

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION**

ELPS 427: American Higher Education

Spring 2011

Mondays, 4:15 to 6:45 p.m. (Section 001)

Room 301, Corboy Law Center (CLC), Water Tower Campus

Instructor

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Office Hours Available by Appointment

Note: Most course materials available on Blackboard.

Course Description

This course is designed to deepen students' understanding of the historical development of higher education within the United States and the many social justice issues found within that history.. Emphasis is placed on the chronological development of U.S. higher education ideas and institutions from the colonial period to the present. Central to this study is examining how U.S. higher education shapes and is shaped by transnational, national, regional, and even local contexts. As a result, students will deepen and demonstrate their understanding of U.S. history and the history of American education more broadly. Students will examine the historical origins of policies and practices in higher education in the United States and articulate how history shapes current and future policies and practices.

This course attempts to create a learning environment reflective of Loyola's commitment to building student capacities for critical thinking and effective communication. The course stresses common inquiry and investigation and students will participate in small and large group discussions. Course assignments are designed for individuals to explore critical questions about historical and contemporary issues in U.S. higher education. This combination of group investigation and individual research is designed to foster a learning community where the instructor and students are in full collaboration with each other in order to achieve course objectives.

Learning Objectives

Upon completion of this course, students should be able to:

1. Articulate how race, social class, sex, religion, and other critical factors within American society influenced the development of U.S. higher education and in turn have been influenced by it.

2. Gain a heightened appreciation for the factors that influenced the development of the United States' diverse system of higher education.
3. Identify and gain clearer understanding of major debates that have occurred throughout the history of U.S. higher education and that continue.
4. Critically examine and reflect on re-occurring questions and historical themes such as:
 - What should the purpose of higher education be in American society?
 - Who should be educated at the higher education level?
 - Who benefits from higher education?
 - What should be taught and why?
 - Who should teach?
 - Who decides who is to be educated, who should teach, and what should be taught?
 - How should teaching and learning be designed and delivered?
 - Who should pay?
5. Gain an appreciation for historiography as a research method through active engagement with historical research through research-based assignments.

Conceptual Framework of School of Education

Professionalism in Service of Social Justice. The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

This course emphasizes two specific School of Education framework standards:

CF3: Candidates demonstrate an understanding of issues of social justice and inequity.

CF7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.

Diversity

This course supports the School of Education's conceptual framework and its aim to prepare professionals in the service of social justice. In our examination of the history of American higher education, we will attend to the continuity and change of educational issues related to social justice over time. These issues address equity, diversity, access, religion, gender, class, race and ethnicity, student academic success, funding, and curricular content among others. Examining these issues illustrates how educational institutions both shape and are shaped by wider societies through their accommodation of and resistance to the ideas and values of those societies. Students may be surprised to learn of many instances of injustice that can be found

within a critical examination of the history of U.S. higher education especially given that higher education often is a reflection of the larger society in which we live. This class will address these issues and ask students to critically reflect on them.

Technology

This course will be a partially 'blended' course in that one selected class session will be devoted solely to on-line work. In small groups students will introduce new knowledge about selected topics in the history of higher education and will both initiate and respond to discussion questions. Students will also use technology to access information from the course Blackboard site in order to complete assignments. Importantly, students will use internet-based resources and library data bases to conduct research and produce presentations. This will enhance their ability to use technology as a learning and research tool. Additionally, a web-based course management system (Live Text) will be utilized for the submission and evaluation of one assignment directly related to the two conceptual framework standards addressed in this course. Thus all students are asked to ensure that their Live Text accounts are active.

Important University Policies and Information

Academic Honesty. Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility. Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting). It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members

of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Reading Materials

The required text for this course is available from online book sellers and through the Water Tower Campus university bookstore.

Required Text and Other Readings

- Thelin, J.R. (2004). *A History of American Higher Education*. Baltimore, MD: Johns Hopkins University Press.
- Additional readings (both required and recommended) are provided in the form of PDF documents accessible via our Blackboard course site. A full reference list of all readings is provided at end of this syllabus. Students are responsible for reading all articles that are designated as required readings each week.

Resources on Lewis Library Reserve (at WTC)

Note: Students will find a photocopy of the table of contents for each of these works on Blackboard under the Course Documents tab.

Brubacher, J. S. , & Rudy, W. (1997c). *Higher education in transition: A history of American colleges and universities* (Fourth Edition). New Brunswick, NJ: Transaction Publishers.

Cremin, L. A. (1970/1997a). *American education: The colonial experience 1607-1783*. New York: Harper & Row, Publishers.

Geiger, R. (1986). *To advance knowledge: The growth of American research universities 1900-1940*. Oxford: Oxford University Press.

Goodchild, L. F., & Wechsler, H. S. (Eds.). (1997). *The history of higher education* (second edition). ASHE Reader Series. Needham Heights, MD: Simon & Schuster.

Hofstadter, R., & Smith, W. (1961). *American higher education: A documentary history* (Volume I and II). Chicago: University of Chicago Press.

Karabel, J. (2005). *The chosen: The hidden history of admission and exclusion at Harvard, Yale, and Princeton*. New York: Houghton Mifflin.

Lucas, C. J. (1994). *American higher education: A history*. New York: St. Martin's Press.

Rudolph, F. (1978). *Curriculum: A history of the American undergraduate course of study since 1636*. San Francisco: Jossey-Bass Publishers.

Rudolph, F. (1962/1990). *The American college & university: A history*. Athens, GA: University of Georgia Press.

Veysey, L. R. (1970). *The emergence of the American university*. Chicago: University of Chicago Press.

Westmeyer, P. (1997). *An analytical history of American higher education, Second Edition*. Springfield, IL: Charles C Thomas.

Other Resources (Not on Lewis Library Reserve)

Geiger, R. (2000). *The American college in the 19th century*. Nashville: Vanderbilt University Press.

Perspectives on the history of higher education. Roger Geiger Editor.

