

Why Care About College: Higher Education in American Life

EDAD 855 | Section 002 | MW 11:00 – 11:50 AM | Ritter Hall Room 203



Photo by Ameer Basheer
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CONTACT



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COURSE OVERVIEW

You have decided to go to college. But why? What role will college and in particular Temple University play in your life? Reflect on this important question by looking at the relationship between higher education and American society. What do colleges and universities contribute to our lives? They are, of course, places for teaching and learning. They are also research centers, sports and entertainment venues, sources of community pride and profit, major employers, settings for coming-of-age rituals (parties, courtships, etc.), and institutions that create lifetime identities and loyalties. Using sociological and historical texts and artifacts, students will learn how higher education is shaped by the larger society and how, in turn, it has shaped that society. Become better prepared for the world in which you have chosen to live for the next few years.

This course fulfills the GU/U.S. Society General Education credit.

Content

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Course Policies

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Course Calendar

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Course Readings

I would like to acknowledge that this course takes place on the traditional land of the Lenape people.

To learn more, please read [this Temple News article](#).

Required Text

Bain, Ken. (2012). What the best college students do. Harvard University Press ISBN: 978-0-674-06664-9.

[Available through [Temple's Library](#) at no cost]

LEARNING GOALS

General Education Competencies	At the end of this course, you should:	How is this assessed?
Critical Thinking	Reflect on and build an understanding of your personal and externalized motivations for pursuing higher education	Reflection Papers Discussion Posts Unit I Exam
Contextualized Learning		
Interdisciplinary Thinking	Develop observations and conclusions about historical and contemporary themes in the American system of higher education	Reflection Papers Discussion Posts Unit II Exam
Communication Skills		
Information Literacy	Analyze and critique the ways privilege and heterogeneity have shaped the American system of higher education.	Reflection Papers Course Paper
Lifelong Learning		

BEST WAYS TO SUPPORT LEARNING

(for you)

- 1) Come to class prepared by reading the assigned material ahead of time. **DO NOT come to class if you are feeling ill.** Attendance is NOT required in this class due to the COVID-19 pandemic.
- 2) Be an active participant in the course. This means asking and answering questions in class and sending emails when questions arise outside of class time.
- 3) Be respectful to both your classmates and me. Every one of us has had different journeys to Temple and therefore being respectful of others, their views and experiences is a must. Students who are disrespectful to others will be asked to leave.
- 4) Do your own work. There is no wiggle room here – plagiarism/cheating will not be tolerated.
- 5) Be flexible – we don't know what this semester has in store. Things might change quickly and being flexible will be key to our success.

(for me)

- 1) Come to class prepared each day.
- 2) Understand that I cannot know everything. When questions arise that I don't know the answer to, I will find the answer for the next class period and get back to you.
- 3) Create a course atmosphere conducive to learning for all by respecting my students and their views.
- 4) Be flexible – who knows what the semester ahead has in store.

HOW WE CREATE A LEARNING ENVIRONMENT

Technology: On most days, we will do work in class that requires an Internet-connected device to facilitate socially distanced group work. With that said, I do expect professional use of these technologies. If you are found using your laptop/phone for non-class activities that are distracting to others, I will ask you to refrain from doing so.

Please email me directly (jakewinfield@temple.edu) instead of using the Canvas messaging system. When emailing me, you can expect a response within 24 hours M-F. I will typically be much quicker than this, but may sometimes need the full time. **Include the course name (EDAD 855 or Why Care About College) in your email** to speed up my response. I do not manage email on weekends so emails sent Friday, Saturday or Sunday may not get a response until the following week.

Classroom environment:

Privacy and confidentiality: There may be times when class members share personal experiences and beliefs. Because we all benefit from hearing each other's perspectives, we must be respectful of those who feel comfortable in sharing this personal information. Therefore, we will have an understood policy that nothing shared in class can be divulged outside of the class. While you may discuss general issues with others, you cannot share any information that may identify another member of the class.

Netiquette: Your fellow students and I hope to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Treat your classmates and instructor with respect in all your communication, class activities and meetings. Profanity should be avoided, as well as the use of all capital letters when writing discussion posts, which may be construed as "shouting" online.

Our differences, some of which are outlined in the [University's nondiscrimination statement](#), will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course atmosphere.

