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Guide to Course Syllabus

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Menu Items:

- **Syllabus** (copy of full syllabus)
- **Announcements** (welcome statement and future announcements)
- **Resources** (the “lessons” tab within Resources provides links to required readings in alphabetical order)
  Resources (the “library reserves book table of contents” tab provides links to tables of contents for books found on library reserve at WTC Lewis Library)
  Resources (the “recommended readings” tab provides links to additional optional readings)
- **Lessons** (find links to all readings, except text, week by week; included also are weekly video lectures/ppt slides from instructor: note: these may be updated throughout the semester)
- **Assignments** (find links to the course assignments here)
- **Forum** (find a Forum for each course unit plus a general forum for questions and discussion that does not appear to fit neatly into a weekly forum)
- **Messages** (here find/send messages from/to instructor and/or fellow students)
PART 1:

Background and Context for the Course

This course is designed to deepen student understanding of the historical development of higher education within the United States and the multiple social justice challenges within that history. Emphasis is placed on the evolutionary development of U.S. higher education ideas and institutions from the American colonial period to the present. Central to this course is examining how U.S. higher education shapes and, at same time, is shaped by local, regional, national, and transnational challenges, issues, and events found within the larger social, political, religious, and economic policy environments. As a result, students are invited to deepen their understanding of the impact of U.S. history across several spheres of potential influence on higher education. Students will examine the historical origins of current day institutional sectors including policies and practices in higher education in the United States.

As a co-learner in this course with you, I seek to create a learning environment reflective of the Jesuit commitment to building student capacities for critical thinking and effective interpersonal and intra-group communication. The course stresses individual and group inquiry through engagement in small and whole class discussions and through inquiry-based projects. Course projects are designed to explore and understand critical questions and issues in U.S. higher education that occur frequently throughout 350 years of higher education history. This combination of group investigation and individual exploration is designed to foster a learning community where together we are in full collaboration with each other in order to achieve student and instructor objectives.
Teaching and Learning Goals
During this semester, students are invited to:

1. Identify and reflect on how multiple identities including race, social class, sex, gender identity, religion, sexual orientation, and ability, each filtered through social, political and economic realities within American society, influenced the establishment, expansion and diversification of U.S. higher education.

2. Gain a heightened understanding of, and appreciation for, the vast diversification and complexity found today within U.S. higher education and how institutional “sectors” intersect with and shape the holistic student experience.

3. Identify and reflect on major recurring questions within the academy, which many in U.S. society have raised over and again in the past. Career-oriented students entering higher education are strongly encouraged to examine and reflect on these questions as part of their ongoing professional development:

   • **What purpose and role should higher education serve** in American society and how has this role changed and evolved over time? Importantly, what is your view of the role and purpose of higher education in American society today? What and who influences your perception? What do you think are the most important outcomes of higher education for the student and for society?

   • **Who should be educated** at the post-secondary level in our society? How has higher education and U.S. society addressed access issues for groups of students throughout history? Importantly, what access issues continue today? For what groups? Why, after more than 350 years of “history” lessons, do we still face these issues in higher education?

   • **What should students be asked to learn** in the higher education setting and why (e.g., What “truth” should be taught?)? What constitutes a “curriculum” in the context of a college or university? What purposes exist for an institution’s “co-curriculum?”

   • **Who shares responsibility for student learning?** What are your views about what should transpire at the intersection of teaching and learning? How do you optimally learn and how does this match with your past and present educational experiences? What role should the student assume in the teaching and learning process? How would faculty-student relationships be best characterized today? What do students (and perhaps parents) expect today from engagement with faculty? Who, both on- and perhaps off-campus, carries responsibility for ensuring student learning? Why?

   • **Who has authority to determine policies around who is to be educated, who should teach, and what should be taught?** Is there any role for marginalized groups (i.e., students, faculty, staff members, parents, and employers) in the creation and administration of policies in higher education today? Why or why not?

   • **Who benefits from higher education?** In what ways (and to what extent) do both individual students and the larger society benefit from higher education? How have
you personally benefited? Should your education at some point benefit the greater society? Why or why not?

• **Who pays?** Should those who benefit the most be required to pay the most for their higher education? Affordability issues are clearly linked to issues of access, choice, and educational success. If the larger society benefits from higher education what role, if any, do you believe society (represented by local, state, and federal government) may hold in helping students to afford higher education?

**Course Objectives Related to IDEA Course Evaluation System**

- Gaining factual knowledge (terminology, classifications, methods, trends);
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course;
- Developing a clearer understanding of, and commitment to, personal values;
- Learning to analyze and critically evaluate ideas, arguments, and points of view.

**Conceptual Framework of School of Education**

**Professionalism in Service of Social Justice.** The School of Education (SOE) at Loyola University Chicago – a Jesuit, Catholic, urban, international university – supports the Jesuit ideal of transmitting knowledge in the service of humanity. Specifically, the SOE endeavors to advance professional education that advances social justice, through engagement with Chicago, the nation, and the world. To achieve this vision the SOE participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. The School’s faculty, staff, and students fulfill this mission by preparing professionals to serve as student affairs educators, teachers, administrators, psychologists, counselors, and researchers; by conducting research on issues of professional practice that intersect with social justice; and by partnering with schools, higher education institutions and community agencies to enhance life-long learning.

This course emphasizes two* specific School of Education Conceptual Framework (CF) standards:

- CF3: Candidates (graduate students) demonstrate an understanding of issues of social justice and inequity.
- CF7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.

*Note: Additional Higher Education program courses address the remaining six Conceptual Framework standards within the SOE. Other courses within the Higher Education program may also address CF3 and CF7.

**Diversity and the History of Higher Education**

This course supports the School of Education’s conceptual framework and its goal to prepare professionals who advance social justice. In our examination of the history of U.S. higher education, we will identify many educational issues related to social justice over time within the academy. These issues address equity, religion, gender, class, ability, race and ethnicity, student
academic success, funding patterns and access, and curricular content – among others. Examining these issues illuminates how educational institutions both shape and are shaped by wider communities through their accommodation of, and resistance to, the ideas and values of those groups. Students may be surprised to learn of repeated instances of injustice (both overt and covert) that can be identified through a critical examination of the history of U.S. higher education especially given that higher education has often been (and continues to be) a reflection of the larger society in which we live. This course addresses these issues and invites students to reflect critically on them for their current and future professional practice in higher education.

**Sakai Technology and Use of LiveText**

Students will use technology to access information from the course Sakai site in order to complete assignments. Importantly, students will use internet-based resources and library databases to conduct research, produce written and oral presentations, and facilitate class discussions. These efforts will enhance their ability to use technology as a learning and research tool.

Additionally, a web-based course management system (LiveText) will be utilized for the submission and evaluation of one assignment that addresses two SOE Conceptual Framework standards in this course. All students are required to ensure that their LiveText accounts are active. Note: all students pay a fee for their LiveText account as part of their initial registration and the account remains active throughout their enrollment in the program and for a short period of time beyond program completion. The LiveText website is also the depository for course-based evaluations of student professional dispositions—a requirement of all courses in the SOE (see next section).

