

**Sociology of Higher Education
(Penn State University)**

*Sociology 557
Higher Education 557
Educational Theory and Policy 557
(Fall 2009)*

Professor and Senior Scientist: Beverly Lindsay, Ph.D.

Office Hours: 1:15 to 2:15 & 5:30 to 6:30 (Tuesday)
12:15 to 2:15 p.m. (Wednesday)
By appointment

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Too often our search for ‘Truth’ becomes an escape device whereby we can divorce ourselves from the tough and dangerous controversies of the world (Ralph J. Bunche, “The Role of the University in the Political Orientation of Negro Youth,” October 1940).

We are entering an era where fact-finding and scientific theories of causal relations will be seen as instrumental in planning social change (Gunnar Myrdal, *An American Dilemma*. 1942).

I never hesitated to pick other people’s brains – brains, I didn’t have (Thurgood Marshall, in Michael Davis and Hunter R. Clark, *Thurgood Marshall: Warrior at the Bar, Rebel on the Bench*, 1992).

Violence is the language of the unheard (Ambassador Andrew Young).

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

As soon as we [people of color] learn and play by the rules [of whites], the rules change (Karolyn Tyson, 2005 American Sociological Association Centenary Conference).

Required Text: Bonilla-Silva, *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*. Lanham, MD: Rowman & Littlefield Publishers, Inc. 2006.

Select Chapters from: Karbael, Jerome. *The Chosen: The Hidden History of Admission and Exclusion at Harvard, Yale, and Princeton*. Boston: Houghton Mifflin, 2005.

Various Course Readings may be on Electronic Reserve and/or you may retrieve them from appropriate websites and/or J-Stor, ProQuest, and the like. Required and supplemental readings are both included. [Various readings **will not** be specifically discussed during the seminars; however, they will be useful for background information and your individual task forces.] Select material may be added during the semester. Given the request from previous Penn State graduate students in this seminar and others which I have taught, you may order and/or retrieve books and other material (identified in the syllabus) from on-line web sites such as Amazon.com.

Major Course Objectives:

- ❖ Explicate basic premises and purposes of sociology, including public sociology;
- ❖ Explore standard conceptual perspectives of sociology of higher education and sociology of knowledge;
- ❖ Posit alternative progressive and/or new conceptual perspectives of sociology of higher education, particularly in light of historical and emerging sociocultural and global phenomena;
- ❖ Ascertain if and/or why there is an American dilemma and its particular relation to higher education;
- ❖ Garner insight into the sociocultural and historical phenomena contributing to *Brown v Board of Education* and its ongoing relevance to contemporary university social conditions;
- ❖ Comprehend the salience of ongoing matters of social stratification, equity among demographic groups, and globalization vis a vis domestic higher education;
- ❖ Illuminate how sociological phenomena affect individuals in higher education and other formal and informal sociocultural and educational mileus;
- ❖ Present humanistic, equity, and social justice perspectives for new paradigms and applied policies and programs within the academy through biographical and case studies and via the tenets of the United States Declaration of Independence and Constitution and Universal Declaration of Human Rights. Therefore, individuals and domestic and global societies can move from their comfort perspectives toward innovative and multi- and interdisciplinary paradigms and public policies.

Requirements and Evaluation:

1. Participate in all seminars and required co-curricular activities;
2. Engage in team projects to address concrete challenges in the academy – team projects will be assigned and commence after sufficient exposure to critical sociological matters and conceptual frameworks; and
3. Oral presentation and subsequent design and/or write innovative project submitted two weeks after oral presentation or **no later than December 1st**. Hard/print copy must be provided.

Each of the preceding items is evaluated as one-third of the seminar requirement. If it is necessary to miss one graduate seminar, the professor is to be notified. Missing multiple seminars will lower the overall course evaluation. For example, if a student's grade is an A- and s/he misses two seminars, the grade will become a B+. (Missing multiple seminars due to professional work assignments or dormitory problems are not valid reasons. Certainly, if someone has emergency surgery, H1-N1 flu, or a spouse/partner has a baby, then that is valid).

