RACE, ETHNICITY, AND GENDER IN HIGHER EDUCATION

FALL TERM 2017: Course#: EDUC 873-001
Time: Wednesday 1:00-4:00pm, Location: 2328 School of Education Building

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COURSE OVERVIEW

This graduate seminar focuses on major issues affecting African Americans, Asian Americans, Latinas/os (Hispanics), and women in higher education. Scholarly literatures from higher education, sociology, psychology, and other relevant social sciences are critically reviewed to address multilevel theoretical, methodological, policy, and practical issues. Guided by a comprehensive strengths-based perspective, students will critically evaluate literature to better understand: (1) racial/ethnic and gender stratification of the higher education system; (2) multilevel institutional/organizational and social psychological barriers that systematically impede student access and success; and (3) strengths-based strategies to overcome racial, ethnic and gender barriers at multiple levels – policy, organizational and individual.

Students will also examine three critical, race-related “controversies” facing higher education in the 21st century: (a) affirmative action vs. decolonization debates; (b) diversity, merit and higher education debates; and (c) STEM interventions and cross-national competitiveness challenges. Going beyond weekly seminar readings, students will select one race, ethnicity and gender topic of particular personal interest for a more intensive group-based assignment. Building on a reciprocal translation agenda, students will have the opportunity to bridge insights from scholarly literature – with more practical insights from a UM diversity expert for a deeper understanding of their selected personal interest topic. Such translation helps students to better bridge theory-driven scholarship with preparation for future leadership roles (research, policy, organizational, or student development, etc.) to promote diversity in higher education.

In addition to higher education, this seminar is also relevant to graduate students in psychology, sociology, other social sciences and interdisciplinary fields interested in diversity, equity and inclusion in diversifying nations.

COURSE REQUIREMENTS AND BASIS FOR EVALUATION

1. Weekly Seminar Participation/Assignment Reviews & Discussion (25%)
2. Personal Interest Topic - Online Data-based Literature Review - Due 10/11 (10%)
3. Personal Interest Panel Discussion + Expert Interview Protocol - Due 10/25 (10%)
4. Expert Interview - Panel Presentation & Discussion – Due 11/29-12/6 (15%)
5. Final Seminar “Term” Paper & Panel Presentation – Due 12/14 (40%)
**SOURCES**

**REQUIRED** SOURCES AND RELATED TEXTS:

**Class Canvas/C-Tools Site and in Class Hand-outs.**


**Major Related Texts:**


Other Related Texts:


Other Relevant Texts:


COURSE OUTLINE & WEEKLY READINGS:

Week 1-W – SEPT 6: Introduction and Course Overview

1) Introductions
2) Overview of Syllabus
3) Course Requirements and Basis For Evaluation
4) Seminar Format & Logistics – Weekly Reading Review Assignments & Guidelines
5) Other Logistics, Guidelines, Hand-outs, & Discussion
6) Seminar Philosophy, Civility and Respect for Diverse Viewpoints

I. MULTI-LEVEL RACIAL/ETHNIC AND GENDER BARRIERS IN HIGHER EDUCATION

A. SOCIAL STRATIFICATION SYSTEMS: Macro-Societal Barriers to Equal Higher Ed. Opportunities in USA, South Africa & Beyond

Week 2-W - SEPT 13: Required Core Readings


Related Readings


B. SEGREGATION & INSTITUTIONAL STRATIFICATION IN THE USA:
Meso-Organizational Inequalities and Barriers

Week 3-W SEPT 20: Required Core Readings


Historical Analysis of Title IV Policy and Women Leaders in the Co-curriculum.

Related Readings

Challenges of Educating a Diverse America/ Minority-Serving Institutions:

Status Processes and Organizational Inequality: The Social Psychology of Inclusion


C. MICO-LEVEL SOCIAL PSYCHOLOGICAL BARRIERS IN PWIs:
Institutional Climate, Ideology and Discrimination

Week 4-W SEPT 27: Required Core Readings


Related Readings


D. RACE/ETHNIC & GENDER BARRIERS TO INDIVIDUAL MOBILITY:
Understanding the Student-to-Faculty Pipeline and Pathways

Week 5-W OCT 4: Required Core Readings


Related Readings


II. OVERCOMING RACIAL AND GENDER BARRIERS IN HIGHER EDUCATION Toward a Comprehensive Strengths-Based Agenda at Multiple Levels

