

Education for Diverse Democracy
Rackham 575
Winter 2004

Barry Checkoway
Patricia Gurin
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Seminar Description

This interdisciplinary doctoral seminar will examine strategies for strengthening higher education for a diverse democracy. It will provide multiple perspectives on the changing context of diversity and democracy, several strategies for their integration in higher education, and specific initiatives for advancing this purpose in the research university. It will include discussion of competing visions of higher education in a democratic society, pedagogies for civic education and community learning, civic renewal at the University of Michigan, and institutional change in higher education. Prominent speakers and resource persons will be invited to address special topics.

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Course Schedule

January 6	Opening and orientation
January 13	Competing visions of democracy and diversity
January 20	Competing visions of democracy and diversity
January 27	Competing visions of democracy and diversity Student-led discussion
February 3	Roles of higher education in diverse democracy
February 10	Roles of higher education in diverse democracy
February 17	Roles of higher education in diverse democracy Student-led discussion
February 24	Spring break - No class
March 2	Pedagogies for diverse democracy
March 9	Pedagogies for diverse democracy Generate List of Potential Strategies
March 16	Pedagogies for diverse democracy Student-led discussion
March 23	Strategies for institutional change
April 6	Strategies for institutional change
April 13	Student-led discussion
April 20	Student-led discussion

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Reading List

What is Education for Diverse Democracy?

Richard Guarasci and Grant H. Cornwell. (1997). Democratic Education in an Age of Difference: Redefining Citizenship in Higher Education. San Francisco: Jossey-Bass, Chapter 7.

Benjamin Barber. (1998). A Passion for Democracy. Princeton: Princeton University Press, Chapters 12-13.

Geneva Gay. (1997). The relationship between multicultural and democratic education. The Social Studies, January/February: 5-10.

Dinesh D'Souza. (1991). Illiberal Education. New York: The Free Press, Chapters 1,8.

Competing Visions of Democracy and Diversity

Conflict of Visions

Thomas Sowell. (1987). A Conflict of Visions: Ideological Origins of Political Struggles. New York: Quill/William Morrow, Chapters 1-2.

Unity and Diversity

Walter C. Parker. (2003). Teaching Democracy: Unity and Diversity in Public Life. New York: Teacher's College Press, Introduction, Chapters 1-2.

George M. Fredrickson. (1999). Models of American ethnic relations: A historical perspective. In Deborah A. Prentice and Dale T. Miller, eds. Cultural Divides. New York: Russell Sage Foundation, Chapter 2.

Arthur M. Schlesinger, Jr. (1998). The Disuniting of America: Reflections on a Multicultural Society. New York: Norton, Foreword, Appendix.

Hazel Rose Markus, et al. (2002). Color blindness as a barrier to inclusion: Assimilation and nonimmigrant minorities. In Richard Showered et al., eds. Engaging Cultural Differences: The Multicultural Challenges in Liberal Democracies. New York: Russell Sage Foundation, Chapter 21.

Aristotelian Conception - Does It Help?

Arlene W. Saxonhouse. (1992). Fear of Diversity. Chicago: University of Chicago Press, pp. ix, xii, Chapter 9, Epilogue.

Mary G. Dietz. (1985). Citizenship with a feminist face. Political Theory, 13: 19-37.

Hanna Fenichel Pitkin and Sara M. Shumer. (1982). On participation. Democracy, 2: 43-54.

Gerald Graff. (1992). Beyond the Culture Wars: How Teaching the Conflicts Can Revitalize American Education. New York: Norton, Chapters 1, 9.

Roles of Higher Education in Diverse Democracy

Historical Perspectives

Lawrence Cremin. (1988). American Education: The Metropolitan Experience, 1876-1980. New York: Harper and Row, Chapters 3-4, 10.

James D. Anderson. (1988) The Education of Blacks in the South, 1860-1935. Chapel Hill: University of North Carolina Press, Chapters 1-4, 7.

Earl Lewis. (2004). Why history remains a factor in the search for racial equality. In Patricia Gurin, Jeffrey S. Lehman, and Earl Lewis, Defending Diversity: Affirmative Action at the University of Michigan. Ann Arbor: University of Michigan Press.

