

Student Affairs Administration 562: Cultural Pluralism and Higher Education Syllabus

Dr. Larry Estrada and Patricia Fabiano

Course Description

The American higher education landscape has become increasingly and undeniably diverse. American higher education has had to continually struggle with issues of difference, particularly racial and ethnic cultural difference, throughout its history. Multicultural issues such as gender, class, sexual orientation, and disability have also impacted post-secondary institutions on a massive scale. Yet, there has not been a simultaneous commitment on the part of higher education professionals to develop multicultural competencies.

The purpose of this course is to facilitate the development of culturally effective student affairs practitioners who are knowledgeable about the impact of the history and structure of higher education on various population groups within the United States. Additionally, the course is designed to promote cross-cultural understanding and explicate the role of student affairs professionals as agents of social change. We will endeavor toward this purpose using two streams of scholarly research:

Diversity within American Education: The Social and Historical Roots of the Academy:

We will examine the history and development of higher education through the lens of the social and historical roots of the notion of diversity and its related dynamics within the academy. Much has changed in our nation's colleges and universities since Title VI of the Civil Rights Act (1964) prohibited federal funds to go to colleges and universities that discriminate on the bases of race, color or national origin, and Executive Order 11375 (1967) reinforced efforts to recruit, admit, enroll, retain, and graduate underrepresented groups in higher education. Despite the progress of the last three decades, it is also clear that race and other important social differences still matter in higher education, as evidenced most strikingly by the persistent expressions of racial antipathy and the debates regarding the legality of race sensitive admissions practices. Special attention in this course will be paid to questions such as: Does higher education function as an elite or democratic mechanism? Does education function as a filter for social stratification and/or cultural imperialism? Within this rubric we will focus on issues of race, ethnicity, gender, class, sexual orientation and disability and how these factors have intersected with the formation of the academy, its curricula, and its intended mission within American society.

Multicultural Competence in Student Affairs Practice: In addition to examining these critical social and historical roots of American higher education, we will also explore the development of multicultural competencies—a necessary prerequisite to effective, affirming, ethical, and transformative work in student affairs. Pope, Reynolds, and Mueller (2004) have identified the lack of balance between “awareness” of multicultural issues and “practice” as culturally competent student affairs professionals:

The research and exploration of multicultural competence is limited in student affairs.....Most writing has concentrated generally on multicultural issues, with less attention on multicultural competence. Typically, multicultural research has focused more on students than on student affairs professionals (p. 13).

Using the tripartite model described in the multicultural counseling literature, competence may be defined as the *awareness, knowledge, and skills needed to work with others who are culturally different from self in meaningful, relevant, and productive ways* (Pederson, 1988; Sue et al., 1992; Sue, 2001). We will examine questions such as: How does the analysis of our own culturally-specific standpoint inform the development of personal multicultural competence? How do we move our conceptualization of multicultural competence beyond an individual, or even a group, focus? How do we organize multicultural change efforts that challenge our institutions and our profession? How do the critical and most influential theories of student development bear up to an exploration of their ability to incorporate and make meaning of the unique experiences of underrepresented groups? Do these theories, which are meant to be the basis for intervention and practice within student affairs, provide relevant and meaningful services for students of color; lesbian, gay, bisexual and transgendered students; or nontraditional students with differing development needs and issues?

Learning Outcomes

Students will be able to:

- Understand and appreciate the diversity of knowledge traditions within the contemporary United States;
- Understand the central role of cultural, racial and ethnic differences in the formation of U.S. national identity and educational foundations;
- Understand the impact of race and ethnicity, gender, class, disability and sexual orientation on higher education and the unique experiences and problems facing historically underrepresented groups;
- Decipher many of the controversies regarding the discourse on "diversity";
- Probe the issues and challenges involved in efforts to transform institutions of higher education to make them more responsive to and ideally relevant for rapidly shifting local and national demographic realities;
- Increase awareness, knowledge, skills, and commitment to work with rapidly changing populations and dynamics within the field of higher education by exploring and understanding the following:
 - How multiple identities impact their lives and the lives of others.
 - How to increase advocacy skills for effectively intervening as an ally with and for underrepresented groups.
 - How to critically analyze, translate, and apply current student development theory and student affairs programming theory to underrepresented groups or contribute to new theories about these groups.
 - How to conceptualize and plan effective multicultural change efforts at the individual, group, and institutional level.
 - How to infuse principles of multicultural competence into all aspects of student affairs practice.
 - How to develop and commit to a plan as a lifelong multicultural learner.

