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College For All: Issues In Higher Education (EDUC 166) Syllabus

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EDUC 166: College for All? Challenges in Higher Education

Fall 2022

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Pearson 110

610-328-8343 (W)

610-453-4007 (C)

Overview

In this seminar, we examine institutions of higher education as spaces within which individuals and social structures are both reproduced and recreated. Questions to be explored include: How has the (often racist and colonial) history of US postsecondary education shaped its present structures? What are the goals of the many different forms of postsecondary institutions? Who has access - and who controls that access? How do institutional structures and cultures impact student learning, student identity, and student experience? The seminar will focus explicitly on how institutions and student experiences are shaped by the intersections of race, class, gender, sexual orientation.

Goals:

This course will allow students to:

- develop insight into your own college experience and the experiences of others;
- explore the ways in which colleges and universities reflect and replicate structural inequalities and accepted knowledge;
- imagine the possibilities for alternative approaches to post-secondary education.

Inclusion and Accessibility

My goal is to meet all students' needs in this class. I *do not* require a formal letter to discuss accommodations. If you have a disability or a personal circumstance that will affect your learning in this course, please let me know as soon as possible, or whenever it emerges, so that we can discuss the best ways to meet your needs.

If you identify as having a disability and require formal accommodations through the Office of Student Disability Services, please contact Student Disability Services via email at studentdisabilityservices@swarthmore.edu to arrange an appointment to discuss your needs. As appropriate, the office will issue students with documented disabilities or medical conditions a formal Accommodations Letter. Since accommodations require early planning and are not retroactive, please contact Student Disability Services as soon as possible. For details about the accommodations process, visit the Student Disability Services website. You are also welcome to contact me [the faculty member] privately to discuss your academic needs. However, all

disability-related accommodations must be arranged, in advance, through Student Disability Services.

Week I: (September 1) Introduction: Issues in American Higher Education

Everyone watch:

Tell Them We are Rising - video

Everyone read:

Brint, S. (2018) *Two Cheers for Higher Education*. chapter 4 – College for all (ebook)

Stevens, M., Armstrong, E. and Arum, M. (2008) Sieve, incubator, temple, hub: Empirical and theoretical advances in the sociology of higher education. *Annual Review of Sociology*. 34. 127-151.

hooks, b. (1994) *Teaching to Transgress*. (Intro) Routledge.

Week II: (September 8) History of American Higher Education

Everyone read:

Labaree, D. (2017) *A Perfect Mess: The Unlikely Ascendancy of American Higher Education*. Chicago: University of Chicago Press. chapters 1, 2, 3 (esp. 2 and 3).

Lee, R and Ahtone, T (2020) Land-grab universities. *High Country News*.

Choose one of these videos to learn about this book: Craig Wilder (2013) *Ebony and Ivy: Race, Slavery, and the Troubled History of American Universities*. NY: Bloomsbury Press.

- PBS video panel <https://www.pbs.org/video/basic-black-ebony-ivy/>
- Talk on book by Craig Wilder WGBH <https://www.youtube.com/watch?v=O2q6hMJGoL4>
- NYTIMES magazine article <https://www.nytimes.com/2013/10/19/books/ebony-and-ivy-about-how-slavery-helped-universities-grow.html>

Pick an area of focus and read/watch 2 pieces within it :

Women's colleges

Nanney, M. and Brunnsma, D. (2017) Moving beyond cis-terhood. *Gender and Society*. 31(2).

Thomas, M. Carey. (1965) "Education for women and for men," and "The Bryn Mawr Woman," In B. Cross, ed. *The Educated Woman in America*, (pp. 139-154). NY: Teachers College Press.

Perkins, L. (1997) The African American female elite: The early history of African American women in the Seven Sister Colleges, 1880-1960. *Harvard Educational Review*. 67(4). 718-756.

Video: *The Women of Summer: The Bryn Mawr Summer School for Women Workers : 1921-1938*

Indigenous colleges/Indigenous education

Haskie, M. and Bradley, S. (2018) Remembering Diné College: Origin Stories of America's first tribal college. *Journal of American Indian Higher Education*. 30(1)

Solyom, J. et. al (2020) Systems of support? What institutions of higher education can do for Indigenous communities. In McKinley, E. and Smith, L. (eds) *Handbook of Indigenous Education*. Singapore: Springer.

