Course Syllabus

Race, Ethnicity, and Gender in Higher Education

FALL TERM 2022: Course#: EDUC 873-001

Time: Wednesday 1:00-4:00 pm

Location: 2340 SEB

Professor : Phillip J. Bowman, Professor, Ph.D.

Center for the Study of Higher & Postsecondary Education

Diversity Research and Policy Program

Office: 2117 School of Education Building

E-Mail: pjbowman@umich.edu

Office Hours: By Appointment

COURSE OVERVIEW

This graduate seminar focuses on major issues affecting African Americans, Asian Americans, Latinx (Hispanics), and women in higher education. Scholarly literatures from higher education, sociology, psychology, and other relevant social sciences are critically reviewed to address multi-level theoretical, methodological, policy, and practical issues. Guided by a comprehensive strengths-based perspective, students will critically evaluate literature to better understand: (1) *racial/ethnic and gender stratification of the higher education system; (2) institutional/organizational and social psychological barriers that systematically impede student access and success; and (3) strengths-based strategies to promote success despite racial, ethnic and gender barriers at multiple levels – policy, organizational and individual.*

Students will also examine three critical race-related "controversies" facing higher education in the 21ˢᵗ century: (a) *affirmative action vs. decolonization debates;* (b) *diversity, merit and higher education debates*; and (c) *STEM interventions and declining cross-national competitiveness.* Going beyond weekly seminar readings, students will *select* one race, ethnicity, and gender topic of particular interest for a more intensive group-based assignment. Building on a *reciprocal translation agenda*, students will have the opportunity to *bridge* insights from *scholarly literature – with* more practical insights from a *UM diversity expert* for a deeper understanding of their selected personal interest topic. Such translation helps students to better bridge theory-driven scholarship with preparation for future leadership roles (e.g., in research, policy, organizational, or student development, etc.) to promote diversity in higher education.

In addition to higher education, this seminar is also relevant to graduate students in psychology, sociology, other social sciences and interdisciplinary fields interested in diversity, equity and inclusion in diversifying nations.

COURSE REQUIREMENTS & BASIS FOR EVALUATION

1. Weekly Seminar Participation/Weekly Review Assignments & Discussion
2. Selected UM Diversity Era - Online Search Highlights + Related Discussion
3. Personal Interest Topic - Online Data-based Literature Review
4. Expert Interview Protocol
5. Expert Interview + Report
6. Expert Interview - Panel Presentation & Discussion

SOURCES

Required* Sources and Related Texts:

 *Class Canvas site and in Class Hand-outs.

**Pasque, P.A. & Nicholson, S.E. (2011). Empowering Women in Higher Education and Student Affairs. Sterling, VA: Stylus.

**Tatum, B. (2017). *Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations about Race*. New York: Basic Books.

 Major Related Texts:

 Bowman, P.J. & St John, E. (2012). *Diversity, merit, and higher education: Toward a comprehensive agenda for the 21st century.* (Vol. 25) Readings on Equal Education. NY: AMS Press.

 Conrad, C. & Gasman, M. (2015). *Educating a diverse nation: Lessons from minority-serving institutions* (Chaps. 1-2, pp.14-34). Albany, NY: State University of New York Press.

 Gasman, M. et. al. (2008). *Understanding minority-serving institutions* (Ch1-3, pp.3-42). SUNY Press.

 Glazer-Raymo, J. (2008). *Unfinished agendas – New and continuing gender challenges in higher education.* Baltimore, MD: John Hopkins University Press.

 Guiner, L. (2015). *The tyranny of the meritocracy: Democratizing higher education in America* Bacon.

 Page, S, (2017). The diversity (bonus): *How great teams pay off in the knowledge Economy.* Princeton University Press.

Pateman, C. & Millis, C. (2007). *Contract and domination*. Malden, MA: Polity Press.

 Jayakumar, U.M. & Garces, L.M. (2015). *Affirmative action and racial equity: Considering the Fisher Case to forge the path ahead*. New York: Routledge.

 Kahlenberg, R. (2014). *The future of affirmative action: New paths to higher education and diversity after Fisher v. University of Texas.* NY: The Century Foundation Press.

Sanders, R.H. & Taylor, S. (2012). , *Mismatch: How affirmative action hurts students it's intended to help, and why universities won't admit it*. New York: Basic Books.

Smith, D. (2009). *Diversity's promise for higher education*. Baltimore: John Hopkins University Press.

Smith, W.A., Altbach, G. & Lomotey, K. (2002). *The racial crisis in higher education: Continuing challenges for the 21ˢᵗ century.* Albany, NY: SUNY Press.

Solomon, B.M. (1985). *In the company of educated women*. New Haven: Yale University Press.

*Stewart, A. J., Malley, J. E., & LaVaque-Manty, D. (2007). *Transforming science and engineering: Advancing academic women*. Ann Arbor: U of Michigan Press.

**Tatum, B. (1997). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race*. New York: Basic Books.

Williams, D.A. (2013). *Strategic diversity leadership: Activating change and transformation in higher education*. Sterling, VA: Stylus.

Williams, D.A. & Wade-Golden, K.C. (2013). *The chief diversity officer: Strategy, structure, and change management*. Sterling, VA: Stylus.

*Winkle-Wagner, R. & Locks, A. (2014). Diversity *and inclusion on campus: Supporting racially and ethnically underrepresented students*. Routledge.

