

EDAD 618: Educational Administration in Cross Cultural Environments
Texas A&M University
Tuesdays 1 – 4pm
Harrington Hall 601

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Introduction and Overview

Purpose

U.S. higher education is faced with a number of critical concerns and issues that are directly linked to the changing needs and demands of our society. One of these issues relates to the concept of social justice and the need for diversity and equity in higher education. Historically, U.S. higher education has been presented as a pathway to upward mobility, a passport to success and opportunity for most members of American society. While this might be true for 'mainstream' members of this society, the educational experiences of women, ethnic minorities, GLBTQ students, students from disadvantaged backgrounds, and those with disabilities, do not always reflect and have access to the opportunities available in higher education. The experiences of these constituents continue to be relegated to the fringes of American higher education.

Course Objectives

This course explores critical topics and issues related to diversity and social justice in higher education, particularly issues related to race, ethnicity, class, sexual orientation, religion, disability, and gender. Overall, five distinct areas are covered with respect to diversity and social justice:

- 1) Theoretical frameworks and research that investigate the multiple dimensions of social justice, diversity, and multiculturalism
- 2) Policies (institutional and public) that impact the campus climate
- 3) Organizational change behavior of higher education institutions
- 4) Campus constituents (students, faculty, and administrators)
- 5) The role of external constituent groups

This course examines critical issues related to the subject of diversity in contemporary US colleges and universities. The course will draw from scholarly research to examine the ways in which diversity affects various institutional participants -- students, faculty, and administrators -- and in turn how these constituents interpret and understand institutional and public policies. Given our various experiences and understandings of diversity issues, we will draw from and integrate the experiences of everyone enrolled in the course. Through the class readings and discussions, we will hopefully emerge with a better understanding of how we can make higher education environments more accessible and equitable for the historically excluded groups.

Attendance

Because this course requires both personal and professional understandings of cross-cultural issues, students are required to attend class on a regular basis. Educated class discussion is a major part of this course. Students are expected to participate in class discussions every week. Much of the learning that takes place occurs during class discussions as well as informal discussions you may have with others outside of class.

Establishing a Safe Classroom Environment

Learning takes place best when a safe environment is established in the classroom. To this end, I will seek to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. I hope that together we create a safe environment where everyone feels comfortable to share and explore ideas. In the course of class discussions, it is quite possible that disagreements will arise. I welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of other points of view, whether you agree with them or not. In this class, derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.

Required Texts

D'Souza, D. (1998). *Illiberal Education: The Politics of Race and Sex on Campus*. New York: The Free Press.

Pope, R.L., Reynolds, A., & Mueller J.A. (2004). *Multicultural Competence in Student Affairs*. Jossey-Bass.

Tatum, B. (1997). *Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations About Race*. New York: Basic Books.

-- I will also email you numerous articles throughout the semester --

Course Expectations & Assignments

Assignment	Percentage	Due Date
Class Participation – includes leading article discussions	10%	
Personal Responses (a total of 10)	10%	All Days Class Meets
Experiential Learning Activity & Paper (4-5 pages)	20%	February 27
*Conference Proposal (1,200 words max.)	20%	March 20
*Group Publication Paper (18-20 pages of text)	30%	April 17
*Group Presentation (40 minutes)	10%	April 24/May 1
Total	100%	

**Students will work in groups of two for these assignments*

Lechuga's Grading Scale for all assignments

Points:	95-100	= A
	90-94	= A-
	85-89	= B
	80-84	= B-
	75-79	= C
	70-74	= C-
	< 69	= F

Final Course Grading scale (Per the University grading system)

Note: *Texas A&M considers any grade below C in a graduate course as failing

Points:	90-100	=A
	80-89	=B
	70-79	=C
	60-69	=D*
	< 69	=F

Assignment Descriptions

Weekly Personal Reflection (NO MORE than 1 page typed and double-spaced, will not be graded)

Beginning on January 30 and in conjunction with the reading assignments as outlined in the course schedule, students will be responsible for submitting a short 1-page typed reading reflection that expresses their internalized understandings of the general concepts as related to the week's assigned readings. Students should attempt to reference the readings and include personal impressions to illustrate the depth of their understanding of the topic.

