Higher Education in a Democratic Society

I. Course Description

This course will examine contemporary issues in American society in the context of higher education. Students will study and debate in detail how two and four year colleges and universities respond to societal issues. The course will also examine the ways in which institutions of higher education are influenced by social issues and how they in turn influence society.

II. Rationale

In July 1776 America declared its independence. Yet, colleges and universities were a vital part of the landscape much earlier. Before the nation’s independence 140 years earlier, the first college was established—Harvard in 1636. Although history provides different views of the founding of settlements—from 1559 in present day Florida by the Spaniards to Jamestown by the English in 1607 to Plymouth by the Pilgrims in 1620—colleges and universities grew as a vital part of the nation’s progress. Early in the democratic development of the colonies and later in the United States, society relied on colleges and universities in several areas: education in the professions, arts, and sciences; establishment of public and private enterprises (e.g., the Dartmouth College case argued by Daniel Webster before the US Supreme Court); development in agricultural and mechanical sciences; and responses to national and world events (e.g., WWI & II; launching of Sputnik; Dixon v. Alabama, 294 F. 2d 150 [5th Cir. 1961]; & the 2007 shootings at Virginia Tech). Colleges and universities are as much a part of the fabric of the United States as baseball, hot dogs, and apple pie, if we can rely on that proverbial phrase as an American icon. The importance of the course is borrowed from our text by Cohen and Kisker (2010): “The American people deserve no less [of the strengths of higher education] from institutions that are a part of the fabric of their society and the manifestations of the nation’s self” (p. 575). This course examines the role higher education plays in the weaving of that fabric.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors n/a

IV. TEExES Competencies n/a

V. Course Objectives/Learning Objectives

- Summarize key literature relating to societal issues as they impact the development of higher education in a democracy.
- Develop perspectives of how society impacts higher education and vice versa.
- Defend informed views of higher education as an integral part of the fabric of the nation.
VI. Course Topics

- **Framework**: Though the word education does not appear in the US Constitution, it is a vital part of the nation’s health and well being.
- **Colonies**: The colonies, much like the emerging country, did not follow a preset model of development, but tended to draw from a variety of ideals.
- **Emergent Nation**: As the nation rapidly expanded so did higher education, yet, there was no single way to describe them as they tended to emerge in response to local and regional issues.
- **Nation Industrializes**: Until the late 1800s, colleges were primarily teaching institutions. With the import of the PhD from Germany and new ideas (new to the U.S.) about academic freedom and research, among other concepts, universities began to transform the idea of a college education.
- **Mass Higher Education**: The nation’s population was exploding and higher education still seemed to be a place for a select number of students. However, with tremendous population growth and a need for a more educated populace, new types of institutions developed and a different philosophy swept the academy—the masses had better access.
- **Diverse System**: The nation began to look at itself as less homogenous and although higher education did not always embrace diverse populations and groups, it eventually became a platform to promote diversity.
- **Contemporary Era**: This could be characterized as the era of competition, from marketing to students, to responding to economic pressures, to increasing political oversight, to chasing new finding sources.

VII. Instructional Methods and Activities

- **Lectures**: The purpose of lecture is to develop conceptual structures about a subject matter.
- **Discussions**: The purpose of discussion is to develop thinking skills in three areas: critical thinking; creative thinking; and dialogical thinking.
- **Case Studies**: Real life situations in a safe environment provide introductions to problems to be solved.
- **Workshops**: Workshops are in-class activities designed to facilitate better understanding of individual collaborative projects.

VIII. Evaluation and Grade Assignment

- **Readings**: Required reading is from two texts. The chapters and due dates are listed below in the section on Course Schedule. There are two major types of assignments provided below after the Some Guidelines information. The first one is a series of annotated bibliographies (written assignments). The second one is a series of classroom interaction in seminar fashion based on your annotated bibliographies.
  
  **Some Guidelines for All Written Assignments**:
  
  a. Follow APA guidelines, including proper cover page and reference page. Up to 11% of points can be deducted for not following APA guidelines. Times New Roman 12 font is used throughout.
  
  b. Papers are to be double spaced throughout and use standard paragraph indentation. Often Word defaults to extra spacing between paragraphs. To have only double spacing throughout the paper, highlight your entire document; click on ‘Paragraph’ in the toolbar; under ‘Spacing’ make
sure ‘Before’ and ‘After’ are set at ‘0’; under ‘Line Spacing’ click the arrow and select ‘Double’ and this will make the entire document double spaced.

c. No first person or second person pronouns are to be used unless a paper or a section requires a reflection.

d. The paper is left justified except for headings. Major headings must be centered, boldface, no italics, no underline. Sub-headings are left justified and boldface.

e. Here are some keys for writing.

1) Punctuation goes inside quotation marks. For example: Throughout the history of American higher education “social and political ideology has shaped public postsecondary education as much as education has shaped society” according to Ross (2003, p. 313). Also, in scholarly and professional writing (in contrast to creative writing, e.g.) a series of concepts in separated by commas. For example: Baker (2008) suggested access to higher education is more readily available due to online programs, competitive markets, and political pressures. If there is a series that requires colons and semi-colons for clarification the format is as follows. In recent years four issues have brought higher education under greater scrutiny by the public: (a) increased cost of tuition, (b) job skill preparation, (c) economic impact, and (d) quality of learning (Casland & Driscoll, 2010). Never use abbreviations, such as ‘e.g.’ or ‘i.e.’ or ‘vs.’ in the body of the paper but only in parentheses. Never use ‘etc.’ because information must be provided and not assumed.

2) Do not quote material extensively. At the doctoral level, it is expected you can evaluate material, synthesize it, and restate it in your own words while giving proper credit. For example: McCrary (2008) concluded that the rising quality of higher education in Canada, Europe, Asia, and Australia is pressuring US policy makers to pass legislation forcing American institutions to become more globally competitive.

3) If you quote from a source make sure APA is followed, including following the format according to APA for citing from the internet (see the bottom of page 171 & top of 172 for internet citation information in text).

4) Use the word ‘and’ when in the body of the paper and the ampersand (&) in parentheses, except in the reference page. For example: Reisen and Davis (2010) reported increasing concern and anxiety of the growing use of adjunct and contract faculty in the nation’s colleges and universities. There is an increasing concern and anxiety of the growing use of adjunct and contract faculty in the nation’s colleges and universities (Reisen & Davis, 2010). Notice the placement of both the ampersand and the punctuation.

5) Never use first names when citing authors. Only use authors’ first and/or middle initials in the reference page and never in the body of the paper. This is incorrect: … the nation’s colleges and universities (Reisen, R. C., & Davis, P. R., 2010).

6) Never use language such as: In the article “Higher Education as a Stepping Stone to Career Development,” from the Journal of Postsecondary Education Research & Application, Bret McMillan (2009) provided evidence that students are interested in a college degree not for the education but for the opportunities it provides in a career. The appropriate way to relate this information is: McMillan (2009) provided evidence that students are interested in a college degree not for the education but for the opportunities it provides in a career.
f. Only scholarly and professional material is to be used for support and examples, unless otherwise stated. Sources, such as magazines, wikipedia, dictionaries, and encyclopedias are neither scholarly nor professional sources.

g. The running head for the cover page is different than the header for all other pages. Make sure this is correct. See pages 41-49 for examples. To make the cover page header different than the following pages in your paper: click on ‘Page Layout’ in the tool bar; click on the arrow to the right of ‘Page Setup’; when the new popup window appears, click the ‘Layout’ tab; click the box ‘Different first page’; click ‘okay’ to save the format. Make sure you place information in the header and that it is not typed at the top of every page. Also, make sure you have appropriate page numbers. Word does not automatically default to Times New Roman 12 for header information so make sure you make the changes. Again, the entire paper is Times New Roman 12 font.

h. If papers do not conform to these and other APA standards, they will not be assessed, will be returned with a grade of ‘0’ and you will have three days to make the corrections to resubmit it.

i. Do not write an abstract as that is for research manuscripts.