**University/SOE Policies**

**Professional Dispositions**

The School of Education requires all programs to assess students not only on knowledge gained and skills developed or enhanced but also on attitudes and dispositions that connect with specific behaviors expected of professional educators regardless of their field of study. Each graduate program has developed a comprehensive rubric that will be used by faculty in each graduate course to assess students on those dispositions deemed important for those preparing to work with students in higher education. Once each academic year, all students are evaluated by their program faculty based on assessments in courses completed by students during the year. The assessment rubric for the Higher Education program is included below and students are expected to become familiar and to strive to adhere to each set of expectations. The course rubrics are completed by faculty in LiveText and these rubrics will be available to students for review. Depending on the results of the annual review, students may be asked to meet with program faculty to discuss specific aspects of the assessment.
Professional Dispositions
Loyola University Chicago
Higher Education Program

Please rate the candidate using: Target (above average), Acceptable (average), Unacceptable (below average)

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<th>Professionalism</th>
<th>Target</th>
<th>Acceptable</th>
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<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
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<td>Student meets all deadlines</td>
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<td>Student attends class and is punctual for all professional obligations</td>
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<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</td>
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<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</td>
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<td>Student is able to work effectively with peers on assignments</td>
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<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
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<td>Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)</td>
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<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
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<td>Fairness</td>
<td>Student demonstrates exceptional ability to understand the situations of others and responds in</td>
<td>Student demonstrates ability to understand the situations of others and responds in an</td>
<td>Student fails to consider the situation of others in making professional decisions and acts</td>
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<th>an appropriate, proactive manner</th>
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<td>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</td>
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<td>Student exhibits active listening skills</td>
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<td>Student is able to accept constructive feedback</td>
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**A Belief that All Students Can Learn**

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<th>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</th>
<th>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</th>
<th>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</th>
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<td>Student is sensitive to cultural differences</td>
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<td>Student respects the diversity of learning styles</td>
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<td>Student uses the framework of social justice in decision making</td>
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**Addendum**

You are encouraged to visit the following website which provides information related to academic honesty, accessibility, the SOE conceptual framework, ethics reporting, and electronic communication policies: [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

**Course Reading Materials**

The required text for this course is available from online booksellers and through the Water Tower Campus university bookstore. Additionally, students can either rent or purchase the e-text version of this text using **Google Play** for around $15.00.

**Required Text and Other Readings**

- Most additional readings (both required and recommended) are provided either as links or PDF documents accessible via the Sakai course site. A reference list for all readings is provided in this syllabus.
- Selected web-based Resources: [http://studentaffairsresources.com](http://studentaffairsresources.com)
- Student Affairs History Project: [http://ul2.bgsu.edu/sahp/](http://ul2.bgsu.edu/sahp/)

**Additional Resources on Lewis Library Reserve (at WTC)**

**Note:** The following historical texts are on reserve at the Lewis (WTC) Library. Students will find a photocopy of the table of contents for each of the following works on Sakai.


**Other Available Resources in the Lewis Library (But Not on Reserve)**


Perspectives on the history of higher education. Roger Geiger Editor. [www.ed.psu.edu/educ/hied-history/](http://www.ed.psu.edu/educ/hied-history/) Annual volumes since 1981 (formerly *History of Higher Education Annual*). Consult website for comprehensive tables of contents of each annual volume. Lewis Library at WTC has bound copies (volumes 6-22 and 24-27). Go to LB2300 H.55 and LB2300 P.47

**Requirements and Expectations**
General Information and Expectations for Online Students

1. Except for our first week of the semester, the typical “week” for this online course will be from Saturday to Friday night. I recommend that Saturday through Tuesday night be set aside for course readings and Wednesday through Friday night be reserved for student engagement with each other through weekly discussion forums.

2. All contributions to the discussion forum each week must be concluded by 11:55 p.m. (CDT/CST—Chicago time) on Friday nights (unless otherwise noted). Initial postings should occur on Wednesday or Thursday and brief student replies to initial postings should conclude by Friday night.

3. All assignments will also be due as of 11:55 p.m. (CDT/CST) on Friday nights unless otherwise noted.
   a. **NB:** Late posting to a weekly discussion forum is permitted but participation points may be deducted for a pattern of non-participation in each of the forums.

4. Check your Loyola email daily (@luc.edu) and log in to Sakai at least 3 times a week to check for messages and for postings to discussion forums.

5. When using the Sakai Messages function to contact the instructor, please check the Cc box to ensure the message is also sent to my Loyola email.

6. Please become familiar with the online resources of Loyola’s library system. The assigned librarian for the SOE and for this course is Ms. Tracy Ruppman (truppman@luc.edu).

7. This class uses the APA 6th Edition writing and publication manual. I strongly recommend that you purchase your own copy of the 6th edition as you will refer to it often. **I confess to being particular about APA style. It is an important part of your writing development as a graduate student.**

8. There will be no “live,” synchronous sessions for this course but I do encourage you to utilize Skype for either group meetings and/or to meet with me for advising.

9. When you send me an email I will typically reply within 36 hours during the week, not including weekends.

10. I aim to return submitted assignments within two weeks.

Engagement and Participation

Although the online format of this course may be new to most students, student engagement in discussions is critical for optimal student learning and enjoyment. I believe how students engage in class is often a function of their particular learning style. To me, engagement is less about frequency with which a student participates in class discussion (although significant absence of participation throughout the course is not acceptable) and more about the quality of contributions and being personally and consistently attentive and engaged with the discussion topics.

In this course, participation is valued when students build upon one another’s comments, provide meaningful connections to practice, share critical observations and insights on a topic, and generally increase the complexity and richness of the discussion, often making connections to course readings.

Students are encouraged to act as gatekeepers to the conversation, to invite the participation of others, and pose questions to one another in order to support engagement by all. This is especially important when class sizes are large as some students (already inclined to passive listening) may find it even easier to “melt” into the background and allow others to do their
talking for them. If at any point you would like to meet via Skype to discuss your participation in the course, I am open to that and together we can discuss how to enhance your engagement.

To facilitate student participation, weekly course units will contain discussion questions around which you may organize your reactions to each week’s reading. I encourage you to review the questions before undertaking your weekly reading. You are also encouraged to raise other discussion questions based on the reading that will stimulate further class engagement.

An underlying expectation of this course is that students will approach one another with the same ethic of care and concern that the larger international education profession demands that we exercise with our students and with each other. This requires a willingness to engage in critical and controversial—but civil—discourse aimed at advancing our individual and collective knowledge. Our goal is not always to reach consensus (how could we?!), it is about hearing and exploring divergent perspectives, even if that means hearing views we might not like to hear. Students are expected to engage in social perspective taking, a skill that requires both empathy and the ability to acknowledge multiple points of view. Please review in this syllabus the rubric for participation that will be used in determining one element of the final grade for the course.

E-mail and Sakai
Students wishing only to communicate with the instructor are asked to send e-mails directly to instructor’s LUC account (mbeazl1@luc.edu) outside of Sakai and not to the Sakai message box. This way the message will get to me much sooner and not also appear in my Sakai message box. (If you forget to do this, no problem as I do check messages frequently).

In Sakai, instructor e-mail to individual students will go to the student Loyola email account (not a private Gmail or Hotmail account). It is very important that you check your LUC email (Outlook) account daily. Messages to multiple groups of students or the entire class will go through Sakai through the message box. You will need to check your Sakai message account at least a few times each week to see if messages have been sent by instructor or other students.

Skype
I encourage students to meet with me via Skype at least twice during the semester for formative assessment purposes. Our initial meeting on Skype ideally should occur within the first three weeks of the course as one way to meet face to face and for me to better understand how you are experiencing the course. We can arrange Skype sessions via email.

APA Writing Style Requirements
Graduate education in general, and our program in particular, place a strong emphasis on developing good writing skills including critical analysis, synthesis, and the ability to communicate effectively. All written work for this class should conform to requirements of the Publication Manual of the American Psychological Association, (APA) 6th Edition. A copy of this manual can be purchased online or in bookstores. Students are also asked to utilize a grammar/spell check feature when they prepare written work. For written reports, one-inch margins are required; print font should be set at 12 Times New Roman; all reports are to be double-spaced; and pages numbered. Please ensure that each report contains a project title of some kind and remember to place your name, class section (003), and date on your report. Any and all references are to be placed on a separate page at end of the manuscript.
Important Note on Academic Integrity: Please remember that failure to cite appropriately and reference other authors’ works may necessarily lead to charges of academic dishonesty, which can result in failure on the assignment or in the course. This action could also lead to academic dismissal from the program. It is each student’s responsibility to know how to incorporate the work of other scholars into one’s work and to cite and reference these other sources appropriately. Please use the links found elsewhere in this syllabus to access examples of academic dishonesty and more information. A software program will be used to determine whether or not material has been inappropriately included (without attribution) in each manuscript.

