**UNIVERSITY OF PITTSBURGH SCHOOL OF EDUCATION**

**EDUCATIONAL FOUNDATIONS, ORGANIZATIONS, & POLICY**

(On the occupied land of the Adena, Hopewell, Osage, Shawnee, and Monongahela People)

**ADMPS 2307 (22399) / EDUC 2112 (22400)**

**Politics and History of Higher Education**

Fall 2020 • Mondays 6:00-8:30pm • Online Only

**Course Instructor Co-Instructor**

Dr. Gina Garcia (she, her) Dr. Simeon Saunders (he, him)

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**Office Hours** **Office Hours**

By appointment only By appointment only

<http://www.meetme.so/GinaAnnGarcia>

**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 United States. 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 20th century, highlighting how these forces have stratified the system while creating inequities for racialized and other minoritized 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. 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 learn how social, historical, and political forces, including wars and policies, have shaped 21st century higher education
* 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 – FULL TEXT AVAILABLE ON PITTCAT+**

Dunbar-Ortiz, R. (2014). *An indigenous peoples’ history of the United States*. Beacon Press.

Loss, C. P. (2012). *Between citizens and the state: The politics of American higher education in*

*the 20th century.* Princeton University.

Ortiz, P. (2018). *An African American and Latinx history of the United States.* Beacon Press*.*

**Required Textbooks – TO BE PURCHASED OR BORROWED**

Takaki, R. (2008). *A different mirror: A history of multicultural America* (revised edition). Back

Bay Books/Little, Brown and Company.

Thelin, J. R. (2011). *A history of American higher education*. (2nd ed.). Johns Hopkins

University.

\*THERE IS A SIMILAR 3RD EDITION BUT WE WILL USE THE 2ND EDITION\*

Wilder, C. S. (2013). *Ebony & ivy: Race, slavery, and the troubled history of America’s*

*universities*. Bloomsbury.

\*\*Additional readings can be found on Canvas

\*\*\*All journal articles can be accessed through Pitt Library: <https://www.library.pitt.edu/>

**Suggested Textbooks**

American Psychological Association (2020). *Publication manual of the American Psychological*

*Association.* (7th 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.). Jossey-Bass.

**Course Grades**

All written assignments will be assessed based on the criteria set forth in the grading rubric in Canvas. 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 as indicated by the following scale.

|  |  |  |
| --- | --- | --- |
| **Grade** | **Points** | **General Evaluation** |
| A+ | 290-300 | Quality of work is outstanding; exceeds expectations |
| A | 280-289 | Quality of work is above average; exceeds expectations  |
| A- | 270-279 | Quality of work is satisfactory; above expectations |
| B+ | 260-269 | Quality of work is satisfactory; meets expectations |
| B | 250-259 | Quality of work is average; meets expectations |
| B- | 240-249 | Quality of work is acceptable; meets limited expectations |
| C+ | 230-239 | Quality of work is acceptable; below expectations |
| C | 220-229 | Quality of work is below acceptable; below expectations |
| C- | 219 or less | Work does not meet minimum requirements for course |

**COURSE EXPECTATIONS**

*Attendance/Absence/Tardiness Policy:*

This class is 100% online, but we will meet (synchronously) most weeks via Zoom. Attendance is an essential part of class. When you’re present, we learn with you, and when you are absent, we miss you. As such, please use discretion when choosing to miss class. Some absences are inevitable, especially if you are sick, caring for a sick family member, participating in a professional development opportunity, or attending a work-related function. I ask that you be courteous and let me know that you will be absent prior to the scheduled class period by clicking on this link <https://forms.gle/7RL2QNk2TkhNHZCt9> And remember that excess absences can affect your learning and your grade.

*Religious Observances:*

Students can and should miss class in order to observe religious holidays not formally recognized by the University. The link for submitting absences can be accessed on Canvas.

*Deadlines:*

 All assignments are due on the date assigned. Please be courteous and professional and

 submit assignments on time. I may not have the ability to grade and provide feedback on late

 assignments, so please try to avoid late submissions unless you make prior arrangements with

 me. Written assignments should be submitted by 6:00pm on the due date. All written

 assignments should be uploaded to Canvas. Assignments will not be accepted via email or

 hard copy!!

*Written Assignments:*

All written assignments should 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 7th 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 ask me for help.

