



**EDL EDUC 523 Diversity  
Course Syllabus  
Units: 3**

**Thursdays, 4:00pm-6:40pm  
Fall term, 15 weeks  
WPH 403**

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**USC Rossier Mission**

*The mission of the USC Rossier School of Education is to prepare leaders to achieve educational equity through practice, research and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.*

**EdD in Educational Leadership Program Purpose**

*The Educational Leadership (EDL) program prepares leaders in K-12 schools, universities, community colleges or other educational organizations. The program trains critically conscious leader who seek to address problems of practice and take action to address inequities in education.*

**Purpose**

This course is one of the four core courses of the EdD doctoral program in the Rossier School of Education. It represents one of the cornerstones of fundamental areas of knowledge (leadership, accountability, diversity, and learning) critical to well-prepared leaders in urban education settings. These areas were developed through a comprehensive review of the most current theory and research, as well as through an inclusive and wide-ranging process of refinement at the level of program and curriculum development involving stakeholders from a variety of perspectives.

**Focus of the Course**

Some might argue that today's professional environments present us with greater challenges related to diversity than in any other time in U.S. history. Others might say that the challenges facing our educational and professional institutions today are essentially the same tensions that they have unsuccessfully struggled with for the last several hundred years: power, access, and equity.

This course provides students an opportunity to explore those tensions through the range of dimensions in which diversity is manifested among organizational leaders, staff, and stakeholders in today's professional environments. We think of the interaction of diversity with learning as involving not only the differences that individuals bring to a professional environment but also the ways we as organizational leaders and personnel respond to those differences, in the context of policies, systems, histories, structures, and legislation.

Participants will examine organizational and professional access and equity in the contexts of culture, ethnicity, race, sexual orientation, ability, and gender—viewing these contexts through connections among divisions of labor, class structures, power relationships, group marginalization, cultural images, residential patterns, health, family life, employment, education, and values. In addition to the challenges related to diversity, participants will also explore aspects of diversity as potential assets in creating rich and productive professional environments. Students will then apply the knowledge they gain from these explorations to the framing, analysis, and generation of solutions to contemporary educational problems.

We think about the goals of this course as addressing specific problems of practice. These problems of practice center on individuals' and institutions' core values as they relate to diversity and the difference between what we may aspire to versus what actually happens in professional environments. The first problem of practice relates to the disparate outcomes experienced by different groups as they engage in different professional environments. Some refer to these differences in outcomes as an achievement gap, but the problem extends beyond achievement. Issues of access and equity are manifested in learning outcomes, treatment by others, and access to resources, among others. Some see these disparities as a moral problem, a social justice problem, and not just an outcomes problem. The problem of practice then becomes not just that we often are not clear about what we value but that what gets rewarded, resourced, and implemented either does not reflect those values or has unintended consequences that are contrary to our values.

Our reactions to and interactions with the increasing diversity in our professional

environments, among students and in the workforce, create a second problem of practice addressed in this course. Specifically, we (educators, professional leaders, and the rest of us) often lack an awareness of our perceptual viewpoint and therefore of alternative views. This “tunnel vision” or “hegemony” can cause us to limit the way we frame and therefore solve a challenge like those presented in the first problem of practice. Through the experiences, assignments, and resources in this course, we hope to help each other see what was previously invisible and reveal and challenge whatever different theories we have operating, so that we may bring the most thorough, research-based thinking to the challenges of access, learning, retention, and completion. We may not always agree on what the problem is or what should be done, but as a class we will not think about these challenges at the end of the course in the same way as we began.

The third and final problem of practice this course addresses is our common difficulty in having meaningful conversations about difference. If we are to get the best thinking applied to the challenges our educational institutions and professional environments face, then we have to get all the information out and be able to talk about it in ways that keep people engaged rather than shut them down. As participants, we have to find ways to stay engaged when the conversations get difficult. Therefore, this course will address the tools for engagement, by addressing the use of language and defining terms (and why they matter), sharing perspectives, looking at evidence and theories, employing a variety of strategies meant to increase understanding and participation, and then critiquing them all. How are these tools best used, and with whom?

**Connection to the other core courses.** This course connects easily to the Accountability core course in that it leads to the question: Once we determine our values and implement a course of action, how do we know if that plan was successful? Similarly, this course complements the Leadership and Learning core courses, as it will take strong leadership skills and an understanding of diversity to create more equitable environments.

***Why a focus on diversity is appropriate in an EdD program.***

- The most recent census data indicate that diversity coupled with persistent forms of segregation overwhelmingly characterize urban schools, colleges and universities, communities, and increasingly the country as a whole.
- Academic achievement and later life outcomes continue to show disparate outcomes across diverse groups.
- There is evidence that learning environments, professional settings, and processes can be more effective if they account for key aspects of diverse populations: culture, background knowledge, motivation, language, and related sociohistorical and sociocultural factors.

**Audience.** This course is restricted to students enrolled in the EdD program. Students’ own backgrounds, career interests, and personal experiences in schools (K–12, higher education) and business or other professional settings are all assets in this course.

Students with a variety of goals and interests are welcome in this course. Different student goals are accommodated through diverse readings, activities, and exercises where the knowledge gained is applied to settings that represent the intellectual focus of personal and

professional goals.