Regarding item 1), each individual student must interview a senior citizen (65 years of age and older) who has, preferably, completed a baccalaureate degree and/or professional certification such as three-year registered nursing diploma and license. They must have undertaken some form of post-secondary education. The purpose is to understand the sociocultural conditions which existed when they were in secondary school and the postsecondary setting. For example, perhaps someone was a male student during the Korean War and temporarily stopped attending postsecondary education due to the draft and later returned. Or perhaps a woman never returned to a college after being an Army Nurse during the Viet Nam War. The *raison d'etre* is to comprehend the dynamic relations between postsecondary education and external sociocultural, political, and economic phenomena. The interview results will be presented to the seminar.

For item 2, each team member must contribute to the development and writing of a Task Force project and must make notable oral statements during the group presentations. If a team member is not participating fairly and fully, the professor is to be notified of any serious infractions rather than complaints such as arriving at a team meeting 5 minutes late or copying 9 rather than 10 pages of an agreed upon team article. Item 2) Task Forces (Team Projects) will be assigned and commence after sufficient exposure to the literature and conceptual frameworks of sociology of higher education.

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.

Seminar Format: Lectures, Socratic Modes, Discussions, and the like – In all seminars, co-curricular, and communications, rules of etiquette are to be observed. Material and readings not discussed in a particular seminar will normally be discussed in the following one. Modifications of material will occur during the semester; and, as possible, notifications will occur one week ahead of time.

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 for the seminar students and the guest presenters for viewing for approximately two weeks.

At this time, I still do not have access to Penn State e-mail. You may leave telephone voice mail messages that I check several times a week when at the University. If the questions regard class/seminars material and/or related topics, please direct inquires to Mr. Nate Sorber [nms236@psu.edu], the doctoral assistant. Please include your phone number.

For all endeavors in this course, see the attached statement on academic integrity. All inappropriate discriminatory, defamatory, or the like comments – that I hear or are reportedly directly to Professor Lindsay – will be reported to the Dean of the College of Education, David Monk, and/or other Pennsylvania State University officials, and appropriate others.

Note the following weekly outline that may be modified as necessary. If readings or assignments are not completed in a particular session, normally they will continue in the following one, as written previously.. If notable modifications occur, usually students will be notified at least one week in advance.

August 25th-----

Explicating Basic Premises and Purposes of Sociology

- Introduction to Sociology of Higher Education
- Introduction of students and professor
- Presentation of syllabus, course evaluations, and evaluation of Dr. Lindsay

DVD Presentation, “A Century of Progress: Presidential Reflection – 1905-2005 of the American Sociological Association”

Forest Whitaker, “Speech Upon Receiving Honorary Doctorate From Xavier University, New Orleans,” May 9, 2009.

Brazile, Donna. “Speech Upon Receiving Honorary Doctorate From Xavier University, New Orleans,” May 9, 2009

Readings:

“Another Catholic Commencement Controversy,” *Inside Higher Education – Quick Takes*. April 24, 2009. [Retrieved April 28, 2009]

Nolan, Bruce. “Archbishop Hughes to Boycott Xavier Commencement over Abortion Rights Honoree, Donna Brazile,”

Patricia Hill Collins- American Sociological Association (ASA) 2009 Presidential Address to be covered when available on the ASA website.

Redden, Elizabeth. "Photographic History of Human Dissection," *Inside Higher Education*. April 29, 2009. [www.insidehighered.com/layout/set/print/news/2009/04/diss.]

Spalter-Roth, Roberta. (May 2009). "Idealists vs Careerists: Graduate School Choices of Sociology Majors," American Sociology Association: Department of Research and Development.

