

HED 605 / HST 600: THE AMERICAN COLLEGE AND UNIVERSITY
SYRACUSE UNIVERSITY- SPRING 2012
PROVISIONAL SYLLABUS – v3

Time, location and schedule:	Thursday, 4:00-6:45 p.m. Shaffer Room 221D	January 19 - April 26, 2012
Course Management System:	www.blackboard.syr.edu	https://etherpad.mozilla.org/HED605-SP12
Delicious	http://delicious.com/tkeatman ;	primary course tag = HED605
Professor:	Timothy K. Eatman, Ph.D. Higher Education Program 350 Huntington Hall	tkeatman@syr.edu (o) 443-4763; (m) 734.645.2328 SKYPE: tkeatman
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Office Hours:	Eatman: Wednesdays, 10:00am – 12noon, or by appointment, in person or electronically Siv: Thursdays, 1:00pm-3:00pm, or by appointment, in person or electronically	

COURSE DESCRIPTION & OVERVIEW

The American College and University (HED 605) – is a course of study designed for current and future higher education leaders including aspiring faculty members, researchers, student development professionals and administrators. The readings, activities, assignments and other intellectual exchanges included in the course are organized to provide students with a strong foundational knowledge of the structure, history, and evolution of American higher education. It is widely believed that such knowledge provides a critical set of empowering sensibilities and relevant context for those choosing careers in academe. We believe that effective academic leaders draw upon this knowledge to address leadership issues and challenges.

This course deals with American higher education in its many facets—students, professors, administration, curriculum, and organization. Understanding the interplay of education and society through history is an important goal of this course. As such, we will explore the historical roots of large questions related to higher education and their modern significance: Who should go to college? What should they study? Who should teach them? How should the system be funded? What should the purpose of education be? Is education a progressive force in society?

COURSE GOALS & OBJECTIVES

Learning goals for this course include, but are not limited to the following:

1. acquire knowledge about important historical trends, customs, values, traditions and major themes of American higher education;
2. explore the role of history in current higher education practice and scholarship.
3. deepen critical sense about the relationship between education and the broader U.S. society – socially, economically, and politically;
4. develop capacity to conduct historical analysis of important aspects of higher education; apply insights gained from history to the tasks of leadership of institutions and institutional systems;

REQUIRED TEXTS

1. Gasman, M.(2010). *The history of U.S. higher education: methods for understanding the past*. New York:Routledge.
2. Harper, S.R. & Jackson, J.F.L.(2011). *Introduction to American Higher Education*. Routledge. New York.
3. Kamenetz, A. (2010). *DIY U: Edupunks, edupreneurs, and the coming transformation of higher education*. White River Junction, Vt.: Chelsea Green Pub.

RECOMMENDED TEXTS

1. Thelin, J.R. (2001). *A history of American higher education*. 2nd Edition. Baltimore: The Johns Hopkins University Press
2. Lucas, C.J. (2006). *American higher education: A history*. New York: St. Martin's Griffin.
3. Schuster, J.H & Finkelstein, M.J. (2006). *The American Faculty: The Restructuring of Academic Work and Careers*. Baltimore, MD: Johns Hopkins University Press

Additional readings and resource materials are assigned throughout the semester and will be available via the Course Blackboard, Byrd Library Electronic Journal link, the WWW, Etherpad links or in-class hand-outs.

Course Requirements and Evaluation

Participation

As a community of scholars and learners we have a shared obligation to prepare for each class and to participate thoughtfully. To ensure rich discussions it is imperative that members complete the assigned readings, be attentive, and be willing to participate in large and small groups. There are many ways to be active and engaged in the learning process and participation will be built into the assessment of many course activities. Because the course is designed in seminar format, you will be expected to take leadership roles in educating one another through class presentations, discussions, and sharing of resources.