For January 23rd class session, students are asked to write a 1 page personal reflection of the guest lecture and activities that should be turned via email no later than January 24. (These reflections will not be graded, but they do account for 10% of your grade.)

Leading Article Discussions (3-4 minutes)

Each class session, students will introduce and lead a discussion of one of the assigned readings. You may include outside sources such as a current news article, statistical data, etc. (Each student will lead at least 2 readings throughout the semester). You are encouraged to provide only a *brief* overview of the article and instead provide the class with your reactions and thoughts about the article, i.e. articles strengths/weaknesses, overarching theme, author's intent, etc. Also, you are asked to pose two or three questions to the class from which we will form our discussion.

Assignment #1 – Due February 27

Experiential Learning Activity – Exploring the “Other” (4-5 pages, excluding references if needed). You will be required to commit to an activity, and email the chosen activity to me by February 6.

This activity will require each student to experience or participate in an activity that they are unfamiliar with in order to explore the concepts discussed in class. Examples of such activities include: attending a religious service that greatly differs from their own, attending a cultural event or lecture of significance, attending a meeting or event of a particular group or organization (e.g. Black Graduate Student Association, International Graduate Student Association – also check Race & Ethnic Studies Institute, Women's & Gender Equity Resource Center, Women's Studies Program, and the Office and the Vice President and Provost for Diversity for lists of organizations and events). It is encouraged that students either attend the event with someone who is familiar with it, or make sure it will be ok for you to attend (especially if it is an organization's group meeting).

This writing assignment is intended to be a reflective paper. This will require the student to pay close attention to the smallest details and activities that occur. Students are first asked to briefly describe the event and what they experienced. Other sample questions that can assist in writing the paper include but are not limited to:

- How would you *interpret* the meaning of the event in general and certain details/actions/activities that took place throughout?
- How and why did you interpret the event in the manner in which you did? (i.e. critically analyze the lens from which you made meaning of the event and the activities)
- What were your assumptions going in and how did they affect what you experienced?
- What are the shared beliefs, assumptions, goals, etc. that are explicitly or implicitly being made by the group/event/activity?
- How do these shared beliefs, assumptions, goals, etc. affect the nature of the activity/event or group?
- Make use of the literature when appropriate.
- If possible, students may consider speaking/informally interviewing someone who attended or is familiar with the chosen activity **AFTER** the activity has taken place. (It is important that the event or activity be experienced and internalized first before speaking to someone who is familiar with it). In doing so, the student can better understand the details to help facilitate a better understanding of what they experienced and provide additional insight in the paper.

Assignment #2 – Due March 20

Conference Proposal (1000-1,200 words maximum, single-spaced, excluding references)

--Rough Draft Due for Peer Review, February 13 (650 words, same guidelines) —

I will not look at or grade the rough draft – Proposals will be anonymously reviewed (simply to provide feedback, not for a grade) by your peers using the guidelines provided below

Conference Theme: *Examining Differences & Moving Towards Social Justice*

*[For this and the remaining assignments, students are asked to pair up with a classmate. You will be working with this individual for the remainder of the semester in preparing the conference proposal, class presentation, and final publication paper. These assignments are intended to provide you with a **realistic experience** of what it will be like to write a proposal, design a presentation, and write a paper that you can turn into an article for publication in any number of student affairs publications]*

For this assignment, students are asked to submit a proposal that outlines your group presentation and final course paper. The proposal will take the form of a conference proposal that *summarizes* in 1,200 words or less (excluding abstract & references) the merits of the proposed presentation and paper. [There is no cover page for this assignment – the top of p.1 should include the proposal title followed by an 80-word abstract]. Students will submit their proposals for **peer review** by February 13. Reviewed proposals must be returned to me no later than March 5.