Required Readings

Association of American Colleges and Universities. (1992). ***The campus climate revisited: Chilly for women faculty, administrators, and graduate students.*** Available from the Publications Desk of the Association of American Colleges and University at www.aacu.org or 800.297.3775 [no ISBN]

Smith, DG & Associates (1997). ***Diversity works. The merging picture of how students benefit.*** Washington DC: Association of American Colleges and Universities. ISBN 0-911696-71-7

Smith, WA, Altbach, PG, & Lomotey, K. (Eds.). (2002). ***The racial crisis in American higher education: Continuing challenges for the 21st century.*** Albany, NY: State University of New York Press. ISBN 0-7914-5236-0

Wall, VA & Evans NJ (Eds.). (2000). ***Toward acceptance: Sexual orientation issues on campus.*** Lanham, MD: University Press of America. ISBN 1-8883485-18-5.

Journal Articles as Indicated in Syllabus

Recommended Reading

Evans, N. J., & Wall., V.A. (Eds.). (1991). *Beyond tolerance: Gay, lesbian, and bisexuals on campus.* Alexandria, VA: American College Personnel Association.

Lucas, C., (1994) *American higher education: A history.* New York: St. Martins Press.

Minorities in higher education 2002-2003: Twentieth annual status report, (2003). ACE Publications/One DuPont Circle NW, Washington D.C.

Pope, R.L., Reynolds, A.L., & Mueller, J.A. (2004). *Multicultural competence in student affairs.* San Francisco: Jossey-Bass.

Reflections on 20 years of minorities in higher education and the ACE annual status report, (2004), ACS Publications.

Sandler, B. (1986). The campus climate revisited: Chilly for women faculty, administrators, and graduate students. *Project on the Status and Education of Women of the Association of American Colleges.* Washington, D.C.: Association of American Colleges.

Pederson, C. H. (1988). *A handbook for developing multicultural awareness.* Alexandria, VA:

American Association for Counseling and Development.

Sue, D.W., Arredondo, P., McDavis, R. J. (1992). Multicultural counseling competencies and standards: A call to the profession. *Journal of Counseling and Development*, 70, 477-486.

Sue, D.W. (2001). Multiple dimensional facets of cultural competence. *Counseling Psychologist*, 29, 790-821.

Turner, C.S., Antonio, A.L., Garcia, M., Laden, B.V., Nora, A., & Presley, C. L. (Eds.). (2002). *Racial and ethnic diversity in higher education, 2nd Ed.* ASHE Reader Series. Boston, MA: Pearson Publishing.

Sanlo, R. L. (Ed.). (2005). Gender identity and sexual orientation: Research, policy, and personal perspectives. *New Directions for Student Services*, no. 111. San Francisco: Jossey-Bass.

Recommended Web Sites with Bibliography Link to Further Resources on Each Knowledge Community

NASPA Asian American Knowledge Community

<http://www.naspa.org/communities/kc/community.cfm?kcid=16>

NASPA African American Concerns Knowledge Community

<http://www.naspa.org/communities/kc/community.cfm?kcid=15>

NASPA Disabilities Concerns Knowledge Community

<http://www.naspa.org/communities/kc/community.cfm?kcid=3>

NASPA Gay, Lesbian, Bisexual, Transgendered Issue Knowledge Community

<http://www.naspa.org/communities/kc/community.cfm?kcid=7>

NASPA Indigenous Peoples Knowledge Community

<http://www.naspa.org/communities/kc/community.cfm?kcid=26>

NASPA Latino-a Knowledge Community

<http://www.naspa.org/communities/kc/community.cfm?kcid=18>

NASPA Women in Student Affairs Knowledge Community

<http://www.naspa.org/communities/kc/community.cfm?kcid=12>

National Gay and Lesbian Task Force

<http://www.thetaskforce.org/>

Course Expectations and Assignments

The course will be conducted in a graduate seminar style where students are primarily responsible for their own learning process. It is anticipated that all students will have read the assigned materials for each class and be ready to discuss and dialogue about the pertinent information and concepts contained within the reading. The instructors will provide questions for some of the readings and from time to time assign "synopses of the readings" to particular class members.

It is imperative that you attend class. More than two absences, for any reason, could warrant non fulfillment of course requirements and ultimately non completion of the course.