Please refer to and follow the APA Manual for important guidance for avoiding bias in writing. On-Time Submission. As a matter of fairness and courtesy to all students, penalties for late submission of student work may be assessed. Points may be deducted for each 24-hour period that an assignment is submitted past the due date/time. No points will be deducted in the case of a true emergency when the student notifies me. Grades of "Incomplete" at end of term are seldom given and should only be requested (in advance) when an emergency prevents timely completion of course assignments at end of term.
**PART 2:**
Course Calendar*

*Note: With exception of our first week, our “week” begins on Saturday and continues through Friday with Saturday to Tuesday set aside for reading and Wednesday through Friday night set aside for engaging with one another. All postings to various forums and any assignments due will typically close at 11:55 p.m. (Chicago Time/CDT) each week.

Important: Initial posts by students to Discussion Forums (unless otherwise noted) should be completed by Tuesday night or at latest, Wednesday morning; secondary posts by students (in response to peer posts should be completed by Friday night).

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**Unit 1: August 24–28, 2015 — Course Introduction**

Forum for this week closes **Friday, August 28 at 11:55 p.m. (CDT)**

- Getting to Know You: Student and faculty introductions (post short bio in Forum on Sakai—11:55 p.m. (CDT), August 28 deadline for posting)
- Introduction to a course on the history of higher education
- Review and familiarize yourself with course syllabus
- Course overview
- Q & A (use Forum set up for this week for questions you may have)

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Discussion Forum for this week closes **Friday, September 4 at 11:55 p.m. (CDT)**

In this class we examine in “broad strokes” salient characteristics of U.S. higher education in the early part of the 21st Century. We do this because in order to fully appreciate our “industry’s” long history, acquiring a snapshot of the scope of the industry today is important. Clearly, the theme for this week is that our system of post-secondary institutions in the U.S. is extremely diverse and complex. In fact, our system is likely the most diverse found anywhere in the world at this time. Some argue that this diversity is a true strength of our system and others argue that we are too diverse and that too much redundancy and “inefficiency” exist among the various sectors which weaken the collective efforts of all institutions and spread finite resources too thinly. Through readings and, importantly, class discussions, our class this week will explore this diversity and complexity so that students can begin to have a basis for evaluating the salient characteristics, strengths and limits of the system and for considering how--over 350 plus years of higher education history—this diversity has arisen and why.

**Readings/Assignments:**
study-higher-education-lessons-contemplation-how-others-might-see-us. Link to Johnstone 2003.

• Review only: Almanac of Higher Education 2014
• Recommended Reading: Hurtado (2003) (on Sakai)
• Review discussion questions for this class session (see page 44 of this syllabus)

**Unit 3: September 5–11, 2015—European Influences and Antecedents of U.S. Higher Education**

Note: Labor Day in the U.S. is September 7 and no classes are held.

Forum for this week closes Saturday, September 12 at 11:55 p.m. (CDT)

Before actually exploring the early history of U.S.-based higher education during the colonial era, it is important that students explore how the first colleges in the English colonies in the “New World” were influenced by the already mature higher education industry in Europe. While some argue (and many don’t agree!) that the English system was transplanted “lock, stock, and barrel” to the colonies, the influence of the major universities in Oxford and Cambridge, England are unmistakable. Stopping here for an introductory examination of how higher education evolved first on the continent of Europe and then in England is important. Questions for Forum reflection and class discussion are below.

**Readings/Assignments:**

• Cremin (1970/1997b), “College” (pp. 35-39 only)
• Perkin (1997), “History of Universities” (pp. 3-13 only)
• Respond to Forum discussion questions on or before 11:55 p.m., Saturday, September 12. (note: one additional day provided for Labor Day Holiday)

**Discussion Questions:**

• As you think about the role that “urbanization” beginning in 12th Century Europe may have had on the origins of higher education in Europe, can any parallels be observed in U.S. higher education today?
• How would you describe the early college students and faculty prior to the 1600s in Europe?
• What did the curriculum typically involve? For what purpose?
• What role did “practical” or applied learning (something of high priority today in the U.S.) take in early English higher education?
• As you have experienced higher education today, are there any remnants or “legacies” from the English “model” of higher education that seem to be visible in some way today?
Unit 4: September 12–18, 2015 — College Formation During the Colonial Period (1607-1785)

Discussion forum for this week closes Friday, September 18 at 11:55 p.m. (CDT)

We explore the early formation of the “college” in colonial America beginning with Harvard College in 1636 and continuing over the next 150 years with the formation of 8 additional colonial, or “provincial,” colleges in most of the 13 colonies (but not in all). The “Ox-Bridge” model was a heavy influence on early formation but due to different circumstances than existed in England at this time, the new colonial model was necessarily heavily adapted to meet the needs of the colonists at that time.

This week we also examine why higher education was established in the colonies and how sex, race, and social class, in particular, served a key role in influencing not only who enjoyed the privilege of being educated but why. Additionally, because at this time we see no clear or bright line between “public” versus “private” institutions, we also begin to examine the relationships that were created between the colleges and their local and provincial governments and their impact on day-to-day governance of the college.

Readings:
• Thelin Text (pp. xxi-xxx; 1-40);
• Primary Source: New England’s First Fruits 1640;
• Sears (1922), Finances of the colonial colleges. In Thelin (2014), Essential documents in the history of American higher education (pp. 30-39)
• Williams (2010), Variations on the Ox-Bridge Model
• Recommended: Brubacher & Rudy (1997b), Chapter 3, Early Student Life (pp. 39-56);
• Betlock (n.d.), New England’s Great Migration (approximately 2 pp.)
  http://www.greatmigration.org/new_englands_great_migration.html

Discussion Questions:
• Interestingly, in spite of fact that many early colleges established after 1785 did not survive, the first nine colleges established in the original 13 colonies have survived to today, a remarkable feat. Thelin (2011) refers to this group collectively as America’s “historic,” “provincial,” or “legacy” colleges. In what ways do both U.S. and non-U.S. societies view these institutions? What do you feel contributes to these views?
• In your view, how might the characteristics of those arriving from Europe in the “Great Migration” have affected the early development of the college? What might have influenced why the college got a much earlier start in New England (early 1600s) versus in Virginia (established in late 1600s)?
• Why was there such low demand and interest among students (and parents) for higher education during the colonial era? Who were privileged to attend? Who were excluded and why?
• Do you recognize today in higher education colonial college characteristics related to college administration and organization, governance, student life, faculty life, curriculum, and/or other elements from that period in history?
Unit 5: September 19–25, 2015 — Introduction to Historical Research

Discussion forum for this week closes Friday, September 25 at 11:55 p.m. (CDT)

This week, we focus on the nature of historical research as the majority of our reading this semester is generated by educational historians using “tools” of their profession to investigate, interpret, and reach conclusions about various events, issues, and topics related to the evolving history of U.S. higher education.

Readings have been selected for your review and reflection (see below). Guidelines are provided under the assignments portion of this syllabus for making sense of “primary sources” that inform historians in their interpretations and “story-telling” in higher education history.

Readings:
• Thelin (1962/1990), “Rudolph Rediscovered” (pp. ix-xxiii)
• Thelin (2011), Introduction (pp.xxi-xxx)
• Johnson & Christensen (2008), “Chapter 15: Historical Research;”
• See “Guidelines for Analyzing Historical Documents” by Thelin (2014) [see last page of this syllabus].

