Department of Counseling & Higher Education  
EDHE 5220 Cultural Pluralism in Higher Education  
COURSE SYLLABUS

Spring 2015 • Thursdays, 4 pm – 6:20 pm • Wooten Hall 117

Instructor: Uyen Tran-Parsons, Ph.D.  
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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 (both on reserve at Willis Library)

COURSE REQUIREMENTS

1. Attendance & participation 20 points
2. In the News 10 points
3. Cajita project 25 points
4. Reflective Journals 15 points
5. Environmental Scan (Group Project) 30 points

TOTAL 100 POINTS

GRADING SCALE
A 90-100
B 80-89
C 70-79
D 60-69
F < 60

ATTENDANCE & ACTIVE 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.

It is the students responsibility to communicate with the instructor about potential absences. Any work missed as a result of an unexcused absence must be made up by completing an additional assignment that demonstrates the student’s understanding of the material missed. Additional assignments must be completed no later than 1 week after the absence.

What constitutes an “A” for participation?
- You attend class every day and arrive on time.
- You are prepared to discuss the assigned reading.
- You 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.

IN THE NEWS
It is important to understand what society at large is saying about race/ethnicity, sexual orientation, gender, religion, (dis)abilities, etc. because it influences the opinions of the students, staff, and faculty we (will) work with on a daily basis. Additionally, we must understand how diverse backgrounds influence the collegiate experience.

Each student in the class will be responsible for choosing one class day to present an article on an area of diversity and/or inclusion. The article should be from Inside Higher Ed, The Chronicle of Higher Education, The Atlantic, or New York Times and published within the last 6 months. Alternatively, you may also choose an article from a peer-reviewed journal published within the past 12 months. Please sign up for a specific date by the second class meeting using the wiki in Blackboard under “Course Content”. No more than two students will present each day.
To receive full credit for this assignment:
1) Post a link to the articles online on Blackboard under “Discussions” by 10 am the Wednesday before class for others to read.
2) In class, provide a synopsis of the article and prepare 2-3 questions to discuss in class.

All students are expected to read the articles posted online prior to coming to class. We will spend the first 20 minutes of class what is “in the news”.

CAJITA PROJECT
Our personal histories shape the way we see and interact with the world. These histories are formed through various interactions during our lifetime with our families, schools, and communities. Each person will create a cajita, a sacred box, as a visual representation of that history.

The sacred box may be constructed out of any material and can be any size. Selection of the items inside are up to each individual, but must be a reflection of who you are and/or your life experiences. Please do not include any valuables that cannot be replaced such as family heirlooms or important documents (consider pictures or copies instead). Include your name and a 1-2 paragraph narrative on a separate sheet of paper explaining the significance of the items in the sacred box. Cajitas will be displayed for up to two weeks in Mean Green Village.

On February 19, each student will share at least one item in the cajita and explain its significance. This is an informal presentation. More details will be provided in class.

REFLECTIVE JOURNALS
Each student will complete up to four reflective journals throughout the semester. Writing prompts will be announced in class. Journals will be evaluated on quality of content and not grammar. Each journal should be at least 1-page, typed, single-spaced, 12-point font, and submitted at the beginning of class (unless completed as an in-class activity).

