The Quest for Equity in Higher Education
Comparative and International Education and Higher Education – CIED/HIED 597B
Penn State University

Professor: Beverly Lindsay, Ph.D, Ed.D
Tuesday, 6 to 9 p.m.
Fall Semester 2008

A nation and organizations have neither permanent friends nor permanent enemies – just permanent interests (Paraphrase of Lord Palmerston).

Success is not measured by the position one has reached in life, rather by the obstacles overcome while trying to succeed (Booker T. Washington).

The purpose of education is not to make men carpenters, rather carpenters men (W.E.B. Du Bois).

An injustice anywhere is a threat to justice everywhere (paraphrase of Martin Luther King, Jr.)

Office Hours:
Office: 400 Rackley
Tuesdays, 1:30 to 3:30 p.m.
Wednesdays, 12:30 to 2:30 p.m.
By appointment

Objectives:

1) Explicating equity and/or the absence thereof in the United States and select developed and developing nations;
2) Comprehending how equity in higher education affects various demographic groups, for example, racial and ethnic minorities, immigrants, women, mature citizens, homosexuals, and various socioeconomic groups;
3) Assessing contemporary critical public and educational policy considerations of equity in higher education (encompassing legal, judicial, and legislative mandates);
4) Positing and initiating administrative and leadership paradigms and programs to ensure equity;
5) Learning from major illustrations of equities and inequities presented in the media;
6) Examining the salience of socioeconomic conditions with key illustrations from metropolitan areas;
7) Analyzing violence and terrorism in relation to postsecondary education; and
8) Contributing to the ensurance the 13th; 14th, and 15th amendments of the United States of America Constitution and the Universal Declaration of Human Rights are realities in higher education.
Required Text:


Some Course Readings Are on Electronic Reserve and Some via Hard Copies To Be Provided. Required and supplemental readings are both included in the reserve list that will be attached to the syllabus. [Various readings will not be specifically discussed during the seminars; however, they will be useful for background information.] In addition, some of the readings are attached to this syllabus. Staff assistant, Ms. Angela Packer should have all material on electronic reserve within the next couple of weeks or so. Select material may be added during the semester. Others can be accessed directly through the appropriate web sites, J-Stor, ProQuest, and the like. Given the request from previous Penn State graduate students that I have taught, you may also order and/or retrieve books and other material (identified in the syllabus) from on-line web sites or Amazon.com.

Requirements:

1) Participation in class and co-curricular requirements;
2) Seminar presentation and/or team project presentation, depending upon the size of the seminar, for forty-five minutes to one hour and written copy; and
3) Cumulative written assignment e.g., essay review, innovative web presentation, policy paper

Each of the preceding items is evaluated as one-third of the seminar requirement. Item 1) will entail short written assignment(s). For item 2, it is recommended that you discuss your outline with Professor Lindsay before the seminar presentations. The written component -- approximately 5 double-spaced pages -12 point font, no more than 8 pages -- can be presented to Professor Lindsay anytime from your individual presentation to two weeks later. If your oral presentation falls closer than two weeks before Penn State classes end, then the individual project must be presented by 12 noon on December 10th.

For items 2 and 3, the evaluation criteria will be based upon those of the American Sociological Association (ASA) and American Educational Research Association (AERA). The criteria are: a) objectives/purposes; b) significance/importance of problem/issue; c) conceptual/theoretical/policy framework; d) data sources; e) findings - conclusions –recommendations/summary; f) style of delivery – presentation – clarity; and g) responsiveness to comments and questions. Item 3) must not exceed 10 double spaced pages using a 12 point font. At least 10 substantive references (not mere web or general information/news sources) must be cited.

Seminar Format: Lectures, Socratic Modes, Discussions, and the like – In all seminar, co-curricular, and communications, rules of etiquette are to be observed. One illustration of appropriate behavior is noted in “Be Polite, E-Polite,” *Inside Higher Education*, June 2, 2006 –
The use of audio, visual, cyber, and the like technological mechanisms will be utilized for presentations and recorded within this graduate seminar. These recordings will be posted on a web site and/or Angel for the seminar students and the guest presenters.

At this time, I still do not have access to Penn State e-mail. Until further notice, please direct e-mail inquires, including your phone number, to Ms. Angela Packer [amp13@psu.edu] who will forward them to me.

For all endeavors in this course, see the attached statement on academic integrity.

Note the following weekly outline which will be modified as necessary. As If notable modifications occur, normally students will be notified at least one week in advance. Guest speakers will be scheduled, depending upon their timeframes.

