Race, Ethnicity, and Gender in Higher Education (EDUC 873)
Fall 2024

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COURSE DESCRIPTION

This course provides an overview of how colleges and universities operate as racialized and gendered organizations that impact the experiences of students, faculty, and staff in addition to the policy conversations impacting many aspects of higher education. Particular attention is given to the relational inequalities of higher education that disproportionately affect people who are racially marginalized and minoritized, women, and those existing at the intersections of race, ethnicity, gender, and sexuality as they navigate the US higher education system. Course readings are drawn from higher education, sociology, psychology, history, and public policy, among other fields of study, to explore the complexities of lived experiences, organizational transformation, and policymaking. Students will engage with foundational theoretical work on race, ethnicity, gender, masculinity, sexuality, and intersectionality as well as how these concepts, identities, and positions relate to systemic inequity, marginalization, and oppression including racism, sexism, and settler colonialism, among others.

GENERAL COURSE REQUIREMENTS

FRAMING DISCUSSIONS

To help frame our discussions inclusively, this course builds on the Association of American Colleges & Universities (AAC&U) Making Excellence Inclusive guiding principles for access, student success, and high- quality learning and equity work from the Center of Urban Education at the University of Southern California. Specifically, the following definitions are offered:
Diversity, Inclusion, and Equity: Core Principles

- *Diversity:* Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations).
- *Equity:* The achievement of parity across difference with regard to outcomes (i.e., success measures). Equity is the result from deliberate and sustainable interventions that explicitly center historically disenfranchised and underserved populations and (re)direct resources necessary to support their success (see also Equity and Student Success).
- *Inclusion:* The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co- curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

- *Equity-mindedness:* The perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education ([Center for Urban Education, University of Southern California](#)).

FOUR AGREEMENTS FOR COURAGEOUS CONVERSATION

By participating in this graduate-level seminar class, we collective agree to abide by the following:

1. *Stay engaged.* Staying engaged means "remaining morally, emotionally, intellectually, and socially involved in the dialogue."
2. *Experience discomfort.* This norm acknowledges that discomfort is inevitable and asks that discussants make a commitment to bring issues into the open. It is not talking about these issues that create divisiveness. The divisiveness already exists in the society, in our institutions, and in our schools and colleges. It is through dialogue, even when uncomfortable, the healing and change can begin.
3. *Speak your truth.* This means being open about our thoughts and feelings and not just saying what you think others want to hear.
4. *Expect and accept non-closure.* This agreement asks discussants to "hang out in uncertainty" and not rush to quick solutions, especially in relation to shared understanding, which requires a future commitment to an ongoing dialogue.

SOURCE: Singleton, G.E., & Linton, C. (2006). *Courageous conversations about race: A field guide for achieving equity in schools* (pp. 58-65). Thousand Oaks, CA: Corwin.

Marginalized Voices and Classroom Communication

In addition, as a community of learners, we agree to promote an environment conducive to learning. In doing so, we should equitably respect differences of culture, nationality, language, values, opinion, and style. However, respecting differences also requires we account for historical and ongoing relationships of power that typically marginalize the voices of minoritized communities. This means we should be conscious of the amount of space we occupy during class discussions, especially when we are located in positions of power and privilege that have historically drowned out the perspectives of marginalized and oppressed people. Lastly, in effort to promote clear communication, we should strive to:

1. Be specific rather than broad, general, or vague, with our truth claims;
2. Provide examples and evidence to support our arguments; and
3. Ask "good faith" questions in moments needing clarification.

ATTENDANCE AND PARTICIPATION

Attendance: As a seminar style course, our collective learning depends greatly on everyone attending our scheduled class sessions. However, absences may be unavoidable or even necessary to manage our mental and emotional health during the various difficulties of the lingering pandemic and continual uprisings for justice. That said, if and when absences do occur,

please try your best to let the instructor know, whether in advance or soon after the missed class. If multiple, consecutive absences occur, the instructor may reach out to offer additional support and co-create a plan to stay on-track for completing course. In some cases (e.g., non-emergency absences), students may be asked to complete a reflective assignment engaging what they would have contributed to the class had they been able to attend within a 7-day window following the absence.

