

Stirring the Pot: Race, Class and Gender in Higher Education

TUT100 Sect 07,

8:00-9:50 am (8:30am start time on certain dates)

Tues/Thurs, Fall 2006

ARH 317, Grinnell College

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Course Description

Welcome to Grinnell College, now what do we do? Institutions of higher learning promise to socialize citizens, foster personal development, inculcate a set of values and principles, train workers, and sometimes even tout residential college living as “practice” for the “real world.” Given these disparate goals and promises, what exactly is college good for? What is ‘liberal’ about a liberal arts education? What are the rights and responsibilities of students, educators and administrators in higher education? In this course we will consider the multiple forces, political, economic and institutional that are “stirring the pot” of higher education in the U.S. today. To begin, we will develop a context for our study by examining changes in the theory and practice of liberal arts education during the 20th century, allowing for a historically contextualized and comparative study of higher education in the contemporary moment. Our study will challenge us to scrutinize the politics of higher education from multiple angles: from the philosophy of liberal learning to the “pc” debate regarding what constitutes a uniquely American canon, from the sweeping changes in the demographics of higher learning to the micropolitics of the classroom. This tutorial will also challenge you to critically evaluate your own philosophy of education as you begin your academic journey here at Grinnell.

Books & Supplies

<i>My Freshman Year: What a Professor Learned by Becoming a Student</i>	Rebekah Nathan	2005
<i>Take Back Higher Education: Race, Youth and the Crisis of Democracy in the Post-Civil Rights Era</i>	Henry A. Giroux and Susan Searls Giroux	2004

Attendance and Deadlines

This course requires a high level of student interaction, participation and involvement. Each class meeting you are expected to have read all the assigned readings and have thought about and even written about the assigned readings beforehand, in order to come to class prepared to actively discuss the materials. The course starts promptly at 8:00; I take attendance at the start of class, so be on time.

Due to the focus in this Tutorial on developing and strengthening a range of scholarly skills including: writing, oral presentation, discussion, debate and collaboration, often reading will be only a portion of your preparation work. Much of your preparation for the course will entail formal and informal writing, preparing to present oral questions, comments or arguments, and reading each other's work for comment.

Everyone gets one "oops" as I call it, one day off from the course while still getting full credit for attendance. More than three unexcused absences will lower your **final** grade for the course (every additional absence will lower your grade one step, for example from an A- to a B+). When you do need to miss class, it is your responsibility to get notes and an update from a classmate and to contact me regarding your absence.

Your written work needs to be in on time. I rarely allow late work to be handed in, and only if you contact me in advance of the deadline. All written assignments must be printed out and handed in, I do not accept emailed assignments. Whenever possible, please print double-sided. Assignments should either be handed in during class, or to my mailbox in Carnegie 115.

Contacting Me

I expect to stay in contact with all of you throughout the term. This course will combine large discussions, mini lectures, small group work, student presentations and multiple opportunities for individual meetings with me. In between scheduled meetings, feel free to contact me when you need assistance getting the resources you need, clarification with course questions or assignments, or to discuss adjustments to the Grinnell context. My office hours are posted weekly outside my door (ARH 116B). Stop by anytime to sign up to meet with me. If you cannot attend my office hours, talk to me or email me regarding scheduling an appointment at a different time. I am online daily, so email is the fastest way to get in touch with me.

Course Policies

*If you have a physical or learning disability that requires you to make some adaptations to this course, please contact me to discuss arrangements. All conversations will be confidential. For help with disability services, contact Joyce Stern (3702). The Student Affairs Office offers a wealth of resources for all students. Stop in during business hours in the Rosenfield Center, or during drop-in hours, Friday 1:30-4:30.

Objectives

It is my hope that together we will:

1. Beginning with your first semester courses, plan an academic program in the liberal arts that feeds your intellectual trajectory, stretches you in powerful ways, contributes to existing strengths, and provides you with opportunities to develop your knowledge, curiosity and skills in new areas.

2. Focus on critical thinking and analysis through writing, close reading of texts, collaborative analysis of materials, and frank, thoughtful intellectual discussions.
3. Utilize the topic of higher education as a vehicle to explore disciplinary knowledge, to apply tools of summary, analysis, response and synthesis, and to come to know each other as fellow learners.
4. Work collaboratively on individual writing and presentations, group writing and presentations, and entry into Grinnell College and the town of Grinnell, Iowa.
5. Appreciate the standards of academic integrity and know the proper procedures for avoiding plagiarism.
6. Become comfortable with using the College's library and computer facilities for academic research.
7. By the end of the term, improve skills of contextualizing information, applying ideas to novel situations, constructing an argument, asking good questions, evaluating others' writing, discerning opportunities to improve your own writing, articulating your ideas, and extrapolating information from a variety of sources.

Assignments

Participation Student participation is central to this Tutorial. I expect you to come to class prepared to discuss and work together on the reading, field research, or writing assignment of the day. I expect students to interact, ask questions, share insights, and push each other's thinking throughout the term. The participation grade is determined by your level of involvement, both in terms of frequency and *quality* of your contributions. Your participation grade will reflect how much and how well you contribute to our work this semester, from discussing ideas to evaluating your peers' work, from contributing intellectually to providing encouragement to one another. If you have any concerns about this portion of the grade, please speak to me early in the term. (20%)

Field Research and Presentation Part of the answer to the question that begins our search: "Welcome to Grinnell College, now what do we do?" involves a question of place. What we do in the next four years will in part be shaped by where we are. Sociologist C. Wright Mills reminds us to ask, "What kind of place is Grinnell?" For this assignment, you will form four field research teams. Each team will be responsible for gathering data and stories that shed light on a distinct arena of research: Eating, Shopping, Contributing, and Leisure. During the week prior to Fall Break, you will present your findings as a research team, with visuals, and in a compelling format. This presentation will be designed to provide an engaging introduction to the town of Grinnell. We will discuss this assignment in detail at the beginning of the term. The field research and presentation grade will be based on your planning and preparation as demonstrated during your group presentation, peer evaluation of the presentation, the outline and supporting materials that you hand in to me on the date of your presentation, and group members' evaluation of the collaborative research process. (15%)

Informal Writing One of the primary goals of Tutorial is to launch your college writing career. Toward this goal we will write early, often, and in many different formats.

Sometimes your informal writing will take place in class in preparation for discussion or a more formal assignment, sometimes your informal writing will be a first response to a reading assignment. Throughout the term, you will be asked to perform a series of writing tasks designed to develop a range of writing skills and familiarize you with some of the pleasures and challenges of writing at the college level. Throughout the term, we will be putting learning into practice through field exercises that invite you to activate your sociological imagination by becoming a participant observer. At times, I will ask you to hand in an informal written report of your field observations. Informal writing is evaluated for thoroughness and attentiveness to the assignment, not with a letter grade. (15%)

Two Revised Essays Twice during the semester you will write a 2-3 page formal essay that you will rewrite and revise for a grade. The grade will reflect your focus on the writing process, ability to revisit your work and improve it, as well as the quality of your ideas. A grading template will be provided to you in advance of the first due date. The first polished drafts will be due on Thursday September 28th, and Thursday October 26th. During class time, you will receive feedback from classmates on your work. You will receive extensive feedback from me on your polished draft as well. You will then rewrite the papers to be handed in at least a week later on Thursday October 5th, and Tuesday November 11th. You should mark both sets of dates in your planning calendar. (10% each X 2 = 20%)

Anatomy of a Paper Research at the college level is often more challenging and more rewarding than research you have done to date. As you advance through college you will be asked to write increasingly lengthy and sophisticated research reports and papers. This assignment will introduce you to the necessary skills for conducting academic research at the college level. The anatomy of a paper assignment will walk you through the preparatory steps of the research process: everything but writing the final paper. You will write a statement of research interest, be introduced to an academic library and conduct multiple searches in Burling to find materials appropriate to your topic, annotate three of those sources, write a thesis, an introduction, and prepare a speech on your findings. We will work on this assignment throughout the term, beginning on September 12th, all the way through December 7th. You will be assisted in your work by your classmates, myself, and Dr. Phil Jones, who will teach you about the library system, and will attend your final presentations. Final presentations will begin on November 28th. Your final portfolio, which will include all of the components of this assignment, will be due on the last day of class, December 7. (20%)

Individual Presentation of Findings During week 14, each of you will present your anatomy of a research paper assignment to your classmates, Dr. Jones and I. Your grade will be based on evaluation of your presentation by your peers, Dr. Jones, and myself, combined with evaluation of your written materials. Presentations will be ten to fifteen minutes in length and should be designed to capture your classmates' attention and articulate what you learned in your research. We will discuss the presentation assignment in more depth as you develop your anatomy of a paper assignment. (10%)

