

<p style="text-align: center;">History of Higher Education and Social Justice EDUC 820 Term 1920 A</p>

Instructor Information

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<p style="text-align: center;">COURSE DESCRIPTION</p>
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Colleges and universities are among the oldest continuously operating institutions in the world. What we deem “higher education,” or its various other titles, has played an important role in society since the time of antiquity. In many ways, in its role of transmitting, discovering, and preserving the accumulated knowledge of our world, higher education touches all of the society because it claims for itself the responsibility of preparing the people who lead, manage, discover, and innovate within various aspects of society.

The history of higher education begins in the ancient world. While we will touch on some comparative international issues, this course is primarily focused on an examination of the history of American higher education. In the over 350 years of higher education in the United States, this “industry” has grown to become one of the leading systems in the world, for many the gold standard of collegiate preparation. The so-called American “system” of higher education blossomed from imitative European models focused on men and the privileged to a complex, multi-billion dollar industry with bold ambitions by extending some form of postsecondary education to larger and larger numbers of persons. Our system has also evolved new, uniquely American models and character, such as the community college, online education, that are now imitated by others. Changes in the system have happened at times gradually and at other times with remarkable speed, linked to the evolving currents of American life.

This is a broad survey course intended to acquaint learners with the significant events and themes of both mainstream higher education and those institutions often thought to be on the fringes of American higher education. One of the purposes of the course is to provide students who may be planning careers in higher education with a basic historical foundation that gives perspective on the evolution of current ideas and policies.

This course is framed as an historical overview, and in keeping with Union’s mission, this historical approach gives particular attention to aspects of higher education that are related to issues of social justice. The social justice focus touches the totality of the academy, from who attends, where they attend, what they study, and who teaches, who graduates, and who receives financial aid.

Course Objectives

- Build a historical framework for higher education in the United States
- Understand the historical policies that have shaped institutional character, institutional change and society's engagement with the academy
- Research and understand institutional history as a frame for shaping institutional culture and outlook
- Explore fundamental questions about the nature of higher education

Learning Outcomes and Competencies

There will be many learning outcomes from this class, some planned and some that will come because we are a unique community of learners gathered for the purpose of this course. The intent of the course is that you should be able to:

- express and interpret ideas clearly, using a variety of written, oral and or visual forms (Program Outcome #1)
- use multimodes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives (Program Outcome #2)
- demonstrate comprehensive knowledge of major debates, theories, methods and approaches within the field (Concentration Outcome #1)
- articulate a historical timeframe of major developments in U.S. higher education and be able to discuss the implications of these developments for American higher education
- demonstrate a deep knowledge of the history of at least one institution/organization or issue as an example of how it fits in the historical framework of the American system and the relationship to social justice
- identify research and scholarly sources related to the history of higher education in the United States

Integration of Program Theme(s)

In addition to exposing students to the history of higher education in America, this seminar is intended to integrate several program themes. These include interdisciplinarity; consideration for issues of social justice, especially engaging difference through diversity, equity, and inclusion; ethics; and social responsibility. Given the important role of higher education in shaping our society, this course examines the interplay among institutions, people in our society, educational values and learning. The seminar is intended to meld together considerations of both the social stratifications and policy practices that have created a world in which educational practices are often reflective of the social biases and values of the society. Through examining the development of higher education in various settings, the course seeks an integrative approach to considering how our society can address its educational needs.

Individualized Learning

The course objectives and learning outcomes set forth the body of knowledge presented for all enrolled students; however, individual students will have the opportunity to customize various aspects of the content through focused attention on specific readings, research assignments, selection of topics for writing assignments and discussions.

Key Questions for this Course

The history of higher education in America reveals evolving responses to how society has chosen to respond to key questions about the educational process, and higher education specifically. These questions reoccur over time calling for different answers from individuals, institutions, and society.

1. Who should be taught?
2. What should be taught and learned?
3. How should we teach?
4. How should institutions be organized and governed to fulfill mission?
5. Who should pay?
6. What is the role and relationship of higher education in society?

Underlying the answers to these time-laden questions are deep philosophical values that speak to the ethos of our society. The use of these questions will be integrated throughout the course. For example, we will be asking the questions in relation to historical periods, institutional types, and based on assumptions about the teaching-learning process that is the business of our industry. Students will also be asked to integrate these questions into their written assignments and especially into a final philosophy paper.

REQUIRED TEXTS

Thelin, J. R. (2019). *A History of American Higher Education*. (3rd ed.), Baltimore: The Johns Hopkins Press.

