

RACE, (ETHNICITY, AND GENDER) IN HIGHER EDUCATION

Center for the Study of Higher & Postsecondary Education

Course#: EDUC 873-001

Time: Tuesdays 1:00-4:00 Location: 2224 School of Education Bldg.

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COURSE OVERVIEW

This course is designed as a graduate seminar with a foundations approach (e.g., historical, sociological, and philosophical) to the study of race, gender, and ethnicity in American higher education. We will examine research and scholarly literatures from educational research, the social sciences, and to a lesser degree the humanities. Although we will give some attention to ethnicity and gender the major focus of the seminar this term will be on how race as a social category, construct, and an independent indicator (i.e., variable) of human diversity influences higher education as well as how higher education serves to either reproduce or to ameliorate various social inequalities that are closely correlated or aligned with groups that self-identify as members of a particular racial, (ethnic or gender) category. In light of the massive demographic shifts taking place nationally (and internationally) within and across these categories and the steadily increasing numbers of individuals competing for access to higher education it is imperative that we look at race (ethnicity and gender) as both dependent and independent variables in our analyses of philosophical, historical and contemporary manifestations of race. It is equally important that we follow this trend in our discussions, conduct, and implementation of theoretical, research, and policy frameworks within the field of higher education. This seminar will be an attempt to prepare students of both administrative and research interests with some perspectives that will enable them to advance work in higher education in this direction.

COURSE GOALS AND OBJECTIVES:

Goals: To provide a dynamic intellectual environment for in-depth discussion and analysis of how race, ethnicity, and gender as social categories have influenced the American higher education enterprise in the United States in both the past and the present. To enable students to analyze and thereby to better understand the various means and mechanisms by which the members of racial, ethnic, and gender minorities have experienced various dimensions of the higher education enterprise (e.g., student, faculty, curricular, administrative, and policy issues). To begin to understand how the social categories and claims of various racial, ethnic, and gender minorities play out in external societal contexts that directly or indirectly influence higher education (and vice-versa) as major social and cultural institutions. To learn to apply various theories, concepts, and philosophies of to the problems and challenges presented by race, ethnicity and gender (e.g., access, campus climate, social mobility).

Objectives: The ultimate objectives of this course are twofold. First, to challenge the assumptions of each student as they relate to the subject matter at hand. Second, to provide a more nuanced and theoretically sophisticated discussion of race (ethnicity and gender) that moves beyond examinations of demographic disparities and differences toward conceptually rigorous analyses of how American higher education has arrived at its current status in the 21st century.

REQUIRED TEXTS:

- 1) Joseph Lelyveld (Ed.) & Correspondents of *The New York Times* (2001). *How Race is Lived in America*. New York: Henry Holt and Company.
- 2) Charles W. Mills (1997). *The Racial Contract*. Cornell, NY: Cornell University Press.
- 3) William A. Smith, Philip. G. Altbach, & Kofi Lomotey (Eds.) (2002). *The Racial Crisis in American Higher Education*. New York: State University of New York Press.

RECOMMENDED TEXTS:

- 1) Caroline Turner, et al. (Eds.) (2002). *ASHE Reader on Racial and Ethnic Diversity in Higher Education*. Boston: Pearson Custom Publishing.
- 2) Douglas S. Massey, et al. (2003). *The Source of the River: Social Origins of Freshmen at America’s Selective Colleges and Universities*. Princeton: Princeton University Press.

☺ Other readings are available in the coursepack or will be handed out in class.

COURSE FORMAT & PHILOSOPHY:

This course will include a combination of both lectures and discussion. In order to make sense of the broad, sweeping implications of American higher education for the racial, (ethnic, and gender minorities) it will be necessary to view these issues from both historical and contemporary perspectives. Moreover, it will also be necessary from the outset to set down some clear parameters for what we each do before and during our regularly scheduled class meetings. First, it is absolutely necessary that each of us come to class having done the readings. This point cannot be compromised if our understanding of the subject matter and the nature of our in-class exchanges are to be substantive. My role as instructor and facilitator of the course is to provide guidance in terms of the content of the readings and our discussions of them. I am committed to ensuring that each student has the freedom and the space to participate fully in the class discussions. I also expect that each student will be responsive and attentive to the value of others who may have different views, opinions, and interpretations of the materials and the topics that we will examine. I hope and expect that we as instructor and students will co-construct an environment in the course that will be as democratic, exciting, and intellectually challenging as we can possibly make it. I hope to learn as much from our shared experience as each of you.