You are expected to attend and be on time for each class. Absences or frequent tardiness will be reflected in your participation grade. It is a professional courtesy to let the professor know if circumstances preclude your attendance, cause you to be late, or require you to leave early. Although participation is built into many assignments, there are some participatory elements that are not evaluated via an assignment grade. It is my view that we are professional colleagues. As such, we will learn from and teach each other. This will require active participation. Bring your insights and contribute them to class discussion. Your attendance, preparation, attentiveness, and willingness to share and disclose in smaller groups are essential.

Assignments

In line with Syracuse University's commitment to *scholarship in action*, we have crafted assignments and activities that will help translate learning into practice. Graded assignments are articulated below, however there will be several in class assignments and activities that do not appear in the final evaluation for the course. In these cases it should be understood that completion is expected but may not enhance your grade; however, non-completion will likely diminish your course grade. The activities planned will enhance your academic engagement, develop your professional acumen and challenge you to simulate the expected work environment of student development professionals. You will collaborate with colleagues to produce tangible and relevant scholarly artifacts. We provide below a weekly schedule of course assignments in tabular format. We will also present a conceptual map (CMAP) as part of the course overview.

Graded Assignments

RESEARCH TEAMS

Each student will become a member of a research team for the duration of the course. We have the rich opportunity this term to work with two student affairs campus units that are wish to develop historical information about their units which will be translated into materials that they use widely and disseminate. Other teams may be based on project with which the instructor is currently involved. There will also likely be teams that emerge from the core class themes based on student interest. Final class research presentations will be conducted in a panel – conference style arrangement based on the teams.

1. Scholarship in Action: Student affairs History Project
 - a) Office of Multicultural Affairs (OMA)
 - b) Lesbian, Gay, Bisexual and Transgender Resource Center (LGBT RC),
2. American Commonwealth Partnership
3. Analyzing Student Perceptions and Satisfaction with Civic Engagement Programs at Syracuse University
4. Syracuse White House Youth Town Hall Meeting
5. Others

Detailed descriptions of team options will be provided.

1. Research Paper & Panel Presentation (Individual) **Due Date:** _____

You will develop a 10 to 15-page research paper on a topic of your choosing related to the history of American higher education and drawing on the work of **your research team**. This research paper must have a **CMA**, thesis and supporting evidence. The paper should be clear, concise, and logical. It is essential that this work use both primary and secondary sources. In general, narrow, time-focused, or institution-specific topics work well. The instructors are happy to meet with you as you consider topics for your paper. We are also happy to review a strong draft and provide you with feedback, if the draft is received by Friday, March 30, 2012.

2. Student Life Presentations (Team)

During the class meetings specified in the course schedule, seven (7) teams, of three to four students will give a presentation (15 to 20 minutes) on student life during the particular time period assigned. Issues that should be considered include but are not limited to: Who was attending college? What did they study? What did their day-to-day lifestyle include? What kinds of extracurricular pursuits were popular? Student/faculty relationships, the relevance of larger societal issues to the college student experience. Creativity is encouraged, and appropriate presentations could include multimedia, historical materials (newspaper articles, photos, biographical accounts, yearbook information), or artifacts from specific institutions.

Students will organize themselves to join a team. **It is important that each team provide me with an outline and description of their presentation in addition to any related materials at least one week prior to the presentation.** You will be evaluated as a team on the quality of content, sources, and presentation and a rubric will be provided. Examples of previous presentations are available upon request. Presentations should be developed such that there are some artifacts to make available via the course Blackboard (i.e. handouts, presentations, web links, video clips). All presentation materials must be submitted to the course TA (email, drop box, etc.).

3. Hot Topics (Team)

We have pre-assigned teams of three (3) who will, at a selected class during the term, be required to identify, read and present at least two (2) articles relevant to our class discussions from among major higher education trade journals (Chronicle of Higher Education & Inside Higher Education). Teams will post a brief summary (up to two paragraphs and 4 - 7 questions/comments for discussion to the course [Etherpad](#) Tuesday prior to the selected class. During class, teams will give a brief (10-15 minutes) presentation on the hot topics. The purpose of this assignment is to ensure meaningful exposure to important sources and prevailing issues impacting higher education.