"An Invitation to Public Sociology," August 25, 2004 American Sociological Association Footnotes Newsletter Articles Series, Public Sociology Brochure" -- Note Presentations by Mary Robinson and Fernando Henrique Cardoso

September 1st-----

Explicating Basic Premises and Purposes of Sociology
Exploring Conceptual Perspectives of Sociology of Higher Education and Sociology of Knowledge

- Nature of Academic Knowledge
- Salience of Academic Disciplines
- Public Sociologies
- Initial Discussion of Individual Presentations and Seminar Team Projects
[Team projects assignments likely made in mid/late October]

Podcast: Penn State Student Affairs: The 'Worrisome' Veteran.
<http://www.insidehighered.com/news/2009/04/13/qt#196252> (Click on YouTube link)

Podcast: President Barack Hussein Obama, "Obama Notre Dame University May 2009 Commencement"

Podcast: "Admittance to a Better Life," Michael Oatman. National Public Radio – *This I Believe*. Retrieved August 22, 2007 [www.npr.org/templates/story]

Reading by Beverly Lindsay – *The Chosen: The Jewish Problem at Harvard University* – Karabel, pp. 94-97.

Readings:

ASU Honors President Obama with Scholarship Program. *ASU News*.
[http://asunews.asu.edu/20090411_obamascholarship]
Arizona State Will Honor Obama, But Not with Degree. *Inside Higher Education – Quick Takes*. April 13, 2009 [www.insidehighered.com/new/2009/04/13]

Brown, Dennis. (2009). "President Obama to Deliver Notre Dame's Commencement Address," University of Notre Dame: News and Information. March 20, 2009 . <http://>

www.newsinfo.nd.edu/news/11293-president-obama-to-deliver-notre] Retrieved April 28, 2009.

Miller, Joshua Rhett, "Critics Blast Obama's Scheduled Notre Dame Commencement Address," Fox News.Com March 24, 2009.

[<http://www.foxnews.com/politics/first100days/2009/03/24>]

"AAUP Backs Notre Dame in Commencement Controversy," *Inside Higher Education*. April 21, 2009. [<http://www.insidehighered.com/news/2009/04/21>] Retrieved April 28, 2009.

Redden, Elizabeth. "The Battle to Control Catholic Commencements," *Inside Higher Education*. April 28, 2009 [www.insidehighered.com/layout/set/print/news/2009/04/28]

Kane, Gregory. "What were Notre Dame Officials Thinking?" *The Examiner*. May 18, 2009.[[http:// www.printthis.clickability.com/pt/cpt?action](http://www.printthis.clickability.com/pt/cpt?action)] Retrieved June 2, 2009

Legend, John. "Open Letter to the New York Post,"

<http://www.johnlegend.com/ca/blog/open-letter-ew-york-post> February 19, 2009.

[Retrieved April 23, 2009].

Gumport, Patricia. "Dynamic Nature of Academic Knowledge"

Mead, Margaret. "The Salzburg Seminar"

[www.salzburgseminar.org/2007/history.cfm?goto=overview]

Smith, Henry Nash. "The Salzburg Seminar,"

[www.salzburgseminar.org/2007/history.cfm?goto=overview]

September 11th OR November 6th Required Attendance at Penn State Board of Trustees Meeting OR Attendance and Presentation at Comparable University-College (e.g., Juanita, Lock Haven Villanova, Bryn Mawr) Board of Trustees/Regents meeting. Dr. Lindsay will report on her interviews and observations with University Boards and Presidents. One "normally" scheduled seminar will not be convened in lieu of the Board attendance. If you are absolutely unable to attend a Board meetings, then you must attend the December 9th presentation of President E. Gordon Gee of The Ohio State University where you may ask him one or two questions about University Boards and sociocultural conditions in higher education. If you attend this presentation in lieu of a Board meeting, Dr. Lindsay must be notified by October 27th.

