Just as objective social reality exists not by chance, but as the product of human action, so it is not transformed by chance. - Paolo Freire

Course Description

This course is designed to enhance students’ understanding of the historical development of higher education within the United States, with an emphasis on understanding the multiple issues and implications for social justice found within that history. Emphasis is placed on the chronological and evolutionary development of higher education from the colonial era to the present. At the center of the course is the exploration of how U.S. higher education shapes and is—at the same time—shaped by local, regional, national, and transnational issues and events found within larger social, political, religious, and economic policy environments. In so doing, students are invited to deepen their understandings of the historical origins and influences of current policies, practices, and structures in higher education, as well as the evolution of college populations.

Course Objectives

Upon completion of the course, students will be expected to:

- Gain a heightened understanding of and appreciation for the vast diversification and complexity found today within and across higher education institutions
- Identify and critically reflect on major reoccurring themes, issues, and challenges within the history of U.S. higher education
- Understand and articulate how institutional structures and cultures intersect with and shape the experience of students and other campus constituents (and vice versa)
- Identify and reflect on the ways in which the establishment, expansion, and diversification of U.S. higher education (especially in consideration of critical variables such as race, social
class, sex, religion, and ability) have been shaped by social, cultural, political, and economic forces—and the roles that higher education has played in mediating these forces

- Draw on both the factual and conceptual knowledge developed in the previous points to create evidence-based, critical analyses of current issues in higher education, with the goal of fostering more just institutions and outcomes in higher education.

**COURSE PEDAGOGY**

My pedagogical approach to teaching and facilitating learning environments is greatly influenced by the educator-activist, Paulo Freire (2000), who posited that a humanizing approach to education engages both the “teacher” and “student” as co-learners and as co-teachers. Put another way, I believe that—as opposed to the idea that knowledge can or should be deposited uni-directionally from teacher to student—each of us embodies the agency and capacity to “unveil” the world around us and “recreate that knowledge.” I believe that some of the most powerful learning occurs through a relational process; in this course, I ask that we partner with each other in thoughtfully analyzing and making sense of the subject material we will encounter.

Inasmuch as we will be partners with each other within our learning and our teaching, I invite each of you to bring in your invaluable perspectives, tools, and reflections to the table—and to honor and actively consider those of each other’s. In my experience having been a student in graduate-level courses, much of the learning takes place with and from peers/colleagues. Do challenge yourselves to learn and share bravely and authentically.

Lastly, I see education and reflection as components of praxis, which embodies the capacity to reflect and act upon our world (Freire, 2000). Aligned with our institutional mission that centers social justice, our course readings, assignments, discussions, and activities will focus not solely on the concepts, but on implications for the “real world”—that is: how each of us can act as agents in the higher education world and in our respective communities/contexts.

Reference:

**READINGS, TEXTS, & RESOURCES**

**Required Texts**

Required texts are available for purchase at the WTC bookstore. Books can generally be obtained less expensively if purchased online, used, in e-formats, or rented.


Additional required readings are listed in the weekly schedule provided in this syllabus and are
provided via the Sakai site for this course.

**Recommended Resources:**

1) Since this course explores the history of higher education, students are encouraged to stay abreast of contemporary higher education issues and events (i.e., history in the making) by following the leading media outlets covering higher education:
   
   a) *The Chronicle of Higher Education* (www.chronicle.com)
   
   b) *Inside Higher Ed* (www.insidehighered.com)
   
   c) *Diverse Issues in Higher Education* (diverseeducation.com)

2) Academic writing in the field of higher education (including within this course) is expected to comply with American Psychological Association (APA) guidelines. Two recommended resources for learning APA guidelines are:
   
   

3) In this course, students are tasked with completing a research paper on a higher education topic of their choosing. For support conducting research on their topics and navigating library resources, students are encouraged to schedule an appointment with Tracy Ruppman, Reference/Instruction Librarian & Liaison for the School of Education.

### INSTITUTIONAL (LOYOLA & SCHOOL OF EDUCATION) POLICIES & PHILOSOPHIES

**Academic Policies (Academic Honesty, Accessibility, Ethics, Electronic Communication)**

Students are expected to visit and review the following website to learn about the School of Education’s policies regarding academic honesty, accessibility, ethics reporting, and electronic communication: [http://www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/).

**School of Education Conceptual Framework and Conceptual Framework Standards**

The School of Education at Loyola University Chicago promotes a mission of social justice through the framework of “social action through education.” This course is undergirded by this framework insomuch as it facilitates the critical and thoughtful exploration of various issues and their social justice implications throughout the history of U.S. higher education. These issues address equity, diversity, religion, gender, class, ability, race and ethnicity, student academic success, funding patterns and access, and curricular content, among others. Examining these issues illustrates how educational institutions both shape and are shaped by wider communities through their accommodation of and resistance to the ideas and values of varying groups. In so examining these historical origins and helping students garner insight regarding how history may shape both current and future policies and practices, this course challenges and empowers students to confront
ongoing challenges in their own professional practice and spheres of influence within higher education.