Supreme Court of the United States. October Term 2002. Grutter v. Bollinger et al. Opinions of Justices O'Connor, Ginsburg, Thomas, Scalia.

Access and Ideology

Lawrence Levine. (1996). The Opening of the American Mind: Canons, Culture and History. Boston: Beacon Press, 1996, passim.

Allan Bloom. (1987) The Closing of the American Mind: How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students. New York: Simon & Schuster, 1987, passim.

Nancy Cantor. (2003). Celebration of Diversity: A Call for Action. Urbana-Champaign: University of Illinois. November 19.

David Hollinger. (1995). Postethnic America. New York: Basic Books, Chapters 1-2, 6.

Diversity and Leadership

Nicholas Lemann. (1999). The Big Test. New York: Farrar, Strauss & Giroux, Chapters 1-2, Epilogue, Afterword.

Sigal Alon and Marta Tienda. (2003). Hispanics and the 'Misfit' Hypothesis: Differentials in College Graduation Rates by Institutional Selectivity. Princeton: Office of Population Research, Princeton University.

William G. Bowen and Derek Bok. (1998). The Shape of the River: Long Term Consequences of Considering Race in College and University Admissions. Princeton: Princeton University Press, Chapters 1-3, 9-10.

Douglas Massey. (2003). The Source of the River: The Social Origins of Freshmen at America's Selective Colleges and Universities. Princeton: Princeton University Press, Chapters 1, 9-10.

Supreme Court of the United States. October Term 2002. Grutter v. Bollinger et al. Opinions of Justices O'Connor, Ginsburg, Thomas, Scalia.

Pedagogies for Diverse Democracy

Competencies

William A. Galston. (2001). Political knowledge, political engagement, and civic education. Annual Review of Political Science, 4: 217-34.

John Dewey. (1916). The democratic conception in education. In John Dewey, Democracy and Education. New York: Macmillan.

Benjamin Barber. (1989). Public talk and civic action: Education for participation in a strong democracy. Social Education, 53: 355-56, 370.

Walter Parker. (1997). The art of deliberation. Educational Leadership, 54: 18-21.

Alison Bernstein and Jacklyn Cock. 1997. Educating citizens for democracies young and old. The Chronicle of Higher Education, November 14: B6f.

Carol Geary Schneider. (2001). Toward the engaged academy: New scholarship, new teaching. Liberal Education, 87: 18-27.

Association of American Colleges and Universities.(1995). American Pluralism and the College Curriculum: Higher Education in a Diverse Democracy. Washington: Author, 1995. Chapters 4-5.

Association of American Colleges and Universities. (2002). Greater Expectations: A New Vision for Learning as a Nation Goes to College. Washington: Author, Chapter 3.

Pedagogies

Fran Ansley and John Gaventa. (1997). Researching for democracy & democratizing research. Change, 26: 46-53.

Undergraduate Research Opportunity Program. (2003). UROP Assessment and Evaluation Project Executive Summary. Ann Arbor: Author.

Richard Guarasci and Grant H. Cornwell, et al. (1997). Democratic Education in an Age of Difference: Redefining Citizenship in Higher Education. San Francisco: Jossey-Bass 1997, Chapter 1.

Edward Zlotkowski. (1999). Pedagogy and engagement. In Robert G. Bringle, et al., eds. Colleges and Universities as Citizens. Boston: Allyn & Bacon, Chapter 6.

Alexander W. Astin, et al. (2000). How Service Learning Affects Students. Los Angeles: Higher Education Research Institute, University of California, Los Angeles.

James L. Perry and Michael C. Katula. (2001). Does service affect citizenship? Administration & Society, 33: 330-365.

Patricia Gurin, Biren (Ratnesh) A. Nagda, and Gretchen E. Lopez. (2004). The benefits of diversity of education for democratic citizenship. Journal of Social Issues.

Defense of the Canon

Allan Bloom. (1987). The Closing of the American Mind. New York: Simon & Schuster, pp. 25-43.

Alan Kors and Harvey Silvergate. (1998). The Shadow University: The Betrayal of Liberty on America's Campuses. New York: Free Press, Introduction, Chapter 9.

Stanley Fish. (2003). Aim low. The Chronicle of Higher Education. May 16: C5.

