the challenges and opportunities faced by higher education administration with regard to changing demographics.
4. Make recommendations on how higher education administrators might better address the needs and challenges of minoritized student populations in higher education.
5. Gain a better understanding of their own social identities and individual values within the contexts of systemic oppression.
6. Articulate their own philosophy on diversity and social justice as it applies to their work as a student affairs practitioner.
7. Apply APA guidelines through each writing assignment.
WHAT BOOKS AND OTHER MATERIALS WILL I NEED?


**All other course readings** available through [Library Course Guide](#) and [Library Course Reserve](#) (Course Reserve Password: 5220S20)

**Recommended textbooks, but not required**


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.
**Recommended Student Services**
The University of North Texas provides numerous student services to help you be successful in and outside of the classroom. We encourage you to reach out to us or other professionals on campus if you need help - whether related to academics or personal matters. Below are a few academic resources that I believe will be particularly helpful with this course:

<table>
<thead>
<tr>
<th>Writing Assistance</th>
<th>Writing Lab tutors will provide feedback on papers as well as teach you important common writing errors. They are located in Sage Hall Room 150. Appointments are recommended and may be obtained by emailing <a href="mailto:GradWriting@unt.edu">GradWriting@unt.edu</a>. Graduate students may receive up to 1 hour of one-on-one tutoring (face-to-face or online) per day. **Please note that midterms and the end of the semester are the Writing Labs busiest times. If utilizing their services during this time, anticipate an extra four to five days before receiving feedback.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willis Library and their Librarians</td>
<td>Willis Library provides access to important academic books, journals, and magazines needed for this class. The College of Education Library Liaison is Jo Monahan (<a href="mailto:Jo.Monahan@unt.edu">Jo.Monahan@unt.edu</a>). I highly recommend making an appointment with her within the first month of school. She can teach you how to quickly find research materials needed for assignments in the course. Additionally, the library offers laptops for checkout, printing/scanning services, and group study rooms.</td>
</tr>
<tr>
<td>Tutors and Academic Coaching</td>
<td>The Learning Center offers numerous academic support services - most useful for this course would be Academic Coaching, Tutoring (available online!), and Speed Reading. The Learning Center is located in Sage Hall Room 170, or call 940-369-7006 to learn more about their services.</td>
</tr>
<tr>
<td>Counseling</td>
<td>It is important to pay attention to your mental health - especially during stressful or trying times in your life (hello - grad school?). Counseling and Testing Services offers FREE confidential individual and group counseling. Visit their office in Chestnut Hall Suite 311, or call 940-565-2741 to setup an appointment. The Toulouse Graduate School has a new program, #GradLife Mental Health Support Groups. Sessions are held at the Counseling and Human Development Center at 425 S. Welch St. Contact 940-565-2970 for Spring 2020 meeting dates.</td>
</tr>
</tbody>
</table>
IMPORTANT COURSE POLICIES

Absences
Consistent attendance is vital to success in this class. Be on time and ready to contribute at the start of class. Please notify the instructor prior to class of any absences that are unavoidable. If you miss class, arrange to get the material from a classmate. There are no make-up assignments for this course. More than two absences will result in an automatic deduction of a letter grade.

In the event of a severe weather day or similar disruption, please look for instructions on how to proceed with class on Canvas. Class will not be cancelled due to severe weather unless there is an official announcement from the university to do so. If the university plans to close or re-open during a regularly scheduled class, we will not meet at all.

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.

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.

Course Communication
Important class changes will be posted in the “Announcements” section of Canvas. Unless you modify the settings, a copy of the announcement will automatically be emailed to your myUNT email address.

To contact the professor, please email or call using the contact information provided at the top of the syllabus. Inquiries will receive a response within 24 hours. Prior to contacting me, please do your due diligence to find the answer to your question either by consulting with your classmates or reading through the syllabus.

Emergency Technology Plan
In order to complete this online course, students will have to depend on access to technology (especially a reliable internet connection). I understand that due to extenuating circumstances, there may be times where internet connection or access to technology may become challenges (examples: bad weather results in a power outage; financial challenges result in loss of internet
access). I ask that each student create an emergency technology plan that can serve as a backup plan when extenuating circumstances arise. Please consider saving your work in multiple locations (such as your personal computer and Google Drive) and identifying a location near your home that has reliable public WiFi.

**Grading Policy**

The instructor will typically provide feedback and grades on assignments 7-14 days after the due date. An announcement will be posted to Canvas if turnaround time will be longer. Grades will be posted through the Canvas “Grades” section.