ENVIRONMENTAL SCAN
Working in groups of 3-4 people, select a department, division or institution, and evaluate how the actions of the chosen area support the institutions mission for diversity. Each group will present their findings on May 7 using Powerpoint, Prezi, or other similar presentation software. Each group must decide how to divide presentation time between group members. Groups will be graded on content, quality of slides, and presentation skills. Slides should include the following information: (1) review of the literature about chosen area; (2) department/division/institutions mission and goals in regards to diversity; (3) list of how area supports diversity; and (4) proposed changes to better address cultural pluralism. Criteria for changes should be based on the content covered in the course. Each presentation should be 20-25 minutes.
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<thead>
<tr>
<th>DATE</th>
<th>ASSIGNMENTS</th>
<th>HOMEWORK</th>
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<tbody>
<tr>
<td>1/22</td>
<td>Introductions, overview of the class, review of syllabus Building Sensitivity</td>
<td>-In the news sign-up on BB -Cajitas article</td>
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| 1/29   | **Racism: History, Society, White Privilege**  
Reader p. 57-101 (#8-13) & p.117-133 (#20-22)                                                                                                 | Reflection journal                                                                          |
| 2/5    | **Racism: Issues in Academia (Administration, Faculty, Staff, & Students)**  
Stuhlberg Ch. 7 & 8                                                                                                                                     | Gather/make items for cajita                                                                 |
| 2/12   | **Women in Higher Education & Women’s Colleges**  
Stuhlberg Ch. 9 & 17                                                                             | Finish cajita                                                                                |
| 2/19   | **CAJITA PRESENTATIONS**  
Diversity & Admissions Stuhlberg Ch. 4, 5                                                                                                       |                                                                                              |
| 2/24   | **TUESDAY**  
Volunteer at Equity and Diversity Conference, 1 pm – 6 pm, Gateway Conference Center - Business attire, 1 hour minimum  
Fine Arts Series: Lavern Cox, 7 pm, Coliseum  
Attendance required unless enrolled in another class at the same time |                                                                                              |
| 2/26   | CLASS ON TUESDAY, not Thursday                                                                                                                                                                           |                                                                                              |
| 3/5    | **Heterosexism**  
Reader p. 379-406 (#77-82)                                                                                                                                |                                                                                              |
|        | **Transgender Oppression**  
| 3/12   | **Distinguished Lecture Series: Ta-Nehisi Coates, Coliseum**  
*Details TBD; please plan to be in class until 9:30 pm                                                                                          | Reflective Journal                                                                          |
| 3/19   | **Spring Break – No Class**                                                                                                                                  |                                                                                              |
| 3/26   | **Due: Reflective Journal**  
**Classism**  
Reader: p. 150-182 (#25-32), 199-202 (#35)                                                                                     |                                                                                              |
| 4/2    | **Ableism**  
Reader p. 461-489 (#95-99); 511-522 (#108-110)                                                                                                         | Everyone Matters Day (in class activity)                                                     |
| 4/9    | **The Role of Multicultural Services on campus**  
Readings on BB  
Campus Climate/Legal Issues: Affirmative Action & Equal Opportunity  
Reader 606-618 (#129), 625-629(#132), & Stuhlberg Ch. 20                                             |                                                                                              |
| 4/16   | **Faculty, Research, and Scholarship**  
Stuhlberg Ch. 11, 14, & 19                                                                                                                                   |                                                                                              |
| 4/23   | **Group project work day**                                                                                                                                                                                  |                                                                                              |
| 4/30   | **Religious Oppression**  
Reader p. 229-286 (#43-52); 301-309 (#57-58)                                                                                                         | Complete SETE online                                                                         |
| 5/7    | **ENVIRONMENTAL SCAN PRESENTATIONS**                                                                                                                                                                            |                                                                                              |
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](http://vpaa.unt.edu/academic-integrity.htm).

Any act of academic dishonesty will be reported to the Dean of Students for further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to:

a. use of any unauthorized assistance in taking quizzes, tests, or examinations;
b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university;
d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or
e. any other act designed to give a student an unfair advantage.

The term "plagiarism" includes, but is not limited to:

a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and
b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

All papers written for this class should use APA (6th edition) citation for sources and references. Students are expected to be aware of plagiarism and refrain from this practice.

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](https://eagleconnect.unt.edu). This is the main electronic contact for all course-related information and/or material.
SETE

The Student Evaluation of Teaching Effectiveness (SETE) 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. Faculty members are very interested in the feedback they receive from students, as they work continually to improve their teaching. The SETE is an important part of your participation in this class.

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 Accommodation (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 Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

Observation of Religious Holy Days

If you plan to observe a religious holy day that coincides with a class day, please notify the instructor as soon as possible.

Student Behavior in the Classroom

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 Center for Student Rights and Responsibilities 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, and field trips. The Code of Student Conduct can be found at: www.unt.edu/csrr.