COURSE PROCESS AND REQUIREMENTS

This three-credit hour class combines the features of a survey course and an advanced seminar through hybrid pedagogical techniques. It will incorporate a variety of online and in-person activities to cover content and engage students in the learning process. These activities will include faculty-led mini lectures, group discussions, student presentations, written papers, and seminar-style discussions.

Students are expected to complete all of the required readings and be prepared to actively participate in the classroom discussions. Class participation is expected and will count in the final grade (see the grading scale). To function well, a survey course relies heavily on the regular and vigorous participation of all class members. Because this is a graduate seminar, students will be responsible for assisting in the conduct of class instruction through leading discussions, finding and introducing new materials or readings not included in this syllabus, and in other ways helping to take responsibility for the learning process. Students who do not regularly participate in class will see this lack of participation reflected in their final grade.

Pedagogical Strategies

- Engage students in learner-centered activities, supported by examination of relevant research using primary and secondary sources
- Participate and facilitate in on-line discussion
- Provide a balance of structured class activities and opportunities for students to think creatively about their learning process
- Acquaint students with resources they can use for extended study in particular areas
- Call upon students to use multiple intelligences and intellectual skills

Writing Style: All written assignments must be typed, spell-checked, proofread for grammar and usage, and should conform to the style and reference notation format outlined by the 7th edition of the Publication Manual of the American Psychological Association (APA). Please double-space all assignments and use Times New Roman, 12-point font with a one-inch margin on all sides of the paper.

Attendance Policy: This is a seminar/lecture course. Reading the material for class is important, but equally important is the conversation that takes place in the classroom. The sharing of ideas, active listening, and many questions form the basis of the learning process. This process assumes that students are in class regularly and engaged with the subject matter and each other. Electronic devices or note taking by a peer cannot take the place of being in class.

Academic Honesty Policy: Each student is responsible for knowing and complying with the academic honesty policy for the University. This instructor will approach each person's submitted work as the originator's declaration of original efforts.

Late Assignments: Students are expected to submit assignments on the announced dates. Assignments submitted after the announced due date will receive point reductions--the later the submission, the more the point reduction. Students with any special learning needs or accommodations that would affect the timing of completion of assignments should notify the instructor after the first class.

Classroom Civility: This course, to a great extent, is based on talk—the give and take of discussion. Students are expected at all times to conduct themselves in a manner that supports the teaching-learning process. Avoid side conversations that may be distracting to others or hamper others from hearing or concentrating during Residency or in the Adobe sessions. Please turn off all cell phones, beepers, and other devices that might make noise or distract others in class, and mute phones for Adobe session. Whether face-to-face or online, feel free to join in our lively discussions, but make sure to allow time and space for others to also contribute. Debating ideas and disagreeing is a part of the educational process, but remember you are challenging people's ideas and not denigrating the person. Consider your language.

It is important to be civil to one another, and it is just as important to respect each other's individual and unique backgrounds, perspectives and personalities. This means refraining from use of language that is mean spirited, racially or sexually charged, and culturally insensitive. Learn classmates' names (including preferred pronoun references) and use those as appropriate.

Change Policy: The instructor reserves the right to alter information in this syllabus as needed to accurately reflect the course coverage and to enhance the learning outcomes of the course. When or if changes are necessary, they will be announced in advance and students will have appropriate time to make adjustments.

University Adherence to Federal Policy: The University complies with The Americans with Disabilities Act (ADA). This federal statute provides comprehensive civil rights protection for persons with disabilities. The legislation requires that all students with disabilities be guaranteed a supportive learning environment and requires reasonable accommodations for their disabilities. If you require any accommodations, please contact the instructor for information about university procedures.

Important Dates

Post-Residency: July 13 – 20, no written assignments (papers or discussion posts) due the week after Residency, but it is expected that students will remain actively engaged in course readings as required by the instructor.

Mid-Semester Break: No written assignments (papers or discussion posts) due September 9 - 15, but it is expected that students will remain actively engaged in course readings as required by the instructor.

Virtual Mid-Semester Residency (MSR):

- Workshops, Friday, September 20 @ 7 – 9 p.m. (eastern)
- Social Justice Presentation, Saturday, September 21 @ 11a.m. – 1 p.m. (eastern)
- Concentration meetings, Saturday, September 21 @ 1:15 - 2:15 p.m. (eastern)
- Workshops, Sunday, September 22 @ 3 – 5 p.m. (eastern)

COURSE ASSIGNMENTS

The assignments for the class are designed to focus broadly on higher education issues/structures and on specific institutions. This combination of assignments seeks to give both a micro and macro perspectives on the industry.

