

TLC 199: Inside Higher Ed

CRN: 16600, 2.00 credits, pass/no pass

University of Oregon

Fall 2016

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Office hours: Thursdays, 11:00–noon, or by appointment. For an appointment, call (541) 346-3226

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MEETINGS:

Tuesday, 10:00–11:50 AM, Condon 330

DESCRIPTION:

This course will offer students a chance to deepen their understanding of how a university works and how they can make the most of their time here at the University of Oregon. We'll investigate the history of higher education in America and the different philosophies that have shaped the present system. We'll then take a closer look at the U of O itself and explore questions about the organization of the university (what's a board of trustees?), its funding (where does financial aid money come from?), its curriculum (why are there general education requirements?), and its culture (how are student clubs created?).

There are no prerequisites for this course.

OBJECTIVES:

The principal goal of this course is for all of us to deepen our understanding of the American system of higher education in general and of the the University of Oregon in particular. More specifically, after taking this course you will:

- Know more about the history of higher education in American and be able to use that historical knowledge to inform your judgments about the present state of higher education and about its future.
- Know more about the different philosophies that have shaped the present system and be able to use that knowledge to develop your own philosophy of higher education.
- Develop greater familiarity with the structure of the University of Oregon and be able to make better use of the range of resources available during your time here.

TEXTS:

There will be no textbooks or course packets required for purchase; all readings will be available on the course website (on Canvas).

Note: if the format of any course materials is inaccessible to you, please let me know as soon as possible. For help converting course materials to an accessible format, contact the Accessible Technology Program (ATP): <http://aec.uoregon.edu/content/accessible-technology>, James Bailey, Accessible Technology Coordinator, Associate Director AEC, 140 Knight Library, jbailey@uoregon.edu, (541) 346-1076.

TENTATIVE SCHEDULE:

Session 1 (9/27): Introduction

We'll begin the course with a discussion of two key questions: what is a university, and why is a university? We'll then review how to read a syllabus, including this one.

- **Readings:** none required in advance

Session 2 (10/4): A brief history of higher education in America

In this session we'll survey the approximately 400-year history of higher education in America.

- **Readings:** each group (1–6) will read the article corresponding to their group number. (I'll assign groups and provide additional instructions during Session 1.)
 1. Lucas, Ch 4, "The American Colonial and Antebellum College"
 2. Geiger, Ch 7, "Land Grant Colleges and the Practical Arts" (selections)
 3. Geiger, Ch 8, "The Creation of American Universities" (selections)
 4. Cole, Ch 2, "Coming of Age in Tumultuous Times"
 5. Thelin, Ch 7, "Gilt by Association: Higher Education's Golden Age" (selections)
 6. ASHE, "Overview of the Unrest Era," and Thelin, Ch 8, "Coming of Age in America: Higher Education as a Troubled Giant" (selections)

Session 3 (10/11): Philosophies of education, part I: economic, civic, spiritual

What is the point of a college education? We'll analyze three answers to that question.

- **Readings:** Delbanco, Ch 1 (everyone reads this), then one of the following, by group:
 1. AAC&U article, "New Report Documents that Liberal Arts Disciplines Prepare Graduates for Long-Term Professional Success"
 2. Selection from Gutman on Democratic education
 3. Hitz, "Freedom and the Intellectual Life"

Session 4 (10/18) : Philosophies of education, part II: education and vocation

What is the relationship between a college education and vocational preparation? We'll approach this question through a classic debate between Booker T. Washington and W.E.B. Dubois.

- **Readings:** Washington, “The Awakening of the Negro,” DuBois, “On the Training of Black Men,” Carlson, “Should everyone go to college?,” Samuelson, “Why I teach Plato to Plumbers.”

Session 5 (10/25): A brief history of the University of Oregon

With our review of the history and philosophy of higher education in American under our belts, we’ll turn our attention to the University of Oregon itself, to see how those historical moments, trends, and strands of thought have played out here.