August 26th

Introduction
Purposes and goals of class
Evaluation of Professor Lindsay by students
Evaluation of students by Professor Lindsay
Students’ views and perceptions of equity
Professor Lindsay’s initial explanation of equity
Exercise regarding cultural variances

Objective:
Learning from major illustrations of equities and inequities presented in the media

NPR Audio Clip from This I Believe – Quique Aviles. “I Will Take my Voice Back” (July 31, 2006)


NPR Audio Clip from This I Believe – Yvette Doss. “Finding Equality through Logic” (August 3, 2008)

Readings and Viewings:
Ramde Dinesh, “To College Freshmen, GPS Has Always Been There,” Yahoo News.
Epstein, David. “Be Polite, E-Polite”

American Council on Education (ACE) website www.acenet.edu
ACE President’s Welcome
ACE Mission, Vision, and Strategic Plan
ACE Commission on Advancement of Racial and Ethnic Groups
ACE Commission on International Initiatives
ACE Colleges and Universities Make Uneven Progress in Internationalizing Their Campuses


September 19th OR November 21st Required Attendance at Penn State Board of Trustees Meeting OR Attendance and Presentation at Another University-College (e.g., University of Maryland, Juanita, Lock Haven Villanova, Bryn Mawr) Board of Trustees/Regents meeting. Dr. Lindsay will report on her participation on September 22nd and 23rd meeting of the National Advisory Panel of the National Security Education Program (NSEP) of the United States Department of State.

September 2nd

Objectives:
Comprehending how equity in higher education affects various demographic groups;
Assessing critical public and educational policy considerations of equity in higher education (encompassing legal, judicial, and legislative mandates)

Readings:
Leadership Development (Levels 1 and 2)
Management Development
Mainstreaming Gender in Higher Education in Africa
Working Group on Higher Education
The Partnership for Higher Education in Africa,” (www.foundation-partnership.org/) August 18, 2008

Beverly Lindsay and Manuel J. Justiz (editors) The Quest for Equity in Higher Education. Preface, Chapters 1 and 2
September 9th

Objectives:
Comprehending how equity in higher education affects various demographic groups in the United States and on the African continent;
Assessing critical public and educational policy considerations of equity in higher education (encompassing legal, judicial, and legislative mandate)

Reading:
Beverly Lindsay and Manuel J. Justiz (editors) The Quest for Equity in Higher Education, Continue discussions and readings from September 2nd and Read Chapters 5 and 6

Video/Podcast:

September 16th

Objectives:
Explicating equity and/or the absence thereof in the United States and on the African continent;
Comprehending how equity in higher education affects various demographic groups, for example, women and racial and ethnic minorities

Reading:

Video/Podcast:

Racial and Ethnic Perception of Children and Adults
Community and Higher Education Perceptions and Reactions to Race and Ethnicity
The Challenges for University Professionals
Preliminary Discussion of First 2008 United States Presidential Debate Scheduled for September 26th and September 30th subsequent written assignment

September 23rd
Required attendance at September 19th Penn State University Board of Trustees Meeting – Nittany Lion Inn, Board Room -- 8:30 a.m. to 11 a.m. in Lieu of Class (Alternative Date – November 21, 2008 IF you are unable to attend on September 19th or another university Board of Trustee’s Meeting for the same length of time and content)

September 30th

Objectives:
Explicating equity and/or the absence thereof in the United States;
Comprehending how equity in higher education affects various demographic groups, for example, disabled, racial and ethnic minorities

Discussion of Board of Trustees meeting and readings and discussion of September 16th
Written Assignment: Educational and International Analysis of the McCain and Obama Presidential Debate of September 26th

Reading:

Discussion of Student Seminar Presentations

October 7th

Objectives:
Explicating equity and/or the absence thereof in the United States;
Comprehending how equity in higher education affects various demographic groups

The Federal/National Landscape
The Higher Education Terrain

Readings:
October 14th

Objectives:
Continuation of October 7th; and
Assessing critical public and educational policy considerations of equity in higher education (encompassing legal, judicial, and legislative mandates)

Readings:
Beverly Lindsay and Manuel J. Justiz (editors) *The Quest for Equity in Higher Education*, Chapters 7, and 8

Discussion of Student Seminar Presentations

Mid-Term Evaluation of Dr. Lindsay

October 21st

Objectives:
Continuation of October 7th and 14th

Readings:
Beverly Lindsay and Manuel J Justiz (editors) *The Quest for Equity in Higher Education*, Continue Chapters 8 and 9

October 28th

Objectives:
Assessing critical public and educational policy considerations of equity in higher education (encompassing legal, judicial, and legislative mandates);
Positing and initiating administrative and leadership paradigms and programs to ensure equity

Readings:
Beverly Lindsay and Manuel J. Justiz (editors). *The Quest for Equity in Higher Education*. Continue readings from October 21 and read Chapter 12.