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*:

I am committed to creating an environment that is accessible for people with all abilities. If you have a (dis)ability for which you are requesting an accommodation, you are welcome, but not required, to contact me 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. Consider discussing reasonable accommodations for this course with me at any point.

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

I am 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:

1. Title IX Office: 412-648-7860
2. 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)
3. University of Pittsburgh Police: 412-624-2121.
4. Other reporting information is available here: <http://www.titleix.pitt.edu/report-0>

*Discrimination Based on Race, Gender, or Other Protected Identities:*

I am committed to creating a learning environment that is inclusive of all races, genders, socioeconomic statuses, religions, sexual orientations, nationalities, and languages. In particular, I am committed to including the voices of minoritized groups in this class, including those of people of color, women, transgender people, LGBTQIA+ people, no-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 me. If you do not feel comfortable talking to me, 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:*

In order to participate in class virtually, you will need access to the Internet and computer hardware (e.g., computer, laptop, tablet). If you do not have access to reliable Internet and/or hardware, please contact Educational Technology Services <https://www.education.pitt.edu/contact-us/educational-technology-services>

We will use various online systems including Canvas, Zoom, and FlipGrid in this course.

**COURSE ASSIGNMENTS**

***Class Participation (60 points) 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 Canvas: (1) **one-page**, **single-spaced** executive summary that includes **two main themes/topics** for the week. The executive summaries should include **bullet points** under each theme, rather than full sentences. Proper APA citations are not required.

*Discussion Questions:* In addition to the executive summaries, all group members must develop and answer **one discussion question** based on the readings assigned for the week. Every student in the group is required to post the following to Canvas: (1) **one-page**, **single-spaced** discussion question and answer.The discussion question should draw from multiple readings and should be thought provoking. The answer should *answer the question* and draw from multiple readings. Proper APA citations are REQUIRED.

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

*Revisionist History Video:* As part of the revisionist history module, all students in all groups must develop and record a 2-min revisionist history video based on new knowledge from the 3 revisionist history books we are reading for this course. Stick to the time period between 1600-1945 (17th-20th century, pre-WWII). View the attached video for an example: <https://www.instagram.com/tv/CCMPY3AgEbI/?igshid=1tljlcuxemwgh>

***Historical Issue (60 points) Due: September 28th***

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. 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 sources are required, with at least 3 from the course**).

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. Describe the issue. Compare divergent perspectives on the issue. Who thinks it is an issue? Who doesn’t think it is an issue?
2. What is the history of the issue? When did it first arise and how has it evolved? What was going on, historically, at the time it evolved?
3. Who are the various stakeholders concerned with the issue? (e.g., students, parents, policy makers, all people living in the United States)
4. How might the issue be resolved? (e.g., policies, programs, etc.)

Example issues:

* Inequitable access to higher education for certain groups (e.g., Native American students, students with disabilities)
* Inequitable retention and graduation rates for certain groups (e.g., Latinx students, Black students, Veteran students)
* Campus climate issues for certain groups (queer students, students of color, women)
* Sexual assault on campus
* Tuition increases
* Student debt crisis
* Lack of diversity on college campuses
* Student hazing (e.g., Greek organizations, Band)
* Hiring of contingent faculty
* Attack on academic freedom
* Hate speech on college campus
* Racists incidents on college campuses
* Homelessness & hunger for college students
* Payment for student athletes
* In-state tuition for undocumented students
* Low transfer rates from community college to 4-year institution

***Re-envisioning Policy (60 points) Due: October 26th***

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, Dunbar-Ortiz, and Ortiz, 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 sources are required, with at least 3 from the course**). 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. Be sure to talk about when it first arose; what was going on, historically, at the time it evolved?
2. How is the legislation, policy, or court case significant to 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 (60 points) Due: November 30th***

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 sources are required, with at least 6 from the course**). 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. Who are you within higher education (your race, gender, income, religion, social background, generational status in higher education, etc.)?
2. What is the purpose of higher education?
3. Who should attend higher education?
4. What should be taught in higher education?
5. Who should teach in higher education?
6. Who should pay for higher education?
7. How should higher education be structured and governed?
8. What should be the role of state/federal government?