COURSE ASSIGNMENTS & GRADING:

The course assignments and grades are configured as follows:

Participation & Written Reflections:	20%
Autobiographical & Data Trend Essays:	30%
Final Research Paper:	50%
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TOTAL	100%

COURSE ATTENDANCE POLICY:

Full attendance is expected. However, reasonable issues such as illness, natural disasters, or acts of God are sufficient to warrant an absence (with appropriate documentation).

Additional General Course Information:

- A. **Textbooks:** both required and recommended texts are available at Ulrich's Books, Michigan Book & Supply, University Union Bookstore, and Shaman Drum Bookshop.
- B. **Course Readings:** The coursepack of required readings is available at Excel.
- C. **Assignments Due:** The one-page weekly response papers are due at the beginning of class each week and other assignments are to be turned in on the announced dates.
- D. **Mid-Term Evaluation:** I usually have my classes participate in a mid-term evaluation conducted by the Center for Research on Learning and Teaching (CRLT) to help make certain that you are getting the most out of the course and to help me make adjustments if necessary.
- E. **Recommended Periodicals:** *The Chronicle of Higher Education*, *New York Times*, *Wall Street Journal*. A list of topical academic journals will be distributed later in the term.
- F. **Office Hours:** These will be held on _____ from _____ to _____ or by making an appointment. These office hours are to be used for consultations regarding course experiences (e.g., clarification or amplification of something discussed), for feedback or guidance regarding the assignments, and any other time in which class interaction is not sufficient for the type of dialogue necessary to address a specific student concern. I invite students to schedule other appointments to discuss any relevant topic or interest.
- G. **Social Background, Politics, and Civility:** Knowing the quality of students that consistently enroll at the University of Michigan this issue **almost goes without saying**. However, in dealing with the broad issues and factors surrounding issues of race in American higher education in an increasingly complex society it is very important that we are all aware that we each bring diverse backgrounds, belief systems, experiences, and perspectives to this class. Therefore, since these differences may impact our ideologies and politics I would encourage the class us to use divergent points of view to challenge one another's assumptions and to expand one's capacity for learning. This can only be accomplished if we are patient, civil, and respectful of one another as we interact both inside and outside of the classroom.
- H. **Students with Disabilities or Special Needs:** Please notify me as soon as possible if there are any circumstances that I should be aware of. The University's handbook for students with disabilities can be viewed at <http://www.umich.edu/~sswd/students.1.html>
- I. **Higher Education and the Life of the Mind:** I hope we can collectively accomplish several things in this course. An important and central goal is for each of us to expand our intellectual horizons and to take the time to appreciate the fact that we each have the rare privilege to study and learn in one of the most resource rich universities and one of the most intellectually vibrant societies in the entire world. We have a wonderful opportunity here. Let us together take full advantage of it and not waste a moment!

COURSE OUTLINE & READINGS:

I. Introduction & Course Overview

Week 1: September 7 Introduction and Course Overview

- 1) Student Information Cards
- 2) Syllabus & Handouts
- 3) Introductions & In-Class Exercise

II. Race and Gender as Constructs of Consequence in Higher Education and Society

Week 2: September 14 Conceptual, Historical, & Contemporary Overview

Required Readings

Mills, C. W. (1997). *The Racial Contract*. Introduction, pp. 1-7.

Lelyveld, J. (2001). *How Race is Lived in America*. Introduction, pp. ix-xix & Appendix, pp. 366-394. **[Identify 10 questions relevant to higher education. Be ready to discuss.]**

Smith et al, (2002). *The Racial Crisis in American Higher Education*. Introduction, pp. Chapter 1-2, pp. 3-41.

Zinn, M. B. et al., (2004). Gender through the prism of difference. In M. L. Anderson & P. H. Collins, *Race, Class, and Gender* pp. 166-174.

Recommended Reading

Haslanger, S. (2000). Gender and race: (What) are they? (What) do we want them to be? *Nous*, 34(1): 31-55.

Winant, H. (2000). Race and race theory. *Annual Review of Sociology*, 26: 169-185.

Kao, G. & Thompson, J. S. (2003). Racial and ethnic stratification in educational achievement and attainment. *Annual Review of Sociology*, 29: 417-442.

Week 3: September 21 Race and Gender Demographics, Higher Education, & Social Well-Being

Required Readings

Lelyveld, J. (2001). *How Race is Lived in America*. Chapter

Smith et al, (2002). *The Racial Crisis in American Higher Education*. Chapter 3, pp. 43-75.