Proposal & Review Guidelines: The proposal should deal explicitly with as many of the following areas as are applicable, preferably in this order:

- a. Objectives or purpose
- b. Conceptual or Theoretical Foundation
- c. Data sources/literature review
- d. Program Description/Summary
- e. Intended Learning Outcomes
- f. Two *descriptors* of the proposals that will be used in the subject index of the conference program [ex. heterosexism, college teaching]

*****THE OUTLINE THAT FOLLOWS WAS TAKEN DIRECTLY FROM THE WEBSITE OF THE ASSOCIATION FOR COLLEGE PERSONELL ADMINISTRATORS (ACPA). IT IS TO BE USED ONLY AS A GUIDE AND NOT AS AN OUTLINE OF YOUR PROPOSAL ASSIGMENT *****

I. Evaluation Criteria Used by Program Reviewers - ACPA

Your proposal will be evaluated by approximately six program reviewers using the following five standards:

1. Contribution to the theme and/or profession
2. Clearly stated purpose and objectives
3. Engaging program format that involves the audience and stimulates discussion

4. Conceptually strong foundation
5. Qualified presenters with expertise in the subject matter

II. Guidelines for Writing an Effective Title, Abstract, Program Description and Learning Objectives

Writing the Program Abstract and Title

The program abstract and title are the portions of the proposal that are printed in the meeting booklet. Both should be considered thoughtfully, written concisely, and thoroughly proofread before submitting.

A. Writing an Effective Program Title

The program title is your first opportunity to invite the reader to your program. An effective title encourages the reader to review the abstract; a poorly written title can cause the reader to dismiss the program.

At a minimum, an effective program title ...

1. Introduces the subject of the program
2. Captures the interest of the reader
3. Adheres to title length restrictions (10-12 words)

If appropriate, an effective program title ...

1. Identifies the scope, sequence and/or level of the program content
2. Identifies sponsors or specific group presenting
3. Identifies potential target audiences

B. Writing an Effective Abstract

The abstract is a brief description of your presentation that provides the reader with an accurate picture of what the presentation will cover. Well-written abstracts identify the purpose and intent of the program, are concise, organized and specific. Additionally, effective abstracts begin with the most important information or thought. Defining unfamiliar abbreviations and acronyms is helpful to the reader.

At a minimum, an effective abstract ...

1. Captures the attention of the reader
2. Adheres to the proposal submission guidelines (80 words)
3. Previews the content and what the conferee can learn

4. Identifies the manner of audience involvement
5. Clarifies the contribution of the topic to the field
6. Alludes to the benefits of the program content

If appropriate, an effective abstract ...

1. Summarizes the content and activities of the presentation
2. Distinguishes the program format (e.g., group discussion)
3. Explains instruments or other research or technology tools
4. Clarifies special programs which may not be familiar to ACPA and/or NASPA members
5. Designates the scope, sequence and/or level of the program content
6. Names the potential target audiences

C. Writing an Effective Program Description

The program description provides an in-depth look at the content of the proposed presentation. Program reviewers rely on a well-written description to enhance their understanding of the content and goals of the presentation. A complete description includes background information, an overview of the presentation, and a description of the format. If the program is reporting research, a description of methods, findings and recommendations may be appropriate. The program description should also include learning outcomes, the relationship of the program to the meeting themes, methods of audience involvement (i.e., engaging in discussion, sharing effective practices, analyzing a case study), and the familiarity and background of the presenters with the subject matter of the program.

D. Effective learning outcomes ...

1. Define the intended outcomes of the presentation
2. Identify the action or level of thought required of the learner (understand, comprehend, synthesize, compare and contrast, categorize, identify, apply)
3. Are learner centered
4. May describe the degree to which the outcome will be achieved
5. Identify how the learner will achieve the outcome

Assignment #3 – Due April 17

Group Publication Paper (18-20 pages, excluding references)

