

**UNIVERSITY OF PITTSBURGH SCHOOL OF EDUCATION
DEPARTMENT OF ADMINISTRATIVE AND POLICY STUDIES**

ADMPS 2307/EDUC 2112 Politics and History of Higher Education
Fall 2018 • Mondays 4:30-7:10pm • Posvar Hall 5405

Course Instructor

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Course Description

This course examines the development of the American system of higher education, including its origins, major trends, and distinctive features, in order to understand the purpose of higher education in the U.S. Using a critical race lens, it surveys the social, historical, and political forces that have shaped colleges and universities from the colonial period through the present time, highlighting how these forces have stratified the system while creating inequities for racialized and other marginalized communities. The course is for students interested in careers as practitioners in postsecondary institutions and for those who want to conduct research on issues within higher education. It will help students understand higher education in the U.S. in the 21st century. Throughout the course we will remain open to various interpretations of history and policies while asking critical questions about who has been traditionally included and simultaneously excluded from participation.

Course Goals

- To provide students with a solid foundation for speaking and writing about social, historical, and political issues within higher education
- To provide students with a base for working as higher education practitioners or scholars
- To encourage students to think critically about empirical research and scholarly work
- To help students understand the connection between contemporary issues and historical events in higher education
- To expose students to the perspectives and voices of racially oppressed groups

Course Learning Outcomes

- To understand the development of the American higher education system
- To have knowledge of broad social and political forces that have acted upon higher education, including major events, wars, legislation, and court cases
- To understand how the history of higher education shapes 21st century institutions
- To discover who has been historically included and excluded from higher education
- To become a critical scholar or practitioner of higher education
- To develop a philosophy on higher education that will guide practical and scholarly work

Required Textbooks

Loss, C. P. (2012). *Between citizens and the state: The politics of American higher education in the 20th century*. Princeton, NJ: Princeton University.

Takaki, R. (2008). *A different mirror: A history of multicultural America* (revised edition). New York: Back Bay Books/Little, Brown and Company.

Thelin, J. R. (2011). *A history of American higher education*. (2nd ed.). Baltimore, MD: The Johns Hopkins University Press.

**Additional readings can be found on CourseWeb

Suggested Textbooks

American Psychological Association (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC.

Cohen, A. M. & Kisker, C. B. (2010). *The shaping of American higher education: Emergence and growth of the contemporary system*. (2nd ed.). San Francisco: Jossey-Bass.

Wilder, C. S. (2013). *Ebony & ivy: Race, slavery, and the troubled history of America's universities*. New York: Bloomsbury.

Course Grades

All written assignments will be assessed based on the criteria set forth in the grading rubric in CourseWeb. All students should consult the grading rubric as they develop their assignments to assure that they are meeting the minimum requirements. Final grades for this class will come from the summation of grades for individual assignments based on the percentages indicated and using the following grading scale.

Grade	Percent	General Evaluation
A	93% - 100%	Quality of work is outstanding; exceeds expectations
A-	90% - 92%	Quality of work is above average; exceeds expectations
B+	87% - 89%	Quality of work is satisfactory; above expectations
B	83% - 86%	Quality of work is satisfactory; meets expectations
B-	80% - 82%	Quality of work is average; meets expectations
C+	77% - 79%	Quality of work is acceptable; meets limited expectations
C	73% - 76%	Quality of work is acceptable; below expectations
C-	70% - 72%	Quality of work is below acceptable; below expectations
F	0% - 69%	Work does not meet minimum requirements for course

COURSE POLICIES

Attendance/Absence/Tardiness Policy:

Each student is permitted two excused absences without academic penalty. An excused absence is defined as being sick, caring for a sick family member, participating in a professional development opportunity, attending a work-related function, or attending a funeral. Requests for excused absences must be submitted online prior to the scheduled class period. The link for requesting absences can be accessed on CourseWeb. Missing class for reasons other than those listed, acquiring more than two excused absences, or missing class without prior approval will result in a lower course grade. Persistent tardiness, without prior approval, will also result in a lower course grade.

Religious Observances:

Students are permitted to miss class, without academic penalty, in order to observe religious holidays not formally recognized by the University. Absences for religious observance will not count towards permissible excused absences. Requests must be submitted online prior to the scheduled class period. The link for requesting absences can be accessed on CourseWeb.

