

EDUC-315  
HIGHER EDUCATION IN AMERICA  
SPRING 2019  
TRINITY COLLEGE, HARTFORD CT

**Meeting Time:** Tuesdays 6:30 PM - 9:00 PM

**Meeting Place:** Seabury N-128

**Instructor:** Professor Daniel Douglas

**Office Hours:** Tuesdays: 11am-4pm, or by appointment.

**Office Location:** Seabury N-033

**Email:** [daniel.douglas@trincoll.edu](mailto:daniel.douglas@trincoll.edu)

**Phone:** (860) 297-2348

## **SYLLABUS**

### **COURSE DESCRIPTION AND PURPOSE:**

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 this 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 institutions. Students will be required to conduct a field research project that analyzes a current issue and compares how two or more institutions have reacted.

### **COURSE LEARNING GOALS:**

At the end of the course, students will be able to:

1. Understand the history of, and contemporary issues affecting, US higher education.
2. Access, read, and interpret academic and popular media related to US postsecondary education.
3. Critically analyze current higher education issues and propose well-reasoned solutions to those problems.

### **STUDENTS WITH DISABILITIES:**

Trinity College is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. If you have approval for academic accommodations, please notify faculty during the first two weeks of the semester or a minimum

of 10 days prior to needing your accommodations. Please be sure to meet with me privately to discuss implementation.

If you do not have approved accommodations, but have a disability requiring academic accommodations, or have questions about applying, please contact Lori Clapis, Coordinator of Accessibility Resources at 860-297-4025 or at [Lori.Clapis@trincoll.edu](mailto:Lori.Clapis@trincoll.edu).

### **HONOR CODE STATEMENT:**

Please refer to the [Trinity College Student Integrity Contract](#), specifically the section on Intellectual Honesty.

### **STUDENT COURSE EVALUATIONS:**

In the middle of the semester, just as I am asked to evaluate your performance, I may ask you to evaluate mine using an evaluation form designed by Trinity faculty. At the end of the year, you will be asked to evaluate the course using the standard Trinity College course evaluation.

### **MOODLE:**

We will use Moodle to access course materials and for submitting class assignments. Please log in to Moodle every week to keep alert to any changes to the course syllabus or schedule.

### **ASSIGNMENTS/COURSEWORK:**

We will have two types of assignments in this class. First, we will do weekly discussion assignments. These will be short (400-500 words) reactions to the week's readings. Each reaction paper should give a three sentence overview/summary of the readings. You should then explain what you think the authors do well, and/or explain what (if anything) you feel is missing from the analysis. Finally, make an attempt to connect the readings with either other things we've read, or with your experiences. These assignments are due, via Moodle, the Saturday before class by 8:00 PM. This submission schedule gives me time to look over the reactions so that we can have a thoughtful discussion based on your understanding the readings.

Second, we will have a final paper which will be a group assignment analyzing quantitative data. We will discuss what that entails later on in class – it will be done in groups. I will provide a syllabus addendum with the details, but we will begin talking about available data sources in Week 3 of the class.

Bear in mind these notes on assignments:

- 1- We have twelve weeks of course readings. You are responsible for completing reaction papers for eight of those weeks. That means you get to choose the weeks for which you'd like to write assignments. If you would like to buttress your grades by submitting more than eight, you are welcome to do so; I will use the eight highest grades when computing

this portion of your grade. Reaction papers are graded on a ten-point scale, and are each worth 6.25 points toward your final grade.

- 2- The first two written assignments are required for everyone. You cannot skip them. Your options begin on the third week of readings. To fulfill the eight assignment minimum, you must complete the first two assignments and six more throughout the semester. In addition, you must complete all the assignments related to the data analysis project. These are:

- 1) a topic idea submission,
- 2) a methods memo,
- 3) a draft of your presentation slides
- 4) the final paper

### **COURSE TEXTS:**

There will be one course packet printed with the readings from weeks 2 through 7, and a second with the readings from week 8 through the end. I will make the first week's readings available on Moodle. Bring the course packets with you to class. They will be selections from books (rather than books in their entirety), and journal articles. Here, I list some of books that are reasonably priced for those who are interested in collecting books for further study.

Sara Goldrick Rab (2017). *Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream*. University of Chicago Press.

Alexandra Logue (2017). *Pathways to Reform: Credits and Conflict at the City University of New York*. Princeton University Press.

Elizabeth Armstrong and Laura Hamilton (2015). *Paying for the Party: How College Maintains Inequality*. Harvard University Press.

If you would like bibliographic information for any of the other class readings listed below, or would like recommendations for titles on topics related to this course, please send me an email or visit me in my office.

### **GUEST SPEAKERS**

In keeping with a tradition in this course, I will supplement my own lectures on higher education by bringing in other experts and practitioners in the field to talk about certain topics. These will either be in-person or Skype presentations. I will do my best to provide the speaker schedule in advance so that you can be prepared for those presentations and ask our guests good questions.

## **GRADING/EVALUATION:**

*How will I be graded?* Grades will be determined based on the following proportions:

Reaction Papers	50 points
Final Paper & Presentation	30 points (20 paper, 10 presentation)
Class Participation	20 points
<b>TOTAL</b>	<b>100 points</b>

The following constitute the rules governing your class participation. Not complying with the following has negative consequences on your grade:

1. On a regular basis, you should engage and participate in class discussion. Your engagement must always be respectful of your peers and your professor. You will be alerted once. Subsequently, points will be deducted from your class participation grade.

**1 point per violation**

2. Unless otherwise stated, no cellphones or laptops should be used in class. You will be alerted once. Subsequently, points will be deducted from your class participation grade.