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

Requirements and Expectations

Attendance

This course meets one evening per week for 12 weeks; thus, attendance at all sessions is an expectation. I understand that sometimes life priorities can make attendance challenging. The expectation, however, is that you will be present for the full class session each time we meet. Should you miss a class, arrive late, or leave early, you are responsible for identifying and obtaining missed material from your peers. **Within two weeks of a missed class, you are expected to send the instructor a short reflection essay on the assigned readings for the class you missed.** Please notify the instructor prior to the start of class should you absolutely need to be absent. Absences (as well as a pattern of arriving late or leaving early) may impact a student's final grade through adjustment of participation points.

Engagement and Participation

While the size of this graduate class may be viewed by some as large, student engagement in discussions are critical. However, I appreciate that *how* a student engages is often a function of his or her particular learning style (as a student myself, I was one who often found it difficult to speak up in large group settings). Therefore, engagement is less about frequency with which a student participates in class discussion (although a complete absence of participation is not

acceptable) and more about the quality of contributions and being personally and consistently attentive and engaged with the discussion topics. In this course, participation is valued when students build upon one another's comments, provide meaningful connections to practice, share critical observations and insights on a topic, and generally increase the complexity and richness of the discussion. Students are also encouraged to act as gatekeepers to the conversation and encourage the participation of others as well as pose questions to one another in order to support engagement by all. This is especially important when class sizes are large as some students (already inclined to listen and not offer commentary) find it even easier just to 'melt' into the background of class discussions.

An underlying expectation of this course is that students will approach one another with the same ethic of care and developmental concern that the student affairs and larger education profession demands that we exercise with our students. This approach requires a willingness to engage in critical and controversial—but ultimately civil—discourse aimed at advancing our individual and collective knowledge. Our goal is not always to reach consensus (how could we?) or to agree always--it is about hearing and exploring divergent perspectives. Students are expected to engage in social perspective taking, a skill that requires both empathy and the ability to acknowledge multiple points of view. This includes being conscious of body language and nonverbal responses as I have found that they can be as disrespectful as words.

Cell Phones/On Call/Laptops

If you bring a cell phone or pager to class, please be sure it is either off or set to a silent mode. Should you need to respond to a call during class, please leave the room as quietly as possible. Texting, instant messaging, and/or Internet browsing (i.e., with lap tops or other devices) are not permitted during class. In fact, please avoid using laptops, cell phones, smart phones, etc. during this class. Should you be on call as part of professional (i.e., G.A.) responsibilities, please advise me at the start of class.

E-mail/Blackboard

Instructor e-mail (through Blackboard) to your Loyola account will be used as the primary mode of communication outside of class. As such, it is imperative that you activate your LUC account and check it daily. Blackboard may be used to update the class about course content and procedures.

APA Writing Style

Graduate education places a strong emphasis on developing good writing skills including critical analysis and the ability to communicate effectively. All written work for this class is to conform to the requirements of the *Publication Manual of the American Psychological Association, (APA) 6th Edition*. A copy of this manual can be purchased at many bookstores. If you are not a Higher Education major and consistently use another style, please inform the instructor at the start of the term. Students are also asked to utilize a grammar/spell check feature when they prepare written work. One inch margins are required; print font should be set at 12 Times New

Roman; all reports are to be double spaced; number each page. Please give each report a title page (with a project title of some kind) also according to APA style.

Important Note: Please remember that failure to appropriately cite and reference other authors' works may lead to charges of academic dishonesty which can result in failure on the assignment or in the course. This action may also lead to academic dismissal from the program. It is each student's responsibility to know how to incorporate the work of other scholars into his or her own work and to cite and reference these other sources appropriately.

As a matter of fairness and courtesy to all students, penalties for late submission of student work may be assessed. One-half letter grade may be deducted for each 24 hour period that an assignment is submitted past the due date/time. No points will be deducted in the case of a true emergency when the student notifies me. Grades of "Incomplete" are seldom given and should only be requested (in advance) when an emergency prevents timely completion of course assignments.

Course Calendar

- **January 24, 2011– Course Introduction**

- Getting to Know You: Student and faculty introductions
- Introduction to a course on the history of higher education
- Course overview and syllabus review

- **January 31, 2011 – Introduction to U.S. Higher Education System**

- Review: “Exploring a Diverse System of Higher Education: Reflection Questions for Group Exploration” (handout and on Blackboard)
- Review: www.carnegiefoundation.org website. Review Foundation History (under About Us); Review Classification system—Description—Basic Classification. Selected handouts available on Bd.
- Be prepared to engage in small group and large group discussions regarding the diverse nature of U.S. higher education today.

- **February 7, 2011 – Making Sense of Historical Research: Challenges & Issues**

Tonight: We welcome to class a Higher Education Ph.D. Candidate, Christopher Nicholson, who will visit with us during the first half of class to discuss his historical research on the life of Dr. Fayette McKenzie, President of Fisk University (1915-1925). He will discuss not only his goals in conducting this research but also the methods he has followed and the challenges faced. The historical context for his study relates directly to key topics we will explore throughout the semester: the role of philanthropy generally in higher education establishment and growth as well as specifically its intersection with the historically black college and university.

Readings:

- Kaestle (1992), Standards of evidence in historical research: How do we know we know? (pp. 361-366);
 - Thelin (1962/1990), 'Rudolph Rediscovered' (pp. ix-xxiii);
 - Thelin (2004), Introduction (pp.xiii-xxii)
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- Recommend: Johnson & Christensen (2008), 'Chapter 15: Historical Research'

Reflection/Class discussion Questions:

- As you review today's readings focused on historical methodology, what themes or 'messages' seem to stand out for you?
 - Do you see connections between Thelin's 1990 introductory essay to Rudolph and the introduction he penned 14 years later for his own 2004 history of higher education?
 - Given the many challenges associated with historical methodology, what value or contributions can such research provide?
 - Can you identify specific challenges and issues faced by historical researchers?
 - For some people, the statement that 'there is seldom any 'objective truth' to be found in historical research' bothers them. What about for you? Why or why not?
 - How do you 'make sense' of primary and secondary sources? What do you see as differences between the two types of sources?.
 - If you wanted to prepare a thoughtful and comprehensive 'history' of Loyola's Higher Education graduate programs (master's and doctoral), what primary and secondary sources would you want to review and analyze? Why?
- **February 14, 2011 – College Formation During the Colonial Period (1636-1785) and Its Legacy Today**

Note: Primary Source Analysis Report (hard copy including copy of primary source) due in class.