Assignment 1--Historical Research on a Selected Issue, Institution, or Topic

This assignment expands the entire semester and has several parts. It is one of the major products of the class with four parts and is designed to engage students in examining a specific topic/institution or issue related to the history of higher education and the social justice implications of the topic. The idea is to get students engaged with thinking about the historical factors related to a specific issue or institutional type, looking at one aspect of it closely and becoming experts related to the area. This allows students to explore a topic of interest or develop an area of expertise related to possible career interests or previous experience.

Due Date	Assignment 1	Points
7/31	Topic Selection Proposal	5
8/16	Annotated Bibliography	10
11/22	Presentation	25
12/2	Paper	60
	Total	100

Part I. Topic Selection and Proposal (5 points). Students are to submit a topic proposal on their selected topic by July 31, 2019 (see proposal form). This description is a three-page (double-spaced) rationale for the research, including why the topic was selected, what the student wants to learn, what materials or sources the student plans to investigate, and two or three questions this research paper might explore. Remember this course focuses on the history of higher education through the lens of social justice so your topic needs to have a social justice focus. The instructor will provide feedback and suggestions.

Below is a suggested list of topics; however, students may propose a different topic with approval from the instructor. In identifying a topic, students should read substantially beyond the required readings. Consulting the additional readings list might provide some areas of focus. If students have questions about what to read—or how to search the literature—they are encouraged to consult the instructor.

Possible areas of focus:

- Historical perspective on a marginalized group in higher education (women, faculty of color, LGBT students, undocumented students, etc.)
- Historical perspective on a type of institution (liberal arts colleges, community colleges, normal schools, tribal colleges, Catholic colleges, etc.)
- The examination of the emergence of a type of institution (community colleges, for-profit institutions, graduate education, online universities, etc.)

- An examination of the impact of an event or legislation (Morrill Acts, GI Bill, Higher Education Act of 1965, Michigan Admissions Court Case, etc.)
- Tracing the historical development of a policy or practice or program type (SAT or ACT admissions testing, institutional accreditation, Title IX, etc.)
- Examining the impact of higher education on a particular group (Native Americans, second-language speakers, students with disabilities, Dreamers)

Marybeth Gasman's edited volume (listed in the supplemental resources) provides useful readings on methods of historical research. You will find that we will be using a number of the chapters from her book early in the semester. Students are also encouraged to use library resources and read primary documents (newspapers, magazines, institutional documents, etc.) from the periods covered in your topic.

Topic Proposal Outline

- I. Give proposed title of paper (this can change as the paper is developed)
- II. Discuss the reasons for selection of this topic (interest to you, any previous background with the topic)
- III. Identify learning outcomes for the paper
- IV. Identify two or three questions that you might pursue in researching this paper
- V. Describe sources you have identified or processes you will use to find the resources you need to write an effective paper

Students will be asked to share their topics in a message board so the class community can share resources.

Part 2. Annotated Bibliography (10 points). This will be submitted by August 16, 2019 @ 11:59PM through the Assignment Page. This initial review should contain a minimum of 10 sources. The intent is to make sure that students have adequate materials to cover their topic and to allow the faculty member to serve as a resource in pointing to additional resources where necessary. Submission of the bibliography also gives the instructor time for providing feedback on the paper. For more information on annotated bibliographies, see the Purdue OWL website: <https://owl.english.purdue.edu/owl/resource/614/03/>

Part 3. Presentation (25 points). The work done on these papers and the information gathered is too valuable and informative for the instructor to be the only one who gets to see it. Therefore, students will be asked to share their work in short 10-minute presentation (visual cues or PowerPoints are encouraged) posted online by November 22. The presentations allow us to expand the knowledge of the entire class and from the feedback provided by the instructor and classmates, will inform the final paper due a week later.

Part 4. Paper (60 points). Write a 10-20 page paper on the selected topic due December 2 by 11:59PM through the Assignment page. The paper should follow standard APA or other approved formatting style. The intent of the paper is to explore the topic related to these or other questions:

What is the issue/organization/problem?

What is its history? What is the social justice issue?

How does the historical background help shape the issue/institution/program?
 Why is this history important in relation to understanding the topic and its place/impact in American higher education?
 Were you able to answer your questions and achieve your learning objectives? (See first question)
 What is the contemporary face of this issue/organization/program?