Yosso, T. (2006). *Critical race counterstories along the Chicana/Chicano educational pipeline*. Routledge.

Other Related Texts:

Allen, W.R., Teranishi, R.T. & Bonous-Hammarth, M. (2012). *As the world turns: Implications of global shifts in higher education for theory, research and practice*. UK: Emerald.

Featherman, D.L. et. al. (2010). *The next 25 years*. Ann Arbor: University of Michigan Press.

Gurin, P. et. al. (2004). *Defending diversity: Affirmative action at the University of Michigan*. UM Press.

Hrabowski, F.A. (2015). *Holding fast to dreams. Boston, MA:* Bacon Press.

Jackson, J.L. (2007). *Strengthening the African American educational pipeline*. Albany, NY: SUNY Press

Janssens, M. et. al (2010). *Sustainability of cultural diversity: Nations, organizations and cities.* Elger.

National Academies Report (2007). *Beyond bias and barriers: Fulfilling the potential of women in academic science & engineering*. Wash, DC: TNA Press.

Patton, L.D. (Ed.). *Culture centers in higher education.* Sterling, VA: Stylus.

Prince-Embury. S. & Saklofske, D.H. (2013), *Resilience in children, adolescents, and adults*. Springer.

Rojas, F. (2007). *From black power to black studies.* Baltimore, MD: John Hopkins University Press.

Sotello, J. et. al. (2015). *Modeling mentoring across race/ethnicity and gender*. Sterling, VA: Stylus.

Steele, C.M. (2010). *Whistling Vivaldi: How stereotypes affect us and what we can do*. NY: W.W. Norton.

Sedlacek, W.E.. (2004). *Beyond the big test: Noncognitive Assessment in Higher Education*. Jossey-Bass.

Other Relevant Texts:

Alexander, M. (2012). *The new Jim Crow: Mass incarceration in age of colorblindness*. New York: The New Press.

Allen, W.R., Dimura-Walsh, E. & Griffin, K.A. (2003). *Towards a better tomorrow*. Information Age Pub.

Brown-Glaude, W.R. (2009). *Doing diversity in higher education*. Rutgers University Press.

Castellanos, J., Gloria, A.M. & Kamimura, M. (2006). *The Latina/o pathway to the Ph.D*. Stylus.

Diangelo, R. (2018). *White fragility: Why its so hard for White people to talk about racism*. Boston: Beacon.

Engvall, R.P. (2003). *Academic identity: Place, race, and gender in academia*. Hampton Press.

Gandara, P., Orfield, G. & Horn, C. (2006). *Expanding opportunity in higher education*. SUNY Press.

Hale, F.W. (2004). *What makes racial diversity work in higher education*. Sterling, VA: Stylus.

Harper, S. & Wood, J. (2016). *Advancing black male student success from pre-school to Ph.D.* Stylus.

Mohamedbhai, G. (2008). *Effects of massification on higher education in Africa*. Accra, Ghana: Association of African Universities.

Palmer, R.T. et. al. (2013). *Fostering success of ethnic and racial minorities in STEM*. Routledge.

Tierney, W.G. (2015). *Rethinking education and poverty*. Baltimore: John Hopkins University Press.

Turner, C. et. al. (1996). *Racial and ethnic diversity in higher educatio*n. Pearson: ASHE Reader.

Rai, K.B. & Critzer, J.W. (2000). *Affirmative action and the university: Race, ethnicity, and gender in higher education employment.* University of Nebraska Press.

Weissinger, S.E & Mack, D.A. *Law enforcement in the age of Black Lives Matter: Policing black and brown bodies*. New York: Lexington Books.

COURSE OUTLINE & WEEKLY READINGS:

Week 1-W – AUG 31: Introduction and Course Overview

- Introductions/Overview of Syllabus/Course Requirements &Basis For Evaluation
- Seminar Format & Logistics – Weekly Reading Review Assignments & Guidelines
- Other Logistics, Guidelines, Hand-outs, & Discussion
- Seminar Philosophy, Civility and Respect for Diverse Viewpoints
- Select/Discuss - UM DIVERSITY ERA *(Schlissel (2014-Present), Coleman (2002-14), Bollinger (1996-2001), Duderstadt (1988-96), Shapiro (1980-87), Fleming (1968-79), Hatcher (1951-67)*
- Identify & Discuss - Personal Interest Topics & Possible Campus Experts

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Week 2-W – SEPT 7: Historical Context of Racial/Ethnic & Gender Diversity in Higher Education: *A University of Michigan Case Study*

Required Core Reading:

Diversity Leadership at the University of Michigan: From Desegregation to DEI (Chap. 14). Download Chap. 14). Bowman, P.J. et. al. (In Press). In K. Lomotey. et. al. (Eds.) *The racial crisis in America higher education*. SUNY Press.

- *Hatcher (1951-67): Aguirre, Douglas, Holland*
- *Fleming (1968-79): Kelly, Li, Lim*
- *Shapiro (1980-87): Lopez-Mauer, Ly, Mason*
- *Duderstadt (1988-96): McCann, Nguyen, Nwabueze*
- *Bollinger (1996-2001): Pandey, Powell, Qi*
- *Coleman (2002-14): Schmetterling, Taylor, Thomas*
- *Schlissel (2014-22): Valerie, Waldron, Wang*
- *Ono (2022-Present): Worthem, Zhang*

I. MULTI-LEVEL RACIAL/ETHNIC & GENDER BARRIERS IN HIGHER EDUCATION: *Macro, Meso & Micro Level Challenges*

A. SOCIAL STRATIFICATION SYSTEMS: *Macro-Societal Barriers to Equal Higher Education Opportunities in the USA, South Africa & Beyond*

Week 3-W - SEPT 14: Required Core Readings

Sustainable Diversity and Inequality: Race in the USA and Beyond (Chap. 3, pp. 55-78). Bowman, P.J. & Betancur, J. J. (2010)Download Bowman, P.J. & Betancur, J. J. (2010). In M. Janssens, M. Bechtold, G. Prarolo, & V. Stenius, (Eds.), *Sustainability of cultural diversity: Nations, cities & organizations*. Cheltenham, UK: Edward Elger.