HOW I CAN HELP YOU SUCCEED

Office (student) hours: I am available to meet with you in office hours Monday after class (12pm to 1pm) and by appointment Monday through Friday. Please contact me via [email](#) to schedule a Zoom meeting. We can talk about the course, the department, some education topic, etc.

Basic needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the CARE Team in the Dean of Students office for support ([careteam.temple.edu](#)). Additional resources are available through TUPortal. If you are comfortable in doing so, please notify me. This will enable me to provide any resources that I can.

Accommodations: I am committed to providing assistance to help you be successful in this course. Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss your situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 or drs@temple.edu to coordinate the appropriate accommodations for a student with documented disabilities. If you have a DRS accommodation letter to share, or would like to discuss your accommodations, please contact me as soon as practical. Please bear in mind that COVID-19 may result in a need for new or additional accommodations.

Late work: I recognize that we are continuing to live in extraordinary times and that this course is not your only responsibility during the COVID-19 pandemic. In light of this, written assignments will be accepted without penalty, until **April 25, 11:59PM**. However, exams cannot be completed outside the exam window and feedback on late assignments will be less robust which may impact performance on future assignments.

Resources: The following academic support services are available to support you. Check the color-coded system in TUPortal to determine which services are virtual or in-person:

[Student Success Center](#)
[University Libraries](#)
[Undergraduate Research Support](#)
[Career Center](#)
[Tuttleman Counseling Services](#)
[Disability Resources and Services](#)

If you are experiencing food insecurity or financial struggles, Temple provides resources and support. Notably, the Temple University [Cherry Pantry](#) and the Temple University [Emergency Student Aid Program](#) are in operation as well as a variety of resources from the [Division of Student Affairs](#).

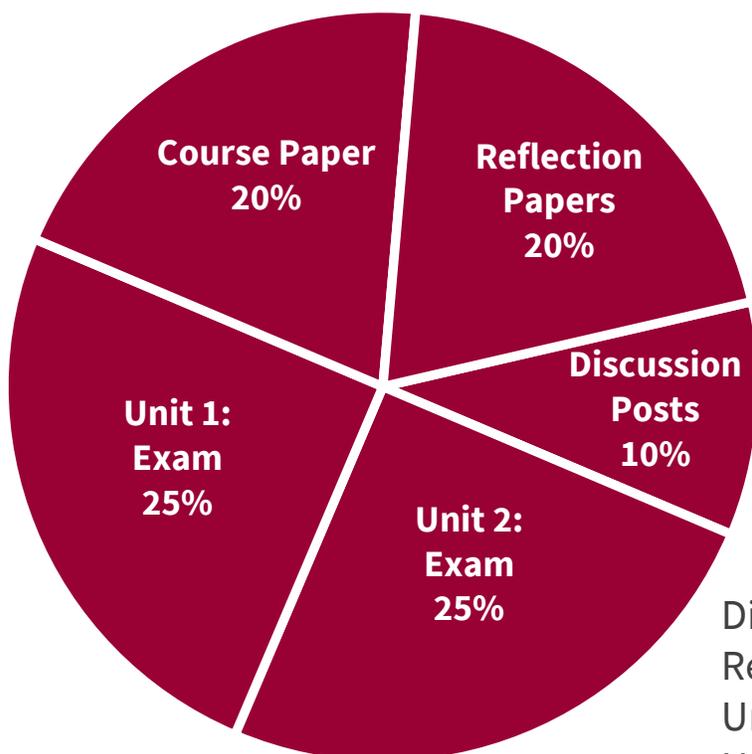
RULES AND REGULATIONS

Academic integrity: The Temple University community believes strongly in academic honesty and integrity. Essential to intellectual growth and the university's core educational mission is the development of independent thought and respect for the thoughts of others. Academic honesty fosters this independence and respect. Academic dishonesty undermines the university's mission and purpose and devalues the work of all members of the Temple community. Every member of the university community is responsible for upholding the highest standards of academic honesty at all times. Students, as members of the community, are responsible for adhering to the principles of academic honesty and integrity and therefore plagiarism and cheating are not tolerated. Refer to the [Student Conduct Code \(policy # 03.70.12\)](#) for more specific definitions of cheating and plagiarism. The penalty for academic dishonesty can vary from receiving a reprimand and a failing grade for a particular assignment, to a failing grade in the course, to suspension or expulsion from the university. The penalty varies with the nature of the offense, the individual instructor, the department, the school or college, and the Office of Student Conduct and Community Standards.