***Political Influences Presentation (60 points) 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 on Canvas. 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? Who has the policy excluded/harmed?
5. What perspectives on the policy have *not* been covered within the course materials?
* Presentations should be **10 minutes** & should include at least one video or audio clip
* Presentations should also include **10 minutes** of guided discussion activity related to policy (be creative; use Zoom break out rooms; use podcasts, YouTube clips, blogs, and/or videos; use classroom engagement websites)
* Presenters should provide a **1-page handout** with a summary of the main points covered in the political influences presentation and relevant links from presentation.

*Accessibility Requirements:*

*\*Videos should have closed captioning*

*\*Please conduct an accessibility check of slides*

Topics:

Charters of Colonial Colleges: Harvard & Dartmouth (Sept 7th)

American Indian Higher Education Consortium (AIHEC) (Sept 7th)

Yale Report of 1828 (Sept 14th)

Dartmouth Case of 1819 (Sept 14th)

Morrill Act (1862 & 1890) (Sept 21st)

Hatch Act of 1887 (Sept 21st)

American Association of University Professors (AAUP) (Oct 5th)

Association of American Universities (AAU) (Oct 5th)

Higher Education Act of 1965 (and reauthorizations) (Oct 12th)

HEA Title III (Minority Serving Institutions) (Oct 12th)

Hispanic Association of Colleges & Universities (HACU) (Oct 19th)

National Women’s Studies Association (NWSA) (Oct 19th)

Bayh-Dole Act (1980) (Nov 2nd)

American Association of Community Colleges (Nov 2nd)

Title IX (1972 US Education Amendments) (Nov 9th)

Family Education Rights and Privacy Act (FERPA) (1974) (Nov 9th)

Taxpayer Relief Act (1997) (Nov 16th)

Student-Right-to-Know and Campus Security Act (The Clery Act of 1990) (Nov 16th)

Developmental, Relief, and Education for Alien Minors (DREAM) Act (Nov 23rd)

Guided Pathways (Nov 23rd)

**COURSE SCHEDULE**

**August 19th Introduction to Course (asynchronous)**

University of Pittsburgh’s Library Guide <https://pitt.libguides.com/education>

Geiger, R. L. (2016); The ten generations of American higher education. In M. N. Bastedo, P. G.

Altbach, & P.J. Gumport (2016). *American higher education in the 21st century: Social,*

*political, and economic challenges (4th ed., pp. 3-34)*. Johns Hopkins University.

**\*DUE: Review syllabus & Canvas (Post questions about course to discussion board)**

**\*DUE: FlipGrid introduction**

**August 24th Revisionist History (synchronous)**

Takaki, R. (2008). *A different mirror: A history of multicultural America* (revised edition). Back

Bay Books/Little, Brown and Company. (Read entire book by start of class on Aug 24th)

**August 31st Revisionist History (synchronous)**

Dunbar-Ortiz, R (2014) (CH 4, 5, 7, 8)

Ortiz, P. (2018)(CH 1, 2, 4)

NY Times 1619 Project Episode 1 & 2

<https://www.nytimes.com/2020/01/23/podcasts/1619-podcast.html>

**\*DUE: Revisionist history video (FlipGrid)**

**Sept 7th From Colonialism to U.S. Independence 1636-1776 (A) (synchronous)**

Thelin (2011) (CH 1)

Wilder (2013) (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.

*Political Influences Presentations:*

Charters of Colonial Colleges: Harvard & Dartmouth

American Indian Higher Education Consortium (AIHEC)

**Sept 14th Emergent Nation Amidst Slavery & Patriarchy 1776-1865 (B) (synchronous)**

Thelin (2011) (CH 2)

Wilder (2013) (CH 4)

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*. 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.

*Political Influences Presentations:*

Yale Report of 1828

Dartmouth Case of 1819

**September 21st University Transformation during the Post Civil War Era 1865-1890 (C) (synchronous)**

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

Nanney, M. & Brunsma, D. L. (2017). Moving beyond cis-terhood: Determining gender through

transgender admittance policies at U. S. women’s colleges. *Gender & Society, 31*(2), 145-170.

Wheatle, K. I. E. (2019). Neither just nor equitable: Race in the congressional debate of the

second Morrill Act of 1980. *American Educational History Journal, 46* (2), 1-20.

Humphries, F. S. (1991). 1890 Land-grant institutions: Their struggle for survival and equality.

*Agriculture History, 65*(2), 3-11.

*Political Influences Presentations:*

Morrill Act (1862 & 1890)

Hatch Act of 1887

**Sept 28th University Transformation during the Post Civil War Era 1865-1890 (D) (asynchronous)**

Thelin (2011) (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.