- **Readings:** Walton, “A Brief History of the Establishment and Location of the University of Oregon in Eugene,” UO mission statement: <https://uoregon.edu/our-mission>, and selections from Flowers, *Pioneers, Scholars, & Rogues*.

Session 6 (11/1): Organization

Who are the key stakeholders in the University of Oregon? How is the University organized? How can you make your voice heard within that structure? These will be the key questions for this session.

- **Readings:** University of Oregon administrative structure chart [on Canvas], Institutional research pages: <http://ir.uoregon.edu/overview>, AAUP statement: <http://www.aaup.org/report/statement-government-colleges-and-universities>.

Session 7 (11/8): Funding

What are the principal sources of revenue and expenditure at the U of O? We’ll take a look at the finances of the U of O during this session, but we’ll also devote some time to reviewing and evaluating some of your options for funding your college education.

- **Readings:** Ehrenberg, “The Economics of Tuition and Fees in American Higher Education,” “Fancy dorms aren’t the main reason tuition is skyrocketing”: <http://fivethirtyeight.com/features/fancy-dorms-arent-the-main-reason-tuition-is-skyrocketing/>, Institutional research website: <http://ir.uoregon.edu/finance>.

Session 8 (11/15): Curriculum

What does it take to earn a U of O degree? Who decides what gets taught? The focus of this session will be on the undergraduate curriculum at the U of O.

- **Readings:** Rosovsky, Ch 7, “One version of Core,” handouts on group and multicultural requirements, additional readings TBD.

Session 9 (11/22): Culture

What are the forces that shape the culture of a college community? We’ll approach this question through a look at Ta-Nehisi Coates’s experience at Howard University before turning to an examination of life beyond the classroom at the U of O.

- **Reading:** Coates, pp. 39–57 (from “My only Mecca...” to “...the dark spectrum on parade”), Rudolph, “The Rise of Football” (selections), additional readings TBD.

Session 10 (11/29): Conclusions

- **Reading:** none required in advance.

REQUIREMENTS:

Note: you must pass each portion of the course in order to pass the course. A 70% is required for passing each portion and for passing the course as a whole.

- Attendance (20% of overall grade): 2 points per week; 20 points possible.
- Participation (20% of overall grade): 2 point per week; 20 points possible.
- Check-in (10% of overall grade): 10 points total.
- Journal entries (50% of overall grade): 5 point per entry; 50 points possible.

(For details on these items, see below.)

Attendance

- *Attendance in class is required.* (Also: be sure to bring the readings and a copy of your journal entries with you to class.) If you cannot attend a class, for whatever reason, please contact me *as soon as possible in advance of the class you expect to miss.*
- You may make up excused absences by submitting a short (about one page) written response in which you discuss the reading(s) for the week and the issues they engage with. Think of this as an opportunity to raise questions or make points that you would have made in class had you been present. This short response will be due one week after the session you've missed.

Participation

- *Active participation is required.* Participation during class is strongly encouraged—even if it is simply to tell someone that you don't understand what they just said. (If you're thinking this, you're probably not the only one.) Other ways you might participate include asking a question, providing an example to illustrate an idea, or drawing a connection between two (or more) other students' comments.
- **Online discussion:** there is a discussion forum on the course Canvas site ("Discussions" in the sidebar). Posting questions or comments to the forum—or responding to other people's questions/comments—will count as course participation credit for the week, but is not required.
- You should expect to disagree from time to time—with things we read or discuss, with other people in class (including me), and perhaps on occasion even with yourself. These disagreements may be *spirited* but must always be *reasoned* and *respectful*.

Check-in

- I would like to have a one-on-one meeting with each student at least once during the term *and before week 5*. This meeting will offer me a chance to get to know each student a bit better and for you to get to know me a bit better. We could discuss any questions you may have about this course or others you are enrolled in; we could discuss your plans for your time at the U of O and beyond; or we could discuss really anything you feel like.
- There are two ways to set up a check-in:
 - You can attend my office hours (Thurs, 11–noon)
 - You can schedule an appointment with me (9–4, Mon–Fri) by calling (541) 346-3226.