Readings:

- Thelin (2004) – pp. 1-40;
 - Class Handout: Group Discussion Questions (see Bd)
 - Class Handout: 'Variations on the Ox-Bridge Model' (Williams, 2010)
 - Brubacher & Rudy (1997b) Chp. 3: Early Student Life (pp. 39-56);
 - Wright, B. (1997). "For the children of the infidels"?: American Indian education in the colonial colleges. In L.F. Goodchild & H.S. Wechsler (Eds.), *The history of higher education, second edition*, (pp. 72-79). Needham Heights, MA: Simon & Schuster Publishing.
 - Betlock, L. 'New England's Great Migration' (2 pp). Retrieved from http://www.greatmigration.org/new_englands_great_migration.html
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- Recommend: Gutek (1991), The colonial educational experience (pp. 1-14);
 - Recommend: Brubacher & Rudy (1997a) Chp 1: Beginnings (pp. 3-23).
 - Recommend: Herbst (1976/1997) From religion to politics: Debates and confrontations over American college governance in mid-eighteenth century America (pp. 53-71).
 - Recommend: Cremin (1970/1997) 'College' (pp. 35-52).

- Recommend:
 - Daniels (2002) 'Chapter 2: English immigrants in America' (pp. 30-52);
 - Daniels (2002) 'Chapter 3: Slavery and immigrants from Africa' (pp. 53-65);
 - Daniels (2002) 'Chapter 4: Other Europeans in colonial America' (pp. 66-100);

Reflection/Class Discussion Questions:

- What are your own views today about the original 'historic' (aka 'provincial' or 'legacy') colleges of the colonial era and how do you feel they are typically viewed today in U.S. society (and beyond)? Why?
 - Why was there such low demand among students for colonial higher education? Who attended and why? What did it 'take' to be admitted?
 - What were major challenges faced by the students and faculty of the early colleges? What was 'student life' (day-to-day) like?
 - To what extent do you feel the colonial colleges were truly representative (or, a 'mirror' image) of the 'Ox-Bridge' model from Old England? In what ways were they similar and different?
 - Do you recognize any colonial college characteristics related to organization, governance, student life, faculty life, and/or other elements from that period in U.S. higher education in the 21st century?
- **February 21, 2011 – Nation Building, Diversification & Reform in Higher Education in the Antebellum Period, 1785-1860**

Today: In class we will spend time in informal 'debate' on two historical issues of national import during the Nation Building Era addressed in readings for today: 1) The proposal for a national university, and 2) The controversy around calls for curricular reform in the college. One-half of the class will be assigned to one group that will investigate and debate one of the topics and the remaining half of class will be assigned to the other topic.

- In the first debate, students will assume roles as members of Congress in the late 1700s and early 1800s and will be paneled into 'pro' and 'con' teams in order to present their most compelling arguments for or against the establishment of a national university in the New Republic. Students will know which side of the debate they will be asked to serve prior to class time; however, an expectation is that all students assigned to this debate need to be well prepared to take either side. At end of informal debate, the full class, as members of Congress, will vote up or down a proposal to create a national university. A number of primary sources (all are quite short in length), a published manuscript, and the Thelin text are provided as resources. Students are also encouraged to identify and examine other sources not assigned in their preparation
- In the second debate on curricular reform, students will assume roles as college faculty and senior administrators in the 1830s. You will be paneled into 'pro-reform' and 'anti-reform' teams in order to present your most compelling

arguments in support of or against the nation-wide calls for reform in the traditional college. Curricular debates in institutions leading up to and following the release of the 'Yale Report of 1828' are focused resources for this debate.

Readings:

- Thelin – pp. 41-73 [Text];
- Castel (1964), The founding fathers and the vision of a national university (pp. 280-298);
- Urofsky (1965), Reforms and response: The Yale Report of 1828 (pp. 53-65);
- Primary source: "Yale Report" (Goodchild & Wechsler, 1828/1997)(16 pp);
- Primary source: "James Madison on a National University, 1810" (one-half page);
- Primary source: "A Congressional Committee Indorses a National University, 1816" (2 pp);
- Primary source: "Benjamin Rush on a Federal University, 1788" (5 pp);
- Primary source: "Washington to Congress on a National University, 1790, 1796" (2 pp);

Reflection/Class Discussion Questions:

- What were arguments both for and against the creation of a national university system?
- What 'motives' may have contributed to the rapid expansion of colleges and universities during this period of time?
- In what ways did U.S. higher education diversify during this period?
- What was at the heart of the debate about curriculum reform during the early-to-mid 1800s? How did the Yale Report of 1828 influence this debate?

• **February 28, 2011--Rise of the American University 1865-1910**

Readings:

- Thelin (2004), pp. 74-109;
 - Geiger (1986), The shaping of the American research university, 1865-1920 (pp. 1-20);
 - Primary Source: The Morrill Act, 1862 (1.5 pp.);
 - Johnson (1997), Misconceptions about the early land-grant colleges (pp. 222-231);
 - Davis (1933), The Negro land-grant college (pp. 312-328);
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- Recommend: Primary Source: Gilman Recalls the Early Days of the Johns Hopkins, 1876 (5 pp.);

Reflection/Class Discussion Questions:

1. What factors influenced the emergence of the university in the mid-to-late 1800s? In what ways did the rise of the university impact the small, liberal arts college?
2. Compare and contrast differences between the first 'Land Grant' universities founded in the late 1800s to the group that exists today? What were initial challenges faced by the land grant institutions?

3. Describe the 'research university' of the early 20th Century and how it began to differentiate itself from 'The College'. How does your early description compare to today's 'Research University'?
 4. What legislative and societal forces influenced/motivated the establishment of a racially segregated, 'separate but equal' system of public land-grant institutions? Describe indicators that reveal the extent to which the goal of 'separate but equal' was achieved in land-grant education.
 5. In what ways did the German university influence the emergence of the new university in America? Were all characteristics of the so-called 'German model' adopted in the U.S.? Why or why not?
 6. Describe key events, trends, or forces at work in the larger American society during the late 1800s and early 1900s that provided the larger 'context' for U.S. higher education. In your description, reveal how you feel these forces impacted higher education. You may focus on economics, education, legal/legislative, religious, and social issues in the larger society. In other words, what was happening 'out there' beyond higher education? What were faculty, administrators, and students likely talking about on the campus related to the larger world?
- **March 7, 2011 – NO CLASS (Spring Break)**
 - **March 14, 2011 – The Collegiate Way: 1890-1920**

Note: Final Report Topic Titles and Descriptions are due on or before today. See assignment description for details on what to submit.