Deadlines:

All assignments are due on the date assigned. Late assignments will not be accepted unless prior arrangements have been made with the instructor. Written assignments must be submitted by 4:30pm on the due date. **All written assignments must be uploaded to CourseWeb. Please note, failure to submit via CourseWeb will result in a lower grade for the assignment. Assignments will not be accepted via email or hard copy!!**

Written Assignments:

All written assignments must use **Times New Roman 12-point font and have a 1" margin** throughout. Papers are to be of professional quality and free of spelling, grammatical, and typographical errors. Assignments must follow the format guidelines in the 6th edition of the *Publication Manual of the American Psychological Association (APA)*. This includes the grammatical and usage rules suggested by the APA. If you need assistance with APA, please do not hesitate to ask the instructor or TA.

All written assignments must use scholarly sources, which are defined primarily as empirical articles (those that are found in peer-reviewed journals and are research-based) and scholarly books (those written by notable scholars in their discipline). Newspapers, magazines, blogs, online posts, and social media should be used minimally.

Academic and Research Integrity:

Graduate students at the University of Pittsburgh have the responsibility to conduct themselves in an honest and ethical manner while pursuing their studies. Consequently, it is important that applicable University policies and regulations are followed in order to ensure open communication among faculty and students as well as fair and equitable treatment. Relevant information, including hearing and appeals procedures, can be accessed online at <http://www.pitt.edu/~graduate>

Disability Accommodations:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both the professor and Disability Resources and Services (DRS) located at 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ALS users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Sexual Misconduct, Required Reporting, Support Services, & Title IX:

The University is committed to combatting sexual misconduct. You should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University's Title IX office so that the victim may receive appropriate resources and support. There are two important exceptions to this requirement about which you should be aware: (1) Some counselors and medical professionals do not have this reporting responsibility and can maintain confidentiality. A list of these professionals can be found here: <http://www.titleix.pitt.edu/report/confidentiality> (2) Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office.

If you are the victim of sexual misconduct, the University encourages you to reach out to these resources:

- Title IX Office: 412-648-7860
- SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)
- University of Pittsburgh Police: 412-624-2121.

Other reporting information is available here: <http://www.titleix.pitt.edu/report-0>

Discrimination Based Race, Gender, or Other Protected Identities

The University is committed to creating a learning environment that is inclusive of all races, genders, socioeconomic statuses, religions, sexual orientations, nationalities, and languages. In particular, the professor is committed to including the voices of minoritized groups in this class, including those of people of color, women, transgender people, LGBTQIA+ people, non-Christian people, non-US citizens, and those who speak multiple languages. If you feel uncomfortable as a result of your minoritized identities and background, you are encouraged to talk to the professor. If you do not feel comfortable talking to the professor, you can contact the Office of Diversity & Inclusion <http://www.diversity.pitt.edu/>

Cases of discrimination and harassment based on protected identities should be reported to the Title IX office <http://www.titleix.pitt.edu/report/report-incident>

Technology:

Cell phones should be silenced and put away during class, unless we are using them for an in-class activity. Students should refrain from texting, emailing, and checking voicemail during class (exception will be made for residence life staff on duty). Laptops are permissible in class for taking notes, accessing CourseWeb, and retrieving relevant information for class. Students should not check email, use social media sites, and/or use instant messaging programs during class. In general, please respect the learning environment of others.

COURSE ASSIGNMENTS

Class Participation (20%)

Due: Weekly

Preparing for Class: Students are expected to complete all assigned readings prior to class and participate in discussion. As a graduate level course, students should think critically, participate actively, and engage willingly in order to enhance their own learning as well as the learning of others. In order to prepare for weekly class discussions, ALL students should: (a) complete the assigned readings, (b) take notes on readings, (c) determine the main themes/topics within the readings, (d) develop questions/comments for class.

Executive Summaries: Each week, one group (A, B, C, D) (groups determined by professor) will be responsible for developing executive summaries for the weekly readings. Every student in the group is required to post the following to CourseWeb: (1) **one-page, single-spaced** executive summary that includes **two** main themes/topics for the week and (2) **one discussion question** based on the readings assigned for the week. The executive summaries should include bullet points, rather than full sentences. The discussion question should draw from multiple readings and should be thought provoking.