Discussion Questions:
• For some scholars, the statement that “there is seldom any objective truth to be found in historical research” can be quite unsettling. What are challenges and limitations inherent in this approach to research?
• Reflect on the title of Thelin’s text used in this course. What could be his “message” as a historian as represented in his book’s title?
• If you were to prepare a history of Loyola’s International Higher Education program what primary and secondary sources would you want to consult? What might each source provide to the narrative or story you will tell? What would you expect to find?

Unit 6: September 26–October 2, 2015 — Nation Building, Diversification, and Reform in the Antebellum Period (1785-1860)

Discussion forum for this week closes Friday, October 2 at 11:55 p.m. (CDT)

This week focuses on an important period in the history of the new United States and for higher education. During this period former colonists (now U.S. citizens—however, not all, only certain groups became citizens and only white men who owned property gained voting rights) and their leaders were figuring out how to define for the nation and world what a new “American identity” should include and what role the federal, state, and local governments should have in relationship to each other including for the provision of education.

Historical documents have left an exciting and robust body of evidence regarding what the major national and state issues were during what is now called the “antebellum” period that arose
between the hard fought war for independence from Great Britain and the great schism that was the U.S. Civil War. Our class this week focuses on two sets of issues that captured the interest of many in the emergent U.S.: 1) The debate over whether or not the new nation should establish a centrally-controlled “National University” (much like what was/is found in many European nations) which also served as a “proxy” fight over state versus federal rights; and 2) Whether or not and how to respond to increasing calls for significant reform of the “college” (or classical) curriculum.

**Readings:**
- Thelin—pp. 41-73
- Recommended: Riley (1969), Origins of the argument for improved female education (15 pp.).
- Recommended: Castel (1964), The founding fathers and the vision of a national university (pp. 280-298).
- Primary source: Yale Report (Goodchild & Wechsler, 1828/1997) (16 pp.).
- Primary source: James Madison on a national university, 1810 (1 pp.).
- Primary source: A Congressional committee Indorses a national university, 1816 (2 pp).
- Primary source: Benjamin Rush on a federal university, 1788 (5 pp).
- Primary source: Washington to Congress on a national university, 1790, 1796 (2 pp).

**Discussion Questions:**
- What motives may have contributed to the rapid expansion of colleges during this era? In what ways were the new colleges different from the original nine historic colleges?
- Among the many arguments offered both for and against the establishment of a national university in the New Republic which ones do you personally find most compelling and why (both in support or against the proposal)?
- What issues were central in the debate about curriculum reform during the early-to-mid 1800s that motivated the issuance of the now famous Yale Report of 1828? How did the Report influence this debate?
- Do you believe the curriculum debates during this earlier era have had any lasting influence on higher education curriculum today? What current day curriculum debates in U.S. higher education seem related perhaps to issues being debated in the early 1800s?

**Week of October 3–9, 2015 — No Class Readings (Loyola Fall Break is Monday/Tuesday)**

**Note:** Proposal for Essay Review Due on or before 11:00 p.m. (CST), Friday, October 10 (see Assignments).
Unit 7: October 10–16, 2015 — Rise of a New American “University” (1860-1910)

Note: Primary Source Analysis Due Friday, October 16 at 11:55 p.m. (CST)

Discussion forum for this week closes Friday, October 16 at 11:55 p.m. (CST)

We explore factors influencing a “rethinking” of higher education involving a transition from sole reliance on the old-time “college” to a new type of institution with a curricular focus significantly building upon the foundational liberal arts model and responding to the expanding agrarian and industrial needs of the United States. Explored are a) the role the federal government served in promoting this new type of institution, b) the implications for potential access to new groups of students previously marginalized (i.e., women, Jews, Blacks, Catholics, recent immigrants, and others from low social and economic classes), and c) the adoption of new curricular offerings.

Readings:
• Thelin (2004), pp. 74-154
• Wright (1987), The Black colleges and universities: Historical background and future prospects. Thelin (2014, pp. 96-105);
• Primary Source: The Morrill Act, 1862 (1.5 pp.);
• Davis (1933) (pp. 312-328)
• Rivard (2014), Fighting for Survival (HBCU’s)

Discussion Questions:
• Describe factors you believe may have influenced the emergence of a new university model in the mid-to-late 1800s.
• Describe your understanding of the federal “land-grant university” model of the late 1800s in the U.S. and in what ways key elements of this model may currently exist today.
• What legislative and societal forces influenced/motivated the establishment of a racially segregated, “separate but equal” system of public land-grant institutions in the late 1800s? Why were these new institutions truly not “equal?”
• Consider the salient characteristics of the “university” of the early 1900s--how do these characteristics compare to today's university?

Unit 8: October 17-23, 2015 — The Collegiate Way/“Golden Age” of College (1880-1920)

Discussion forum for this week closes Friday, October 23 at 11:55 p.m. (CST)

This week’s examination is on the continued popularity and viability of the small college with its focus on the classics and liberal arts even in the face of a dramatically changing nation that is becoming highly industrialized and in need of college graduates with new technical and managerial skills. Thelin (2011) identifies from historical sources what appears to be a clear disconnect between the popular view of the “college” in certain quarters of U.S. society versus what it was really like for students and faculty on the campus. Read carefully the unsigned
“Confessions” of an undergraduate (1915) about this student’s experiences at one of the classical colleges. The “Collegiate Way” or “Ideal,” when examined closely, reveals many important issues that educators slowly and reluctantly found they needed to address in the face of growing demands for reform and greater accountability, which arose in the years leading up to WWII.

Readings:
• Thelin – pp. 155-204
• Anonymous (1915) “Confessions of an Undergraduate” (4 pp.)

Discussion Questions:
• In spite of predictions of the demise of the “old time” small college, continued growth in popularity of the college occurred during the late 1800s and early 1900s. Some historians refer to this period as the “Golden Age of the Small College.” Why do you believe the college continued to survive in light of the slow growth of the public university sector and of private research universities?
• Today, small colleges compose a significant part of the American system of higher education. What do these colleges contribute and what challenges to their future survival exist?
• What are major complaints lodged by the “Anonymous Undergraduate” in 1915 against his college? Challenge: What clues in the article appear to reveal the specific college at which this student is enrolled? Can you name it?
• The reality of the college experience for many students and faculty (especially after 1900) was sharply different from the romantic notions of the “Collegiate Ideal” or “Collegiate Way” often advanced by college presidents, trustees, and even the popular press at the time. Identify and reflect on these differences and what may have contributed to them.

Unit 9: October 24–30, 2015 — Calls for and Experiments with Reform in Higher Education (1920-1945)

Discussion forum for this week closes Friday, October 30 at 11:55 p.m. (CST)

This week’s unit focuses on significant issues facing higher education that began to attract the attention of new groups in American society who previously had not paid much attention to the college or its internal operations due, in part, to the robust autonomy enjoyed by higher education in the U.S. and subsequent lack of oversight and accountability. Significant challenges are identified by this week’s authors especially around continued acts of racism and systemic institutional discrimination across many colleges and universities against individuals based on sex, race, ethnicity, class, and religion. While these justice issues have always been part of higher education since its infancy during the colonial period, many groups in society voiced strong challenges to institutions for their continued overt and covert acts of racism and discrimination and many prominent educators called for major reform.