Assignment 2—Case Studies

Overview

One of the best ways of learning about higher education is to immerse one's self in the issues and activities that occur within the everyday operation of the Academy and to trace the historical background of these contemporary issues to see the gradual shaping of the problems we deal with or read about in the press. In this class we will use a series of case studies to help us explore timely events that are occurring on today's campuses. The case studies used for the class have been developed as part of the work of the National Forum on Higher Education for the Public Good at the University of Michigan. Each case has background reading material, a story narrative and artifacts. You will find that the process of dealing with the cases will also use what we call "dynamic time," which tries to simulate how we often get bits and pieces of information in sometimes disjointed ways, and academic professionals have to learn how to piece together the information to make rational decisions.

Assignment Description

For each of the four case studies examined throughout the class we will use the following process for our examination and discussions

Part 1. Case Study Introduction

The first part of the assignment is to read the case as it is presented and to dialogue with classmates via our class discussion board about what is happening in the case. Prompt questions will be provided for each case on the discussion board. It is expected that all students will participate in the discussion by responding to the prompts, adding articles or related readings to our resource file, and thinking critically and analytically about solutions or ways to address the issues presented in the case.

Part 2. Case Summary (20 points each)

The second part provides a more focused frame for the case. Each class member will write a 4-5 page paper of summation about the case. This paper will include the following elements:

1. What is the story in the case (including the major players)?
2. What are the major higher education issues, especially the social justice issues?
3. What historical information is important and related to this case?
4. What is the significance of the issues for higher education today?
5. What are possible solutions/approaches/responses to the events and people in the case?

Assignment

Case I.	Case Summary Paper due August 23rd
Case 2	Case Summary Paper due after Adobe Session
Case 3	Case Summary Paper due after Adobe Session
Case 3	Case Summary Paper due after Adobe Session

Part 3.

All students will participate in an Adobe Connect Session where we discuss the case and students are assigned to take on certain roles associated with the case.

Adobe Session Dates

- Case 1 Thursday, August 30, 7pm to 9pm (EST)
- Case 2 Thursday, September 26, 7pm to 9pm (EST)
- Case 3 Wednesday, October 30, 7pm to 9pm (EST)
- Case 4 Tuesday, November 27, 7pm to 9pm (EST)

COURSE ASSESSMENT

Residency Participation	60 points
Weekly Posts (10 pts each for or more for the term-includes Assignment 2) :	100points
<ul style="list-style-type: none"> • Contribute insightful, relevant comments and serve as a catalyst for class discussion • Makes one initial post and responds to at least two (2) other students • Effectively contributes to the comments of others • Demonstrate familiarity with the readings • Presents good examples and experiences 	
Adobe Connect Sessions (4 sessions dealing with cases and readings)	80points
Assignment 1 (see specific point allocations above)	100points
Assignment 2 (four case summaries at 20 points ea.)	80points
Total points for the course	420points

Criteria for Written Assignments (Grading Rubric)

- Clear sense of the topic and a point of view for the writing (thesis)
- Strong organizational focus and logical development
- Critical/analytical thought process (discern claims in the literature and examination of evidence)
- Use of relevant research and source materials
- Quality of writing
- Evidence of grappling with ideas and learning through consideration of divergent views or potential outcomes or perspectives

The final grade for this class will be determined using the following point system:

Grade Scale

Points	Grade	Points	Grade
420-398	A	341-327	B-
397-374	A-	326-308	C
373-356	B+	Below 307	F
355-342	B		

The instructor is available by appointment to discussion how individual assignments were graded and the final grade was determined. See the instructor's email and telephone number at the top of the syllabus.

WEEKLY TOPICS AND READING ASSIGNMENTS
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Pre-**Residency****Requirement** **Complete survey “Your Higher Education Knowledge/Philosophy”****Week 1** **Residency Class Meetings July 6, 7, 8****Location** **Mt. Lookout, Room 136 8:30am to 10:30am****Session 1**

- Overview of course content (syllabus), review of text, expectations
- Orientation to historical research
 - Read Introduction to the Thelin textbook
 - Read Introduction to Historical Research (Gasman) and “Within These Walls” (Peterkins) (See Handout)
 - Read “Is this Time Different: Putting Today’s Higher Education Challenges In Historical Perspective. *CHE* article (See Handout)
- Background discussion: Defining higher education and understanding its origins