You and your group partner are asked to write a group paper that examines a diversity-related topic, preferably the topic you chose for your conference proposal and presentation. Your paper must draw from current scholarly research, including but not limited to assigned class readings and texts. In writing this paper, you need to consider the following: 1) Clearly state your position/ thesis/ central argument to be advanced in the paper. 2) Substantiate your arguments with facts

from scholarly research. 3) Be sure to maintain objectivity while advancing your position. 4) Always cite your sources. You need to identify where particular ideas came from. 5) Use the literature! Do not make assumptions or generalities without first checking the literature as to whether or not they are accurate. Help the reader understand that you are familiar with the issues by providing citations whenever possible. Often it is helpful to write in a style that assumes the reader is a well-educated individual but knows very little about your subject or the course material. 6) Lastly, as you are writing your paper it is a good idea to ask yourself how someone who may not agree with your assertions would counter your arguments so that you can react to such criticisms as you write.

Assignment #4: Schedule TBD
Presentation (40 minutes)

You and your group partner are asked to prepare a formal conference-style presentation based on the conference proposal and final paper. Presentations should last *no more* than 40 minutes total, including time you have allotted for Q&A, or group activities, etc. [By conference-style I mean prepare a presentation that you can present at a national conference such as NASPA or ACPA, and by 40 minutes I mean no more than 2,400 seconds give or take 1 or 2]. I will keep you posted on the time during your presentation and will cut you off at the 45-minute mark. Presenters should assign readings (no more than 20 pages total) the week before their scheduled presentation to prepare the rest of us for the presentation. Also, please provide an outline of your presentation to everyone in the class. I will be able to make photocopies of any handouts for the class if need be. In addition, PowerPoint presentations, overheads/slides, any other media, are welcomed.

General Requirements Related to Written Assignments

- All written material should be double spaced, in Times New Roman 12 point font, 1 inch margins all around, with left justification only.
- Please use APA style (Fifth Edition) of citation and references in your papers.

In your assignments, please make every effort to use inclusive language. I realize this is often problematic, since English does not have an inclusive pronoun and avoiding "he/his" can create awkward phrasing sometimes. To help you get through this language thicket, I will provide a handout outlining various ways of achieving inclusive language.

Paper Requirements

Thesis Statement: To successfully support your paper, it is essential to state its purpose and attitude at the beginning through a thesis statement that is usually placed at the end of the introduction. To ensure that I find the sentence that you think is the thesis, please bold or highlight your thesis sentence in some way. A thesis includes a statement of what the paper is about (subject) and shapes the reader's understanding of that topic by stating your opinion in capsule form (attitude/opinion). Examples: "CUNY's proposed CPI will severely limit its historic policy of access, thus crippling its role as the means of entry of New York's lowest economic classes into the city's mainstream." "It is necessary for colleges and universities to develop policies to ensure that their research activities are not affected by the agendas of the individuals and organizations who give them gifts." "Two-year and four-year colleges must take steps to assure better transfer

articulation if the concept of complete access to the benefits of higher education can become reality."

Introductory Paragraph: The first/introductory paragraph should be short— just long enough to introduce the topic and to provide your thesis statement. A sample introductory sentence would be: "Scott Jaschik's article, "Fund-Raising Is a Science, Not an Art" in the November 10, 1995, issue of The Chronicle of Higher Education, raises important issues about fund-raising practices at colleges and universities and how these institutions support their missions and specific purposes." This sentence establishes the topic and relates it to the source or book that will be described in greater depth. You may find it necessary to write such a topic set-up in a first draft of your paper, but in the rewrite stage, you will probably discover that you can discard it because you've included all of the important data in the introductory paragraph. It is useful (both for you and the reader) to include a final sentence in the introduction that lays out the organization of the paper: "In this paper I will investigate three salient issues that have to do with the relationship of the proposed CPI to access at CUNY." In general, the introductory paragraph will fill 1/3 to 1/2 of the first page of your paper.