This course houses a core assessment for the following Conceptual Framework Standard:

CFS1: Candidates critically evaluate current bodies of knowledge in their field.
(Depth of analysis goes beyond identification of strengths and limitations to critically deconstruct and reconstruct concepts based on understandings of broader systems of power.)

Diversity
The stance on diversity within this course reflects that of the School of Education, in recognizing that we are:

a community comprised of students, faculty, and staff whose success is dependent upon interdependence, collaboration, and mutual respect, in that we recognize, include and capitalize on our many forms of diversity, and pool these resources in our mission as educators. We seek to build on the assets of diverse faculty, staff, and students (including, but not limited to race and ethnicity, culture, language, socioeconomic status, religion, ability, sexual orientation, gender, and gender identity). (Loyola School of Education, School of Education, 2017)

For more information about the School of Educations Mission, Vision, and Conceptual Framework, see: http://www.luc.edu/education/mission/.

Dispositions
Per the policy of the School of Education, all students will be assessed via LiveText at the end of the semester in the following dispositions: Professionalism, Social Justice, and Inquiry. The specific rubric for the dispositions for the Higher Education program is found in Appendix A (and may also be accessed via LiveText). Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

IDEA Objectives
The following IDEA objectives are deemed as essential or important to this course:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) – Essential
- Learning to analyze and critically evaluate ideas, arguments, and points of view – Essential
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course – Important
- Learning to apply course material to improve thinking, problem solving, and decisions – Important
Learning & Dialogue

Transformative learning occurs across both individual and shared/communal processes of critical examination, reflection, dialogue, and reconsideration. On an individual level, what you put into the course (and what you allow yourself to be challenged by) comprises what you will take away from the course. On a communal level, the degree to which members of the classroom community engage with each other as co-learners and co-teachers will also dictate the breadth and depth of what we learn. Finally, within this learning community and its spaces (i.e. classroom, Sakai, email, etc.), we are expected to honor diversity of knowledges—whether that knowledge comes from professional, experiential, intellectual, and/or cultural sources. These things noted, students are expected to:

- Critically read and assess all assigned readings prior to each class, and come to class ready to engage, discuss, and ask questions of the readings.
- Be in attendance and fully present during class in body and in mind/spirit (see below for guidelines and expectations regarding attendance, participation, and engagement).
- Actively engage in large group, small group, and online discussions in a thoughtful, informed, and respectful manner.
- Be open to reflecting upon and learning from other perspectives presented in class, especially if/when they differ from our own.

Cell Phones / On Call

Texting, instant messaging, and all other uses of cell phones/mobile devices in class are disruptive, disrespectful, and distracting (to you and to others). As such, the general use of these devices is not allowed during class. Students who bring a cell phone or mobile device to class must be sure to set to a silent mode.

If students are “on call” as part of your professional responsibilities (or have other outside obligations that may require emergency contact), please advise the instructor at the start of the semester (or at the beginning of a particular class session). It is also a good idea to for students to have a conversation with their supervisors and/or colleagues to help them understand that interruptions during class time should be on an emergency-basis only. Should a student need to respond to a call during class, please leave the room in a non-disruptive manner.

Laptops and Internet Usage

Laptops and tablets are permissible for purposes of both taking and reviewing notes as well as to search for online resources that may contribute to the class dialogue. Instant messaging, e-mailing, social media, etc., during class serves as distractions and communicates disrespect to the rest of the class community, and are not permitted.
**Email/Sakai**

Email will be used as the primary mode of correspondence for this course. It is key that you check your Loyola University Chicago account on a daily basis. I seek to respond to all student emails within 48 hours during the work week.

This course uses instructional technology in the classroom and encourages the use of information technology in the learning process. We will use Loyola’s Sakai course management system (CMS) as a class communication tool and as a depository for important course documents. Sakai may also be used as a source to update the class about course material and to distribute notices about class.

**ASSIGNMENTS & EVALUATION**

**General Responsibilities**

Course assignments/projects are designed to have students explore issues and questions that have permeated at least a portion of U.S. higher education history. These assignments are graduate-level, and are designed to be challenging and requiring substantial commitment from all participants. Students are encouraged to ensure that they understand all of the instructions (outlined below) and to ask any questions regarding instructions early on in the term. Students are responsible for ensuring that they follow the instructions for all course assignments, as well as to complete and submit assignments by the time and in the manner specified in this syllabus and on Sakai. This includes addressing the core content specified for each assignment, and adherence to page lengths and formatting.

**APA Style/Writing**

Graduate education places a strong emphasis on communicating effectively through writing. Moreover, an inherent goal of this class is to prepare students to be scholars or scholar-practitioners. Used in the Higher Education program (including within this course) is APA (6th edition) style of writing.

