EDUC 315: Higher Education in America -- Spring 2013 -- Trinity College
Professor Rachel Leventhal-Weiner
Tuesdays/Thursdays 1:30-2:45, McCook 307
Office hours: T 11-12/ Th 3-4 (or by appointment), McCook 302

Teaching Assistants:
Danyelle Doldoorian (2014): danyelle.doldoorian@trincoll.edu
Brigit Rioual, (2014): Brigit.rioual@trincoll.edu

Course Description
America has developed one of the largest and most diverse systems of higher education in the world, with curricula that range from the study of Greek, Latin, and antiquity to the decorating of cakes. Despite diffuseness, American higher education enjoys an enviable global reputation and each year the number of students from around the world applying to colleges and universities in the United States far surpasses the number of American students seeking to matriculate abroad. This course will examine the forces that shaped the development of American higher education from its origins to the present, and then focus on several salient issues (such as diversity, student misbehavior, academic freedom and athletics) that vex and enrich modern universities. Students will be required to conduct collaborative research analyzing current issues in higher education over the course of the semester.

Course Objectives
- Students will study American higher education from a variety of perspectives
- Students will develop research questions to guide their study of higher education.
- Students will engage in writing and editing exercises related to higher education
- Students will conduct scholarly research, including qualitative and quantitative data collection, interview coding, preliminary quantitative analysis, review and analysis of the literature.
- Students will provide critical writing and presentation feedback to others in the class and develop strategies to incorporate feedback from others into their work.

How to Succeed in This Course:
- Be present and active in class: Class attendance is important and expected. This class is a collaborative learning experience. As a group, we stand to learn more if people contribute to the conversation and respect the input of others.
- Be engaged in collaborative research: In this course, we will cover content and discuss research methods. Class members will work collaboratively to create a data set that we will use in course assignments. As such, missing deadlines will set the entire class back. If obligations or issues outside of class prevent you from meeting deadlines or participating fully in class, please let me know so we can make alternative arrangements.

Course Evaluations (out of 100 points)
Class Participation (including class facilitation) 20
Research Project Phase 1 (due Week 7) 30
Research Project Phase 2 (due Week 12) 30
Research Project Phase 3 (due Week 15) 20
**Text/Readings**
To cover a range of perspectives on American higher education, I draw from multiple sources. I will post electronic copies of the readings on Moodle. Some readings are available as electronic books through the Trinity Library catalog. I will indicate this on the syllabus. I reserve the right to send short additions to the week’s readings via Moodle or email throughout the semester.

In addition to class readings, Danyelle and Brigit will post links to “Higher Education in the News” pieces once a week on Wednesdays. These articles will come from the popular press and students should review them before class on Thursdays.

**Please note:**
- This syllabus **will undergo changes** over the course of the semester. Please always refer to the version posted on Moodle.
- I typically lead full class discussions even on days I lecture. As such, I do not post notes or Power Point slides online unless I use them in class. Do not email me to ask if you missed “anything important.” Students are responsible for material covered in missed class meetings.
- Late assignments will be penalized 10% each day they are late with exceptions granted only for documented excuses or family emergencies.
- Grades are yours to earn, not mine to give. Decide now what grade you want to receive, and earn it. In this course, outstanding work (90-100%) earns an A, good work (80-89%) earns a B, adequate work (70-79%) earns a C, and unsatisfactory work (69% or below) earns D/F.

**Regarding academic honesty:** You are encouraged to build on the ideas and texts of others and obligated to document every occasion when you use another’s ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, and share writing assignment drafts with peers for input and feedback. However, when you use another’s ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course and referral to the Dean of Students.

**Regarding Students With Disabilities:** Students who think that they may need accommodations because of a disability are encouraged to meet with me privately by January 31, 2013. Students should also contact the Center for Students with Disabilities by this date to verify their eligibility for reasonable accommodations. For more information, please go to [http://www.trincoll.edu/StudentLife/DisabilityServices/Pages/default.aspx](http://www.trincoll.edu/StudentLife/DisabilityServices/Pages/default.aspx)

*If you have any questions or believe assignments are ambiguous, please ask immediately. Post hoc interpretations of the syllabus or university policy will not be accepted as rationale for unfair or unacceptable grading.*
## Tentative Schedule of Readings and Assignments