Recognition of Religious and Spiritual Observances: All students are encouraged to participate in the holidays and observances consistent with their religion and/or spiritual practice. In those instances where such participation conflicts with scheduled course time, deadlines, etc., please simply notify the instructor of possible absences or needs to adjust assignment due dates to accommodate and support your plans for religious and/or spiritual observance.

Coursework and Readings: Students enrolled in this course are expected to read, listen, and watch all content provided in the syllabus. Additionally, students are expected to complete all other exercises and projects required for each lesson before each class meeting where the lesson will be discussed.

Class Participation: Pair-share and small group discussions will occur during nearly every class session and students are expected to actively participate in them. Active participation may include, but not be limited to asking critical questions, drawing on and making connections between the assigned readings and higher education policy and practice, and contributing to the overall discussion through thoughtful dialogue with their peers.

Stressful Content (Trigger Warning): We will occasionally discuss trends and problems on college and university campuses that may engender discomfort (and possibly distress) for students who have previously experienced related forms of educational violence and/or trauma. In the event that you may need individual support or modification to participation during a particular unit, please contact the instructor via email. Confidential assistance may also be sought out through the University's resources, namely the Counseling and Psychological Services office via phone at (734) 764-8312 or email at caps-uofm@umich.edu.

SUPPORT AND ACCOMMODATIONS

Students in need of learning support or specific accommodations should contact the course instructor at their earliest convenience. In response, an intentional effort to modify any and all aspects of this course will be made to facilitate the full participation and progress of students with a diverse set of learning needs. The University of Michigan recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students who are experiencing a disability-related barrier should contact Services for Students with Disabilities https://ssd.umich.edu/; 734-763-3000 or ssdoffice@umich.edu). For students who are connected with SSD, accommodation requests can be made in Accommodate. If you have any questions or concerns please contact your SSD Coordinator or visit SSD's Current Student webpage. SSD considers aspects of the course design, course learning objects and the individual academic and course barriers

experienced by the student. Further conversation with SSD, instructors, and the student may be warranted to ensure an accessible course experience.

IT HELP
University of Michigan Information Technology Services provides centralized support for information technologies such as network (voice and data), email lists and our learning management system, Canvas.
Live Chat: https://chatsupport.it.umich.edu/
Phone: 734.764.4357
Contact Info: https://its.umich.edu/
Hours: 24 hours a day, every day

ASSIGNMENTS AND ACTIVITIES
WEEKLY REFLECTION JOURNAL/VIDEO DIARY ENTRIES
Between Week 3 and Week 12, reflection journal/video diary entries offer students an opportunity to consistently engage with course content and its relationship to their lived experiences as well as the implications for their career(s) in higher education. Journal entries should be no longer than 250 words (or video recordings of no longer than 2:00 minutes). Additionally, at the end of each journal entry, students should cite a reading they either came across during the weekly readings or in relation to the readings that came to mind that they feel would be good to possibly include in future iterations of the course. This citation will not be included in the word count of the assignment. Journal entries should be submitted through the assignments tab on Canvas labeled "Reflection Journal – Week #". A total of 9 journal entries will be required, which can be either or both written journal and video diary entries. No journal entry is due for Week 8 of the course. Each reflection is ***due by Friday at 11:59pm of each week***.

MIDTERM COURSE FEEDBACK
Students have the opportunity to provide feedback on their experiences in the course at the midterm point of the semester. The feedback received from this assignment will inform possible changes to the course for the remainder of the semester as well as future iterations of the course. Students should respond to the following questions:

Up to this point of the semester:
- What has been the most rewarding experience in the course?
- What has been the most challenging aspect of the course?
- What reading was your favorite?
- What reading did you have the most difficulty with?
- What suggestions do you have for how the course discussions are conducted?
- What topics, issues, or group experiences would you like to possibly discuss more throughout the remainder of the semester?
- What remaining feedback do you have?