September 8th-----

Exploring Conceptual Perspectives of Sociology of Higher Education and Sociology of Knowledge

Ascertaining the Nature and Functions of the American Dilemma

- The Carnegie Foundation Project
- An Objective Outsider from Sweden, Gunnar Myrdal
- The Negro Problem
- Denial or Dilemma
- Discussions from Previous Week

You are welcome to attend my seminar “Administration in Higher Education” on September 9th from 2:30 to 5:30. *Eminent Scholar Emeritus of Educational Reform at Old Dominion University, Dr. Dwight Allen, will address a comprehensive range of contemporary and futuristic matters affecting domestic and international higher education.* He is a former Dean of the School of Education at the University of Massachusetts, Amherst. He has engaged in a range of educational endeavors in over 70 countries. Currently, he is a Senior Consultant with the Bill and Melinda Gates Foundation. Dr. Allen earned his EdD at Stanford University.

Readings:

Myrdal, Gunnar, *An American Dilemma: The Negro Problem and Modern Democracy* Preface; Introduction; Chapter One; pp. 893-897; 1015-1024

September 15th -----

Exploring Conceptual Perspectives of Sociology of Higher Education and Sociology of Knowledge
Ascertaining the Nature and Functions of the American Dilemma

Continuation of readings and discussion from September 8th and Penn State University Board of Trustees meeting

Discussion of plans to interview senior citizens on their educational and sociocultural experiences

September 15th or September 22nd

Guest Presentation: **Ms. Thelma Price -- Ms. Price was a high school and college student during the 1930s and 1940s when Gunnar Myrdal and colleagues were conducting the research and writing what became *An American Dilemma*.** Earning her B.A. from Bennett College in 1947, Ms. Price was a witness to sociocultural events in the 1940s, 1950, 1960s and 1970s to monumental legal cases such as *Brown v Board of Education of Topeka, Kansas*. In 1952, she completed her M.Ed. from the University of Pittsburgh and continued her professional career which commenced in Brooklyn, New York in the late 1940s in the private sector and later to university and private sector assignments in Tennessee, Texas, North Carolina, and Pennsylvania.

September 22nd-----

Garnering Insight into the Sociocultural and Historical Phenomena Contributing to Brown v Board of Education

Student interviews and presentations (approximately 15 to 20 minutes per presentation plus 5 to 10 minutes of questions and comments for a total time limited to 30 minutes) of interviews from professionals who experienced secondary and postsecondary education during the Depression era, World War II, *Brown v Board of Education*, and/or The Civil Rights and Women's Movement who are 65 years of age and older. Part of seminar participation evaluation.

- Separate and/or Equal
- Mentor Lawyers and University Presidents -- Mordecai Johnson, Louis Brandeis, Felix Frankfurter
- Lawyers at the Forefront – Charles Hamilton Houston, Thurgood Marshall, William Henry Hastie
- Social Scientists and Historians at the Cutting Edge – Society for Psychological Study of Social Issues, John Hope Franklin, C. Vann Woodward, Charles Black, Kenneth Clark

Readings: Davis, Michael and Clark, Hunter. *Thurgood Marshall: Warrior at the Bar, Rebel on the Bench*. pp. 149-243.

Video Clip: “A Trip to the Delta Region: Civil Rights Struggles of a Generation Ago,” NPR (National Public Radio) of Louisiana, June 3, 2005

Audio Clip: This I Believe – Charles S. Johnson “Looking At Life Through Another Life,” (May 26, 2005 from Circa: 1951)

September 29th -----

Garnering Insight into the Sociocultural and Historical Phenomena Contributing to Brown v Board of Education

Audio Clip: This I Believe – Jackie Robinson, “Free Minds and Hearts at Work,” (April 4, 2005 from Circa: 1952)

Continuation of September 22nd discussion, interview presentation, and readings.