Skinner, O. and Leonard, B. (2020) A world in which Alaska Natives make the important decisions: Re-examining institutional discourses and governance in higher education. In McKinley, E. and Smith, L. (eds) *Handbook of Indigenous Education*. Singapore: Springer.

Sanders, D. and Makomenaw, M. (2018) Tribal college pathways. In Minthorn, R. and Shotton, H. (eds) *Reclaiming Indigenous Research in Higher Education*. NJ: Rutgers University Press.

HBCUs

Du Bois, W.E.B. *Souls of Black Folks* <https://www.gutenberg.org/files/408/408-h/408-h.htm#chap06> or response to Washington <http://historymatters.gmu.edu/d/40>

Washington, Booker T. 1985 Atlanta Compromise Speech
<https://www.gutenberg.org/files/408/408-h/408-h.htm#chap06>

[Green, Erica \(2022\) Why Students Are Choosing H.B.C.U.s: '4 Years Being Seen as Family.' *New York Times*.](#)

[Politico – HBCU's news](#)

Week III: (September 15) Access/choice/preparation

Everyone read:

Lareau, A. (2015) Cultural knowledge and social inequality. *American Sociological Review*. 80(1)

Yosso, T.J. (2005) Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*. 8(1). 69-81

Nichols, L. (2020) *The Journey Before Us: First Generation Pathways from Middle School to College*. NJ: Rutgers University Press. Introduction and Chapters 1-4. ebook

Tachine, A. (2022) *Native Presence and Sovereignty in College: Sustaining Indigenous Weapons to Defeat Systemic Monsters*. NY: Teachers College Press. Chapters

Kiyama, J. Harper, C. and Ramos, D. (2018) First generation students and their families: Examining institutional responsibility during college access and transition. In Rondini, A., Richards, B. and Simon, N. (eds) *Clearing the Path for First Generation College Students*. Lanham, MD: Lexington books.

Optional:

Meroe, A., (2013) Democracy, Meritocracy, and the uses of education. *Journal of Negro Education*.

Gofan, A. (2009) Family capital: How first-generation higher education students break the intergenerational cycle *Family Relations*. 58 104-120.

Ngo, F. (2020) The equity rankings: An alternative assessment of higher education. hackthegates.org.

Bourdieu, P. (1986) The forms of capital. In Richardson, J., *Handbook of Theory and Research for the Sociology of Education*. Westport, CT: Greenwood, pp. 241–58

Week IV: (September 22) Access/choice/preparation: The Bureaucracy

Everyone read:

Salingo, J. (2020) *Who Gets In and Why: A year inside college admissions*. NY: Scribner. Chapters 1, 3, 4.

Urciuoli, B. (2018) Introduction: Neoliberalizing undergraduate experience. In Urciuoli, B. (ed) *The Experience of Neoliberal Education*. Berghahn Books. (ebook)

Tough, P. (2019) *The Years that Matter: How College Makes or Breaks Us*. Boston: Harcourt Brace. Chapters 2 and 3.

Pick one of these topics and read about it:

Affirmative action:

Chen, A. and Stulberg, L. (2018) [What opponents of affirmative action get wrong](#). Washington Post.

Lisa M. Stulberg, and Anthony S. Chen. "The Origins of Race-Conscious Affirmative Action in Undergraduate Admissions: A Comparative Analysis of Institutional Change in Higher Education." *Sociology of Education* 87.1 (2014): 36–52. Web.

Test optional movement

Belasco, A. Rosinger, K and Hearn, J. The Test-optional movement at America's selective colleges: A boon for equity or something else? *Educational Evaluation and Policy Analysis*. (37) 2.

Zalaznick, M (2020) How will the SAT and ACT make it through the coronavirus? *University Business*.

Jim Bock, Recruiting the Class of 2024 in the Time of COVID and the Future of Admissions. [SwatTalks](#), June 2020.

Direct admissions

Delaney, J. and Odle, T. (2020) How Idaho radically reimagined college admissions. [hackthegates.org](#)

Week V: (September 29) Finances of Higher Education

Everyone read:

Zaloom, C. (2019) *Indebted: How Families Make College Work at any Cost*. Princeton: NJ: Princeton University Press. Chapters 1-4

Johnstone, D. (2016) Finances in higher education: Reconciling institutional financial viability and student affordability. In Bastedo, M., Altbach, P., and Gumport, P. (eds.) *American Higher Education in the 21st Century*. Johns Hopkins University Press.