Blank, R. M. (2001). An overview of trends in social and economic well-being by race. In N. J. Smelser et al, (Eds.), *America Becoming* (vol. 1), pp. 21-39. Washington, D. C. National Academy Press.

Harvey, W. B. (2002). Excerpts from *Minorities in Higher Education, 2001-2002*, pp. 9-23. Washington, D. C.: American Council on Education.

Mickelson, R. & Smith, S. (2004). Can education eliminate race, class, and gender inequality? In M. L. Anderson & P. H. Collins, *Race, Class, and Gender* pp. 361-370.

Recommended Readings

Jacobs, J. (1996). Gender inequality and higher education. *Annual Review of Sociology*, 22: 153-185.

Hefner, D. (2004). Where the boys aren't. *Black Issues in Higher Education*, (June 17th), pp.: 70-75.

Week 4: September 28 Social Contract Theory, Higher Education & Economic Status

Required Readings

Mills, C. W. (1997). *The Racial Contract*. Chapter 1: Overview, pp. 9-40.

Lelyveld, J. (2001). *How Race is Lived in America*. Chapter

McMurrer, D. P. & Sawhill, I. V. (1998). *Getting Ahead: Economic and Social Mobility in America*, Chapters 2, pp. 15-22 & Chapter 8, pp. 61-72.

Bowen, W. G. & Bok, D. (1998). *The Shape of the River*, Chapter 5, pp. 118-154.

Recommended Readings

III. Student Achievement, Campus Climate, and Curricular Issues

Week 5: October 5 Campus Climate for Racial and Ethnic Minority Students

Required Readings

Lelyveld, J. (2001). *How Race is Lived in America*. Chapter

Smith et al, (2002). *The Racial Crisis in American Higher Education*. Chapters 5-8, pp. 103-158.

Recommended Readings

Hurtado, S., Milem, J. F., Clayton-Pederson, & Allen, W. A. (1999). *Enacting Diverse Learning Environments: Improving the Climate for Racial/Ethnic Diversity in Higher Education*. ASHE-ERIC Report Series. Washington, D. C.: George Washington University Press.

Week 6: October 12 Social Origins, Racial Stereotypes, & Group Status of Minority Students

Required Readings

Lelyveld, J. (2001). *How Race is Lived in America*. Chapter

Steele, C. S. (1997). A threat in the air: How stereotypes shape intellectual identity and performance of women and African Americans. *American Psychologist*, 52(6): 613-629.

Massey, D. et al, (2003). *The Source of the River*, Chapter 1, pp. 1-19 & Chapters 9-10, pp. 184-207.

Rowley, L. L. (2004). Dissecting the anatomy of African-American inequality: The impact of racial stigma and social origins on group status and college achievement. *Educational Researcher*, 33(4): pp. 15-20.

Recommended Readings

Loury, G. (2002). *The Anatomy of Racial Inequality*. Cambridge, MA: Harvard University Press.

Raphael, S. (2002). Anatomy of *The Anatomy of Racial Inequality*. *Journal of Economic Literature*, 40(4): pp. 1202-1214.

Week 7: October 19 FALL RECESS NO CLASS

Week 8: October 26 (Auto)biography, & Academic Success of Racial/Ethnic Students

Required Readings

Lelyveld, J. (2001). *How Race is Lived in America*. Chapter

Du Bois, W. E. B. (1993). A Negro student at Harvard at the end of the nineteenth century. In Sollors, W. et al, (Eds.). *Blacks at Harvard*, pp. 70-89. (Original in *Massachusetts Review* 1960).

Rendon, L. (1992). From the barrio to the academy: Revelations of a Mexican American scholarship girl. In Turner et al. (Eds.) *ASHE Reader on Racial and Ethnic Diversity in Higher Education*, pp. 316-321.

Tatum, B. D. (1997). *Why Are All the Black Kids Sitting Together in the Cafeteria?* Chapter 2: The complexity of identity: Who am I?, pp 18-28.

Rowley, L. L. (2001). W. E. B. Du Bois: Role model and mentor for African-American undergraduate men. *About Campus*, (November-December), pp. 20-25.

Recommended Reading

Suskind, R. (1998). *A Hope in the Unseen: An American Odyssey from the Inner-City to the Ivy League*. New York: Broadway Books.

Week 9: November 2 Ethnic and Gender Studies, Racial Politics, and the University Curriculum

Required Readings

Mills, C. W. (1997). *The Racial Contract*. Chapter 2: Details, pp. 41-89.