Session 2

- Introduction to Using Case Studies
- Exploring the historical background of higher education (continued)
 - Read “Teaching the History of American Higher Education (Stanton UIU Online)
- Mission as message: Our essential questions considered
 - Bring to class the mission statement and date of founding of the college from which you received your undergraduate degree)
- Survey Review: What’s your Higher Education Knowledge IQ? (Survey Results)

Session 3

- Discussion of Assignment 1
- Discussion of Assignment 2 and Introduction to Case I
- Higher Education Comes to the Americas (discussion)
 - Read
 - Thelin: Chapter 1 Colleges in the Colonial Era

Think about our core questions and the social justice issues of the time

Week 2**July 14-20**

- NO ASSIGNMENTS but.... Continue to think about how the origins of higher education continue to influence it, even when most of us are not aware of these influences.
- Begin thinking about what might make a good topic for your final paper.

Week 3**July 21-22****Theme The Beginning of the American College Experience****Readings**

- Thelin, Chapter 1, “Colleges in the Colonial Era,” (continued)
- Thelin, Essential Documents, “College Charter in the Colonial Era: The College of Rhode Island”
- Jordon R. Humphrey, “No Food, No Drinks, Pencil Only,” (See Handout)

Assignments

- **First Post.** See prompt and respond to questions. Remember for full credit for the post, you need to submit your initial response and then respond to at least two other students. This is a discussion/conversation—the more engaged we are the better for all of us

Week 4**July 28-August 3****Theme The American Way of Higher Education**

- 1785-1860 --What was the American Way of Higher Education?
- How does this way speak to our key questions?

Readings

- Thelin, Chapter 2. “Creating the ‘American Way’ in Higher Education”
- Marsden, “The Burden of Christendom: Seventeenth-Century Harvard,” “ASHE-Reader (See Handout)
- Wright, “‘For the Children of Infidels’?: American Indian Education in the Colonial Colleges” (See Handout)

Assignments

- Topic selection proposal **due July 31.**

Week 5**August 4-10****Theme Growth, Access, and Resiliency**

- Growth, Access, and Resiliency in American Higher Education: New Faces and Mute Voices

Readings

- Thelin, Chapter 3, “Diversity and Adversity: Resilience in American Higher Education, 1860-1890
- Marsden, Methodological Secularization and Its Christian Rationale at Hopkins,” Liberal Protestantism at Michigan: New England Intentions with Jeffersonian Results”
- Solomon, “The Utility of Their Education: 1800 to 1860”

Assignments

- Post # 2 by the end of the week (See prompts)

Week 6**August 11-17****Theme Growth, Access, Retention****Readings**

- Thelin, “Captains of Industry and Erudition: University Builders, 1880-1910
- ASHE-Reader, Vine, “The Social Function of 18th Century Higher Education” and DuBois, “The Talented Tenth, 1903”
- Castellanos & Jones, MacDonald and Garcia, “Historical Perspectives on Latinos Access to Higher Education, 1848-1990” in *The Majority in the Minority*

Assignments

- Annotated Bibliography due **August 16**

Week 7**August 18-24****Theme Accreditation and Other Keepers of Quality****Readings**

- Moss, “Education’s Inequality: Opposition to Black Higher Education in Antebellum Connecticut.” Moss. H. (UIU online)
- Thelin & Hirschey, “College Students and the Curriculum: The Fantastic Voyage of Higher Education 1636 to Present”

Assignments

- Post # 3 due by the end of the week (see prompts)
- Please review the websites of the Higher Learning Commission and the Southern Association of Colleges and Universities. Read about their historical development
- Visit the ACT or SAT website and read about their historical development

August 25-31

Week 8

Theme **American Comes to College: Widening the Doors of the Academy**

Mini Lecture 1: Faculty, Tenure, and all that Jazz

Readings

- Thelin, “Alma Mater Goes to College, 1890-1920
- Brint/Karabel, “Community Colleges and the American Social Order”
- Solomon, “Women and the Modernizing of Liberal Education, 1860-1920”

Assignments

- Post #4 due by the end of the day
- **First Adobe Session Case I, August 30, 7pm to 9pm**
- **Case Study #1 Summary due August 23rd**

Week 9

September 1-7

Theme **Changing Implications of the Key Questions**

Readings

- Brint/Karabel, “Community Colleges in the United States: Organizing a National Education Movement”
- ASHE, “Report on the President’s Commission on Higher Education and the National Rhetoric on Higher Education Policy, 1947”
- Gasman, “Minority Serving Institutions: A Historical Backdrop”