### **LEARNING OUTCOMES**

By the completion of this course, you will:

- Articulate key analytical constructs (such as race, ethnicity, gender, ability, sexual orientation, Socio Economic Status) and how their individual and combined affects impact—and can be drawn upon to inform—instruction, assessment, and leadership.
- Articulate the levels at which diversity and responses to diversity occur: individual, group, institutional, and structural.
- Analyze your own and others' experiences in various environments and how meaning making can vary by the communities with which one affiliates and by personal and collective histories within the larger society.
- Analyze how perceptions of difference contribute to disparate educational opportunities and work environments.
- Analyze how you communicate values, intentionally and unintentionally, to communities through your choices of instructional practice, program and policy implementation, and resource distribution.
- Create a Statement of Problem paper that includes a synthesis of current practice and research about a topic related to diversity.
- Apply strategies and pedagogies for engaging groups in discussions that involve looking at difference, while tackling problems related to inequities in educational and professional outcomes and experiences.
- Evaluate institutional and structural policies, and recommend strategies that could move institutions toward more equitable experiences and outcomes.
- Apply strategies to engage, verbally and in writing, your professional communities in considering access to and outcomes for your organization.

### **GENERAL REQUIREMENTS**

#### **Attendance**

Each student enrolled in this course is required to attend *all* class meetings. If you find it absolutely necessary to be absent from class because of illness or an emergency, you are responsible to master *all* information discussed during your absence and should identify a classmate who will help you. Absences must be due to illness or an emergency.

#### **Reading**

Students enrolled in this course are asked to read *all* current assignments and complete all

other exercises and projects required for each lesson *before* each class meeting where the lesson will be discussed. Digitized readings are available on ARES.

### **Class Participation**

Group discussions will occur at every class meeting, and students are expected to participate fully in them. If you have not read, you will not be able to fully participate. Also, if you are absent from class, you cannot participate and will not get full participation points. Students are also encouraged to develop and use conceptual skills, ask questions, and participate in planned and impromptu discussions as long as these discussions move forward the purpose of the class.

### **COURSE GRADING**

Graded assignments are not eligible for revision and regrading. Once an assignment is submitted, it cannot be revised for a higher grade.

The final course grade will be computed from the assignments listed in table below. Late assignments will receive a 10% reduction in points per day past the due date.

### **Assignments**

<b>Assignment</b>	<b>Total Points</b>	<b>Due</b>
Leading Class Discussions	25	Unit 8, 9, 10, 11 or 12
Statement of the Problem for Final Paper	10	Unit 4
Outline of Literature Review Section for Final Paper	15	Unit 8
Final Paper	30	Unit 12
Summative exercise	10	Final Exams week
Class Participation	10	Every Unit
<b>Total</b>	<b>100</b>	

### **Late Assignments**

Late assignments are not accepted, except in the case of serious personal emergencies. If serious circumstances arise that hinder you from meeting the deadline, you must contact the instructor by e-mail **before** the deadline in order to be given consideration.

No assignments may be turned in after the last class meeting. Assignments turned in after the last class will not be graded.

### **ACADEMIC ACCOMMODATIONS**

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified

candidates with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy.

Any candidate requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. The phone number for DSP is [\(213\) 740-0776](tel:2137400776). The e-mail address is: [ability@usc.edu](mailto:ability@usc.edu). The website for DSP has additional information regarding accommodations and requests ([www.usc.edu/disability](http://www.usc.edu/disability)).

### **INCOMPLETES**

An incomplete (IN) is given when work is not completed because of documented illness or some other emergency occurring after 80% of the course has been completed. Arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam. The university policy on incompletes is as follows (from the USC Catalogue):

*Conditions for Removing a Grade of Incomplete:* If an incomplete is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form, which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when computing the final grade. A student may remove the IN by completing only the work not finished as a result of illness or emergency. Previously graded work may not be repeated for credit. It is not possible to remove an IN by reregistering for the course, even within the designated time.

*Time limit for removal of an incomplete:* One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time limit, the course is considered "lapsed" and the grade is changed to an IX and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

### **EMERGENCIES AND COURSE CONTINUITY**

In case of emergency and when travel to campus is difficult, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. An emergency site for the course is also available through Blackboard ([blackboard.usc.edu](http://blackboard.usc.edu)). For additional information about maintaining classes in an emergency, please access <https://learningdesign.usc.edu/emergency-preparedness/>

## STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

### Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### Support Systems

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

*National Suicide Prevention Lifeline - 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

*Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

*Student Support & Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

*Diversity at USC – <https://diversity.usc.edu/>*

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

## DISCUSSION AGREEMENT

By participating in this graduate-level seminar class, you are agreeing to abide by ground

rules for discussion.

1. Promote an environment conducive to learning. If something does not make sense, ask about it, because it is likely that others feel the same.
2. Respect differences of culture, nationality, language, values, opinion, and style.
3. Welcome disagreement and alternate or unfamiliar explanations, because they provide opportunities to learn.
4. Seek to understand first before trying to be understood.
5. Encourage participation. Everyone has something to contribute.
6. Promote clear communication:
7. Be specific.
8. Give examples.
9. Ask questions.
10. Speak for yourself. Let others speak for themselves.
11. Help achieve today's class goals in the time available:
12. Add to what has already been said.
13. Be conscious of time and please do not monopolize discussions.
14. Vegas Rule- What is said in the classroom, stays in the classroom.

## ASSIGNMENTS

### Leading Class Discussions

The topic of diversity is far broader than those covered by the formal materials for the course. Therefore, we will divide the class into small teams, each with the task of taking a maximum of 20 minutes to brief the group on a strategy related to improving the learning or working environment around issues of diversity. The team is expected to address the following prompts:

- What is the problem your presentation addresses?
- Why is it supposed to work (conceptual framework)?
- How does it work?
- How would you assess it? (Has it already been assessed? If so, with what result?)