Lelyveld, J. (2001). *How Race is Lived in America*. Chapter

Marable, M. (2000). The problematic of ethnic studies. In M. Marable (Ed.) *Dispatches from the Ebony Tower*, pp. 243-264. New York: Columbia University Press.

Reed, A. (2000). Ethnic studies and pluralist politics. In A. Reed *Class Notes*, pp. 171-179.

Recommended Readings

Chun, M., Christopher, S., & Gumport, P. J. (2000). Multiculturalism and the academic organization of knowledge. In R. Mahalingam & C. McCarthy (Eds.). *Multicultural Curriculum: New Directions for Social Theory, Practice, and Policy*, pp. 223-241.

IV. Faculty and Research Issues

Week 10: November 9 Faculty Diversity: Race and Gender Developments in the Academy

Required Readings

Lelyveld, J. (2001). *How Race is Lived in America*. Chapter

Smith et al, (2002). *The Racial Crisis in American Higher Education*, Chapters 9-11, pp. 189-269. **[Select Two of these Three Chapters to Read!]**

Baez, B. (1999). Faculty of color and traditional notions of service.

Trower, C. A. & Chait, R. P. (2002). Faculty diversity: Too little for too long. *Harvard Magazine* (March-April), pp. 33-37 & 98.

Recommended Readings

Allen, H. L. (1997). Faculty workload and productivity: Ethnic and gender disparities. *The NEA Almanac of Higher Education*, pp. 25-42.

Week 11: November 16 Race and Gender Factors in Educational Research

Required Readings

Lelyveld, J. (2001). *How Race is Lived in America*. Chapter

Padilla, A. M. (1994). Ethnic minority scholars, research, and mentoring: Current and future issues. *Educational Researcher*, 23(4): 24-27.

Young, J. S. & Young, M. D. (1997). Coloring our epistemologies: Are our research epistemologies racially biased? *Educational Researcher*, 26(4): 4-16.

Foster, M. (1999). Race, class, and gender in education research: Surveying the political terrain. *Educational Policy*, 13(1): 77-85.

Zuberi, T. (2000). Deracializing social statistics: Problems in the quantification of race. *Annals of the American Academy of Political and Social Science*, 568: 172-185.

Recommended Readings

Antonio, A. L. (2002). Faculty of color reconsidered: Reassessing contributions to scholarship. *Journal of Higher Education*, 73(5): 602.

V. Administrative and Policy Issues

Week 12: November 23 Minority Serving Institutions & Desegregation of Higher Education

Required Readings

Each student will select one type of institution and one related policy and lead class discussion.

Recommended Readings

Series of readings from the *ASHE Reader on Racial and Ethnic Diversity*.

Week 13: November 30 Affirmative Action, Research and the Educational Benefits of Diversity

Required Readings

Mills, C. (1997). *The Racial Contract*. Chapter 3: "Naturalized" Merits: pp. 91-133.

Lelyveld, J. (2001). *How Race is Lived in America*. Chapter

Smith et al, (2002). *The Racial Crisis in American Higher Education*. Chapter 12, pp. 271-283.

Gurin, P. Y., Dey, E. L., Hurtado, S. (2003). How does racial/ethnic diversity promote education? *Western Journal of Black Studies*. 27(1): pp. 20-29.

Recommended Readings

Gurin, P., Dey E.L., Hurtado, S., and Gurin, G. (2002) Diversity and higher education: Theory and impact on educational outcomes." *Harvard Educational Review*, 72(3) pp 330-366

Week 14: December 7 The University of Michigan's Battle to Preserve Affirmative Action

Required Readings

Syllabus from the Slip Opinion in *Gratz et al, v. Bollinger et al*. (LS&A Undergraduate Lawsuit)

- Justice Ruth Bader Ginsburg's Dissent in the LS&A case.

Syllabus from the Slip Opinion in *Grutter v. Bollinger et al*. (Law School Lawsuit)

- Justice Atonin Scalia's Separate Opinion in the Law School case.

Alger, J. (2003). *Gratz/Grutter and Beyond: The Diversity Leadership Challenge*. (On-Line)

Recommended Readings

Gurin, P., Lehman, J. S., & Lewis, E. (2004). *Defending Diversity: Affirmative Action at the University of Michigan*.

See numerous readings on the University's website at: <http://www.umich.edu/~urel/admissions/>

Week 15: December 14 Final Class Meeting: Wrap Up and Course Evaluations