Reading: Select Portion of DuBois, W.E. Burghardt and Dill, Augustus Granville, *The College-Bred Negro American*. Atlanta, GA: The Atlanta University Press, 1910

October 6th-----

Exploring Conceptual Perspectives of Sociology of Higher Education and Sociology of Knowledge

Illuminating how sociological phenomena affect individuals in higher education and other formal and informal sociocultural and educational mileus;

- Higher Education and American Civilization
- Leadership and Management
- Alternatives to Inequities in American higher education
- Class Team Projects and Individual Assignments

Readings:

Wisniewski, Richard. "The Averted Gaze"

Karabel, Jerome. Chapter Three – "The Big Three Before Selective Admissions"

Bonilla-Silva, Eduardo. Preface and Chapter One – "The Strange Enigma of Race in Contemporary America"

Jackson, Jerlando *et al* editors, "Introduction, A Crisis at the Top: A National Perspective – A Status Report on African American Leadership in Higher Education and Postsecondary Education"

Jaschik, Scott. "Dartmouth's Historic Choice," *Inside Higher Education*. March 3, 2009 [http://www.insidehighered.com/news/2009/03/03] Retrieved April 14, 2009.

The Task Forces:

- The University of Nevada, Las Vegas
- Texas Technological University
- Pennsylvania State University

Continuation of interview presentations

October 13th -----

Positing Alternative and/or New Conceptual Perspectives of Sociology of Higher Education, particularly in Light of Current and Emerging Sociocultural and Global Phenomena

- September 11th in the United States and July 7th (2005) in London and Social Stratification
- Domestic and International Matters and the Relationship to the Nature of Academic Disciplines and Paradigms
- Alternatives to Inequities in American Higher Education -- Demonstrations, Strikes, Protests, Community and Political Influence
- Class team projects and individual assignments

Readings:

Karabel, Jerome. Chapter Three – "Harvard and the Battle over Restriction"

Bonilla-Silva, Eduardo. Chapters 2 – “The Central Frames of Color-Blind Racism” and Chapter 3 – “The Style of Color Blindness: How to Talk Nasty about Minorities without Sounding Racist”

Moses, Yolanda. “Diversity, Globalism, and Democracy: Higher Education’s Imperative”

William, Marcellette G. “Turning Toward Each Other: The Renewed Commitment of the Land Grant Research University,” Lederman, Doug. “Ward Churchill Redux?” *Inside Higher Education*, April 10, 2009 [Retrieved April 28, 2009]

Continuation of interview presentations

October 20th-----

Positing Alternative and/or New Conceptual Perspectives of Sociology of Higher Education, particularly in Light of Current and Emerging Sociocultural and Global Phenomena

- Continuation of Readings and Discussion from October 18th seminar
- Former Princeton Student’s Sociology Thesis
- Individual Student Presentations

Readings:

Robinson, Michelle LaVaughn. “Princeton-Educated Blacks and the Black Community,” Princeton University: Department of Sociology: Senior Honors Thesis, 1985.

Karabel, Jerome. Chapter 5 – “Harvard’s Conant: The Man and His Ideals”

Bonilla-Silva, Eduardo. Chapter 5 – “Peeking Inside the (White) House of Color Blindness: The Significance of Whites’ Segregation”

Gerald, Dannette and Haycock, Kati, “Engines of Inequality...” (Lumina Foundation Publication -- Reserved Readings)

Lederman, Doug. “Flagships Flunked on Access...” *Inside Higher Education*, November 21, 2006)

Continuation of interview presentations

October 27th-----

Comprehending the Salience of Ongoing Matters of Social Stratification, Equity among Demographic Groups, and Globalization vis a vis Domestic Higher Education

Illuminating how sociological phenomena affect individuals in higher education and other formal and informal sociocultural and educational mileus;

- Modern History and Its Impact on Social Stratification

- The Nature of Knowledge for the Public *and* Schools/Colleges and Departments within Universities and/or Colleges
- Individual Student Presentations
- Preliminary Team(s) Presentations

Guest Speaker: Dr. Bernice Resnick Sandler, known as the Godmother of Title IX, is a Senior Scholar at the Women’s Education and Research Institute in Washington, DC. and an adjunct Associate Professor at Drexel University School of Medicine. Her Congressional testimonies on Title IX, women faculty and students, and discrimination have been presented. *Larry King Live, The Today Show, Good Morning American,* among others, are television programs where she has appeared. She holds an EdD in Counseling Psychology from the University of Maryland, College Park and has written over 100 articles.