Key provisions of APA format include:

- **Cover Page**: Title and author on the first page (not counted toward page length)
- **Margins**: 1-inch on all sides of paper (top, bottom, left and right)
- **Font**: Times New Roman, 12-point
- **Spacing**: Double-spaced throughout (including all quotations)
- **Citations**: If you reference another person’s ideas or quote from an outside source, you must include the last name(s) of the author(s), the year of publication, and the page number (if you used a direct quote) in parentheses at the end of the sentence or quotation. Examples: (Wilder, 2013) (Thelin, 2011, p. 5) (Hollinger & Caper, 2011)
- **Reference List**: Included at the end of the paper (not counted toward page length). Please include the authors’ names, the title of the article/chapter, the title of journal/book, the name and location of the publisher (for books). See the list of class readings for examples.

Should papers have significant errors in APA formatting, they will not be accepted as complete.
Students should also be attuned to the overall quality of writing they submit, which includes such dimensions as the depth and quality of analysis, integration of evidence, organization, clarity, and mechanics (see Appendix C). If students have significant concerns regarding their writing ability, they should consult the LUC Writing Center (http://www.luc.edu/tutoring/Writing_Center.shtml) for assistance.

**Submitting Assignments:**

All written assignments will be submitted electronically via Sakai, which will automatically generate an e-mail verification that your assignment has been received. If you do not receive a confirmation email, you should assume that the submission was not received and forward the original electronic submission (or email verification) to confirm that it was submitted by the due date and time. One assignment will also be submitted via LiveText, in addition to being submitted in Sakai.

**Due Dates/Late Assignments:**

Assignments are due at the time specified in the course syllabus and should be submitted according to the directions provided. Any assignment submitted after the due date will be reduced by a partial letter grade (A to A-; A- to B+, etc.). A full letter grade (A to B; B to C, etc.) reduction will be applied for each 24-hour period after the original time due. Example: If an assignment is due at 11:59pm on Friday, any assignment turned in on Saturday will received a partial-grade deduction; papers turned in on Sunday will be docked a full letter grade, and an additional full letter will be deducted for each additional day after Sunday. Extensions will not be granted except in extraordinary circumstances. The instructor will not hunt down missing assignments; students are responsible for turning in all assignments by the stated deadlines.

**Overview of Assignments, Due Dates and Grade Determination**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>Ongoing</td>
<td>10</td>
</tr>
<tr>
<td>Engaged Scholarly Discussion: Weekly Questions</td>
<td>Ongoing</td>
<td>10</td>
</tr>
<tr>
<td>Engaged Scholarly Discussion: Class Facilitation</td>
<td>Various</td>
<td>10</td>
</tr>
<tr>
<td>Historical Auto-Ethnography</td>
<td>Sept 22 @ 11:59pm</td>
<td>20</td>
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<tr>
<td>Critical History Research Paper Proposal</td>
<td>Oct 17 @ 11:59pm</td>
<td>n/a</td>
</tr>
<tr>
<td>Visual Analysis Project</td>
<td>Nov 3 @ 11:59pm</td>
<td>20</td>
</tr>
<tr>
<td>Critical History Research Paper</td>
<td>Dec. 8 @ 11:59pm</td>
<td>30</td>
</tr>
</tbody>
</table>

**Final grades on a 1-100 scale:**

- 93 - 100 Points A
- 90 - 92 Points A-
- 87 - 89 Points B+
- 83 - 86 Points B
- 80 - 82 Points B-
- 77 - 79 Points C+
- 73 - 76 Points C
- 70 - 72 Points C-
- 65 - 69 Points D
**Attendance, Participation, and Engagement**

*Due: On-going*

*Points: 10*

Students’ active participation in class is integral to the success for you of the course, and thus attendance and engagement in class is necessary at each and every class period. I understand that sometimes life priorities can make attendance challenging. The expectation, however, is that students will be present for the full class session each time we meet—which is especially important since this course only meets once a week. Should you miss a class, arrive late, or leave early, you are responsible for identifying and obtaining missed material from your peers. The rubric for evaluating students’ classroom participation is found in Appendix B (below).

Please notify the instructor via email prior to the start of class (or as soon as possible) should you need to be absent. *Within two weeks of any missed class, you are expected to send the instructor a short essay on the assigned readings for the class you missed (this includes all readings since the prior class meeting).* This essay should be between 1-3 pages, single spaced, and summarize the core content of the readings and your reactions to it. Any absence without an essay will result in the loss of participation points for that day. *If a student misses more than two class sessions over the semester (regardless of whether or not they have submitted the essays), the student will automatically receive a 0 for participation* (which also means that the maximum final grade a student could receive in the course would be a “B”).