This is considered a participation assignment with no minimum writing required beyond providing a response of any length for each question above. Students will receive full credit for the assignment once it is uploaded to Canvas. Please copy the questions above to include in your

document of responses so that it is easy to follow the feedback you provide to the instructor. The midterm course feedback is *due via Canvas by Friday, October 18 at 11:59pm*.

FINAL PAPER
Students will complete a final paper that provides an opportunity to center the course readings and discussions on their perspectives of and working in higher education. More specifically, utilizing the framework of colleges and universities operating as racialized and gendered organizations, students will discuss three interrelated aspects of how this framework (1) assists you with reflecting on your educational journey to this point; (2) provides a meaningful lens to understand a specific issue or group (experience) in higher education (e.g., specific event, community on campus, historical era, etc.); and (3) informs your anticipated career path after you complete your graduate studies. Papers should be organized with headings for each of the three aspects noted above. Students should cite at least five (5) of the course readings that support the points discussed in their paper. Additional readings not included in the course may also be used by students, but they will not count toward the required five course readings. Papers should range between 8-10 double-spaced pages. All readings cited in the paper should be included in a reference section at the end of the paper, which will not be included in the final page length. The final paper is *due via Canvas by Friday, December 6th at 11:59pm*. Use regular 12- point font, APA style with 1-inch margins top, bottom, left and right. Please follow this format carefully.

GRADING AND ASSESSMENT OF SCHOLARLY WORK
Grading centers on your own learning objectives and goals for being enrolled in the course. I will provide questions and critical feedback to evaluate your assignments and contributions along with a corresponding fairly arbitrary numerical value. In addition, a core component of this course is self-reflection and self-evaluation to support your exploration of being a scholar, producing knowledge, and your relationship in and to higher education and the communities impacted by it. The grading and associated points system is intended to help students track their own progress in demonstrating various skills typically associated with graduate work. I am happy to discuss any individual concerns about this approach and developing an alternative pathways for discussing your progress during the semester.

ASSESSMENT POINTS BY ASSIGNMENT

Class attendance and participation	12 points *(1 pts per class session beginning with Week 2)*
Reflection journals/video diaries	45 points *(5 pts each)*
Midterm Course Feedback	13 points
Final Paper	30 points

A 100-94	B+ 89-87	C+ 79-77	D+ 69-60
A- 93-90	B 86-84	C 76-74	D 66-64
	B- 83-80	C- 73-70	D- 63-60

ASSIGNMENT SUBMISSION POLICY
All assignments should be submitted via Canvas, not email, no later than the Friday (by 11:59pm) the week they are due (unless otherwise individually or collectively negotiated with the instructor). For example, a **journal entry due for Week 3, the assignment should be uploaded by Friday, September 13th at 11:59pm.**

ACADEMIC INTEGRITY
Operating under the highest standards of academic integrity is implied and assumed. Academic integrity includes issues of content and process. Treating the course and class participants with respect, honoring class expectations and assignments, and seeking to derive maximum learning from the experience reflect some of the process aspects of academic integrity. In addition, claiming ownership only of your own unique work and ideas, providing appropriate attribution of others' material and quotes, clearly indicating all paraphrasing, and providing account and attribution to the original source of any idea, concept, theory, etc. are key components to the content of academic integrity. Moreover, academic integrity extends beyond avoiding academic dishonesty, which includes, but is not limited to, falsifying or fabricating information, plagiarizing the work of others, facilitating or failing to report acts of academic dishonesty by others, submitting work done by another as your own, submitting work done for another purpose to fulfill the requirements of a course, or tampering with the academic work of other students

Remember, citation is as much a social and political action as an academic norm and should be respected given the often theft of scholarship and the intellectual contributions of marginalized and minoritized scholars. Therefore, let us aspire to the spirit and highest representation of academic integrity. For additional university specific details, please read the University's General Catalogue, especially the sections that detail your rights as a student and the section that discusses the University's expectations of you as a student (see http://www.rackham.umich.edu/StudentInfo/Publications).