Readings:
• Thelin (pp. 205-259)
• Levine (1997), Discrimination in college admissions (pp. 510-523)
• James (1985), Life begins with freedom: College Nisei (pp. 155-171)

Discussion Questions:
• In describing campus life, Thelin (2011) and others discuss issues and challenges that faced students and their institutions during the years leading up to WWII. Which issues resemble challenges that can still be found today on campus?
• Who was prized and valued on the campus and who was marginalized or left behind? Why?
• Are there groups of students or others on the campus today who you feel are being marginalized or “left behind” by their institutions? What contributes to this marginalization?
• A number of institutional reforms were initiated during this period of time to address concerns about the “excesses” of college life. In what ways can we see the legacies of these reforms today?
• What reforms in higher education do you believe are needed today and why?

Unit 10: October 31–November 6, 2015 — Higher Education’s “Golden Age” (1945-1960)

Due: Written Proposal for Social Justice Essay Review (see assignment)—submit via email to instructor (not through Sakai)—due November 6 at 11:55 pm (CST).

Discussion forum for this week closes Friday, November 6 at 11:55 p.m. (CST)

We address a period of significant enrollment and physical expansion of U.S. higher education as a result of returning WWII veterans who were well qualified and positioned to take advantage of federal government financial support for a college education; and, ironically, some 18 years later (beginning in 1963), the children of this group of veterans (the Baby Boomers) began enrolling in such huge numbers that individual states during the 1960s were opening one two-year college per week during each year of that decade (e.g., that’s over 500 new 2-year institutions in just 10 years)! Many “growing pains” were experienced by U.S. colleges and universities during this period of time and their involvement with both state and federal governments significantly expanded including government oversight and accountability.

Readings:
• Thelin (pp. 260-306)
• Thelin (2011b), All that glittered was not gold (pp. 332-350)
• G.I. Bill (1944) Primary Source (2.5 pp.)
• Herbold (Winter, 1994-1995), Never a level playing field: Blacks and the GI Bill (pp. 104-108)

Discussion Questions:
• Some historians refer to the immediate post WWII era (up to the early 1960s) as the “Golden Age of American Higher Education.” If this is true, what contributed to this “gilded” view of higher learning during this period?
• In what ways might the 1932 Bonus Expeditionary Force experience in the nation’s
capital influence Congressional efforts to establish the G.I. Bill in 1944? (note: explore
online to learn more about this historical event).
• Why was the federal government motivated to pass legislation to provide benefits for
WWII veterans even before the end of WWII? Beyond assistance for education, what
other (often overlooked) benefits were approved? What group(s) enthusiastically pushed
for passage of the new law? What position did the higher education community take?
What impact do you believe the law (and its progeny) has had on U.S. higher education
in the 70 years since its enactment?
• What impact, if any, did the G.I. Bill have on providing access and opportunity for blacks
and women in higher education following the War?
• Is there a place today for legislation similar to the G.I. Bill for groups of individuals who
serve their nation in ways other than through military service? Why or why not?
• During this era, a not so subtle shift in faculty research requirements altered the faculty-
student relationship. Do you feel the policy of “Publish or Perish” controls the primary
role of faculty today? Do you agree with this standard? Why or why not?

Unit 11: November 7–13, 2015 — Higher Education, Civil Rights, & The Legacy of
Campus Unrest (late 1950s–early 1970s)

Discussion forum for this week closes Friday, November 13 at 11:55 p.m. (CST)

During the last decade of the so-called “Golden Age” of higher education in the U.S., the historic
and turbulent ’60s revealed a period of immense social, political, economic, and educational
upheaval across the entire system of higher education. While some higher education scholars as
early as the mid-1950s began to predict the increasing dissatisfaction that would occur in many
of the large research-based universities across the nation among students and faculty, none
accurately predicted the full scope and intensity of the social and political activism that would
descend across the nation's colleges and universities during this period of time. The convergence
of 1) unanticipated problems involving overcrowded classrooms, laboratories, libraries, and
residence halls including concerns among students about growing student isolation arising from
significant decline in student-faculty relations, along with 2) the rise of the Civil Rights
Movement, and 3) growing campus and societal opposition to the War in Vietnam in large
measure contributed to significant challenges for higher education leaders during this era. This
unit explores some of these major challenges and the often knee-jerk reactionary responses
by our nation's (and our university) leaders to these issues.

Readings:
• Thelin (2004), (pp. 306-316)
• Weinberg (1990), Essay Review: Students and civil rights in the 1960s (pp. 212-224)
white: Southern student activism in the 1960s
• Primary source: Kerry (1971), Vietnam veterans against the war, statement to U.S. Senate
Committee on Foreign Relations
• Loyola Magazine (2010), Loyola's student strike (1970) (2 pp.).
Discussion Questions:

• In the late 1950s and early 1960s what was the state of campus social and political rights enjoyed by college students? How would you characterize this period of time in terms of the institution's overarching legal and educational relationship with its students (e.g., consider the common “tag line” that is often associated with this type of relationship)?
• In the early 1960s a number of societal “forces” external to the campus served as “triggers” that often resulted in college student protest and other forms of activism. What were some of these key forces and why were they so important among students?
• Several historians posit that the focus of activism for many college students appeared to shift significantly during the latter half of the 1960s. What was this issue and what may have contributed to it?
• Many historians report that political and social activists seem to lament the precipitous decline beginning in 1971 of student activism in higher education. What forces might have contributed to this decline?
• In your view, what is the “state” of student activism today in U.S. higher education? What issues have or would propel large numbers of students to activism? What form or shape does activism take today?

Unit 12: November 14–20, 2015 — Student Activism in the 1960s: Oral History Reports

Note: Oral History Report Due Friday, November 20 at 11:55 p.m. (CST).

This week, we continue our exploration of higher education in the 1960s and key social justice issues confronted both by college students and by others in society. Students will share first-person historical narratives obtained through informal oral interviews with women and men who were teenagers or older during the 1960s who shared their experiences with you about what was going on in society at that time and its impact on them personally. These individuals need not have been in college at the time but ideally, some interviews will include former college students. Others who would be appropriate “informants” for this period would include: Military veterans who served in Vietnam; Parents of college students or of veterans during this period; College students (or non-students) who viewed themselves as political “activists;” Individuals who did not think of themselves as “activists” but were acutely aware of what was transpiring on and off the campus and are willing to describe that awareness to you. Please see “Assignments” section for more instructions on this project.

Week of November 21–27, 2015 — No Class

(Thanksgiving Holiday)

Unit 13: November 28–December 4, 2015 — Final Student Reflections

Discussion forum for this week closes on Friday, December 4 at 11:55 p.m. (CST)

During our final week in this course, I ask that you reflect on the discussion questions listed below and post your reflections in this week’s forum.
Readings:
• Thelin—pp. 317-398
• Grummon (2012), SCUP Trends in Higher Education (9 pp.)
• Mintz (2013), The future is now: 15 innovations to watch for (5 pp.)
• European Ministers of Education (1999). The Bologna Declaration of 19 June 1999 (3 pp.)

Discussion Questions:
• A broad overarching theme that seems to arise from Thelin reveals that U.S. higher education since the 1970s has experienced a serious decline in public trust and confidence in its ability to serve as an important catalyst or “engine” for positive change in American society, especially in comparison to the “Golden Age of Higher Education.” Thelin refers to higher education during the current era as a “Troubled Giant.” Which, if any, of Thelin’s challenges and issues for the last decades of the 20th Century still seem relevant to you today? Which are most critical and why?
• An on-going debate across our federal and state governments and among the American people revolves around higher education's role in advancing either the public (i.e., societal and global) interests or the private interests of those who most directly benefit from the education they receive (i.e., students), AND importantly what the role of federal/state government should be in advancing higher education for all (i.e., more or less government financial support for institutions and for students and families?). What is your view or position on this debate? What influences your views?
• How do you expect higher education in the U.S. may change in the next 10 to 15 years during your careers? How do you feel these changes may affect your own work with students? What implications does the future hold for your need for continued learning and professional development?