These presentations will occur during **Units 8, 9, 10, 11, and 12.** (25% of total grade)

### Final Paper – in three parts: Statement of the Problem, Outline of the Literature Review, and Final Paper

The final paper will be due on the last day of class. The assignment is divided into smaller steps, which you will submit according to the schedule below. The purpose of the paper is to take a problem in a professional environment (any level) that has an issue related to diversity at its core. Your job is to describe, using evidence and writing from a scholarly perspective, what we know about the problem (the literature review) and what we still don't know, making the case for additional research or a rethinking (e.g., for a policy). You could write about the interventions being used for a particular issue or the policies being used— anything with

practical applications.

The key components for the final paper are broken up into individual, successive assignments. All papers must follow APA format, including the use of a cover page, citations, organization/headers, and other aspects of the style guide.

The goal is to introduce you to the style and format of papers that will be expected throughout the program. These pieces consist of:

**Part 1: Statement of the Problem.** You will select one specific topic for the paper. The first assignment due is the opening of your paper: Make the case that there is a problem (what evidence would you use?), and that it is sufficiently compelling (significant— how would you demonstrate that?) that we need to be thinking about it. The statement should be about two to three double-spaced pages, with a clear statement of the problem usually appearing no later than the bottom of the second page.

The Statement of the Problem is **due by the beginning of class in Unit 4**. Please be sure you have had at least one class member review your paper for clarity prior to submitting it. (10 points)

**Part 2: Outline of the Review of the Literature.** Once you have established a clear statement of the problem, you need to review what we already know about the issue from the research literature. Scour the library, sort the studies into general themes, and review what you have found with an eye toward whether we already know the answer to the question. (If so, why raise the issue?) If we do not, why not? (For example, studies may have used samples that are not representative of the student population you work with). In the final paper, your review will be about eight pages long, but for the intermediate assignment, you need to **turn in an outline** stating how you will open the discussion, the major themes and headings, and related studies (to the extent that you can locate them by the deadline). This outline should include a Reference list and some citations. **Due by the beginning of class in Unit 8**. (15 points)

**Part 3: Final Paper.** In the final paper, which will include your revised statement of the problem, flesh out your literature review incorporating my feedback, and add in a “recommendations” section addressing what we should we do next, based on your assessment of the literature. The paper is **due the last day of class (before 11:59 p.m.)**. The final paper should be 8 to 10 double-spaced pages (plus the title page, abstract, and references). Use regular 12-point font and standard APA format, including one-inch margins on top, bottom, left, and right. Please follow this format carefully. You will develop the skills of combining and reviewing considerable material in a concise manner. Papers should be written in a scholarly tone, cite data and evidence from peer reviewed journals and valid sources, and be free of typographical and grammatical errors. (30 points)

**Summative exercise.** An asynchronous, online reflection will be posted at the start of Final Exams week. Please see details from the instructor regarding how to engage and when it is due (10 points).

## COURSE PARTICIPATION

The following rubric provides a guide as to how **course participation** will be assessed. Students are expected to participate with their webcams on during the full class session.

<i>Active Participation</i>	<i>Moderate Participation</i>	<i>Low Participation</i>
Exhibits evidence of having completed all assignments and activities according to guidelines that were assigned	Attempts to participate and has completed most assignments and activities	Exhibits lack of preparation and noncompletion of required assignments
Initiates discussion and supports points using page-specific references to readings or other materials	Supports points during discussion but uses general references to readings and other materials	Rarely initiates discussion and is not able to reference required readings or other materials
Furthers the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material	Furthers the discussion and builds on the ideas of others; general or limited references to course materials	Comments do not further the discussion and do not exhibit careful reflection on the material

## GRADING

The final grade for this course will be awarded using the following point scale:

A 100–95%	B+ 89–86%	C+ 79–76 %	D+ 69–66%	F 59–0%
A– 94–90%	B 85–83%	C 75–73%	D 65–63%	
	B– 82–80%	C– 72–70%	D– 62–60%	

### ***Grading Criteria for Papers***

Graded assignments are not eligible for revision and regrading. Once an assignment is submitted, it cannot be revised for a higher grade. Grades will be assigned based on the following criteria.

*"A" Paper.* The principal characteristic of the "A" paper is its rich content: "meaty," "dense," "packed." The information delivered is such that one feels significantly taught by the author, sentence after sentence, paragraph after paragraph. The "A" paper is also marked by stylistic finesse: the title and opening paragraph are engaging; the transitions are artful; the phrasing is tight, fresh, and highly specific; the sentence structure is varied; the tone enhances the purposes of the paper. It is completely free from grammatical or typographical errors. Finally, the "A" paper, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity. Not surprisingly, it leaves the reader feeling bright, thoroughly satisfied, and eager to reread the piece. An "A" paper clearly takes a stand and argues and defends that stand so as to completely persuade the reader, without leaving dangling questions and unexplored avenues of discussion. It is complete unto itself.

