

COURSE SYLLABUS

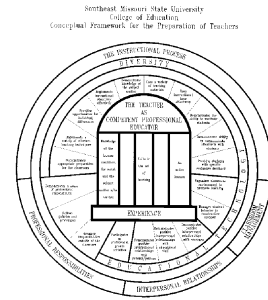
SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Administration and Counseling

Course NO: GC-630

New: 3/25/99

Title of Course: Cultural Diversity in Higher Education



THE COUNSELOR AS COMPETENT PROFESSIONAL EDUCATOR

I. Catalog Description and Credit Hours of Course:

Exploration of the various contexts and cultures that shape students' collegiate experiences. Exploring issues of race, ethnicity, gender, age, disability, and sexual orientation and their influence on colleges and universities. (3)

II. Prerequisites:

GC623 Foundation of Higher Education I

III. Purposes or Objectives of the Course:

- A. Introduce students to an understanding of the various contexts and cultures that shape students' collegiate experiences.
- B. Assist students in the construction of a rich appreciation for student diversity on campus.
- C. Explore issues related to student activism and apathy.
- D. Provide students with broad theoretical constructs related to culture and identity to inform their understanding and analysis of college students.
- E. Acquaint students with major research studies, researchers, and research methods used in higher education.

IV. Expectations of Students

- A. Students will be expected to attend class, to prepare and participate in class activities and to complete all course assignments.
- B. Students will be able to analyze and compare the experiences of different students and student groups on campus using various anthropological and sociological constructs.
- C. Students will be able to explain how various cultural contexts (national youth culture, institutional culture, student culture, and student subcultures) shape and influence student life and identity on college campuses.
- D. Students will be able to assess student culture on campuses using constructs from anthropological and sociological theory.
- E. Students will be able to identify the diverse groups of students who currently comprise the population of students in colleges and universities.
- F. Students will evaluate critically the arguments put forth by different authors read in the course.
- G. Students will conduct a culture audit and discuss their findings in a logical organized, analytically informative way.

V. Course Content or Outline

Class Hours

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|----|---|----|
| A. | Constructing a Context: Our Stories of Collegiate Life | 3 |
| B. | Concepts and Constructs to Inform our Understanding of Student Life and Culture | 6 |
| C. | Student Life and Culture on Campus | 9 |
| D. | Diverse Students, Diverse Stories: Multiculturalism and Student Life | 24 |
| | 1. Race and Ethnicity | |
| | 2. Gender | |
| | 3. Age | |
| | 4. Disability | |
| | 5. Sexual Orientation | |
| | 6. Other (e.g., Religion, International, etc.) | |

F.	Student Activism and Indifference on Campus	3
		45

VI. Textbooks

Holtz, Geoffrey T. (1995). Welcome to the jungle: The why behind generation X. New York: St. Martin's Griffin.

Kuh, George D. (Ed.). (1993). Cultural perspectives in student affairs work. Lanham, MD: American College Personnel Association.

Loeb, Paul Rogat. (1995). Generation at the crossroads: Apathy and action on the American campus. New Brunswick, NJ: Rutgers University Press.

Turner, C., Garcia, M., Nora, A. and Rendon, L. I. (Eds.) (1996). Racial and ethnic diversity in higher education. ASHE Readers Series, Simon & Schuster Custom Publishing.

VII. Basis for Student Evaluation

A.	Class attendance and participation	10%
B.	Group assignment: Culture Audit Report [Class Presentation - 20%] [Written Paper - 20%]	40%
C.	Reflective Journal	15%
D.	Critiques & Presentation	25%
E.	Discussion Facilitation	10%

VIII. Knowledge Base References

Carnegie Foundation for the Advancement of Teaching. (1990). Campus Life: search of community. Princeton, NJ: author.

Bunzel, J.H. (1992). Race relations on campus: Stanford students speak. Stanford, CA: Stanford Alumni Association.

Clark, B.R., & Trow, M. (1966). The organizational context. In Newcomb, T.M., & Wilson, E.K. (Eds.). College peer groups. Chicago: Aldine. (CR).

Kuh, G.D. & Whitt, E.J. (1988). The invisible tapestry: Culture in American colleges and universities. ASHE-ERIC Higher Education Report, No. 1. Washington, D.C. Association for the Study of Higher Education.

Kuh, G.D., Schuh, J.H., Whitt, E.J., Andreas, R.E., Lyons, J.W., Strange, C.C., Krehbiel, L.E. & MacKay, K.A. (1991). Involving Colleges: Successful approaches to fostering student learning and personal development outside the classroom. San Francisco: Jossey-Bass.

Kuh, G.D. & Schuh, J.H. (Eds.). (1991). The role and contribution of student affairs in involving colleges. Washington, D.C.: National Association of Student Personnel Administrators.

Moffatt, M. (1989). Coming of age in New Jersey: College and American culture. New Brunswick, NJ: Rutgers University Press.

Pascarella, E.T. & Terenzini, P.T. (1991). How college affects students. San Francisco: Jossey-Bass.

DEPARTMENTAL APPROVAL DATE 3/12/99

COLLEGE COUNCIL APPROVAL DATE 3/25/99