DVD: *By Invitation Only*, Features the pre-Katrina Social Class/Stratification Activities Associated with Mardi Gras – University-age Women Student Debutantes

Readings:

Sandler, Bernice. “Too Strong for a Woman – The Five Words that Created Title IX” Click on www.BerniceSandler.com, click publications, click on “Too Strong for a Woman.” {August 25, 2009}

Sullivan, B.K. “Princeton is the Only Ivy League School to Narrow Gender Pay Gap”

Epstein, D. “Pecking Order”

Jackson/Editors, “Introduction, A Crisis at the Top”

Jackson, Jerlando F. L., “Engaging, retaining, and Advancing African Americans in Executive-Level Positions”

Jaschick, Scott. “The ‘Black Box’ of Peer Review,” *Inside Higher Education*. March 4, 2009 [Retrieved April 14, 2009]

November 3rd -----

No seminar in lieu of attendance of Board Meeting. Informal meetings of Task Forces.

November 10th -----

Comprehending the Saliency of Ongoing Matters of Social Stratification, Equity among Demographic Groups, and Globalization vis a vis Domestic and International Higher Educational and Sociopolitical Matters

- U. S. Supreme Court Decision *Plessy v Ferguson* (1896)
- U.S. Supreme Court Decision *Brown v Board of Education* (1954)

- U.S. Supreme Court Decision *Gratz v Bollinger* (2003)
- U.S. Supreme Court Decision *Grutter v Bollinger* (2003)
- U.S. Supreme Court Decision *Lawrence v Texas* (2003)
- Bakke Case Summary
- Individual Student Presentations
- Preliminary Team Presentation(s)

DVD: “The Reader” with Kate Winslett and Ralph Finnes

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?]

The 2003 Supreme Court decisions should be downloaded from the web.

Readings:

Jaschik, Scott. “Looking to the Past to Ban Legacy Admissions,” *Inside Higher Education*. November 8, 2008. [<http://www.insidehighered.com/news/2008/11/20/legacy>] Retrieved April 14, 2009.

Coleman, Mary Sue. “U.S. Supreme Court Rules on University of Michigan Cases: An Open Letter to the University of Michigan Community,” University of Michigan Presidential Web Site, June 23, 2003. (Download from the web).

Hexter, Ralph J. “Being an ‘Out’ President...” *Inside Higher Education*, January 25, 2007.

Steinberg, Jacques. “Harvard to Endow Chair in Lesbian, Gay, Bisexual and Transgender Studies,” *The New York Times-The Choice*. June 3, 2009. [<http://thechoice.glogs.nytimes.com/2009/06/-0>]

GayProf, “Gay in the Academy,” *Inside Higher Education*, May 18, 2009 [Retrieved June 2, 2009]

Jaschik, Scott. “‘Resilience’” *Inside Higher Education*. April 30, 2009.

Perlstein, Rick. “What Gay Studies Taught the Court,” *Washington Post*. July 13, 2003, p. B-3. (Download from the web).

Feminist Daily News Wire, “Ledbetter Fair Pay Act Applied to Tenure Case, May 8, 2007. [feminist.org]

Lane, Charles. “In a 5 to 4 Vote, Justices Approve U-Michigan Law School Plan,”

Kiehl, Stephen. “Black Graduation Gap Grows at Maryland Universities,” *Inside Higher Education*. March 11, 2009. [Retrieved April 14, 2008]

Jaschik, Scott. “10% Admissions – the Full Impact,” *Inside Higher Education*, April 6, 2009.