Gasman, M. (2002). W.E.B. Du Bois and Charles S. Johnson: Differing views on the role of

philanthropy in higher education. *History of Education Quarterly, 42*(4), 493-516.

DuBois, W. E. B. (1903). The talented tenth. In B. T. Washington et al. (Eds.), *The Negro*

*problem* (p. 15-34). James Pott & Company.

Anderson, J. D. (1988). *The education of Blacks in the South, 1860-1935*. The University of

North Carolina Press. (CH 2)

**\*DUE: Paper #1 Historical Issue**

**Oct 5th University Transformation Prior to WWII 1890-1945 (A) (synchronous)**

Thelin (2011) (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)

*Political Influences Presentations:*

Association of American Universities (AAU)

American Association of University Professors (AAUP)

**Oct 12th Mass Higher Education Post WWII 1945-1975 (B) (synchronous)**

Loss (2012) (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. 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.* Oxford University Press. (CH 3)

*Political Influences Presentations:*

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

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

**Oct 19th Mass Higher Education Post WWII 1945-1975 (C) (synchronous)**

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.

Dilley, P. (2019). *Gay liberation to campus assimilation: Early non-heterosexual student*

*organizing at Midwestern Universities*. Carbondale, IL: Palgrave Macmillan. (CH 1)

\*FULL TEXT AVAILABLE THROUGH PITT LIBRARY\*

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.

Wheatle, K. I. E., & Commodore, F. (2019). Reaching back to move forward: The historic and

contemporary role of student activism in the development and implementation of higher

education. *The Review of Higher Education, 42* (supplemental), 5-35.

*Political Influences Presentations:*

Hispanic Association of Colleges & Universities (HACU)

National Women’s Studies Association (NWSA)

**Oct 26th Mass Higher Education Post WWII 1945-1975 (D) (asynchronous)**

Thelin (2011) (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.

**\*DUE: Paper #2 Re-envisioning Policy**

**Nov 2nd Higher Education in the Post Civil Rights Era 1975-2000 (A) (synchronous)**

Thelin (2011) (CH 8)

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.

Brint, S. & Karabel, J. (1989). *The diverted dream: Community colleges and the promise of*

*educational opportunity in America, 1900-1985.* 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.

*Political Influences Presentations:*

Bayh-Dole Act (1980)

American Association of Community Colleges

**Nov 9th Higher Education in the Post Civil Rights Era 1975-2000 (B) (synchronous)**

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!!)**

Poon, O. A. & Segoshi, M. S. (2018). The racial mascot speaks: A critical race discourse

analysis of Asian Americans and Fisher vs. University of Texas. *The Review of Higher*

*Education, 42*(1), 235-267

Garces, L. M. (2012). Racial diversity, legitimacy, and the citizenry: The impact of affirmative

action bans on graduate school enrollment. *The Review of Higher Education, 36*(1), 93-

132

*Political Influences Presentations:*

Title IX

Family Education Rights and Privacy Act (FERPA)

**Nov 16th Contemporary Era 2000-2015 (C) (synchronous)**

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.

Stewart, D-L & Nicolazzo, Z. (2018). High impact of [whiteness] on Trans\* students in

postsecondary education. Equity & Excellence in Education. doi:10.1080/10665684.2018.1496046

Dolmage, J. T. (2017). Academic ableism: Disability and higher education. University of

Michigan. (CH 3)

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),

709-734.

*Political Influences Presentations:*

Taxpayer Relief Act (1997)

Student-Right-to-Know and Campus Security Act (The Clery Act of 1990)

**Nov 23rd Contemporary Era 2000-2015 (D) (synchronous)**

Carnevale, A. P., Van Der Werf, M., Quinn, M. C., Strohl, J., & Repnikov, D. (2018). *Our*

*separate & unequal public colleges: How public colleges reinforce white racial privilege and marginalize Black and Latino students*. Retrieved from Georgetown University: Center on Education and the Workforce: <https://cew.georgetown.edu/cew-reports/sustates/>

Giancola, J. & Kahlenberg (2016). *True merit: Ensuring our brightest students have access to*

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*Political Influences Presentations:*

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

Guided Pathways

**Nov 30th**

**\*DUE: Paper #3 Philosophy of Higher Education**