Temple and COVID-19: Temple University's motto is Perseverance Conquers, and we will continue to meet the challenges of the COVID pandemic with flexibility and resilience. Working together as a community to deliver a meaningful learning experience is a responsibility we all share: we're in this together so we can be together.

Code of Conduct: All students are expected to apprise themselves of, and comply with, all applicable, existing regulations in the *Undergraduate Bulletin* and any regulations that may be subsequently promulgated through appropriate publications of the university community. Copies of the *Student Conduct Code* may be obtained from the Office of the Dean of Students and [online](#).

HOW YOUR SUCCESS IS MEASURED



Letter Grades

A	94 to 100%
A-	90.0 to 93.9%
B+	87.0 to 89.9%
B	84.0 to 86.0%
B-	80.0 to 83.9%
C+	77.0 to 79.9%
C	74.0 to 76.9%
C-	70.0 to 73.9%
D+	67.0 to 69.9%
D	64.0 to 66.9%
D-	60.0 to 63.9%
F	0 to 59.9%

Discussion Board Posts	5 x 2% = 10%
Reflection Papers	4 x 5% = 20%
Unit 1 Exam	25%
Unit 2 Exam	25%
Course Paper	20%



Exams: This course consists of 2 end-of-unit exams, each worth 25% of your final grade. The Unit 1 exam opens Feb 21 and closes Feb 26 , focusing on Bain’s *What the Best College Students Do*. The Unit 2 exam opens April 6 and closes April 13. Each exam consists of four short answer questions.

Discussions Posts: Periodically throughout the course are five discussion posts for you to continue to engage in material. Discussion posts will often require you to reply to at least two classmates a week after the initial post is due.



Reflection Papers: College is about more than just attending classes and completing assignments. To help foster your success, these four brief writing assignments ask you to connect your own experiences as a college student to our course readings. See Canvas for details.

Final Course Paper: Your final assignment in the course is one essay of approximately 1,250 words (5 pages double-spaced). You will act as president of a new university. As the president, you will write a paper about the state of higher education and how you will lead your university to a bright and promising future. You can work in collaborative groups (up to 3 students) on this paper. See Canvas for details.



COURSE CALENDAR

Dates

Topic

Readings & Activities

Unit I: “Why should students care about college?” This unit introduces students to college through Bain’s “What the Best College Students Do”, focusing on what individual students can do to get the most out of their collegiate experience

Week 1: Week of Jan 10	Welcome; Introductions; Overview of Course; The Roots of Success	Mon, Jan 10.: Obtain copy of Bain Wed. Jan 12: Read Chapter 1 Fri. Jan 14: Discussion 1 Due
Week 2: Week of Jan 17	What Makes You an Expert?	Mon. Jan 17: No Class (MLK Jr. Day) Wed. Jan. 19: Read Bain: Chapter 2 Fri. Jan 21: Discussion 1 Reply Due Discussion 2 Due
Week 3: Week of Jan 24	Managing Yourself: Learning Styles Student Engagement & The Privileged Poor	Mon. Jan 24: Read Bain: Chapter 3 Wed. Jan 26: Kuh (2008) & Romer (1993) Fri. Jan 28: Reflection Paper #1 due Discussion 2 Reply Due
Week 4: Week of Jan 31	Learning how to embrace failure Messy Problems	Mon. Jan. 31: Read Bain Chapter 4 Wed. Feb. 2: Read Bain Chapter 5
Week 5 Week of Feb. 7	Curiosity & Endless Education Individual Returns to College Education	Mon. Feb. 7: Read Bain 6 Wed. Feb 9:

Week 6: Week of Feb. 14	Curiosity & Endless Education Individual Benefits to Higher Education	Mon. Feb. 14: Read Bain 7 Wed. Feb 16: Hout (2012) Hu & Wolniak (2013) Fri. Feb. 18: Reflection Paper #2 Due
Week 7: Week of Feb. 21	Making the Hard Choices Unit 1 Exam	Mon. Feb. 21: Read Bain 8 Exam opens at 12 noon Wed. Feb. 23: No Class – Work on your exam Fri. Feb 25: Exam 1 Closes at 11:59 PM
Week 8: Week of Feb. 28	SPRING BREAK	

Unit II: “Why should we care about college?” This unit examines how colleges have both addressed and perpetuated inequalities.