4. Facilitation of Class Readings (Team)

Students will join a team, choosing readings between weeks four (February 9) and ten (March 29) during which they will facilitate a thirty minute class-wide discussion of those readings. Questions and activities should be open-ended and of an appropriate level of discussion for a graduate course. Appropriate discussion might include such topics as the quality of the author's arguments, appropriateness of sources, the author's point of view, comparisons between readings, and implications of the historical arguments. Additionally, if a guest speaker is scheduled for the presentation day, the team will be responsible to post a brief introduction of the guest speaker to the course *Etherpad* as well as generating a set of questions (4-7) for the guest. As with Student Life Presentation Teams, it is important that each team provide an outline and description of presentation flow and format at least one week prior to the presentation

5. Book Review (Individual or with a partner) **Approval Deadline** _____ **Due Date:** _____

Please write a 3-5-page **review** of a book approved by the instructor. In this essay, you should provide a summary of the key arguments that the author(s) makes and use evidence to support your claims. In addition, the essay should respond to the logic of the author's argument or the evidence the author uses to support his/her claims, point out important points an author failed to consider, or compare other relevant perspectives. A rubric will be provided.

6. Discussion Board Postings (Individual)

During the seminar we will post selected topics to the Discussion Board (DB) in Blackboard to stimulate a robust exchange of ideas and extend class conversations. In each case where a DB is required for the week an announcement will give indication of such. The following requirements should guide your participation:

1. Initial posting should be between 250-500 words. These are your original posits about the topic
2. Post a substantive response to postings of at least three (3) of your peers; between 75-100 words. Please avoid 1-sentence responses (e.g. "I agree totally!")
3. Initial posting no later than 11:59pm on the assigned day (Thursday in most cases) Responses to your peers no later than 11:59pm one week later.

While not required, the option to attach files and external links is available. Please also feel free to suggest additional DB topics and resources that will enhance the exchanges.

ASSIGNMENT MENU (CHOOSE TWO -2)

1. Critical Response Essay. Choose one class between February 2 (Wk-3)-April (Wk-11) for which you will respond to the readings in a critical essay of 3-5 pages. You may respond to one or more readings for your chosen week.
2. Foundations of Higher Education: Present a one page written narrative providing highlights about critical aspects of two or more of the entities listed below.
 - a) Association for the Study of Higher Education (ASHE)
 - b) National Association of Student Personnel Administration (NASPA)
 - c) Association for College Personnel Administration (ACPA)
 - d) Association of American Colleges and Universities (AAC&U)
 - e) American Association of State Colleges and Universities (AASCU)
 - f) New England Resource Center for Higher Education (NERCHE)
 - g) American Educational Research Association (AERA)
 - h) International Association for Research on Service Learning and Civic Engagement (IARSLCE)
 - i) Carnegie Classifications
 - j) Imagining America (IA)
3. Stacks in Delicious- <http://delicious.com/>
The socialbook marking tool, Delicious, contains a "Stacks" function in which you can create, compile and share resources with peers. Simply pick a theme and then assemble or stack URLs or links relevant to your chosen theme. For example, the theme/stack is Ivy League. Included in this stack are 8 members of the Ivy League, who they are, their URLs, and even a couple of Youtube videos.

4. Timeglider - <http://timeglider.com/index.php> TimeGlider is a data-driven interactive timeline application built on the (Adobe) Flash platform. You can "grab" the timeline and drag it left and right, and zoom in and out to view centuries at a time or just hours. TimeGlider allows you to create event-spans so that you can see durations and how they overlap. Being web-based, TimeGlider lets you collaborate and share easily. You can create timelines about the last year of your family, the last century of world events, or about pre-historical (bce/bc) times.
5. Policy memo to - Secretary of Education, Arne Duncan
6. Issue letter to community based partner
7. Program/Research Evaluation
 - a) Citizen Alum
 - b) Imagining America's Publicly Engaged Scholarship study
 - c) American Commonwealth Partnership Project
8. Blog entries
 - a. DemocracyU- <http://democracyu.wordpress.com/author/democracyu/>
 - b. Other
9. Other creative ideas are encouraged

Academic Style and Paper Formatting. Unless otherwise noted, papers should be prepared according to the style manual (6th edition) of the American Psychological Association. Adherence to APA style will be considered when determining grades for assignments. One inch margins, 12 point Times New Roman font and single spaced documents with appropriate subheadings references represent the basic standard.

