Course Description:

“Until we get equality in education, we won’t have an equal society.”

– Sonia Sotomayor, U.S. Supreme Court Justice

“Given our union in a democracy committed to liberty, opportunity, and justice for all, the equity divides that deface our educational system raise questions both at home and abroad about the meaning and integrity of America’s democratic promise. … The deep educational divides that reflect and perpetuate inequality will take concerted, systemic, transforming action to overcome.”

– Carol Geary Schneider, President of the Association of American Colleges & Universities (AAC&U)

Since the founding of the first college (Harvard) in 1636, U.S. higher education has been a force both for and against social justice and the achievement of equitable outcomes for different sociocultural groups. Today, for example, we know that completing a bachelor’s degree significantly increases an individual’s chances of moving out of poverty, yet we also know that African Americans and lower-income students, in particular, are more likely than students of other backgrounds to attend lower-quality institutions, have lower post-graduation earnings, and struggle to pay back their student loan debts. Recent events, such as 2015 protests at the University of Missouri, show that structural inequalities are embedded within higher education, as they are in all social institutions. At the same time, colleges and universities (led by their faculty, staff, and students) have fostered some of the most effective movements for social change in U.S. society, such as the lunch counter sit-ins that were a critical component of the civil rights movement in the 1960s and the anti-war protests of 1970 at Kent State—leading some critics to accuse U.S. higher education as promoting a “liberal agenda.”

In this interdisciplinary course we will investigate the following broad questions regarding the role of higher education in U.S. society, using a social justice framework informed by critical theory, institutional racism, and other scholarly perspectives:


• Whom has U.S. higher education served in the past, and whom does it serve today? Whom does it not serve? Whom should it serve?
• Does U.S. higher education promote equity for members of marginalized groups, or does it entrench privilege among members of dominant groups? Is it a force for social mobility, or for social stratification?
• Does U.S. higher education have a social responsibility? What should that responsibility be? How well is it meeting that responsibility?

We’ll begin by briefly examining the historical role of U.S. higher education as a force for (in)equity and (in)justice, and then move to examining (in)equities in access to higher education, students’ experiences within colleges and universities, and outcomes of higher education. We will also focus on the role of higher education as a social institution, including higher education as a public good and the intersection of higher education with current social issues such as labor and free speech.

Community-Based Learning:
This course incorporates a community-based learning component through which you will apply concepts and ideas from class readings and discussions in a real-world context. Community-based learning is one form of community engagement, which is defined as:

… collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.\(^4\)

Note the emphasis on \textit{reciprocity} and \textit{partnership}—the goal of community-based learning is not for us to “gift” our community partner with our knowledge, but rather to learn from and with our partner and to collaborate to achieve a mutually beneficial goal. Engaging with our community partner will also allow you to construct your own knowledge about some of the issues we discuss in this class, rather than relying upon what “experts” have to say.

We will be partnering with the TRIO Programs here at Kent State to design and carry out a final project, to allow us to experience first-hand some of the issues regarding equity and justice facing higher education, especially in regard to access, as well as to make a small contribution toward solutions right here in our local community. About TRIO Programs:

There are five federal TRIO Programs at Kent State University: Upward Bound Classic, Upward Bound Math/Science, Upward Bound Public Health, Student Support Services and The McNair Scholars Program. Each of these programs are funded in part by the United States Department of Education by way of Title IV of the Higher Education Act of 1965. The United States Department of Education assists in funding over 2,800 programs nationally that serve 790,000+ students. TRIO programs are committed to providing educational opportunities for Americans—regardless of race, ethnic background or economic circumstance. (from \url{https://www.kent.edu/trio})

I will expect you to act professionally and respectfully in interacting and communicating with staff members of and students served by our community partner, and I will seek feedback from TRIO staff and will consider that in determining your final project grade (discussed in more detail below).

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**Course Learning Outcomes:**
Upon successful completion of this course, students will be able to:
1. Describe how U.S. higher education has—historically and in the present day—both promoted and undermined equity and social justice for various sociocultural groups
2. Explain how social inequalities shape access to and outcomes of higher education for students in the U.S.
3. Critically evaluate higher education policies and programs at the institutional and governmental levels through a lens of equity and social justice
4. Construct a well-reasoned position regarding the role higher education should play in U.S. society, justified with evidence
5. Propose and evaluate possible solutions to address inequity within U.S. higher education at the institutional and state/national policy levels

**Required Readings:**
Readings include academic journal articles, book chapters, reports from policy organizations, news media articles, and advocacy/opinion essays. All are available as pdfs via the course site on Blackboard. You are not required to purchase any books for this class. A list of readings by week is provided at the end of this syllabus.