3-1a: *Aguirre, Douglas, Holland, Kelly*

3-1b: *Li, Lim, Lopez-Mauer, Ly*

Why are all the Black kids "still" sitting together in the cafeteria? And other conversations about race (Prologue, pp. 1-72Download pp. 1-72). Tatum, B.D. (2017). New York: Basic Books.

3-2a: *Mason, McCann, Nguyen, Nwabueze*

3-2b: *Pandey, Powell, Qi, Schmetterling,*

An Introduction to Feminism and Feminist Perspectives in Higher Education and Student Affairs. Nicholson, S.E. & Pasque, P.A. (2011, Chap 1, pp. 3-14Download pp. 3-14). In Pasque, P.A. & Nicholson, S.E. *Empowering women in higher education and student affairs*. Sterling, VA: Stylus.

3-3a: *Taylor, Thomas, Valerie, Waldron*

3-3b: *Wang, Worthem, Zhang*

Related readings

Twins Born at Different Times (Introduction, pp. 1-30)Download (Introduction, pp. 1-30) In Featherman et. al. (2010). *The next 25 years.Download . Affirmative action in higher education in the USA and South Africa.* **U of Michigan Press.**
Global Higher Education, Diversity and Inequality: Trends, Prospects and Challenges (Introduction, pp. xiii-xxxi)Download (Introduction, pp. xiii-xxxi). In Allen, W. et. al. (2012). *As the world turns: Implications of global shifts in higher education for theory, research and practice*. UK: Emerald.
Intersecting (Sexual and Racial) Contracts (IntroductionDownload Introduction/Chap. 6Download Chap. 6, pp. 1-10/165-199). In Pateman, C. & Millis, C. (2007). *Contract and domination*. Malden, MA: Polity Press.
Implication for Change (Chap 7Download Chap 7, pp 189-200). In Ridgeway, C.L. (2011). Framed by gender: How gender inequality persists in the modern world. New York: Oxford University Press.
The Feminist Agenda – A Work in Progress (Chap. 1/Epilogue, pp. 1-34/273-283). In Glazer-Raymo, J. (2008). *Unfinished agendas – New and continuing gender challenges in higher education Baltimore*, MD: John Hopkins University Press.
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B. SEGREGATION & INSTITUTIONAL STRATIFICATION: *Meso-Organizational Inequalities & Barriers*

 Week 4-W SEPT 21: Required Core Readings

Race in American Higher Education (Chap. 1, pp 3-23Download Chap. 1, pp 3-23*).* Anderson, J. (2002). In W.A. Smith, P.G. Altbach, and K. Lomotey (Eds.), *The racial crisis in higher education.* SUNY Press.

4-1a: *Aguirre, Douglas, Holland*

4-1b: *Kelly, Li, Lim,*

The New Jim Crow: Mass Incarceration in the Age of Colorblindness (Preface/Introduction, pp. 1-19Download Preface/Introduction, pp. 1-19). Alexander, M. (2012). New York: The New Press.

4-2a: Lopez-Mauer, Ly, Mason

4-2b: McCann, Nguyen, Nwabueze,

On Minority-Serving Institutions/ A Historical Backdrop . Ch 1Download Ch 1, Ch 2Download Ch 2, Ch 3Download Ch 3, pp 3-42.In Gasman, M. et. al. (2008). *Understanding minority-serving institutions*. Albany, NY: SUNY Press.

4-3a: *Pandey, Powell, Qi,*

4-3b: Schmetterling, Taylor, Thomas

Historical Analysis of Title IV Policy and Women Leaders in Cocurriculum. Hoffman, J. (2011, Chap 3, pp. 32-46 Download pp. 32-46). In Pasque, P.A. & Nicholson, S.E. *Empowering women in higher education and student affairs*. Sterling, VA: Stylus.

4-4a: Valerie, Waldron, Wang

4-4b: *Worthem, Zhang*

Related readings

Challenges of Educating a Diverse America/ Minority-Serving Institutions: Educating Diverse Students for a Diverse World (Chaps. 1Download 1 & 2Download 2, pp.14-34). In Conrad, C. & Gasman, M. (2015). *Educating a diverse nation: Lessons from minority-serving institutions*. SUNY.
Status Processes and Organizational Inequality: The Social Psychology of Inclusion (Introduction/Discussion). Bowman, J.E. (2013). Unpublished doctoral dissertationDownload Unpublished doctoral dissertation, Stanford University, Palo Alto, CA.
Historical Analysis of Title IV Policy and Women Leaders in Cocurriculum. Hoffman, J. (Chap 3, pp. 32-46 Download pp. 32-46). In Pasque, P.A. & Nicholson, S.E. (2011). *Empowering women in higher education and student affairs*. Sterling, VA: Stylus.