Perspective/Reflection Papers: Students will complete 2 perspective/reflection papers that deal with aspects of pluralism, multiculturalism and diversity within higher education and higher education. The papers will briefly summarize the article and present an analysis of the article's and author's major contentions and assertions. The article you read should be no less than 1000-1500 words in length. A specific description of this assignment will be handed out in class.

Group Project: A group of two students you will develop a group project that looks at a particular area of student affairs and the needs that surround diversity in that area. As a group you will research the issues and problems attendant to those needs and then devise a program or project that directly addresses those needs. It is imperative that you utilize the advice and support of professionals at WWU who are directly involved with servicing diverse population groups on campus. A specific description of this assignment will be handed out in class.

Academic Dishonesty Policy: WWU students are responsible for reading, understanding, and following the policy and procedures regarding academic dishonesty as set forth in the *WWU Academic Dishonesty Policy and Procedure* (see Appendix D of the University Bulletin).

Reasonable Accommodation Policy: It is WWU's policy to provide reasonable accommodation to known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, students must contact WWU disAbility Resources at 360-650-3844 or www.drs.wvu.edu

Assessment Criteria

- Active engagement and participation in graduate level seminar discussions 20% of grade. Criteria include the following:
 - Quality of questions asked and critical thinking about all concepts and perspectives
 - Quality and initiative of ideas; ability to make connections among concepts
 - Support of positions using material from texts and other resources
 - Contribution to the learning community of the class
- Perspective/reflection papers 40% of grade
- Group project 50% of grade

Class Schedule

Week 1	Date: March 30
Topics:	
<ul style="list-style-type: none">• Brief overview of course content, expectations and assignments• Cultural pluralism: who is at the table• Self assessment of multicultural competencies, diversity of our worlds growing up, current social networks, and salience of multiple identities• "Concientizacao" (Freire, 1970)—English translation: conscientization, or the deeper consciousness of the nexus of theory, belief, conscience, and action leading to the integration of personal and professional knowledge• Models of multicultural competence in student affairs: CAS; ACPA; NASPA; Pope, Reynolds & Mueller• First- and second-order levels of multicultural change on college campuses	
Readings:	
<ul style="list-style-type: none">• Pope, L.P., & Reynolds, A. L (1997). Student affairs core competencies: Integrating multicultural awareness, knowledge, and skills. <i>Journal of College Student Development</i>, 38, 3, 266-277. Available at: http://proquest.umi.com/pqdlink?did=23110131&sid=2&Fmt=1&clientId=9320&RQT=309&VName=PQD• Choi-Pearson, C., Castillo, L., & Maples, M.F. (2004). Reduction of racial prejudice in student affairs professionals. <i>NASPA Journal</i>, 42-1, 132-146. Available at http://publications.naspa.org/naspajournal/vol42/iss1/art8• King, P.M., & Howard-Hamilton, M. (2003). An assessment of multicultural competence. <i>NASPA Journal</i>, 40, 2, 119-133. Available at: http://publications.naspa.org/naspajournal/vol40/iss2/art8	
Week 2	Date: April 6
Topics:	
<ul style="list-style-type: none">• Role of "sentipensante" pedagogy in the course• Relationship of personal experiences and histories to multicultural issues, higher education, and student affairs practice• Higher education: purpose, mission, current state and relevance, and connection to individual opportunity.	
Readings:	
<ul style="list-style-type: none">• Smith, Altbach, & Lomotey, 3-22• Wall & Evans, 3-28 (Understanding the Landscape: An Empirical View of Lesbian, Gay, and	

Bisexual Issues in the Student Affairs Profession)

Week 3	Date: April 13
--------	----------------

Topics:

- Gender and privilege
- "Chilly climate": then and now
- "Chilly climate" and cognitive outcomes of first-year women

In-class time: Work on planning, structure, content of term project
Readings:

- *Pascarella, E.T., Whitt, E.J., Edison, M.E., Nora, A., et al.* (1997, Mar/Apr). **Women's perceptions of a "chilly climate" and their cognitive outcomes during the first year of college.** *Journal of College Student Development*, 38, 2, 109-125. Available at: <http://proquest.umi.com/pqdlink?did=11689301&sid=1&Fmt=4&clientId=9320&RQT=309&VName=PQD>
- Sandler, B. (1986). The campus climate revisited: Chilly for women faculty, administrators, and graduate students. *Project on the Status and Education of Women of the Association of American*
-

Week 3 April 13 (continued)



- *Colleges.* Washington, D.C.: Association of American Colleges.