Assignments

- Post # 5 due by the end of the week

Week 10 September 8-14 (Mid-Semester Break)

Theme At the Top of Our Game
Readings

- Thelin, “Success and Excess: Expansion and Reform in Higher Education
- Brint/Karabel, “The Takeoff Period,” and “The Great Transformation: 1970-1985”
- Hofstadter & Smith, “Robert M. Hutchins Assesses the State of Higher Education”
- Solomon, “The Collegiate Education of Women: Its Plural Strands, 1920-1940”

Assignments

- No Assignments due this week

Week 11
September 15-21
Theme The American System of Higher Education
Readings

- Thelin, “Gilt by Association: Higher Education’s “Golden Age, 1945 to 1970
- Brint/Karabel, “Designed for Comprehensive Community Colleges: 1958-1970” and “The Process of Vocationalization: Mechanisms and Structures”

Assignments

- Post #6 due by the end of the week
- Don’t forget to sign up and attend the Mid-Semester Residency activities (see schedule elsewhere in the syllabus)

Week 12
September 22-28:
Theme The American System of Higher Education
Readings

- Thelin, “Coming of Age in America: Higher Education is a Troubled Giant,”
- Solomon, “The Promises of Liberal Education—Forgotten and Fulfilled”
- Karabell, “Adjuncts and Community Colleges,” “Society and Higher Education

Assignments

- No Assignment
- Second Adobe Session, Case 2, September 26, 7pm to 9pm
- Case Study #2 Summary due evening of the Adobe Session

Week 13
September 29-October 5
Theme Struggle and Change in Contemporary Higher Education

Readings

- Tierney, “Too Big To Fall, The Role of the For-Profit Colleges and Universities in America”
- Cohn and Kisker, “Privatization, Corporatization, Accountability in the Contemporary Era”
- Rhodes, “Governance and Leadership,” and “The Cost of Higher Education”

Assignments

- Post # 7 due by the end of the week

Week 14**October 6-12****Themes The Future of Higher Education****Readings**

- Readings: Anderson, “The Future of Higher Education,”
<http://pewinternet.org/Report/2012/Future-of-Higher-Education.aspx>
- Rhodes, “The New University”
- Selingo, “The Five Disruptive Forces That Will Change Higher Education Forever”

Assignments

No Assignment due

Week 15**October 13-19:****Themes Perils and Cautionary Tales****Readings**

- Smith, “The Perils of Gender Co-education” in Reparation and Reconciliation: The Rise and Fall of Integrated Higher Education
- Angulo, “Chapter One” in Diploma Mills: How For-Profit Colleges Stuffed Students, Taxpayers, and the American Dream

Assignments

- Post # 8 due by the end of the week

Week 16**October 20-26****Theme****Traditional Models with New Approaches****Readings**

- Downs, Restoring Free Speech and Liberty on Campus (Introduction and Background)
- Schuman, “Seeing the Light: Religious Colleges in Twenty-first Century America”

Assignments

- No Assignment due

Week 17**October 27-November 2****Theme****Struggle and Change in Contemporary Higher Education****Readings**

- Mulvey, “Underprepared Students—A Continuing Challenge for Higher Education”
- Access and Equity in Higher Education: New Faces to Old Issues (TBA)
- Selingo “College Unbound” the Online Revolution
- “The right way to downsize higher education” (article, online)

Assignments

- Post # 5 due by the end of the week
- **Third Adobe Session, Case 3, October 30, 7pm to 9pm**
- **Case Study # 3 Summary due evening of the Adobe Session**

Week 18**November 3-9****Theme****New Emerging Forms of Higher Education****Readings**

- Thelin, “A New Life Begins? Reconfiguring American Higher Education in the Twenty-first Century,”
- Brint/Karabel, The Community College and the Politics of Inequality
- Solomon, “The Promises of Liberal Education—Forgotten and Fulfilled”
- Karabell, “Adjuncts and Community Colleges,” “Society and Higher Education

Assignments

- Post # 6 due by the end of the week

Week 19

November 10-16

Theme Struggles and Change in Contemporary Higher Education

Readings

- Cohn and Kisker, “Privatization, Corporatization, Accountability in the Contemporary Era”
- Rhodes, “Governance and Leadership,” and “The Cost of Higher Education”
- Thelin, “The Attrition Tradition in American Higher Education: Connecting Past and Present” (UIU Online)
- Selingo “College Unbound” the Online Revolution