Each student in the designated discussion group is responsible for posting their own one-page executive summary to CourseWeb by **Sundays at noon. All students in the course should access summaries and review the discussion questions prior to class and be prepared to discuss them.

Engaging Activity Facilitation: Additionally, students in the groups are expected to facilitate a 30-minute engaging activity for the weeks in which their group is assigned. Since the groups are large, 1-2 students from each group will sign up to present once during the semester. All students in the group, however, are responsible for leading an engaging activity at least once throughout the semester. The following guidelines apply:

- Facilitators **MUST** present an **active learning/engaging activity** that gets students discussing the readings (see CourseWeb for examples and resources)
- Facilitators should not lecture, but should lead discussion through active learning activity
- Facilitators should be prepared to lead activity for **30 minutes**
- Facilitators should consider presenting additional information about the readings via videos, YouTube clips, pictures, etc.
- Facilitators should make connections between history and present day issues
- Facilitators should consider incorporating current events

Historical Issue (20%)

Due: October 1st

One of the main purposes of this course is to help students realize that most contemporary issues in higher education are influenced by the sociohistorical and political context of the past 400 years. The issue paper will allow students to examine a current problem or trend in higher education and track it through history (i.e., access, retention, Title IV, accountability, tuition increase, diversity, student hazing, etc.). This should allow students to focus on their own interests in hopes of informing future studies or their professional work. The issue paper should be **6 pages, double-spaced** (not including references), should be grounded in theory and research, and should make proper reference to appropriate course readings and additional scholarship (**at least 6 scholarly citations are required**).

It is important to note that issues are not one-sided; they emerge from various perspectives and concern various stakeholders who have divergent values and goals, making them difficult to resolve. In the paper, students are expected to address the following questions (**hint**: you may use these questions to develop sub-headings in the paper, per APA):

1. What is the history of the issue? (When did it first arise and how has it evolved?)
2. What are the current perspectives on the issue? (Consider divergent perspectives)
3. Who are the various stakeholders concerned with the issue? (e.g., students, parents, policy makers, all people living in the U.S.)
4. How might the issue be resolved? (e.g., policies, programs, etc.)

Re-envisioning Policy (20%)

Due: October 29th

All policies are biased and influenced by the personal perspectives and experiences of those who write them. Students are expected to think critically about the historical policies that have shaped the emergence of the system of higher education. This paper will allow students to explore one policy in order to better understand its history and stated purpose. Rather than accepting the chosen policy at face value, students are expected to uncover the unconscious biases within the policy. Students should think like Takaki and provide a critical perspective of the policy, talking specifically about who the policy has historically helped and who it has harmed and or excluded (i.e., people of color, women, gay and lesbian people, trans* people, people with disabilities, etc.). Students must pick one significant piece of **legislation, policy, or court case** that that has had an impact on higher education and analyze it from a critical perspective. The paper should be grounded in theory and research and should make proper reference to appropriate course readings and additional scholarship (**at least 6 scholarly citations are required**). The paper should be **6 pages, double-spaced** (not including references) and should address the following questions (**hint**: you may use these questions to develop sub-headings in the paper, per APA):

1. Describe the legislation, policy, or court case.
2. Why/how is the legislation, policy, or court case significant to the history of U.S. higher education?
3. Who has the policy included and/or helped?
4. Who has the policy excluded and/or harmed?

Philosophy of Higher Education (20%)

Due: November 26th

The purpose of this paper is to articulate a personal philosophy of higher education. Ultimately, we all have a philosophy of higher education, but many of us have never articulated it. As higher education scholars and/or practitioners, it is critical that we are aware of the perceptions and beliefs that guide our work. At the same time, this course is designed to challenge and expand students' foundational beliefs about higher education. Students will compose an **8 page, double-spaced** paper (not including references) that articulates their philosophy of higher education. This assignment is based on the essential questions that we will discuss and reflect on throughout this course (listed below). Students must properly address **ALL** the questions in their paper. Although the statement may be written in first person, it should also be grounded in theory and research and should make proper reference to appropriate course readings and additional scholarship as needed to express a thorough philosophy (**at least 10 scholarly citations are required**). The final statement should demonstrate a reflective analysis of course literature and materials related to a personal philosophy of higher education and should develop a supported argument for the answers to the essential questions.

