University of Pittsburgh Provost’s Institute for Faculty Development:

Creating an LGBTQ-inclusive classroom

Participant Materials

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University of Pittsburgh Provost’s Institute for Faculty Development:
Creating an LGBTQ-inclusive classroom
AGENDA

What does it mean to create a truly inclusive classroom with respect to students’ sexual orientations and gender identities? In this interactive workshop, we will explore this question in depth, through the lens of the most current scholarship in LGBTQ college student identity, needs, and experiences. Creative application of proven strategies (including classroom practices, curricular integration, and tools for responding effectively to bias) that can be used in any discipline will be demonstrated. Together, we will envision and enact ways that LGBTQ students and their allies can experience an enhanced sense of belonging in the classroom, toward their persistence and success.

Tuesday, May 19th

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9:00</td>
<td>Welcome, introductions, and overview of the workshop</td>
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<tr>
<td>9:30-10:45</td>
<td>Introduction to LGBTQ identities</td>
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<td>• Interactive “language Map” exercise</td>
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<td></td>
<td>• Overview of LGBTQ student identities, challenges, and opportunities</td>
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<td>10:45</td>
<td>BREAK</td>
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<tr>
<td>10:45-12:15</td>
<td>Viewing and discussion of Transgeneration Video Clips</td>
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<td>Transgeneration, a documentary depicting four transgender students from a variety of college settings, will be used as a departure point for discussion about gender variance in college. The viewing will be followed by small and large group discussion.</td>
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<td>12:15-1:00</td>
<td>Lunch Break</td>
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<td>1:00-2:30</td>
<td>LGBTQ inclusion in the classroom: Constructing the classroom environment for maximal inclusion</td>
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<td>• Syllabus review (Structuring an inclusive syllabus)</td>
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<td>• Creating an inclusive classroom climate: First day strategies</td>
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<td>2:30-2:45</td>
<td>Break</td>
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<td>2:45-4:00</td>
<td>Classroom case studies: naming and challenging microaggressions</td>
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<td></td>
<td>• Case studies on classroom microaggressions</td>
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<td>• Small and full group discussion</td>
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4:00-4:20  Assessment and debrief of today’s learning outcomes
  • Language mapping
  • Trans* student identities and realities
  • Syllabus construction/first day strategies for inclusion
  • Naming and intervening in micro-aggressions in the classroom

**Wednesday, May 20th**

9:00-10:00  Overview of new developments in Title IX, and application to issues of equity in the classroom and beyond (Guest presenter: Professor Erin Buzuvis, Western New England University School of Law)

10:00-10:15  Break

10:15-11:30  Curricular Integration and LGBTQ inclusion
  *Overview of three strategies:*
  • Integrating course content
  • In-class examples
  • Independent student work

11:30-11:45  Break

11:45-12:30  Conclusion and next steps: Sharing the knowledge gained here with your Colleagues, Department, and School.
Language Mapping Exercise

Language is powerful and proliferates possibilities for learning and meaning-making among LGBTQ students and their peers. Creating inclusive classroom environments requires us to be knowledgeable about terminology and nimble in our ability to recognize the multiplicity of identities in our midst.

For this activity, each table will be given a cluster of terms that will need to be matched to definitions laid out on other tables. When you are confident of your placements, return to your original table and review the terms matched there. If any seem to be poorly matched with a definition, feel free to visit the other tables to determine if the match can be made more appropriately.

When all terms have been matched with their definitions, each group will visit each table, scan the terms, and identify any that require further discussion. Make a note of those below.

For a complete glossary of terms, see the handout in your folder labeled “Syracuse University LGBT Resource Center Safer People, Safer Spaces Training”

Terms I’d like to further discuss/research:
Transgeneration Video Clips: Providing insight into the experiences of transgender students

As you view the video clips, jot down some ideas for discussion about the following:

1) Details/important things you observe about the different students portrayed:
   
a. Raci (CSULA)
   
b. Gabbie (CU Boulder)
   
c. Lucas (Smith College)
   
d. TJ (Michigan State University)
1) In the scene that takes place in the computer lab, Gabbie comes out to a fellow student as trans*. What observations do you make about the student’s reaction? Imagine that you are the instructor leading the lab: If their conversation was shared with the class, what might your role be in helping to manage the other students’ reactions?