C. MICRO-LEVEL SOCIAL PSYCHOLOGICAL BARRIERS IN PWIs: *Institutional Climate, Ideology & Discrimination*

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Week 5-W SEPT 28: Required Core Readings

'I Can Turn it On When I Need To:' Pre-College Integration, Culture, and Peer Academic Engagement among Black and Latino/a Engineering Students." Johnson, A.M. (2019). "*Sociology of Education* 92(1): 1-20.Download 1-20.

5-1a: *Aguirre, Douglas, Holland, Kelly*

5-1b: *Li, Lim, Lopez-Mauer, Ly*

Critical Race Theory, Racial Microaggressions, and Campus Climate for Latina/o Undergraduates. Yosso, T.J. et. al. (2009 Download Yosso, T.J. et. al. **(2009**). *Harvard Education Review, 79(4), 659-690.*

5-2a: *Mason, McCann, Nguyen, Nwabueze*

5-2b: *Pandey, Powell, Qi, Schmetterling,*

Racial Ideology in the Campus Community (Chap. 5, pp 103-120) Download **(Chap. 5, pp 103-120).** Bowman, P.J. & Smith, W.A. (2002). In W.A. Smith et. al. *The racial crisis in higher education.* Albany, NY: SUNY Press.

5-3a: *Taylor, Thomas, Valerie, Waldron*

5-3b: *Wang, Worthem, Zhang*

Related readings

The Campus Climate (Chap. 6 Download Chap. 6, pp. 97-114). In Winkle-Wagner, R. & Locks, A. (2014). Diversity *and inclusion on campus: Supporting racially & ethnically underrepresented students*. Routledge.
Using Feminist and Critical Race Lenses to Analyze Motivation, Self-Esteem, & Empowerment of Women College Students. Vaccaro, A. (Chap 7, pp. 104-120Download pp. 104-120). In Pasque, P.A. & Nicholson, S.E. (2011). *Empowering women in higher education and student affairs*. Sterling, VA: Stylus.
Enhancing Campus Climate for Racial/Ethnic Diversity through Educational Policy and Practice. Hurtado, S. et al.(1998) Download Hurtado, S. et al.(1998)**. *Review of Higher Education*, 21(3), 279-302.
Theories of Discrimination/Measuring Racial Discrimination (Appendix, pp. 257-274Download (Appendix, pp. 257-274). The National Academies Report (2007). *Beyond bias and barriers: Fulfilling the potential of women in academic science and engineering* Washington, DC: TNA Press.
Educ 873 - REGHE - Week 5 handoutsDownload Educ 873 - REGHE - Week 5 handouts

D. **RACE/ETHNIC & GENDER BARRIERS TO MENTAL HEALTH: Growing Challenges for Higher Education**

Week 6-W OCT 5: Required Core Readings

Racial discrimination and Health Outcomes among Racial/Ethnic Minorities: A Meta-Analytic Review. Carter, R. et al (2017). Journal of Multicultural Counseling and Development, 45, 232-259Download 232-259.

6-1a: *Aguirre, Douglas, Holland, Kelly*

6-1b: *Li, Lim, Lopez-Mauer, Ly*

Racial Microaggressions, Racial Battle Fatigue, & Racism-Related Stress in Higher Education. Franklin, J. (2016). *Journal of Student Affairs*, NYU, 44-55.Download 44-55.

6-2a: *Mason, McCann, Nguyen, Nwabueze*

6-2b: *Pandey, Powell, Qi, Schmetterling,*

Into the Storm: Ecological and Sociological Impediments to Black Male Persistence. Burt, B., Williams, K., & Smith, W.A. (2018). *American Educational Research Journal*. Advance online publication.Download Advance online publication.

6-3a: *Taylor, Thomas, Valerie, Waldron*

6-3b: *Wang, Worthem, Zhang*

Related readings

Race/Gender Mental Health Barriers, Stress, & Wellness Issues in HE:

College Life is Stressful Today - Emerging Stressors and Depressive Symptoms in College Students. Acharya, L. et al (2018). Journal of American College Health, May, 1-10Download 1-10.

Race-Related Stress, Racial Identity Attitudes, and Mental Health among Black Women. Jones, H., Cross, W. & DeFour, D. (2007), *Journal of Black Psychology,* 33, 208-231.

The Effects of Sexual Assault on the Identity Development of Black College Women. Henry, W.J. (2009). *Michigan Journal of Counseling,*

A Meta-Analysis of Gender Differences in Attitudes toward Seeking Professional Psychological Help. Nam, S.K. et al. (2010). *Journal of American College Health.*

Relationship of Second-Year College Student Wellness Behaviors to Academic Achievement by Gender, Race/Ethnicity, and Socioeconomic Status, Howell, S, (2010). Unpubished Dissertation,

Psychosocial Status-Barriers to HE Access, Pipleline & Resource Utilization:

The Race to College Access (Chap. 2, pp. 10-34Download Chap. 2, pp. 10-34). In Winkle-Wagner, R. & Locks, A. (2014). Diversity and inclusion on campus: Supporting racially & ethnically underrepresented students. Routledge.

Analyzing the Problem of Women in Science and Engineering: Why Do We Need Institutional Transformation? (ForwardDownload Forward/Chap 1,Download Chap 1, p. xi-20). In Stewart, A. J. et. al. (2007). *Transforming science and engineering: Advancing academic women*. University of Michigan Press.