Academic Integrity. Class members are expected to conduct themselves with the highest standards of academic and professional integrity. Use of a specific publication style (e.g., APA style) is not only a professional skill but also a way to acknowledge the work and ideas of other scholars. Using the work of other scholars and colleagues in any form, without citation, will result in failing grade for the course assignment. The incident will also be referred to the Dean of the School of Education for appropriate action. If you have any questions about proper use of references and citations, plagiarism or other issues related to academic integrity, please contact me immediately.

Selected Deadlines:

February 9 (WK4): Submit (Blackboard) a 1 page prospectus or brief description of the topic you wish to pursue and an initial list of major sources you plan to use.

February 16 (WK5): Submit an outline (CMAP)

March 1 (WK7): One-page summary of your research to date. Include topic, paper title, major sources, and findings to date.

April 12, 19, 26 (WK12, 13, 14): Research paper presentation. Prepare a 10-15 minute class presentation about your research. This presentation should be designed to share findings with your classmates as well as generate feedback for use in your final paper. The presentations will be organized into professional conference style panels containing similar topics and presentations will be videotaped and anonymously evaluated by your classmates (template provided on Blackboard).

Meetings and Online Communication

Social Bookmarking – We will employ the use of the <http://delicious.com> a social bookmarking network to share links to Internet resources among our class. Please register your delicious login name with me via e-mail by January 26, 2012 and use **HED605** as the prevailing **tag** for web resources that you identify. I will provide a demonstration of this tool in class. Any such resources used for course assignments must be included in your tagged delicious bookmarks as well as in the references/bibliography section of documents in APA format.

Note: In compliance with the Americans with Disabilities Act (ADA), if you have a documented disability that is relevant to your work in this course and wish to discuss academic accommodations, please contact me as soon as possible.

Grades will be determined by the following distribution:

- Student Life Presentations – 15%
- Facilitations of class readings – 10%
- Discussion Board Postings– 5%
- Midterm Exam – 5%
- Class Participation- 10%
- Book Review - 10%
- Research Paper Presentation- 10%
- Research Paper - 20%
- Menu assignments (2) – 15%

Evaluation. Grading will be based on the quality and timely completion of all assignments. Late work will be penalized a half letter grade for each 24 hours that has passed since the deadline (for example, from A- to B+), unless other arrangements have been made with me in advance of the scheduled deadline.

ACADEMIC HONESTY

As scholars and practitioners, it is expected that we conduct ourselves with the highest integrity. As such, I will expect that all work is either your own or properly sourced. For more information about your responsibilities regarding academic honesty, please see the Syracuse University Student Handbook at <http://students.syr.edu/handbook/> or the Academic Integrity Office website at <http://academicintegrity.syr.edu>

Weekly Course Schedule (Tentative)

DATE	TOPIC	READINGS	ASSIGNMENT DUE
January 19 (Wk-1)	Introductions Syllabus & Course management Demonstrate selected course tools	Guest Speaker: Jill Ouikahilo, DSA (Confirmed)	
January 26 (Wk-2)	Introduction to Archival Research Visit to Bird Library Archives –Hillyer Room, 6 th floor Room 606-	Text: Kamenetz: Intro. Ch.1-3 (p.1=78) Text: Gasman I: Intro. & Ch.1-5 (p.1-66) Guest Speaker: (confirmed) Edward Galvin, University Archivist	DB1 – Expectations for course
February 2 (Wk-3)	Colonial American Colleges <i>Research tools mini workshop 1</i> Social Bookmarking – delicious.com and stack CMAP	Text: Gasman II: Ch.6-9 (p.71-133) Northwest Ordinance Wright, “For the children of the infidels?” Boyte, H. (2003). <i>A Different Kind of Politics John Dewey and the Meaning of Citizenship in the 21st Century</i> Sturm, Eatman, Saltmarsh & Bush - “Full Participation: <i>Building the Architecture for Diversity and Public Engagement in Higher Education</i> ” Guest Speaker: Harry Boyte (SKYPE) 5:30pm (Confirmed)	
February 9 (Wk-4)	American College Movement: Early to mid-19th century	Text: Gasman III: Ch.10-14 & Epilogue (p.137-208) Malkmus, “Small towns...” Dartmouth College Case	Research Paper topic description and preliminary sources Hot Topics #1: Anthony, Emma & Dan