2) In the scene in Raci’s drama class, Raci struggles with not disclosing her identity to the other student in the scene. How does Raci struggle illuminate the challenges faced by trans* students? What might the role of the professor be in effectively supporting Raci in this moment? (Note: She is aware of Raci’s status as a trans* woman).
3). In the third scene, Lucas is depicted attending at academic conference on trans* identities, where a trans professor from MIT (Kim/Karl Surkan) is leading a discussion on trans men at women’s colleges. What do you observe about this interaction? How could faculty like Kim be pivotal in mentoring students like Lucas? What is the role of academic conferences/symposia in providing safer spaces for trans* students?

4) In the final clip, Raci is confronted by her drama professor about her recent absences, and failure to complete work. How does this professor’s support provide an example of effective challenge coupled with support for a trans* student? What is our role in both supporting and challenging LGBTQ students who are not living up to their commitments academically?
LGBTQ inclusion in the classroom: Constructing the classroom environment for maximal inclusion

“Inclusive classrooms are places in which thoughtfulness, mutual respect, and academic excellence are valued and promoted.”

-- Michigan State University Center for Research on Learning and Teaching

Before discussing how we can take action to ensure that our classrooms are LGBT inclusive, it makes sense to explore together the purposes of the first day of class. Several questions are germane to this exploration: How do we engage in norm setting in our classrooms on the first day, to what end, and with what current student norms, behaviors, and developmental realities are we contending?

Following this discussion, the following strategies for first-day inclusive practices will be discussed:

1) Introduction strategies
   a. Sharing pronouns
   b. Sharing preferred names
   c. Making note of distinctions from official course records
   d. Student information sheet (see example in Appendix A)

2) Syllabus language and concepts
   a. To be discussed in more length tomorrow, but efforts to make syllabi more inclusive should be noted throughout (see Example in Appendix B)
   b. Using ‘we/us’ language

3) Classroom dynamics more broadly (and after the first day)
   a. Pay attention to who speaks and who doesn’t, and draw out less vocal learners
   b. Make efforts to require speaking in class of everyone (when reasonable), and in small groups when not
   c. Build rapport with students early and often
   d. Introduce ideas that engage students around LGBTQ identities/perspectives early, but that gradually build in risk
Case studies for Responding to LGBTQ Bias and Microaggressions in the classroom

In the next section of the workshop, we will explore two real-life experiences reflecting the ways that LGBTQ students can and do experience microaggressions in the classroom and how these experiences can undermine their confidence as students. At your table, you will be asked to discuss one of the following case studies, and to arrive at three possible ways you could respond to the situation. One possibility open to every educator is ‘do nothing,’ and sometimes that makes sense. In other cases, stepping in to name what’s happening and to interrupt it may be the most effective way to encourage the educational process.

First case study: Can Spanish be gender neutral?

*Your introductory Spanish course is going swimmingly this semester, and you are pleased with the progress the students are making in understanding basic sentence structure and conjugating verbs appropriately. Today, you’re having them construct simple conversations with one another about engaging in everyday life in a Spanish speaking country. As the class continues, you notice that during this exercise two students appear to be pointing at something on the page and becoming a bit giggly. When you move over toward the group to see what’s distracting them, Mañuel, a generally vocal and present student speaks up and says, a bit haltingly, “I’m a little stuck on how we should refer to Pascual…she…hir says hir doesn’t use male or female pronouns, but all Spanish nouns are masculine or feminine, and all actions have to refer to a person who is either male or female, so when we’re working on this passage about going to the movies together, we’re really not sure what to say. Can you help, Professor Samayoa?” You notice that Pascual, a student who is trans* and has asked to use non-binary pronouns is sitting quietly, doodling on the worksheet, not looking up.*

What could you do? Describe three options for responding to Mañuel, knowing that you are also responding to Pascual, and in turn, to the whole class.

1. 

2. 