Assertions Versus Analysis: An important difference between an undergraduate versus a graduate paper is the level of analysis. Analysis means that you build an argument step by step or level by level. There should be engagement and debate. Your analysis should be systematic and rigorous. Be careful that you don't say "The author said this . . . and I say that" and then move on to your next point. Imagine that you are carrying on an argument with me, your reader. Think about what I would ask. (My most typical questions are "why?" and "so what?") It may help to think of a paragraph as a mini- paper in and of itself: it should begin with a topic sentence that establishes the purpose of the paragraph, the next sentences should each develop from the one before to build a coherent idea, and the paragraph should end with a sentence that summarizes and drives home the point of the paragraph.

Conclusion: The paper should end with a conclusion that draws together your points into a coherent whole. The conclusion should be more than a summary that just restates your points. It should bring them together and then raise them to a higher level of understanding. This is *not* the place to introduce new ideas or concepts. Just finish the paper on a strong, assertive note. You do not necessarily have to come out pro or con on an issue. It may be that as a result of exploring the relevant issues you simply admit that it is a far more complicated issue than you realized. Being confused about a topic that you thought you knew all about before writing the paper is not an unrealistic result.

Paragraphs and Topic Sentences: According to William Safire, an expert on language, "the purpose of a paragraph break is to give the reader a breather by sensibly breaking up the prose." An indentation indicates that a new paragraph, or a new block of discussion and ideas is going to start. A paragraph should be a cohesive treatment of an idea, opinion, or argument. A paragraph should begin with a topic sentence, which is a mini-thesis statement that sums up the purpose of the paragraph. The reader should be able to skim down through a paper, reading only the topic sentences, and understand the 'jist' of the paper. The topic sentence should make clear the outline point from which the prose was developed. In other words, a paragraph topic sentence should completely summarize the point of the paragraph, with the rest of the paragraph's prose simply elaborating, explaining, and providing detail. The problem is that most people slide into their

paragraphs; that is, they start writing and do not figure out what the point of the paragraph is until the end, and then they slide into a new paragraph. The poor reader has no idea what the paragraph was about until its end, having wasted the time of reading a number of sentences without knowing what their purpose was. The key to clear writing is to go back over your first draft, identify where you finally figured out what you wanted to say in the paragraph, move *that* sentence to the beginning of the paragraph, and then rearrange the rest of the sentences in the paragraph to support that first sentence. Only professional writers with years of experience are able to write clear, lucid topic sentences on the first pass. The rest of us have to go back and carefully craft our paragraph topic sentences *after* we figure out what we are writing about. Lack of topic sentences is the second biggest weaknesses in the opinion papers for this course, following weak or non-existent thesis statements.

Suggestions for a Successful Paper: A good paper requires a clear, strong thesis statement. Your paper should be unified and cohesive; there should be a close relationship between the beginning and the end. Keep in mind that you are graded not just on good writing (sentence structure, grammar, etc.) but on the evidence that you have presented strong thinking (analysis, evidence, argument building). Remember to begin with an outline and test out your arguments and ideas there first. When the outline is tight, then expand it into prose. A three-page paper is harder to write than you think; it's far more difficult to write than a longer paper. The presence (or lack thereof) of an outline shows up even more obviously in shorter papers. Remember, that there is no one way to write these papers. The outline suggested above provides great latitude for interpretation once you have the basic framework down. But it is difficult to elaborate on the model until the model is in place.

Grading Criteria for papers

Grades will be assigned based upon the following criteria. This criteria is based on one used at the University of Texas.

"A" Paper: The principal characteristic of the "A" paper is its rich content, "meaty," "dense," "packed." The information delivered is such that one feels significantly taught by the author, sentence after sentence, paragraph after paragraph. The "A" paper is also marked by stylistic finesse: the title and opening paragraph are engaging; the transitions are artful; the phrasing is tight, fresh, and highly specific; the sentence structure is varied; the tone enhances the purposes of the paper. Finally, the "A" paper, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity. Not surprisingly, then, it leaves the reader feeling bright, thoroughly satisfied, and eager to reread the piece. An "A" paper clearly takes a stand and argues and defends that stand so as to completely persuade the reader, without leaving dangling questions and unexplored avenues of discussion. It is complete unto itself.