A Systematic Analysis of…/Reconceptualizing…the African American Educational Pipeline (IntroductionDownload Introduction/ConclusionDownload Conclusion, pp. 1-14/197-209). In Jackson, J.L. (2007). *Strengthening the African American educational pipeline*. Albany, SUNY Press

Leaks in the Chicana & Chicano Educational Pipeline/Critical Race Counterstories along... (Latino Policy Brief/Introduction, pp 1-4). Yosso, TJ. et al (2006). UCLA CSRC/Routledge.

Racial and Ethnic Minority Clients' Utilization of a University Counseling Center: An Archival Study. *Davidson, M. et al (2004). Journal of Multicultural Counseling and Development,* 32, 359.Download 359.

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II.OVERCOMING RACIAL/ETHNIC & GENDER BARRIERS IN HIGHER EDUCATION

Toward a Comprehensive Strengths-Based Agenda at Multiple Levels

A. "**STRONG" INSTITUTIONAL COMMITMENT & TRANSFORMATION: Macro-***Diversity Policy in Higher Education*

Week 7-W OCT 12: Required Core Readings

Strategic Diversity Leadership. (ForwardDownload Forward/IntroductionDownload /Introduction, pp. xi-xii/1-27). In Williams, D.A. (2013). *Strategic diversity leadership: Activating change and transformation in higher education*. Stylus.

7-1a: *Aguirre, Douglas, Holland*

7-1b: *Kelly, Li, Lim,*

The Diversity [Bonus]: How Great Teams Pay Off in the Knowledge Economy. In Scott Page (2017)**.** (Introduction/Prologue/Commentary, pp. xi-xvii/1-12/223-241Download Introduction/Prologue/Commentary, pp. xi-xvii/1-12/223-241).

7-2a: Lopez-Mauer, Ly, Mason

7-2b: McCann, Nguyen, Nwabueze,

Breaking Down Bias: Legal Mandates vs. Corporate Interests.. Bowman Williams, J. (2017). *Washington Law Review*, 1-41Download 1-41.

7-3a: *Pandey, Powell, Qi,*

7-3b: Schmetterling, Taylor, Thomas

50 Year History of Social Diversity at University of Michigan (pp. 1-48Download pp. 1-48) Duderstadt, J. (2015). Ann Arbor, MI: Millennum Project.

7-4a: Valerie, Waldron, Wang

7-4b: ***Worthem, Zhang***

Related readings

Reimagining Education as a Point of Resistance. Williams, K., & Toldson, I. (2020). *Journal of Negro Education*, **89(3),** 193-202Download 193-202.
The Chief Diversity Officer (ForwardDownload (Forward/IntroductionDownload **Introduction, pp. ix-x/1-26).** Williams, D.A.& Wade-Golden, K.C. (2013). *The chief diversityofficer: Strategy, structure , and change management.* VA: Stylus.
High Achieving Women: Navigating Multiple Roles and Environments in Higher Education and Student Affairs. Fochman, M.M. (2011, Chap 6, pp. 85-103Download pp. 85-103). In Pasque, P.A. & Nicholson, S.E. *Empowering women in higher education and student affairs*. Sterling, VA: Stylus.
Monitoring Progress on Diversity/Making Diversity Work – Recommendations and Conclusions (Chaps. 8Download 8 & 9Download 9, pp. 229-271). In Smith, D. (2009). Diversity's promise for higher education . Baltimore, MD: John Hopkins University Press.
The Michigan Mandate/Progress Reports. In Duderstadt, J. (2015). *50 year history of social diversity at University of Michigan* (pp. Duderstadt - Mich Mandate.pdfDownload Duderstadt - Mich Mandate.pdf/1-24Download 1-24). Ann Arbor, MI;; Millennum Project.
Transforming the Scientific Enterprise/Institutionalization, Sustainability & Repeatability of ADVANCE for Institutional Transformation (Chaps 2/16, pp 21-27Download pp 21-27/281-297. In Stewart, A.J. et al (2007)*. Transforming science and engineering. Ann Arbor: University of Michigan Press.*
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FALL STUDY BREAK - OCTOBER 17-18

B. **STRONG ORGANIZATIONAL & PROGRAM SUPPORT SYSTEMS:** *Meso-Organizational Behavior and Management*

Week 8-W OCT 19: Required Core Readings

The Meyerhoff Scholars Program: A Strengths-Based, Institution-Wide Approach to Increasing Diversity in STEM. Maton, K.I. et. al. (2012)Download Maton, K.I. et. al. (2012). *Mt. Sinai Journal of Medicine, 79*, 610-623.

8-1a: ***Aguirre, Douglas, Holland, Kelly***

8-1b: ***Li, Lim, Lopez-Mauer, Ly***

Ford Foundation's Mission in Black Studies/Black Studies as Loyal Opposition (Chaps. 5Download 5 & 7Download 7, pp. 130-166/207-226). In Rojas, F. (2007). *From black power to black studies: How a radical social movement became an academic discipline.* John Hopkins University Press.

8-2a: ***Mason, McCann, Nguyen, Nwabueze***

8-2b: ***Pandey, Powell, Qi, Schmetterling,***

Women and Gender Centers at the Start of the 21ˢᵗ Century. Marine, S. (Chap 2, pp. 15-31Download pp. 15-31). In Pasque, P.A. & Nicholson, S.E. (2011). *Empowering women in higher education & student affairs*. Stylus.