*"B" Paper.* It is significantly more than competent. Besides being almost free of mechanical errors, the "B" paper delivers substantial information in quantity, interest, and value. Its specific points are logically ordered, well developed, and unified around a clear organizing principle that is apparent early in the paper. The opening paragraph draws the reader in; the closing paragraph is both conclusive and thematically related to the opening. The transitions between paragraphs are for the most part smooth, and the sentence structures are pleasingly varied. The diction of the "B" paper is typically more concise and precise than that found in the "C" paper. Occasionally, it even shows distinctiveness—finesse and memorability. On the whole, a "B" paper makes the reading experience a pleasurable one, for it offers substantial information with few distractions. It establishes a stand on an issue and for the most part clarifies and defends that stand, leaving few unanswered questions and unexplored angles. It is relatively successful in convincing the reader.

*"C" Paper.* It is generally competent: it meets the assignment, has few mechanical errors, and is reasonably well organized and developed. However, its information seems thin and commonplace. One reason for this is that the ideas are technically cast in the form of vague generalities that prompt the confused reader to ask marginally, "In every case?" "Exactly how large?" "Why?" "But how many?" Stylistically, the "C" paper has little to draw the reader in: the final paragraphs are often bumpy; the sentences, besides being a bit choppy, tend to follow a predictable (hence, monotonous) subject-verb-object order; and the diction is occasionally marred by unconscious repetitions, redundancy, and imprecision. The "C" paper, while it gets the job done, lacks both imagination and intellectual rigor and hence does not invite a rereading. It attempts to establish a stand on an issue but achieves only average success. It leaves many ideas dangling and opens as many doors for further questions as it closes. It is not very successful in convincing the reader.

*"D" Paper.* Its treatment and development of the subject are as yet rudimentary. While organization is present, it is neither clear nor effective. Sentences are frequently awkward, ambiguous, and marred by serious mechanical errors. Evidence of careful proofreading, if any, is scanty. The whole piece, in fact, often gives the impression of having been conceived and written in haste. Or the paper, while of standard writing, missed the assignment completely by achieving something other than requested, such as presenting a summary of an article rather than an analysis and opinion derived from the article.

*"F" Paper.* Its treatment of the subject is superficial; its theme lacks discernible organization; its prose is garbled or stylistically primitive. Mechanical errors are frequent. In short, the ideas, organization, and style fall far below what is acceptable graduate-level writing.

Two principal criteria will be used in determining your course grade. The first is the quality of your contributions in class, namely, leading class, comments in class, and regular attendance in class. The second criterion is the quality of the understanding, organization, conceptualization, and thoroughness of your written assignments.

## **ACADEMIC INTEGRITY**

SCampus, the USC student guidebook, contains the Student Conduct Code and information on Academic Integrity. It is the student's responsibility to be familiar with and abide by these guidelines, which are found at <https://scampus.usc.edu/>. A summary of behaviors violating University standards can be also found at: <https://scampus.usc.edu/b/11-00-behavior-violating-university-standards-and-appropriate-sanctions/>.

### UNIT SEQUENCE

<i>Week</i>	<i>Unit</i>	<i>Assignment Due</i>
<b>Week 1</b> (8/23)	1. Introduction: What is diversity?	
<b>Week 2</b> (8/30)	2. Segregation, Desegregation, and Resegregation	
<b>Week 3</b> (9/6)	3. Achievement Gap	
<b>Week 4</b> (9/13)	4. Power	Paper 1: statement of problem
<b>Week 5</b> (9/20)	5. Identity	
<b>Week 6</b> (9/27)	No class meeting	Individual meetings with the instructor, as scheduled
<b>Week 7</b> (10/4)	6. Race and Ethnicity, part 1	
<b>Week 8</b> (10/11)	6. Race and Ethnicity, part 2	Student led discussion
<b>Week 9</b> (10/18)	7. Ability	Student led discussion
		Student led discussion
<b>Week 10</b> (10/25)	8. Language	Paper 2: outline of literature review (10/25)
<b>Week 11</b> (11/1)	9. Gender and Sexual Orientation, part 1	Student led discussion
<b>Week 12</b> (11/8)	10. Gender and Sexual Orientation, part 2	Student led discussion
<b>Week 13</b> (11/15)	10. Spirituality and Religious Identity	
<b>Week 14</b> (11/22)	11. Immigration	
<b>Week 15</b> (11/29)	12. Globalization	Paper 3: final paper (11/29)
<b>Final Exams week</b> (12/6)		Summative Exercise

### UNIT DESCRIPTIONS

#### UNIT 1. INTRODUCTION TO THE COURSE

##### What is diversity?

We will begin by reviewing the purpose and structure of the course and its related

assignments. Next, we will discuss basic terms.

### Learning Goals:

1. Define broadly the constructs of diversity, equity, access and retention.
2. Understand basic uses of data to begin answering questions about diversity, including the importance of consulting disaggregated school and workplace data.

### Readings:

- Stevens, F. G., Plaut, V. C., & Sanchez-Burks, J. (2008). Unlocking the benefits of diversity: All-inclusive multiculturalism and positive organizational change. *The Journal of Applied Behavioral Science*, 44(1), 116–133.
- Angeline, T. (2011). Managing generational diversity at the workplace: Expectations and perceptions of different generations of employees. *African Journal of Business Management*, 5(2), 249–255.
- Prieto, L. C., Phipps, S. T., & Osiri, J. K. (2011). Linking workplace diversity to organizational performance: A conceptual framework. *Journal of Diversity Management (JDM)*, 4(4), 13–22.
- Freire, P. (1993). *Pedagogy of the oppressed*. London: Continuum. Chapters 1 and 2 (pp. 25–67).
- Kerby, S. & Burns, C. (2012). *The top 10 economic facts of diversity in the workplace* (Center for American Progress report, Washington, DC). Retrieved from [http://cdn.americanprogress.org/wp-content/uploads/issues/2012/07/pdf/diverse\\_workplace.pdf](http://cdn.americanprogress.org/wp-content/uploads/issues/2012/07/pdf/diverse_workplace.pdf)

### Key Questions:

1. When you use the term *diversity*, to what are you referring?
2. Often the metrics of access, retention, and equity are used in discussions about diversity. What are they?
3. Why do people care about diversity? What about the topic is important to you?
4. How would we know if educational outcomes were equitable?
5. What challenges come to mind for you when you consider the topic of “diversity at my job”?