Jaschik, Scott. “Texas Limits ‘10%’ Admissions, *Inside Higher Education*. June 1, 2009.

November 17th and 10th -----

Comprehending the Salience of Ongoing Matters of Social Stratification, Equity Among Demographic Groups, and Globalization vis a vis Domestic Higher Education

- Preliminary Presentations by Student Team(s)
- Individual Student Presentations
- Continuation of Class Discussion of October 27th

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:

“The Supreme Court, by a Vote of 6 to 3 Declared the University of Michigan’s Undergraduate Admission System Invalid”

“Milestones”

“Report: Higher the Degree, Wider the Gender Pay Gap”

Jaschik, Scott. “Matches and Mismatches in Producing Ph.D’s,” *Inside Higher Education*, April 15, 2009.

Jaschick, “Testing for ‘Mismatch,’” *Inside Higher Education*. April 20, 2009.

November 17th-----

Comprehending the Salience of Ongoing Matters of Social Stratification, Equity Among Demographic Groups, and Globalization vis a vis Domestic Higher Education

- Final Presentation(s) by Student Team(s) Begin on December 4th
- Domestic and International Affects on Higher Education
- Dumbarton Oaks Conference and Harvard President James B. Conant

Readings:

Bonilla-Silva, Eduardo. Chapter 8 – “E Pluribus Unum or the Same Old Perfume in a New Bottle? On the Future of Racial Stratification in the United States”

Continue discussions and readings from previous two seminars.

November 17th and/or December 1st-----

Presenting humanistic, equity, and social justice perspectives for new paradigms and applied policies and programs within the academy

Readings:

Bonilla, Silva, Eduardo. Chapter 9 – Conclusion: “The (Color-Blind) Emperor Has No Clothes: Exposing the Whiteness of Color Blindness,” Chapter 10 – Queries: Answers to Questions from Concerned Readers,” and “Postscript: What is to Be Done (For Real)”

Baber, Lorenzo and Lindsay, Beverly (2008). “Lingering Intellectual and Scholarly Imprints at Liberal Arts Colleges.” In Lindsay, Beverly (2008) (Senior Author/Editor). *Ralph Johnson Bunche: Public Intellectual and Nobel Peace Laureate*. Urbana, Illinois: University of Illinois Press.

DVD: Obama, Barack. “A More Perfect Union,” at Philadelphia Constitution Center – March 18, 2008 [Retrieved August 22, 2009].

Reminder: **All individuals’ projects or due on December 1st , if oral presentation occurred within the past two weeks.**

December 8th-----

Presenting humanistic, equity, and social justice perspectives for new paradigms and applied policies and programs within the academy. Therefore, individuals and domestic and global societies can move from their comfort perspectives toward innovative and multi- and interdisciplinary paradigms and public policies.

Continuation of December 4th Readings and Discussions

NPR Audio Clip for Series “This I Believe” -- Gingrich, Newt. “The Willingness to Work for Solutions,” (June 27, 2005)

Audio Clip: NR *This I Believe* – James Loney “All Beings are Interconnected,” (July 2, 2007)

- Final Presentation(s) by Student Team(s) Conclude on December 8th
- Summary and Synthesis of Seminar
- Evaluation of Professor Lindsay
- Reception by/for Seminar Students

Reminder: Written Task Force Projects are due on December 8th by the end of the seminar.

You are welcome to attend the December 9th presentation of President E. Gordon Gee of The Ohio State University in my Administration in Higher Education seminar. Dr. Gee, also a Professor of Law, will articulate distinctions among major private and public

universities. He has held six university presidencies/chancellorships including Brown University and Vanderbilt University along with land-grant universities in West Virginia, Colorado, and Ohio. As a co-author of *Higher Education in the Internet Age*, he explores new forms of educational technology and ensuing administrative matters. He completed his EdD and JD from Columbia University, after which he was a judicial fellow and assistant for Chief Justice of the Supreme Court, Warren Burger.