Readings:

- Thelin – pp. 155-204 [Text];
- Anonymous (1915) 'Confessions of an Undergraduate' (4 pp.);
- Boyer (1997) 'Native American colleges: Progress and prospects' (pp. 1-42);
- Recommend: Boyer (1997) 'Native American colleges: Progress and prospects' (pp. 43-73)
- Recommend: Stansell (2010) 'Editorial on Anniversary of Women's Suffrage'

Reflection/Class Discussion Questions:

- In spite of predictions of the demise of the 'old time' small college, continued growth in popularity of the college occurred during the late 1800s and early 1900s. Some historians refer to this period as the 'Golden Age of the College.' Why did the small college continue to survive in light of the significant growth of the public university sector?
- The reality of the college experience for many students and faculty (especially after 1900) was sharply different from the 'romantic' notions of the 'Collegiate Ideal' or 'Collegiate Way' often advanced by college presidents, trustees, and financial supporters. Describe some of these differences and what may have contributed to the discrepancies between the ideal and the reality.

- **March 21, 2011 – Racial, Sex, and Religious Discrimination and Calls for Reform**

Note: Today, **Essay Review** assignment due in class (submit a paper copy).

Readings:

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

Reflection/Class Discussion Questions:

- In describing 'campus life,' Thelin and others discuss a number of issues and challenges that faced students and their institutions during this era. Do you see any issues today that resemble those found in the early-to-mid 1900s?
- Today's authors also reveal a variety of on-going, systemic, institutionalized discrimination practices among institutions of U.S. higher education during the years under examination that were well in place long before this particular era. What is your reaction to these revelations? Who was prized and valued on the campus and who was left behind? Why?
 - Is it possible (ironically) that the long history of discrimination against students in the historic college may have contributed to the increasing diversity among U.S. higher education institutions today? Why or why not?
- What is your reaction to the James and Levine articles? Has the passage of federal, state, and local anti-discrimination laws since WWII effectively addressed the types of issues faced by students in the past? Why or why not?
- What kinds of institutional reforms were initiated during this period of time and why? In what ways might we see the legacies of these reforms today?

- **March 28, 2011 – NO CLASS (ACPA in Baltimore)**

- **April 4, 2011 – Higher Education's 'Golden Age,' 1945-1970**

Readings:

- Thelin (pp. 260-316);
 - Peeps (1984), A B.A. for the G.I....Why? (pp. 513-525);
 - Herbold (Winter, 1994-1995), Never a level playing field: Blacks and the GI Bill (pp. 104-108);
 - Primary source: The G.I. Bill of Rights, 1944 (3 pp.);
 - Post-9/11 Veterans Assistance Act of 2008 Brochure (2 pp.);
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- Recommend: Freeland (1997), The world transformed: A golden age for American universities, 1945-1970 (pp. 587-606).

Reflection/Class Discussion Questions:

- Some historians refer to the immediate post WWII era (up to about 1965) as the 'Golden Age of American Higher Education'. If this is true, what do you feel were

- important factors that contributed to this 'gilding' of the American system of higher learning?
- What do you feel may have motivated the federal government to pass legislation in 1944 to provide benefits for returning WWII veterans? Beyond assistance for education, what other (often overlooked) benefits were approved? What group(s) enthusiastically pushed for passage of the new law and what group(s) did not appear to support the law? Any surprises? What impact do you believe the new law had on U.S. higher education?
 - In what ways might the 1932 Bonus Expeditionary Force experience in the nation's capital influence Congressional efforts to establish the G.I. Bill of 1944?
 - To what extent or in what ways did the G.I. Bill address WWII veterans of color and women veterans? Are you surprised by your findings? What was the law's impact on providing access and opportunity for blacks and women in higher education following the War?

• **April 11, 2011 -- Higher Education, Civil Rights, & the Legacy of Campus Unrest**

Readings:

- Thelin (2004), re-read (pp. 306-310);
- Kerry (1971), Vietnam Veterans Against the War, Statement to U.S. Senate Committee on Foreign Relations
- Altbach (1997), American student politics: Activism in the midst of apathy (pp. 739-752);
- Weinberg (1990), Essay Review: Students and civil rights in the 1960s (212-224);
- Recommend: Horowitz (1986), The 1960s and the transformation of campus cultures (pp. 1-38);
- Recommend: *Loyola Magazine* (2010), Loyola's student strike (1970) (2 pp.).

Reflection/Class Discussion Questions:

- In the late 1950s and early 1960s what was the state of campus social and political rights enjoyed by college students? How would you characterize this period of time in terms of the institution's relationship with its students? Why?
- In the early 1960s a number of societal 'forces' external to the campus served as 'triggers' that often resulted in college student protest and activism. What were some of these key forces and why were they so volatile?
- Several historians posit that the focus of student activism in U.S. higher education appeared to shift from the late 1950s/early 1960s to the latter half of the 1960s. How would you describe this shift in focus and what may have likely contributed to it?
- Many historians report that political and social activists seem to lament the precipitous decline after about 1971 in student activism in higher education. What forces within higher education and society might have contributed to this decline?
- In your view, what is the 'state' of student activism today in U.S. higher education? What would need to occur in American society for the level of student protest and activism to reach the same levels as during the sixties? Why?

- **April 18, 2011– Envisioning the Future for U.S. Higher Education**

Tonight: During first half of class we will welcome senior-level academic and student affairs administrators in order to engage with them regarding their views on what future may lay 'over the horizon' for U.S. higher education in the years ahead.