Blumenstyk, G. (2015) *American higher Education in Crisis?* Oxford: Oxford University Press.– Part II: Costs, spending and debt. (ebook)

Swarthmore College budget (actual budget and [GB presentation](#))

Baldwin, D. (2021) *In the Shadow of the Ivory Tower: How Universities are Plundering our Cities*. NY: Boldtype Press. Intro and Chapter 1.

Week VI: (October 6) How institutional structures shape experience

Everyone read:

Stuber, J. (2011) *Inside the College Gates: How Class and Culture Matter in Higher Education, Chapters 1-4, 7*. US: Lexington Books. (ebook)

Reyes, D. (2018) *Learning to be Latino: How colleges shape identity politics*. Chicago: Rutgers University Press. *Ebook*

Nunn, L. (2022) [Lecture on her new book College Belonging](#). Youtube.

Week VII: (October 20) How institutional structures shape experience: Community college/For profit/Digital

Everyone read:

Discounted Dreams – video

Grubb, W. and Lazerson, M. (2004) *The Education Gospel: The Economic Power of Schooling*. Chapter 3. Dilemmas of the community college. Cambridge: Harvard University Press. ebook

Pick either Community college or Digital/For Profit

Community College

Rosenbaum et al, (2017) *Bridging the Gaps*. NY: Russell Sage. (ebook)
Chapters 1-4

Deil-Aman, R. (2011) Socio-Academic integrative moments. *Journal of Higher Education*. 82(1). 54-91.

Orozco et al, (2019) *Immigrant Origin Students in Community College*. NY: Teachers College Press. ebook

- Chapter 3 - English Language Learners
- Chapter 4 - Undocumented students
- Chapter 6 – Microaggressions

For profit/digital

Cottom, T. (2017) *Lower Ed: The Troubling Rise of For Profit Colleges in the New Economy*. NY: New Press. Introduction and chapters 1 and 6.

Fain, P. and Lederman, D. (2015) Boom, regulate, cleanse, repeat: For profit colleges' slow but inevitable drive toward acceptability. Chapter 3 in Stevens, M. and Kirst, M. (eds) *Remaking College: The Changing Ecology of Higher Education*. CA: Stanford University Press. ebook

Kamenetz, A. (2015) DIY U. Higher education goes hybrid. Chapter 2 in Stevens, M. and Kirst, M. (eds) *Remaking College: The Changing Ecology of Higher Education*. CA: Stanford University Press. (ebook)

Walsh, J. (2020) The coming disruption: Scott Galloway predicts a handful of elite cyborg universities will soon monopolize higher education. NCER

Week VIII: (October 27) The college experience: First generation students

Everyone read:

Benson, J. and Lee, E. (2020) *Geographies of Campus Inequality: Mapping the diverse experiences of first-generation students*. NY: Oxford University Press.

Morton, J. (2019) *Moving Up Without Losing Your Way*. Princeton, NJ: Princeton University Press. Chapters 1-3. More is optional

OR

Morton, J. (2018) [Lecture on Moving Up Without Losing Your Way](#). CUNY. Youtube.

Choose a couple chapters/articles of interest to read:

Class

Jack, A. (2016) (No) Harm in asking: class, acquired cultural capital, and academic engagement at an elite university. *Sociology of Education* 89(9). 1-19.

Hurst, A. (2018) Moving between classes: Loyalists, renegades and double agents. In Rondini, A., Richards, B. and Simon, N. (eds) *Clearing the Path for First Generation College Students*. Lanham, MD: Lexington books

Lee, E. and Harris, J. (2020) Counterpaces, counterstructures; Low-income, first-generation, and working-class students peer support at selective colleges. *Sociological Forum*. 35(4).

Family

Yeung, F. (2018) Interdependent relationships and family responsibilities: How socioeconomic status and immigrant histories shape second-generation Asian American experiences. In Rondini, A., Richards, B. and Simon, N. (eds) *Clearing the Path for First Generation College Students*. Lanham, MD: Lexington books

Covarrubias et al (2019) You never become fully independent: Family roles and independence in first-generation college students. *Journal of Adolescent Research*. 34(4) 381-410.

Kiyama, J. Harper, C. and Ramos, D. (2018) First generation students and their families: Examining institutional responsibility during college access and transition. In Rondini, A., Richards, B. and Simon, N. (eds) *Clearing the Path for First Generation College Students*. Lanham, MD: Lexington books.