8-3a: ***Taylor, Thomas, Valerie, Waldron***

8-3b: ***Wang, Worthem, Zhang***

Related readings

Counter-Narratives to Anti-Blackness and Deficit-Oriented Discourse Concerning HBCUs. Williams, K., Burt, B., Clay, K., Bridges, B. (2018). *American Educational Research Journal*, **DOI: https://doi.org/10.3102/0002831218802776**
What Does the Literature Tell Us About Mentoring Across Race/Ethnicity and Gender? (Chap. 1, pp. 1-41Download (Chap. 1, pp. 1-41) Turner & Gonzalez. In Sotello, J. et. al. (2015). *Modeling mentoring across race/ethnicity and gender: Practices to cultivate the next generation of diverse faculty.* Sterling, VA: Stylus.

Beyond Mentoring: A Sponsorship Program to Improve Women Success (Chap. 7,Download Chap. 7, p. 96-115). Rabinowitz, V.C. & Valian, V. (2007). In A.J. Stewart, et. al..*Transforming science and engineering: Advancing academic women* Ann Arbor: University of Michigan Press.
A Cohort-Based Model for Women's Advancement. Calizo, L.S. (2011, Chap 17, pp. 285-305Download pp. 285-305). In Pasque, P.A. & Nicholson, S.E. *Empowering women in higher education and student affairs.* Sterling, VA: Stylus.
Counterspaces in a Hostile Place: Critical Race Theory Analysis of Campus Cultural Centers (pp. 83-104)Download (pp. 83-104). Yosso,, T.J. & Lopez, B. (2010). In L.D. Patton (Ed.). *Culture centers in higher education: Perspectives on identity, theory, and practice.* Sterling, VA: Stylus.
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C.**PROMOTING STUDENT'S STRENGTHS AS RESILIENCY MECHANISMS:**
 Support, Strengths & College Success Despite Barriers

Week 9-W OCT 26: Required Core Readings

A Strengths-based Social Psychological Approach to Resiliency: Cultural Diversity, Ecological & Life Span Issues (Chap. 21). Bowman, P.J. (2013) Download Bowman, P.J. (2013) In S. Prince-Embury & D.H. Saklofske. *Resilience in children, adolescents, and adults*: Translating Research into Practice. Springer.

9-1a: ***Aguirre, Douglas, Holland, Kelly***

9-1b: *Li, Lim, Lopez-Mauer, Ly*

Whose Cultural Capital? A Critical Race Theory Discussion of Community Cultural Wealth. Yosso, T.J. (2005)Download Yosso, T.J. (2005). *Race Ethnicity and Education, 8(1), 69-91.*

9-2a: *Mason, McCann, Nguyen, Nwabueze*

9-2b: *Pandey, Powell, Qi, Schmetterling,*

It Takes a Village: The Role of Emic and Etic Adaptive Strengths in Persistence of Black Men in Engineering Graduate Programs. Burt, B., Williams, K., & Palmer, G. (2018). *American Educational Research Journal*, XX, 1-36Download 1-36.

9-3a: *Taylor, Thomas, Valerie, Waldron*

9-3b: *Wang, Worthem, Zhang*

Related readings

The College Transition Process (Chap. 4, pp. 55-76)Download (Chap. 4, pp. 55-76). In Winkle-Wagner, R. & Locks, A. (2014). *Diversity and inclusion on campus: Supporting racially & ethnically underrepresented students*. Routledge.
Admissions, Academic Readiness, and Student Success (Chap 10, pp. 207-232). Burkum, K.et. al (2011)Download Burkum, K.et. al (2011). In Bowman, P.J. & St John, E. *Diversity, merit, and higher education*. New York. AMS Press.
Non-cognitive constructs in K-16. (C11, pp. 233-274). Burrus, J. et. al. (2011)Download Burrus, J. et. al. (2011). In Bowman, P.J. & St John, E. *Diversity, merit, and higher education*. New York. AMS Press.
Outcomes and Processes in the Meyerhoff Scholars Program: STEM PhD Completion, Sense of Community, Perceived Program Benefit, Science Identity, and Research Self-Efficacy. Maton, K. et al. (2016). *CBE- Life Sciences Education,* 15, 11Download 11.
Strains, Strengths, and Intervention Outcomes: A Critical Examination of Intervention Efficacy for Underrepresented Groups. Williams, K. (2014). *New Directions for Institutional Research*, 158, 9-22.Download 9-22.

Meeting the Margins: Culturally Affirming Practice at HBCUs for Underserved Populations. Williams, K., Mobley, S.D., & Campbell, E. (2022). *Higher Education*. https://doi.org/10.1007/s10734-022-00816-w

Centering Blackness: An Examination of Culturally-Affirming Pedagogy and Practices Enacted by HBCU Administration and Faculty Members. Williams, K. (2021). *Innovative Higher Education*, 46(1), 733-757.

Educ 873 REGHE - Week 9 readings - unit 2Download Educ 873 REGHE - Week 9 readings - unit 2

D. **PROMOTING IDENTITY DEVELOPMENT & DIVERSITY EFFICACY:** *Support, Identity & Achievement in Diversifying Contexts*

Week 10-W NOV 2: Required Core Readings

Racial Identity in Adulthood/Whites (Chap. 5/6, pp. 165-181Download pp. 165-181/Tatum Ch 6.pdfDownload Tatum Ch 6.pdf). In Tatum, B. (2017). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race.* New York: Basic Books.

