LEAD 571: History & Philosophy of Higher Education
University of San Diego, School of Leadership and Education Sciences
Fall 2015, 3 Units, Mother Rosalie Hill Hall 135
Thursdays, 5:30-8:20 PM

Instructor: Christopher Newman, Ph.D.
Assistant Professor
cnewman@sandiego.edu
Office: MRH 275D
Phone: (619) 260-8896

Office Hours: Mondays 11AM – 1PM; Wednesdays 10AM – 12PM; Thursdays 1 – 3PM
& By Appointment

This course is designed to provide students with historical and philosophical contexts for understanding contemporary practices and issues in higher education. Through an understanding of major philosophies of education, students will examine the developmental trajectory of higher education in the United States. The course includes opportunities to explore the complexity of philosophical views and historical events that have shaped the way colleges and universities operate today. Students will shape a personal philosophy of education by identifying the ideologies behind educational systems, curricula, and institutional goals, and by determining which aspects of those ideologies best represent their own values and ideas.

Required Books/Readings


Blackboard - Other course readings are available on-line through Blackboard.

Suggested Books:


Course Schedule

1. **September 3rd**: Introductions, Syllabus Review
   No assigned readings before the 1st day of class.

2. **September 10th**: International Higher Education History and Connections
   - Domonkos – History of Higher Education
   - Tessema – The Unfolding Trends and Consequences of Expanding Higher Education in Ethiopia: Massive Universities, Massive Challenges

3. **September 17th**: Colonial Colleges
   **Undergraduate Institution History Essay due by 5:30 PM via Blackboard**
   - Thelin, Intro and Chapter 1 – “Colleges in the Colonial Era”
   - Wright – The ‘Untamable Savage Spirit’: American Indians in Colonial Colleges
   - Solomon, Chapters 1-2

4. **September 24th**: Emergent Nation
   - Thelin, Chapter 2 – “Creating the ‘American Way’ in Higher Education”
   - Solomon, Chapters 3-4
   - 1828 Yale Report

5. **October 1st**: Transformation Part 1
   ~DEBATE 1~
   - Thelin, Chapter 3 – “Diversity and Adversity”
   - Thelin, Chapter 4 – “Captains of Industry and Erudition”
   - Thelin, Chapter 5 – “Alma Mater”
6. October 8th: Transformation Part 2  
~DEBATE 2~  
• Anderson, Chapters 2-3  
• Solomon, Chapters 5-6  
• Du Bois – The Talented Tenth

7. October 15th: Mass Higher Education Part 1  
~DEBATE 3~  
• Thelin, Chapter 6 – “Success and Excess”  
• Thelin, Chapter 7 – “Gilt by Association”

8. October 22nd: Mass Higher Education Part 2  
Film Screening: “Mona Lisa Smile”  
~DEBATE 4~  
• Anderson, Chapters 6-7  
• Solomon, Chapters 7 & 9

9. October 29th: Contemporary Era Part 1  
Film Screening: “Breaking the Huddle: The Integration of College Football”  
• Thelin, Chapter 8 – “Coming of Age in America”

10. November 5th: No Class ASHE Conference  
Historical Developments of Higher Education Stakeholder Paper Due by 11:59 PM via Blackboard

11. November 12th: Contemporary Era Part 2  
~DEBATE 5~  
• Solomon, Chapters 11-12

• Kerr – The Uses of the University Chapters 1-2  
• College Board – 2014 Trends in College Pricing  
• College Board – 2014 Trends in Student Aid

13. November 26th: No Class - Thanksgiving

• Thelin, Chapter 9 – “A New Life Begins?”

15. December 10th: Course Synthesis  
• Review Session and Final Exam Distributed

Grading Breakdown

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement and Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Undergraduate Institution History Statement</td>
<td>10%</td>
</tr>
<tr>
<td>Debate</td>
<td>15%</td>
</tr>
<tr>
<td>Historical Developments of Higher Education</td>
<td>30%</td>
</tr>
<tr>
<td>Stakeholder</td>
<td></td>
</tr>
<tr>
<td>Final Essay Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Engagement and Participation: 15%

Students are expected to attend class regularly, complete the required readings, and be prepared weekly to present a few key concepts from the readings. Every student is expected to contribute to class discussions.

Undergraduate Institution History Statement: 10% - Due September 17th

Students will write a 3 page paper (12-point font, double-spaced, and 1-inch margins) that provides a brief history of their undergraduate institutions.** Students may want to include some of the information below, keeping in mind that this is not an exhaustive list:

- Founding events (who founded the institution and why/how)
- Organizational changes over time (2-year to 4-year institution, single-gender to co-ed student population, name changes)
- Traditions (annual events, athletics)
- Institution type (public, private, faith-based, online)

In addition to this brief history, students will describe a connection they have to their undergraduate institution’s history. Connections may range from participating in the annual “Undie Run” to being involved in establishing the first multicultural student organization on campus. However “light” or “heavy” the connection described, students must briefly articulate how it impacted their experiences as undergraduates.

On September 17th, students will come prepared to informally share their papers with the class.