Friday, December 11, 2015 — Social Justice Essay Review Due (Upload to LiveText AND to Sakai)
Social Justice Essay Review for this week closes on Friday, December 4 at 11:55 p.m. (CST)
PART 3:  
Assignments and Evaluation Criteria

General Evaluation Criteria for All Assignments

• Complete and submit assignments on or before due dates and times. Assignments submitted after the due date/time may be subjected to a loss of points resulting in a lower grade (in fairness to others who submit on time). Please submit all assignments on Sakai using the assignments tab, except for final essay which is uploaded both to Sakai and to LiveText.
• Keep a permanent electronic “back up” copy of all assignments.
• Submit the written essay review assignment to Live Text (www.livetext.com). See this syllabus for information on using Live Text.
• Follow APA formatting requirements: All written work should use Times New Roman and 12 point font with 1 inch margins. Provide a title page, number all pages except page one, and place list of references per APA style on a separate final page (use “References”—not “Works Cited” as your heading).
• Accurately cite sources in text and in references using APA style (6th Ed.).

Participation and Engagement in Class Discussion Forums (25 points)
Active student participation in forum discussions is critical in creating the teaching and learning environment that can be enjoyed by all. I recognize, however, that how a student participates may be a function of his or her learning style. Therefore, participation in the forums is less about the frequency (although certain minimums are established) with which a student engages in discussion and more about the quality of contributions. For purposes of this course, participation is valued in which students…

1. build upon one another’s comments,
2. provide meaningful connections to practice,
3. share critical observations and insights on a topic,
4. generally increase the complexity and richness of discussion,
5. act as gatekeepers to conversation and encourage participation of others as well as pose questions to one another, and
6. While quality is valued over quantity, any student who chooses not to contribute to class discussions in meaningful ways will lose participation points.
Class Participation (25 points)

<table>
<thead>
<tr>
<th>Evaluative Dimension</th>
<th>20 to 25 Points</th>
<th>15 to 19 Points</th>
<th>9 to 14 Points</th>
<th>0 to 8 Points</th>
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<tr>
<td><strong>On Time Forum Participation</strong></td>
<td>Routinely participates in forums on time (both posting and responding to posts)</td>
<td>Occasionally late in participation</td>
<td>Demonstrates a pattern of lateness in participation or does not participate</td>
<td>Consistently late and/or does not participate weekly</td>
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<tr>
<td><strong>Quality of Contributions</strong></td>
<td>Contributions are relevant and routinely integrate course reading (when appropriate) and life experiences into discussion; Arguments are evidenced-based and supported through course content and/or life experiences</td>
<td>Contributions lean more toward either course readings or life experiences, but are relevant to the conversation; Arguments are generally evidenced-based</td>
<td>Contributions are not relevant to the conversation and rarely incorporate course readings; Contributions betray a lack of preparation for class; Arguments are rarely evidence-based</td>
<td>No or minimal contributions or arguments are offered</td>
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<tr>
<td><strong>Significance of Contributions</strong></td>
<td>Contributions add complexity to the conversation and support or build off of others’ contributions</td>
<td>Contributions are generally substantive, but occasionally indicate a lack of attention to what others have shared</td>
<td>Contributions repeat what others have shared and thus do not advance the conversation</td>
<td>No or minimal contributions are offered</td>
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<tr>
<td><strong>Gate-Keeping</strong></td>
<td>Does not dominate the discussion; Regularly encourages participation of others by posing questions or asking for other students’ thoughts</td>
<td>Occasionally encourages participation of others; recognizes and supports the contributions of others</td>
<td>Dominates the conversation; Does not engage other students in conversation;</td>
<td>No or minimal contributions</td>
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Primary Source Analysis (15 Points) (Due October 16)
As we explore the value and nature of historical research, each student is asked to locate one primary source that relates to a specific aspect of the history of higher education or international higher education of interest to you (please select an event that occurred prior to 2000). If you are unfamiliar with primary and secondary sources for historical purposes, please consult the Johnson and Christensen (2008) reading.

This is a single authored assignment. 1) First, locate online a photo or engraving depicting some event. 2) Locate and review a secondary source that helps you understand the larger context for the event you have selected. 3) Prepare a short narrative that describes your source and its historical context. Guidelines for analyzing primary sources are below (approximately three to four pages). Your narrative should address all four elements.

- **Objective Observation**: Describe what you see/read in the photograph/document. Avoid personal feelings or interpretations in this part of your analysis. Your description should help someone who has not seen the image to visualize it or understand what is in it. Important: Who created the image, when and where? How does this source relate to higher education?
- **Subjective Observation**: Describe your personal feelings, associations, and judgments about the image/reading. Always anchor your subjective response in something that is seen or understood. For example, "I see…, and it makes me think of…or I think this part
of the image represents…or, the image makes me feel…” Is there a key “message” being communicated within the image? Do you perceive bias in the creation of the source? Explain.

- **Knowledge**: Reveal contextual knowledge of events surrounding what is captured in the photo (e.g., Describe larger “context” that helps one understand the photo’s subject). Here you will need to rely on your secondary source that relates to the event captured in the primary source.

- **Questions**: What questions does the photograph raise for you but not answer? What else would you like to know about the historical event?

You should also review Thelin’s (2014) recommendations for analyzing primary sources found on last page of this syllabus. Upload to Sakai (using assignment tab) your primary source and your narrative. Provide a citation for both sources at end of your report using APA style.

**Primary Source Rubric (15 points)**

<table>
<thead>
<tr>
<th>Variable</th>
<th>12-15 Points</th>
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<tbody>
<tr>
<td><strong>Objective</strong></td>
<td>Thorough description of event or issue; primary source selected relevant to higher education; information about creator and/or source</td>
</tr>
<tr>
<td><strong>Observation and Content</strong></td>
<td>General description of the event or issue; primary source is somewhat relevant to higher education; some information about creator and/or source provided</td>
</tr>
<tr>
<td><strong>Subjective Observation; Message, Bias</strong></td>
<td>Personal feelings about source clearly evident and well articulated; source’s message communicated well; potential bias addressed well</td>
</tr>
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<td><strong>Larger Context for Source and Questions Raised</strong></td>
<td>Questions raised about the document are exceptionally well grounded; Larger context for the source well explained</td>
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<td><strong>Quality of Written Work</strong></td>
<td>Organization, grammar, flow, use of APA formatting reflect</td>
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<th>9-11 Points</th>
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<tr>
<td>General description of the event or issue; primary source is somewhat relevant to higher education; some information about creator and/or source provided</td>
</tr>
<tr>
<td>Some description of personal reaction to the source provided; source’s message or intent partially explained; bias partially addressed</td>
</tr>
<tr>
<td>Questions raised about the document are somewhat grounded; some contextual information is provided</td>
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<td>Organization, grammar, flow, APA reflect a variety of types of errors.</td>
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<th>3-8 Points</th>
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<tr>
<td>Little description of event or issue; primary source appears only tangentially relevant; little information about creator/source present.</td>
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<tr>
<td>Very little attention given to subjective observation; possible message of source not fully explained or addressed; little attention to potential bias</td>
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<tr>
<td>Few questions raised and little context provided.</td>
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<td>Organization, grammar, flow, APA reflect many types and instances of errors.</td>
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<th>0-2 Points</th>
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26
Oral History Interview on 1960s (25 points) [Due November 20 at 11:55 p.m. (CST)]

Students will prepare a written narrative (5-page maximum) summarizing a personal “story” you obtained through an interview with someone who experienced the 1960s and is willing to share experiences about what was going on in society at that time and its impact on that person and on the larger society. These individuals need not have been in college at the time but, ideally, some interviews will include former college students. Others who would be appropriate “informants” for this period would include: Veterans who served in Vietnam; Men who chose an “alternative path” to service other than face the draft; Parents of college students and/or veterans during this period; College students who viewed themselves as political “activists;” Others who were not college students but nevertheless were acutely aware of what was transpiring on and off the campus.

