ABBREVIATED SYLLABUS FOR DISTRIBUTION

HIED 6/76671 CRN: 14538 & 14539
ADMINISTRATION OF MULTICULTURALISM AND DIVERSITY
IN HIGHER EDUCATION
303 White Hall, Kent State University
Fall 2017; Wednesdays, 2:15pm – 5:00pm & 5:30pm – 8:15pm

Dr. Christa J. Porter (Dr. Porter) Office hours: Monday 10:00am – 12:00pm
Assistant Professor, Higher Education Administration Tuesday 2:00pm – 5:00pm
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University Catalog Description
Course covers racial/ethnic and inclusive diversity and multiculturalism in U.S. higher education settings. Diversity is discussed from a historical perspective, providing a context for contemporary experiences described by and about students, staff, faculty and administrators. Main topics include multiculturalism in higher education in light of inclusive education; racial and ethnic diversity in higher education history; benefits of diversity; faculty issues; student issues; curriculum and pedagogy matters; research issues; law and policy issues; and strategic planning for institution diversity in higher education.

FALL 2017 COURSE DESCRIPTION AND OUTCOMES
The purpose of this graduate seminar is to critically reflect upon and analyze the ways in which multiculturalism and diversity are (or are not) administered and managed in higher education institutions. Course readings, assignments, and activities are grounded in empirical and conceptual research and will guide students in their exploration of historical and contemporary practices within higher education. This course specifically examines power, privilege, and oppression associated with socially constructed identities and approaches to multiculturalism, diversity, and inclusion on an individual, group, and institutional level.

Learning Outcomes
Upon successful completion of this course, students will:

- Describe and analyze historical and contemporary issues related to multiculturalism, diversity, and inclusion through the lenses of power, privilege, and oppression;
- Critically explore the ways in which race/ethnicity, nationality, biological sex, gender identity, sexual orientation, socioeconomic status, religion, and ability are constructed within U.S. society and higher education research and practice;
- Describe how one’s own identity formation has shaped their education experiences and continues to influence professional practice; and
- Formulate solutions, strategies, and practices to enhance multicultural, diversity, and inclusion in higher education institutions.

As a community of engaged learners, we will work through diversity issues and develop advocacy skills. Although personal power/privilege and professional power/privilege are essential to the foundation of your roles in higher education/student affairs, it is also important to understand the relationships among the individual, group, and institution. This course will help you begin to evaluate where you fit within an institution that includes or marginalizes particular communities and how the societal context, in turn, affects institutional behavior. However, this course can only offer a general overview of particular social issues, social identities, and experiences. It is not meant to serve as the only means for learning about
multiculturalism, diversity, and inclusion in higher education. Rather, it should serve as a springboard for advocacy and social change on our college campuses. *(Statement adapted from Dr. Candace Moore)*

**REQUIRED TEXTS**


Additional assigned readings will be available on the course Blackboard site. Other readings may be added during the course of the semester.

**ASSIGNMENTS**

All written assignments must be formatted in Times New Roman 12-point font, double-spaced, with 1-inch margins, appropriate headers, numbers on each page, inclusion of a title page and reference page(s). Assignments must be formatted according to APA (6th ed.) guidelines. Please submit all assignments in class. Use Microsoft Word or a similar program for all written work unless otherwise noted. Make sure to review and integrate my feedback and edits throughout the semester to improve your writing, synthesis, and analysis. Class sessions will be devoted primarily to in class discussion, lectures, and group facilitation/engagement focused on that day’s topic(s) and readings. Course requirements include oral and written assignments that involve individual and group work. This course is designed with majority of assignment due dates, presentations, and grading to occur towards the mid/end of the semester. Material/topics are covered throughout the semester chronologically and each week builds upon the previous. The first half of the course is heavily content based and necessary for us to cover and you to gain a deeper understanding before conducting research and successfully completing assignments. You will be evaluated on the following items:

- Class Engagement and Participation 10
- Me in a Box 5
- In-Class Analyses and Synthesis Reflections 15
- Current Event/Topic/Issue Presentation 30
- Mini Literature Review and Research Paper 40

**Grading Scale**

The grading scale for the course is as follows:

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<th>Grade</th>
<th>Percentage</th>
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<td>A</td>
<td>93-100</td>
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<td>A-</td>
<td>90-92</td>
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<td>B+</td>
<td>87-89</td>
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<td>B</td>
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<td>B-</td>
<td>80-82</td>
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<td>C+</td>
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<td>C</td>
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<td>D-</td>
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