Essential Questions (**hint**: you may use these questions to develop sub-headings in the paper, per APA):

1. What is the purpose of higher education?
2. Who should attend colleges and universities?
3. What should be taught?
4. Who should teach?
5. Who should pay?
6. How should higher education be structured and governed?
7. What is the role of state/federal government?
8. What is higher education's responsibility to society?

In order to help students develop their thoughts and improve upon their writing, they will submit a working draft of the paper to an assigned peer in the class by **November 12th**. Peer reviewers must provide feedback (using the grading rubric as a guide) by **November 19th**. The final submission should incorporate the feedback as necessary.

Policy Presentation (20%)

Due: Varies

Each week, 1-2 students will provide an oral presentation on a policy, legislation, court case, or advocacy group/association that influences higher education. Each group of 1-2 students will pick one of the following topics to present on. Students can choose their own teams and topics, but must sign up the first day of class. Prior to the presentation, students shall conduct research in order to become experts on the topic. The presentation should cover the following:

1. Description of the policy, legislation, court case, or advocacy group/association
2. What are the most important aspects of the topic as it pertains to higher education?
3. What is the overall impact of the policy on higher education?
4. Who has the policy included/helped?
5. Who has the policy excluded/harmed?
6. What perspectives on the policy have *not* been adequately covered within the course materials?

Presentations should be 10 minutes long plus 10 minutes of guided discussion (presenters should be prepared to ask engaging questions for 10 minutes) **for a total of 20 minutes.**

Please note: Students should not present their policy topic and facilitate their engaging activity on the same day!!

Topics:

Charters of Colonial Colleges (Sept 17th)

Yale Report of 1828 (Sept 24th)

Dartmouth Case of 1819 (Sept 24th)

Morrill Acts (1862 & 1890) (Oct 1st)

American Association of University Professors (AAUP) (Oct 8th)

Association of American Universities (AAU) (Oct 15th)

American Association of Community Colleges (Oct 15th)

Higher Education Act of 1965 (and reauthorizations) (Oct 22nd)

HEA Title III (Minority Serving Institutions) (Oct 22nd)

Hispanic Association of Colleges & Universities (HACU) & American Indian Higher Education Consortium (AIHEC) (Oct 29th)

Title IX (1972 US Education Amendments) (Nov 5th)

Family Education Rights and Privacy Act (FERPA) (1974) (Nov 12th)

Affirmative Action Cases (i.e., UC Regents v. Bakke; Grutter v. Bollinger) (Nov 19th)

Bayh-Dole Act (1980) (Nov 26th)

Taxpayer Relief Act (1997)(Nov 26th)

Developmental, Relief, and Education for Alien Minors (DREAM) Act (2001) (Dec 3rd)

Student-Right-to-Know and Campus Security Act (The Clery Act) (1990) (Dec 10th)

COURSE SCHEDULE

August 27th Introductions, Overview of Course, Becoming a Scholarly Writer
University of Pittsburgh's Library Guide <http://pitt.libguides.com/education>

Sept 3rd Labor Day, No Class

Sept 10th Revisionist History (All discussion groups)

Takaki (ALL)

*Students must read the entire book by the start of class on September 10th; however, each person in their designated facilitation group should prepare a ½ page summary of each chapter they are assigned (below) and upload to CourseWeb for all students to access.

GROUP A: Chapters 1-4

GROUP B: Chapters 5-8

GROUP C: Chapters 9-12

GROUP D: Chapters 13-17

Geiger, R. L. (2011); The ten generations of American higher education. In P. G. Altbach, R. O. Berdahl, P. J. Gumpert (Eds.), *American higher education in the twenty-first century: Social, political, and economic challenges*. (3rd ed.). Baltimore, MD: Johns Hopkins University.

Sept 17th From Colonialism to U.S. Independence 1636-1776 (A)

Thelin (CH 1)

Wilder, C. S. (2013). *Ebony & ivy: Race, slavery, and the troubled history of America's universities*. New York: Bloomsbury. (CH 2 & 5)

Wright, B. (1991). The "untameable savage spirit:" American Indians in colonial colleges. *The Review of Higher Education*, 14(4), 429-452.

Wright, B. (1988). "For the children of the infidels?" American Indian education in the colonial colleges. *American Indian Culture and Research Journal*, 12(3), 1-14.