You may conduct interviews (limit to one hour) in person or via Skype (in person is always better). You should prepare open-ended questions in advance that reflect good preparation and organization on your part (note: please append your questions to your written report). You may share written questions in advance as a courtesy to give informant time to reflect on the questions. You may interview relatives, friends of your families, faculty, student affairs administrators, international educators, or others you know who you feel will contribute to this project. You must maintain the privacy of your interviewees by not revealing their names in your written report (however, you may use a pseudonym). Research protocols require that you provide absolute care and respect for your interviewees at all times.

Your written report should also connect in some way what you have found to the literature addressed in this course. Separately, in a forum established for this project, you will share with other class members a short summary about the person you interviewed and key findings/conclusions gleaned from your interview (keep to about 2 or 3 short paragraphs each).

**Rubric: Oral History Interview Project (25 points/Forum and Written Report)**

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<tr>
<th>Evaluative Dimension</th>
<th>Meets Expectations 18-25 Points</th>
<th>Does Not Meet Expectations 0-17 Points</th>
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<tr>
<td>Interview findings and themes (50%)</td>
<td>Interviewee selected appropriate for project; Good summary of key information gleaned in interview; Good analysis of interview findings with themes identified that relate to 1960s student activism topic either within higher education and/or the greater society; connections to</td>
<td>Interviewee does not seem directly appropriate for the project; Poor summary of interview findings; Little or no analysis revealed; most of story shared seems unrelated to American society in the 1960s or to higher education in the 1960s. No connections to the literature found.</td>
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</tbody>
</table>
Social Justice Essay Review (35 Points) (Written Report due December 11 at 11:55 pm CST)

Note: Essay Review Proposal due to instructor via email on or before November 6.

This is a single-authored report. This assignment requires the completion of a written essay review using 3 historical research articles (secondary sources) that address what you believe is a compelling justice issue found within the history of U.S. higher education or international higher education. This issue may, for example, address a) past discriminatory issues around access to and admission to higher education of women, racial and ethnic groups, religious affiliation, students with disabilities, etc.; b) issues where student and faculty voices arise over concerns about the injustices surrounding U.S. domestic or foreign policy (e.g., involvement in and support for military engagement or controversial government funded research); c) issues involving students and faculty around events that raise important justice concerns (i.e., campus responses in 1980s to South African apartheid and divestment of higher education investment in U.S. corporations supporting the apartheid regime); or, d) issues arising from policies and discriminatory acts against LGBTA or other marginalized, oppressed, or otherwise underrepresented groups. The foregoing are only selected options and other justice issues may be your focus.

The essay should be no more than 12 pages in length (not including title page and references) and should present in narrative format based on your analysis of the articles major themes found across the articles and your conclusions reached.

A working description including your tentative essay review title, a reference for each of the articles you will review, and a short description of the justice issue you are examining are due (via email) to the instructor on or before November 6, 2015. (Note: the earlier you identify your articles the better). If you wish to meet via Skype or in person to discuss your interests and the direction you are headed towards your review please contact me.

Note: Our School of Education requires that this report be submitted via LiveText (www.livetext.com) as this assignment has been selected for a core assessment for School of Education NCATE accreditation purposes.

The rubric for the assessment is below. Also below is helpful guidance to consider in organizing your essay review, especially because this type of writing may be new to you (but not unusual in graduate education). On Sakai please find an example of an essay review by a former student as a sample. The total number of points awarded for your essay reflects how well your essay is
organized and written and the critical analysis you provide. Paying close attention to the guidelines and rubric below will aid you in organizing and preparing your report successfully.

**Guidelines for Organizing the Essay Review**

- Provide a descriptive title for your essay review that highlights the justice issue you are exploring (in other words, don't just label it an “essay review.”).
- Introduce your topic/issue and describe why you have chosen it, why you are personally interested in the topic, and—importantly—what makes the topic an important justice issue in higher education. Include a timeframe so reader knows the specific period of time your review is addressing (e.g., the 1960s, the early Colonial era, the 1920s, 1950s, etc.).
- As part of your introduction identify the specific articles chosen for review (i.e., identify author(s), title of articles, and year published). The three articles must be secondary sources and, as an option, you may add a fourth document if it is a primary source.
- Importantly, describe at least three themes that your careful analyses across the articles reveal. In other words, these three themes should (in some meaningful and logical way) be revealed in all three articles, not just in one article and all three should be connected in some way to each other. Remember, your essay should be integrative as you are telling a “story” about the justice issue in higher education utilizing the articles to support your narrative. You should provide ample evidence from the articles to support each theme and when needed utilize very brief quotations (with appropriate citation) to support each theme. You may want to address how each author's message complements (or perhaps contradicts?) one another around the author’s interpretation of the issue.
- Finally, provide a conclusion to your essay that brings your themes together and reveals what “legacy” exists in higher education as a result of the issue you have described. For example, do you personally believe higher education has learned anything about the justice issue and/or how has the issue informed higher education’s response to current day justice issues?

**Essay Review Rubric (35 points)**

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations (90%-100%)</th>
<th>Meets Expectations (70%-89%)</th>
<th>Does Not Meet Expectations (0%-69%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong> (20%)</td>
<td>Social justice topic clear, relevant to course, and significance provided. Student communicates thesis or purpose statement early. Sources used contribute to understanding of purpose of the paper. Historical timeframe identified.</td>
<td>Social justice topic not well defined or its significance to field or author revealed. Thesis or purpose statement early in paper not clear. Sources used do not support the justice topic in a clear and convincing way. Historical timeframe somewhat clear.</td>
<td>Justice issue not identified or very hard to understand. No thesis or purpose statement is given. There does not seem to be a unifying point for the paper. Historical timeframe hard to determine.</td>
</tr>
<tr>
<td><strong>Grammar/Style/Organization</strong></td>
<td>Paper very well written and interesting. Organization clear and</td>
<td>The paper is acceptable. The organization of paper somewhat clear but could</td>
<td>The paper not well written nor well organized. Numerous</td>
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<td>ELPS 427 Fall 2015 (003)</td>
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<tr>
<td>easy to follow. Well developed sentence structures used to keep paper from being monotonous. Flow of sentences and paragraphs strong. APA format very good.</td>
<td>use some clarification. Flow of analysis not as smooth as could be. Several APA format errors.</td>
<td>APA errors throughout.</td>
<td></td>
</tr>
<tr>
<td><strong>(30%)</strong></td>
<td><strong>Critical Analysis (50%)</strong></td>
<td>Well developed analysis of sources. Themes identified with appropriate persuasive evidence from sources provided. Strong conclusion presented.</td>
<td>Some analysis of sources present. Themes not well developed or clear evidence provided. Somewhat clear conclusion presented.</td>
</tr>
</tbody>
</table>

**Final Grade Determination (100 points total)**

1. Participation (25 points)
2. Primary Source Analysis (15 points)
3. Oral History (25 points)

Based on 100 points:

- 94---100 Points: A
- 90--- 93 Points: A-
- 86--- 89 Points: B+
- 82--- 85 Points: B
- 77--- 81 Points: B-
- 72--- 76 Points: C+
- 67--- 71 Points: C
- 62--- 66 Points: C-
- 57--- 61 Points: D+

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PART 4:  
Recommended Readings

1. *Colonia Era* (1607-1785)
   - Bartlett (11/24/06) After Brown U.’s Report on Slavery, Silence (So Far) (on Sakai under “Colonial Colleges and Slavery”)
   - UVa Board Speaks of ‘Regret’ Over University’s Use of Slaves in 1800s (on Sakai under “Colonial Colleges and Slavery”)
   - William and Mary Announces Examination of Past Ties to Slavery (on Sakai under “Colonial Colleges and Slavery”)
   - Gutek (1991) The colonial educational experience (pp. 1-14).
   - Brubacher & Rudy (1997a) Ch. 1: Beginnings (pp. 3-23).