**Class Meetings, Attendance, and Etiquette:**
Our time together in class will be primarily devoted to discussion of course readings and current events, as well as presentations by classmates and guest speakers and other learning activities. There will be very little lecturing on my part. Therefore, in order for our class time to be productive and for us to learn effectively from each other, I expect you to complete all class readings prior to the class in which we will discuss them and to be prepared to share your reflections and your informed and supported positions relative to the topics they address (i.e., you need to be able to defend your position with evidence). In addition, because it is difficult to have effective discussion when class members are absent, I expect that you will attend all class meetings unless you have an excused absence in accordance with section 3-01.2 of the University’s administrative policy regarding class attendance and class absences (https://www.kent.edu/policyreg/administrative-policy-regarding-class-attendance-and-class-absence). If you are unable to attend a class session, it is your responsibility to contact me in advance (unless impossible) and make any necessary arrangements for missed work/important information.

In order to create a classroom environment facilitative of discussion, please avoid disruptions such as arriving late or packing or leaving early. Laptops/tablets are permitted for note-taking in class, but I reserve the right to ban them if they are used for non-course-related activities or become distracting to myself or others. Use of phones in class is not permitted. Please turn them to silent mode when you arrive to class and keep them in your bag during class. (If you have an emergency/urgent situation for which you need to keep your phone on, turn the ringer off and notify me at the beginning of class that you may need to take a phone call.)

Furthermore, because we cannot learn from each other unless everyone participates in class, I do assign a participation grade that will make up a portion of your final grade for the class. Your participation grade will be determined by your participation in class discussions and activities, and anything that prevents you from participating in class—such as absences or checking your phone during class—may negatively impact your grade. If you are someone who has trouble speaking in class, please talk with me before the second week of class about options so that you can be successful in this class. Your participation grade will account for 10% (76595 students) or 15% (66595 students)
of your final grade for this class—that means that if you don’t come to class prepared to participate, miss class frequently, or choose not to participate, it won’t be possible for you to earn an “A” in this class.

Late Assignments and Extensions:
I understand we all have lives and competing demands, and sometimes the unexpected happens. Therefore, I am willing to discuss the possibility of assignment extensions when truly needed. *This is not a guarantee that all requests will receive extensions, merely a guarantee that I will be willing to discuss the possibility with you.* It is always easier for everyone to turn in an assignment when it is due, especially for group projects in which your fellow classmates are depending on you to complete your share of the work. If you need to request an extension, please give me (and your fellow group members, if applicable) as much advance notice as possible. Assignments turned in after the due date and time that have not received an extension will be penalized 10 percentage points for each 24 hours they are late.

Assignments:
Basic descriptions of each assignment are provided here. I will give you more information about each assignment in class and/or post to Blackboard. Written assignments must be typed and double-spaced, using 11 or 12 point Times New Roman font and one-inch margins. Papers must follow American Psychological Association (APA) 6th edition style guidelines (cover page, references, etc.). Cover pages and reference lists are excluded from the page total. If you have questions about any of these assignments, contact me.

- **Community-based learning (CBL) project** – In cooperation with our community partner for this class, Kent State’s TRIO Programs, you will work in two teams of two to four (depending on class size) to design and create a project to benefit the TRIO Programs – one team will work with Upward Bound ([https://www.kent.edu/upwardboundprogram](https://www.kent.edu/upwardboundprogram)) and the other with Student Support Services ([https://www.kent.edu/trio/sss](https://www.kent.edu/trio/sss)). The format of your project will vary depending on the needs of each program and your group members’ specific talents and interests. You and your group members will be responsible for meeting and communicating with TRIO staff throughout the course of the semester in order to assess needs and design a project to meet those needs. You should expect to spend additional time outside of class working on your project. All projects, regardless of format, must be accompanied by a 3-5 page written executive summary (co-authored by all group members) that explains the project, the process your group followed to design and create it, resources you drew upon in designing and creating it, how it contributes to the mission of the TRIO Programs, and (if relevant) any instructions for use and/or plans for dissemination of the final product. The final project and written summary are due on our final exam date (Wed., Dec. 12). Our final exam time will be devoted to sharing our projects with TRIO Programs staff and with each other, so each group will also need to prepare a 10 minute presentation of their final project. In addition, your group will be responsible for submitting progress updates by email to your TRIO contact(s) and to the instructor EVERY TWO WEEKS throughout the semester; these will comprise a portion of your grade for this project. (I suggest you rotate responsibility for submitting this update among group members.) Guidelines for these updates will be given in class. I will solicit feedback from TRIO Programs staff, from your group members, and from yourself (in the form of a reflective self-evaluation) and factor these into your project grade.