Readings:

- Thelin – pp. 317-362 [Text];
- 2010 Executive Briefs on U.S. higher education (Almanac of Higher Education 2010): Includes brief status reports on 'A reset for higher education' (J. E. Finney), 'More pressure on faculty members, from every direction' (M. A. Miller), 'As students change, colleges must follow' (S. Baum), 'Asking the right questions about access to college' (M. S. McPherson), 'The CIO of the future: A problem-solver and a knowledge-builder' (M. Zastrocky), and 'University globalization is here to stay' (B. Wildavsky). (approximately 17 pp.);
- Task Force on Future of Student Affairs (2010) (16 pp.);
- Council of Graduate Schools (2010, April). Commission on Future of Graduate Education (3 pp.);
- Recommend only: Zusman (1999)

Reflection Questions:

- A broad 'meta-theme' that seems to arise from tonight's readings reveals that U.S. higher education during the 1970s-1980s experienced a serious decline in public trust and confidence in its ability to serve as an important catalyst or 'engine' for positive change in American society. Thelin refers to higher education as a 'Troubled Giant.' Do any of the challenges and issues that Thelin describes still exist today after one decade into the 21st Century? Why or why not?
- An on-going debate across U.S. national and state governments and among the American people revolves around higher education's role in advancing either the public (i.e., societal) interests or the private interests of those who most directly benefit from the education they receive (i.e., students). How is this debate made visible for those of us who study, work, and otherwise support higher education? Is it primarily an 'either/or' proposition?
- Why do you believe higher education institutions should exist in our society? What role(s) should colleges and universities serve and who (or what) should benefit?

- **April 25, 2011 -- Student Reports to the Class (Oral and Written)**

Tonight: We welcome final 'end-of-term' student research reports. Due to size of class, the reports will be completed in pairs so that we can provide approximately 15 minutes for each group report. Tonight we will receive some oral reports and next week the remaining reports. **All written reports are due in class tonight, including those pairs presenting next week.**

- **May 2, 2011 -- Student Oral Reports Conclude**

- Student Reports
 - Course Closure
 - Student Course Evaluation* (last 15 minutes of class)
- *Need a student volunteer to distribute/collect the evaluations

Assignments and Evaluation

General Evaluation Criteria

- Complete and submit assignments on or before due dates. Assignments submitted after the class period may be subjected to a loss of points resulting in a lower grade. Please submit your written assignment in class on day due (paper copy to instructor).
- Be sure to keep a permanent ‘back up’ copy of your assignments electronically.
- Properly submit the essay review assignment associated with the core assessment of this course through Live Text (www.livetext.com). See attachment to syllabus for detailed information on using Live Text.
- Follow formatting requirements: All written work should comply with APA style (6th Edition), use Times New Roman and 12 point font with 1 inch margins. Provide a separate title page, number pages, and provide separate page for references.
- Accurately cite all sources in text and in references using APA style (6th Ed.). Note: if you are not a Higher Education major and your program of study requires a citation style other than APA, please inform instructor at start of semester.

Assignments

1. *Participation and attendance (10 points)*. Active student participation in discussions and learning activities is critical in creating the kind of teaching and learning environment that can be enjoyed by all. I recognize, however, that *how* a student participates may be a function of his or her particular learning style. Therefore, participation in class is less about the frequency with which a student engages in class discussion and more about the quality of the contributions. For the purposes of this course, participation is valued in which students 1) build upon one another’s comments, 2) provide meaningful connections to practice, 3) share critical observations and insights on a topic, 4) respond to class discussion/reflection questions on the syllabus for each week’s class, and 5) generally increase the complexity and richness of the discussion. Students are encouraged to act as gatekeepers to the conversation and encourage the participation of others as well as pose questions to one another. For most weeks, the syllabus contains specific reflection/class discussion questions. Students are expected to review and consider these questions as they undertake assigned readings. Students should bring notes/reflections/questions from the readings to each class as this may enhance their own participation. While quality is valued over quantity, any student who chooses either minimally or not at all to contribute to class discussions in meaningful ways will likely lose participation points at end of term.

In order to participate in meaningful discussion, students do need to attend all class sessions. In the unlikely event that you cannot attend a session, you are expected to notify the instructor in advance unless a true, last-minute emergency exists and you are unable to do so (in this case, follow up with an email). You are expected to contact another student in the class to review

what you may have missed during the class. If an assignment is due at the class session that you miss, the assignment is still due at class time on that day (unless a true emergency has arisen, in which case you should contact the instructor and arrange a new submission date).

Note: Students who do miss a class session are asked to submit a short reflection paper within 2 weeks in response to the readings for the missed class. The reflection questions found each week in the syllabus may be used as a guide for this assignment. No grade will be given for the reflection paper but failure to submit the paper will result in a deduction of participation points.

2. Primary Source Analysis. (20 points; Due February 14, 2011). This is a small group report. Working in **pairs** (students may choose their partner), students are asked to select and analyze a primary source related to an event or issue in the history of American higher education (a sample list of primary source topics and a sample assignment are available on Bd under 'course documents'). On due date, the report (not to exceed 5 pages, not including title page or references) is to be submitted with a copy of the primary source attached. Additionally, in Blackboard, please submit a copy of your primary source and be sure to add a descriptive title and date for the source. Use the Discussion Board function in Bd to submit. The report, which should include in-text citations and a list of references, should address the following:

- Analyze the primary source selected as a historian would and describe its significance using the following framework:
 1. **Objective overview of content:** Describe in your own words what you see or believe is contained in the source. What is its main idea or message?
 2. **Citation:** Who is author/creator? When (and where) was the source created? For whom was the source created and why?
 3. **Societal context:** What is going on in the world, nation, region, or locality when the source was created? Utilize a minimum of two secondary sources to describe the larger social, political, religious, economic, or educational context that may help in understanding the primary source.
 4. **Higher education connections:** Link your primary source to higher education. In what way does this source relate to a broader issue or event in the history of higher education?
 5. **Communication:** What is the point-of-view or perceived bias (if any) of the author/creator? Do you believe the source is trustworthy and reliable? Why do you feel this way?
 6. **Conclusion:** Describe your personal feelings, associations, and judgments about the source. How does this primary source contribute to your understanding of history and higher education?
 7. **Identify questions** raised for you, but not answered, by the document.

Note: The above adapted from 'The History Project' at the University of California, Irvine.

