

Course Syllabus
HIED 5367: Diverse College Students
Department of Educational Leadership
Sam Houston State University
Spring 2018
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Course objectives

This course is designed to expose emerging higher education professionals to theories, educational practices, and research associated with diverse and multicultural campus communities. Further, the course seeks to provide opportunities to exam and possibly alter current attitudes, behaviors, and feelings about self and others who are different. The course will cover the following objectives:

- Enhance awareness and application of current theories and trends in diverse student populations (including exposure to identity theory, historical research/trends, and educational practices serving diverse college students). •
- Enhance awareness of issues related to the pursuit of social justice on campus and in the broader community.
- Understand educational initiatives designed for specific traditionally marginalized student groups
- Provide opportunities to examine one's own thoughts, feelings, and behaviors regarding diversity, inclusiveness, personal biases, institutionalized oppression, and the option and ability to alter or maintain those thoughts, feelings, and behaviors

Resources

As you complete the many assignments in this course, I encourage you to utilize a variety of resources to gather articles/book chapters, particularly for the papers. Here are a few helpful ideas:

Newton Gresham Library: Blackboard has access to Virtual Chat with a Librarian if you are unsure how to conduct a literature review or search for articles by a specific scholar. Utilize the many search engines available through the library. There is also a great guide on the website for the Higher Education Community: <http://shslibraryguides.org/HIEDcommunity>

Search reputable journal sites directly using keywords. Some reputable journals/publications in Higher Education and Student Affairs include, but are not limited to:

- *Journal of Blacks in Higher Education*
- *Journal of Hispanic Education*
- *Journal of College Student Development*
- *Journal of Student Affairs Research & Practice*
- *Review of Higher Education* o *Journal of Higher Education*
- *Journal of College & Character*
- *Educational Researcher*
- *Review of Educational Research*
- *About Campus [ACPA]*
- *Developments [ACPA]*
- *NASPA Journal about Women in Higher Education*
- *International Journal of Qualitative Studies in Education*

Course assignments

1. Read and critique a journal article each week – submit to professor and other members of the class Graded as an A, B, or C
2. Creative Project: **Diversity as I see it**. Due at the end of the semester Graded as an A, B, or C
3. Journal – maintain a personal journal chronicling your growth and changes in attitudes, behaviors, feelings regarding yourself and others who are different than you. No grade assignment
4. Case studies and videos – Periodically, I will post a case study and/or a video for your review and comments. Submit your review and comments to the professor. Graded as an A, B, or C
5. Respond in writing to articles and other writings that I post. Graded as an A, B, or C
6. Paper: Choose two of the following topics If you want to write on a topic not listed below, please feel free to do so. In lieu of one of the papers, you may submit an annotated bibliography related to campus diversity and inclusiveness Graded as an A, B, or C
 - The Role of the President in Promoting Campus Diversity and inclusiveness
 - The history of Affirmative Action and its application to higher education
 - Campus programs and activities that support traditionally marginalized students
 - The history of campus student resistance regarding issues of war/peace; and student, faculty, administration diversity
 - Identity development models (Choose one.) racial/cultural, sexual orientation, gender orientation
 - The #Metoo Movement

- The Black Lives Matters Movement
- Contemporary campus protest and the issues that prompt them
- Campus free speech versus censorship

- **Final grade for the course will be an average of the grades received in the course assignments.**
- **Please note that I will schedule several synchronous meetings during the semester. I will announce those dates in a few weeks.**
- **I will forward to each of you a copy of my Curriculum Vita, so that you can know a bit more about your instructor.**
- **Also, please prepare a short bio and send it to each member of the class and the professor.**

Academic Support

Any students requiring academic support to complete the requirements of this class are encouraged to take advantage of the many services offered at SHSU. A few include:

- Distance Learning Services at Newton Gresham Library (NGL) at
<http://library.shsu.edu/services/distance/index.html>
- SHSU Writing Center at <http://www.shsu.edu/~wctr/> University Policies
- SHSU Academic Policy Manual-Students
- Procedures in Cases of Academic Dishonesty #810213
- Students with Disabilities #811006
- Student Absences on Religious Holy Days #861001
- Academic Grievance Procedures for Students #900823

- SHSU Academic Policy Manual-Curriculum and Instruction
- Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance