HE721 History of Higher Education
Dr. Kelly Schrum

Fall 2020
Monday, 4:30 – 7:10
Online [synchronous and asynchronous]

This course examines the history of higher education in the U.S. from the colonial period to the present, exploring change and continuity over time. What philosophical, political, social, legal, pedagogical, and economic forces have influenced those developments? How can we apply what we learn about the past to higher education today and in the future?

Learning Objectives:

- Identify major philosophical, social, political, and economic shifts that have influenced the evolution of higher education in the U.S.;
- Identify the various types of higher education institutions and their changing missions in the U.S. over time;
- Examine the efforts of diverse populations to access higher education, describe their contributions throughout the history of higher education in the U.S., and analyze that legacy's influence on current practices;
- Analyze and contextualize primary sources in the history of higher education;
- Demonstrate complex understanding of the influence of historical events on current day practice in higher education;
- Describe and critique the evolving role of key stakeholders in higher education, including students, faculty, administrators, federal and state governments, philanthropists, corporations, and governing bodies; and
- Demonstrate graduate level writing, speaking, and listening skills.

Required Materials:

Books:

- Dorn, C. (2017). *For the common good: A new history of higher education in America*. Ithaca: Cornell University Press. ** **Available online via Mason library**.
- Selingo, J. (2013). *College (un)bound: The future of higher education and what it means for students*. Boston: Houghton Mifflin Harcourt.

Additional Resources:

Additional resources for class are available online. Some are publicly available; others are accessible to Mason students via the library. Required readings/viewings are listed by week in Blackboard. Complete all readings/viewings before working on weekly assignments.

Instructor:

Dr. Kelly Schrum, kschrum@gmu.edu

Grading Breakdown:

- 30%   Participation (including shared weekly discussions)
- 10%   Primary Source Analysis
- 40%   Learning Activity
- 20%   Future of Higher Education

ACTIVE PARTICIPATION:

This course requires active participation, including group work and peer feedback both synchronously and asynchronously. It is expected that all readings, viewings, and assignments will be completed as outlined on the class website (Blackboard). Readings as well as assignments will be discussed synchronously and asynchronously.

Shared Discussion:

You will work collaboratively in small groups to share ideas, discuss course materials and weekly topics, and in some cases, to create content to share with the class. In addition to participating in the group discussion, there are 3 specific roles: **facilitating**, **questioning**, and **summarizing**. These roles will rotate each week and are listed on Blackboard along with a link to a shared Google Doc. The role of the **facilitator** is to communicate with the whole group, write a welcome message with some opening thoughts early in the week, establish a timeline for the weekly responsibilities, and keep the group on task. The role of the **questioner** is to pose thoughtful questions for the group based on the week's readings and to add questions as groupmates post their thoughts. The role of the **summarizer** is to summarize key points from the discussion at the end of the week. **Everyone should participate actively in the discussion**.

PRIMARY SOURCE ANALYSIS

Primary sources are the building blocks of history and we will work with primary sources throughout the semester. You are responsible for analyzing and preparing two primary source analyses (250-500 words each) for use in class related to the week's topic. The first is due 9/13 or 9/20. The second is due 9/27 or 10/4. Post your primary source analysis by Sunday at midnight. The primary source analysis must focus on one or two primary sources related to the week's topic and readings. If, for example, you are submitting a primary source analysis for class on 9/14/20, the primary source(s) discussed must come from the early national period.

In analyzing each source, explore the following questions in a narrative format — Date of the document (When was it created? Is this the original?); Author/creator (Who created it? What is their relationship to the topic or event?); Origins (Was it published? How was it preserved? How did you access it?); Audience (For whom was it created? What was the main purpose of the author/creator?); Tone (What is the author's perspective and attitude toward the work?); Alterations (Has the source been edited or modified? If so, how might that have changed the meaning or content?); Significance (How was the source received and used at the time?); Historical Significance (How has the source been received or used since it was created?); Triangulation (How does this source relate to other sources? Do they tell

similar stories or different stories?); Missing information (Are there puzzles or gaps? Any additional information that would help you analyze this source?).