**Engaged Scholarly Discussion (ESD): Questions & Facilitation**

*Due: Weekly (Question) + Various (Facilitation; students will sign up for a session at the first class)*

*Points: 20*

Our weekly scholarly discussions in class form a critical element of this course. Each week, all students will be expected to submit two discussion questions to the rest of the class (via the Sakai forum), and two students will be tasked with facilitating a portion (45-60 minutes) of class each week, which involves compiling, organizing, and framing the class’s discussion questions and leading a portion of that week’s class. The instructor will model this for the first few weeks of the semester before any students are expected to facilitate the process.

Specifically, the following are the expectations:

a) Each week, all students must formulate two substantive, scholarly discussion questions based on that week’s readings and post them to the Sakai Forum at least 24 hours prior to the start of class (i.e., by 7 p.m. on the Monday before class).

b) All students should come prepared to discuss their questions with the class. They should also be prepared to discuss why those questions were important to them and what in the readings provoked or generated the questions.

c) Before class, all students should review all questions submitted by the class. Any questions that were particularly surprising or thought-provoking? Why? What connections, if any, do you see between your questions and others’?

d) Before class, that week’s discussion facilitator(s) will compile and organize the questions into 2-3 different themes or categories and then send those compiled themes/questions to
everyone in advance of class via Sakai or email. When grouping the class’s questions, discussion facilitators may wish to consider the following questions:

i. What patterns do you see in the questions?
ii. What areas from the readings need clarification (or need to be challenged)?
iii. What was omitted or overlooked in the questions (or in the readings)?
v. What criteria and rationale did you use to group or organize the questions?

e) At the beginning of class, the assigned discussion facilitator(s) will provide a very brief (no more than 5 minute) overview of how and why they chose to organize the discussion questions the way they have. Then, facilitators will lead a portion of that week’s class time (45-60 minutes) in a manner of their choosing. This could entail one or more of the following: discussion, activities, bringing in a current event, showing short videos, etc. Student facilitators are encouraged to be creative and are welcome to take advantage of the electronic resources available in the classroom. Student should notify the instructor if any additional resources are needed for the facilitation.

The following are learning objectives for this assignment:

1. To critically assess and analyze weekly readings and discussion posts, to identify central issues and themes;
2. To generate discussion questions and successfully lead classroom activities that help advance the understanding and utility of the readings, and foster the sharing of their classmates’ various perspectives.

(This assignment was adapted, with permission, from that which was designed by Jim Neumeister.)

**Historical Auto-Ethnography**

*Due: Friday, September 22 at 11:59 p.m. via Sakai*

*Page limit: 5 pages*

*Points: 20*

For this assignment, students will write an essay that explores and analyzes their history of their own educational experiences. This is an opportunity to assess and reflect upon the components that make up the history of your educational trajectory. This essay should be sure to address the following components:

- Your family’s educational history (i.e., your parents’, your siblings’, your “created” family, etc.). Drawing on course readings and themes, analyze how your family’s educational history—including your own (i.e., throughout K-12 and undergrad.) was impacted or influenced by broader social forces. For example: How have social forces influenced your family’s attitudes toward the nature, purpose, or values of education (overall and/or with regard to specific types or forms of education)? How have social contexts and forces shaped the ability (or ease) of you and your family to access and/or navigate formal education systems? How have you and your family been privileged or hindered by your positioning in social structures like race, class, gender, disability, and so on? What cultural assets are a part of your family’s educational experiences? What can your and your family’s histories
teach us about both higher education and various social forces? (NOTE: You are expected to incorporate and cite at least two course readings in your paper.)

- Discuss how your families’ history and broader social forces have impacted or shaped your own experiences in and attitudes toward education, with a particular focus on higher education. Additionally, discuss how your personal and familial experiences with higher education (and broader social forces) have influenced your decision to pursue a career in higher education, and discuss the anticipated impact that family influences and broader social forces will play in your career.

The following are learning objectives for this assignment:

1. To gain an understanding of and appreciation for the array of educational experiences of your family and its potential relationship to your own educational experiences;
2. To draw connections between your personal and familial experiences in education, and broader social forces and structures of which you have been a part; and
3. To identify how both your families’ educational experiences and broader social (historical) forces have influenced your experiences in, attitudes toward, and professional aspirations within higher education.

(This assignment was adapted, with permission, from that which was designed by Jim Neumeister)

**Visual Analysis Project**

Due: Friday, November 3rd at 11:59 p.m. via Sakai
Page limit: 8 total (6 pages text, 2 pages visuals [photographs])
Points: 20

In this assignment, students will investigate the history of a specific college or university and thoughtfully analyze the historical and cultural contexts through visual "data" (i.e., buildings, signs, locations of particular components of an institution, etc.). Part of this project entails students visiting an intuition in-person and documenting/photographing visual elements of the campus that they think illustrates some aspect of the institution’s values, practices, policies, and cultures, as well as the attitudes, behaviors, and inclusion of various campus groups.