- Note: If you analyze a photograph below is an analytic approach followed by historians that you may use.. These may be integrated into the steps listed above.

- **Objective Observation:** Describe what you see in the photograph – the forms and structures, the arrangement of the various elements. Avoid personal feelings or interpretations in this part of your analysis. Your description should help someone who has not seen the image to visualize it.
- **Subjective Observation:** Describe your personal feelings, associations, and judgments about the image. Always anchor your subjective response in something that is seen. For example, "I see..., and it makes me think of..."
- **Knowledge:** Prior knowledge (of events surrounding what is captured in the photo) based on experience, study, assumptions, and intuitions. Describe the larger 'context' that helps one understand the photo's subject.
- **Questions:** What questions does this photograph raise for you? What else would you like to know?

Primary Source Rubric (20 Points)

Variable	4-5 Points	2-3	1	0
Content; Citation	Thorough and accurate description of event or issue; primary source selected highly relevant to the event or issue; adept selection of relevant information from sources.	General and fairly accurate description of the event or issue; primary source is somewhat relevant to the event or issue; information used from sources is somewhat relevant.	Little description of event or issue with significant factual errors; primary source has no real relevance for the event or issue; information used from sources is not relevant.	Not Present
Context; Connections	Information exceptionally clear and well organized; source is fully analyzed to support conclusions; skillful linking of topic to greater historical context.	Information somewhat clear and organized; some attempt at summarizing the source or drawing conclusions; some attempt to place topic in a greater historical context.	Lacks a narrative or clear line of reasoning; no conclusion or summary is drawn; no attempt to put topic in a greater historical context.	Not Present
Conclusions; Communication; New Questions	Questions raised about the document are exceptionally well grounded; conclusions are exceptionally well substantiated.	Questions raised about the document are somewhat grounded; conclusions are substantiated.	Questions raised about the document are not grounded; conclusions have little basis.	Not Present
Quality of Written Work	Organization, grammar, flow, use of APA formatting reflect	Organization, grammar, flow, APA reflect a variety of types of errors.	Organization, grammar, flow, APA reflect many types and instances of errors.	Organization, Grammar, Flow, APA reflect far too

	no or very few errors.			many errors.
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3. Essay Review (30 points; Due March 21, 2011). This may either be a single-authored report or a group report limited to one other student. This assignment requires the completion of an essay review using 3 historical research articles that address what you believe is a compelling justice issue found within the history of higher education. This issue may, for example, address past discriminatory issues around access to and admission to higher education of women, racial and ethnic groups, religious affiliation, and students with disabilities; issues where student and faculty voices arise over concerns about the injustices surrounding American domestic or foreign policy (e.g., involvement in and support for military engagement or controversial government funded research); issues involving students and faculty around events that raise important justice concerns (i.e., campus responses in 1980s to South African apartheid and divestment of higher education investment in U.S. corporations supporting the apartheid regime in South Africa). The essay should be no more than 10 pages in length (not including title page and references) and should present in narrative format the major themes found in the articles selected for review on the topic and conclusions reached resulting from your critical analysis.

Important: This report must be submitted via LiveText (www.livetext.com) as this assignment has been selected for a core assessment in this course for School of Education NCATE accreditation purposes. The rubric for these assessments is below. Also below are a few tips to consider in organizing your essay review. A sampling of topics chosen in previous terms is available on Bd. While my suggestions for organizing an essay review resemble more a traditional approach to a 'literature review', I do provide on Bd a sample 'essay review' written by higher education historian Dr. Jana Nidiffer. Her review essentially contains (perhaps using a different organization) what I suggest below. Also on Bd is a well prepared and analyzed essay review by a previous student in the class.

- Provide a descriptive title of some kind for your essay review (in other words, don't just label it only as an 'essay review.')
- In introducing your topic/issue describe why you have chosen it including why you are personally interested in the topic and why you feel your topic/issue addresses a justice issue within higher education. What makes it a justice issue for you?
- In your introduction also identify the specific articles chosen for review (be sure to include APA cites when you identify each article) and identify up to three important themes that you believe emerge across the articles that you address in the essay. Include a timeline so that reader knows what specific timeframe within the history of higher education your review is addressing.
- Remember, your essay should be integrative as you are telling (in your own words) a 'story' about the justice issue you have selected utilizing the articles to support your story. Your essay should not only be 'descriptive' but should reveal thoughtful critique/analysis on your part. How does each author's words complement (or perhaps contradict?) one another around his or her interpretation of the issue? For each theme you develop, reveal how each author's research contributes to your own personal understanding of that theme

- Finally, provide a conclusion to the essay and in it identify whether any 'legacy' exists in higher education as a result of the justice issue you have described? What have we learned from prior events and have these events altered how we address the same or similar issues today?

Essay Review Rubric (30 points)

Conceptual Framework Standard	Target 12-15 points	Acceptable 6-11 points	Unacceptable 0-5 points
CF3: Candidates demonstrate an understanding of issues of social justice and inequity.	Fully identified social justice and equity themes raised by the research studies examined on the topic. Offered appropriate examples from historical research to support each theme. Well organized synthesis grammatically correct, either no or very few APA errors.	Adequately examined social justice and equity issues raised by the research on the topic selected. Offered some historical examples from the research on these issues. Adequately organized synthesis, some grammar and APA errors found.	Limited examination of social justice and equity issues raised by the research on the topic selected. Offered few or no historical examples of these issues. Poor organization, problematic grammar and many types of APA errors.
CF7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.	Fully assessed how the moral and ethical decisions of historical actors – students, faculty, administrators, politicians, philanthropists, organizations, and/or others – shaped higher education's responses to the social justice issue examined.	Adequately assessed how the moral and ethical decisions of historical actors – students, faculty, administrators, politicians, philanthropists, organizations, and/or others – shaped higher education's responses to the social justice issue examined.	Limited assessment of the moral and ethical decisions of historical actors – students, faculty, administrators, politicians, philanthropists, organizations, and/or others in responding to the social justice issues examined.

4. Final Course Project Report (40 points; Oral Report (10 points) on April 25 and May 2; Written Report (30 points) due in class April 25). This is a group report limited to two students per group.

