

**UNIVERSITY OF PITTSBURGH SCHOOL OF EDUCATION**  
**EDUCATIONAL FOUNDATIONS, ORGANIZATIONS, & POLICY**  
(On the occupied land of the Adena, Hopewell, Osage, Shawnee, and Monongahela People)

**EFOP 2307 (22311) / EDUC 2112 (22400)**  
**Politics and History of Higher Education**  
Fall 2021 • Mondays 3:00-5:40pm • Posvar 5404

**Course Instructor**

Dr. Gina Garcia (she, her)  
[ggarcia@pitt.edu](mailto:ggarcia@pitt.edu)

**Office Hours**

By appointment only  
<https://go.oncehub.com/GinaAnnGarcia>

**Co-Instructors**

Marialexia Zaragoza (she, her, ella)  
[zmarialexia@pitt.edu](mailto:zmarialexia@pitt.edu)

Esteban Alcalá (he, him, el)

[ESA32@pitt.edu](mailto:ESA32@pitt.edu)

**Office Hours**

By appointment only

**Course Description**

This course examines the development of the U.S. 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 20<sup>th</sup> 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 21<sup>st</sup> 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.

Hutcheson, P. A. (2019). *A people's history of American higher education*. Routledge.

Loss, C. P. (2012). *Between citizens and the state: The politics of American higher education in the 20<sup>th</sup> 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.

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*. (7<sup>th</sup> ed.). Washington, DC.

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

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

## COURSE EXPECTATIONS

### *Attendance:*

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/5T1VTeVVjjgD2Upu7> which can also be found on Canvas. Keep in mind that excess absences can affect your learning.

### *Religious Observances:*

Students can and should miss class to observe religious holidays not formally recognized by the University. Please use the same link for submitting absences. The provost's policy on religious observance and other religious resources can be found here:

<https://www.diversity.pitt.edu/diverse-populations/religious-resources>

### *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 3:00pm 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 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>

*Course Grades:*

My philosophy is that grades don't matter in graduate school. At this stage in your academic career, learning, critical consciousness, and professional development are more important than grades; however, the University requires grades as part of a normative process of assessment. Final grades for this class, therefore, will come from the summation of grades for individual assignments as indicated by the following scale:

<b>Grade</b>	<b>Points</b>	<b>General Evaluation</b>
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

*Technology:*

To fully participate in class, you will need access to the Internet and computer hardware. 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> You are welcome to use laptops and tablets in class. During class, please respect for the learning environment and use cell phones, social media, and messaging services sparingly.

*Dis/ability Support:*

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 accommodations, you are welcome, but not required, to contact Disability Resources and Services (DRS) located at 140 William Pitt Union, (412) 648-7890, [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu), (412) 228-5347 for P3 ALS users. Dis/abilities are diverse, ranging from physical and mental to psychological and emotional, all of which can affect learning. Consider discussing reasonable accommodations for this course with me at any point in the course. Please note, you are not required to have documentation of a dis/ability to receive accommodations.

*Graduate Student Resources & Wellness:*

I am committed to supporting graduate students and understand that graduate students have different needs than undergraduate students. There are a number a resources available here: <https://www.gradstudents.pitt.edu/> including academic and research services. In particular, I encourage you to become familiar with health and wellness services, especially if you are experiencing stress or need emotional support: <https://www.gradstudents.pitt.edu/healthwellness>

*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: (1) Some counselors and medical professionals do not have this reporting responsibility and can maintain 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. Bystanders should also be aware of resources available. <https://www.diversity.pitt.edu/civil-rights-title-ix/resources-and-support-services/confidential-resources>

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, 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 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 <https://www.diversity.pitt.edu/civil-rights-title-ix/make-report/report-form>

*COVID19 Guidelines:*

COVID19 continues to be a concern for us all, both on and off campus. In fall 2021, the University will continue to require face coverings indoors, including during classes. Please wear a face covering that covers your nose and mouth while in class. If this presents an issue for you, please contact me directly. Although most physical distancing restrictions have been lifted, the University will continue to clean and sanitize all classrooms and common spaces throughout the day.

Importantly, if you feel sick, even if you are fully vaccinated against COVID19, I ask that you stay home from class until you feel better. You will not be penalized for missing class or an assignment deadline due to any illness. Although the University will not support hybrid course offerings in fall 2021, I am committed to your learning and will ensure learning will not be disrupted.

## 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 encouraged.

**\*\*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). Students can pick any topic to discuss. View the attached video for an example: <https://www.instagram.com/tv/CCMPY3AgEbl/?igshid=1tljlcuxemwgh>

***Historical Issue (60 points)***

***Due: September 27<sup>th</sup>***

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. 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. This paper 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**).

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: November 1<sup>st</sup>***

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 dis/abilities, 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?



