Faculty
Dr. Rosa Cintrón
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Office Hours
Wednesdays: 12 noon-2:00 pm (on a first-come, first-serve basis); other hours by appointment, only.

Course Description
"Higher education [in USA] is a multifaceted phenomenon in modern society, combining a diversity of institutions and students, a range of purposes and functions, and a variety of goals and values...as the century was turning, a time of considerable transition in which we have witnessed a proliferation of alternative higher education providers, rapid advances in technology and in distance education, successful challenges to decades-old tenure and affirmative action policies, considerable growth in student and faculty interest in community and public service, and an increasing corporate climate for both private and public institutions. Throughout these changes, however, the core functions of higher education—the creation and sharing of knowledge—continue to propel a massive enterprise that has so positive an impact on the economic and social growth of the United States. Our system of higher education is the envy of nations worldwide" (Altbach et al., 2002, p. xiii). The primary objective of this course is to provide a historical framework for understanding the considerable richness of topics which have shaped, and are shaping, the development of American colleges and universities. In other words, it is an essential inventory of the historical and contemporary forces through which to look and place higher education within the larger context of our society.

Required Texts
Recommended Text

Objectives
-To develop a general knowledge of the historical origins, trends, enduring enigmas, and contemporary status of American higher education.
-To become familiar with the scholarly literature, basic research underpinnings of historical research, and the gaps in the study of this field.
-To examine the continuity and change of contemporary issues and to recognize the historical roots of enduring enigmas and future dilemmas.
-To develop perspective on the future of higher education with particular appreciation to the trends that may force change.

Course Requirements
This course includes considerable reading, writing and class participation. To learn the most from each class session, students must complete the assignments and be ready to discuss the material for each class session. My experience is that when students hold themselves to a high standard, captured in my motto, Desire to learn counts more than any other qualification and seriousness more than brilliance (Cintrón, 1994), they benefit the most from my courses and complete them very satisfactorily. In addition, they learn a great deal and normally do very well in my classes. The only ones who struggle are those who do not complete assignments on time or fail to participate fully in class discussions and assignments.

Completion of assigned readings, participation in class discussion and activities (impromptu debates and oral presentations). This is a graduate level course! That is, graduate education is about preparation of scholars and researchers—individuals who will push the boundaries of current knowledge and make up the academic leaders of the future (Altbach et al., p. 286). Thus, you are responsible for completing all required readings even when these are not discussed in class. In addition, note that your participation in class is crucial and expected. Crucial and expected participation entails an engagement in class which demonstrates familiarity with the reading, and your professional, intellectual and personal position regarding ideas discussed. In order to ensure your active involvement, you are to develop 2 objective questions and 1 essay question per assigned reading. This list will include (1) the answer and (2) the page number where the answer appears. For the essay, list in bullet format the 3-4 main points that you think should be elaborated upon when answering this item. Group Leaders will be selected to facilitate question-distribution and studying for the tests. NOTE: Starting with session 2 bring me a hard copy of your questions—put the material on my desk before I start class.

Evaluation Criteria: The following are examples of factors I will consider in the assessment of these tasks: interesting, insightful, debatable and mature comments; comments based on assigned readings and that show integration of the material (refrain from #?^!); building on the comments of others; raising good questions; being sensitive to your level of participation and making attempts to increase or decrease it, etc. NOTE: (1) No incompletes will be given in this class except for major emergencies. Incompletes will not be granted because you needed more
time, competing responsibilities, computer problems, etc. (2) I take participation VERY seriously and you will lose points if you are not an active participant in classes. [Points=25]

**Preliminary Literature Review.** I will assign you a topic for investigation pertaining to an important issue in the history of our colleges and universities. Your paper is preliminary in nature because its focus is mainly on a good introductory review of the literature on your topic (instead of comprehensive as in a thesis or dissertation). See page ______ of this syllabus for a detailed discussion on the organization and presentation of this requirement. Notice that you are required to submit drafts at certain points throughout the semester and that your work MUST be reviewed by Turnitin.com before submitting it to me. It is your responsibility to become knowledgeable on the use of Turnitin. YOU MUST COMPLETE THIS TRAINING BY CLASS SESSION 3.

You will provide your classmates with Part III of this work on ________ (date) via email. This material will be a very valuable resource in time for your Comprehensive Examinations.

**Evaluation Criteria:** These are some of the factors to be considered in the assessment of your paper: learning curve of APA; quality of bibliography; discussion of your paper with Reference Librarian; telephone conversation or emailing with a scholar in the area of investigation; timely visits to the Writing Center or editor; quality and strength of your argument; your dedication and perseverance to learn, on your own, how to produce a graduate-level paper; application of self-directed learning theory to your own academic performance; presentation of the most critical historical issues dealing with your topic and your critique on how these issues will play out in the future. In summary, the criteria for grading are: (a) Organization and Development of Ideas; (b) Writing Quality and Soundness of Analysis, and (c) Accurate Formatting, Referencing, and Style. How long should your paper be? Well...as long as necessary; but understand that quantity does not mean quality!

During the course of the semester I will randomly call students to make a very brief presentation (1-3 minutes) on the state of this task.

[Points=Bibliography & Outline (5); Draft #1 (5); Draft #2 (5); Draft #3 (10). Total=25 points]

**Objective Tests.** There will be two tests. The midterm will be based on the questions you will be crafting after completing each of the assigned readings. The Final Examination will be your completed Preliminary Literature Review. I suggest that for the midterm you meet as a group under the leadership of your Group Leader. [Points=Each 25]

**Translation of Points**

| 100-90=A | 89-80=B | 79-70=C | 69-60=D | 59 and less=F |

**Academic Integrity and Ethics**

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see [http://www.osc.sdes.ucf.edu/](http://www.osc.sdes.ucf.edu/)).
Disability Access Statement
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Turnitin.com (I refer to Turnitin as Tii)
In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student’s assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as an instructor I receive a report (an index) from turnitin.com that states if and how another author’s work was used in the assignment. These indices do not reflect Turnitin’s assessment of whether a paper has or has not been plagiarized. Originality Reports are simply a tool to help find sources that contain text similar to submitted papers. The decision to deem any work plagiarized must be made carefully, and only after in depth examination of both the submitted paper and suspect sources in accordance with the standards of the class and institution where the paper was submitted.
For a more detailed look at this process, including training on how to use this system visit http://www.turnitin.com
YOU MUST COMPLETE THIS TRAINING BY CLASS SESSION 3.

After you access Turnitin:
The ID number for this class is 2805254
The Class Enrollment password is ‘enigma’
Click on History Fall 2009

◇ The index which will be used as standard for your Final Examination is 10%

Internet Usage
You will be expected to have daily access to the internet and email, since I may be emailing you about assignment updates, additions and changes. If you do not have an UCF email account, get one now! If you do not own a computer, there are computers accessible to you in all UCF’s computer labs, and most computer labs have computers connected to the internet. For further information on computer labs, please see the following website:
http://www.registrar.sdes.ucf.edu/weg/quick_find/computer_labs/
H1N1 (Swine) Flu
Individuals who have flu-like symptoms have a major responsibility in preventing transmission to others. If you have flu-like symptoms, the CDC recommends you 'remain at home until at least 24 hours after [you] are free of fever (100 degrees F, 37.8 C) or signs of a fever without the use of fever-reducing medications.' For continuing updates, visit: www.hs.sdes.ucf.edu.
Protocol on the use of all digital or electronic devices
I am aware that most of us utilize our cell phones and personal computers for a variety of purposes—from personal to business to social and even spiritual. These devices are as ubiquitous as the air we breathe (and for some of us as critical to our survival!). However, I am sure that you also understand that cell phones ringing in class or text messaging while we are teaching and learning are just rude and distracting actions. Thus, when there is an unusual occasion of an emergency or anticipated emergency that requires immediate attention (e.g., you are on-call in Housing; a family member is at ICU), carry your cell phone to class on vibrate mode. Plain and simply: refrain from using any digital or electronic devices in my classroom. This protocol applies to any device that makes or receives phone calls, leaves messages, sends text messages, surfs the Internet, or downloads and allows for the reading of and responding to email.

