ELPS 427: American Higher Education  
Fall 2019  
Wednesdays, 4:15-6:45p  
Corboy Law Center, Room 326

Instructor Information
Instructor: Lorenzo D. Baber, Ph.D., Associate Professor
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Open Office Hours: Friday, 1:30-2:45p, By Appointment

Course Information

Required Textbooks:


Course Description:

This course is designed to (A) deepen students’ understanding of social justice issues embedded in the historical development of higher education in the United States; (B) consider connections between the historical development of higher education and contemporary struggles with practices of equity and inclusion. Emphasis is placed on exploring the evolutionary development of U.S. higher education institutions and underlying ideologies from the American colonial period to the present. Central to this course is examining how U.S. higher education shapes and, at the same time, is shaped by local, regional, national, and transnational issues and events found within the larger social, political, religious, and economic policy environments. As a result, course participants will have the opportunity to deepen our understanding of the historical roots of current postsecondary policies and structures in the United States and offer insights on how our knowledge can support transformative practices grounded in principles of inclusion, equity, and social justice.
Course Objectives:

Upon completion of the course, students will have foundational knowledge to:

- Critically reflect on major reoccurring themes, issues, and challenges within the history of U.S. higher education
- Communicate heightened understanding of and appreciation for the vast diversification and complexity found today within and across higher education institutions
- Articulate how institutional structures and cultures intersect with and shape the experience of students and other campus constituents (and vice versa)
- Identify the ways in which the establishment, expansion, and diversification of U.S. higher education (especially in consideration of critical variables such as race, social class, sex, religion, and ability) have been shaped by social, cultural, political, and economic forces—and the roles that higher education has played in mediating these forces
- Draw upon both the factual and conceptual understanding developed in the previous points to create evidence-based, critical analyses of current issues in higher education with the goal of fostering more just institutions and outcomes in higher education.

Additionally, the School of Education (SOE) at Loyola University, Chicago is supported by a conceptual framework which guides the curricula SOE programs and serves as the foundation to the SOE Conceptual Framework Standards – standards that are explicitly embedded in major benchmark assessments across all SOE programs. These conceptual framework standards reflect our commitment to promote transformational learning within each student across all programs. This course connects directly to the following Conceptual Framework Standard: **CSFS1: Candidates critically evaluate current bodies of knowledge in their field.** Additionally, students will demonstrate the following competencies related to analytical inquiry:

- The ability to develop and support reasonable and logically sound interpretations;
- The ability to analyze various organizational, curricular, fiscal, legal, cultural, and historical structures, models, policies, and professional practices from multiple points of view and theoretical perspectives;
- The ability to continually assess and improve one’s own analytical abilities.

Course Pedagogy:

Our pedagogical approach to teaching and cultivating a learning environment is grounded in decolonization and anti-oppressive pedagogy. Zinga and Styres (2019) argue that it is essential that educators engage in self-reflection to effectively aid students to immerse themselves in challenging and complex course content. This course is designed for students to learn and disseminate knowledge within a historical-critical lens in higher education. Using decolonization and anti-oppressive as a pedagogy framework will help students understand underlying assumptions and embrace differences among one another to have critical dialogue around social justice issues in the course. Using a student-centered approach, we will build community by "calling each in" rather than "calling each other out." We are all experts only on our lived experience and should value each other perspectives throughout the course. As co-learners, we will work in a collaborative and brave space environment to create a holistic learning process. The classroom environment encourages active learning, critical feedback, and diverse ways of learning and knowing. Centering education as a liberating experience that situates as Paolo Freire (2000) shares the "teacher" and "student" as co-learners and as co-teachers. Using this pedagogical approach to teaching, this course will act as a conduit in addressing the course readings, assignments, discussions, and activities to evoke change in our communities respectively and in the field of higher education.