**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 receive an incomplete. Any incomplete that is not resolved within one year will automatically be changed to a “F”.

**Late Assignments**

Please see the course schedule for the name and due date for every assignment. 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 end of the semester essay will not be accepted unless discussed with the professor; students will receive an automatic grade of zero on the assignment.

If you need to discuss turning in an assignment past the due date, it is your responsibility to contact the instructor at least 24 hours in advance of the assignment being due.

**WHAT CAN I EXPECT TO HAPPEN IN CLASS?**

Each week, you can expect to be actively engaged in discussions and in-class activities. In an effort to meet varying learning styles, there will be a mix of independent reflections, sharing with partners, and team-based problem solving activities. One to two different course topics will be discussed each week. We will be able to cover more ground and have deeper discussion when everyone completes the readings ahead of time.

**Preparing for class**

To help prepare each week, you will need to complete course readings before the start of class. There are no expectations for you to be able to recite specific dates and figures. In general, I hope you will

1. **Read:** What is the topic? Read the abstract. Who is the author? Look up who they are if you are unfamiliar with their work. Read the introduction and the discussion section of the article or chapter to get a general idea of what the article is about. Then, read the
article or chapter from start to finish. Circle words that are unfamiliar so you can go back and look up the definitions.

2. **Take notes**: What information is new to you? Why is this functional area/issue/strategy important to student affairs? Avoid highlighting everything. **Write down questions you have about the readings.** Take note of anything that is unclear. While it may take less time to type your notes, I would argue that it may be easier to remember information if you actually write it out.

3. **Reflect**: Re-read your notes. Fill in anything that is unclear to you. Think about how the new information compares to your own college experience. What differences do you see and what accounts for those differences? How do the readings affirm what you know or contradict what you know? Do you have a particular perspective about the topic that others in the class may not have?

Because you are likely taking several classes in one semester, but reading several days ahead for class, I suggest glancing through your notes one more time before class begins to refresh your memory.

**Participation**
The quality and quantity of classroom participation highly impacts the flow of this course; therefore, attendance is essential. We will be discussing difficult topics, and you must be present in order for us to grow and learn as a class.

What does participation look like in action?

- 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.
HOW YOUR COURSE GRADE WILL BE DETERMINED

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Percentage of Overall Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Reflections</td>
<td>300 points total</td>
<td>25%</td>
</tr>
<tr>
<td>How did we get here? Group Presentation</td>
<td>100 points</td>
<td>25%</td>
</tr>
<tr>
<td>Philosophy Statement on Diversity &amp; Inclusion</td>
<td>100 points</td>
<td>15%</td>
</tr>
<tr>
<td>Final Project: Examining the Experience of Others</td>
<td>100 points</td>
<td>35%</td>
</tr>
<tr>
<td>- Research Essays</td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td>- Presentation</td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>700 points</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale
A = 90-100%  
B = 80-89%  
C = 70-79%  
<69% see instructor

Simply following instructions constitutes “B” work. Going above and beyond is “A” work; and failing to meet minimum expectations will result in a grade of C or lower.

COURSE ASSIGNMENTS

Individual Reflections
Page Length: 2-3 pages, double-spaced; no cover page needed
The purpose of this assignment is to help you begin your journey as a reflective scholar practitioner. As a class, we will begin to analyze the ways we perceive the world and the way others perceive us. Assignment details will be provided in class. You will be graded on content, clarity, and grammar. Submit each reflection via Canvas.

Group Presentation: How Did We Get Here?
Presentation Length: 15-20 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 15-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) relevant pictures and other visuals. Please bring copies of the presentation to distribute in class. Handouts should have no more than 3 slides per page.

**Philosophy Statement on Diversity & Inclusion**

Page Length: 1-2 pages

Reflecting on the course readings and what has been discussed throughout the semester, create a statement detailing your stance as a student affairs professional on diversity and inclusion in higher education. Address the following questions in your statement:

- What does diversity and inclusion mean to you?
- What does social justice mean to you?
- How do your social identities and positionalities inform your work?
- Why is it important to understand the complexity of power, oppression, discrimination, and decolonization (to name a few) as someone who works in higher education?

**Final Project: Examining the Experience of Others**

Each student in the course will select a social identity they are less familiar with to develop your expertise about the identity through continuous research.