READINGS, TEXTS, AND COURSE SCHEDULE

Readings are available via Canvas under the 'Files' tab and in folders designated for each week of the course. Any readings listed as "optional" are available for students who may want to read more during the semester or afterwards about specific topics and issues, and will not be central to class discussions.

Week	Unit	Readings	Due
Week 1 (8/29)	Course Introduction	Review Syllabus	
Week 2 (9/5)	Race, Ethnicity, Ethnoracialization, and Racism	Smedley, A., & Smedley, B. D. (2005). Race as biology is fiction, racism as a social problem is real. American Psychologist, 60(1), 16-26. Roth, W.D., van Stee, E.G., & Regla-Vargas, A. (2024). Conceptualizations of race: Essentialism and constructivism. Annual Review of Sociology 49, 39-58. Brown, H., & Jones, J. A. (2015). Rethinking panethnicity and the race-immigration divide: An ethnoracialization model of group formation. Sociology of Race and Ethnicity, 1(1), 181-191. Bonilla-Silva, E. (2015). The structure of racism in color-blind, "post- racial" America. American Behavioral Scientist, 59(11), 1358–1376. ***Optional*** Ifatunji, M. A. (2024). Toward an ethnoracial ontology for the study of race and ethnicity: The case of African Americans and Black immigrants in the United States. Sociology of Race and Ethnicity, 10(3), 301-318. Lee, J., & Byrd, W. C. (2024). The mechanisms of ethnoracialization and Asian American support for race-conscious admissions. Sociology of Race and Ethnicity, 10(3), 335-352. Valdez, Z., & Golash-Boza, T. (2017). U.S. racial and ethnic relations in the twenty-first century. Ethnic and Racial Studies, 40(13), 2181-2209.	
Week 3 (9/12)	Race and Racism	Ray, V. (2019). A theory of racialized organizations. American Sociological Review, 84(1), 26-53. Ladson-Billings, G. (2013). Critical race theory: What it is not. In M. Lynn and D.D. Dixon (Eds.), Handbook of critical race theory in education (pp. 34–47). New York: Routledge. Golash-Boza, T. (2016). A critical and comprehensive sociological theory of race and racism. Sociology of Race and Ethnicity, 2(2), 129-141.	Weekly Journal Entry

		Select One Cabrera, N. C. (2018). Where is the racial theory in critical race theory?:A constructive criticism of the crits. Review of Higher Education, 42(1), 209-233. Harper, S. R. (2012). Race without racism: How higher education researchers minimize racist institutional norms. Review of Higher Education, 36(1), 9-29. ***Optional*** Bhopal, K. (2023). Critical race theory: Confronting, challenging, and rethinking white privilege. Annual Review of Sociology 49, 111-129. Byrd, W.C. (2011). Conflating apples and oranges: Understanding modern forms of racism. Sociological Compass, 5(11), 1005-1017.	
Week 4 (9/19)	Whiteness	Tevis, T.L., Whitehead, M., Foste, Z., & Duran, A. (2023). In L.W. Perna (Ed.), Whiteness beyond (just) white people: Exploring the interconnections among dimensions of whiteness in higher education. Higher Education: Handbook of Theory and Research, 38 (pp. 95-148). Springer. Mueller, J.C. (2017). Producing colorblindness: Everyday mechanisms of white ignorance. Social Problems 64(2), 219–238. Foste, Z., & Irwin, L.N. (2023). Race, whiteness, and student life in on-campus housing: A case study of three universities. American Educational Research Journal, 60(4), 735-768. ***Optional*** Byrd, W.C. (2019). Hillbillies, genetic pathology, and white ignorance: Repackaging the culture of poverty within colorblindness. Sociology of Race and Ethnicity, 5(4), 532-546. Cabrera, N. L. (2014). Exposing whiteness in higher education: White male college students minimizing racism, claiming victimization, and recreating white supremacy. Race, Ethnicity, and Education, 17(1), 30-55. Cabrera, N. L., Franklin, J. D., & Watson, J. S. (2017). Whiteness in higher education: Core concepts and overview. Whiteness in higher education: The invisible missing link in diversity and racial analyses (pp. 16-27). Association for the Study of Higher Education monograph series. San Francisco, CA: Jossey- Bass.	Weekly Journal Entry