3.
For the section of your course on 20th century American literature, you’re reading Radclyffe Hall’s “The Well of Loneliness,” which engages with themes of same-sex desire and identity as well as gender non-conformity in lesbian subcultures of the early 20th century. Hall’s work is largely emblematic of the genre and the times, and reflects the deep isolation and sense of rejection that gay people, then called ‘inverts,’ experienced. One day during class discussion, you notice one of your female students, Lara, becoming visibly agitated during the class discussion of the romance that is emerging between Stephen, the female protagonist, and Mary, her paramour. The book contains the lone reference to their intimacy, using the phrase “and that night, they were not divided.” As you are discussing historians’ views of the implications of the phrase, Lara blurts out “it’s really just disgusting, I mean, I don’t know why we even need to be dwelling on this. It’s not important to the story and it’s really kind of gross….she thinks she’s a man, she acts like a man, but she’s a homosexual, I mean, there’s not really anything else to say” You’re aware that you have both LGB-identified and trans* students in your class, many of whom have commented on how important this book is to their ability to ‘see’ themselves in the literature of the period.

What could you do? Describe three options for responding to Lara, knowing that you are also responding to her, the LGBTQ students, and in turn, to the whole class.

1. 

2. 

3.
Title IX is a portion of the United States Education Amendments of 1972, Public Law No. 92-318, 86 Stat. 235 (June 23, 1972), codified at 20 U.S.C. §§ 1681-1688, co-authored and introduced by Senator Birch Bayh; it was renamed the Patsy Mink Equal Opportunity in Education Act in 2002, after its House co-author and sponsor. It states (in part) that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.¹

NOTES:

¹ For full text of the statute, see: http://www.dol.gov/oasam/regs/statutes/titleix.htm
Curriculum Integration Practices:  
LGBTQ identities and lives

In this section, we will discuss an overview of three different strategies for infusing inclusion in the classroom

- Integrating course content with LGBTQ themes
- Using LGBTQ identities in in-class examples
- Encouraging exploration of LGBTQ identities, lives, and impact through independent student work

The primary tools used in this section will be the Sample Syllabus in Appendix A as well as a sample in-class activity, and a sample student assignment. Following a brief review, participants will discuss, at their tables, which of these strategies are feasible for their classroom work, and which are less so. Each table will generate a plan of how they could modify one assignment/course problem/assignment per faculty member, thinking through how such shifts in the classroom could be used to foster greater inclusion.
**Curriculum Integration: Why making change matters**

LGBTQ students report feeling more supported by their institution when they are able to take courses where their identities are discussed (Rankin, et al. 2011). Integrating concepts and language that normalizes LGBT lives, identities, and social change movements communicates to students that they are accepted for who they are, and are thus valued inherently. This can make all the difference to a student who has experienced familial, community, or peer isolation/mistreatment as a result of their identity/ies (Rofes, 1989)

Integration can take three forms:

1) Integrating content about LGBT identities into the content of your course (see following page for example potential for course content additions by field)
2) Referencing LGBTQ identities in class (see page 17 for examples)
3) Creating assignments that recognize the value of researching concepts and issues through the lens of LGBT lives (see page 15 for examples)

At your tables, use your index card to delineate one way you would integrate LGBTQ-related content into one or more of your courses using these three strategies. The three strategies needn’t be applied to the same course to be effective. After devising your three strategies, discuss with your table-mates to identify possibilities and problems.
**LGBTQ-INCLUSIVE ASSIGNMENTS: EXAMPLES**

**Suggestion:** Think about ways to modify assignments using the following language:

As you explore this topic, be sure to consider the impact of this policy/practice on the lives of people who identify as LGBTQ....locate four sources that address how LGBTQ identities factor in to considerations of this issue....

As you consider this illness/disorder/condition and its impact on people of differing identities, explore whether being lesbian, gay, bisexual or transgender would affect the manifestation of this illness/disorder/condition and whether and how the scientific community has responded to this....

As you explore the themes revealed in this text, pay special attention to the role of sexuality and gender identity in the lives of the characters. In what ways are these characters conforming to social expectations? Flouting them? How do those decisions carry differential rewards/sanctions? How would these characters’ gender and sexual orientation identities impact the way they might be treated in the present day?....

As you conduct your field research, be sure to explore questions of gender identity with your participants. How does identifying as a man, a woman, and/or a person of non-binary gender impact their experience of this phenomena? What are the costs and rewards of being a man, woman, person of non-binary gender in the community where they live, and how has that shifted over time?....