Assignments

- Post # 7 due by the end of this week

Week 20

November 17-23

Theme The American System of Higher Education

Readings

- Thelin, “A New Life Begins? Reconfiguring American Higher Education in the Twenty-first Century,”
- Laborer, “Mutual Subversion: A Short History of the Liberal and professional in American Higher Education”
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Assignments

- Post #8 due by the end of the week

Week 21

November 24-30

Theme Change, Change, Change

Readings

- Thelin, Prominence and Problem: American Higher Education Since 2010”
- Platt, “Changing Names, Merging Colleges”
- Schuman, “Old Main: Small College in Twenty-first Century America”

Assignments

- Post #9 due by the end of the week
- **Post Paper Presentation by November 22**
- **Fourth Adobe Session, Case 4, November 27, 7pm to 9pm**
- **Case Study #4 Summary due evening of the Adobe Session**

Week 22 December 1-7: Close Out

Theme

- Standing on History and Facing Today

Readings

- Thelin, “A New Life Begins? Reconfiguring American Higher Education in the Twenty-first Century,”
- Brint/Karabel, The Community College and the Politics of Inequality
- Solomon, “The Promises of Liberal Education—Forgotten and Fulfilled”

Assignments

- Post # 10 due by the end of the week
- **Final paper due December 2**

Final Deadline for all work

December 1 – Final deadline for students to submit all outstanding work

December 15 – Final deadline for faculty submission of online grades (grading opens December 1).

The Writing Center

Union Institute & University's Writing Center offers self-help resources and free one-on-one tutoring sessions over the phone for all students. Tutoring sessions are available mornings, afternoons, evenings and weekends. Self-help resources are located at <http://www.myunion.edu/writing-center>. Appointments for tutoring by telephone can be scheduled through the writing center's CampusWeb group or by contacting the center (phone: 513-487-1156 or toll free: 1-800-861-6400 ext. 1156 or email: writing-center@myunion.edu).

Course Communication

Additional information will be provided throughout the semester. You will want to check your Union email account regularly and responsibly (at least once a day).

ADA Accommodations

Union Institute & University is committed to providing equal access to its academic programs and resources for individuals with disabilities. Information on ADA policies and services is located on UI&U's public website: <https://myunion.edu/current-students/student-services/disability-services/>

Academic Integrity

Union Institute & University's Academic Integrity policy can be found on Campus Web at https://campusweb.myunion.edu/ICS/icsfs/Academic_Integrity_Policy.pdf?target=9ccd7549-1590-445f-876e-a959b1724c31

Grading Scale and Satisfactory Academic Progress (SAP)

(Grading, SAP and Financial Aid Policies can be found in the University Catalog <http://myunion.edu/academics/catalog/>)

Students in the Cohort PhD Program must make satisfactory academic progress every term. This means that students must earn at least a cumulative GPA of 3.0 or S. Students must also successfully complete at least 67% of cumulative credits attempted. For example, if a student has attempted 60 credit hours during enrollment, he/she must successfully complete 40 or more of those hours. Student completion rates are reviewed at the end of each term of attendance.

Grades of U, W, I, V, NE and WIP adversely affect a student's completion rate because they are calculated as attempted but not completed. This can cause a student's completion rate to drop below 67%. This may result in the student not meeting the SAP requirement

facing possible academic and financial aid probation and/or dismissal from the program. Grades of C or U adversely affect the student's GPA and academic standing in the program. A special review will be initiated if a student receives a C, U or two or more incomplete (I) grades.

Grading Scale

Grade	Criteria
A	Academic work reflects impressively thorough and accurate knowledge of assigned material, including the complexities and nuances of major and minor theories, concepts, and intellectual frameworks; exceptional evidence of capability to compare, assess, and synthesize material; especially strong capability to logically critique extant theories and claims and to develop persuasive arguments based on original thinking. 4.0 Quality Points
A-	Criteria for A work not fully met. 3.70 Quality Points
B+	Criteria for B work is more fully met. 3.30 Quality Points
B	Academic work reflects accurate grasp of major concepts, theories, and prevailing knowledge; abundant evidence of capability to offer informed analysis of extant knowledge and ideas; clear capability to synthesize and apply key information from prevailing knowledge; appropriate critiques of extant theories and knowledge; considerable demonstration of capability to develop and logically present own judgments. 3.0 Quality Points
B-	Criteria for B work is not fully met. 2.70 Quality Points
C+	Criteria for C work is more fully met. 2.30 Quality Points
C	Academic work reflects adequate familiarity with key ideas and knowledge, although interpretations of key theories and concepts are occasionally incomplete and flawed; written and verbal accounts of information, theories, and concepts remain primarily at the level of description; critiques are present but not well developed with occasional interpretive errors. 2.0 Quality Points
S	Academic work reflects satisfactory completion of all prescribed learning and is equivalent to B or better at the doctoral level on a standard letter grading scale. The S grade is used only for ACS 897, ECL/HMS/PPS 841, 850, 860, MLK 800, MLK 890 and RSCH 900 Dissertation. 0.00 Quality Points and does not calculate into the GPA
U	Academic work reflects insufficient capability to comprehend and accurately present ideas and information; superficial and unpersuasive critiques; little evidence of capability for original thinking. Unsatisfactory performance is defined as any performance less than C at the doctoral level. A U grade should be given only on the basis of less than satisfactory work and should not be