Working in pairs (students may select their project partner), students will select a project from among options listed below and prepare *both a written and oral report*. Students will prepare a 15 page report on a selected topic of interest in the area of history of higher education that includes a discussion of the larger social, political, economic, religious, or cultural context of American history and its influence on the topic, issue, or event under examination. The oral reports will be given to the class at the last two class sessions of the semester (**April 25 and May 2**).

Note: Students are asked a) to submit their report topic to the instructor on or before **March 14** so as to avoid duplication of report topics; b) a short description of the goals and/or research questions your report will address; c) a rationale for selecting the topic; d) a short preliminary bibliography of sources for your report; and e) a preliminary descriptive title for your report along with the option (see below) you are selecting. Report topics will be approved on a first-come, first-served basis. While the final title may change, the focus of the report may not change. A listing of prior report titles/topics is provided in Bd.

Oral Report Guidelines & Rubric (10 Points): 1.) Keep report within the allotted time, plan accordingly; 2) when using audio-visual aides (such as ppt slides or video clips) keep content on slides to an absolute minimum. Hint: use photos or drawings to make your point, instead of

narrative--keep a video clip to one or two minutes max; 3) both presenters should share the presentation equally; 4) avoid reading only from notes or slides and maintain engaging eye contact with audience; 4) include on you're a/v aides cites and references for resources you use in the presentation; 5) allow 5 minutes to respond to one or two class questions; and 6) make your report interesting, creative and enjoyable! Finally (7), you are asked to submit on Bd a copy of your power point slides or other a/v aides used to supplement your oral report. Use the Discussion Board function in Bd to do this.

Final Culminating Assignment (9 Options):

1. **Point of View Essay.** Prepare a 12 to 15 page essay using a 'first person' point of view of someone directly involved in an historical event that is significant to higher education. For example, if you want to write about the student activism in the 1960s, you could choose to write from the perspective of either a student or an administrator. You are asked to write from a first person perspective and take on the character of the specific person (can be real or fictitious) involved in the historical event. This essay requires that you use both primary and secondary sources from the literature to support your perspectives. You may also want to include information gleaned from a personal communication with someone who has direct experience with your topic or issue. Your essay should provide the reader with a good understanding of the perspective of the person you 'take on' as well as the varied circumstances of the historical event you are describing. Note: I am indebted to Professor Marybeth Gasman at University of Pennsylvania for providing the idea for this assignment option.
2. **Current Issue Report.** Select a current issue, event, or controversy in higher education and systematically trace its historical roots. Explain the larger historical context of the issue, event, or controversy at the time it first surfaced. Examine how this issue or event has affected higher education in the U.S. At least two primary sources must be utilized within the report along with secondary sources. (15 pp)
3. **Historical Issue Report.** Select a past issue, event, or controversy in higher education and trace its historical roots including the contextual factors that influenced the issue at that time. Address how this issue was addressed by higher education and/or resolved. Assess the legacies of this issue on contemporary higher education. At least two primary sources must be utilized within the report along with secondary sources. (15 pp)
4. **Oral History.** Select a person with direct past experience with and knowledge about an historical event in higher education and arrange a personal, face-to-face interview with that person. Please do not select a peer, a close friend, or a family member. Prepare a list of questions (often referred to as an 'interview protocol') prior to the interview based on your understanding of the historical context (if you want you may share the questions in advance with your interviewee). Following the interview, prepare an essay on the topic, issue, or event you chose (15 pages max) and include what you learned from your primary source and include direct quotes from the interview (ask for permission to digitally tape record and promise confidentiality). Your essay will necessarily also draw upon relevant secondary sources to support and/or complement the individual's

perspectives. Do not submit a transcript of the interview; this assignment should result in an integrative essay on the topic you have chosen.

5. **Personal Timeline Historical Report.** For this assignment, you and your partner are invited

to construct a comprehensive historical timeline of major events that have occurred during your lifetimes up to the present that you feel impact U.S. higher education across the nation. Thus, your report timeline begins with the earliest year of birth (for the one who is oldest between you) and continues through to the present. Your timeline should identify dates for important events that you believe have had an important impact on U.S. higher education in some meaningful way. After establishing your timeline, you and your partner are asked to select 3 events from your timeline for further description and analysis. In other words, describe fully each event and provide your thoughts on how each event has not only impacted U.S. higher education but how you believe it has impacted your own personal higher education experience to date. For this report, the use of both primary and secondary sources is expected. In your report, most of your writing should be focused on your analysis and not primarily on the event's description. (15 pp)

6.. **Institutional Archival Report.** Select an institution of higher education at which you have access to its archives. Focus on a short period of time at the institution and address major themes, concerns or issues that either students, faculty, or administrators raise during this period (i.e., perhaps over a period of time students were demanding new rights, programs, or services; perhaps a controversial institutional president caused great angst on campus, etc.). Explain why you selected the period you examine and the topic. Data collection should be drawn mostly from primary source materials contained in the institutional archives (i.e., student newspapers often are a good source). If key secondary sources are available they may complement (but not replace) the primary sources. This report should contain both description and analysis by not only explaining the nature of the theme, concern or issue but also providing a critical analysis as well. Full in-text citations and references of sources are required. (15 pp)

7. **Institutional Founding Report.** Select an institution for which you would have access to documents that provide significant insight into the founding of the institution. Research for this report would likely require a visit to the institution to access institutional archives and other relevant materials in libraries, and perhaps to interview stakeholders who have historical insight to share (i.e., a historian at the institution who is quite familiar with the institution's early history). Your report should address the a) reasons behind the original establishment of the institution (when, by whom, and why it was created and for what purpose?), b) reveal the original stated mission of the institution and how this mission may have changed over time to the present, c) describe any special challenges faced during the initial years, and d) describe the primary and secondary sources you have reviewed in preparing your report. (15 pp)