LEARNING ACTIVITY: CONTEMPORARY ISSUES IN HISTORICAL CONTEXT

Each student will create an asynchronous learning activity on the historical roots of a current issue facing higher education today. You will have 20-30 minutes to engage the class (asynchronously) in a learning activity focused on your topic in historical perspective. Think about creative, interactive ways to engage classmates, including asking them to analyze one primary source or a small number of related primary sources, debate causality and other possible outcomes, and explore what we learn when examining this issue in a historical context. How does understanding this issue within a broader historical landscape shape our understanding of the issue going forward?

This assignment is due in stages and is being completed along with a "sibling" class at Virginia Tech. We will have a week for completing learning activities created by classmates at both institutions.

Topic [due 10/5/20]: Choose a contemporary issue facing higher education today. This could be a controversy, issue, or dynamic happening on a national level or a local/regional level with attention to how that manifests more broadly across the U.S. Explore resources such as the Chronicle of Higher Education, Inside Higher Ed, The Atlantic, The New Yorker, the Washington Post, the New York Times, etc. Provide a short (250 word) essay that describes the scope and relevance of the issue, and why it is of interest to you. Utilize appropriate APA format and citations.

Primary Source(s) Analysis [due 10/12/20]: Write a primary source analysis (similar to the ones for class) for each source you are using in your Learning Activity. See description above.

Meet individually with Schrum [week of 10/19]: Sign up

Learning Activity Draft [due 10/26/20] The ultimate goal is to create a learning module that places a current issue in historical context. Questions to consider as you construct your learning module include: How will you introduce the topic? What context does someone need to know to engage in learning? How will you clearly demonstrate the legacy of this topic that is (in)visible to current students, staff, and faculty? What are the learning outcomes you want someone to achieve by engaging in your module? How can you engage a learner in an interesting and potentially interactive way through an asynchronous environment?

Learning Activity Final [due 11/9/20]

Complete Classmate Learning Activities [due 11/16/20] This is an asynchronous week for engaging in learning activities created by your classmates at George Mason University and

Virginia Tech. Complete at least 4 learning activities and fill out a feedback form at the end of each (link: [insert link]) to share what you learned and your experience with the activity.

Learning Activity Reflection [due 11/22/20] In a 3- to 4-page essay, reflect on the following questions connected to this overall assignment: What did I learn by creating this asynchronous learning activity? What did I learn by completing learning activities created by other students? How would you change your learning activity for the future? How did this assignment help you consider the role or dynamic of online synchronous and asynchronous learning in higher education?

FUTURE OF HIGHER EDUCATION

The higher education landscape is changing rapidly and the future is uncertain, especially during the global COVID pandemic. Drawing on what you have learned in this class about the past, present, and future of higher education, complete one of the following. All papers should be double-spaced, 1-inch margins, Times New Roman 12-point font.

1) Op Ed: Write an Op Ed (600 - 700 words) to a major newspaper about the role of history in planning for the future of higher education. Include what you have learned from primary and secondary sources.

2) Scholarly Digital Story: Create a two-minute scholarly digital story about the role of history in planning for the future of higher education. See Blackboard for possible digital storytelling tools.

3) Policy Brief: Write a policy brief (500 words max) to Dr. Gregory Washington, the current president of George Mason University, about the role of history in planning for the future of higher education. Be sure to include concrete policy recommendations.

You will share your work in small groups during the last class. Plan to provide an overview of the topic, key findings, how the topic relates to the class, what you found most interesting, and any outstanding issues or questions for discussion.

ACADEMIC POLICIES

Academic Integrity and Academic Dishonesty

The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited using APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual theft and cannot be tolerated in the academic setting. For additional resources on plagiarism, see What is Plagiarism? If you have any doubts about what constitutes plagiarism, please see me.

Attendance

Attendance is mandatory except for medical reasons or <u>religious holidays</u>. If you are absent, inform me of the circumstances as soon as possible. It is your responsibility to make up what you have missed.

Disability Accommodation

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit http://ds.gmu.edu for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu or call (703) 993-2474. Additional information on the response to COVID is available here.