- **Reflection papers (DUE 10/2, 10/30, and 12/4)** – Ample evidence documents the importance of reflection for deep learning; we learn best and most deeply when we can make meaningful
connections between academic material and our own experiences. As Hahn and Hatcher (2014) note, “Deep learning involves reflection on the material and can transform the manner in which one thinks and interprets new information” (p. 4). Therefore, three times during the semester you will write reflection papers connecting your learning in the course to the work you’re doing with TRIO Programs for the CBL project. The reflection papers are separate from your grade for the CBL project because you will write the reflection papers individually. I will give you the prompt for each reflection paper in class (or post it on Blackboard), and you will have one week to write and submit the paper. Each paper should be 3-4 pages in length. In writing your paper, you should follow these guidelines:

1. DESCRIBE (What): Briefly describe an experience or learning moment you have had in working on the CBL project. The description should be the shortest part of your paper; provide just enough detail to give me context for understanding your reflection.

2. EXAMINE (So what): Examine your experience or learning moment in light of course material. Consider the following questions: What specific course material is relevant to this experience? (Explain the concept, theory, etc. clearly and concisely so that someone unfamiliar with it could understand it.) What academic (e.g., disciplinary, intellectual, professional) skills did you use /should you have used? In what ways did you/others involved think from the perspective of a particular theory or concept and with what results? How do our key course concepts (e.g., equity, justice) and theories (Critical Race Theory, institutional racism) apply to this experience? Be sure to cite relevant course material (readings, discussion, etc.).

3. ARTICULATE LEARNING (Now what): Clearly state what you have learned from examining this experience, thinking beyond the narrow scope of this course to how it applies to your present or future higher education/student affairs career goals. For example, you might explain your enhanced understanding of course concepts/theories; how the learning can be applied more broadly to other situations, especially those you encounter through your assistantship or internship or expect to encounter in your future higher education career; how the learning can be applied to enhance the practice of student affairs and higher education administration; or what you will do with this new learning.

Policy recommendation presentation – Students will work alone or in pairs (depending on class size) to develop a 15 minute presentation about a current (i.e., occurred within the past 12 months) issue—an event, controversy, or matter of public conversation—pertaining to issues of justice (or injustice) within higher education. Your presentation must pertain to the topic of the week in which you’ll be presenting and incorporate our readings for that week. (I expect you to use the readings to explain, contextualize, and provide insight into the event you discuss; you should not summarize the readings.) Your presentation should culminate in a policy recommendation for addressing this issue – that is, based on your understanding of the issue in light of class readings and the frameworks for understanding justice and equity we’ve studied in class, what is your recommendation for the best way to address this issue? Finally, your 15 minute presentation must end with three thoughtful questions to stimulate class discussion of the topic of your presentation, and presenter(s) will be responsible for facilitating the class discussion (there’s no time limit on the discussion). You will need to meet with me during my

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office hours (or by appointment) at least ONE WEEK prior to your presentation date. At this meeting you will share with me an outline of your presentation and I will give you feedback—that means you will have to decide upon your topic and prepare an outline before we meet. To find relevant current events, I encourage you to regularly review Inside Higher Ed (https://www.insidehighered.com/), The Chronicle of Higher Education (http://chronicle.com/; can access free via the Library), and The New York Times’ Education section (http://www.nytimes.com/section/education) over the course of the semester.