8. **Comparative Analysis of Textbook Chapters.** Select a minimum of 2 history of higher education textbooks (several are on Lewis Library reserve; tables of content for these texts are also available on Bd) and conduct a comparative analysis of the *treatment* by each historian of a) a particular multi-year *timeframe* within American higher education (i.e., Colonial Era, Nation Building Era, University Building Era, the 'Golden Age', etc.), b) a specific *event, controversy, or issue* in higher education (i.e., role of religion in the governance of early institutions, the impact of the Yale Report of 1828 on the curriculum, the impact of the Morrill Acts of 1862 and 1890, G.I. Bill of 1944, etc.), c) a specific *sector* of higher education [HBCUs, Tribal Colleges, Women's Colleges, etc.], or d) focus on higher education responses to *social justice issues* (i.e., overt, covert, and institutional discrimination against selected groups of students based on gender, race, ethnicity, religion, physical ability, and social and economic standing; or the extent to which broad-based national or international social justice issues or causes are addressed and critiqued by each historian). Compare and contrast in your critique how each historian treats the era or issue you have selected. (15 pp)

9. **Institutional Sector Report.** In this report you will select one specific 'sector' of U.S. higher education (see list below) and trace this sector's early historical development allowing for a particular focus on those larger societal factors/forces that helped create the initial institutions within this sector. Both primary and secondary sources should be included in your research on the sector. This report should not exclusively focus only on one institution within the sector; you are addressing the rise of the entire sector. Only one report per sector will be approved. (15 pp)

Sector options: Women's colleges; Tribal colleges; Historically Black Colleges and Universities; Junior/Community colleges; Military Academies; Faith-based institutions (choose a single focus: Roman Catholic, Evangelical Christian, or another faith/denomination); Proprietary institutions; Hispanic Serving Institutions.

Culminating Written Project Rubric (30 points)

	7-8	4-6	3	2	1	0
Historical Knowledge	Exceptionally thorough and accurate description of event or issue and its historical background; sources selected are highly relevant to the event or issue; adept selection of relevant information from sources.	Thorough and accurate description of event or issue and its historical background; sources selected are relevant to the event or issue; relevant facts from sources are selected.	General and fairly accurate description of the event or issue and its historical background; sources are somewhat relevant to the event or issue; information used from sources is somewhat relevant.	Limited description of event or issue and its historical background; some factual errors; sources have limited relevance for the event or issue; information used from sources is not always relevant.	Little description of event or issue and its historical background; significant factual errors; sources have no real relevance for the event or issue; information used from sources is not relevant.	Not Present
Quality of Analysis	Information is exceptionally clear and well organized; thesis is tightly focused;	Information is clear and well organized; thesis is focused; sources are	Information is somewhat clear and organized; thesis is somewhat	Information is incomplete and/or unclear; thesis is unfocused;	Lacks a narrative or clear line of reasoning; no real thesis evident; no conclusion or	Not Present

	sources are fully analyzed to support conclusions; skillful linking of topic to greater historical context, exceptional analysis of the impact on the history of higher education and its contemporary legacy.	analyzed and support conclusions; solid connection of topic to greater historical context, solid analysis of the impact on the history of higher education and its contemporary legacy.	focused; some attempt at summarizing sources or drawing conclusions; some attempt to place topic in a greater historical context, some analysis of the impact on the history of higher education and its contemporary legacy.	limited conclusion or summary is drawn; limited attempt to put topic in a greater historical context and/or analysis of the impact on the history of higher education and/or its contemporary legacy.	summary is drawn; no attempt to put topic in a greater historical context, analyze the impact on the history of higher education or assess its contemporary legacy.	
Quality of Sources	An exceptional blend of secondary and primary sources highly relevant to the topic.	Well selected secondary and primary sources and relevant to the topic.	Includes secondary and primary sources generally relevant to the topic.	Limited use of secondary and primary and/or sources have little relevance to the topic	Little use of secondary and/or primary sources with little or no relevance to the topic.	Not Present
Conventions and Formatting	Citations, formatting, and grammatical conventions reflect little or no errors.	Citations, formatting, and grammatical conventions reflect few errors.	Citations, formatting, and grammatical conventions reflect some errors.	Citations, formatting, and grammatical conventions reflect considerable errors.	Citations, formatting, and grammatical conventions reflect many errors.	Not Present

Final Grade Determination

1. Participation (10 points)
2. Primary Source Analysis (20 points) **[Due February 14]**
3. Essay Review (30 points) **[Due March 21]**
4. Final Research Report (oral/10 points; written/30 points) **[Written Report Due April 25]**

Based on 100 points:

95---100 Points	A
92--- 94 Points	A-
87--- 91 Points	B+
82--- 86 Points	B
77--- 81 Points	B-
72--- 76 Points	C+
67--- 71 Points	C
62--- 66 Points	C-
57--- 61 Points	D+

Course Bibliography

Note: These articles/books available on Blackboard or Lewis Library Course Reserve.

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

1. Click the link associated with the assignment. If an assignment has not yet been started, the student is directed to the **Assignment Details** page to review the assignment description, due dates, assessment methods, and associated outcomes. The **Submit Assignment** action button is not available to students at this stage.
2. Once an assignment has been started or an artifact has been inserted into the Assignment Submission page, the **Submit Assignment** button will be activated on the **Dashboard** for that assignment.
3. Click the **Submit Assignment** button that corresponds with the assignment to be submitted.
4. The **Latest Submission** tab opens and displays method(s) for submitting artifacts including **LiveText Document(s)**, **URL(s)**, and **File Attachment(s)**. You may also add notes to your submission in the **Note** text box. Multiple methods may be selected for artifact submission. (Go to [Insert Artifacts for the Assignment Submission](#) page to learn its details.)
5. When finished uploading all artifacts, click the **Submit Assignment** button to complete the submission process.
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Note: Users can also retrieve the entire courses list that corresponds the academic term by going to the **Courses** tab.

Using a Course Assignment Template in LiveText

1. Click the **Dashboard** tab.
2. Click the **For assignment details and template(s) click here** link below the title of the assignment.
3. In the Assignment Template section, click the **Use this template** link located to the right of the assignment template title. If you have already created a document from this template for the assignment, a warning message will appear.
4. At this point, the system automatically associates this document with this assignment's submission page.
5. After clicking the **Use this template** link, the document will open and is ready for editing. From this point forward, your document will be located under and accessible from the **My Work** area under the **Documents** tab.
6. *Note: For best results, use Mozilla Firefox as your browser when working in LiveText.*

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