Students must identify an institution of higher education that they do not already know in great depth, and briefly research the history and evolution of that institution. In addition, by drawing on readings from the course, students should also identify broader socio-historical settings and dynamics that have influenced the institution. Then, through the use of their visual data (as should be documented by photographs, along with detailed descriptions of visual elements of an institution), students will explicate upon the historical and contemporary contexts of an institution that they have learned about, including potential implications for present-day issues and dynamics at that college/university related to inclusion/exclusion and social justice.

Thus, the paper should address the following components:
1. A brief narrative of the history and evolution of your institution, focusing on its mission, student population(s), educational focus/foci, structure, and any other important elements. Also, relying on course readings, be sure to situate the founding of your institution within the broader history of American higher education and identify the larger socio-historical influences on the chosen institution. (What is the history of this institution?)

2. An inclusion of photographs (making up no more than two pages total) along with detailed descriptions this visual data—again, this could entail campus architecture, signage, symbols, locations of different offices/units of the institutions, etc.

3. Identify the salient take-aways from your data (photographs). That is: What can a campus’s visual elements tell you about an institution and its history? Its values? What can these visual elements tell you about patterns of inclusion/exclusion and social justice on campus, if at all?

Students are expected to incorporate and cite any materials they relied upon when researching the history of their chosen institution, as well as at least two readings from the course.

The following are learning objectives for this assignment:

1. To investigate key events and broader socio-cultural influences that have contributed to the historical evolution of colleges and universities with regard to inclusion/exclusion and social justice;

2. To identify how visual elements on a college campus can promulgate particular values, practices, policies, and cultures of an institution, as well as the attitudes, behaviors, and inclusion of various campus groups.

**Critical History Research Paper**

*Proposal Due: Friday, October 17th at 11:59 pm via Sakai (1-2 pages; not graded)*

*Final paper due: Dec. 8 @ 11:59pm via Sakai*

Page limit: 10-12

Points: 30

The goal of this assignment is to build upon the knowledge and experience gained in this class by (a) identifying a current issue or challenge facing higher education, (b) critically analyzing its historical influences, and (c) positing historically-informed and evidence-based implications for policy, practice and future research that addresses the challenge/issue at hand.

The topic that students select should preferably have implications for social justice – meaning that the issue involves notions of equity, access, inclusion, and/or success in higher education. Students are advised to pick a topic that is specific and focused. This topic can be one that concerns higher education broadly or one that concerns a specific campus, a specific population, or a specific event. Ideas/examples of such topics include:

- Community college student outcomes
- Transgender student experiences
- Disability rights
- Higher education affordability
- Student debt
- First amendment rights: free speech vs. hate speech
- Facilitating difficult dialogues
- Investment/divestment of college/university funds
- Diversity of faculty/staff/administrators in higher education
- Higher education for prisoners/ex-convicts
- Student conduct / student discipline
- For-profit colleges and universities
- Student protests and demonstrations
- Sexual assault / sexual violence
- Fraternities & sororities / Greek life
- Affirmative action
- Intercollegiate athletics
- Assessment of student learning/success
- Renaming buildings/departments (e.g., Princeton/Wilson, Yale/Calhoun, NEIU/Walesa)
- Removal of historical buildings/statues/campus artifacts (e.g., Confederate statues)

There are countless other possibilities; students are encouraged to identify a topic of interest to them personally and/or professionally. Further, to ensure that the process of writing the paper is feasible, students should make sure that their issue is specific and focused, while broad enough such that they can find and utilize sufficient sources.

To help guide the selection and scope of the topic, students are required to submit a 1- to 2-page proposal by October 17 that includes: (1) the specific topic the student wishes to explore; (2) a brief discussion of the historical background of the issue; and (3) the significance of this topic both to the student and to higher education. The proposal will not be graded, but it will be reviewed and returned to the student with feedback and suggestions for the final paper. Further instructions will be given later in the course.

The following are learning objectives for this assignment:

1. To identify one issue or challenge facing U.S. higher education, and to articulate its historical and current scope (i.e., how does it impact students, staff, faculty, or community members at large?)
2. To draw on both the factual and conceptual knowledge from the sources and course readings to create an evidence-based, critical historical analysis of the issue (i.e., what policies, structures, practices and/or people have been factors in shaping the issue/challenge at hand?)
3. Drawing on the elements above, articulate implications for policy, practice and future research that addresses the challenge/issue, with the goal of fostering more just institutions and outcomes in higher education