**1 point per violation**

3. Our class is neither early nor late. No sleeping is permitted in class. You will be notified once. If it continues, you may be dismissed from class. It will also affect your class participation.

**1 point per violation**

4. The topics discussed in this class are of general interest. Still, there is to be no private conversations or chatting in class. You will be notified once. If behavior continues, it will affect your participation grade. Private chatting and conversations will negatively affect your class participation grade.

**1 point per violation**

5. You are allowed two unexplained absences. Each subsequent absence will result in a significant deduction from your class participation grade.

**5 points per violation**

6. Lateness functions like absence, and is drawn from the same bank as item number 5 above. Three Late Arrivals = 1 Unexplained absence.

**5 points per violation**

7. Leaving early counts in the same way as does arriving late.

**5 points per violation**

## **ATTENDANCE POLICY:**

Attendance will be taken at the beginning of each class period using a sign-in sheet on my desk. The sign in sheet will be turned over after class begins. Students who arrive after the attendance sheet has been turned over are counted as late. As stated above, habitually arriving late or leaving early will affect your class participation grade. Students are expected to be present promptly at the beginning of each class period, unless prevented by illness or by other compelling cause.

Students should wait a reasonable length of time for an instructor (me) in the event that the instructor is delayed.

**COURSE TOPIC OUTLINE**

Date	Readings	In Class	Assignments Due
January 22 <sup>nd</sup>	None (First Week)	Introductions, Syllabus Review, Higher Education Data	None (First Week)
January 29 <sup>th</sup>	Robert M. Hutchins (1933). “The Higher Learning in America.” Ralph Turner (1960). “Sponsored and Contest Mobility and the School System” Stanley Aronowitz (2000). <i>The Knowledge Factory</i>	Distinguishing Higher Education in America	Response Paper (Required for All)
February 5 <sup>th</sup>	John Scott (2006). “The Mission of the University: Medieval to Postmodern Transformations.” Weisbrod et al. (2008). <i>Mission and Money: Understanding the University</i> . Chapters 1 and 2	Balancing Mission and Money in Higher Education  Guest Presenter: <a href="#">Angel Perez</a>	Response Paper (Required for All)
February 12 <sup>th</sup>	David Swartz (2008). “Social Closure in American Elite Higher Education”  Joseph Soares (2007). <i>The Power of Privilege</i> . Introduction.	Elite Higher Education: Meritocracy or Exclusion?  <a href="#">Interview with Jerome Karabel</a>	Response Paper
February 19 <sup>th</sup>	Steven Brint and Jerome Karabel (1989). “The Community College and the Problem of American Exceptionalism.” Alexander et al. (2008). “Warming Up, Cooling Out, or Holding Steady?” David Lavin (2000). “Policy Change and Access to 2- and 4- Year Colleges”	Mass Higher Education: Diverted Dreams?  <a href="#">Introduction to Higher Education Data Sources</a>	Response Paper
February 26 <sup>th</sup>	Elizabeth Duffy & Idana Goldberg (1998). <i>Crafting a Class</i> . Chapter 2: The Admissions Process. Richard Atkinson & Saul Geiser (2011). “Reflections on a	Getting into College	Response Paper  Research Topic Ideas

	Century of College Admissions Tests.” Martha Allman (2011). “Going Test Optional: A First Year of Challenges Surprises and Rewards”		
March 5 <sup>th</sup>	Vincent Tinto (1988). “Stages of Student Departure.” Sylvia Hurtado & Deborah Carter (1997). “Effects of College Transition...” Tierra Freeman et al. (2007). “Sense of Belonging at the Classroom and Campus Levels.”	Belonging in College  <a href="#">Higher Education Data Part II</a>	Response Paper
March 12 <sup>th</sup>	Sara Goldrick Rab (2016). Paying the Price, Chapters 1 and 2.  Marvin Titus (2006). “No College Student Left Behind...”	Paying for College.  <a href="#">Daily Show Interview with Sara Goldrick Rab</a>	Response Paper  Methods Memo
March 19 <sup>th</sup>	SPRING BREAK – NO CLASS		
March 26 <sup>th</sup>	Matthew Chingos (2018). “What Matters Most for College Completion?”  Alanna Bjorklund-Young (2016) Family Income and the College Completion Gap.  Paul Attewell et al. (2012). “What is Academic Momentum? And Does it Matter?”	Completing College  <a href="#">Race Gap in Enrollment and Completion</a>  Presentation Format & Group Meetings I	Response Paper
April 2 <sup>nd</sup>	Brint et al. (2009) “General Education Models...”  Second Reading - TBD	College Curriculum and Student Learning  Finding Higher Education Literature	Response Paper
April 9 <sup>th</sup>	Paul Attewell and David Lavin (2007). Passing the Torch. Chapters  Philip Trostel (2017). “Beyond the College Earnings Premium. Way Beyond”	The Social Payoff to Higher Education    Paper Format & Group Meetings II	Response Paper

	Randall Collins (2011). “Credential Inflation and the Future of Universities.”		
April 16 <sup>th</sup>	William Tierney (1988). “Organizational Culture in Higher Education.” Alexandra Logue (2017). Pathways to Reform. Excerpt from Education Next and interview with Inside Higher Ed. Alexandra Logue et al. (2017). “Reforming Remediation.”	Making Change in Higher Education  Guest Presenter: Alexandra Logue  Group Meetings III	Response Paper  Draft Slides
April 23 <sup>rd</sup>	James Rosenbaum et al. (2010). “Beyond One-Size-Fits-All College Dreams.” Robert Lerman (2014). “Expanding Apprenticeship Opportunities in the United States”	College for All? Are there Alternatives?	
April 30 <sup>th</sup>	None (Last Class)	Student Presentations	