Examining the political landscape in (country here) in the last half century, identify whether and how various social change movements have impacted the country’s laws and practices. These may include movements to advance women, LGBTQ rights,....

How does this poet’s gender identity impact the way their work is read, understood, and interpreted? What aspects of being a man/woman/person of non-binary gender does this poet’s work illuminate?

Your example:
# Examples of LGBTQ related concepts/content in various fields

<table>
<thead>
<tr>
<th>Discipline/field</th>
<th>Concepts and content</th>
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<tbody>
<tr>
<td><strong>Education</strong></td>
<td>Outcomes of LGBTQ-identified students</td>
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<tr>
<td></td>
<td>LGBTQ educators: legal/ethical practice issues</td>
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<td></td>
<td>LGBTQ curricular integration (GLSEN.org)</td>
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<td></td>
<td>Debates over LGBTQ-affirmative sex education</td>
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<td></td>
<td>College access, attrition, and persistence of LGBTQ students</td>
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<tr>
<td></td>
<td>Debates over trans* students at women's colleges</td>
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<tr>
<td></td>
<td>(6458+ sources)</td>
</tr>
<tr>
<td><strong>Political science</strong></td>
<td>Voting behaviors of LGBTQ Americans</td>
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<td></td>
<td>LGBTQ politicians at local, state and federal level</td>
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<td></td>
<td>LGBTQ-related voter referenda, including ‘gay marriage’ and ‘gay adoption’</td>
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<td>Proposition 8 (California)</td>
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<td></td>
<td>Political strategies of ACT-UP and other radical movements of the 1980s</td>
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<tr>
<td></td>
<td>Gay politicians – truth and accountability scandals, closeted politicians</td>
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<tr>
<td></td>
<td>(1876+ sources)</td>
</tr>
<tr>
<td><strong>Engineering</strong></td>
<td>LGBTQ-friendly workplaces in engineering</td>
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<td></td>
<td>Silencing of LGBTQ faculty/students in engineering</td>
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<td></td>
<td>LGBTQ engineering student use of social change strategies</td>
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<td></td>
<td>(412 sources)</td>
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<tr>
<td><strong>Physics</strong></td>
<td>Graduate study and workplace Climate for LGBTQ physicists</td>
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<td>(31 sources)</td>
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In-Class Curricular Integration (Examples)

The following examples demonstrate ways that language and concepts about LGBTQ identities can be organically integrated into classroom discussion and case study/problem application.

1) **Description inclusion** example: Naming LGBTQ individuals as ‘actors’ in course examples, discussions, and debates. Examples:
   a. Chris and Casey, who are married and have adopted three children, are facing foreclosure....
   b. Jay, who identifies as trans and uses non-binary pronouns, is entering tenth grade....
   c. Melinda, whose spouse Janelle is a citizen of Colombia is attempting to obtain citizenship through marriage....
   d. Caleb, who transitioned from female to male when he was a sophomore....
   e. Ramon, whose partner Mike has Lou Gehrig's disease,.....
   f. Briana’s mother Jean, who must by law give permission for her to obtain the hormone treatment necessary to confirm her gender as female....

2) **Posing topics of inquiry** about how experiences, conditions, social policies, actions, and norms affect LGBTQ lives. Examples:
   a. When the new tax laws were instituted by the Bush administration, in 2002, how might they have differentially affected lesbian and gay couples?
   b. How do genetically inherited conditions like Tay Sachs disease manifest in terms of gender markers? What if a person carrying the gene transitioned their sex-- would that make a difference?
   c. Can we imagine how gay male youth might experience isolation or other outcomes as a result of the Boy Scouts policies prohibiting male leaders?
   d. How do voters respond when a politician does not appear to conform to traditional gender markers for their sex? How is this rewarded or penalized?
   e. What are some well-known children’s books that feature LGBTQ characters, and how might children in families of LGBTQ adults feel about this invisibility?
   f. How would LGBTQ individuals who are facing imprisonment assert their need to be placed in gender appropriate facilities?
   g. How does the LGBTQ community constitute a market niche? What products, services, or commodities might be most appealing to queer Millennials?
APPENDIX A: Sample Syllabus with Inclusive language