(This assignment was adapted, with permission, from a project designed by Jim Neumeister)
## Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Readings</th>
<th>Assignments</th>
</tr>
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<tbody>
<tr>
<td>Week 5</td>
<td>Sep. 26</td>
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<tr>
<td><strong>Industrialization, Systemization, &amp; the Rise of the New University</strong></td>
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<td><strong>Readings:</strong></td>
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<th>Week 6</th>
<th>Oct. 3</th>
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<tr>
<td><strong>The “Multiversity” &amp; the Military-Industrial (-University) Complex</strong></td>
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<td><strong>Readings:</strong></td>
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<th>Week 7</th>
<th>Oct. 10</th>
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<tr>
<td>Fall Break (No Class)</td>
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<th>Week 8</th>
<th>Oct. 17</th>
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<tr>
<td><strong>Higher Education Funding &amp; Financial Aid</strong></td>
<td></td>
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<tr>
<td><strong>Readings:</strong></td>
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| Week 9  Oct. 24 | Who Belongs and Where? Increased Access or Stratification?  
Readings:  
Thelin, J. R. (2011). [Section on] The community college (pp. 332-335); [Section on] The development of a formidable for-profit sector (pp. 340-341) [text]  
Facilitators: Selena & Crystal |
| Week 10 Oct. 31 | Who Belongs and Where? In Consideration of Race  
Readings:  
Although you are encouraged to read all of the following articles, you must read at least two of your choice:  
Facilitators: Rachel F. & Daelyn  
Visual Analysis Project DUE: Fri, Nov 3 @ 11:59pm |
<table>
<thead>
<tr>
<th>Week 11</th>
<th>Nov. 7</th>
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<tbody>
<tr>
<td><strong>Who Belongs and Where? In Consideration of Gender &amp; Sex</strong></td>
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<td><strong>Readings:</strong></td>
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<th>Week 12</th>
<th>Nov. 14</th>
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<td><strong>Student Resistance &amp; Activism</strong></td>
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<td><strong>Readings:</strong></td>
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<tr>
<td>Harrigan, C., Irizarry, I., Yates, E., &amp; Kerley, J. (2000). <em>The students they are a-changin’</em> [course project]. Retrieved from <a href="http://www2.kenyon.edu/Khistory/60s/welcome.htm">http://www2.kenyon.edu/Khistory/60s/welcome.htm</a> (read content linked to: “Kent State: May 4, 1970,” “Reactions to Kent State,” and “Jackson State: Ten Days Later”)</td>
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| Week 13 Nov. 21 | **Academic Capitalism**  
**Readings:**  
| Week 14 Nov. 28 | **Persistent Tensions (What is the Role of Higher Education in Fostering a Diverse Democracy?)**  
**Readings:**  
| Week 15 Dec. 5 | **Reflecting on the Past and Looking and Moving Forward**  
**Readings:**  

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**ELPS 427-01: American Higher Education | Loyola University Chicago, SOE | Fall 2017 | E. Sihite**
## Appendix A: Higher Education Dispositions Rubric