- **Spheres of influence action plan (DUE 11/27)** – We will spend a lot of time in this class discussing issues of equity and justice in higher education, but we’re all ourselves current (or aspiring) educators who, in our professional roles, can influence others to effect change for equity and justice. The goal of this assignment is to develop a plan that helps you move from talking about justice to taking action for justice. In Promoting Diversity and Social Justice (Routledge, 2011), Diane Goodman states:

  > Beginning with themselves in the center circle and moving out to others in concentric circles, individuals can think about how they can affect their immediate family and their friends, their neighbors and colleagues, their community and organizational affiliations, their political and elected leaders, and national and international groups … to promote social justice. (p. 161)

For this assignment, you will develop a plan for how you can effect change for social justice through the spheres of influence you hold (or will hold) in your higher education or student affairs career. There are two components to this assignment. For the first component, you will create a spheres of influence map like Diane Goodman describes, focusing on the spheres of influence you have in your current (or future) professional role. Who can you influence, directly and indirectly, to promote social justice? For the second component, you will identify three areas in which you want to effect change. At least one of the three areas should be interpersonal (e.g., “changing the consciousness and behaviors of individuals—one’s self and others”; Goodman, 2011, p. 161) and at least one should be institutional (e.g., “changing institutional structures, policies, laws, practices, cultural images, language, and media”; Goodman, 2011, p. 161). For each area, write a one page narrative that discusses what change you want to effect (i.e., what is the outcome you want to see), how you will use your professional spheres of influence to bring about that change, and the concrete action steps you need to take to make it happen. Be specific in constructing your plan—it should be a road map that enables you to take action for justice in your current or future professional role in higher education. I don’t expect you to draw extensively upon course content in your narrative (i.e., this is not intended to be a research paper), but you should at least identify how and where the concepts and ideas we’ve discussed in class have shaped your plan.

- **Participation** – As noted above, participation in class is a significant part of your responsibility in this course. My expectation is that you will come to class prepared to discuss the assigned readings for that day and that you fully engage in full-class and small group discussion and activities. In assigning your participation grade, I will consider how well you’ve met these expectations.

- **Additional substantive assignment (students in 76595 ONLY)** – Students enrolled in the doctoral section of the course will need to consult with me early in the semester to develop a plan for completing an additional substantive assignment.
Grades:
Your final course grade will be calculated as follows:

**Students in 66595:**
- Community-based learning project: 35%
- Reflection papers (3@5% each): 15%
- Policy recommendation presentation: 20%
- Spheres of influence action plan: 15%
- Participation: 15%
- Total: 100%

**Students in 76595:**
- Community-based learning project: 35%
- Reflection papers (3@5% each): 15%
- Policy recommendation presentation: 20%
- Spheres of influence action plan: 10%
- Additional substantive assignment: 10%
- Participation: 10%
- Total: 100%

I use the following grading scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>A+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C</td>
<td>77-79%</td>
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<tr>
<td>C+</td>
<td>73-76%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D</td>
<td>67-69%</td>
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<tr>
<td>D-</td>
<td>60-62%</td>
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<td>F</td>
<td>below 60%</td>
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**Academic Integrity:**
Students are expected to know and abide by the University’s policy on student cheating and plagiarism (3342-3-01.8 in the policy register). Noncompliance with this policy, whether intentional or unintentional, may negatively affect your grade in this class, including the possibility of failing in the case of a serious violation. Since some assignments for this class will be written, I encourage you to be sure you understand what constitutes plagiarism; many good resources are available online, including [http://www.kent.edu/plagiarism](http://www.kent.edu/plagiarism), [http://www.plagiarism.org](http://www.plagiarism.org) and [https://owl.english.purdue.edu/owl/section/3/33/](https://owl.english.purdue.edu/owl/section/3/33/). Ignorance of the University’s policy or of what constitutes plagiarism are not acceptable excuses for noncompliance.

**Disability Accommodation Statement:**
University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit [http://www.kent.edu/sas](http://www.kent.edu/sas) for more information on registration procedures).

**Statement of Unity and Inclusion:**
As the instructor of this course, I am committed to Kent State University’s statement of unity and inclusion, which reads:

Kent State University’s policy sets forth the expectations and responsibilities for maintaining an educational and employment environment free of unlawful discrimination and harassment. This policy prohibits unlawful discrimination based on race, color, religion, gender, sexual orientation, national origin, ancestry, disability, genetic information, age, military status, or identity as a disabled veteran or veteran of the Vietnam era, recently separated veteran, or other protected veteran. Harassment directed toward an individual or a group, through any means, including electronic, and based on any of these categories is a form of unlawful discrimination. The university encourages an atmosphere in which the diversity of its members is understood and appreciated, free of discrimination and harassment based on the above categories. Thus, all members of the university are expected to join in creating a positive atmosphere in which
individuals can learn and work in an environment that is respectful and supportive of the dignity of all individuals. ([https://www.kent.edu/president/pledge](https://www.kent.edu/president/pledge))

I encourage any student who has concerns about unity and inclusion within this class to talk with me.