2. *Nation Building and Antebellum Era* (1785-1860)

   - Geiger (1986), The shaping of the American research university, 1865-1920 (pp. 1-20);
   - Johnson (1997), Misconceptions about the early land-grant colleges (pp. 222-231);
   - Primary Source: Gilman Recalls the Early Days of the Johns Hopkins;

4. *Golden Age of the College* (1890-1920)
   - Nuss (2003) ‘The Development of Student Affairs’ (pp. 65-88)
   - Stansell (2010) ‘Editorial on Anniversary of Women’s Suffrage’

   - Post-9/11 Veterans Assistance Act of 2008 Brochure (2 pp.).

6. Higher Education, Civil Rights, and Legacy of Student Unrest (1960s)
   o Altbach (1997) American student politics: Activism in the midst of apathy (pp. 739-752).
   o Horowitz (1986) The 1960s and the transformation of campus cultures (pp. 1-38);
   o Behrns (2012). 50 years later… (1 p.)

   o Council of Graduate Schools (2010, April). Commission on Future of Graduate Education (3 pp.)
   o Lichtenstein (1976). Sex barrier falls as women enter Air Force Academy (2 pp.)
   o Saltmarsh and Hartley (2011), “To serve a larger purpose” (12 pp.)

Course Bibliography (Use as a Resource)

All required readings can be found on Sakai. Many other readings may be found on Sakai and/or through the Lewis Library e-journal resources, which LUC students can access.

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Kerry, J. (1971, April 23). Primary Source: Vietnam Veterans Against the War Statement to U.S. Senate Committee on Foreign Relations.


Submitting a Course Assignment From the LiveText Dashboard

www.livetext.com

Note: For best results, use Mozilla Firefox as your browser when working in LiveText.

1. Click the link associated with the assignment. If an assignment has not yet been started, the student is directed to the Assignment Details page to review the assignment description, due dates, assessment methods, and associated outcomes. The Submit Assignment action button is not available to students at this stage.

2. Once an assignment has been started or an artifact has been inserted into the Assignment Submission page, the Submit Assignment button will be activated on the Dashboard for that assignment.

3. Click the Submit Assignment button that corresponds with the assignment to be submitted.

4. The Latest Submission tab opens and displays method(s) for submitting artifacts including LiveText Document(s), URL(s), and File Attachment(s). You may also add notes to your submission in the Note text box. Multiple methods may be selected for artifact submission. (Go to Insert Artifacts for the Assignment Submission page to learn its details.)

5. When finished uploading all artifacts, click the Submit Assignment button to complete the submission process.

6. The Latest Submission tab will display the most recent submission, links to the associated artifacts, the date of the submission, and the status of the submission (e.g. Awaiting Assessment).

Note: Users can also retrieve the entire courses list that corresponds to the academic term by going to the Courses tab.

Using a Course Assignment Template in LiveText

1. Click the Dashboard tab.

2. Click the For assignment details and template(s) click here link below the title of the assignment.

3. In the Assignment Template section, click the Use this template link located to the right of the assignment template title. If you have already created a document from this template for the assignment, a warning message will appear.

4. At this point, the system automatically associates this document with this assignment's submission page.

5. After clicking the Use this template link, the document will open and is ready for editing. From this point forward, your document will be located under and accessible from the My Work area under the Documents tab.

6. Note: For best results, use Mozilla Firefox as your browser when working in LiveText.
Exploring A Diverse System:
Discussion Questions
Week of August 30 through September 5, 2015

Students are asked to share their initial views in response to two of the following six sets of questions. Please draw upon your own experiences in higher education either as students and/or as faculty/staff in considering the following questions.

1. Institutional documents describing the **mission** of higher education institutions can reveal much about an institution’s priorities and how it defines its own identity. Typically, but not always, addressed are core functions and purpose, who is to be served, values guiding institution, distinctiveness (in relationship to other institutions), and teaching and learning processes emphasized or most valued. 1) Discuss ways missions may vary among institutions of higher education; and 2) share names of institutions you believe have truly distinctive missions and why.

2. From an **organizational and structural perspective**, higher education institutions are diverse. Describe this structural diversity providing names of institutions (or types of institutions) that reflect a particular kind of structure. While America has many ‘four-year, liberal arts colleges’ that grant only a baccalaureate degree in selected fields of study, this ‘structural’ form (i.e., a four-year program with singular focus on the liberal arts) is clearly not the only structure that exists. Identify as many different structures (i.e., organizational patterns) that can be found in U.S. higher education and identify by name an example of each.

3. Under U.S. law, institutions receive legal authority to operate as educational organizations with resulting rights, privileges, duties and obligations from their state governments. All higher education institutions are organized under one of two broad sectors that shape the characteristics of how they are **controlled and governed**. These include the Public and Private sectors. However, within each sector, one can find much diversity among control, governance, and funding patterns. For example, one central institutional characteristic related to governance and control revolves around the **oversight board** that legally controls all aspects of the institution. The selection and composition of these boards usually reflect important differences among three broad institutional sectors: a) Publicly controlled, b) Privately controlled—nonprofit, and c) Privately controlled—for profit. Discuss your current understanding of differences that exist among the three categories of boards of control (e.g., including who may be typically asked to serve on each board and why; how board members may be selected; and an example of a) a secular institution (provide a public and a private example); b) a sectarian institution; c) a proprietary institution.

4. Growing sentiment reveals that expanding **student and faculty diversity** (along multiple dimensions) is a defining characteristic of U.S. higher education. However, not every institution benefits equally from the treasure found within this diversity. 1) Discuss/identify the many types of student and faculty characteristics that contribute diversity to the campus and discuss the benefits you feel this diversity may provide; 2)
discuss factors you believe contribute to some institutions enjoying much more student and faculty diversity than others; and 3) What types of diversity do you feel may be missing from our campuses?

5. Do you believe that campus ‘teaching and learning climates’ can vary? 1) Describe your own experiences with different types of teaching and learning climates either at the course level, academic program level, college/divisional level, and/or at the institutional level. 2) What contributes to these variances among learning climates for students?

6. How would you define or characterize the ‘co-curriculum’ or ‘extra-curriculum’ found on campus? Might any difference exist between a ‘co-curriculum’ and ‘extra-curriculum’? 2) What factors might contribute to the wide variances that exist in a co-curriculum (or extra-curriculum) among colleges and universities?

For Further Reflection:
What factors not identified in the questions above may contribute in meaningful ways to the diverse nature of U.S. higher education? How do these factors shape higher education diversity?

Guidelines for Analyzing Historical Documents

1. Date of the document: Is this original? Is it republished in a secondary source?
2. Origins: place of publication. If reprinted, where and when?
3. Author: any significant biographical background that influences the document?
4. Audience: for whom is the author writing? What is the author’s main purpose in creating the document?
5. Tone: what is the author’s perspective and attitude toward the work?
6. Alterations: has the document been edited? If so, how have various editions changed the content or substance?
7. Publisher or sponsor: does the document reflect the sponsorship or point of view of some particular orthodoxy or group? If so, what is that perspective?
8. Language: are there distinctive words or phrases the author uses which call for careful definition?
10. Significance of the document at the time of its publication. How was it received?
11. Historical significance of the document.
12. Triangulation: are there other sources that are useful for making sense out of the document?
13. Context: place the document in its historical setting.
14. Missing information: are there puzzles or gaps in the document which render it incomplete or its meaning uncertain?
15. Additional comments or questions.

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