References:
School of Education and University Guidelines

Principles of Community:

In support of the course description, goals, and pedagogy, the expectation is for students and instructors to craft an equitable, healthy learning community. Everyone enters this course with unique backgrounds, experiences, and perceptions related to our personal and professional selves. As such, our inquiry into the foundations of higher education will elicit dialogue and debate as we all make sense of how our new knowledge reshapes understanding of self and our field. The goal of our community should not be to shy away from healthy expressions of doubt, clarity, and/or convictions, but to hold each other to principles related to a practitioner-scholar of higher education. These principles include:

- Timely arrival to class and prepared to discuss weekly readings
- Active listening and attentiveness during discussions and presentations
- Attention to both the intent and impact of language
- Giving space for all community members to participate
- Understanding that we are all “works-in-progress"

Writing Expectations:

Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6th Edition format. For this course, the expectation is that all papers (are):

- Cover Page: Title and author on the first page (not counted toward page length)
- Margins: 1-inch on all sides of the paper (top, bottom, left and right)
- Font: Times New Roman, 12-point
- Spacing: Double-spaced throughout (including all quotations)
- Citations: If you reference another person’s ideas or quote from an outside source, you must include the last name(s) of the author(s) the year of publication, and the page number (if you used a direct quote) in parenthesis at the end of the sentence or quotation. Examples (Loss, 2012, p. 5) (Thelin, 2019) (Gordon, 1990)
- Reference List: Included at the end of the paper (not counted toward the page length). Please include the author’s names, the title of the article/chapter, the title journal/book, the name and location of the publisher (for books). See the list of class readings for examples.

Naming Convention: “Title of Assignment LastNameFirstName” (Example: Final Policy Analysis Paper_Hutchings Quortne). If you think you may need assistance with your writing or wish to consult someone about your papers before you turn them in for grading, please visit: (http://www.luc.edu/writing/)

Should paper have significant errors in APA formatting, they will not be accepted as complete.

Use of Technology:

Texting, instant messaging, and all other uses of cell phones/mobile devices in class are disruptive, disrespectful, and distracting to instructor, teaching assistant, and your fellow classmates. As such, the use of these devices is not allowed during class as a matter of respect to the learning community. Students who bring a cell phone or mobile device to class, must be sure to either turn it off or set to a silent mode.
If students are “on call” as part of your professional responsibilities or have other personal/family obligations that may require emergency contact, please advise the instructor at the start of the semester (or at the beginning of a particular class). It is also a good idea for students to have a conversation with their supervisors, colleagues, and family to help them understand that interruptions during class time should be on an emergency-basis only. Should a student need to respond to a call during class, please leave the room in a non-disruptive manner.

**Student Support:**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Students are urged to contact the instructor and teaching assistant should they have questions concerning course materials and procedures. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center, located in Sullivan Center, Suite 117. *Please provide me with an accommodation notification from the Student Accessibility Center, preferably within the first two weeks of class.* If you have any special circumstance that may have some impact on your course work, please let us know so we can establish a plan for assignment completion. You are also encouraged to meet with me individually in order to discuss your accommodations. All information will remain confidential. For more information or further assistance, please call 773.508.3700 or visit https://luc.edu/sac.

The Center for Student Assistance and Advocacy is now available to the Loyola University Chicago community—students, staff, faculty, families, and guests. The CSAA provides [online reporting tools](https://luc.edu/sac) and resource information for addressing concerns in the areas of behavioral, academic, personal, equity, Title IX, and student conduct. This initiative aims to support all Loyola students, regardless of academic program or campus location (e.g., Lake Shore, Water Tower, Health Sciences, JFRC, Vietnam Center, online). On the website, students can learn about the many ways Loyola supports them and their peers. Faculty and staff can report any and all matters of student concerns in one location. They can also receive support from CSAA partners, along with the assurance that we will find resources to help them help our students or route those concerns to the appropriate office or personnel for follow up and resolution. Families and local community members can familiarize themselves with CSAA to connect Loyola students to appropriate campus resources.