**IL-LUC-DISP-2016.1: Professionalism | IL-LUC-DISP-2016.2: Social Justice | IL-LUC-DISP-2016.3: Inquiry**

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Partially Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student meets all deadlines</strong></td>
<td><strong>IL-LUC-DISP-2016.1</strong></td>
<td><strong>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</strong></td>
<td><strong>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</strong></td>
<td><strong>Student occasionally 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</strong></td>
</tr>
<tr>
<td><strong>Student attends class and is punctual for all professional obligations</strong></td>
<td><strong>IL-LUC-DISP-2016.1</strong></td>
<td><strong>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</strong></td>
<td><strong>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</strong></td>
<td><strong>Student occasionally 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</strong></td>
</tr>
<tr>
<td><strong>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</strong></td>
<td><strong>IL-LUC-DISP-2016.1</strong></td>
<td><strong>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</strong></td>
<td><strong>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</strong></td>
<td><strong>Student occasionally 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</strong></td>
</tr>
<tr>
<td><strong>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</strong></td>
<td><strong>IL-LUC-DISP-2016.1</strong></td>
<td><strong>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</strong></td>
<td><strong>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</strong></td>
<td><strong>Student occasionally 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</strong></td>
</tr>
<tr>
<td><strong>Student is able to work effectively with peers on assignments</strong></td>
<td><strong>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</strong></td>
<td><strong>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</strong></td>
<td><strong>Student occasionally 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</strong></td>
<td><strong>Student fails to demonstrate professional behavior in the academic or work setting</strong></td>
</tr>
<tr>
<td><strong>Student demonstrates ethical behavior in all professional and graduate student work</strong></td>
<td><strong>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</strong></td>
<td><strong>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</strong></td>
<td><strong>Student occasionally 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</strong></td>
<td><strong>Student fails to demonstrate professional behavior in the academic or work setting</strong></td>
</tr>
<tr>
<td><strong>Student dresses in an appropriate manner</strong></td>
<td><strong>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</strong></td>
<td><strong>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</strong></td>
<td><strong>Student occasionally 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</strong></td>
<td><strong>Student fails to demonstrate professional behavior in the academic or work setting</strong></td>
</tr>
<tr>
<td><strong>Student is able to accept supervision</strong></td>
<td><strong>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</strong></td>
<td><strong>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</strong></td>
<td><strong>Student occasionally demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</strong></td>
<td><strong>Student fails to consider the situation of others in making professional decisions and acts inequitably</strong></td>
</tr>
<tr>
<td><strong>Student is sensitive to cultural differences</strong></td>
<td><strong>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</strong></td>
<td><strong>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</strong></td>
<td><strong>Student occasionally believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</strong></td>
<td><strong>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</strong></td>
</tr>
<tr>
<td><strong>Student respects the diversity of learning styles</strong></td>
<td><strong>Student exhibits exemplary understanding and practice reflecting the</strong></td>
<td><strong>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</strong></td>
<td><strong>Student occasionally believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</strong></td>
<td><strong>Student fails to understand and/or demonstrate in practice that all</strong></td>
</tr>
<tr>
<td>IL-LUC-DISP-2016.2</td>
<td>belief that all students, regardless of contextual influences, are capable of learning</td>
<td>influences, are capable of learning</td>
<td>regardless of contextual influences, are capable of learning</td>
<td>students, regardless of contextual influences, are capable of learning</td>
</tr>
<tr>
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<td>-------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td><strong>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</strong> IL-LUC-DISP-2016.2</td>
<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student occasionally demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student fails to consider the situation of others in making professional decisions and acts inequitably</td>
</tr>
<tr>
<td><strong>Student exhibits active listening skills</strong> IL-LUC-DISP-2016.2</td>
<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student occasionally demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student fails to consider the situation of others in making professional decisions and acts inequitably</td>
</tr>
<tr>
<td><strong>Student uses the framework of social justice in decision making</strong> IL-LUC-DISP-2016.2</td>
<td>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
<td>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
<td>Student occasionally believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
<td>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</td>
</tr>
<tr>
<td><strong>Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)</strong> IL-LUC-DISP-2016.3</td>
<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 occasionally 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>
</tr>
<tr>
<td><strong>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</strong> IL-LUC-DISP-2016.3</td>
<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 occasionally 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>
</tr>
</tbody>
</table>
## Appendix B: Attendance and Participation Rubric (courtesy J. Dugan)

<table>
<thead>
<tr>
<th></th>
<th>9-10 pts. / “A” Grade</th>
<th>8 pts. / “B” Grade</th>
<th>7 pts. / “C” Grade</th>
<th>0-6 pts./ “D/F” Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Promptness</strong></td>
<td>Arrives on time for class and is prepared to begin at the designated time as well as following any breaks; does not leave early</td>
<td>Occasionally late to class, does not return promptly from designated breaks; OR occasionally leaves early/ is absent</td>
<td>Demonstrates a pattern of lateness, absence, or early departure that interferes with course objectives</td>
<td>Consistently late to class, returns late from breaks, leaves early, and/or is absent more than 2 times</td>
</tr>
<tr>
<td><strong>Quality of Contributions</strong></td>
<td>Contributions are relevant and routinely integrate course reading and life experiences into the 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 evidence-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>
</tr>
<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 said</td>
<td>Contributions repeat what others have shared and thus do not advance the conversation</td>
<td>No or minimal contributions are offered</td>
</tr>
<tr>
<td><strong>General Engagement</strong></td>
<td>Regularly contributes to the class in both large and small group formats; Routinely engaged with course activities and/or discussions</td>
<td>Contributions generally favor either the small or large group; Does not consistently appear engaged in activities and/or discussions</td>
<td>Minimal contributions are offered in the small or large group; Appears disengaged from activities and/ or discussions;Addresses core issues in activities and/ or discussions quickly and shifts to personal conversations or off-topic material</td>
<td>No contributions are offered</td>
</tr>
<tr>
<td><strong>Gate-Keeping</strong></td>
<td>Does not dominate the conversation; Regularly encourages the participation of others by posing questions or asking for other students’ thoughts</td>
<td>Student occasionally encourages the participation of others; Recognizes the contributions of others</td>
<td>Dominates the conversation; Does not engage other students in conversation; Directs majority of comments to the instructor</td>
<td>No or minimal contributions</td>
</tr>
<tr>
<td><strong>Listening/ Attending Skills</strong></td>
<td>Is considerate (verbally and non-verbally) of appropriately expressed feelings and opinions of others; Actively listens to both peers and instructor; Actively supports peers’ learning processes</td>
<td>Generally considerate (verbally and non-verbally) of appropriately expressed feelings and opinions of others; Typically displays active listening; generally supports peers’ learning processes</td>
<td>Is dismissive (verbally or non-verbally) of others’ feelings and opinions; Displays a lack of interest; Does not actively support peers’ learning processes</td>
<td>Inconsiderate of others’ feelings and opinions; Does not actively listen or support others’ learning</td>
</tr>
</tbody>
</table>
Appendix C: Grading Rubric for Papers  
*(Historical Auto-Ethnography, Visual Analysis Project, and Critical History Research Paper)*