**Research Essays.** A list of essay prompts will be provided in class; each student will select and respond to **four**. Each essay should be a minimum of two pages and not exceed six pages (not including references). Essays should be formatted according to APA standards: 1” margins, 12-point font, and double-spaced. In-text include citations and references must be included when appropriate. Submit a complete set of essays as **one** document with page breaks separating each entry.

**Final Presentation.** At the end of the semester, create a **10-15** minute presentation about the selected social identity. The presentation should include: (a) a summary of what you learned including personal biases and prejudices that were discovered or altered; (b) an outline of 2-3 higher education policies that negatively impact those who live the social identity; and (c) a description of how you plan to advocate on issues of social justice, oppression, privilege, and power for others outside of your realm of familiarity.

Information may be presented in the form of a Powerpoint presentation, video, or any other creative form approved by the instructor. Please include properly formatted APA citations within each slide (when appropriate) and a full list of references at the end of the presentation.
<table>
<thead>
<tr>
<th>DATE</th>
<th>COURSE TOPIC + READINGS</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/23</td>
<td><strong>What is Decolonization?</strong>  &lt;br&gt;<em>ACPA Imperative for Racial Justice and Decolonization</em>  &lt;br&gt;Pidgeon, M. (2008). <em>Pushing against the margins: Indigenous theorizing of “success” and retention in higher education</em>. <em>Journal of College Student Retention</em>, 10(3), 339-360.  &lt;br&gt;In-Class preparation for group presentations</td>
<td></td>
</tr>
<tr>
<td>2/6</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>2/13</td>
<td><strong>How did we get here?</strong>  &lt;br&gt;Group Presentations In-Class</td>
<td>Group Presentation</td>
</tr>
<tr>
<td>2/20</td>
<td><strong>UNT Equity &amp; Diversity Conference</strong>  &lt;br&gt;Attend conference - No regular class meeting.</td>
<td></td>
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<tr>
<td>Date</td>
<td>Assignment/Reading/Activity</td>
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</tbody>
</table>
| 3/5  | **Multiculturalism on a College Campus, Part II**  
Multiculturalism on Campus, Ch. 5-8, 15  
| 3/12 | **SPRING BREAK - no class meeting** |
| 3/19 | **Work Week** - Begin research for final project.  
Read Trans* in College, Ch. 1-4  
Reflection 3 |
| 3/26 | **Genderism, Heterosexism and Transphobia**  
Trans* in College, Ch. 5-6  
Multiculturalism on Campus, 12-13 |
| 4/2  | **Campus Activism and Campus Responses**  
Multiculturalism on Campus, Ch. 17  
| 4/9  | **Diversity and the Life of the Institution**  
Multiculturalism on Campus, Ch. 16  

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Watch “*White Like Me: Race, Racism, & White Privilege in America*” (Online via UNT Media Library).

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/16</td>
<td>To be determined</td>
<td></td>
</tr>
<tr>
<td>4/23</td>
<td>Final Presentations</td>
<td>Presentation Slides (if presenting today)</td>
</tr>
<tr>
<td>4/30</td>
<td>Final Presentations</td>
<td>Presentation Slides (if presenting today)</td>
</tr>
<tr>
<td></td>
<td><strong>Last day to turn in late work</strong></td>
<td></td>
</tr>
<tr>
<td>5/7</td>
<td>Finals Week - No Class Meeting</td>
<td>Final Essays</td>
</tr>
</tbody>
</table>
IMPORTANT UNIVERSITY POLICIES TO KNOW

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

Academic Integrity and Academic Dishonesty
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 Access
The University of North Texas makes reasonable academic accommodations for students with disabilities. Students seeking accommodations 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 Canvas for contingency plans for covering course materials.

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.

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. Esther Oppong 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)
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be
made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at www.spot.unt.edu or email spot@unt.edu.

**Food & Shelter Insecurity**

If any student 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, please contact the Dean of Students Office located on the 4th floor of the Union, Suite 409 or by calling 940-565-2648. Staff are readily available to help you acquire basic needs. Furthermore, please know that your instructors are always available to help if you feel uncomfortable going to the Dean of Students office by yourself.

The [UNT Food Pantry](http://www.unt.edu) is located on the first floor of Crumley Hall at 1621 W. Highland St., 76201. They are open Monday - Thursday from 10 am - 7 pm, and Friday 10 am - 5 pm. There is also a Food Pantry located at the Discovery Park campus, Room A160. They are open Monday - Friday, 8 am - 5 pm.