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

Spring 2017 • Mondays, 5:30 pm – 8:20 pm • Language 201

Instructor: Uyen Tran-Parsons, Ph.D.  
Office Hours: TTH, 12-3 pm  
Telephone: (940) 597-8997 cell  
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Office Hours: By appointment preferred  
Sycamore 288

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 (on reserve at Willis Library)  


OTHER READINGS AS ASSIGNED *Library Course Reserve, PW: 5220S17  


ACPA & 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.

A PERSONAL NOTE ON COMMUNICATION

My office hours are Tuesdays 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 Blackboard, or consulting other classmates. Text messages are always welcome, but please refrain from texting me after 10 pm.

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.

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.


COURSE REQUIREMENTS

1. Attendance & participation  
   15 points
2. Personal Reflections (3 total)  
   15 points
3. Cajita project  
   20 points
4. Voice Project  
   35 points
5. Journal Article Review  
   15 points

TOTAL  100 POINTS

GRADING SCALE

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

ATTENDANCE & ACTIVE PARTICIPTION
(2 points deducted for every absence after the second absence)

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. At times, a make-up assignment may be appropriate and should be discussed with the instructor.

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.

PERSONAL REFLECTIONS
(5 points each x 3 papers = 15 points)

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 others perceive us and the impact that has on our personal and professional success. On the assigned date, answer the given prompt in 2-3 pages. You will be graded on content, clarity, and grammar. Submit each reflection via Blackboard.
CAJITA PROJECT
(Sacred box + write up - 15 points; Q&A - 5 points = 20 points)
*Adapted from the work of A. L. Pulido

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.

Each student will display their cajita prior to the start of class on the assigned date for peers to view. Students will be asked to share their cajitas on a volunteer basis. This is an informal presentation that should not exceed more than eight minutes per person. An all-class Q&A will immediately follow. More details will be provided in class.

VOICE PROJECT
(Journals - 16 points; Final presentation - 19 points = 35 points)
*Project created by Dr. Carney Strange; Adapted from Dr. Sherry Early - EDCP 5210

“The purpose of this assignment is to raise consciousness about the implications of race, nationality, class, gender, age, sexual orientation, disability, and religious belief for how we construct concepts of human development during the college years. It begins with the premise that all educational systems, and higher education in particular, are context-bound and socially constructed from select values and principles. The college experience, therefore, is always a function of the interaction of the student and that context, and the ultimate quality of that experience for any student depends on the extent to which she or he shares the dominant culture of that setting. Inclusion of some values and principles ultimately leads to the exclusion of others. Over time, dominant cultures tend to "screen out," intentionally and unwittingly, those values and artifacts that differ significantly from the "normative" experience. That’s reaffirming and supportive of those who do share common characteristics. But the perspectives, experiences, and meanings of alternate cultures are always at risk. The challenge is to actively seek out other voices - those meanings, perspectives, experiences, and values different from our own - and to assure that they are heard and understood as part of our explanation of the world around us” (Early, 2014).

Completion of this course assignment involves three ongoing tasks:

1. Select an “alternate voice” other than your own, for which you will assume responsibility as an advocate in letting it be heard as part of our class discussions during the second half of the semester. Offer what you have learned that week in regard to your “alternate voice”, or identify what you attribute to your voices understanding of the content of course materials and ideas. For example, as an Asian heterosexual female you might wish to consider the perspective of a Latino male; or as a gay or lesbian student. Construct your voice primarily around one delimiter (e.g., ethnicity, gender, religious belief). Secondary delimiters might also serve to enrich your project.
2. Develop your expertise by continuously researching about your “alternate voice”. Handout with more details to be provided in class.

3. Maintain a journal where you describe your discoveries (intellectual, personal, and experiential) about your selected voice and any implications for the materials we discuss in class this term. Write one journal entry per week beginning March 6 for a total of 8 journal entries. Each entry must be a minimum of 250 words. Be sure to date each entry. Submit via BB.

Final Presentation
At the end of the semester, each student will create a 10 minute presentation about their “alternate voice”. 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 your “alternate voice”; 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, a video, a poster, or any other creative form approved by the instructor. Properly formatted APA references must be included as part of the presentation.

JOURNAL ARTICLE REVIEW
Select an article from a peer-reviewed journal related to your “alternate voice” selected for the Voice Project. The article must further your understanding of the “alternate voice” and their interactions with the student affairs profession.

The journal article must have been published within the past five years. Write a four-page critique based on that article that (a) defines the nature of the issue in relation to diversity and inclusion, (b) addresses the point of view of the article, and (c) outlines the implications for student affairs practice. You are expected to use at least two data sources in addition to the article selected for critique. Utilize proper APA format including proper APA citations and references. Any summary of the article addressing methods, results, etc. should be limited to one page. The bulk of the paper should be your critique.
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<td>1/23</td>
<td>Introductions, Overview of the class, Review of syllabus</td>
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| 1/30 | **What is Race? What is Racism?**  
RDSJ p. 57-101 (#8-13) & p. 119-133 (#20-22)  
Tatum Ch. 4 "Identity development in adolescence"  
Freire Ch. 1 | Reflection #1 via Blackboard (BB) |
| 2/6  | **What is Privilege?**  
Watch “Race: The Power of an Illusion” - Episode 3 (Online via UNT Media Library) | Reflection #2 via BB |
| 2/13 | **Utilizing Strengths for Social Change**  
Coates Part I p. 4-71 | Strengths Quest Assessment |
| 2/20 | **Women in Higher Education**  
| 2/27 | **Between the World and Me** Book Discussion  
Coates Part II & III p. 75-152 | |
| 3/6  | **Cajitas Presentation Day**  
*Voice Project journal entries start this week* | Cajita |
| 3/13 | **Spring Break - No Class Meeting** | |
| 3/20 | **Classism**  
RDSJ p. 150-182 (#25-32), 199-202 (#35) | VP Journal Entry - Required 2 via BB |
| 3/27 | **ACPA - No Class Meeting** | |
| 4/3  | **Abelism**  
| 4/10 | **Religious Oppression**  
RDSJ p. 229-286 (#43-52); 301-309 (#57-58)  
Binder & Wood, Ch. 13 | Journal Article Review via BB |
| 4/17 | **Diversity & Institutional Life**  
Ahmed Ch. 1 & 3  
*Resignation is a Feminist Issue* (Link on BB)  
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.

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.

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 near 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.

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

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| 4/24 | Heterosexism & Transgender Oppression  
| 5/1  | Voice Project Presentation Day       | Instructor copy of presentation |
| 5/8  | No Class Meeting                     | Final Voice Project Journal Entries via BB |

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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 information see the Office of Disability Accommodation additional 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 your instructor as soon as possible.

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

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_0. 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.