"B" Paper: It is significantly more than competent. Besides being almost free of mechanical errors, the "B" paper delivers substantial information, that is, substantial in both quantity and interest and value. Its specific points are logically ordered, well developed, and unified around a clear organizing principle that is apparent early in the paper. The opening paragraph draws the reader in; the closing paragraph is both conclusive and thematically related to the opening. The transitions between paragraphs are for the most part smooth, the sentence structures pleasingly varied. The diction of the "B" paper is typically more concise and precise than that found in the "C"

paper. Occasionally, it even shows distinctiveness, i.e. finesse and memorability. On the whole, then, a "B" paper makes the reading experience a pleasurable one, for it offers substantial information with few distractions. It establishes a stand on an issue, and for the most part, clarifies and defends that stand, leaving few unanswered questions and unexplored angles. It is relatively successful in convincing the reader.

"C" Paper: It is generally competent; it meets the assignment, has few mechanical errors, and is reasonably well organized and developed. However, its information seems thin and commonplace. One reason for this is that the ideas are technically cast in the form of vague generalities; generalities that prompt the confused reader to ask marginally: "In every case?" "Exactly how large?" "Why?" "But how many?" Stylistically, the "C" paper has little to draw the reader in; the final paragraphs are often bumpy; the sentences, besides being a bit choppy, tend to follow a predictable (hence monotonous) subject-verb-object order; and the diction is occasionally marred by unconscious repetitions, redundancy, and imprecision. The "C" paper, then, while it gets the job done, lacks both imagination and intellectual rigor, and hence does not invite a rereading. It attempts to establish a stand on an issue, but achieves only average success. It leaves many ideas dangling and opens as many doors for further questions as it closes. It is not very successful in convincing the reader.

"D" Paper: Its treatment and development of the subject are as yet rudimentary. While organization is present, it is neither clear nor effective. Sentences are frequently awkward, ambiguous, and marred by serious mechanical errors. Evidence of careful proofreading, if any, is scanty. The whole piece, in fact, often gives the impression of having been conceived and written in haste. Or, the paper, while of standard writing, missed the assignment completely by achieving something other than requested such as presenting a summary of an article rather than an analysis and opinion derived from the article.

"F" Paper: Its treatment of the subject is superficial; its theme lacks discernible organization; its prose is garbled or stylistically primitive. Mechanical errors are frequent. In short, the ideas, organization, and style fall far below what is acceptable graduate level writing.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Disability Services in Room B118 of Cain Hall, or call 845-1637. Helpful information is located at <http://disability.tamu.edu>

Academic Dishonesty

Plagiarism Statement

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if

you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, <http://student-rules.tamu.edu>, under the section "Scholastic Dishonesty."

DEFINITION OF PLAGIARISM – *The appropriation of another person's ideas, processes, results, or words without giving appropriate credit.*

Examples include but are not limited to:

- Intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without crediting the author or creator).
- Failing to credit sources used in a work product in an attempt to pass off the work as one's own.
- Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources. Students are permitted to use the services of a tutor (paid or unpaid), a professional editor, or the University Writing Center to assist them in completing assigned work, unless the instructor explicitly prohibits such assistance. If the student uses such services, the resulting product must be the original work of the student. Purchasing research reports, essays, lab reports, practice sets, or answers to assignments from any person or business is strictly prohibited. Sale of such materials is a violation of both these rules and State law.
- Failing to cite the World Wide Web, databases and other electronic resources if they are utilized in any way as resource material in an academic exercise.
- Other similar acts.

Aggie Honor Code

"An Aggie does not lie, cheat or steal, or tolerate those who do".

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

My Policy on Plagiarism: Anyone caught committing plagiarism on an assignment (whether intentional or not) will receive an automatic "F" for the course. In addition, a report will be filed with the university with regard to the incident.

I have, unfortunately, encountered acts of plagiarism in some of my courses. I take plagiarism very seriously. Any student caught plagiarizing will receive an automatic "F" in this class.