Policy Presentation:

Charters of Colonial Colleges

Sept 24th Emergent Nation Amidst Slavery & Patriarchy 1776-1865 (B)

Thelin (CH 2)

Wilder, C. S. (2013). *Ebony & ivy: Race, slavery, and the troubled history of America's universities*. New York: Bloomsbury. (CH 4)

Rudolph, F. (1977). *Curriculum: A history of the American undergraduate course of study*. San Francisco: Jossey-Bass. (CH 3)

Palmieri, P. A. (1987). From republican motherhood to race suicide: Arguments on the higher education of women in the United States, 1820-1920. In C. Lasser (Ed.), *Educating men and women together: Coeducation in a changing world*. Chicago: University of Illinois.

Perkins, L. M. (1983). The impact of the “cult of true womanhood” on the education of Black women. *Journal of Social Issues*, 39(3), 17-28.

Crum (2007). The Choctaw Nation: Changing the appearance of American higher education. *History of Education Quarterly*, 47(1), 49-68.

Policy Presentations:

Yale Report of 1828

Dartmouth Case of 1819

Oct 1st University Transformation during the Post Civil War Era 1865-1890 (C)

PAPER #1 DUE: Historical Issue

Thelin (CH 3)

Solomon, B. S. (1985). *In the company of educated women*. New Haven: Yale University. (CH 4 & 5)

Elfman, L. (2015). Women’s colleges address transgender admission policies. *Women in Higher Education*, 24(4), 6.

DuBois, W. E. B. (1903). The talented tenth. In B. T. Washington et al. (Eds.), *The Negro problem* (p. 15-34). New York: James Pott & Company.

Anderson, J. D. (1988). *The education of Blacks in the South, 1860-1935*. Chapel Hill: The University of North Carolina Press (CH 2)

Humphries, F. S. (1991). 1890 Land-grant institutions: Their struggle for survival and equality. *Agriculture History*, 65(2), 3-11.

Policy Presentation:

Morrill Acts (1862 & 1890)

Oct 8th University Transformation during the Post Civil War Era 1865-1890 (D)

Thelin (CH 4)

Brazell, J. C. (1992). Bricks without straw: Missionary-sponsored Black higher education in the post-Emancipation era. *Journal of Higher Education*, 63(1), 26-49.

Bok, D. (2003). *Universities in the marketplace: The commercialization of higher education*. New Jersey: Princeton University. (CH 1 & 3)

Policy Presentation:

American Association of University Professors (AAUP)

Oct 15th University Transformation Prior to WWII 1890-1945 (A)

Thelin (CH 5 & 6)

Karabel, J. (2005). *The chosen: The hidden history of admission and exclusion at Harvard, Yale, and Princeton*. New York: First Mariner Books. (CH 4)

Brint, S. & Karabel, J. (1989). *The diverted dream: Community colleges and the promise of educational opportunity in America, 1900-1985*. New York: Oxford University Press. (CH 2)

Policy Presentations:

Association of American Universities (AAU)

American Association of Community Colleges

Oct 22nd Mass Higher Education Post WWII 1945-1975 (B)

Loss (CH 4)

Perea, J. F. (2013). Doctrines of delusion: Bakke, Fisher, and the case for a new affirmative action. *Public Law & Legal Theory Research*. Loyola University Chicago School of Law. **(PG 1-24 ONLY!!)**

Katznelson, I. (2005). When affirmative action was white: An untold history of racial inequality in twentieth-century America. New York: W. W. Norton & Company. (CH 5)

Brint, S. & Karabel, J. (1989). *The diverted dream: Community colleges and the promise of educational opportunity in America, 1900-1985*. New York: Oxford University Press. (CH 3)

Policy Presentations:

Higher Education Act (HEA) of 1965 (and reauthorizations)

HEA-Title III and Title V (Minority Serving Institutions)

Oct 29th Mass Higher Education Post WWII 1945-1975 (C)

PAPER #2 DUE: Re-envisioning Policy

MacDonald, V-M & Garcia, T. (2003). Historical perspectives on Latino access to higher education, 1848-1990. In J. Castellanos & L. Jones (Eds.), *Majority in the minority: Expanding the representation of Latina/o faculty, administrators, and students in higher education*. Sterling, VA: Stylus Publishing.