**Dispositions and LiveText**

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

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

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines.* We ask that you read each policy carefully. This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education—*Social Action through Education.*
**Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

**Academic Integrity:**

Loyola University Chicago takes seriously the issues of plagiarism and academic integrity. Below is an excerpt, quoted directly, of the university’s statement on integrity:

“The faculty and administration of Loyola University Chicago wish to make it clear that the following acts are regarded as serious violations of personal honesty and the academic ideal that binds the university into a learning community:

Submitting as one's own:

1. Material copied from a published source: print, internet, CD-ROM, audio, video, etc.
2. Another person's unpublished work or examination material.
3. Allowing another or paying another to write or research a paper for one's own benefit.
4. Purchasing, acquiring, and using for course credit a pre-written paper.

The critical issue is to give proper recognition to other sources. To do so is both an act of personal, professional courtesy and of intellectual honesty.”

**Assignments and Grading**

**Assignments (Points, Due Date):**

- **Class Attendance and Participation (15 points, on-going)**

  This course is designed to provide students with multiple opportunities to participate including general class discussions and small group discussions. In order to take advantage of these opportunities, students are expected not only to read the assigned materials, but should critically assess the arguments, practices, and ideas espoused by the authors. Effective participation also requires listening and constructive responses to one another. Comments, whether fully developed or still under construction, are encouraged as we work together to understand the strengths and limitations of specific ideas and their utility for understanding of the foundations of higher education. Students are expected to attend each session, however if a lateness or absence is anticipated, please inform the instructors as early as possible.

- **Three Critical Response Papers (15 points each, 45 points total, due 9/20; 10/11; 11/1)**

  Students are to write a 4-6 page response to the assigned readings from previous class sessions. The purpose of this assignment is to help students clarify understanding of the readings and think critically about the issues explored. Responses should not simply sum up the readings or repeat points from the authors, but offer analytical perspectives on the work assigned. The first paper will be a response to readings from class meetings 2-4; second response to readings from class meetings 5-7; and third response to readings from class meetings 8-10. Each response should adhere to APA format (see above).
Students should be prepared to discuss their response in class during the week they are due. However, the final paper will be due the following Friday (11:59p).

- **Documentary Summary (10 points, due 11/25)**

  Students are to prepare a 3-5 page review of a selected documentary related to postsecondary education contexts (viewed during the week of 11/11-11/15 in place of class session). The review should (A) provide a personal reaction to the film; (B) discussion of how the film critiques our present system of postsecondary education in the United States; (C) connect film events and conclusions to course readings. Students may select from list of documentaries below or submit their own selection for instructors approval.

- **Final Policy Analysis Paper (30 points)**

  Students are to prepare a 15-20 page research paper on selected policy issue in higher education (at federal, state, or institutional level ) and (A) provide a general overview of the policy issue; (B) trace its historical roots and evolution to the present period; (C) describe connection between policy evolution and a political ideology and/or frame; (D) Analyze the degree to which identified policy supports diversity, equity, and/or inclusion in higher education; (E) Offer alternative ideas to better align policy with practices of diversity, equity, and/or inclusion. Students will have the opportunity to present working ideas for final paper at various points in the semester.

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>On-going</td>
<td>15 points</td>
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<tr>
<td>Three Critical Response Papers</td>
<td>9/20; 10/11; 11/1</td>
<td>45 points</td>
</tr>
<tr>
<td>Documentary Review</td>
<td>11/25</td>
<td>10 points</td>
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<tr>
<td>Final Policy Analysis Paper</td>
<td>12/13</td>
<td>30 points</td>
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**100 total**

**Grading Scale:**

The grading/evaluation policy for this course is consistent with Loyola University, Chicago policy. The final grade will be determined by each student’s performance on all assignments and class. All written assignments are due at the date and time indicated on the syllabus. Late assignments will not be accepted without prior approval from instructors. Students should inform the instructors as quickly a possible of any special circumstances that may inhibit their ability to complete assignments on time. Even with prior approval, the instructor reserves the right to lower the grade based on the degree of tardiness.