Lawrence Levine. (1996). The Opening of the American Mind: Canons, Culture, and History. Boston: Beacon Press, Chapters 1-2, 5-6.

Thomas Bender. (2001). Then and now: The disciplines and civic engagement. Liberal Education 87: 6-17.

Strategies for Institutional Change

Strategies and Structures

Barry Checkoway. (2002). Renewing the civic mission of the American research university. The Journal of Public Affairs, 6: 265-293.

Wingspread Declaration on Renewing the Civic Mission of the American Research University. (2002). The Journal of Public Affairs, 6: 295-313.

Elizabeth Hollander and Matthew Hartley. (2000). Civic renewal in higher education. In Thomas Ehrlich, ed. Civic Responsibility and Higher Education. Phoenix: American Council on Education and Oryx Press, Chapter 19.

Harry C. Boyte and Nancy N. Kari. (2000). Renewing the democratic spirit in American colleges and universities: Higher education as public work. In Thomas Ehrlich, ed. Civic Responsibility and Higher Education. Phoenix: American Council on Education and Oryx Press, Chapter 3.

Anne Colby, et al. (2003). Educating undergraduates for responsible citizenship. Change, 40-48.

Betty Overton-Adkins and John Burkhardt. (2000). Leadership Reconsidered: Engaging Higher Education in Social Change. Battle Creek: W.K. Kellogg Foundation, Chapters 2,7.

Obstacles and Opportunities

Daniel Alpert. (1985). Performance and paralysis: The organizational context of the American research university. Journal of Higher Education, 56: 241-281

Barbara Holland. (1997). Analyzing institutional commitment to service: A model of key organizational factors. Michigan Journal of Community Service Learning, 4: 30-41.

Involving the Faculty

Mark Chesler. (2002). Effective multicultural teaching in research universities. In Jeffrey Chin, et al. Included in Sociology: Learning Climates that Cultivate Racial and Ethnic Diversity. Washington: American Association for Higher Education.

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Assignments

Short Papers

Write three short papers in which you critically discuss a theme from each of the first three major topics of the seminar.

The assignment is to synthesize and refer to specific readings, organize your thoughts, and make a specific point. The attached list of guiding questions might help in the formulation of themes.

Each short paper should be 5-7 double-spaced typewritten pages and is due at the final session scheduled for that topic: January 27, February 17, March 16.

Term Paper Option

Instead of short papers, you may choose to prepare a single term paper on a topic related to the seminar. 15-18 double-spaced typewritten pages, due April 20.

If you choose this option, please prepare a 1-2 page proposal, including your proposed purpose, methodology, significance, and relevance to the seminar. The proposal is due February 3.

Student-Led Discussions

Student-led discussions are scheduled for the concluding session for each of the first three major topics: January 27, February 17, March 16.

Working in small groups, you will facilitate a discussion that addresses course content, raises additional questions, and strengthens our mutual learning.

Each student will share facilitative responsibilities for at least two sessions. Facilitation may include presentations, roundtables, experiential exercises, or other creative learning activities.

Campus or community resource persons may be invited to discuss special topics.

Strategies for Institutional Change

Working in small groups, you will formulate and propose a specific strategy for institutional change in one of the final sessions on April 13 or 20.

On March 9 we will generate a list of potential strategies, set priorities, and form groups around selected ones.

Brown versus Board of Education

The University of Michigan will mark the 50th anniversary of the Supreme Court decision in the case of Brown versus Board of Education of Topeka, Kansas in conjunction with the MLK Symposium through a number of campus events described in www.umich.edu/brown50 and www.mlksymposium.umich.edu

As part of the seminar, we ask you to join with a few other students, attend at least one event, discuss its relevance for our work, and prepare a brief report at the seminar.

Please attend one of the following:

January 12	6:00 p.m.	Conversation with the Brown Sisters
January 15	4:30 p.m.	Nuestra Educacion: Mendez vs. Westminster
January 19	10:00 a.m.	Lani Guinier MLK Keynote Lecture
January 19	2:00 p.m.	Christopher Edley 50 Years Brown vs. Board

Also please attend some part of the following:

January 25	1-7 p.m.	Redefining Diversity Conference
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Some Guiding Questions

I. Competing Visions of Democracy and Diversity

What is meant by education for diverse democracy?