Immigrant status

Pineros Shields, T. (2018) Rethinking first-generation college status among undocumented immigrant students. In Rondini, A., Richards, B. and Simon, N. (eds) *Clearing the Path for First Generation College Students*. Lanham, MD: Lexington books.

Ethnicity

Youngbull, N. and Minthorn, R. (2018). Demystifying influences on persistence for Native American first-generation college students. In Rondini, A., Richards, B. and Simon, N. (eds) *Clearing the Path for First Generation College Students*. Lanham, MD: Lexington books.

Duncheon, J. (2018) You have to be able to adjust your own self: Latinx studnets' transitions into college from a low-performing urban high school. *Journal of Latinos and Education*. 17(4). 358-372.

Week IX and X: (November 3 and 10) The College Experience: Intersecting Identities

Everyone read:

Adrienne D. Dixon & Celia Rousseau Anderson (2018) Where are We? Critical Race Theory in Education 20 Years Later. *Peabody Journal of Education*, 93:1, 121-131,

Crenshaw, K. [Youtube on intersectionality](#)

Tinto , V. (1998) Colleges as Communities: Taking Research on Student Persistence Seriously. *Review of Higher Education*. 21,2 (Winter):167-78.

[Athletics panel - Swarthmore spring 2020](#)

Theory in Education 20 Years Later, *Peabody Journal of Education*, 93:1, 121-131

Optional:

Torres, Vasti; Jones, Susan R; Renn, Kristen A (2009) Identity Development Theories in Student Affairs: Origins, Current Status, and New Approaches. *Journal of College Student Development*. 50, 6

Pick one section to read for week X and one for Week XI:

Undocumented

Suarez-Orozco et al (2015) Undocumented undergraduates on college campuses: Understanding their challenges and assets and what it takes to make an undocufriendly campus. *Harvard Educational Review*. 85(3)

Pineros Shields, T. (2018) Rethinking first-generation college status among undocumented immigrant students. In Rondini, A., Richards, B. and Simon, N. (eds) *Clearing the Path for First Generation College Students*. Lanham, MD: Lexington books

Munoz S. and Maldonado, M. (2012) Counterstories of college persistence by undocumented Mexican students; Navigating race, class, gender and legal status. *International Journal of Qualitative Studies in Education*. 25(3) 293-315.

Allard, E. et al. (2018) A promise to support us: Undocumented experience on a sanctuary campus. *Association of Mexican American Educators Journal*. 12(3).

Political identity

Binder, A. and Wood, K. (2013) *Becoming Right: How campuses shape young conservatives*. Princeton, NJ: Princeton University Press. ebook

Gender/sexuality

Renn, K., Nicolazzo, Z. and Quaye, S. (2017) *Trans* in College*. Sterling, VA., Stylus Publishing. ebook

Lee, E. and LaDousa, C. (2015) Being the “gay” on campus. In Lee, E. and LaDousa, C. (eds) *College students’ experiences of power and marginality*. NY: Routledge. Chapter 10.

Revilla, A. (2010) Raza womyn-making it safe to be queer: Student organizations as retention tools in higher education. *Black Women, Gender and Families*. 4(1). 37-61.

Irvine, A. (2017) The female confidence gap and feminist pedagogy: Gender dynamics in the active, engaged classroom. In Eddy, P., Ward, K., and Khwaja, T. (eds.) *Critical Approaches to Women and Gender in Higher Education*. NY: Palgrave MacMillan.

Race and ethnicity

Brooms, D. (2017) *Being Black, Being Male on Campus*. Albany, NY: SUNY Press.

Yano, C. and Akatsuka, N. (eds) (2018) *Straight A’s: Asian American College Students in Their Own Words*. Duke University Press. (ebook)

Orozco et al, (2019) *Immigrant Origin Students in Community College*. NY: Teachers College Press. Chapters 9 and 12. Ebook

Samura, M. (2016) Remaking selves, repositioning selves, or remaking space: An examination of Asian American college students’ process of ‘belonging.’ *Journal of College Student Development*. 57(2).

Winkle- Wagner, R., Kelly, B., Luedke, C., and Reavis, T. (2019) Authentically me: Examining expectations that are placed upon Black women in college. *American Educational Research Journal*. 56(2). 407-443.

Class

Jack, A. (2019) *The Privileged Poor: How elite colleges are failing disadvantaged students*. Cambridge, MA: Harvard University Press.