Speaker: Renee Collins

Due: Reflective/perspective paper #1

Week 4	Date: April 20 **Meet from 9:00 AM to 12:00 noon
--------	--

Topics: 9:00 – 10:00 AM

- Notions of equality and assimilation within the American psyche
- American education and its role as the great "equalizer"

10:00 – 12:00 noon; Adjourn to MH 186

- Student Affairs Teleconference: *Shattering Barriers—Transforming the College Experience for Students of Color*
- Panelists: Laura Rendon, Professor and Chair of Educational Leadership and Policy Studies at Iowa State University; Evette Castillo, Former Assistant Dean of Students at San Diego State University; and Wynetta Lee, Associate Vice President for Academic Planning, Research, and Graduate Studies at California State University, Monterey Bay

Readings:

- Handouts: (a) *Students of Color Focus Group Project* at WWU (1995), Executive Summary and selections and (b) *Assessing the needs of Gay, Lesbian, Bisexual Students* at WWU (1992), Executive Summary and selections
- Smith, Altbach, & Lomotey, 23-76
- Wall & Evans, 61-88 (Recognition of Lesbian and Gay Relationships)
- Wall & Evans 109-130 (Issues for Lesbian, Gay, and Bisexual Students in Traditional College Classrooms)

Week 5	Date: April 27
--------	----------------

Topics:

- The construction of American education: by whom, for whom, and how it is maintained
- Values of American education in 20th century: who is in and who is out?
- Myth of education and empowerment; American meritocracy in the making

In-class time: Work on planning, structure, content of term project

Readings:

- Wall & Evans, 371-388 (Navigating the Minefield: Sexual Orientation Issues and Campus Politics)
- Lucas and Lemann readings: In-class handouts

Speaker: Tom Nerini

Week 6	Date: May 4
--------	-------------

Topics:

- Spring SAA Trip; no class

Week 7	Date: May 11
--------	--------------

Topics:

- Access and accessibility
- Student access to higher education: money and equity
- Students with disAbilities and accessibility issues
- LGBTQ issues in higher education: understanding the historical landscape for students, staff and faculty

Week 7 May 11 (continued)

◆ Readings:

- Wall & Evans, 261-282 (Transgenderism and College Students: Issues of Gender Identity and its role on our Campuses)
 - Readings on students with disAbilities TBA

Speakers: David Brunnemer and/or Kathy Mullins

In-class time: Work on planning, structure, content of term project

Due: Reflective/perspective paper #2

Week 8	Date: May 18
--------	--------------

Topics:

- Campus climate and student differences (race and ethnicity, sexual orientation, disability) within higher education
- Impact of diversity upon the American campus

Readings:

- Smith, Altbach, & Lomotey, 77-120
- Smith & Associates, 3-30
- Wall & Evans, 131-154 (Assessing Campus Environments for the Lesbian, Gay, and Bisexual Population)
- Wall & Evans, 283-298 (Addressing Issues of Multiple Identities for Women of Color on College Campuses)
- Wall & Evans, 299-319 (Ethnicity, Race, and Culture: The Case of Latino Gay/Bisexual Men)

Speakers: LGBTQ panel including Brown Pride

Week 9	Date: May 25
Topics:	
	<ul style="list-style-type: none"> • Integration and transformation: faculty, curriculum, and campus climate • Affirmative action and the notion of meritocracy
Readings	
	<ul style="list-style-type: none"> • Smith, Altbach, & Lomotey, 189-242 • Smith, Altbach, & Lomotey, 243-284 • Smith & Associates, 31-50 • Wall & Evans, , 345-369 (Ways of Being an Ally to Lesbian, Gay, and Bisexual Students)
Week 10	Date: June 1
Topics:	
	<ul style="list-style-type: none"> • Presentation of group projects (??)
Week 11	Date: June 8
Topics:	
	<ul style="list-style-type: none"> • Presentation of group projects (??)

SAA 561—Cultural Pluralism in Higher Education Format for perspective/reflection papers

Your paper should be bordered by one inch from top to bottom and from left to right. Standard font.

- Author
- Name of Publication
- Date and Page Nos. of the Article
- Type of Article (Editorial, feature article, scholarly article)

Your perspective/reflection paper should first contain a short summary of the article and the major concepts which are being professed (1/2 to 3/4 of a page).