Conflict of Visions

According to Sowell, what are the major contrasts between constrained and unconstrained visions? How are these contrasts applicable to higher education?

Common Unity/Individual Rights & Pluralist/Group Rights

What are the major fault lines as historical precursors in the United States to our current struggle with the compatibility of diversity and democracy? Who are the Federalists and Jeffersonians of modern United States?

Parker argues that neither the liberal/enlightenment/individual rights conception of democracy nor the communitarian/Jeffersonian conception of democracy fits the demands of contemporary ethnically/pluralist societies. What do you think about this?

What are the most important controversies in a “community unity” versus “pluralistic” vision of democracy? How do these visions affect capacities of diverse societies around the world to utilize democratic practices?

Under what conditions does diversity seem the most problematic for democracy?

Aristotelian Conception – Does It Help?

Saxonhouse argues that the controversies surrounding diversity and democracy were important in ancient Greece. How did Plato and Aristotle deal with these, and how are their arguments relevant to modern societies struggled with democracy?

Pitkin/Shumer and Dietz develop the critical issues in Aristotle’s conception of how democracy works. Graff argues that conflict is also healthy for an intellectually vibrant education. How do you see the role of conflict in preparation for citizenship in a diverse democracy?

Thinking across these readings, how are visions of diversity and democracy expressed in higher education? In the classroom by the implicit assumptions that students bring and by the pedagogies faculty frequently employ? In faculty governance?

What vision of democracy will work for us today? And in the academy?

II. Roles of Higher Education in Diverse Democracy

How has higher education's role in the building and sustaining a diverse democracy changed since the end of the 19th century?

Why has the debate become so divisive over the last twenty-five years? Is this only the result of the conflict of visions?

Historical Perspectives

What factors led the federal government in the 19th century to generate educational opportunities for large segments of the population, including the building of universities? Was this opening of institutions linked to creating a diverse democracy?

What led to the creation of same race and same sex institutions?

How did the nation respond to the sizable influx of immigrants from Europe? Were they folded into the diverse democracy through access to higher education?

Access and Ideology

Is it possible to remove or corral race's place in American life? Is educational diversity a public good?

What accounts for the conflicting visions of America described in the books by Levine and Bloom? Can higher education simultaneously impoverish the souls of American students and open their minds?

Is diversity in the classroom important? If so, for whom?

Diversity and Leadership

It has been argued that providing access to the most selective schools and colleges is about training the next generation of leaders. Do you agree with this argument?

How has a test, first designed to expand access, become a symbol of blocking access and thus other opportunities? What did the creators of standardized tests hope to accomplish?

What do the recent Supreme Court decisions tell us about the future of higher education in the United States? Can we glean from those opinions different pathways for achieving a diverse democracy? Are they equally valuable pathways?

Who benefits from creating racially and ethnically diverse educational settings? Is anyone harmed?

III. Pedagogies for Diverse Democracy

Competencies

What competencies are needed for active citizen participation in a diverse democracy?

Pedagogies

What pedagogies are available to prepare people for active participation – that goes beyond community service to civic engagement - in a diverse democracy? What are the leading curricular and cocurricular approaches? What do we know about the effects of such approaches?

What forms of scholarship have potential to involve and develop communities?

What types of curricula and courses enhance education for diverse democracy, e.g., service learning? What are the effects of service learning on students and communities? Does service learning affect civic engagement and, if so, how?

What cocurricular activities complement such curricula - e.g., intergroup relations – and with what effects?

What “greater expectations” do Schneider and her colleagues have for higher education as a result of changes in American society? What do they expect in terms of scholarship, teaching, and engagement?

Defense of the Canon

How do these pedagogies contrast with traditional ideas of liberal education and discipline-based education? What arguments do critics use to defend the canon?

IV. Strategies for Institutional Change

What strategies and structures will support institutional change for education for diverse democracy?

What are the barriers to institutional change, and how can they be overcome? What forces limit and facilitate such strategies, and what lessons can be learned from them?

What are some ways of increasing involvement of the faculty in this type of work, e.g., reward structure, cultural changes? What issues arise in efforts to involve the faculty?

What next steps might the University of Michigan take to influence institutional change?