Week 9: Week of Mar. 7	Missions of Higher education & Founding of Temple	Mon. Mar 7: Temple University (n.d) Lee & Ahtone, 2020 Wed. Mar 9:
Week 10: Week of Mar. 14	College Access, Admissions, & Affirmative Action	Mon. Mar. 14: Abbot 2022 Dynarski, 2018 Fri. Mar. 18: Anderson & Svrluga, 2022 Caldera et al 2019 Discussion Board 3 Due
Week 11: Week of Mar. 21	College Affordability: Student Debt & Free College Programs	Mon. Mar. 21: Brown, 2021 Douglas-Gabriel & Harden, 2021 Charron-Chénier & Seamster, 2020 Fri. Mar. 25: Miller-Adams, 2015 – Chap 1. Reflection Paper 3 Due
Week 12: Week of Mar. 28	Student Activism: Athletics & Campus policing	Mon. Mar. 28: Thompson, 2021 Hartocollis, 2017 Fri. April 1: Baldwin 2021, Chapter 4 Discussion Board 4
Week 13: Week of April 4	Racialized Histories and Contemporary Protests Unit 2 Exam	Mon. April 4: Levin, 2020 The University of Texas at Austin, 2021 (pages 1-8) Unit 2 Exam Opens at 12 Noon Wed. April 6: No CLASS – work on your exam Fri. April 8: Discussion Board 4 Reply

Unit III: “What does the future look like for higher education?” The final unit focuses on some of the emerging issues within higher education.

Week 14: Week of April 11	Graduate School College Rankings	Mon. April 11: Calarco, 2020 (Intro & Chap 1) Korn & Fuller, 2021 Unit 2 Exam closes 11:59 PM Wed. April 13: Gladwell, 2021 Ehrenberg, 2005 Fri. April 15: Discussion Board #5
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Week 15: Week of April 18	COVID 19 Pandemic Dark Side of College	Mon. April 18: Dreyfus, 2021 Ott, 2020 Wed. April 20: Sutton, 2021 Yang, 2020 Fri. April 22: Reflection Paper 4 Due
Week 16: Week of April 25	Higher Education & Democracy	Mon. April 25: Ceballos & Klas, 2021 Daniels, 2021 Mulvey, 2021 Wed. April 27: NO CLASS Fri. April 29: Final Course Paper Due

Course Readings

- Abbot, S. (2022, January 24). My college stopped relying heavily on the SAT. Enrollment of students of color climbed. *The Washington Post*. <https://www.washingtonpost.com/opinions/2022/01/24/temple-university-sat-experiment-student-of-color-enrollment-climbing/>
- Anderson, N. & Svrluga, S. (2022, January 24). How do colleges use race in admissions decisions? *The Washington Post*.
- Bain, K. (2012). *What the bets college students do*. Harvard University Press.
- Baldwin, D. L. (2021). The "800-pound gargoyle". In *In the shadow of the ivory tower: How universities are plundering our cities* (pp. 125-161). Bold Type Books.
- Brown, D. A. (2021, April 11). The price of admission. *The Washington Post*
- Calarco, J. M. (2020). *A field guide to grad school: Uncovering the hidden curriculum*. Princeton University Press.
- Caldera, C. G., Franklin, D. R., & Zwickel, S. W. (2019, October, 2). Federal judge rules Harvard's admissions polices do not discriminate against Asian American applicants. *The Harvard Crimson*. <https://www.thecrimson.com/article/2019/10/2/admissions-suit-decision/>
- Ceballos, A., & Klas, M. E. (2021, November 3). UF restricted five more professors in cases against the state. *Tampa Bay Times*. <https://www.tampabay.com/news/education/2021/11/02/uf-restricted-five-more-professors-in-cases-against-the-state/>
- Charron-Chénier, R. & Seamster, L. (2020, Dec. 17). Some notes on the impact of student debt forgiveness across income groups. *Scatterplot*. <https://scatter.wordpress.com/2020/12/17/some-notes-on-the-impact-of-student-debt-forgiveness-across-income-groups/>
- Daniels, R. J. (2021). *What universities owe democracy*. John Hopkins University, Office of the President. <https://president.jhu.edu/meet-president-daniels/speeches-articles-and-media/what-universities-owe-democracy>
- Douglas-Gabriel, D. & Harden, J. D. (2021, April 6). The faces of student debt. *The Washington Post*.
- Dreyfus, H. (2021, Oct. 24). "The Liberty Way": How Liberty University discourages and dismisses student's reports of sexual assaults. *Propublica*. <https://www.propublica.org/article/the-liberty-way-how-liberty-university-discourages-and-dismisses-students-reports-of-sexual-assaults>
- Dynarski, S. M. (2018). ACT/SAT for all: A cheap, effective way to narrow income gaps in college. *Brookings Institution*. [https://www.brookings.edu/research/act-sat-for-all-a-cheap-effective-way-to-narrow-income-gaps-in-college/amp/](https://www.brookings.edu/research/act-sat-for-all-a-cheap-effective-way-to-narrow-income-gaps-in-college/)