**Syllabus Disclaimer:**
This syllabus is subject to change based on the needs of students and/or the instructor or for unforeseen circumstances. Changes will be announced in class and/or by email as well as posted on Blackboard. If anything in the syllabus is unclear, it is your responsibility to contact me for clarification.

Kent State University Registrar’s website: [http://www.kent.edu/registrar](http://www.kent.edu/registrar)

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Due</th>
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<tbody>
<tr>
<td>8/28</td>
<td><em>Introduction to the Course and Our Learning Community</em></td>
<td>(no readings)</td>
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<tr>
<td>9/4</td>
<td>No class – Labor Day</td>
<td>Use this time to get started on the readings for the next two weeks – there’s a lot!</td>
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| 9/11  | *Foundational Concepts – Equity, Social Justice, Structural Injustice, Institutional Racism, Critical Race Theory*<br>Framing questions:  
  - What do we mean by “equity” and “social justice” in the context of higher education?  
  - Is a meritocratic education system possible? Desirable?  
| 9/18 | **Historical Perspectives – U.S. Higher Education as a Force for (In)Equity in the 17th to 20th Centuries (two weeks)**
Framing questions:
- Whom was U.S. higher education designed to serve/include? Whom was it designed to marginalize/exclude?
- How did assumptions about race, class, and gender (and the intersection of these) shape access to U.S. higher education in the 17th-20th centuries? How were these assumptions enshrined in formal policies as well as informal practices?
- What echoes of the early centuries do you still see present in U.S. higher education today? |
| --- | --- |
Read **TWO** of the following (we’ll choose in class):
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required</th>
<th>Recommended</th>
<th>Notes</th>
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   - NOTE: Focus on pp. 145-154 and pp. 170-172; skim remaining pages  
   - NOTE: Focus on pp. 51-64  
| 10/2 | *In)Equity in Access to Higher Education – Admissions*  
Framing questions:  
- Is access to higher education a right or a privilege?  
- Are college admissions meritocratic? Should they be?  
Reflection paper #1 |
inequitable college admissions?

- What might an equitable college admissions process look like?

  
  - NOTE: This comprises pp. 4-23 of the pdf; you can read the dissenting opinions that follow if you desire.


Read **ONE** of the following (we’ll choose in class):

  
  - NOTE: Focus on pp. 7-14 and 36-40; skim remaining pages

  
  - NOTE: Focus on pp. 5-10 and 29-34; skim remaining pages

**Recommended:**


Framing questions:
- Is the cost of college a social justice problem?
- Who should bear the cost of college attendance – individual students and their families, institutions, state governments, the federal government?
- What might an effective national financial aid policy look like? Is such a thing even possible?

  - NOTE: Focus on “Equity Indicator 3: Does Financial Aid Eliminate the Financial Barriers to Paying College Costs?” (pp. 52-63) and “Equity Indicator 4: How Do Students in the United States Pay for College?” (pp. 64-73)
  - NOTE: Skim pp. 1-13, then focus on pp. 17-22
- Carnevale, A. P., & Van Der Werf, M. (2017). The 20% solution: Selective colleges can afford to admit more Pell Grant recipients. Washington, DC: Georgetown University Center on Education and the Workforce and McCourt School of Public Policy.