References

Appreciation and Credit
Significant parts of this syllabus are based on the ideas of highly esteemed colleagues:
Dr. Marybeth Gasman, University of Pennsylvania
Dr. John H. Schuh, Iowa State University
Dr. Adrianna Kezar, University of Southern California
Dr. Allan Tucker (deceased), Florida State University
Course Schedule

Aug 26  Introduction

Sept 2  Roots to the 20th century
Assign Literature Review topics
B & R, 3-23; 39-56

Sept 9  Cont’ Roots to the 20th century
last day to do
Altbach, Chapter 2
training Tii
B & R, 84-99

Sept 16  Development of Graduate Education
LIBRARY
The State University and the land-grant acts
Rm. 325 C
Rosovsky, Students
Altbach, Chapter 15
B & R, 174-197
Identification of Group Leaders & Members

Sept 23  The Land-Grant Colleges
Bibliography &
The State University
Outline Due
The Philosophy of Higher Education
B & R, 62-64; 143-173; 287-307

Sept 30  DEMOCRATIZATION of America Higher Education
Church-related colleges; proprietary sector and military
education
Keller, Chapter 1
B & R, 69-74
Highlights, Set #1

Oct 7  DEMOCRATIZATION
Rodriguez ALL chapters
Keller, Chapter 3

Oct 14  DEMOCRATIZATION
Draft #1.
Women’s colleges, HBCU, Hispanic colleges and Tribal colleges
Short Essay Due
Keller, Chapter 12
(1-2 pgs)
B & R, 74-83
Highlights, Set #2
NOTE: Short essay must have been submitted to Tii before
giving it to me.

Oct 21  Midterm Examination
Oct 28  
**Draft #2.**
**Essay Due**  
(5-7 pgs)  
NOTE: Short essay must have been submitted to Tii before giving it to me.

Nov. 4  
**DEMONCRATIZATION**

Cont' curriculum  
The Community College  
Keller, 15 & 19  
B & R, 100-119; 241-263

Nov 11  
**Literature Review**  
Research and Writing Session (see note on Nov. 25)  
Goal: develop Draft #3

Nov 18  
**Faculty**  
Keller, Chapter 17  
Altbach, Chapters 9 & 10  
B & R, 308-329

Nov 25  
**ONLINE**  
Rosovsky, Professors  
Keller, Chapters 4 & 17

**Draft #3.**  
NOTE: Short essay must have been submitted to Tii before giving it to me.

Dec. 2  
**Consultation**

Dec 9  
**Final Examination Due**

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Email your Preliminary Literature Review to me as an attachment no later than 5:00 pm. On the Subject line of the email write: **Your name, Hist Final 09.** HINT: Plan for technology not to be kind to you on December 9. Even more, plan for Mother Nature not to be kind to you on December 9. Thus, plan to submit your paper before December 9. My experience tells me that on December 9, the power of technology and Mother Nature will not be your kind and usual friends!  
BEWARE: Remember to send a copy of Part III to all classmates!
Guidelines
Preliminary Literature Review

I. The Topic
   (a) Problem or Issue Statement. A brief and concise presentation of the problem and/or concern related to your topic. To ensure that I find the sentence that you think is the thesis, please bold or highlight your thesis statement in some way. A thesis includes a statement of what the paper is about (subject) and shapes the reader's understanding of that topic.
   (b) Significance and Justification. Explain why the topic is an important area of investigation; why does your issue deserve or merit attention?

II. Philosophical Understanding
Argue for a philosophical model to better understand how your topic fits or has meaning within the philosophical underpinnings of Higher Education. Focus on these fundamental questions: What is the purpose of higher education? How does the issue selected promote (inhibits) this purpose? What values undergird the issue? How should we receive higher education?

III. Literature Review
Provide a comprehensive summary of scholarship and research that explains the problem you are presenting. You must provide:
   (a) the historical context of the problem (i.e., when, how and why did the problem emerge; who were the key figures or legislative initiatives),
   (b) the present or contemporary status quo of your topic (i.e., the challenges of today);
   (c) the future of the issue under discussion (i.e., trends and gaps).
Your review should be at the highest levels of analysis. That is, you build arguments steps by steps. Your analysis should be engaging, systematic and rigorous.

IV. Conclusions and Recommendations
The paper should end with a conclusion that draws together your points into a coherent whole. The conclusion should be more than a summary that just restates your points. This is not the place to introduce new ideas or concepts.

V. References
Research projects should be primarily based on books, journal articles and other scholarly work. Furthermore, you should use original sources. In the narrative of your work, do not cite work that you have not read and in your reference list do not list references that you have not used in the text of your paper.

Your final paper will follow the order outlined above, but note that the first three pages should be: Title page; Table of Contents and Abstract.