A. “STRONG” INSTITUTIONAL COMMITMENT & TRANSFORMATION: Macro-Diversity Policy in Higher Education

Week 6-W OCT 11: Required Core Readings


Related Readings


B. “STRONG” ORGANIZATIONAL & PROGRAM SUPPORT SYSTEMS: Meso-Organizational Behavior and Management

Week 7-W OCT 18: Required Core Readings


Related Readings


C. PROMOTING STUDENT’S STRENGTHS AS RESILIENCY MECHANISMS: Support, Strengths and College Success Despite Barriers

Week 8-W OCT 25: Required Core Readings


Related Readings


D. PROMOTING IDENTITY DEVELOPMENT & DIVERSITY EFFICACY: Support, Identity and Achievement in Diversifying Contexts

Week 9-W NOV 1: Required Core Readings


Related Readings


III. “CRITICAL ISSUES” IN RACE, ETHNICITY AND GENDER IN HIGHER EDUCATION

Major Controversies, Debates and Challenges for the 21st Century

A. “AFFIRMATIVE ACTION” vs. DECOLONIZATION DEBATES: USA, SOUTH AFRICA, AND BEYOND

Week 10-W NOV 8: Required Core Readings


Related Readings


**Week 11-W NOV 15: Required Core Readings**


**Related Readings**


**NOVEMBER 23-28 - THANKSGIVING RECESS**

**C. STEM & CROSS-NATIONAL COMPETITIVENESS IN THE 21ST CENTURY: Rethinking STEM Interventions - A Strengths-Based Agenda**

**Week 12-W NOV 22: Required Core Readings**


Related Readings


III. SELECTED TOPICS IN RACE, ETHNICITY AND GENDER IN HIGHER EDUCATION

Major Challenges for the 21st Century

Week 13-R DEC 8: Readings TBA – Campus Experts/Group Presentations/Class Reflections, Evaluations & Wrap Up

FINAL SEMINAR “TERM PAPER” DUE
CSHPE AAPE 760:
WEEKLY READING REVIEW
GUIDELINES AND OTHER CLASS
HAND-OUTS
ARTICLE/CHAPTER REVIEW GUIDELINES

TYPE: Critical Essay
ANNOTATOR: 
TOPIC: 
CITATION: 
CENTRAL THESIS OF ARTICLE: 

SUMMARY: 

EVALUATION AND IDEAS: 

TYPE: Review Article
ANNOTATOR: 
TOPIC: 
CITATION: 
AREA OF RESEARCH REVIEWED: 

MAJOR CONCLUSIONS: 

EVALUATION AND IDEAS
TYPE: **Survey Study**

ANNOTATOR:

TOPIC:

CITATION:

CENTRAL TOPIC OF THE SURVEY:

SAMPLE:

INSTRUMENT:

RESULTS:

CONCLUSIONS:

EVALUATION AND IDEAS:

________________________________________________________________________

TYPE: **Experimental Study**

ANNOTATOR:

TOPIC:

CITATION:

HYPOTHESES:

METHOD:

RESULTS:

CONCLUSIONS:

EVALUATION AND IDEAS:
EXAMPLE

TYPE: Survey Study

ANNOTATOR: Amanda Johnson

TOPIC: Perceived academic stress and coping strategies


HYPOTHESES

1. Academic stress perceptions are predicted by objective academic load variables.
2. Perceived academic stress, objective academic loads and demographic characteristics are correlated with the types of coping strategies adopted by students.
3. Academic loads predict the use of task-oriented coping strategies, academic stress perceptions predict the use of emotion-oriented coping strategies and demographic characteristics predict the use of avoidance coping strategies.

METHOD

A sample of 283 college students matriculating at national colleges and universities in Israel completed questionnaires in regard to their perceived stress, actual academic loads and subsequent coping strategies.

RESULTS

In regard to the first hypothesis, the results confirm that academic stress perceptions can be predicted from objective academic loads. A Pearson correlation analysis showed that certain coping strategies were significantly related to perceived academic stress. However, avoidance was positively correlated with academic stress, but the correlation was not significant. The third hypothesis considered each of the three coping strategies as dependent variables and academic loads, stress perceptions and demographic characteristics as independent variables. Each of the coping strategies was significantly predicted by the independent variables. Overall, the results suggest that the greater the level of academic stress experienced, the more students tend to manage it through emotion-oriented coping strategies.

CONCLUSION

Academic stress perceptions and academic loads had significant and unique effects on students’ coping strategies. Individuals ponder their stressful circumstances and act based on how they interpret and perceive situations consistent with their customary behavioral patterns. If the situation is not resolved and the perception of stress remains, stronger emotional and affective reactions are evoked.
EVALUATION AND IDEAS

It is interesting to compare and contrast this study to related issues highlighted by (Bowman, 2006) in his review article on *Role Strain and Adaptation Issues in the Strength-Based Model: Diversity, Multilevel, and Life-Span Considerations*. Studies cited in the Bowman piece highlight how race-related socialization functions with racial/ethnic identity, ethnic-achievement orientations, and other personal strengths to help promote youth motivation and resiliency despite stressful barriers. These role strain and adaption findings as well as related studies in regard to race-related socialization (Bowman and Howard, 1985) were very salient for me. Admittedly, my particular demographic was not reflected in the Kariv/Heiman research and so my observations should not be considered critical of their results, discussion and subsequent conclusions.