Initial Student Seminar Presentations

**November 4th**

**Objectives:**

*Continuation of October 28th*

*Examining the salience of socioeconomic conditions with key illustrations from metropolitan areas;*

*Positing and initiating administrative and leadership paradigms and programs to ensure equity*

*Initial discussion of Presidential Elections in the United States*

**DVD:** *Get In, Stay In*, Features: Meyerhoff Scholars Program at University of Maryland, Baltimore County; Puente Project of California; and 21st Century Scholars Program for Indiana’s low and moderate-income families

**Readings:**


Following articles will be distributed and/or posted online

UMass Amherst Chancellor Search.- “Dr. Thomas Cole named UMass Amherst Interim Chancellor” (August 15, 2007)

UMass Amherst Chancellor Search. “University of Massachusetts Announces Search Committee for Next Mass Amherst Chancellor” (August 15, 2007)

UMass Amherst Chancellor Search. “Search Committee Schedules Second Meeting, sees ‘strong momentum’” (October 4, 2007)

UMass Amherst Chancellor Search “Search Committee Targets ‘exceptional new leader’” (October 22, 2007)

A Message from President Wilson, “Chancellor Candidates and Campus Visits,” (April 11, 2008)

UMass Amherst Chancellor Search “Search Committee Names Four Finalists for Amherst Chancellorship” (April 11, 2008)

UMass Amherst Chancellor Search Finalists: “Finalist Candidates” (April 14, 2008)

UMass Amherst Chancellor Search “Chancellor Candidates Campus Visits” (April 14, 2008)

UMass Amherst Chancellor Search “About the Search Process” (April 14, 2008)
November 11th

Objective:
Learning from major illustrations of equities and inequities presented in the media

Challenges for Gay and Lesbian Youth
Inclusion and/or Marginalization

Readings:
Jaschik, Scott. “Transgendered Perspective on Women in Science”
“In the Bible belt, acceptance is hard-won;” “A slow journey from isolation,”

Student Seminar Presentations

November 11th

Objectives:
Comprehending how equity in higher education affects various demographic groups, for example, racial and ethnic minorities and women;
Examining the salience of socioeconomic conditions with key illustrations from metropolitan areas

Audio Tape: American Council of Education (ACE) University Presidential Panel on forthcoming University of Michigan Cases Before U.S. Supreme Court
[Do the presidential perspectives match the subsequent Court decision?]

Double Jeopardy -- Minority and a Woman
Non-discrimination Discrimination

Student Seminar Presentations

November 18th

Objectives:
Examining the salience of socioeconomic conditions with key illustrations from metropolitan and diverse geographical areas

Challenges for Mature and Economically Challenged Women and Their Families
Tenure and Executive Hardships and Problems for Women
Readings:
Sue Klein. “Despite gains in academia, fewer women than men receive tenure,”
G. Diaz. “NCAA leaders mostly white, study shows”

Student Seminar Presentations and/or Preliminary Task Force Reports

**November 25th**

Fall Break

**December 2nd**

Objectives:
*Analyzing violence and terrorism in relation to postsecondary education;*
*Positing and initiating administrative and leadership paradigms and programs to ensure equity;*
*Contributing to the assurance that the 13th, 14th, and 15th amendments to the United States of America Constitution is a reality in higher education*

The Role of Universities in Conflict Resolution
Equity Versus the Guise of Diversity

Readings:

Student Seminar Presentations and/or Final Task Force Reports

**December 9th**
Continuation of December 2nd objectives and readings


Floating through e-mails: Definition of Political Correctness via the definition of the winner: “Political Correctness is a doctrine, fostered by a delusional, illogical minority, and rabidly promoted by an unscrupulous mainstream media, which holds forth the proposition that it is entirely possible to pick up a turd by the clean end.” (Received by Beverly Lindsay on July 27, 2008).

Undated: The Year 1906 – This will boggle your mind, I know it did mine? (Handout or put online article providing statistics for beginning of the 20th Century)

What are your future professional roles in promoting equity?

Third Project due at end of December 9th seminar and absolutely no later than 12 p.m. on December 10th.