	given because a student has not been present in a seminar (in such a case a V grade should be given). 0.0 Quality Points
W	Withdrawal: Student initiated withdrawal from a seminar or the program. Withdrawal from the program discontinues connection to university passwords and accounts.
I	Incomplete: Student completes at least 60% of work in a seminar but less than 100% of the required work in a seminar.
NE	Never Engaged: An NE grade will be assigned during the first 21 days of each term for a student who neither attends nor engages in a registered seminar (including the residency sessions).
V	Vanished: A V grade will be assigned six weeks after the beginning of a term by the Dean's Office, or during end-of-term grading by a faculty member for a student who attends/engages in a registered seminar (including the residency sessions) but subsequently ceases to attend/engage in the seminar and does not officially withdraw from the seminar.
WIP (No grade)	No Grade: Faculty member has not submitted a grade for a student.
Repeated Seminar	Students are permitted to repeat any seminar once after receiving a U. The last grade earned is calculated in the GPA.
Successful Completion	A grade of A through C or S is considered successful seminar completion.

Special Note Regarding Incompletes:

Students must have approval from the seminar faculty member to receive an incomplete for the term. If this approval is not requested and approved, **the student will receive a W (withdrawal) or V (vanished)**, depending on the circumstances in regard to attendance in the seminar. In other words, incompletes are not automatic and students should not assume that they can take incompletes at will. All incomplete work for a current term must be submitted by **May 15 or November 15** of the following term. **It is always best for students to stay in communication with faculty members and to try to get all the work done for the term by the deadline. Students and faculty members should explore all options together before deciding that the incomplete route is the one to take.**

RECOMMENDED READINGS

Primary Texts (Recommended Readings)

This list of recommended readings is an initial list. Additional resources may be added during the course based on areas of interests arising in class discussions, over-looked resources, or new

materials. Students are expected to become familiar with these resources and use them in preparation for class and in their individual research.

Additional Readings (Books)

- Bastedo, M. N., Altbach, Philip G., and Grumport, P. J. (2016). *American Higher Education in the Twenty-First Century*. Baltimore: The Johns Hopkins Press.
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- Karabell, Zachary. (1998). *What's College For? The Struggle to Define American Higher Education*. New York: Basic Books Publishers.
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- Kerr, Clark. (1963). *The Uses of the University*. New York: Harper and Row.
- Loss, Christopher P. (2011). *Between Citizens and the State: The Politics of American Higher Education in The 20th Century*. Princeton, NJ: Princeton University Press.

- Lucas, Christopher J. (1996). *American Higher Education: A History*. New York: St. Martin's Press.
- Marsden, G.M. (1994). *The Soul of the American University: Protestant Establishment to Establishment of Nonbelief*. New York: Oxford University Press.
- Nelson, Stephen J. (2012). *Decades of Chaos and Revolution: Showdown for College Presidents*. Lanham, MD: Rowman and Littlejohns, Inc.
- Rhodes, Frank H. (2001). *The Creation of the Future: The Role of the American University*. New York: Cornell University Press.
- Rigenberg, William C. and Noll, Mark. (2006). *The Christian College: A History of Protestant Higher Education in America*. Grand Rapids, MI: Council of Christian Colleges and Universities.
- Roebuck, Julian B. and Munty, Komanduri S. (1993). *Historically Black Colleges and Universities: Their Place in American Higher Education*. Westport, CT: Praeger London
- Rudolph, Frederick. (1962/1990). *The American College and University: A History*. Athens, GA: University of Georgia Press.
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Additional Articles

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