## **UNIT 2. SEGREGATION, DESEGREGATION, RESEGREGATION** **A primer on the history and intention of race in schooling**

The old saying goes “If we do not learn from the mistakes of the past, we are destined to repeat them.” In order to promote future diversity in urban schools, one must first understand

what has and has not worked in the past. In other words, as a society how far have we really come toward providing equality and opportunity to all? Have we desegregated? How can we as educators and citizens with the power to vote and influence legislation ensure diversity and equality in the classroom, community, and workplace?

#### Learning Goals:

1. Explain the historical basis for and evolution to present time of and diversity policy in education.
2. Analyze some of the equity effects of expanding access to education.
3. Critically compare and contrast the effectiveness of past diversity laws and policies with current laws and policies.
4. Understand and explain the concepts and causes surrounding desegregation and resegregation in urban America.
5. Explain the economic and political issues connected to past and present diversity policy.

#### Readings:

- Green, D. O. (2004). *Affirmative action, conflict, and the University of Michigan: An insider's perspective*. Paper presented at annual meeting of the American Educational Research Association. San Diego, CA.
- Andersson, F., Garcia-Pérez, M., Haltiwanger, J., McCue, K., & Sanders, S. (2009). *Workplace concentration of immigrants* (National Bureau of Economic Research Working Paper No. 16544). Retrieved from <http://www.sole-jole.org/9077.pdf>
- Albiston, C. R. (2005). Bargaining in the shadow of social institutions: Competing discourses and social change in workplace mobilization of civil rights. *Law & Society Review, 39*(1), 11–50.
- Valencia, R., Menchaca, M., & Donato, R. (2002). Segregation, desegregation, and integration of Chicano students: Old and new realities. In R. Valencia (Ed.), *Chicano school failure and success: Past, present, and future* (pp. 83–99, 104–109). London and New York: Continuum.

#### Key Questions:

1. Who should be included in policies for diversity and why?
2. How will we know when diversity policy has been successful? How is success measured?
3. Identify and explain the differences and similarities between “equal access” and “equal opportunity.” In your opinion, which framework has the most potential and why?
4. How does one determine the scope of affirmative action (i.e., should the policies apply to gender, sexual orientation, age, socioeconomic class, etc.)?

### UNIT 3. ACHIEVEMENT GAP

We will explore the nature of persistent academic performance discrepancies found in American public education.

What is the “achievement gap”? What do we know about it? Some have written that the term *achievement gap* is problematic. They argue that it signals “test score gap” and frames the issues to highlight short-term measurable results, suggesting that schools alone are responsible for the underachievement of various groups. In other words, the term puts the focus on outputs to the exclusion of inputs.

In this class we will look at the role of parents, who are often held responsible for these gaps in test scores. We will also explore the role of poverty, and finally, we will look at the role of instruction, which has been absent in most of the national dialogue about the achievement gap.

#### Learning Goals:

1. Be able to distinguish opinions about causes of the achievement gap from research findings.
2. Be able to parse out different factors related to inequitable educational outcomes and distinguish between a factor and an interpretation about that factor (e.g., parental involvement).

#### Readings:

- Bensimon, E. (Autumn, 2005). Closing the achievement gap in higher education: An organizational learning perspective, *New Directions for Higher Education*, 131 (special issue), 99–111.
- Holme, J. (2002). Buying homes, buying schools: School choice and the social construction of school quality. *Harvard Education Review*, 72(2), 177–205.
- Gorski, P. (2008) Peddling poverty for profit: Elements of oppression in Ruby Payne’s framework. *Equity & Excellence in Education*, 41(1), 130–148.
- Payne, R. K. (2003). Understanding and working with students from poverty: Discipline (aha! Process, Inc., Poverty Series, Part III, 1–4).

Key Questions:

1. If we start with a look at test scores, what do they tell us?
2. How does the community understand the achievement gap?
3. How do the trends in their responses align with the research literature?
4. What role do instruction and parent involvement play in the achievement gap?

**UNIT 4. POWER**

In this class we will discuss the constructs of oppression, targets and nontargets, racism vs. prejudice, and privilege. We will look at some premises about power, in particular how power appears at the individual, group, institutional, and system-wide levels. Finally, we will explore the use of simulations as tools for encouraging deeper understanding about the dynamics of power.

Learning Goals:

1. Understand some of the basic axioms of power and be able to identify them when they appear in operation in present events.
2. Be able to use the construct of power as a lens for the analysis of situations involving tensions around difference.
3. Identify examples of power in operation at the individual, group, institutional, and system levels.