Recommended:
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Framing questions</th>
<th>References</th>
<th>Notes</th>
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</thead>
</table>
| 10/16  | (In)Equity in Students’ Experiences on College Campuses – Socioeconomic Stratification | • What challenges do low-income college students face that their higher-income peers do not?  
• Do colleges and universities have an obligation to provide academic and/or social support to the low-income students they admit? If so, how can institutions best support these students in belonging and succeeding in college? | • Goldrick-Rab, S., Richardson, J., & Hernandez, A. (2017). Hungry and homeless in college. Madison, WI: Wisconsin HOPE Lab and Association of Community College Trustees.  
• Explore *The New York Times*’s online feature: “Some colleges have more students from the top 1 percent than the bottom 60”: https://www.nytimes.com/interactive/2017/01/18/upshot/some-colleges-have-more-students-from-the-top-1-percent-than-the-bottom-60.html | Policy recommendation presentation #3 |
Policy recommendation presentation #4 |
| 10/30 | *(In)Equity in Student Outcomes of Higher Education – Degree Attainment* Framing questions:  
  - Why is there so much variation among institutions in degree attainment, especially for members of underrepresented groups?  
  - Is it unjust for institutions to admit students who may not complete their degrees? Is it unjust  | **Who has an obligation to create a supportive climate for students from underrepresented or historically marginalized groups – institutional administrators, faculty and staff, the students’ families, their peers from dominant groups?**  | **Seider, S. C., Clark, S., & Soutter, M. (2015). A critically conscious approach to fostering the success of college students from underrepresented groups. *Journal of College and Character, 16*(4), 253-262.**  
Read **ONE** of the following (we’ll choose in class):  
    - NOTE: Focus on pp. 65-75  
    - NOTE: Focus on “Equity Indicator 5: How Does Bachelor’s Degree Attainment Vary by Family Characteristics?” (pp. 74-89)  
**Reflection paper #2** |
for institutions to not provide adequate support to the students they admit to ensure all students complete their degrees?

- Who should hold the greater responsibility for ensuring degree completion: individual students or the institutions they attend?


  
  o NOTE: Focus on pp. 2-21; skim remainder


11/6 (In)Equity in Student Outcomes of Higher Education – Labor Market and Social Mobility Framing questions:

- What is the connection between a college degree and social mobility? How does this connection vary for members of different social groups? Who benefits most and least from a college degree?

- Should the lack of equitable labor market outcomes among college graduates be a cause for social concern? If so, how can colleges and universities ensure more equitable outcomes among

Required:

  
  o NOTE: Focus on pp. 1-22


Recommended:

CBL project progress update
Policy recommendation presentation #6
students from different groups?
- If the “college for all” goal is realized, will it improve, or undermine, equity in educational and career outcomes?

<table>
<thead>
<tr>
<th>11/13</th>
<th>U.S. Higher Education and the Public Good</th>
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<tr>
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<td>Framing questions:</td>
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<td>- Is higher education currently a public good, or an individual good? <strong>Should</strong> it be a public good?</td>
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<td>- In financing higher education, what’s fair? What’s just? Are these the same?</td>
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<td>- What is the nature of the charter between higher education institutions and their communities (local, state, national, and global)? What obligations does this charter entail? Are institutions and communities fulfilling their obligations to each other?</td>
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**Required:**
  - NOTE: Focus on “Highlights” (p. 2); skim remainder

**Recommended:**

Policy recommendation presentation #7
Labor Issues in U.S. Higher Education

Framing questions:
- Do higher education institutions have a social responsibility to their employees beyond that of other kinds of employers?
- What are the implications for equity and justice of institutions’ increasing reliance on low-cost contingent faculty labor?
- Are unions necessary to ensure justice for employees of higher education institutions?

Contingent faculty:
  o NOTE: Focus on pp. 4-8

Service workers (Harvard food service workers as a case study):

Graduate student unionization:
| 11/27 | **Free Speech and Public Institutions**  
Framing questions:  
- What does freedom of speech mean in the context of public higher education?  
- Can freedom of speech and the promotion of justice co-exist on public campuses, or are they competing goals? | **Review the First Amendment of the US Constitution:** [https://www.law.cornell.edu/constitution/first_amendment](https://www.law.cornell.edu/constitution/first_amendment)  
  - NOTE: Review all four sections (Speech Codes, Cases, Media Coverage, Commentary) | **Policy recommendation presentation #9**  
Spheres of influence action plan |

| 12/4 | **Solutions and Transformations – Where Should U.S. Higher Education Go from Here?**  
Framing questions:  
- What might equity look like in the context of U.S. higher education, in terms of access, experiences, outcomes, funding, etc.?  
  - NOTE: Focus on pp. 23-26  
- McNair, T. B. (2016). The time is now: Committing to equity and inclusive excellence. *Diversity & Democracy*, 19(1). | **CBL project progress update**  
Reflection paper #3 |
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<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/12</td>
<td>Final exam – Presentations and celebration</td>
<td>Final CBL project papers and presentations</td>
</tr>
<tr>
<td>10:15-12:30 pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- What policy initiatives might help us achieve equity and justice in higher education?

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