ED630: Higher Education in American Society
Summer 2014 Syllabus
(Section A: Marine)
Monday and Wednesday, 6:00-9:15 PM, July 7-August 13
Innovation Classroom, 228 MAC

Professor Susan Marine (she/her)  Professor Z Nicolazzo (ze/hir)
Office Hours: 4:00-5:45 (M, W)  Office Hours: 4:00-5:45 (M, W)
Office: 225 Austin Hall  Office: 212 O’Reilly Hall
Phone: 617-347-4565 (cell)  Phone: 513-461-3724 (cell)
maries@merrimack.edu  nicolazzoz@merrimack.edu

The purpose of this course is to provide an overview of the history of American higher education and its relationship to American society. There is interplay between academic institutions and the political and institutional structures of society at all levels. These structures will be analyzed in both historical and critical frameworks. This course provides an interdisciplinary perspective on higher education and higher education policy. In addition to examining the history of higher education, we will be examining current issues such as funding, cost, access, governance, faculty and student affairs leadership, and other topics will be explored. In each case, we will explore these issues through the lens of power and difference, and interrogate the presence and more notably, the absence of students, faculty and staff of varying social identities (such as people of color, people of differing genders, LGBTQ people, people with disabilities etc) in American post-secondary education.

Following completion of this course, students will be able to:

1. Describe the major types of institutions in American higher education, their purposes, demographics, and contemporary concerns/challenges.
2. Explain the purposes of higher education in a democracy, and the major historical and cultural factors that have led to these purposes.
3. Explain the relationship of the state and federal government to higher education, as well as the factors that shift the balance of power and influence that governments have with respect to higher education.
4. Describe the role, functions, and influence of the faculty and of student affairs in the shaping of the modern American university, as well as the balance of autonomy and accountability currently experienced by institutions.
5. Connect the history of American higher education to its current challenges and identify areas for sustained and necessary improvement.
6. Describe the ways that American higher education’s increasing diversification reflects shifts in power and public opinion, and have tools for continued critical analysis of the role of higher education in challenging power imbalances in American society.

Course Requirements

Two essay exams (20% each). These exams will consist of one (1) question to be answered in a maximum of five (5) double-spaced pages using APA format. Each exam will require evidence derived from course readings. Each exam’s questions will be available on-line at least one week prior to its due date, posted on BlackBoard. All exams should be emailed to your instructor. No exams will be accepted after the due date without advance permission. Exams will be due:

Exam 1 (20%) Due: July 23rd at the beginning of class (6:00 PM)
Exam 2 (20%) Due: August 8th at the beginning of class (6:00 PM)

Research Paper (40%). Each student will complete a research paper on some aspect of American higher education in the 21st century that spans the following topics: history and evolution, governance, financing, the professoriate, college access, student affairs, and/or the mission and purposes of American higher education. Research papers will be in APA format, 12-15 pages long, with an appropriate reference list of 10-15 meaningful sources (including at least four sources from peer-reviewed publications). Papers will be due on Friday, August 15th at 5 PM. Students are encouraged to consult with your instructor during office hours about topic selection and narrowing the focus of the research paper. Additional instructions about the research paper will be distributed on July 14th.

Attendance and participation in class discussions (20%). This course is designed to engage you in analyses of particular issues in American higher education. There will be several in-class group sessions that will require students to critique historical events, and develop positions on topics. These in-class group sessions are opportunities for you to individually discuss with other students theories and positions raised by the course readings. The format of this class is interactive and as such, this means that I will engage you throughout each class session, asking you to comment on issues raised in the course readings. Prior to each class session I will outline the focus of the subsequent session, including guiding questions to prepare. Preparing notes on the readings, as you see fit, ensures your productive class participation. Class attendance during the abbreviated summer term is critical; anything more than one absence will likely negatively impact your grade.

Use of technology in the classroom.
Because we will be doing a lot of in-class activities and exercises throughout the summer term, you should plan to bring a laptop/tablet to each class. If you do not have a laptop or tablet, please let me know and we can work together to find one through Merrimack. Even though you will have ready access to technology, you should make
wise choices about how and when you use it. For example, if you know that you have trouble not checking your phone, you should consider turning it off and/or not bringing it to class. Or if you have a tendency to check social media sites on your computer, you should leave it in your bag until you need it for a class activity. It is not only incredibly obvious when you use technology for non-class purposes, it is also highly distracting, so you are encouraged to make effective choices regarding your use of technology to enhance your learning.