Week 5 (9/26)	Gender and Sexuality	Risman, B. J. (2004). Gender as a social structure: Theory wrestling with activism. Gender & Society, 18(4), 429-450. Ridgeway, C., & Saperstein, A. (2024). Diversifying gender categories and the sex/gender system. Annual Review of Sociology, 50. Acker, J. (1990). Hierarchies, jobs, bodies: A Theory of gendered organizations. Gender & Society, 4(2), 139-158. Bridges, T., & Pascoe, C.J. (2014), Hybrid masculinities: New directions in the sociology of men and masculinities. Sociology Compass, 8(3), 246-258. ***Optional*** Lorber, J. (1994). 'Night to his day': The social construction of gender. Paradoxes of Gender (pp. 13-36). New Haven, CT: Yale University Press.	Weekly Journal Entry
Week 6 (10/3)	Gender and Sexuality	Mittleman, J. (2022). Intersecting the academic gender gap: The education of lesbian, gay, and bisexual America. American Sociological Review, 87(2), 303-335. Duran, A., Catalano, D. C., Pryor, J. T., Taylor, J. L., & Jourian, T. J. (2022). Mapping the rise of LGBTQ+ student affairs: A 20 year review. Journal of Student Affairs Research and Practice, 60(2), 181–193. Nanney, M. (2020). Transgender student experiences in single-sex colleges. Sociology Compass, 14(8), e12817. Vaccaro, A., Miller, R.A., Kimball, E.W., Forester, R., & Friedensen, R. (2021). Historicizing minoritized identities of sexuality and gender in STEM fields: A grounded theory model, Journal of College Student Development, 62(3), 293-309.	Weekly Journal Entry
Week 7 (10/10)	Intersectionality	Collins, P. H. (2015). Intersectionality's definitional dilemma. Annual Review of Sociology, 41, 1-20. Harris, J. C., & Patton, L. D. (2019). Un/Doing intersectionality through higher education research. Journal of Higher Education, 90(13), 347-372. Haynes, C., Joseph, N. M., Patton, L. D., Stewart, S., & Allen, E. L. (2020). Toward an understanding of intersectionality methodology: A 30-year literature synthesis of Black women's experiences in higher education, Review of Educational Research, 90(6), 751-787.	Weekly Journal Entry

		Select One Ovink, S.M., Byrd, W.C., Nanney, M., & Wilson, A. (2024). "Figuring out your place at a school like this:" Intersectionality and sense of belonging among STEM and non-STEM college students. PLOS ONE 19(1): e0296389.	
		Duran, A., Thacker Darrow, N.E., & Chan, C.D. (2024). Narrating the importance and navigation of family relationships among LGBTQ+ BIPOC college students. Journal of College Student Development 65(3), 254-271.	
		Garvey, J. C., Mobley, Jr., S. D., Summerville, K. S., & Moore, G. T. (2019): Queer and trans* students of color: Navigating identity disclosure and college contexts. Journal of Higher Education, 90(1), 150-178.	
		Optional Bowleg, L. (2008). When Black + lesbian + woman ≠ Black lesbian woman: The methodological challenges of qualitative and quantitative intersectionality research, Sex Roles, 59, 312-325.	
		Carbado, D. W. (2013). Colorbind intersectionality. Signs, 38(4), 811-845.	
		Carbado, D. W., & Harris, C. I. (2018). Intersectionality at 30: Mapping the margins of anti-essentialism, intersectionality, and dominance theory, Harvard Law Review, 132(2), 2193-2239.	
		Cho, S., Crenshaw, K., & McCall, L. (2013). Toward a field of intersectionality studies: Theories, applications, and praxis, Signs, 38(4), 785-810.	
		Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory, and antiracist politics. University of Chicago Legal Forum, 89(8), 139-167.	
		McCall, L. (2005). The complexity of intersectionality. Signs, 30(3), 1771-1800.	
Week 8 (10/17)	Unsettling Higher Education	Stein, S. (2018). Confronting the racial-colonial foundations of US higher education. Journal for the Study of Postsecondary and Tertiary Education, 3, 77-98. Dancy, T. E., Edwards, K. T., & Earl Davis, J. (2018). Historically White Universities and plantation politics: Anti-Blackness and higher education in the Black Lives Matter era. Urban Education, 53(2), 176-195. Stein, S. (2021). What can decolonial and abolitionist critiques teach the field of higher education? Review of Higher Education 44(3), 387-414.	Midertm Course Feedback

		Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. Decolonization: Indigeneity, Education & Society, 1(1), 1-40. ***Explore*** Lee, R., & Ahtone, T. (2020, March 30). Land-grab universities. High Country News. *Interactive Map:* https://www.landgrabu.org/ *Story:* https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities	
Week 9 (10/24)	Universities as Racialized and Gendered Organizations	Hamilton, L.T., Dawson, C., Armstrong, E.A, & Waller-Bey, A. (2024). Racialized horizontal stratification in US higher education: Politics, process, and consequences. Annual Review of Sociology, 50. Bonilla-Silva, E., & Peoples, C. (2022). Historically white colleges and universities: The unbearable whiteness of (most) colleges and universities in America. American Behavioral Scientist 66(11), 1490-1504. Joya Misra, Ember Skye Kane-Lee, Ethel Mickey, Laurel Smith-Doerr. (2024). "I don't believe that I have been wanted": Processes of overinclusion and exclusion in racialized and gendered organizations. Social Problems, spae043, https://doi.org/10.1093/socpro/spae043 ***Select One*** Ford, K.S., & Patterson, A.N. (2019). "Cosmetic diversity": University websites and the transformation of race categories. Journal of Diversity in Higher Education, 12(2), 99-114. Garcia, G. A., Núñez, A.-M., & Sansone, V. A. (2019). Toward a multidimensional conceptual framework for understanding "servingness" in Hispanic-Serving Institutions: A synthesis of the research. Review of Educational Research, 89(5), 745-784. Jones, V.A., & Kunkle, K. (2022). Unmarked privilege and marked oppression: Analyzing predominantly white and Minority Serving Institutions as racialized organizations. Innovative Higher Education, 47(3), 755–774. McCambly, H. N., Aguilar-Smith, S., Felix, E. R., Hu, X., & Baber, L. D. (2023). Community colleges as racialized organizations: Outlining opportunities for equity. Community College Review, 51(4), 658-679. McCambly, H., & Colyvas, J.A. (2023). Dismantling or disguising racialization? Defining racialized change work in the context of postsecondary grantmaking, Journal of Public Administration Research and Theory, 33(2), 203–216.	Weekly Journal Entry

| | | Nguyen, M. H. (2021). Building capacity at Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI): Transforming the educational experiences of Asian American and Pacific Islander (AAPI) students. Journal of Higher Education, 93(4), 503–531.

Okuwobi, O., Faulk, D., & Roscigno, V. J. (2021). Diversity displays and organizational messaging: The case of Historically Black Colleges and Universities. Sociology of Race and Ethnicity, 7(3), 384-400.

Posselt, J. R., Jaquette, O., Bielby, R., & Bastedo, M. N. (2012). Access without equity: longitudinal analyses of institutional stratification by race and ethnicity, 1972–2004. American Educational Research Journal, 49(6), 1074-1111.

Stich, A.E. (2021). Beneath the white noise of postsecondary sorting: A case study of the "low" track in higher education. Journal of Higher Education, 92(4), 546-569.