Faculty Senate Statement on Plagiarism (this statement is required on all COE syllabi)

The handouts used in this course are copyrighted. By "handouts" I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section "Scholastic Dishonesty."

Course Schedule

- January 16** CLASS CANCELLED DUE TO INCLEMENT WEATHER
- January 23** **Part I: Course Introduction & Overview**
Syllabus, Expectations, Theoretical Foundations, Frameworks, and Social Justice Theory
- Reading: (sent in advance) Thayer-Bacon – *An Exploration of Myles Horton's Democratic Praxis*, pp. 5-14
- Part II: Power, Privilege, & Difference**
Guest Lecturer: Roemer Visser, Senior Employee Development Specialist, Center for Employee Education, Texas A&M University
- January 30** **Diversity & Multiculturalism in Educational Settings**
Combining the Personal with the Professional, and Identity Development
- Reading: Tatum – Parts I, II; Pope, Reynolds, and Mueller – Chpts. 3, 6
- Reminder: *1-page Personal Reflection of 1/23 lecture and activities **due on 1/24**
*Personal Response 1 Due
- February 6** **Race and American Colleges & Universities**
Racism – Native Americans, Asian Americans, Hispanic, and Africa Americans
- Reading: Tatum – Part IV & Part V; Pope, Reynolds, and Mueller – Ch. 1; Duster – *They're taking over!*, Chapt. 44 ASHE Reader
- Reminders: *Personal Response 2 Due

**Email me your "Exploring the Other" idea*

February 13

Sexual Orientation and American Colleges & Universities

Heterosexism, GLBT Issues, and Transgender population

Presentation: Theresa Survillion, Women's & Gender Equity Resource Center

Reading: Pope, Reynolds, and Mueller – pp.183-190; Beeman – *Serving the needs of transgender college students*; Dilley – *20th Century practices to control gay students*; Liang & Alimo – *The impact of White heterosexual students' interactions* [electronic attachments]

Reminder: **Personal Response 3 Due*

February 20**

Socioeconomic Status and American Colleges & Universities

Classism: Urban, Suburban, and Rural

Reading: Rendon – *From the barrio to the academy*, Chpt. 22 ASHE Reader; Bernal, Cabrera, & Terenzini – The relationship between race and socioeconomic status, Chpt. 42 ASHE Reader; Walpole – *Socioeconomic status and college*, electronic handout; Langhout, Rosselli, & Feinstein – *Assessing classism in academic settings*, electronic handout

Reminders: **Personal Response 4 Due*

****Rough draft of Conference Proposal due for Peer Review**

(Bring 2 paper copies to class, do not put your names on it, only a title. There is no need to send me a copy. I don't need to see it)

February 27**

Religion and American Colleges & Universities

Religious Sentiments, Spirituality and Tolerance

Reading: Lee – *Religion and college attendance*, electronic handout; Moore & Ovidia – *The effects of education and religion*, electronic handout; HERI Report – Spirituality and the college student, electronic handout

Reminders: **Personal Response 5 Due*

****Experiential Learning Paper Due by 11:59pm**

March 6**

Women, Gender and American Colleges & Universities

Sexism, Patriarchy, and Women in the Academy

Guest Speaker: Christine Stanely, Professor of Higher Education and Executive Associate Dean, College of Education and Human Resource Development

Reading: Martinez-Aleman – *Race Talks: Undergraduate women of color*, Chpt. 17 ASHE Reader; Lester – *Workplace bullying*, electronic attachment; Turner – *Women of color in academe*, electronic attachment; White – *Pipeline to pathways*, electronic attachment

Reminders: *Personal Response 6 Due

****Bring student Peer Reviewed proposals to class to distribute back to original authors**

March 13

NO CLASS – Spring Break

March 20**

Disability and American Colleges & Universities
Ableism: Accessibility, Accomodation, and the Law

Reading: McCune – *What do disabilities have to do with diversity?*, Trojano – *College students and learning disability*, electronic handout; Hall, Spruill, & Webster – *Motivational and attitudinal factors in college students with learning disabilities*, electronic handout; Livingston – *When architecture disables*, electronic handout