Disability

Dolmage, J. T. (2017) *Academic Ablism: Disability and Higher Education*. Ann Arbor: MI: University of Michigan Press.

Kerschbaum, S., Eisenman, L and Jones, J. (eds) (2017) *Negotiating Disability: Disclosure and Higher Education*. Ann Arbor, MI: University of Michigan Press. Selected chapters. (ebook)

Week XI: (November 17) Faculty experiences

Everybody read:

Altbach, P. (2016) Harsh realities: The professoriate in the 21st century. In Bastedo, M., Altbach, P., and Gumport, P. (eds.) *American Higher Education in the 21st Century*. Johns Hopkins University Press.

Brint, S. (2018) *Two Cheers for Higher Education* Chapter 7. An accumulation of administration. Ebook

García-Peña, L. (2022) *Community as Rebellion: A syllabus for surviving academia as a woman of color*. Chicago, IL: Haymarket Books. Chapters 1, 2, 3.

Blogs to check out:

Eric Grollman blogs [Conditionally accepted](#)

Shirley Leyro blogs: [The Accidental Académica](#)

Subtopics:

Adjuncts:

Childress, H. (2019) *The adjunct underclass: How American colleges betrayed their faculty, their students and their mission*. Chicago: University of Chicago Press.

Women:

Turner, C., Gonzalez, J, and Wong, K. (2011) Faculty women of color: The critical nexus of race and gender. *Journal of Diversity in Higher Education*. 4(4) 199-211.

Britton, D. (2017) Beyond the chilly climate: The salience of gender in women's academic careers. *Gender and Society*. 31(1) 5-27.

Whitaker, M. and Grollman, E. (2019) *Counternarratives From Women of Color Academics: Bravery, Vulnerability, and Resistance*. NY: Routledge. (ebook)

Week XII: (December 1) International Higher Education

Everyone read:

Altbach, P. (2016) *Global Perspectives on Higher Education*. Baltimore, MD: Johns Hopkins University Press. **Chapters 2 and 11.**

Choose based on interest:

Asia

Altbach, P. (2016) *Global Perspectives on Higher Education*. Baltimore, MD: Johns Hopkins University Press. Chapter 13: Twisted roots: The Western impact on Asian higher education

Altbach, P. and Umakoshi, T. (eds) (2004) *Asian Universities: Historical Perspectives and Contemporary Challenges*. Baltimore, MD: Johns Hopkins University Press. Chapter 1 and chapters of your choice (by country).

Tran, L. and Walter, P. (2010) National unity and ethnic identity in a Vietnamese University. *Comparative Education Review*. 45(4).

Mariginson, S. (2011) Higher education in East Asia and Singapore: The rise of the Confucian model. *Higher Education*. 61. 587-611.

Altbach, P. (2009) One third of the globe: The future of higher education in China and India. *Prospects*. 39. 11-31.

Student activism

Altbach, P. (2016) *Global Perspectives on Higher Education*. Baltimore, MD: Johns Hopkins University Press. Chapter 18: Student political activism.

Latin America

Arocino, A. and Sutz, J. (2005) Latin American Universities: From an original revolution to an uncertain transition. *Higher Education*. 50. 573-592.

Middle East

Buckner, E. (2021) *Degrees of Dignity: Arab Higher Education in the Global Era*. Toronto: University of Toronto Press. Chapter 1.

Romani, V. (2009) The Politics of Higher Education in the Middle East: Problems and Prospects. *Middle East Brief*. 36. Brandeis University.

Africa

Teferra, D. and Altbach, p. (2004) African higher education: Challenges for the 21st century. *Higher Education*. 47. 21-50.

Europe

Nybom, T. (2003) The Humboldt legacy: Reflections on the past, present and future of the European University. *Higher Education Policy*. 16. 141-159.

Week XIII: (December 6) Curriculum and the construction of knowledge

Everyone read:

Tuck, E. and Gaztambide-Fernández, R. (2013) Curriculum, replacement, and settler futurity. *Journal of Curriculum Theorizing*. 29(1).

Crenshaw et al (eds) (2019) *Seeing race again: Countering colorblindness across the disciplines*. Intro. University of California Press.

Bastedo, M. (2016) Curriculum in higher education. In Bastedo, M., Altbach, P., and Gumport, P. (eds.) *American Higher Education in the 21st Century*. Johns Hopkins University Press.