1. Annotated Bibliographies: There are six different annotated bibliography papers—one for each topic in the course. Each one is worth 120 points for a total of 720. The paper must meet the following criteria (each of the bold terms in the following criteria is a heading in your paper—centered and bold). Remember, the entire paper is Times New Roman 12 font and double spaced.

   a. Introduction: Provide a short paragraph to give context of the topic. For example, you may have used sources that focused on faculty life during a particular period. How does this focus integrate to the broader perspective of society? This section of the paper is worth up to 10 points.

   b. Scholarly Articles: There must be at least three (3) scholarly articles related to the topic that will be used for each seminar that have annotated information. Each article is worth up to 20 points for a total of 60 points for all three. Scholarly articles are from peer reviewed journals and must be within the last 5-7 years unless they are considered a seminal work. By the way, The Chronicle of Higher Education and other periodicals like it and books are not sources for scholarly articles.

      • For scholarly, peer reviewed journal articles you can go to the TAMU—CC library at http://rattler.tamucc.edu/.

      • If you are off-site, log in. You can get information at http://rattler.tamucc.edu/offcampus/offcampus.html.

      • Once you are in the library, click “Find Database”

      • When the Find Database page opens, in the “Browse:” text box, type Ebsco

      • The first search result will give you a hyperlink “Academic Search Complete (Ebsco)”; click on that link

      • Once you get to the search page, do the following:
You will get articles that are peer reviewed and scholarly in nature. You may have to be a bit creative with your search terms to get at the information you want. Once you get at least one article, you can go to its reference page and look at the sources the author or authors used for the article and retrieve some of those articles, if they are of interest.

Once you have your articles, you need to annotate it. The annotation states at least four things: (a) purpose of the article; (b) the reason for writing the article; (c) a summary or conclusion drawn in the article; and (d) what you think the tie is to democracy/society and higher education. All this is done in narrative form. The following is an example of only one article.
Scholarly Articles


The purpose of the article was to examine, qualitatively, the experiences of part-time faculty at mid-western universities. The authors found few studies that investigated how part-time faculty engage in the academic community at four-year institutions. The authors found part-time faculty felt there was insufficient outreach from the university to help them perform as well as they could have as faculty members. This has implications to society because colleges and universities are using more part-time faculty to help curb costs. Society tends to believe that using part-time faculty is every bit as educationally sound as having full-time faculty but this article suggests otherwise.

The second annotated bibliography goes here, then the third follows it.

c. Other Sources: There must be at least three (3) other sources of information related to the topic of each seminar that have annotated information. Each source is worth up to 10 points for a total of 30 points for all three. Information from other sources can be from most anywhere: Wikipedia; *The Chronicle of Higher Education*; books; magazines; internet sites; reports; law cases; college web sites; Youtube; or other sources of information relevant to the topic. Once you have your information, you need to annotate it. The annotation relates at least two things: (a) purpose of the information; (b) and what you think the tie is to democracy/society and higher education. The following is an example of only one source of information.

Other Sources

*Transition into College Life.* (March 13, 2007). Youtube. Retrieved from

http://www.youtube.com/watch?v=LyIb3SkCVXs

*(Notice the web link above is not hyperlinked—i.e., no underline and no blue font)*

The video clip provides scenarios about how some students integrate into some less than desirable behaviors of college life then provides statistics and ideas about the effects of those behaviors or how to deal with them. The information is the same that authorities present yet from students’ perspectives, which may have more weight to help fellow students than the pressures authority figures present.

The second source begins here and the third one follows it.
d. **Conclusion:** This section of the paper synthesizes all six annotations. It finds a common theme among them and ties them together. Do not just reiterate each article and other source. The point is to synthesize the information into a concise paragraph that gives the bigger picture of why this information is important. This section of the paper is worth up to 20 points.

Make sure you have a cover page. There is no need for a Reference page since the bibliographic information is to be put in APA format for each source (three scholarly and three other).

**2. Discussions and Class Participation:** It is expected that scholarly and professional contributions are made during all class sessions for seminars. Participation is worth up to 80 points for each seminar session for a total of 480 points. The following rubric will be used to assess participation in seminars.