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| 1 | 1/22: **First day of class**  
Distribute syllabus  
Assign letter of introduction exercise  
Discuss research goals  
Discuss technology | 1/24: **Is College Worth It?**  
**Read:** Delbanco: “What is College For?”  
**In class:** Academic warehousing |
| 2 | 1/29: **Higher education landscape**  
**Read:** “Chapter 1: College Cultures and Student Learning” in *Academically Adrift* by Arum & Roksa. Available online. | 1/31: **Higher education landscape**  
**Watch:** Selections from *Declining by Degrees* |
| 3 | 2/5: **Understanding scholarly knowledge**  
Navigating “the literature”  
In-class literature review exercise  
Evaluating scholarly and popular press  
Academic warehousing: keeping track of your knowledge | 2/7: **Understanding scholarly knowledge**  
Library workshop with Katy Hart  
Meet in the library  
Using library databases  
Analyzing scholarly sources |
| 4 | 2/12: **Admissions**  
**Read:** “Decisions” pp184-227 in *Creating a Class* by Stevens.  
Discuss: Affirmative Action | 2/14: **Admissions**  
**Watch:** Frontline’s “Inside the SAT”  
Discuss: Challenges of admissions  
**Debate:** test-optional admissions policy |
| 5 | 2/19: **Organizational, Institutional & Financial Landscape of Higher Education**  
**Read:** Selections from *Innovative University* by Christensen & Eyring | 2/21: **Organizational, Institutional & Financial Landscape of Higher Education**  
**Listen:** NPR’s Planet Money podcast “The Real Cost of College” |
| 6 | 2/26: **Quantitative Data**  
Presenting quantitative data/ Making tables  
Writing in quant speak  
Practice peer review: how to give and use feedback | 2/28: **NO CLASS, TRINITY DAYS** |
| 7 | 3/5: **Phase 1 Draft due in class**  
**Writing Workshop**  
Peer Review Workshop with Tennyson O’Donnell | 3/7: **Phase 1 Draft due in class**  
Class discussion of Phase 2 |
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| 3/12  | **College Life**  
Read: Mary Grisgby. College Life.  
Tentative: Interviewing workshop with Rachael Barlow |
|       | **College Life**  
Read: “Sink or Swim: The First Semester” in *The Source of the River* by Massey et al.  
Selections from *Race and Class Matters at an Elite College* by Elizabeth Aries. |
|       | **College Life**  
Listen: This American Life’s “#1 Party School”  
Watch: Frontline’s “Money and March Madness” |
| 3/19  | NO CLASS, SPRING BREAK                                                                                                                   |
|       | **College Life**  
Listen: This American Life’s “#1 Party School”  
Watch: Frontline’s “Money and March Madness” |
|       | **College Life**  
Listen: This American Life’s “#1 Party School”  
Watch: Frontline’s “Money and March Madness” |
| 3/26  | **Stratification in college life**  
Read: Jenny Stuber “Inside the College Gates”  
To discuss in class: Stuber chapters, Stuber podcast, NYTimes article |
|       | **Stratification in college life**  
Read: Jenny Stuber “Inside the College Gates”  
To discuss in class: Stuber chapters, Stuber podcast, NYTimes article |
| 3/28  | **Stratification in college life**  
Read: Jenny Stuber  
Listen: Inside Higher Ed’s “Academic Minute” and Contexts’s “Miseducation of Monica and Karen” |
| 3/29  | Phase 2 Draft due in class  
Peer Review in class—final draft of paper due *Sunday, April 14th* |
| 3/30  | NO CLASS, SPRING BREAK                                                                                                                   |
|       | **Stratification in college life**  
Read: Jenny Stuber “Inside the College Gates”  
To discuss in class: Stuber chapters, Stuber podcast, NYTimes article |
|       | **Stratification in college life**  
Read: Jenny Stuber “Inside the College Gates”  
To discuss in class: Stuber chapters, Stuber podcast, NYTimes article |
| 4/2   | **In the higher education classroom**  
Read: Selections from *In Pursuit of Knowledge* by Rhode. |
|       | **In the higher education classroom**  
Read: Selections from *In Pursuit of Knowledge* by Rhode. |
| 4/4   | **In the higher education classroom**  
Read: Selections from *In Pursuit of Knowledge* by Rhode. |
| 4/11  | Phase 2 Draft due in class  
Peer Review in class—final draft of paper due *Sunday, April 14th* |
| 4/16  | **Online education and For profit education**  
Read: TBA articles on MOOCs and for-profit institutions |
|       | **Online education and For-profit education**  
Watch: Frontline’s “College Inc.” |
| 4/23  | **After Graduation: Employment and Student Debt** |
|       | **After Graduation: Employment and Student Debt**  
Watch: “Price of Admission: America’s College Debt Crisis” |
| 4/30  | Last class                                                                                                                                |