Explore
Espinosa, L. L., Turk, J. M., Taylor, M., & Chessman, H. M. (2019). Race and Ethnicity in Higher Education: A Status Report. American Council on Education. | |
| Week 10 (10/31) | Diversity, Merit, and Ideology | Berrey, E. C. (2011). Why diversity became orthodox in higher education, and how it changed the meaning of race on campus. Critical Sociology, 37(5), 573-596.

Khan, S. R. (2012). Elite identities. Identities, 19(4), 477–484.

Warikoo, N. K., & de Novais, J. (2014). Colour-blindness and diversity: race frames and their consequences for white undergraduates at elite US universities. Ethnic and Racial Studies, 38(6), 860–876.

Select One
Foste, Z., Duran, A., & Hooten, Z. (2022). Articulating diversity on campus: A critical discourse analysis of diversity statements at historically white institutions. Journal of Diversity in Higher Education.

Garces, L.M., Martin, P., & Horn, C.L. (2021). Arguing race in higher education admissions: Examining Amici's use of extra-legal sources in Fisher. Journal of Diversity in Higher Education, 14(2), 278-289. | Weekly Journal Entry |

		Holland, M. M., & Ford, K. S. (2020). Legitimating prestige through diversity: How higher education institutions represent ethno-racial diversity across levels of selectivity. Journal of Higher Education, 92(1), 1–30. Park, J. J., & Liu, A. (2014). Interest convergence or divergence? A critical race analysis of Asian Americans, meritocracy, and critical mass in the affirmative action debate. Journal of Higher Education, 85(1), 36–64. Samson, F. L. (2013). Multiple group threat and malleable white attitudes towards academic merit. Du Bois Review: Social Science Research on Race, 10(1), 233–260. Thomas, J. M. (2018). Diversity regimes and racial inequality: A case study of diversity university. Social Currents, 5(2), 140-156.	
Week 11 (11/7)	Everyday Campus Life	***Select Three*** Dache, A. (2021). Bus-riding from barrio to college: A qualitative geographic information systems (GIS) analysis. Journal of Higher Education, 93(1), 1–30. Duran, A., Dahl, L.S., Stipeck, C., & Mayhew, M.J. (2020). A critical quantitative analysis of students' sense of belonging: perspectives on race, generation status, and collegiate environments. Journal of College Student Development 61(2), 133-153. Foste, Z., & Ng, J. (2022). "Didn't mean to mean it that way": The reduction of microaggressions to interpersonal errors of communication among university resident assistants. Journal of Diversity in Higher Education, 15(5), 548-559. Garces, L.M., Ambriz, E., Johnson, B.D., & Bradley, D. (2022). Hate speech on campus: How Student Leaders of Color respond. Review of Higher Education, 45(3), 275-306. Jack, A. A., & Bassett, B. S. (2024). Pink slips (for some): Campus employment, social class, and COVID-19. Sociology of Education. https://doi.org/10.1177/00380407241259793 Lopez, J.D., & Tachine, A. (2021). Giving back: Deconstructing persistence for indigenous students. Journal of College Student Development, 62(5), 613-618. Moore, W.L., & Bell, J.M. (2019). The right to be racist in college: Racist speech, white institutional space, and the First Amendment. Law & Policy, 39(2), 99-120.	Weekly Journal Entry