***Critical Reflections on History in Context (60 points)***

***Due: December 6<sup>th</sup>***

The culminating project will allow students to critically reflect on history in their own contexts. An essential step in becoming a social justice and antiracist educator is understanding the socio-historic-political ways that minoritized people have been oppressed, discriminated against, and denied basic rights. Moreover, it is essential to understand how policies change as a result of social movements and other progressive ways that people demand freedom from oppression and discrimination. This project will allow students to conduct research in order to learn about the historical manifestations of systems of oppression (e.g., settler colonialism, white supremacy, capitalism, patriarchy) and resistance in their hometown or undergraduate institution.

\*Students may work alone or with 1-2 other students who come from the same hometown or undergraduate institution.

Step 1: Research and collect data on the history of one of the following contexts: (1) your hometown/city you grew up; or (2) your undergraduate institution. Research should be historical and may require you to review history books and articles, visit and collect data via historical archives, and/or interview people through the method of oral history. Students are encouraged to visit the Pitt Library and engage with university librarians to learn how to access historical archives. Students may also use oral history, which is a method of conducting historical research through interviews with people who experienced the historical context or event.

Your research should be guided by the following questions:

1. What is the normative (usually identity neutral) history of the context (e.g., when was the city/university founded, by whom, for what purpose, what was going on in the United States during the founding, who had power and control, who had access to resources)?
2. Who has historically been in the context? (think about race, class, gender, religion, ability, and other social identities)?
3. Who has historically been excluded or missing from the context? (think about race, class, gender, religion, ability, and other social identities)?
4. How is history maintained in the context today (e.g., festivals and celebrations, statues of historical figures, street and building names)?
5. How is oppression and exclusion silently (or blatantly) embedded within the context (e.g., festivals and celebrations, statues of historical figures, street and building names)?
6. Who are the oppressors in the contexts (e.g., historical figures, politicians, leaders)?
7. Who are the heroes of justice in the contexts (e.g., historical figures, present day figures, advocates and organizers)?
8. What changes have been made as a result of social movements or other demands?

Step 2: Students may write a **6-8 page, double-spaced** (not including references) paper OR develop a **short documentary** based on their research. Both the paper and the documentary should be a reflection on history in the chosen context and should address as many of the guiding questions as possible. The chosen deliverable should be grounded in research, including secondary and primary data (**at least 4 sources of data are required**). The authors/creators should identify themselves (social identities) in the paper or documentary and describe their connection to the context. The deliverable can be first or third person or a mixture of both.

***Political Influences Presentation (60 points)***

***Due: Varies***

Institutions of higher education are highly influenced by external forces including federal and state policies, legislation, court cases, advocacy groups, and professional associations. Each week a group of 1-2 students will present and lead discussion on 1 of these political forces as a way to understand the interplay between history and politics. Students can choose their own teams and topics, but must sign up in advance. 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 political influence on higher education?
4. Who has the political influence included/helped? Who has it excluded/harmed?
5. What perspectives on the political influence have *not* been covered within the course?

***Infographic:*** Each group is expected to create a 1-page infographic that is a visual representation of the information and knowledge they have collected about the political influence. There are numerous programs to assist in infographic creation including PowerPoint, Canva, and Prezi.

***Presentation:*** Each group is expected to deliver a **10-minute** presentation that includes at least one video or audio clip. Students may use PowerPoint, Prezi, Keynote, or Google slides.

***Discussion:*** Presentations should include **10 minutes** of guided discussion. The discussion should be directly connected to the infographic, requiring students to review the infographic for information and then engage in discussion.

***Accessibility Requirements:***

***\*Videos should have closed captioning***

***\*Please conduct an accessibility check of slides***

***Topics:***

Yale Report of 1828 (Oct 4<sup>th</sup>)

Dartmouth Case of 1819 (Oct 4<sup>th</sup>)

Morrill Act (1862 & 1890) (Oct 11<sup>th</sup>)

Hatch Act of 1887 & Smith-Lever Act of 1914 (Oct 11<sup>th</sup>)

American Association of University Professors (AAUP) (Oct 18<sup>th</sup>)

United Negro College Fund (Oct 18<sup>th</sup>)

Association of American Universities (AAU) (Oct 25<sup>th</sup>)

American Association of Community Colleges (Oct 25<sup>th</sup>)

Hispanic Association of Colleges & Universities (HACU) (Nov 8<sup>th</sup>)

National Women's Studies Association (NWSA) (Nov 8<sup>th</sup>)

Title IX (1972 US Education Amendments) (Nov 15<sup>th</sup>)

Family Education Rights and Privacy Act (FERPA) (1974) (Nov 15<sup>th</sup>)

Bayh-Dole Act (1980) (Nov 29<sup>th</sup>)

Taxpayer Relief Act (1997) (Nov 29<sup>th</sup>)

Developmental, Relief, and Education for Alien Minors (DREAM) Act (Dec 13<sup>th</sup>)

Guided Pathways (Dec 13<sup>th</sup>)

## COURSE SCHEDULE

### August 30<sup>th</sup> Introduction to Course

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

**\*DUE: Introduction video**

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.