The issues of role strain and task-oriented versus emotion-oriented coping strategies resonate for me because I have been on a significant odyssey in my attempt to navigate barriers in the academic environment. I came to realize that my best approach for success in the environment was, as Claude Steele counseled his children, to ‘lighten up on the politics, get the best education you can, and move on… realize that to do this you have to learn from people who part of yourself tells you are difficult to trust.’ Wow. It was true to my experience. Thankfully, to relieve the dysphoria I did have the comfort of going home every evening.

I found myself reflecting on intergenerational sources of resilience for me: (1) the proactive messages regarding ‘virtues of racial pride, ethnic achievement, strategic responses to racism, racial egalitarianism and self-development’ (Bowman, 2006) from my parents; and (2) the activism and reputations of their parents and other significant extended family members to encourage myself to be tenacious. It was this intergenerational family legacy that I came to realize accounted for my resiliency and refuse-to-give-up attitude. In addition, the support of my daughters, particularly one who was also matriculating at U of M concurrently; my ‘family-like friendship network’ and church were also vital and empowering in my pursuit consistent with the studies cited in the Bowman piece.

I can’t help but wonder sometimes why so much research is required to justify obvious solutions. I think I would like to see the academy become more prescriptive. There does seem to be movement in that direction.
Diversity Challenges & Opportunities
Diverse Interests/Views
Policy/Innovation/Change Process

Research Questions/Hypotheses

Disciplinary Research Design/Methodology

Diversity-Related Disciplinary Scholarship
- Social Sciences/Humanities
- Multi-Disciplinary/Interdisciplinary
- Diversity Studies

Systematic Data Collection

Data Management & Analysis

Reporting/Dissemination

Policy-Relevant Action/Intervention Plans

Organizational/Community/Professional Engagement

Multi-Level Innovation
- Policy Level
- Organizational Level
- Program Level
- Professional Practice

Theory
- Knowledge Propositions
- Models

Evaluation Research & Policy Analysis

Programmatic Implementation

Figure 2
UNIVERSITY OF MICHIGAN
DIVERSITY RESEARCH AND POLICY PROGRAM
Bridging Diversity Scholarship with Policy-Relevant Intervention
Reciprocal Translation Approach: Diversity Scholarship ↔ Multi-Level Innovation
Table 1

Traditional Deficit vs. Strengths-Based Approaches to Successful Pipeline Intervention Outcomes: Major Concepts and Relationships

<table>
<thead>
<tr>
<th>DEFICIT-BASED</th>
<th>STRENGTHS-BASED</th>
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<tbody>
<tr>
<td>External</td>
<td>Support &amp; Empowerment: (Macro/Meso/Micro)</td>
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<tr>
<td></td>
<td>Multilevel Systemic Barriers &amp; Bias (Macro/Meso/Micro)</td>
</tr>
<tr>
<td>CAUSAL</td>
<td></td>
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<tr>
<td>FACTORS</td>
<td></td>
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<tr>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Socio-Cultural/Personal Deficits</td>
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Adapted From:

Table 1

Comparison of Personal Strengths in the ETS®PPI* and Related Assessment Systems

<table>
<thead>
<tr>
<th>ETS®PPI* (RESILIENCE - RSCA **) GRIT - Grit Scale ***)</th>
<th>NONCOGNITIVE FACTORS - NCQ****</th>
<th>GRIT MINDSETS - SAS*****</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE/INTEGRITY (SENSE OF MASTERY/ PASSION)</td>
<td>Long Term Goals Knowledge in a Field Positive Self-Concept</td>
<td>Path-Goal Future Beliefs Central Role Attitude (Cognitive, Affective, Behavioral) Global Personal Efficacy</td>
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<tr>
<td>RESILIENCE/COMMUNICATION (EMOTIONAL REGULATION/ PERSEVERENCE)</td>
<td>Realistic Self-Appraisal Handling the System</td>
<td>Optimistic Coping Ideology Resilient Problem-Solving Diversity Self-Efficacy</td>
</tr>
<tr>
<td>TEAMWORK/ORGANIZATION (SENSE OF RELATEDNESS)</td>
<td>Community Involvement Leadership Experience</td>
<td>Generative Service Values Leadership Commitment Organizational Self-Efficacy</td>
</tr>
<tr>
<td>Strong Support Person</td>
<td>MULTILEVEL INTERVENTION OPPORTUNITIES- SAS*****</td>
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<td></td>
<td>MULTILEVEL STRESSFUL BARRIERS &amp; RESILIENCY-SAS*****</td>
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*****SAS = Strengths-Based Assessment System – Bowman, P.J. (2011; 2013; Forthcoming)

Adapted From:
