

**EDUC 771: Special Topic – Minority Serving Institutions  
University of Michigan  
Winter 2018**

Course Description:

EDUC 771 is a special topics course focused on Minority Serving Institutions (MSIs). This course will provide historical and societal background on the creation and emergence of MSIs within the U.S. higher education context.

Course Instructor:

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Professor  
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734-647-1977  
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Class Meetings and Office Hours:

Class will meet face-to-face on Tuesdays from 4 to 7 pm in SEB 2346. Office hours are arranged with the instructor on an individual basis and can be coordinated by e-mail.

Learning Objectives:

Students will:

- Gain knowledge about the historical and societal influences on the creation of Minority Serving Institutions (MSIs).
- Understand the role MSIs play within U.S. higher education.
- Learn about strengths and challenges MSIs have within the U.S.
- Conduct research on specific issues MSIs face because of their designation.
- Gain appreciation for the unique role MSIs provide to access, success, and mobility.

Course Expectations:

- Students in this course are expected to be an active learner, which requires each student to take an active role in their own learning and to share the learning process with the class. The nature of a seminar course is to promote personal conversation on the class topics. This requires every member of the class to be devoted to the learning process.
- The components of active participation:
  1. *Attendance at all class sessions* is critical to promoting a learning community within the class. Each member benefits from the viewpoints of the other members. Because of the limited number of face-to-face sessions in this course, it is imperative that you attend all class sessions. If you need to miss a class for unforeseen emergency reasons you are responsible for getting all information covered in class, it is good to make these arrangements with a classmate in advance.
  2. *Read all assigned materials and keep up with your own research.* Make note of questions, inconsistencies, areas of interest, and connections you find to other readings.
  3. *Active participation in class* discussion allows each student to test out his or her own assumptions about the theories and research as well as expand the worldview of

others in the class. Each member has an equally important story to share based on his or her own experiences.

4. *Mutual Respect*. Everyone participating in this course has a responsibility to create and maintain an environment that is conducive to learning. To accomplish this, it is important to have an environment that is free of distractions, engages all participants in the learning process, and does not demean or dehumanize any individual or group. The following expectations are geared towards a mutually respectful environment:
  - Silence all types of phones during the class – notify the instructor if you are on-call and need to respond to emergencies.
  - Refrain from any use of technology for social networking purposes;
  - Turn off text messaging capabilities including notification of received messages.
  - Use of laptops/tablets is restricted to note taking only unless instructor has granted permission for other options.
  - Arrive on time and remain for the duration of the class.
  - Refrain from conducting private conversations in class.
  - Refrain from reading material extraneous to the course content and discussion in class.
  - Use appropriate language and behavior that does not demean or dehumanize any person or group of persons, whether the person is present.
- Incompletes: Will not be given unless extenuating circumstances occur. These instances must be negotiated prior to end of the course. Last minute incompletes will not be given.
- All assignments should be turned in on time and in compliance with all the criteria listed in the assignment instructions. Assignments will be collected at the beginning of class.
- APA (Sixth Edition) is expected in all paper.
- All students are expected to abide by the University of Michigan's Academic Integrity statement:
 

Intellectual and academic honesty and responsibility are fundamental to our scholarly endeavors. All members of the university community, including students, faculty, and staff, are expected to demonstrate integrity. Academic integrity includes, but is not limited to, plagiarism, cheating, research integrity, and falsification of data. Graduate students in School of Education academic programs are governed by both School of Education academic policies and those of the Rackham Graduate School. More information can be found on these pages. [http://www.soe.umich.edu/file/academic\\_integrity/http://www.rackham.umich.edu/policies/academic-policies](http://www.soe.umich.edu/file/academic_integrity/http://www.rackham.umich.edu/policies/academic-policies)
- The University of Michigan is committed to providing equal opportunity for participation in all programs, services and activities. To receive an accommodation for a disability the student must be registered with Services for Students with Disabilities (SSD) at G664 Haven Hall or 734-763-3000. (<http://www.usf.edu/student-affairs/student-disabilities-services/>). Once your eligibility for an accommodation has been determined you will be issued a verified individual services accommodation (VISA) form. Please present this form to me at the beginning of the term, or at least two weeks prior to the need for the accommodation (test, project, etc...).

Course Texts:

Gasman, M., Baez, B., & Viernes Turner, C.S. (2008). *Understanding minority-serving institutions*. Albany, NY: SUNY Press.

Other readings will be posted in Canvas (under Files) or links are provided within the syllabus.

Papers, Projects, and Presentations with Due Dates:

All assignments should be uploaded to Canvas site.

<i>Assignments</i>	<i>Due Date</i>	<i>Point Value*</i>
Attendance and participation**	All semester	
Part 1: MSI Issue Brief	February 20 <sup>th</sup>	
Part 2: MSI Issue Presentation	March 6 <sup>th</sup>	
Final Research Paper or Study Tour Application Paper	April 11 <sup>th</sup> by noon	

\* Read through the syllabus prior to the first-class session. At the first face-to-face meeting students will be allowed to determine the point value of the assignments as a group. The total points must add up to 100 and the same point value will be used for all students.

\*\* See second bullet of Course Expectations for components of active participation

Grading Scale:

Points	Grade	83 to 80	B-
100 to 95	A	79 to 77	C+
94 to 90	A-	76 to 74	C
89 to 87	B+	73 to 70	C-
86 to 84	B	70 or below	D

Course Schedule:

Date	Topics for Class Session	Readings and Assignments Due
January 9 <sup>th</sup>	<ul style="list-style-type: none"> <li>- Introductions</li> <li>- Expectations</li> <li>- Historical backdrop</li> <li>- Nomenclature</li> </ul>	Gasman Chapters 2 & 4
January 16 <sup>th</sup>	Why have MSIs	Flores and Park (2013) <i>Race, Ethnicity, and College Success...</i> Gasman Chapter 3
January 23 <sup>rd</sup>	HBCUs <ul style="list-style-type: none"> <li>- Historical Mission</li> <li>- Influence on Society</li> <li>- Governance</li> </ul>	Allen & Jewell (2002) <i>A Backward Glance: Forward, Past, and Present...</i> Cole (2015) <i>Using Rhetoric to Manage Campus Crisis in the 1960s...</i> Gasman Chapter 12
January 30 <sup>th</sup>	HBCUs <ul style="list-style-type: none"> <li>- Student demographics</li> <li>- National Organizations</li> </ul>	NCES Fast Facts: HBCUs <a href="https://nces.ed.gov/fastfacts/display.asp?id=667">https://nces.ed.gov/fastfacts/display.asp?id=667</a> NAFEO <a href="http://www.nafeonation.org/">http://www.nafeonation.org/</a> White House Initiative on HBCUs <a href="https://sites.ed.gov/whhbcu/">https://sites.ed.gov/whhbcu/</a> Gasman Chapter 19
February 6 <sup>th</sup>	Tribal Colleges <ul style="list-style-type: none"> <li>- Historical Societal Origins</li> </ul>	Gasman Chapter 7 Tribal Colleges Fact Sheet <a href="http://pnpi.org/tribal-colleges-and-universities-2/">http://pnpi.org/tribal-colleges-and-universities-2/</a>

	<ul style="list-style-type: none"> <li>- Tribal Sovereignty</li> <li>- Governance</li> <li>- National Organizations</li> </ul>	<p>Lomawaima (2000) <i>Tribal Sovereigns: Reframing Research...</i>          AIHEC <a href="http://aihec.org/">http://aihec.org/</a>          Bureau of Indian Education  <a href="https://bie.edu/Schools/Colleges/index.htm">https://bie.edu/Schools/Colleges/index.htm</a></p>
February 13 <sup>th</sup>	<p>AANAPISIs</p> <ul style="list-style-type: none"> <li>- Historical background</li> <li>- Emergence</li> <li>- Characteristics</li> </ul>	<p>Gasman Chapter 8          TBA          AANAPISI Demographics  <a href="http://www.aanapisi.net/aanapisi_infographic">http://www.aanapisi.net/aanapisi_infographic</a></p>
February 20 <sup>th</sup> DREAM	<p>Class session will be posted in Canvas – no face-to-face AANAPISIs</p> <ul style="list-style-type: none"> <li>- Diversity among Asian Americans</li> <li>- National Organizations</li> </ul>	<p>AANAPISI <a href="http://www.aanapisi.net/">http://www.aanapisi.net/</a>          Hune (2002) <i>Demographics and Diversity of Asian American College Students</i>  <i>DUE: Issue Brief Part 1</i></p>
February 27 <sup>th</sup>	Spring Break no class	
March 6 <sup>th</sup>	Issue Brief Presentations	<i>DUE: Issue Brief Part 2</i>
March 13 <sup>th</sup> ACPA	ACPA – no class session	
March 20 <sup>th</sup>	<p>HSIs</p> <ul style="list-style-type: none"> <li>- History of Latinos in the US</li> <li>- Differences among Latinos</li> </ul>	<p>Johnson (2005) <i>Legacies of Justice and Injustice</i>          Gonzalez &amp; Gandara (2005) <i>Why we like to call ourselves Latinas</i>          Torres (2004) <i>Diversity Among Us...</i></p>
March 27 <sup>th</sup>	<p>HSIs – the importance of locations</p> <ul style="list-style-type: none"> <li>- Recognized HSIs</li> <li>- Emerging HSIs</li> <li>- Potential HSIs</li> </ul>	<p>Gasman Chapter 6          2015 HSIs          2015 Emerging HSIs          Torres &amp; Zerquera (2012) <i>HSIs: Patterns, Predictions, and Implications ...</i></p>
April 3 <sup>rd</sup>	<p>HSIs</p> <ul style="list-style-type: none"> <li>- Student Success</li> <li>- Population Growth and HSIs</li> </ul>	<p>Smithsonian documentary          Santiago, Taylor, &amp; Calderon (2016). <i>From Capacity to Success HSIs</i></p>
April 10 <sup>th</sup>	Future of MSIs	
April 11 <sup>th</sup> (Weds)	Final Papers Due	DUE: Final Paper
April 17 <sup>th</sup>	AERA – no class session	