Your analysis of the paper should generally cover the following questions (2-3 pages). **Write your paper as an essay. Do not answer the questions one by one.**

1. What is the author trying to inform us of?
2. What is the historical or contemporary significance of the information presented on higher education and diversity?
3. Does the article represent a particular political, philosophical position or school of thought?
4. Does the article contrast or reinforce notions that you personally adhere to?
5. How has this article illuminated or expanded your own thinking on higher education, minority students, other aspects of multiculturalism and diversity?
6. What elements were purposefully or unintentionally left out of the article? Why?
7. How would you rate the author's or article's contribution to the field of higher education?
8. What applicability or relevance does the article have for student affairs professionals?
9. Why did you choose to write on this particular article?

Sources that can be utilized for this paper. Some of these journals and publications Wilson Library will have hard copy but they can also be accessed through Pro-Quest or JSTOR

Black Issues in Higher Education
The Chronicle of Higher Education
Multicultural Education
Journal of Blacks in Higher Education
Journal of Higher Education
Journal of College Student Development
Hispanic Outlook in Higher Education
NASPA Journal
Journal of Gay and Lesbian Studies
Journal of Gay and Lesbian Issues in Education
Gender Watch
The National Journal of Sexual Orientation Law
Nat'l Consortium of Directors of LGBT Resource Centers on Campus: On-line links to many LGBTQ focused journals: http://www.lgbtcampus.org/resources/lgbt_studies.html#publications

ED-562—Term Project Template

The objective of the term project (to be accomplished in groups of 2-3) is to identify a need, issue or problem that relates to diversity or multiculturalism within the Division of Student Affairs and Academic Support Services at WWU. Once identified and assessed, how can this need, issue or problem be resolved through the development of a strategy, plan of action or program? The project entails a strategy and proposed set of action steps that could successfully be used by a particular unit or office in Student Affairs to augment their diversity or multicultural efforts.

The development and ultimate report on the project may rely upon student affairs theory and practice in addition to research appropriate to particular groups or populations being served by the Division of Student Affairs at WWU.

Rationale for proposed project

- A. Describe the setting you are focusing on; that is the particular unit or office within the Division of Student Affairs or a particular program within a unit or office. This section should describe the make-up and organizational structure and function of the office, unit or program that you have selected. (1-2 pages)
- B. Describe the particular need, problem or issue related to diversity or multiculturalism confronting this office, unit, or program. What are the needs that drive this effort? Discuss ways of assessing the magnitude of the issue or problem being addressed. What particular student population base do you wish to serve or impact in some way? (2-3 pages.)
- C. What are the particular institutional challenges that will confront any proposed change or program introduced into this area? How can these challenges be overcome, mitigated or circumvented? What opportunities exist in confronting these challenges? (2-3 pages)

Action Plan or Implementation Goals of the Project

- A. What are the anticipated outcomes that you want to achieve? Consider student outcomes, program outcomes, and institutional outcomes as they apply to your issue. It is important to specifically enumerate the anticipated outcomes that you feel your program, project or strategy will have upon your projected student group as well as the entire university. How will each anticipated outcome affect particular diversity efforts within this student affairs office as well as campus as a whole? (2-3 pages)
- B. How can this issue or need be addressed? Discuss approaches or methodologies that might be utilized to arrive at these outcomes. (Describe in 4-5 pages. This section addresses theoretical paradigms and research; that is, why do you think your strategies will work? This section should also include the narrative of student affairs practitioners.)
- C. Describe in detail the proposed program or strategies that you wish to implement? What are the logistical and financial issues involved with the implementation of your idea? What is your

strategy for attaining allies or supporters for your newly designed program? Are there models or templates that can be utilized from other campuses or offices on campus? (2-3 pages. This section should also discuss existing model programs here or on other campuses that might relate to your project, program or strategy.)

- D. Specifically delineate the action steps and timeline necessary to implement your program, project or strategy. These steps should be cognizant of the university academic timeline and calendar (1-2 pages)

Evaluation

- A. Describe your assessment and evaluation plan for your particular project, program or strategy.

Describe your outcome measures? Describe your process (or implementation) measures? Describe the specific features and elements of this evaluation procedure. (1-2 pages)

How can this evaluative assessment be accomplished so that there is on-going feedback to student affairs practitioners in this particular area or department? (1-2 pages)