Valdez, P. L. (2015). An overview of Hispanic-Serving Institutions' legislation: Legislation policy formation between 1979 and 1992. In J. P. Mendez, I. F. A. Bonner, J. Méndez-Negrete, & R. T. Palmer (Eds.), *Hispanic-Serving Institutions in American higher education: Their origin, and present and future challenges* (pp. 5-29). Sterling, VA: Stylus.

Eisenmann, L. (2002). Educating the female citizen in a post-war world: Competing ideologies for American women, 1945-1965. *Educational Review*, 54(2), 133-141.

Nguyen, T-H & Gasman, M. (2015). Activism, identity, and service: The influence of the Asian American movement on the educational experiences of college students. *History of Education*, 44(3), 339-354.

Policy Presentation:

Hispanic Association of Colleges & Universities (HACU) & American Indian Higher Education Consortium (AIHEC)

Nov 5th Mass Higher Education Post WWII 1945-1975 (D)

Thelin (CH 7)

Loss (CH 6)

Anderson, J. D. (1993). Race, meritocracy, and the American academy during the immediate post-World War II era. *History of Education Quarterly*, 33(2), 151-175.

Policy Presentation:

Title IX

Nov 12th Higher Education in the Post Civil Rights Era 1970-1985 (A)

PHILOSOPHY PAPER DRAFT DUE

Thelin (CH 8)

Brint, S. & Karabel, J. (1989). *The diverted dream: Community colleges and the promise of educational opportunity in America, 1900-1985*. New York: Oxford University Press. (CH 4)

Bailey, T., Jenkins, D., & Leinbach, T. (2005). What we know about community college low-income and minority student outcomes: Descriptive statistics from national surveys. New York: Community College Research Center, Columbia University.

Policy Presentation:

Family Education Rights and Privacy Act (FERPA)

Nov 19th Higher Education in the Age of Consolidation 1985-2000 (B)

PEER COMMENTS DUE

Carnevale, A. P. & Strohl, J. (2013). Separate and unequal: How higher education reinforces the intergenerational reproduction of white racial privilege. Washington, DC: Georgetown University.

Wise, T. (1998). Is sisterhood conditional? White women and the roll back of affirmative action. *NWSA Journal*, 10(3), 1-26.

Perea, J. F. (2013). Doctrines of delusion: Bakke, Fisher, and the case for a new affirmative action. *Public Law & Legal Theory Research*. Loyola University Chicago School of Law. **(PG 24-72 ONLY!!)**

Policy Presentation:
Affirmative Action Cases

Nov 26th Contemporary Era 2000-2015 (C)
FINAL PAPER DUE: Philosophy of Higher Education
Thelin (CH 9)

Trow, M. (1988). American higher education: Past, present, future. *Educational Researcher*, 17(3), 13-23.

Griffin, K. A. & Hurtado, S. (2011). Institutional variety in American higher education. In J. H. Schuh, S. R. Jones, & S. R. Harper (Eds). *Student Services: A Handbook for the Profession (5th ed.)*. Thousand Oaks, CA: Jossey-Bass.

Giroux, H. A. (2002). Neoliberalism, corporate culture, and the promise of higher education: The university as a democratic public sphere. *Harvard Educational Review*, 72(4), 425-463.

Policy Presentations:
Bayh-Dole Act (1980)
Taxpayer Relief Act (1997)

Dec 3rd Contemporary Era 2000-2015 (D)
Pavel, D. M., Inglebret, E. & Banks, S. R. (2001). Tribal Colleges and Universities in an era of dynamic development. *Peabody Journal of Education*, 76(1), 50-72.

Abrego, L. J. (2008). Legitimacy, social identity, and the mobilization of law: The effects of Assembly Bill 540 on undocumented students in California. *Law & Social Inquiry*, 33(3)

Wang, L. L-C. Meritocracy and diversity in higher education: Discrimination against Asian Americans in the post-Bakke era. *The Urban Review*, 20(3), 189-209.

Dirks, D.A. (2016). Transgender people at four Big Ten campuses: A policy discourse analysis.

Policy Presentation:
Developmental, Relief, and Education for Alien Minors (DREAM) Act

Dec 10th Final Class; Summary of Course
Giancola, J. & Kahlenberg (2016). *True merit: Ensuring our brightest students have access to our best colleges and universities*. Jack Kent Cooke Foundation.

Policy Presentation:
Student-Right-to-Know and Campus Security Act (The Clery Act)