<table>
<thead>
<tr>
<th>Dimension</th>
<th>“A” Grade</th>
<th>“B” Grade</th>
<th>“C” Grade</th>
<th>“D/F” Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Depth and Quality of Analysis (40%)</strong></td>
<td>Paper meets all of requirements/expectations of the assignment with regard to content and analysis. Writing demonstrates critical analysis, complexity, and creativity/originality in thoughts and arguments. Demonstrates student’s ability to integrate and synthesize multiple sources, ideas and insights in the analysis of central topic. Student is able to apply course material to real-world or empirical situations in meaningful and practical manner. Balanced, sophisticated discussion of ideas and arguments, with attention to students’ and others’ (sources’) underlying values and assumptions.</td>
<td>Paper mostly meets the requirements/ expectations of the assignment with regard to content and analysis. Writing demonstrates some critical analysis but lacks high level of complexity and creativity/originality in thoughts and arguments. Demonstrates student’s ability to integrate materials but result lacks full synthesis or resolution in the analysis of central topic. Student begins to apply course materials to real-world situation, but applications lack depth and/or practicality. Discussion lacks some balance or sophistication, or fails to address some underlying values and assumptions.</td>
<td>Paper does not sufficiently meet the requirements/ expectations of the assignment with regard to content and analysis. Writing engages in only basic or superficial analysis, and lacks complexity or originality. Essay acknowledges connections between ideas and subjects, but fails to integrate them in meaningful way. Writer acknowledges that course material has applicability to real situations, but fails to identify or explain how. Discussion lacks balance or sophistication, and lacks attention to underlying values and assumptions.</td>
<td>Paper fails to meet the requirements/ expectations of the assignment with regard to content and analysis. Writing is overly simplistic, superficial, and displays unoriginal thinking. Essay lists ideas or subjects, but fails to observe connections or influence they have on one another. Essay fails to identity or connect course materials to real-life situations. Discussion is one-sided and unsophisticated; fails to acknowledge presence of underlying values and assumptions.</td>
</tr>
<tr>
<td><strong>Evidence (25%)</strong></td>
<td>Student effectively references and utilizes at least the minimum number of sources specified for the assignment. Evidence is rich, detailed and well chosen. For the Critical History Research Paper, evidence entails the required number of scholarly sources and all relevant sources. For the Historical Auto-Ethnography, student has provided descriptions of relevant narrative accounts, events, etc. For the Visual Analysis Project, student has included ample visuals (photographs)</td>
<td>Student references and utilizes the minimum number of sources specified for the assignment; however, evidence could be better selected (more relevant, richer, and more detailed). Evidence is referenced and integrated into the paper. Student meets nearly all of the requirements/ expectations of the assignment. The student makes some connections between the argument and the evidence; however, these connections could be</td>
<td>Paper begins to but falls short of referencing, utilizing, and integrating the minimum number of sources specified for the assignment. Evidence selected shows signs that it needed to have been more relevant, richer, and more detailed in illuminating the topic at hand, and/or not enough scholarly sources were selected, utilized, and referenced. Additionally, student</td>
<td>Paper fails to reference and utilize sources, and/or selected sources were irrelevant toward the topic at hand. No scholarly sources were selected, utilized, or referenced. Evidence is missing throughout the course of the paper in substantiating arguments and discussion(s).</td>
</tr>
<tr>
<td>and descriptive captions.</td>
<td>clearer, better fleshed out, compellingly articulated. Evidence is used the majority of the time to justify and support the discussion(s).</td>
<td>insufficiently integrates evidence into the arguments and discussion(s) within the paper.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Organization, Clarity, and Mechanics (20%)</strong></td>
<td>Organization of paper as a whole is logical and quickly apparent. There is an overall flow and “through-line” of the paper, as facilitated by transitions and clear connections of key points to the central topic. Content is effectively and clearly communicated: wording is precise and unambiguous, and sentence structure consistently clear and lucid. Writing is free of errors related to grammar and APA style. Direct quotations are used only sparingly (only as necessary additions to the paper), and are all framed effectively in the text.</td>
<td>Organization of the paper as a whole can only be discerned with effort. Not all the parts of the paper are effectively connected. Content lacks clarity; wording is somewhat unambiguous and sentence structure often unclear. Writing includes clear errors related to grammar and APA style. Direct quotations are used too often and are not effectively framed in the text.</td>
<td>Organization of the paper as a whole is not logical or discernable; paper lacks a clear thesis or argument. Throughout the paper, wording is imprecise or ambiguous. Sentence structure is consistently confusing. Errors in grammar &amp; APA are significant and distracting.</td>
<td></td>
</tr>
</tbody>
</table>
IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: http://www.luc.edu/education/admission/tuition/course-management-fee/.

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.