Readings:

- Nkomo, S. M., & Al Ariss, A. (2014). The historical origins of ethnic (White) privilege in US organizations. *Journal of Managerial Psychology*, 29(4), 389–404.
- DiTomaso, N., Post, C., & Parks-Yancy, R. (2007). Workforce diversity and inequality: Power, status, and numbers. *Annual Review of Sociology*, 33, 473–501. Retrieved from [http://www.uni-kassel.de/wz1/mahe/course/module5\\_4/02\\_ditomaso07.pdf](http://www.uni-kassel.de/wz1/mahe/course/module5_4/02_ditomaso07.pdf)
- Stanton-Salazar, R. D. (1997). A social capital framework for understanding the socialization of racial minority youth. *Harvard Educational Review*, 67(1) 1–40.
- Johnson, A. (2006). *Privilege, power, and difference* (pp. 90–124). New York: McGraw Hill.

Key Questions:

1. How does power interact with identity and our understanding of difference?
2. Where is power located?
3. How is power used, and by whom?

## UNIT 5. IDENTITY

To understand diversity and individuals' and groups' interactions with it, we need to understand some of the basic theories about identity construction. We will review several of the key theories, looking for commonalities and connections to experiences we have had with issues of race, sexual orientation, gender, etc.

### Learning Goals:

1. Understand basic theories of identity development and the ways in which these theories are in flux.
2. Understand how one's sense of self can vary with context.
3. Combine your understanding of power with that of identity development to describe the constructs of "target" and "nontarget" and how we might use those constructs to facilitate greater understanding among groups where a power differential is operating.

### Readings:

- Case, K. A. (2012). Discovering the privilege of Whiteness: White women's reflections on anti-racist identity and ally behavior. *Journal of Social Issues, 68*(1), 78–96.
- Banks, J. A. (2008). Diversity, group identity, and citizenship education in a global age. *Educational Researcher, 37*(3), 129–139.
- Eckel, C. C., & Grossman, P. J. (2005). Managing diversity by creating team identity. *Journal of Economic Behavior & Organization, 58*, 371–392.
- Ghavami, N., Fingerhut, A., Peplau, L. A., Grant, S. K., & Wittig, M. A. (2011). Testing a model of minority identity achievement, identity affirmation, and psychological well-being among ethnic minority and sexual minority individuals. *Cultural Diversity and Ethnic Minority Psychology, 17*(1), 79–88. Retrieved from [http://www.peplaulab.ucla.edu/Peplau\\_Lab/Publications\\_files/Ghavami\\_etal\\_2011.pdf](http://www.peplaulab.ucla.edu/Peplau_Lab/Publications_files/Ghavami_etal_2011.pdf)

### Key Questions:

1. What goes into a person's or group's sense of identity?
2. How do others define one's identity? Why?
3. In what ways does power interact with one's identity?

## UNIT 6. RACE AND ETHNICITY (parts 1 and 2)

"Race" is a dominant variable in our understanding of diversity. Often conversations about "diversity" are really conversations about race. Sometimes people use the term *ethnicity* when they mean *race*. What is race, and how is it different from ethnicity? How do people develop a sense of race related to difference? We will use your papers in response to Prompt 2 ("Describe an experience during which you became conscious of an awareness of race—that you were of one race and others were of different races. How might you understand that experience based

on the readings about identity, race and ethnicity, and power?") and the readings below to jump- start our discussion about race, ethnicity, educational institutions, and learning outcomes.

Learning Goals:

1. Articulate the difference in what "race" and "ethnicity" refer to.
2. Be able to use racial identity development theory as one lens for interpreting interactions between groups of different races.

In-Class Reflective Discussion:

An important quote from the noted African American historian John Henrik Clarke is "History is a clock that people use to tell their political and cultural time of day. It is also a compass that people use to find themselves on the map of human geography." Much of our nation's history reflects the struggle between those exerting their power to decide others' places on the map of human geography and those who resist their assigned places on the map of human geography to determine their places for themselves.

We have come to understand that identity is constructed in the day-to-day activities of life that take place in the ecosystems (home, community, church, mosque, temple, and school) surrounding a student. Therefore, considering the literature we have read up to this point about the historical, sociopolitical, and cultural contexts in which identity is formed discuss the prompt and the following bullets:

- State the role you believe public education in America has played or needs to play in helping students form identities that enable them to determine for themselves their places on the map of human geography.
- Describe an experience during which you became conscious of an awareness of diversity—that you were of one race, religion, gender, etc., and others were of different races, religions, gender, etc.? How might you understand that experience based on the readings about identity and power?

Readings:

- Cornell, S., & Hartman, D. (2007). *Ethnicity and race: Making identities in a changing world* (pp. 1–40). Thousand Oaks, CA: Pine Forge Press.
- Ragins, B. R., Gonzalez, J. A., Ehrhardt, K., & Singh, R. (2012). Crossing the threshold: The spillover of community racial diversity and diversity climate to the workplace. *Personnel Psychology, 65*(4), 755–787.
- Charmaraman, L., & Grossman, J. M. (2010). Importance of race and ethnicity: An exploration of Asian, Black, Latino, and multiracial adolescent identity. *Cultural Diversity and Ethnic Minority Psychology, 16*(2), 144.

- Chavez, V., Duran, B., Baker, Q. E., Avila, M. M., & Wallerstein, N. (2008). The dance of race and privilege in CBPR. In M. Winkler & N. Wallerstein (Eds.), *Community-based participatory research for health: From process to outcomes* (pp. 91–105). San Francisco: Jossey-Bass/John Wiley & Sons.
- Park, Y. (2005). Culture as deficit: A critical discourse analysis of the concept of culture in contemporary social work discourse. *Journal of Sociology and Social Welfare*, 32, 11.