10-1a: *Aguirre, Douglas, Holland*

10-1b: *Kelly, Li, Lim,*

Critical Issues in Latinx, Native, Asian & Pacific Islander, & Middle Eastern-Northern African American Identity Development (Chap. 8, pp. 235-299Download pp. 235-299). In Tatum, B. (2017). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race.* New York: Basic Books.

10-2a: Lopez-Mauer, Ly, Mason

10-2b: McCann, Nguyen, Nwabueze,

White Fragility: Why Its so Hard for White People to Talk about Racism. Diangelo, R. (2018). (Introduction-Chapters 1-2/12, pp. 1-38/139-154Download 1-38/139-154). Boston: Beacon Press.

10-3a: *Pandey, Powell, Qi,*

10-3b: Schmetterling, Taylor, Thomas

Identity Development in College Women. Sengupta, A.S. & Upton, Y. (2011, Chap 14, pp. 231-246Download pp. 231-246). In Pasque, P.A. & Nicholson, S.E. *Empowering women in higher education & student affairs*. Stylus.

10-4a: Valerie, Waldron, Wang

10-4b: *Worthem, Zhang*

Related readings

Defining Racism/The Complexity of Identity (Chap. 1Download 1/2Download 2, pp. 83-111). In Tatum, B. (2017). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race.* New York: Basic Books.
White Identity, Affirmative Action & Color-Blind Racial Ideology. (Chap. 7, pp. 209-234)Download pp. 209-234). In Tatum, B. (2017). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race.* New York: Basic Books.
Embracing a Cross-Racial Dialogue (Chap. 10, pp. 331-442Download pp. 331-442). In Tatum, B. (2017). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race.* New York: Basic Books.

Reducing Identity and Stereotype Threat: A New Hope (Chap. 9, pp. 152-190)Download (Chap. 9, pp. 152-190). In Steele, C.M. (2010). *Whistling Vivaldi: How stereotypes affect us and what we can do*. NY: W.W. Norton.

Race as an Instrument for Institutional Transformation: A Study of Tenured Black Female Faculty (2011, Chap 9, pp. 147-162)Download pp. 147-162). In Pasque, P.A. & Nicholson, S.E. *Empowering women in higher education and student affairs. Sterling*, VA: Stylus.

Confucius or Mozart? Community Cultural Wealth and Upward Mobility among Children of Chinese Immigrants. Lu, W. (2013)Download Lu, W. (2013). *Qualitative Sociology*, 36(3), 303-321.

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III. CRITICAL ISSUES IN RACE, ETHNICITY & GENDER IN HIGHER EDUCATION: *Major Controversies, Debates and Challenges for the 21st Century*

A. GLOBAL RACIAL-ETHNIC ISSUES IN HE: *Affirmative Action to Immigration & Decolonization*

Week 11-W Nov 9: Required Core Readings

Decolonization of Institutional Structures in South African Universities: A Critical Perspective. Albertus, R.W. (2019, pp, 1-14Download 1-14). Cogent Social Sciences, 5, (https://doi.org/10.1080/23311886.2019.1620403)

11-1a: *Aguirre, Douglas, Holland, Kelly*

11-1b: *Li, Lim, Lopez-Mauer, Ly*

Strengthening the Sanctuary: Institutional Policies to Support DACA Students. Hill-Zuganelli & Sergent, F.T. (2018, Chap 5, pp. 97-116Download 97-116). In Weissinger, S.E & Mack, D.A. *Law Enforcement in the Age of Black Lives Matter: Policing Black and Brown Bodies*. New York: Lexington Books.

11-2a: *Mason, McCann, Nguyen, Nwabueze*

11-2b: *Pandey, Powell, Qi, Schmetterling,*

Review of Massification of Higher Education with Special Reference to Africa. (2008, Part I, pp. 2-28). In Mohamedbhai, G. The Effects of Massification on Higher Education in Africa. Accra, Ghana: Association of African Universities.

11-3a: *Taylor, Thomas, Valerie, Waldron*

11-3b: *Wang, Worthem, Zhang*

Related readings

The Next 25 Years: Affirmative Action in Higher Education in the U.S. and South Africa. Feather, D.L. et. al, (2009).(Preface/Twenty-Five Years, pp. xiii-xix/58-86). Ann Arbor, MI: University of Michigan Press.

Affirmative Action and Racial Equity: Considering the Fisher Case to Forge the Path Ahead. Jayakumar, U.M. & Garces, L. (2015).(ForewordDownload Foreword/AfterwordDownload Afterword, pp. ix-xxi/210-218). NY: Routledge.
The Future of Affirmative Action: New Paths to Higher Education Diversity after Fisher v. University of Texas (IntroductionDownload (Introduction/Ch 18Download Ch 18/Conclusion, pp. 3-13/273-289). Kahlenberg, R.(2014). NY: The Century Foundation Press.
Mismatch: How Affirmative Action Hurts Students it's Intended to Help, and Why Universities Won't Admit it (IntroductionDownload Introduction/ConclusionDownload Conclusion, pp. 3-13/273-289). Sanders, R.H. & Taylor, S. (2012). NY: Basic Books.
 Defending Diversity (IntroductionDownload Introduction/AfterwordDownload Afterword, pp. 1-16/189-195). In Gurin, P. et. al. (2004). *Defending diversity: Affirmative action at the University of Michigan.* Ann Arbor, MI: University of Michigan Press.
Campus Sexual Assault Prevention: Perspectives and Recommendations from Program Facilitators (2011, Chap 17, pp. 287-305Download pp. 287-305). In Pasque, P.A. & Nicholson, S.E. *Empowering women in higher education and student affairs*. Sterling, VA: Stylus.