Debate: 15%

Students as individuals or in groups will prepare a debate in response to a specific prompt. After the formal debate, groups will facilitate a class “question and answer” session focused on their topic. The criteria for grading will be: a) your demonstrated understanding of the subject matter, including drawing from outside scholarly sources, b) the depth and quality of your analysis and argument, and c) the professional quality of your presentation and facilitation.

Debate Topics:
1. The universities would have been formed even if philanthropists had not spurred their development.

2. The idea that faculty should be evaluated on the learning achieved by their students should have been introduced in the University Transformation Era (1870-1944).

3. The expansion of publicly supported higher education was detrimental to the private university sector.

4. The universities should have refused to participate in research that supported the development of the nation’s war-making potential.

5. Community colleges jeopardize students’ progress toward the baccalaureate.

Each side of the argument will have 10 minutes for opening comments, 5 minutes for rebuttal, and 1 minute for closing remarks.

**Historical Developments of Higher Education Stakeholder or Issue: 30% - Due November 5th**

Students will compose an 8-10 page essay tracing the historical development of a Higher Education Stakeholder or Issue. Please choose one of the following options:

1. The Purpose of Higher Education
2. Students
3. Curriculum
4. Faculty
5. Finance
6. Governance
7. Federal and/or State Government Involvement

Your essay should argue whether the developments of your topic have been positive, negative, or ambivalent throughout the history of higher education. Please be sure to cite relevant course materials and at least one additional scholarly source (beyond required readings).

The evaluation criteria for this assignment include: a) demonstration of effective analysis of course literature and materials related to your topic, b) well developed arguments and evidence, and c) quality of your overall written presentation.

Notes: Double-Spaced, 12 point Font, & 1 inch margins
Final Essay Exam: 30% - **Due December 17th at 11:59 PM via Blackboard**

Complete a take-home critical essay response to a selected reading. The source reading will be comprehensive in scope—that is, any topic explored during the course will be a possible source for your response. Essays should be 10-12 pages in length for master’s level students and 13-15 pages in length for doctoral level students. Please follow the APA style manual. The evaluation criteria will include: a) demonstration of reflective analysis of course literature and materials related to the essay, b) well developed arguments (rationale) for your conclusions, and c) quality of your overall written presentation.

Notes: Double-Spaced, 12 point Font, & 1 inch margins

**Course Policies**

**Grading**
The following scale will be used to determine final letter grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-94%</td>
</tr>
<tr>
<td>A-</td>
<td>93-90%</td>
</tr>
<tr>
<td>B+</td>
<td>89-87%</td>
</tr>
<tr>
<td>B</td>
<td>86-83%</td>
</tr>
<tr>
<td>B-</td>
<td>82-80%</td>
</tr>
<tr>
<td>C+</td>
<td>79-77%</td>
</tr>
<tr>
<td>C</td>
<td>76-73%</td>
</tr>
<tr>
<td>C-</td>
<td>72-70%</td>
</tr>
<tr>
<td>D</td>
<td>69-60%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59%</td>
</tr>
</tbody>
</table>

**Attendance**
You are expected to attend every class and attendance is a portion of the participation grade. However, I understand life happens. Therefore, everyone is granted one absence without penalty, but you must still notify the instructor of your pending absence. Please do not abuse this policy and only miss class for a legitimate reason. Any additional absences must be approved in advance or the student’s participation grade will be lowered.

**Computers**
You are strongly encouraged to bring your laptop/tablet computers to class. Computers may be used during lecture/discussion to take notes, research course topics, and complete and submit free writes. Please be respectful of your classmates, guest speakers, and the instructor and do not use computers for social networking or personal emails. Students who abuse the computer policy will have her or his participation grade lowered.

**Food**
You may eat during class, but please be respectful of your classmates and the instructor and eat quietly. Please note: some people may have food allergies. We will discuss this on the first day of class. I will ask students not to bring food items for which students or the instructor may be allergic.
Late Assignments
Unexcused late assignments will be heavily penalized 10% for every week late (e.g., one week late= maximum grade of 90%; two weeks late= maximum grade of 80% up to 30% off) unless a student has a preapproved excuse. Please turn in all assignments on time even if you are absent the day the assignment is due. An excused absence does not necessarily excuse the assignment from being submitted on time. Please make arrangements with classmates or the instructor to insure your assignment is promptly submitted. Assignments may always be submitted through Blackboard. Accommodations will be made for legitimate circumstances.

Academic Integrity
The complete plagiarism policy is available for your review at:
http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University.

Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor’s files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor’s determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean’s office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member
from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

Sustainability
As higher education professionals, it is our responsibility to advance sustainable practices in our business operations and the education of our students. In collaboration with the University-wide sustainability efforts, we are committed to developing sustainable practices. Copies of this syllabus will not be printed for distribution by the instructor and handouts will be avoided whenever possible. Recycling is always encouraged.

Request for Accommodations
Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office, (619) 260-4655, before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards for the course will not be modified in considering specific accommodations.

Grade of Incomplete
The grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the “I” grade will become a permanent “F.”

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.
SOLES On-line Course Evaluation
Student evaluations in SOLES are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Active Registration link on the One-Stop Services tab. Your instructor will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

***The instructor reserves the right to make changes to the syllabus. However, if changes are made, the instructor will give students adequate notice.