Key Questions:

1. To what extent are our reactions to situations with others of different races the result of learning vs. biology (being human)?
2. How universal across groups is the developmental progression that creates a sense of racial identity?
3. What is hegemony, and how does it relate to the course so far?

### **UNIT 7. ABILITY**

In this class we look at the notion of ability and the various ways educational institutions respond to their personnel with differing levels of ability. We look at constructs related to ability such as “gifted,” “disabled,” and “special education” and traditional strategies such as “accommodation,” “mainstreaming,” and “pull outs.”

Learning Goals:

1. Describe what is typically meant by the labels “gifted,” “special education” and “learning disability,” and discuss strategies and challenges involved in categorizing students in this way.
2. Describe challenges facing staff members who are the subject of these differences and their organizational responses.

Readings:

- Connor, D., & Baglieri, S. (2009). Tipping the scales: Disability studies asks “how much diversity can you take?” In S. Steinberg (Ed.), *Diversity and multiculturalism: A reader*. New York: Peter Lang Publishing, Inc.
- Popovich, P. M., Scherbaum, C. A., Scherbaum, K. L., & Polinko, N. (2003). The assessment of attitudes toward individuals with disabilities in the workplace. *The Journal of Psychology*, 137(2), 163–177.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). Emotional intelligence: New ability or eclectic traits? *American Psychologist*, 63(6), 503.
- Stein, M., & Stein, P. J. (2007). Beyond disability civil rights. *Hastings Law Journal*, 58, 1203.

- Banks, P., & Lawrence, M. (2006). The Disability Discrimination Act, a necessary, but not sufficient safeguard for people with progressive conditions in the workplace? The experiences of younger people with Parkinson's disease. *Disability and Rehabilitation*, 28(1), 13–24.

Key Questions:

1. How do our discussions about the concept of “normal” so far in the course (for example, the role that power and language play in shaping our views of normal) help us understand the notions of “disability” and “giftedness”?
2. How do you define equitable performance conditions and outcomes for personnel with different abilities?
3. How well does your own organization address the needs of employees with different abilities?

## **UNIT 8. LANGUAGE**

To say there is an achievement gap between English-language learners (ELLs) and non-ELLs, when tested in English, is to restate the obvious but tells us little about their long-term achievements. Anecdotally, we can say with some confidence that ELLs experience many of the academic difficulties that other language-minority groups do. But there are few hard data to rely on. While English proficiency tests are more meaningful than academic assessments in English, they are still not helpful since ELLs vary considerably in their initial level of English and in their pace of acquisition. And what is the relationship between SES, ELL status, and academic outcomes?

Educators' and employers' misunderstandings about language acquisition and second-language learning have had a negative influence on academic achievement, job placement, and career success for language-minority individuals. New theories on language acquisition and second-language learning provide new insights for school practices and hold potential for improving academic achievement and career success for presently underserved student populations. These new theories have led to new trends in research and new frameworks for classroom practices and employment situations.

Learning Goals:

1. Describe trends in the research on bilingual education.
2. Explain the relationship between language acquisition, academic achievement, and career success.
3. Identify and provide an analysis of demographic factors that influence schooling for students from diverse cultural, linguistic, and experiential backgrounds.
4. Describe the challenges faced by language-minority individuals and their instructors and employers when language-minority individuals enter an institution with limited English proficiency.

Readings:

- Castania, K. (2003). *The evolving language of diversity* (Cornell Cooperative Extension publication). Retrieved from <http://www.isr.umich.edu/home/diversity/resources/diversitylanguage.pdf>
- Rodríguez, C. M. (2006). Language diversity in the workplace. *Northwestern University Law Review*, 100(4) (NYU Law School Public Law Research Paper No. 06-35).
- Sidnell, J., & Enfield, N. J. (2012). Language diversity and social action. *Current Anthropology*, 53(3), 302–333.
- Gee, J. P. (2008). Discourses and literacies. In J. P. Gee, *Social linguistics and literacies: Ideology in discourses*. New York: Routledge.

Key Questions:

1. Why is it so important to some communities that English be the only language for business, instruction, etc?
2. What is the relationship between language proficiency and test performance?
3. What does the research say is optimal for facilitating learning for English-language learners? Do the approaches change depending on the age of the learner (i.e., child vs. adult)?
4. What kind of diversity is there among English-language learners? Why does language become the defining characteristic?

**UNIT 9. GENDER AND SEXUAL ORIENTATION (Parts 1 and 2)**

In this class we cover a lot of ground, looking at the intersection of three constructs: sex, gender identity and expression, and sexual orientation and their relationship to the construct of “normal.” In particular we look at how students’ experiences (at all levels) of these constructs interact with institutions’ expectations, producing disparate learning.

Learning Goals:

1. Distinguish between sex, gender identity and expression, and sexual orientation as constructs.
2. Identify how particular positions within each of these constructs are valued over others in educational environments and the impact that valuing can have on learning outcomes for some students.

Readings:

- Haley-Lock, A., & Ewert, S. (2011). Serving men and mothers: Workplace practices and

workforce composition in two US restaurant chains and states. *Community, Work & Family*, 14(4), 387–404.

- Stainback, K., & Kwon, S. (2012). Female leaders, organizational power, and sex segregation. *The Annals of the American Academy of Political and Social Science*, 639(1), 217–235.
- Cohen, P. N. (2013). The persistence of workplace gender segregation in the US. *Sociology Compass*, 7(11), 889–899. Retrieved from <http://www.terpconnect.umd.edu/~pnc/SocComp2013.pdf>
- Bettie, J. (2000). Women without class: Chicas, cholas, trash, and the presence/absence of class identity. *Signs*, 26(1), 1–35.