 B. **DIVERSITY, MERIT & HIGHER EDUCATION DEBATE: *Toward A Comprehensive Agenda for the 2ist Century***

 Week 12-W NOV 16: Required Core Readings

 Six Ways of Looking At Democratic Merit (Chap. 1/Download 1/7Download 7, pp. vii-xii/95-121). In Guiner, L. (2015). Guiner, L. (2015). *Tyranny of the meritocracy: Democratizing higher education in Amerrica.* Bacon Press.

12-1a: *Aguirre, Douglas, Holland, Kelly*

12-1b: *Li, Lim, Lopez-Mauer, Ly*

Need for a 21ˢᵗ Century Merit Agenda in Higher Education/Diversity and Merit in Higher Education (Chap. 1Download 1/2Download 2, pp. 1-13/17-35). In Bowman, P.J. & St John, E. (2011), *Diversity, merit, and higher education*. New York: AMS Press.

12-2a: *Mason, McCann, Nguyen, Nwabueze*

12-2b: *Pandey, Powell, Qi, Schmetterling,*

Toward a 21ˢᵗ-Century Meritocarcy: Bridging Scholarship, Intervention Research and Social Change (Chap. 14Download Chap. 14, pp. 325-348). In Bowman, P.J. & St John, E. (2011), *Diversity, merit, and higher education*. New York: AMS Press.

12-3a: *Taylor, Thomas, Valerie, Waldron*

12-3b: *Wang, Worthem, Zhang*

Related readings

 The Big Test…and an Alternative Approach/Conclusions and Recommendations (Chap. 1Download 1/9Download 9, pp. 1-12/141-154). In

Sedlacek, W.E.. (2004). *Beyond the big test: Noncognitive Assessment in Higher Education.* San Francisco, CA: Jossey-Bass.

Merit Beyond the Mirror: Inside Graduate Admissions (Conclusion, pp 154-177Download pp 154-177). In Posselt, J.R. (2016). *Inside Graduate Admissions: Merit, diversity, and faculty gatekeeping.* Cambridge, MA: Harvard University Press.

Research and Practice from Feminist Perspectives. Niskode-Dorssett et al (2011, Chap 19, pp. 325-334Download pp. 325-334). In Pasque, P.A. & Nicholson, S.E. *Empowering women in higher education and student affairs.* Sterling, VA: Stylus.

THANKSGIVING RECESS - NOV 23-25 (Wed-Fri)

C. **STEM & CROSS-NATIONAL COMPETITIVENES IN THE 21ST CENTURY:** *Rethinking STEM Interventions – A Strengths-Based Agenda*

Week 13-W NOV 30: Required Core Readings

Strengths-based STEM intervention and evaluation paradigm: The Meyerhoff Scholars Program and Beyond. Maton, K. et al (Chapter 3Download (Chapter 3). In: P.J. Bowman & A. Ebreo (Forthcoming). *Diversifying STEM in the 21st Century: Multilevel Strengths-Based Strategies.* New York: AMS Press.

Beyond Bias and Barriers: Fulfilling the Potential of Women in AcademicScience and Engineering (PrefaceDownload Preface/SummaryDownload Summary, p. 1-12/**Introduction**Download /Introduction, p. 13-23/**Conclusions**Download Conclusions, p. 214-244). National Academies Report (2007). Washington, DC: The National Academies Press

13-2a: *Mason, McCann, Nguyen, Nwabueze*

13-2b: *Pandey, Powell, Qi, Schmetterling,*

Expanding Underrepresented Minority Participation: America's Science and Technology Talent at the Crossroads (**Summary**, Download Summary,p. 1-13/Chapter 1Download Chapter 1, p. 17-32/**Recommendations**Download Recommendations, p. 171-88). National Academies Report (2011). Washington, DC: National Academies Press.

Related readings

Rethinking STEM Diversity in the 21st Century: Toward a New Strengths-Based Paradigm (Chapter 1)Download (Chapter 1). In: P.J. Bowman & A. Ebreo (Forthcoming). *Diversifying STEM in the 21st Century: Multilevel Strengths-Based Strategies.* New York: AMS Press.

Inclusive Excellence in Science and Engineering . (Chap. 3, pp. 79-122)Download (Chap. 3, pp. 79-122). In Hrabowski, F.A. (2015). *Holding fast to dreams: Empowering Youth from the Civil Rights Crusade to STEM Achievement.* Boston, MA: Bacon Press.

The Influence of Gender: A Conceptual Model from Women Doctoral Students in Computer Science (2011, Chap 19, pp.121-137).Download pp.121-137). In Pasque, P.A. & Nicholson, S.E. *Empowering women in higher education and student affairs.* Sterling, VA: Stylus.

Ⅲ. EXPERT INTERVIEWS - PERSONAL INTEREST TOPICS IN RACE, ETHNICITY & GENDER IN HIGHER EDUCATION

Week 14- W Dec 7: Readings TBA –Expert Interviews - Panel Presentations

Handouts

b. unit 3a handouts Download b. unit 3a handouts
c. unit 3b handouts Download c. unit 3b handouts
d. unit 3c handouts Download d. unit 3c handouts

CLASSES END – DEC 9 / FINAL EXAMS - DEC 12-16/22