**Accommodations**
If you need accommodations for any type of disability, please contact Elaine DiVincenzo, ADA Academic Coordinator, via email at Elaine.DiVincenzo@merrimack.edu or by telephone at 978-837-5140. The ADA Office is located on the 3rd floor of the McQuade Library in the Center for Academic Enrichment. The ADA Office is responsible for coordinating disability related accommodations and will issue Accommodation Letters & Plans to students with documented disabilities.

**Academic Honesty**
As discussed during the program orientation, there is a college policy regarding dishonesty and cheating (Merrimack College Student Handbook, pp. 4-8; you can find the policy online at: [http://www.merrimack.edu/live/files/45-student-handbook](http://www.merrimack.edu/live/files/45-student-handbook)). It is your responsibility to be familiar with this policy. Please see me with any questions you have about the policy.

**Civility in the classroom**
In this course we will be examining issues and concepts related to higher education that can appropriately be called controversial, including topics that examine the role of identity, power, privilege, and agency in higher education. The history of this noble institution in the US has been fraught with imbalances of access and power that have shaped the life experiences of many, and we are just beginning to understand the perils and possibilities inherent in that struggle. Together, we must endeavor to engage in these dialogues with two competing ideas in mind: that the classroom is, by definition, a space where free exchange of ideas must happen, but where consideration for others and their life experiences is also paramount. When you are uncomfortable with an idea, it is your responsibility to speak up about that, recognizing that some discomfort in the learning process is not only inevitable but desirable. As we learn about people with very different life experiences from our own, it is imperative that we respect these perspectives while continually working toward the highest aims of education in a democracy—equal access, without discrimination, for all regardless of where they are from, who they love, what they call themselves, or who they aim to serve through the concerted application of talent to social problems.

**Required Texts and Readings (Available at the MC Bookstore)**

Chronicle of Higher Education 2012-13 Almanac (each student should plan to purchase the digital file of the 2013 Almanac for $6.95 at this link: https://chronicle-store.com/ProductDetails.aspx?ID=79511&WG=350)

BlackBoard: Many required readings can be found on the course website. These are designated as BB and are listed under each weeks’ readings.

Students should get in the habit of reading the Chronicle of Higher Education (through the McQuade Library website) and subscribing to the daily digest from Inside Higher Ed online at http://insidehighered.com/ for general information on current developments in higher education.

The following publications are central to the field of higher education, and should be on your professional reading radar (and should be the first sources you consult for the research paper):

- Change
- Educational Record
- Academe (AAUP journal)
- The NEA Almanac of Higher Education
- Tribal College Journal
- Lingua Franca
- Journal about Women in Higher Education
- About Campus
- Journal of Student Affairs Research and Practice
- New Directions in Higher Education/Student Services
- Journal of GLBT Issues in Education
- Signs (a journal of gender studies)

Course Schedule

July 7th: Introductions, course overview, and the purposes of US higher education

Read the readings listed and come prepared to discuss, using these guiding questions to frame your thinking...

- What is the purpose of American higher education?
- What (if anything) is the purpose of college beyond career preparation?

Readings


**July 9th: The state and structure of the American University**

Guiding questions for this week include...
- How do the readings fit into (or maybe not fit into) our conversations last class about the value of college beyond career preparation?
- Despite more college degrees being granted, what do the statistics and charts you read tell you about US higher education?
- What are the potential risks/rewards for MOOCs and for-profit higher education?

**Readings**

Listen to the NPR story: Online college courses get a big boost, but doubts persist [http://goo.gl/fiUQVm] (BB)


**July 14th: The history of US higher education: From the colonial college to the late 1800s**

Guiding questions for this week include...
- In what ways did early US colonial colleges mirror/deviate from their predecessors in Europe?
- Who were students at colonial colleges? How did college experiences differ for different student populations (e.g., upper-class White men, Native American students)?
- How does the way we study history influence the history that gets told? In other words, how might Gasman's insights about the process of doing historical work influence the way we read and understand historical texts like Thelin's book?