### September 6<sup>th</sup> Labor Day (No Class)

Read, Read, Read ☺

### September 13<sup>th</sup> Revisionist History

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 Sep 13<sup>th</sup>)

### September 20<sup>th</sup> Revisionist History

**\*DUE: Revisionist history video**

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>

### Sept 27<sup>th</sup> From Colonialism to U.S. Independence 1636-1776 (A)

**\*DUE: Historical Issue**

Hutcheson (2019) (CH 2)

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.

### **October 4<sup>th</sup> Emergent Nation Amidst Slavery & Patriarchy 1776-1865 (B)**

Hutcheson (2019) (CH 3)

Wilder (2013) (CH 4)

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.

Waite, C. L. (2001). The segregation of Black students at Oberlin college after reconstruction. *History of Education Quarterly*, 41(3), 344-364.

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

NPR Planet Money Episode 766: Georgetown, Louisiana, Part One

<https://www.npr.org/sections/money/2017/04/21/525058118/episode-766-georgetown-louisiana-part-one>

*Political Influences Presentations:*

- Yale Report of 1828
- Dartmouth Case of 1819

### **October 11<sup>th</sup> University Transformation during the Emancipation Era 1865-1890 (C)**

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

Nanney, M. & Brunnsma, 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 1890. *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 & Smith-Lever Act of 1914

## October 18<sup>th</sup> University Transformation during the Emancipation Era 1865-1890 (D)

Hutcheson (2019) (CH 4)

Lasser, C. (2007). Enacting emancipation: African American women abolitionists at Oberlin College and the quest for empowerment, equality, and respectability. In K. K. Sklar & J. B. Stewart (Eds.), *Women's rights and transatlantic antislavery in the era of emancipation* (pp. 319-345). Yale University Press.

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)

*Political Influences Presentations:*

- American Association of University Professors (AAUP)
- United Negro College Fund

## Oct 25<sup>th</sup> University Transformation Prior to WWII 1890-1945 (A)

Hutcheson (2019) (CH 7)

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 Community Colleges

## November 1<sup>st</sup> Mass Higher Education Post WWII 1945-1975 (B)

**\*DUE: Re-envisioning Policy**

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)

**November 8<sup>th</sup> Mass Higher Education Post WWII 1945-1975 (C)**

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)

**November 15<sup>th</sup> Mass Higher Education Post WWII 1945-1975 (D)**

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.

Cole, E. R. (2018). College presidents and Black student protests: A historical perspective on the image of racial inclusion and the reality of exclusion. *Peabody Journal of Education*, 93(1), 78-89. <https://doi.org/10.1080/0161956X.2017.1403180>

*Political Influences Presentations:*

- Title IX
- Family Education Rights and Privacy Act (FERPA)

**Nov 22<sup>nd</sup> Native American Recognition Week (No Class)**



## Nov 29<sup>th</sup> Higher Education in the Post Civil Rights Era 1975-2000

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.

Teranishi, R. T. & Kim, V. (2017). The changing demographic landscape of the nation: Perspectives on college opportunities for Asian Americans and Pacific Islanders. *The Educational Forum*, 81(2), 204-216. <https://doi.org/10.1080/00131725.2017.1280759>

Goldrick-Rab, S. (2010). Challenges and opportunities for improving community college student success. *Review of Educational Research*, 80(3), 437-469. <https://doi.org/10.3102/0034654310370163>

Episode 21: “Resisting colonial racist behaviors at Tribal Colleges” with Joseph Angel de Soto <https://soundcloud.com/user-219882508/resisting-colonial-racist-behaviors-at-tribal-colleges>

*Political Influences Presentations:*

- Bayh-Dole Act (1980)
- Taxpayer Relief Act (1997)

## December 6<sup>th</sup>

**\*DUE: Critical Reflections on History**

Writing Day & 1:1 Meetings with Dr. GG ☺

## December 13<sup>th</sup> Contemporary Era 2000-2020

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 our best colleges and universities*. Jack Kent Cooke Foundation.

Baker-Smith, C., Coca, V., Goldrick-Rab, S., Looker, E., Richardson, B., Williams, T. (2020). *#RealCollege2020: Five years of evidence on campus basic needs insecurity*. The Hope Center for College, Community, and Justice. [https://hope4college.com/wp-content/uploads/2020/02/2019\\_RealCollege\\_Survey\\_Report.pdf](https://hope4college.com/wp-content/uploads/2020/02/2019_RealCollege_Survey_Report.pdf)

*Political Influences Presentations:*

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