Reminders: *Personal Response 7 Due

****Conference Proposal due by 11:59pm**

March 27

Non-Traditional Students and American Colleges & Universities
International Students, Parents, Working Adults, and Others

Reading: Jacobs & King – *Age and college completion*, electronic handout; Rhee & Sagaria – *International students: Constructions of Imperialism*, electronic handout; Chavez, Guido-DiBrito, & Mallory – *Learning to value the other*, electronic handout

Reminder: *Personal Response 8 Due

April 3

NO CLASS-NASPA/ACPA Joint Conference
[Work on your research paper]

April 10

Inclusiveness and American Colleges & Universities
Inclusiveness vs. Exclusiveness

Reading: D'souza – Chapters 1, 3, 4, 7

Reminder: *Personal Response 9 Due

April 17**

Practices of American Colleges & Universities
Affirmative Action, Race-Based Admissions

Reading: D'souza – Chapters 2, Moses – *Affirmative action and the creation of more favorable contexts of choice*, Chpt. 49 ASHE Reader; Tierney – *The parameters of affirmative action*, Chpt. 50 ASHE Reader;

Reminders: **Personal Response 10 Due*
***Formal Research Paper Due by April 17 @ 11:59pm*

April 24

Synthesis
Student Presentations

May 1

Synthesis
Student Presentations

-- *Syllabus and course outline are subject to change as needed* --

Weekly Reading Assignments

- January 30** **Diversity & Multiculturalism in Educational Settings**
1) Tatum – Part I
2) Tatum – Part II
3) Pope, Reynolds, and Mueller – Ch. 3
4) Pope, Reynolds, and Mueller – Ch. 6
- February 6** **Race and American Colleges & Universities**
5) Tatum – Part IV
6) Tatum – Part V
7) Pope, Reynolds, and Mueller – Ch. 1
8) Duster – *They're taking over!*
- February 13** **Sexual Orientation and American Colleges & Universities**
--) Pope, Reynolds, and Mueller – pp.183-190 [will not be presented]
9) Beeman – *Serving the needs of transgender college students*
10) Dilley – *20th Century practices to control gay students*
11) Liang & Alimo – *The impact of White heterosexual students' interactions*
- February 20** **Socioeconomic Status and American Colleges & Universities**
12) Rendon – *From the barrio to the academy*
13) Bernal, Cabrera, & Terenzini – The relationship between race and socioeconomic status
14) Walpole – *Socioeconomic status and college*
15) Langhout, Rosselli, & Feinstein – *Assessing classism in academic settings*
- February 27** **Religion and American Colleges & Universities**
16) Lee – *Religion and college attendance*
17) Moore & Ovadia – *The effects of education and religion*
18) HERI Report – Spirituality and the college student
- March 6** **Women, Gender and American Colleges & Universities**
19) Martinez-Aleman – *Race Talks: Undergraduate women of color*
20) Lester – *Workplace bullying*
21) Turner – *Women of color in academe*
22) White – *Pipeline to pathways*
- March 20** **Disability and American Colleges & Universities**
23) McCune – *What do disabilities have to do with diversity?*
24) Trojano – *College students and learning disability*
25) Hall, Spruill, & Webster – *Motivational and attitudinal factors in college students with learning disabilities*
26) Livingston – *When architecture disables*

March 27

Non-Traditional Students and American Colleges & Universities

27) Jacobs & King – *Age and college completion*

28) Rhee & Sagaria – *International students: Constructions of Imperialism*

29) Chavez, Guido-DiBrito, & Mallory – *Learning to value the other*

April 10

Inclusiveness and American Colleges & Universities

30) D'souza – Chapter 1

31) D'souza – Chapter 3

32) D'souza – Chapter 4

33) D'souza – Chapter 7

April 17

Practices of American Colleges & Universities

34) D'souza – Chapters 2

35) Moses – *Affirmative action and the creation of more favorable contexts of choice*

36) Tierney – *The parameters of affirmative action*