<table>
<thead>
<tr>
<th></th>
<th>Not satisfactory</th>
<th>Introductory</th>
<th>Practiced</th>
<th>Skilled</th>
<th>Total 80</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Knowledge</strong></td>
<td>Inadequate</td>
<td>Demonstrates some understanding of the topic with little reference to course material.</td>
<td>Relates major concepts of the topic with solid reference to course material.</td>
<td>Identifies specific, relevant concepts of the topic with reliance on course material as well as additional information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Points</td>
<td>0-13</td>
<td>14-15</td>
<td>16-17</td>
<td>18-20</td>
</tr>
<tr>
<td><strong>Thinking Skills</strong></td>
<td>Inadequate</td>
<td>Identifies a position that is somewhat related and support is evident.</td>
<td>Identifies a relevant position to the topic and demonstrates some support for it.</td>
<td>Contributions skillfully apply concepts from course and related material to build and support a position.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Points</td>
<td>0-13</td>
<td>14-15</td>
<td>16-17</td>
<td>18-20</td>
</tr>
<tr>
<td><strong>Scholarship</strong></td>
<td>Inadequate</td>
<td>Alludes to sources and/or support is weak.</td>
<td>References to sources and/or support are evident.</td>
<td>Cites sources directly and uses them for strong support of perspectives.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Points</td>
<td>0-13</td>
<td>14-15</td>
<td>16-17</td>
<td>18-20</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Inadequate</td>
<td>Remains on mostly topic, dealing mainly with the proposed subject matter.</td>
<td>Remains on topic, alluding to additional material.</td>
<td>Expands the issue, bringing in additional relevant perspectives.</td>
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</tr>
<tr>
<td></td>
<td>Points</td>
<td>0-13</td>
<td>14-15</td>
<td>16-17</td>
<td>18-20</td>
</tr>
</tbody>
</table>

Disrespectful interaction can lead to 20% reduction in the grade. Total /80 = %
Assignment Summary

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td>Six (6) Annotated Bibliographies</td>
<td>120 each (720 total)</td>
<td>see Course Schedule below</td>
</tr>
<tr>
<td>Six (6) Discussions &amp; Participation</td>
<td>80 each (480 total)</td>
<td>see Course Schedule below</td>
</tr>
<tr>
<td>Total</td>
<td>1200 points</td>
<td></td>
</tr>
</tbody>
</table>

Grading

90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 50-59% = F

IX. Course Schedule and Policies

A. Course Schedule

Required Reading

CK = Cohen & Kisker, The Shaping of American Higher Education

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30</td>
<td>Syllabus review; Introduction to Higher Education in a Democratic Society</td>
</tr>
<tr>
<td>9.6</td>
<td>Collegiate Form in the Colonies</td>
</tr>
<tr>
<td></td>
<td>CK Introduction</td>
</tr>
<tr>
<td></td>
<td>CK Chapter 1</td>
</tr>
<tr>
<td>9.13</td>
<td>Collegiate Form in the Colonies Seminar</td>
</tr>
<tr>
<td></td>
<td>~ Colonies Annotated Bibliography Due</td>
</tr>
<tr>
<td>9.20</td>
<td>Emergent Nation</td>
</tr>
<tr>
<td></td>
<td>CK Chapter 2</td>
</tr>
<tr>
<td>9.27</td>
<td>Emergent Nation Seminar</td>
</tr>
<tr>
<td></td>
<td>~ Emergent Nation Annotated Bibliography Due</td>
</tr>
<tr>
<td>10.4</td>
<td>The Nation Industrializes</td>
</tr>
<tr>
<td></td>
<td>CK Chapter 3</td>
</tr>
<tr>
<td>10.11</td>
<td>The Nation Industrializes Seminar</td>
</tr>
<tr>
<td></td>
<td>~ Nation Industrializes Annotated Bibliography Due</td>
</tr>
<tr>
<td>10.18</td>
<td>Mass Higher Education</td>
</tr>
<tr>
<td></td>
<td>CK Chapter 4</td>
</tr>
<tr>
<td>10.25</td>
<td>Mass Higher Education Seminar</td>
</tr>
</tbody>
</table>


B. Course Policies

*Attendance/tardiness:* It is expected that you attend every class session and are on time.

*Late work:* No late work is accepted except for extenuating circumstances approved by the instructor.

*Extra Credit:* No extra credit work is provided.