Course Readings, continued

- Ehrenberg, R. G. (2005). Method or madness? Inside the U.S. News & World Report college rankings. *Journal of College Admission*, 189, 29-35. <https://ecommons.cornell.edu/handle/1813/75853>
- Gladwell, M. (Host) (2021, July 8). Project Dillard [Audio podcast episode]. In *Revisionist History*. Pushkin. <https://www.pushkin.fm/episode/project-dillard/>
- Hartocollis, A. (2017, July 10). Racial protests stain a University's reputation. *The New York Times*.
- Hout, M. (2012) Social and economic returns to college education in the United States. *Annual Review of Sociology*, 38, 379-400. <https://doi.org/10.1146/annurev.soc.012809.102503>
- Hu, S. & Wolniak, G. C. (2013). College student engagement and early career earnings: Differences by gender, race/ethnicity, and academic preparation. *The Review of Higher Education*, 36(2), 211-233. <https://doi.org/10.1353/rhe.2013.0002>
- Jack, A. A. (2019). *The privileged poor: How elite colleges are failing disadvantaged students*. Harvard University Press.
- Korn, M. & Fuller, A. (2021, July 8). 'Financially hobbled for life': The elite master's degrees that don't pay off. *The Wall Street Journal*. <https://www.wsj.com/articles/financially-hobbled-for-life-the-elite-masters-degrees-that-dont-pay-off-11625752773>
- Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. American Association of Colleges and Universities. <https://www.aacu.org/node/4084>
- Lee, R. & Ahtone, T. (2020, March 30). Land-grab universities. *High Country News*. <https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities>
- Levin, J. (2020, June 17). The damning history behind UT's 'The Eyes of Texas' song. *Texas Monthly*. <https://www.texasmonthly.com/arts-entertainment/ut-austin-eyes-of-texas-song-racist/>
- Miller-Adams, M. (2015). *Promise nation: Transforming communities through place-based policies*. W.E. Upjohn Institute. www.jstor.org/stable/j.ctvh4zds0
- Mulvey, I. (2021). University of Florida's politically motivated violation of academic freedom undermines the common good. *American Association of University Professors*. <https://www.aaup.org/news/university-floridas-politically-motivated-violation-academic-freedom-undermines-common-good>
- Ott, H. (2020, September 29). Hundreds of stories of sexual assault at colleges around the world shared on anonymous Instagram accounts. *CBS News*. <https://www.cbsnews.com/news/st-andrews-survivors-instagram-scottish-university-sexual-assault/>
- Romer, D. (1993). Do students go to class? Should they? *Journal of Economic Perspectives*, 7(3), 167-174. <https://doi.org/10.1257/jep.7.3.167>
- Temple University (n.d.). *About*. <https://www.temple.edu/about>
- The University of Texas at Austin (2021). *The Eyes of Texas History Committee Report*. <https://utexas.app.box.com/s/502a1klri1htyhq3mziyxdjgxvegprjj>
- Thompson, J. (2021, March 17). Athletes protest NCAA with #NotNCAAprperty campaign on March Madness eve, cite examples of unfair treatment. *Insider*. <https://www.insider.com/college-athletes-protest-the-ncaa-2021-3>
- Sutton, H. (2021). Recent research shows dismal outcome for community college enrollment after COVID-19. *Dean & Provost*, 22(7), 8-8. <https://doi.org/10.1002/dap.30844>
- Yang, J. (2020, Aug. 11). College towns weigh benefits of students' return with virus risks. *PBS News Hour*. <https://www.pbs.org/newshour/show/college-towns-weigh-benefits-of-students-return-with-virus-risks>