Apple, M. (2012) *Knowledge, power and education: The selected works of Michael Apple*. Taylor and Francis. Chapter 2: On analyzing hegemony. ebook

Jones, S. (2020) [Ending curriculum violence](#). *Teaching Tolerance*. 64.

Pick a section and read:

Black studies

Biondi, M. (2012) *The Black Revolution on Campus*. University of California Press. Chapters 6 and 8. (ebook)

Film: *Agents of Change* – about black students on white campuses whose protests incorporated calls for black studies – part of larger calls for change.

Women's studies

Karenga, M. (2011) Black studies and women studies. in Bank, B. (ed) *Gender and Higher Education*. Baltimore: Johns Hopkins University Press.

Robinson, J. (2011) Women's and gender studies. In Bank, B. (ed) *Gender and Higher Education*. Baltimore: Johns Hopkins University Press.

Stake, J. (2006) Pedagogy and student change in the women's and gender studies classroom. *Gender and Education*. 18(2). 199-212

Ethnic Studies

García-Peña, L. (2022) *Community as Rebellion: A syllabus for surviving academia as a woman of color*. Chicago, IL: Haymarket Books. Chapter 4.

Hu-DeHart, E. (2001) Ethnic studies in higher education: The state of the discipline. In Butler, J. (ed) *Color-Line to Borderlands*. University of Washington Press. (ebook)

Omatsu, G. (2016) Militant humility: The essential role of community engagement in Ethnic Studies pedagogy. In Sandoval, D., Ratcliff, A., Buenavista, T. and Marin, J. (eds.) *“White” Washing American Education: The New Culture Wars in Ethnic Studies*. Santa Barbara, CA: Praeger.

Banales, X. and Roaf, M. (2016) The battle to decolonize knowledge: Theories, experiences and perspectives teaching Ethnic Studies in Arizona. In Sandoval, D., Ratcliff, A., Buenavista, T. and Marin, J. (eds.) *“White” Washing American Education: The New Culture Wars in Ethnic Studies*. Santa Barbara, CA: Praeger.

Precious knowledge - film

Indigenous Studies

Huaman, E. and Brayboy, B. (2017) Indigenous peoples and academe. In Huame, E. and Brayboy, B. (eds.) *Indigenous Innovations in Higher Education*. Netherlands: Sense Publishers. ebook

Davidson, C., Shotton, H., Minthorn, R. and Waterman, S. (2018) The need for indigenizing research in higher education scholarship. In Minthorn, R. and Shotton, H. (eds) *Reclaiming Indigenous Research in Higher Education*. NJ: Rutgers University Press. (ebook)

Simpson, L. (2014) Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. *Decolonization, Indigeneity, Education and Society*. 3(3). 1-25.

Lipe, K. (2018) Toward equity and equality: Transforming universities into indigenous places of learning. In Minthorn, R. and Shotton, H. (eds) *Reclaiming Indigenous Research in Higher Education*. NJ: Rutgers University Press.

Seminar Process and Products

1. **Current events:** Each week, someone will share a [current news story](#) about higher education. This should be sent to the seminar group by Tuesday so everyone can read it in advance. The person who chose this story will lead a brief discussion of the article - why they chose it, what are the issues raised, what questions or concerns it brings forward. Another option is to set up some kind of discussion forum before or during class to guide us through the session (padlet, jamboard, moodle discussion forum, google doc, etc.). Good sources include [Education Week](#) and [The Chronicle of Higher Education](#) (both accessible through McCabe or the course Moodle site), or your favorite local or national newspaper.
2. **Seminar presentation and papers:** Most weeks, one or two people will do a 15-20 minute presentation/activity/case study based on some aspect of that week's reading (and any relevant work from previous weeks). Specific topics or approaches are up to the individual; Lisa will meet with you to consult about this. Each presentation will end with a set of discussion questions. Once you have completed a presentation, you will turn it into a seminar paper. These papers must be completed within two weeks of the presentation to the group.
3. **Response papers/discussion forum:** Four times during the semester (weeks when you are not doing a presentation or leading a breakout group) you will write a 1- 2 page response paper or post in the discussion forum for Thursday. Guidelines to follow.
4. **Project:** Students in this seminar will engage in a research project. You can choose from one of the options on the separate handout or propose an alternative. You are welcome to work with others on a collaborative project. If you are working on a one or two credit thesis (this year or next) we can also talk about this being some pilot work for that.