		Museus, S. D., Mac, J., Wang, A. C., Sarreal, A., Wright-Mair, R., & Manlove, J. (2021). How Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) initiatives respond to institutional racism. Journal of Higher Education, 93(3), 452–476. Patrón, O.E., Flores, O.J., & Medina, Øscar (2023). (Re)orienting white spaces through c*ompañerismo*: Latino graduate students creating homeplaces at a PWI. Journal of College Student Development 64(5), 541-555. Posselt, J.R., & Grodsky, E. (2017). Graduate education and social stratification. Annual Review of Sociology, 43, 353-378. Rivera, L. A. (2017). When two bodies are (not) a problem: Gender and relationship status discrimination in academic hiring. American Sociological Review, 82(6), 1111-1138. Santa-Ramirez, S. (2022). Their mere existence Is resistance: Undocu/DACAmented collegians' resisting subordination in turbulent times. Review of Higher Education, 46(2), 209-247. Settles, I. H., Jones, M. K., Buchanan, N. T., & Brassel, S. T. (2021). Epistemic exclusion of women faculty and Faculty of Color: Understanding scholar(ly) devaluation as a predictor of turnover intentions. Journal of Higher Education, 93(1), 31–55. Slay, K.E., Reyes, K.A., & Posselt, J.R. (2019). Bait and switch: Representation, climate, and tensions of diversity work in graduate education. Review of Higher Education 42(5), 255-286. Tichavakunda, A.A. (2022). Black joy on white campuses: Exploring Black students' recreation and celebration at a Historically White Institution. Review of Higher Education, 44(3), 297-394.	
Week 12 (11/14)	Policy Issues	Reynolds, C., Armstrong, E.A., & Levitsky, S.R. (2023). Title IX, campus sexual misconduct, and the criminalization of a US civil rights law. American Journal of Sociology, 129(3), 992-1004. Bedera, N. (2023). I can protect his future, but she can't be helped: Himpathy and hysteria in administrator rationalizations of institutional betrayal. Journal of Higher Education, 95(1), 30–53. Dirks, D.A. (2016). Transgender people at four Big Ten campuses: A policy discourse analysis. Review of Higher Education, 39(3), 371-393. Rivera, L.A., Weisshaar, K., & Tilcsik, A. (2024). Disparate impact? Career disruptions and COVID-19 impact statements in tenure evaluations. Sociological Science 11, 626-648.	Weekly Journal Entry

		Sai Suresh, M., Wagnon, J. D., Hall, T. N., Campos, R. M., Wakio, S., Virgüez, E., & Sperling, J. (2024). Institutional responsibility for international student well-being and belongingness. In B. R. Silver & G. Pagliarulo McCarron (Eds.), Supporting college students of immigrant origin: New insights from research, policy, and practice (pp. 332–352). Cambridge University Press.	
Week 13 (11/21)		*** NO CLASS / ASHE ***	
Week 14 (11/28)		*** NO CLASS / BREAK ***	
Week 15 (12/5)	Policy Issues	Rodriguez, A., Dean, K.C., & Davis, C.H.F. (2022). Towards a framework of racialized policymaking in higher education. In L.W. Perna (Ed.), Higher Education: Handbook of Theory and Research, 37. (pp. 519-599). Springer. ***Select One*** Antman, F.M., Duccan, B., Lovenheim, M.F. (2024). The long-run impacts of banning affirmative action in US higher education. NBER Working Paper 32778. DOI: 10.3386/w32778. Baker, D. J. (2019). Pathways to racial equity in higher education: Modeling the antecedents of state affirmative action bans. American Educational Research Journal, 56(5), 1861-1895. Gándara, D., Acevedo, R. M., Cervantes, D., & Quiroz, M. A. (2023). Advancing a framework of racialized administrative burdens in higher education policy. Journal of Higher Education, 1–29. https://doi-org./10.1080/00221546.2023.2251866 Lumina Foundation. (2021). Changing the narrative on Student Borrowers of Color. Lumina Foundation. McCambly, H., & Aguilar-Smith, S. (2024). Racialized patterns in the distribution of congressional pork: Implications for postsecondary equity and organizational transformation. AERA Open, 10. https://doi.org/10.1177/23328584241245973 Muniz, R. (2024). Exploring litigation of anti-CRT state action: Considering the issues, challenges & risks in a time of white backlash. Syracuse Law Review, 74(3), 1071-1100. Muniz, R., & Hutcherson, N. (2024). Use of extra-legal sources in the SFFA decision: The evidence that informed the Court's curtailing of race-conscious admissions precedent. Social Science Research Network. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4879797	Final Paper

| | | Rodgers, A. J., & Liera, R. (2023). When race becomes capital: Diversity, faculty hiring, and the entrenchment of racial capitalism in higher education. Educational Researcher, 52(7), 444-449. | |