Journal entries

- Over the course of the term you will prepare a series of “journal entries” in response to prompts I will post on Canvas. Some weeks I’ll ask you to write a brief reflective response to a question; other weeks I may ask you to take some actions and report back on your experience.
- You should prepare these journal entries as electronic documents (Word .doc or .pdf format).
- ***Journal entries will be due (uploaded to Canvas) weekly, 24 hours before the next class session—so by 10 AM on Mondays.*** (Exception: the first journal entry will be written in-class during Session 1.)
- Journal entry topics:
 1. What is a university, why is a university? (Due in class, 9/27)
 2. How do you read? How do you take notes? (Due by 10 AM, 10/3)
 3. Philosophies of education. (Due by 10 AM, 10/10)
 4. Education and vocation. (Due by 10 AM, 10/17)
 5. Exploring the history of the U of O. (Due by 10 AM, 10/24)
 6. How to make your voice heard at a big school. (Due by 10 AM, 10/31)
 7. Paying for college. (Due by 10 AM, 11/7)
 8. Charting a course through the curriculum. (Due by 10 AM, 11/14)
 9. Creating culture, finding your niche. (Due by 10 AM, 11/21)
 10. What is a university, why is a university revisited. (Due by 10 AM, 11/28)

ADDITIONAL COURSE POLICIES

Grading

- Everything (attendance, participation, will be grade based on completion: full points if completed by deadline, otherwise no points.

Extension policy

- Three “no-questions asked” 24-hour extensions per semester. (For use on journal entries.)
- *You must request the extension in advance of the original deadline.*
- No other extensions (except for exceptional circumstances)
- Unexcused late assignments will receive no credit.

Gadgets

- Laptops, iPads, and so forth are permitted in class as long as you’re using them to take notes, to refer to assigned readings, or to run software that assists with either of these functions.

Email

- Please start the subject lines of emails to me with ‘IHE’ (for ‘Inside Higher Ed’).
- I’m quick to respond to emails received 8 AM–5 PM, Monday–Friday, less so in the evenings and over the weekends. If you email me Friday evening, don’t expect a response until Monday morning.

SOME IMPORTANT DATES:

- 10/1: Earliest date to submit 2017–2018 FAFSA (Free Application for Federal Student Aid)
- 10/3: Last day to drop classes w/o ‘W’ (indicates ‘withdrawal’)
- 10/5: Last day to register/add classes
- 11/13: Last day to withdraw from classes
- 11/14–23: Initial registration period for Winter term¹
- 11/24–25: Thanksgiving vacation
- 12/2: Last day of classes
- 12/5–9: University final examinations period

For other important academic dates in future terms, you can always check the calendar hosted on the Registrar’s website: <http://registrar.uoregon.edu/calendars/academic/five-year>. For an even-more-detailed academic calendar, see: <http://registrar.uoregon.edu/calendars/academic>.

UNIVERSITY POLICIES²

Academic Integrity

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g., quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the student’s obligation to clarify the question with the instructor before committing or attempting to commit the act. Please contact me with any questions you have about academic conduct. Additional information about maintaining your academic integrity is available at integrity.uoregon.edu; information about a common form of academic misconduct, plagiarism, is available at <http://library.uoregon.edu/guides/plagiarism/students/index.html>.

Accessibility

The University of Oregon is working to create inclusive learning environments. If you experience difficulty in this course for any reason, please don’t hesitate to contact me. It is especially important that you notify me *within the first two weeks* of the term if aspects of the instruction or course design present obstacles to your active participation or prevent you from fully demonstrating your abilities. Such obstacles may include, but are not limited to, issues concerning physical access and mobility, physical or mental health and well-being, and academic learning. I need to know about such issues so that we can discuss necessary approaches to ensure your full participation and facilitate your learning process. The university offers a

¹To find your registration time, you can check in DuckWeb (duckweb.uoregon.edu>Student Menu>Registration Menu>Check Registration Eligibility>[Select Term]) or here: <http://registrar.uoregon.edu/calendars/registration-priority-schedule>.