Weekly Course Schedule (Tentative)

February 16 (Wk-5)	State universities and land grant colleges	<p>Stetar, “In search of a direction...”</p> <p>Geiger, “The rise and fall of useful knowledge”</p> <p>Morrill Act, 1862</p> <p>Text: H&J (2011): Section 4</p> <p>Peters, S. <i>Changing the Story About Higher Education's Public Purposes and Work: Land-Grants, Liberty, and the Little Country Theater</i></p> <p>Guest Speaker: Scott Peters, Cornell (in person)</p>	<p>Student Life Presentation: Team 1 Lauren, Alex, Cristalyn, Emma</p> <p>Hot Topics#2: Dana, Emma & Ari</p> <p>Reading Facilitation: Zaula & Mehegan</p> <p>Submit CMAP for research</p> <p>DB2 – The Evolving University</p>
February 23 (Wk-6)	<p>Effects of the introduction of experimental science</p> <p><i>Research tools mini workshop 2</i></p>	<p>The Hatch Act</p> <p>Text: H&J (2011): Section 2</p> <p>Full Participation/Catalyst</p> <p>Kettering memo’s – Community Colleges as Civic Agents</p> <p>Guest Speaker (SKYPE): Sean Creighton, 5:15pm (Confirmed)</p>	<p>Student Life Presentation: Team 2 Raphael, Laura & John</p> <p>Hot Topics #3: Laura, Jamie, & Alex</p> <p>Reading Facilitation: Alex, Whitney, & Lauren</p> <p>Outline of Research Paper and Brief summary of findings</p>
March 1 (Wk-7)	<p>Support for higher education from 1880-1920</p> <p>Education for African-Americans</p>	<p>Anderson, “Training the apostles...”</p> <p>Morrill Act, 1890</p> <p>Plessy v. Ferguson case (1896)</p> <p>Harper, Patten & Wooden (2009)</p> <p>Vogelgesang et al. “what determines Faculty Engaged Scholarship?”</p> <p>Text: H&J (2011):Section 1</p> <p>Guest Lecture: Professor James D. Anderson, UIUC (Not Confirmed)</p>	<p>Student Life Presentation: Team 3 Ari & Amelia</p> <p>Hot Topics #4: Amelia, Whitney & Mehegan</p> <p>Reading Facilitation: Eric, Emma, Cristalyn, & John</p> <p>Book Review Due</p>

Weekly Course Schedule (Tentative)

March 8 (Wk-8)	Growth of the research university Women's education	Hoeveler, "The university and the social gospel..." Setran, "Student religious life..." Borst, "Choosing the student body..." Perkins, "The impact of the 'cult of true womanhood..." Arnold, "Academically talented women in the 1980s"	Student Life Presentation: Team 4 Courtney, Caitlin, Nicole & Eric Hot Topics #5: John, Jolene & Caitlin Reading Facilitation: Emily, Anthony, Nicole & Caitlin Midterm Examination Online Quiz
March 22 (Wk-9)	WWII, The GI Bill Rise of Community Colleges Federal support for sci/tech Influence of business and industry	The GI Bill of Rights, 1944 Selection from: Mettler, <i>Soldiers to Citizens</i> NDEA & Sputnik (1957) Dowd (2003). Democratic Mission of Comm. College Text: H&J (2011): Section 3 Guest Speaker: Cpt. Andrew Harkins (Tentative)	Student Life Presentation: Team 5 Tim, Dan & Anthony Hot Topics #6: Eric, Nicole & Raphael Reading Facilitation: Raphael, Courtney & Laura DB3-TBA
March 29 (Wk-10)	Higher education from 1965-80 Effects of desegregation, civil rights, the Vietnam War, women's movement, and affirmative action	Carty, "Black women in academia..." Turner, "From the sit-ins to Vietnam..." Higher Education Act, 1965 Rhoads (2005). Higher Educ. As Social Movement Ellison and Eatman "Scholarship in Public" Text: H&J (2011): Section 5 Guest Speaker:	Student Life Presentation: Team 6 Emily, Whitney, Mehegan & Zaula Hot Topics #7: Zaula & Cristalyn Reading Facilitation: Jamie, Jolene, Dan & Dana **3/30/12 Draft of Research Paper Due