**Grading Scale (Total Points):**

- 100-93.0: A  
- 86.5-83.0: B  
- 76.5-73.0: C  
- 66.5-60.0: D  
- 92.5-90.0: A-  
- 82.5-80.0: B-  
- 72.5-70.0: C-  
- 59.5-00.0: F  
- 89.5-87.0: B+  
- 79.5-77.0: C+  
- 69.5-67.0: D+

**Weekly Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings/Assignments Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>8/28</td>
<td>Introductions of Course and Community</td>
<td>Stewart (2017); Kolmar (2012)</td>
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<tr>
<td>Week 2</td>
<td>9/4</td>
<td>Beginnings of American Higher Education</td>
<td>Thelin, Chapters 1-2; Wright (1988)</td>
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<tr>
<td>Week 3</td>
<td>9/11</td>
<td>Expanding Mission</td>
<td>Thelin, Chapters 3-4; Loss, Chapter 1; Potts (1971)</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Readings/Assignments Due</td>
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<td>Week 4</td>
<td>9/18</td>
<td>Standardization and Hierarchy</td>
<td>Thelin, Chapter 5; Loss, Chapter 2; Gordon (1990); Critical Response Paper #1 Due 9/20</td>
</tr>
<tr>
<td>Week 5</td>
<td>9/25</td>
<td>Growth and Massification</td>
<td>Thelin, Chapter 6; Loss, Chapter 3-4; Anderson (1993)</td>
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<td>Week 6</td>
<td>10/2</td>
<td>Diversity and Inclusion</td>
<td>Thelin, Chapter 7; Loss, Chapters 5-6; Dilley (2002)</td>
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<td>Week 7</td>
<td>10/9</td>
<td>Public Good or Private Return?</td>
<td>Thelin, Chapter 8; Loss, Chapter 7; Dowd (2003); Critical Response Paper #2 Due 10/11</td>
</tr>
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<td>Week 8</td>
<td>10/16</td>
<td>21st Century Challenges and Opportunities</td>
<td>Thelin Chapter 9-10; St. John et al., Chapter 1; Lumina Foundation (2019);</td>
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<td>Week 9</td>
<td>10/23</td>
<td>Current Political Ideologies and Policy Frames</td>
<td>St. John et al., Chapter 2&amp;3</td>
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<td>Week 10</td>
<td>10/30</td>
<td>Institutional Diversity</td>
<td>Gasman &amp; Conrad (2013); AACC (2019); NAICU (2019); Sax (2014); Critical Response Paper #3 Due 11/1</td>
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<td>Week 11</td>
<td>11/6</td>
<td>Access and Affordability</td>
<td>Bastedo et al. (2017); Clinedinst &amp; Patel (2019); Perna et al. (2019); TICAS (2017)</td>
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<tr>
<td>Week 12</td>
<td>11/13</td>
<td>NO CLASS (ASHE CONFERENCE)</td>
<td>Documentary Viewing (Student Selects from list)</td>
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<tr>
<td>Week 13</td>
<td>11/20</td>
<td>Equity and Justice</td>
<td>AAU (2015); Abraham &amp; Richmond (2019); Carnevale et al. (2018); Malcom-Piqueux &amp; Bensimon (2017)</td>
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<tr>
<td>Week 14</td>
<td>11/27</td>
<td>NO CLASS (TGIVING BREAK)</td>
<td>Documentary Review due (11/25)</td>
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<tr>
<td>Week 15</td>
<td>12/4</td>
<td>Documentary Discussion; Semester Wrap-Up</td>
<td>Final Paper Due (12/13)</td>
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Course Bibliography


Documentary Options [location and streaming services]

- *Starving the Beast*
- *Tell them we are rising*
- *First Generation* (Available [https://www.youtube.com/watch?v=pfDx4duheHk](https://www.youtube.com/watch?v=pfDx4duheHk))
- *Fail State*
- *Why not us?* (Available on [https://www.youtube.com/watch?v=Zidl0jHcZq0](https://www.youtube.com/watch?v=Zidl0jHcZq0) and [https://www.pbs.org/video/roadtrip-nation-why-not-us/](https://www.pbs.org/video/roadtrip-nation-why-not-us/))
- *2 fists up* (Available on [https://www.youtube.com/watch?v=CuFb_iAVS3o](https://www.youtube.com/watch?v=CuFb_iAVS3o))

*Available via Loyola’s kanopy video streaming service ([https://luc.kanopy.com/](https://luc.kanopy.com/))