Late Work

As late work impinges not only on your own learning, but also on that of your colleagues in this collaborative community, any unexcused late assignments will lose one grade fraction (e.g., A- to B+, B to B-, C- to D) for each day late.

Medical Emergencies

If you encounter a medical emergency or a family crisis, please contact me as soon as possible. Supporting documentation may be requested upon return to class (e.g., doctor's certificate, hospital discharge forms).

Sexual Harassment, Sexual Misconduct, and Interpersonal Violence

As a faculty member and designated "Responsible Employee," I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per university policy 1412. If you wish to speak with someone confidentially, please contact the Student Support and Advocacy Center (703-380-1434) or Counseling and Psychological Services (703-993-2380). You may also seek assistance from Mason's Title IX Coordinator (703-993-8730; titleix@gmu.edu).

GENERAL COURSE POLICIES:

Add/Drop Deadlines (Fall 2020)

- 08/31/20   Last day to add classes
- 09/08/20   Last day to drop (no tuition penalty)
- 09/15/50   Last day to drop (50% tuition refund)
- 09/28/20   Last day to drop classes (0% tuition refund)

Basic Course Technology Requirements

Activities and assignments in this course will regularly use the Blackboard learning system, available at https://mymason.gmu.edu. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher. You can check your speed settings using the speed test on this website.)

Activities and assignments in this course will regularly use web-conferencing software (Zoom). In addition to the requirements above, students are required to have a device with a functional camera and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.

Course Materials and Student Privacy

All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.

Videorecordings of class meetings that include audio or visual information from other students are private and must not be shared.
Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.

Diversity

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth. An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Please see Mason's Diversity Statement for more information.

Gender Identity and Pronoun Use

If you wish, please share your name and gender pronouns with me and how best to address you in class and via email. I use she/her/hers for myself and you may address me as "Kelly" or "Dr./Professor Schrum" in email and verbally.

Grading Scale

The following grading scale from the Graduate Catalog is in effect for this course.
- A+ 99-100 4.00
- A 93-98 4.00
- 90-92 3.67
- B+ 87-89 3.33

- B 83-86 3.00
- 80-82 2.67
- C 70-79 2.00
- F 69 and below

Mason Email Account

Students must use their Mason email account to receive important university information, including messages related to this class. Additional information on student privacy is available at the Office of the University Registrar.

Other Campus Resources

Writing Center (703-993-1200)
Ask A Librarian
Education Librarian: Anne Melville 2202 Fenwick Library | 703-993-3715
| adrisco2@gmu.edu
Higher Education Research (Mason Library)
Counseling and Psychological Services (703-993-2380)
University Career Services

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University Policies

The University Catalog is the central resource for university policies affecting student, faculty, and staff conduct in university affairs. See also Academic Policies. All members of the university community are responsible for knowing and following established policies.

Week	Date	Topic & Assignment	
W1	8/24	Understanding Higher Ed through History	Synchronous [Zoom]
W2	8/31	Analyzing Primary Sources	Synchronous [Zoom]
W3	9/7	LABOR DAY	NO CLASS
W4	9/14	Early National Period	Synchronous [Zoom]
W5	9/21	Antebellum & Civil War Years	Synchronous [Zoom]
W6	9/28	Reconstruction to WWII	Asynchronous
W7	10/5	To the Present	Synchronous [Zoom]
W8	10/12	Fall Break, meet 10/13	Asynchronous
W9	10/19	Learning Activity: Contemporary Issues in Historical Context	Asynchronous
W10	10/26	Learning Activity: Contemporary Issues in Historical Context	Synchronous [Zoom]
W11	11/2	Future of Higher Education, Part I	Synchronous [Zoom]
W12	11/9	Future of Higher Education, Part II	Synchronous [Zoom]
W13	11/16	Learning Activity: Contemporary Issues in Historical Context	Asynchronous
W14	11/23	Work on Final Projects	Asynchronous
W15	11/30	Final Project Presentations — small group	Synchronous [Zoom]

NOTE: See Blackboard for weekly reading, viewing, and assignment details.