²Material in this section is adapted with permission from the Teaching Effectiveness Program (TEP) handout “Sample Course Policy Statements” and from Jason Schreiner’s Winter 2016 ENVS 201 syllabus.

wide range of services to support students in their efforts to learn and meet course requirements, including the following:

- *Accessible Education Center (AEC)*: The AEC is dedicated to facilitating and supporting accessible education through active collaboration with students, faculty, staff, and the community. The AEC works to create and sustain physical, curricular, and informational environments that are informed by and response to the diverse characteristics and experiences of students with disabilities and variations of ability. 164 Oregon Hall. Phone: (541) 346-1155.

<http://aec.uoregon.edu/>

- *University Counseling and Testing Center (UCTC)*: The UCTC provides comprehensive mental health care and testing services to the University of Oregon campus. The primary mission of the UCTC is to provide quality clinical/therapeutic services, psychological testing and assessment, psychoeducational workshops, and outreach as well as emergency services. 1590 E 13th Avenue. Phone: (541) 346-3227.

<http://counseling.uoregon.edu/>

- *Teaching and Learning Center (TLC)*: TLC provides numerous resources (including courses, workshop, tutoring, and math and writing labs) to help UO students succeed. They work with a diverse student body with a wide range of needs. If you are unsure which resources would work best, they are happy to answer questions and share suggestions. 68 PLC. Phone: (541) 346-3226

<http://tlc.uoregon.edu/>.

Diversity and Inclusion

The University of Oregon is dedicated to the principles of equal opportunity and freedom from unfair discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity within a welcoming community. This course is committed to upholding these principles by encouraging the exploration, engagement, and expression of distinct perspectives and diverse identities. We will value each class member's experiences and contributions and communicate disagreements respectfully. Please notify me if you feel aspects of the course undermine these principles in any way. You may also notify the Teaching and Learning Center at (541) 346-3226. For additional assistance and resources, you are also encouraged to contact the following campus services:

- *Office of Equity and Inclusion*: this office promotes inclusive excellence by working to ensure equitable access to opportunities, benefits, and resources for all faculty, administrators, students, and community members. 1 Johnson Hall. Phone: (541) 346-3175.

<http://inclusion.uoregon.edu/>

- *Center on Diversity and Community (CoDaC)*: CoDaC promotes cross-cultural knowledge, skills, and awareness in order to build the capacity of individuals and units across campus to advance the university's goals of equity and inclusion. It sponsors a range of programs for faculty, staff, and alumni, and capacity building initiatives with departments, colleges, schools, and research institutes across campus. 54 Susan Campbell Hall. Phone: (541) 346-3212.

<http://codac.uoregon.edu/>

- *Bias Education and Response Team (BERT)*: the BERT works to gather information about bias incidents and to support those who have witnessed, or have become a target, of an act of bias. The BERT provides targets of bias a safe space to have their voices heard, to promote civility and respect, to effect change around these important issues in a quick and effective manner, and to ensure a comprehensive response to bias incidents. 164 Oregon Hall. Phone: (541) 346-1134. Email: brt@uoregon.edu
<http://bias.uoregon.edu>

Inclement Weather

In the event of inclement weather, the UO home webpage (www.uoregon.edu) will include a banner at the top of the page displaying information about delay or closure decisions for the Eugene campus. Local television, radio, and print media will be notified as well. Unless the university closes, faculty members not able to travel to campus to convene their classes have the responsibility of attempting to notify students in a timely way that they will not be holding class. In the event of a class cancellation, for any reason, I will contact the Teaching and Learning Center as the first point of contact, and also send an email via Canvas to all enrolled students.