**Readings**


Thelin, Chapter 1
Optional Readings
Thelin, A College’s Laws and Code of Conduct (1783) (BB)

July 16th: The history of US higher education (1785-1910)

Guiding questions for this week include...
- What demographic changes occurred in both student populations attending colleges as well as institutional types during this time period?
- Why is Dartmouth College v. Woodward important to us today?
- What was the 1862 Morrill Land Grant Act and what was its significance to US higher education? The 1890 Act?
- What were the characteristics of the Great Modern American University and why were they important at the time? What similarities do you see between these characteristics and current college ranking systems?

Readings
Thelin, Chapters 2, 3, & 4

Optional Readings
Thelin, A Charter for a New State University: The University of Georgia (1785) (BB)
Thelin, Higher Education for Women: Charter for Mount-Holyoke Female Seminary (1836) (BB)
Thelin, Federal Land Grant Legislation: The Morrill Act of 1862 (BB)
Thelin, Federal Land Grant Legislation: The Second Morrill Act of 1890 (BB)

July 21st: The history of US higher education (1890-1970)

Guiding questions for this week include...
- How did access and participation in college change for marginalized populations (e.g., women, Jewish students, Black students, LGBTQ students) during this time period?
- How did US higher education change as a result of each World War?
- What was the GI Bill and how did it influence US higher education?
- What was the role of federal and state government in expanding US higher education during this time period?
- How was social unrest and activism mirrored on college campuses?

Readings
Thelin, Chapters 5, 6, & 7

activism in the 1960’s (pp. 129-147). Baltimore, MD: Johns Hopkins University Press. (BB)

Marine, S. (2011). Stonewall’s legacy: Bisexual, gay, lesbian and transgender students in higher education. (Ch. 1: Overview to the history of LGBT students)

Optional Readings
Thelin, Student Memoir: Robert Benchley’s “What College Did to Me” (BB)
Thelin, Federal Student Financial Aid: The GI Bill of 1944 (BB)

Assignment due
Exam 1 (should be uploaded to BlackBoard prior to the start of class)

July 23rd: Late 20th and 21st century issues and challenges in US higher education

***Optional: Meeting at 5:00p to learn how to search for scholarly sources (location TBD)***

Be prepared to watch and discuss the film “Declining By Degrees: Higher Education at Risk”

Guiding questions for this week include…
- What connections can you make between the readings and the film?
- What about the film resonated with/was different from your own college experience? What might account for these similarities and differences?
- Thinking back to the first couple weeks of class, how might your thoughts about the purpose of college both (a) have potentially changed at this point in the class and (b) influence how you understand and address the challenges in US higher education presented in the film and readings for this week?

SYLLABUS TRUNCATED HERE TO PRESERVE SPACE….

August 4th: Financing/Access to higher education

Be prepared to watch and discuss the film “Default: the student loan documentary”

Guiding questions are….
- What are the primary sources and types of financial aid (loans, grants, and merit aid) for students, how do they differ, and who is eligible for each type?
- How have historical shifts in financial aid impacted who goes to college and who does not? How does this differ based on students’ social identities?
- What strategies are college and universities employing to ‘level the playing field’ for college access?

Readings
Schmidt, P. (2011, April 4). Views of who can attend college are deeply divided by race….Chronicle of Higher Education. (BB)


Review data from the *Chronicle of Higher Education Almanac, 2012*: Tuition and Fees:
- Average college costs
- Rise in prices at public and private four year colleges and universities

**August 6th: The professoriate**

Guiding questions include...
- What are the typical paths to becoming a professor in a US college/university?
- What kinds of power are conferred to professors at different stages in their careers?
- What responsibilities attend these powers?
- What is academic freedom?
- Why has the academy moved toward greater reliance on adjunct faculty? whom does this serve, and whom does it not?
- How does faculty identity shape the ways they conduct their work?

**Readings**


AAUP. 1940 Statement of Principles on Academic Freedom and Tenure. (BB)

News and views: Sudden decline in the nationwide number of black faculty. (BB)

Exam 2 (should be emailed to BlackBoard prior to the start of class)

(SYLLABUS TRUNCATED HERE…..)
Additional Readings and Resources on LGBTQ College Students and Inclusive Institutional Practices


