

EDS 25 American Higher Education & The Collegiate Experience

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Agenda

- House Keeping
- Film Debrief
- Interest convergence
- Evolution of higher education

Final Project Instructions

- For your project, create a poster, creative writing piece, social media page, digital image, meme, infographic, power point slide, short video, or other multimedia message to share a core idea from this course with the public.
- To accompany your message, create a brief “backstory” of six related information points or ideas from the course/readings that can help an audience be more fully informed about the issue in your message and have a productive conversation sparked by your message.
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- This backstory should be no more than a page. It could be on the back of your poster image, a slide or two following a main power point slide, a voice over for a video, etc. Use this backstory to also discuss the intentions behind your message.
- List works referenced so that you share resources with others.

Basic Tenets of CRT

Social construction thesis

Voice-of-color thesis

Racism is ordinary

Interest convergence

Think-Pair-Share

- What was the film about?
- How does the film relate to Critical Race Theory?
 - Please identify an example from the film that illustrates each of the following tenets:
 - Social construction thesis
 - Voice-of-color thesis
 - Interest convergence
 - Racism is ordinary

Student Experiences & Voice-of-Color Thesis



- Colleges and Universities
 - Traditional narrative
 - Barriers
- Alternative realities
- Counter storytelling

How Do College And Universities Support Students?



ADVOCACY

- Financially
- Academically
- Personally

Student Support

- Personally
 - Campus Community Centers
 - Counter Space
- Academically
 - Academic Support Centers
- Financially
 - Scholarships



Basic Tenets of CRT

Social construction thesis



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graph TD; A[Social construction thesis] --> B[Voice-of-color thesis]; B --> C[Racism is ordinary]; C --> D[Interest convergence]
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The diagram consists of four horizontal bars of different colors (red, olive green, orange, and green) arranged in a descending staircase pattern from top-left to bottom-right. Each bar contains a text label. Small downward-pointing arrows are positioned at the right end of each bar, pointing towards the start of the bar below it, indicating a sequential flow.

Voice-of-color thesis

Racism is ordinary

Interest convergence

-
1. Lived Experiences
 2. Purpose of higher education

Lived Experience

- Person First Language
- Anti-essentialism vs. Essentialism
 - Stereotypes
 - Model minority myth
- Racism
 - Microaggressions
- Anti-Blackness

Essentialism

- Essence
- Purpose to unify
- Tension
 - Intersectionality
 - No one-size fits all approach
 - Left out
 - Stereotypes and model-minority myth

Model Minority Myth

- People of Color
 - Mainly Asian Americans
- Narrative
 - Whiz Kids
 - Tiger Mom's
 - Stem Field
 - No leadership
- Problems
 - Erases differences
 - Ignores racism & diversity within Asian A communities
 - Essentializes Asians as only foreigners
 - No Unity
 - Perpetuates Anti-Blackness

Model Minority @ UCSD

- No Resources Center
 - Program
- Counseling services
- Leadership
- Peer interactions
- Overall culture of UCSD

Anti-Blackness

- The Council for Democratizing Education defines anti-Blackness as being a two-part formation that both voids Blackness of value, while systematically marginalizing Black people and their issues. The first form of anti-Blackness is overt racism. Beneath this anti-Black racism is the covert structural and systemic racism which categorically predetermines the socioeconomic status of Blacks in this country. The structure is held in place by anti-Black policies, institutions, and ideologies.
- The second form of anti-Blackness is the unethical disregard for anti-Black institutions and policies. This disregard is the product of class, race, and/or gender privilege certain individuals experience due to anti-Black institutions and policies. This form of anti-Blackness is protected by the first form of overt racism.

Racism as a System

- **RACISM IS A SYSTEM.** It is not an individual character flaw, nor a personal moral failing, nor a psychiatric illness. It is a system (consisting of structures, policies, practices, and norms) that structures opportunity and assigns value based on phenotype, or the way people look. It unfairly disadvantages some individuals and communities. Yet even more profoundly, the system of racism undermines realization of the full potential of our whole society because of the waste of human resources.

Center for the Study of Racism, Social Justice & Health)

Anti-Blackness

First Form

- Systemic/Structural
 - Slavery
 - Slave Patrols/Policing
 - Black Codes
 - 13th Amendment
 - Jim Crow
 - Health
 - Violence

Second Form

- Dismissing lived experiences
 - Using umbrella language
- Weaponizing lived experiences
- Microaggressions
- Stereotypes
- Cultural Appropriation
- Space policing
 - Permit Patty

Think-Pair-Share

How does the original purpose of historically black colleges/universities differ from the original purpose of predominantly white institutions?

Culture, Careers, and Knowledge



- Colleges and Universities
- Social Reproduction
- Students
- Professions

Evolution of Higher Education

- American Revolutionary War
 - UK
 - Student Migration
 - Colleges and Universities
- Civil War
 - Scientific Schools
 - Global Perceptions
 - Reform





German Science

- Scientific Spirit
 - “Science”
- Student Migration

Minority Serving Institutions

Minority-serving institutions (MSIs) are institutions of higher education that serve high concentrations of minority students who, historically, have been underrepresented in higher education.

Minority Serving Institutions

- Historically Black Colleges and Universities (HBCUs)
- Tribal Colleges and Universities (TCUs)
- Asian American, Native American, and Pacific Islander Serving Institutions (AANAPISIs)
- Hispanic Serving Institutions (HSIs)

Minority Serving Institution

Similarities

Purpose (HBCUs, TCUs)

- White Values
- Segregation

Funding (HBCUs, TCUs)

- Religion
- Assimilation
- Government
Control/Industrialization

Minority Serving Institutions

Differences

HBCUs (1964) and TCUs (1978)

- Compensatory rationale
- Segregation

AANAPISIs (2007) and HSIs (1992)

- Shift in demographics
- Model Minority Myth
- Family

Funding

- Industrial Philanthropy
- Higher Education Act of 1965



Higher Education Act of 1965

- Financial Assistance
- Loans
- Scholarships