*Cell Phone/Electronic Device Usage:* Cell phones and other electronic devices are to be turned off during class time. Approved electronic devices include the use of a computer for note taking.

*Academic Integrity/Plagiarism.*

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in and “F” for an assignment. Additional academic dishonesty and/or plagiarism will result in an “F” for the course.

*Dropping a Class*

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday, November 4, 2011 is the last day to drop a class with an automatic grade of “W” this term.
**Required methods of scholarly citations:** APA 6th Edition

**Classroom/professional behavior**

It is expected that classroom, campus, and community behavior are exemplary of professionals and scholars in higher education. Although we can have a great deal of fun and should enjoy the educational experience, overall behavior should reflect dignity and respect for each other, the field of study, and the society we serve.

**Grade Appeals***

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS

**X. Textbooks**


ISBN: 978-0470-48006-9

Recommended or Supplemental Reading:


XI. Bibliography


**Organizations**

| AACC | American Association of Community Colleges | [http://www.aacc.nche.edu/](http://www.aacc.nche.edu/)
| AACTE | Colleges for Teacher Education | [http://www.aacte.org/](http://www.aacte.org/)
| AAU | Association of American Universities | [http://www.aau.edu/](http://www.aau.edu/)
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACE</td>
<td>American Council on Education</td>
<td><a href="http://www.acenet.edu">http://www.acenet.edu</a></td>
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<tr>
<td>ACPA</td>
<td>American College Personnel Association</td>
<td><a href="http://www.acpa.nche.edu/">http://www.acpa.nche.edu/</a></td>
</tr>
<tr>
<td>ACTE</td>
<td>Association for Career and Technical Education</td>
<td><a href="http://www.acteonline.org/index.cfm">http://www.acteonline.org/index.cfm</a></td>
</tr>
<tr>
<td>AIR</td>
<td>Association for Institutional Research</td>
<td><a href="http://airweb.org/">http://airweb.org/</a></td>
</tr>
<tr>
<td>CCRC</td>
<td>Community College Research Center</td>
<td><a href="http://ccrc.tc.columbia.edu/">http://ccrc.tc.columbia.edu/</a></td>
</tr>
<tr>
<td>CHEPA</td>
<td>Center for Higher Education Policy Analysis</td>
<td><a href="http://www.usc.edu/dept/chepa/">http://www.usc.edu/dept/chepa/</a></td>
</tr>
<tr>
<td>CSHE</td>
<td>Center for Studies in Higher Education College and University</td>
<td><a href="http://cshe.berkeley.edu/">http://cshe.berkeley.edu/</a></td>
</tr>
<tr>
<td>EDUCAUSE</td>
<td>Educational Resources Information Center</td>
<td><a href="http://www.educause.edu/">http://www.educause.edu/</a></td>
</tr>
</tbody>
</table>
NACADA  National Academic Advising Association  http://www.nacada.ksu.edu/
NACUBO  National Association of College and University Business Officers  http://www.nacubo.org/
NAGPS  National Association of Graduate and Professional Students  http://www.nagps.org/
NAICU  National Association of Independent Colleges and Universities  http://www.naicu.edu
NASPA  National Association of Student Personnel Administrators  http://www.naspa.org/
NASULGC  National Association of State Universities and Lang-Grant Colleges  http://www.nasulgc.org/
NCAA  National Collegiate Athletic Association  http://www.ncaa.org/wps/portal
NCAN  National College Access Network  http://www.collegeaccess.org/NCAN/
NCHEMS  National Center for Education Management Systems  http://www.nchems.org/
NCES  National Center for Education Statistics  http://nces.ed.gov/
NCPPHE  National Center for Public Policy and Higher Education  http://www.highereducation.org/
NSBA  National School Boards Association  http://www.nsba.org/
PCN  Pathways to College Network  http://www.pathwaystocollege.net/
SCUP  Society for College and University Planning  http://www.scup.org/
SHEEO  State Higher Education Executive Officers  http://www.sheeo.org/
SRHE  Society for Research into Higher Education  http://www.srhe.ac.uk/
UCEA  University Continuing Education Association  http://www.ueea.edu/
WICHE  Commission for Higher Education  http://www.wiche.edu/telecom/