Weekly Course Schedule (Tentative)

April 5 (Wk-11)	Continuation of previous week, into the 1980s Influence of business on higher education Implications and future directions of higher education Recent trends in organization, leadership, and finance	Burstyn, “The challenge to education from new technology” Synopsis of <i>Grutter v. Bollinger</i> & <i>Gratz v. Bollinger</i> The Spellings Report “A Crucible Moment: College learning and Civic Engagement” Text: Kamenetz: Part 2 Guest Speaker:	Student Life Presentation: Team 7 Dana, Jolene & Jamie Hot Topics #8: Tim, Courtney & Lauren Reading Facilitation: Tim, Ari & Amelia DB4-TBA
April 12 (Wk-12)	Paper Presentations I	Panel I & II	Paper Presentation
April 19 (Wk-13)	Paper Presentation II	Panel III & IV	Paper Presentations
April 26 (Wk-14)	Paper Presentation III	Panel V & VI	Paper Presentations

Student Life Teams (23)

Before 1860	WK5 (2/16)	Lauren	Alex	Cristalyn	Emma
1860-1900	WK6 (2/23)	Raphael	Laura	John	
1900-1920	WK7 (3/1)		Ari	Amelia	
1920-1940	WK8 (3/8)	Courtney	Caitlin	Nicole	Eric
1940-1970	WK9 (3/22)	Tim	Dan	Anthony	
1970-2000	WK10 (3/29)	Emily	Whitney	Mehegan	Zuala
2000-Pres.	WK11 (4/5)	Dana	Jolene	Jamie	

Reading Facilitation Teams (23)

WK5 (2/16)	Zaula	Mehegan			
WK6 (2/23)	Alex	Whitney	Lauren		
WK7 (3/1)	Eric	Emma	Cristalyn	John	
WK8 (3/8)	Emily	Anthony	Nicole	Caitlin	
WK9 (3/22)	Raphael	Courtney	Laura		
WK10 (3/29)	Jamie	Dana	Dan	Jolene	
WK11 (4/5)	Tim	Ari	Amelia		

Hot Topics (23)

WK4 (2/9)	Anthony	Emily	Dan	
WK5 (2/16)	Dana	Emma	Ari	
WK6 (2/23)	Laura	Jamie	Alex	
WK7 (3/1)	Amelia	Whitney	Mehegan	
WK8 (3/8)	John	Jolene	Caitlin	
WK9 (3/22)	Eric	Nicole	Raphael	
WK10 (3/29)	Zaula	Cristalyn		
WK11 (4/5)	Tim	Courtney	Lauren	

HED Research Teams (Initial Framing)

Students				
OMA	Raphael	Courtney	Laura	
LGBT RC	Amelia	Alex	Eric	
State of Young America Town Hall	Emma	Lauren	Anthony	Caitlin
Student Protest	Emily			
Faculty				
Tenure & Promotion	Dana	Jamie	Ari	Jolene
Organization Leadership & Governance				
Women in Leadership	Whitney	Zaula	Mehegan	John
Policy, Culture and Traditions				
Affirmative Action	Cristalyn			
Cultural markers	Dan			
Traditions	Nicole			
Curriculum, Teaching and Learning				
Aspirations and decisions of publicly engaged scholars	Tim			