#### Key Questions:

1. How does the concept of hegemony relate to our discussion of gender identity and sexual orientation?
2. What messages do you see being sent in your own institution about “normal” and “gender identity”—for students and for educators?
3. How do we determine what is best for students in areas like these, in which some communities have very deeply felt and opposing views?

### **UNIT 10. SPIRITUALITY AND RELIGIOUS IDENTITY (Parts 1 and 2)**

Religion is inextricably entangled in the individual and social constructions of our everyday lives, making meaning for us in our knowledge acquisition and beliefs about our existence. Thus, employees have significantly enhanced the religious and ethnic diversity of work experiences in American organizations. In this unit we will examine how religious identity plays out in organizations.

#### Learning Goals:

1. Understanding similarities among different religions.
2. Examining how employees might experience the workplace differently based on their spiritual and religious identity.

#### Readings:

- Cole, D., & Ahmadi, S. (2010). Reconsidering campus diversity: An examination of Muslim students’ experiences. *Journal of Higher Education*, 81(2), 121–139.
- Mitroff, I. I., & Denton, E. A. (Summer, 1999). A study of spirituality in the workplace. *Sloan Management Review*. Retrieved from [http://strandtheory.org/images/Spirituality\\_in\\_the\\_workplace-Mitroff\\_Denton.pdf](http://strandtheory.org/images/Spirituality_in_the_workplace-Mitroff_Denton.pdf)

- Polley, D., Vora, J., & SubbaNarasimha, P. N. (2005). Paying the devil his due: Limits and liabilities of workplace spirituality. *International Journal*, 13(1), 50–63.
- Seifert, A. (2004). Respectful religious pluralism in the workplace: Review of Douglas A. Hicks, *Religion and the workplace: Pluralism, spirituality, leadership*. *Comparative Labor Law & Policy Journal*, 25, 463–561.

Key Questions:

1. How is religion used to oppress some groups but not others?
2. How do issues of religion and spirituality play out in politics, in everyday life, and in organizations?

### **UNIT 11. IMMIGRATION**

The United States has a complicated immigration history. Immigration is affected both by push factors (including war, famine, economic opportunity, religious freedom) and by pull factors (U.S. labor policies and needs, foreign and military policy, economic self-interest). America's and Americans' responses to those who have immigrated and continue to immigrate to this country have changed throughout American history. In this unit we will discuss the history of immigration and the differential treatment of immigrants from different countries and get a better understanding of how policies affect documented and undocumented individuals in our schools, colleges, and universities.

Learning Goals:

1. Understanding civic belonging of immigrants—why people immigrate to the United States.
2. Understanding social and political issues surrounding immigrant status and citizenship.

Readings:

- Bobo, L. D. (2007). Immigration: Crossing borders and crosses to bear. *Du Bois Review*, 4(1), 1–3.
- Gleeson, S., & Gonzales, R. G. (2012). When do papers matter? An institutional analysis of undocumented life in the United States. *International Migration*, 50(4), 1–19.
  - Vertovec, S. (2007). Super-diversity and its implications. *Ethnic and racial studies*, 30(6), 1024–1054.
  - Lichter, D. T. (2012). Immigration and the new racial diversity in rural America. *Rural Sociology*, 77(1), 3–35.
  - Mayda, A. M. (2006). Who is against immigration? A cross-country investigation of individual attitudes toward immigrants. *Review of Economics and Statistics*, 88(3),

510–530. Retrieved from <ftp://repec.iza.org/dps/dp1115.pdf>

Key Questions:

1. Who belongs to this country?
2. What are the new policy responses for immigration?
3. What are the effects of these policies on immigrants?

**UNIT 12. GLOBALIZATION**

Globalization is the process that is driven by international trade and investment and aided by information technology. Policy and technological developments of the past few decades have spurred increases in cross-border trade, investment, and migration. In order to keep up with globalization of goods and services, many governments have created educational opportunities for their citizens to study abroad. Globalization of education and migration of individuals constitute the topic of this unit.

Learning Goals:

1. Understanding globalization of education.
2. Understanding issues and controversies regarding globalization.
3. Understanding the relationships between globalization, education, technology, and migration.

Readings:

- Ali, A. J. (2014). Globalization and inequalities. *International Journal of Commerce and Management*, 24(2), 114–118.
- Al-Rodhan, N. R., & Stoudmann, G. (2006). *Definitions of globalization: A comprehensive overview and a proposed definition* (Program on the Geopolitical Implications of Globalization and Transnational Security policy brief). Geneva: Geneva Centre for Security Policy.
- Al-Rodhan, N. R., & Stoudmann, G. (2006). *Historical milestones of globalization* (Program on the Geopolitical Implications of Globalization and Transnational Security policy brief). Geneva: Geneva Centre for Security Policy.
- Stolyarova, V., & Stolyarova, Z. (2013). Influence of globalization process to the modern economical and social life. *International Journal of Economics and Law*, 3(8), 103–108.
- Goldthorpe, J. H. (2002). Globalisation and social class. *West European Politics*, 25(3), 1–28. doi: 10.1080/713601612

Key Questions:

1. Who has access to education world-wide?
2. From the perspective of other countries, what is the purpose of education?
3. What patterns emerge in college attendance around the world?
4. What are some challenges and opportunities in this era of globalization?

**Final Paper Due: Last day of course (Unit 12)**

**Summative exercise: finals week**