Grading

<i>Participation</i>	20%
<i>Field Research and Presentation</i>	15%
<i>Informal Writing</i>	15%
<i>2 Revised Essays (2-3pg each)</i>	20%
<i>Anatomy of a Paper</i>	20%
<i>Individual Presentation of Findings</i>	10%

Grading Distribution

94 and up	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
76-79	C+
70-75	C
60-69	D

A Note on Reading

While reading, you should be seeking to answer the following questions:

1. What is the author's main point or argument?
2. What theories and research methods does the author use to demonstrate his/her point?
3. What key pieces of evidence are presented in support of the author's argument?
4. What are the strengths and weaknesses of the particular argument?
5. What questions does this argument raise for you?
6. How does this article or chapter relate to previous discussions, readings or experiences?

A Note on Writing

While what you write is essential, *how* you present your ideas in writing is also extremely important. Informal writing exercises and formal writing assignments are designed to provide you with an opportunity to exercise and strengthen your writing skills. I recommend that you take advantage of the Writing Lab for assistance with your assignments. If you do go to the Writing Lab, acknowledge the assistance of your tutor in your paper.

Course Schedule

This schedule is tentative and subject to change. Readings are DUE on the date listed.

Week	Date		Assigned Reading	Topic and Skills
1	8/24	TH	First Day-Welcome and Introduction to the Course “Only Connect: The Goals of a Liberal Education” William Cronon 73-80 “The Real World of College” James Farrell 1-19	Introduction Reading a Syllabus
2	8/29	T	“The Stillness and the Courage” by James Freedman 51-52 “The Promise of Equality” by James Freedman 61-67 “Science and Liberal Learning” by James Freedman 77-80 “Science at Liberal Arts Colleges: A Better Education?” Thomas R. Cech 195-216 “The Rhetoric of Crisis in Higher Education” Joan W. Scott 293-304	Liberal Education and the “Crisis” of Higher Ed Academic Integrity
	8/31	TH	“Racism is Not a Theory: Race Matters in the Classroom” Jennifer S. Simpson 155-196 “Should and Can a White, Heterosexual, Middle-Class Man Teach Students about Social Inequality and Oppression? One Person’s Experience and Reflections” Thomas J. Gerschik 480-486 “Hate Crimes, White Backlash and Teaching about Whiteness” Abby L. Ferber 153-174	Race Matters in Higher Ed Notetaking
3	9/5	T	Nathan 1 & 2: Welcome to “AnyU” and Life in the Dorms 1-40 “Eros, Eroticism, and the Pedagogical Process” bell hooks 191-199	Love, Learning and College Time Management
	9/7	TH	Nathan 3: Community and Diversity 41-67 “Confronting Class in the Classroom” bell hooks 177-189 “Hopes and Coalitions and the Realities of Campus Life” Abby L. Ferber 43-63 Selections from <i>Out and About Campus: Personal Accounts by Lesbian, Gay, Bisexual and Transgendered College Students</i> , eds Kim Howard and Annie Stevens	Community and Diversity: Campus as Village? Brainstorming Research Topics
4	9/12	T	Giroux, 1: The Post-9/11 University and the Project of Democracy, 15-51	Democracy and Higher Education Reading Strategies
	9/14	TH	Part I: Introduction to Academic Libraries *Meet at front desk of Burling at 8:30	
5	9/19	T	Nathan 4: As Others See Us 67-89 Selections from <i>Crossing Customs: International Students Write on U.S. College Life and Culture</i>	Education in a Global Era: Globalizing the Student Body

			Bring one research resource to class	Annotation
	9/21	TH	Part II: Introduction to Academic Libraries *Meet at front desk of Burling at 8:30	
6	9/26	T	Nathan 7: Lessons from My Year as a Freshman 132-157 Giroux 7: Neoliberalism Goes to College: Higher Ed in the New Economy 249-285	University, Inc.
	9/28	TH	Polished Draft of Essay 1 DUE	Peer Review
7	10/3	T	Tutorial Exchange with “Stories from a New World: Finding Grinnell Through Pop Culture, Quick Studies and Irreverent Social Commentary”	Evaluating Oral Presentations
	10/5	TH	Field Team Reports on Grinnell DUE 20 min team presentations for our tutorial and “Stories from the New World” tutorial	Presenting as a Group
8	10/10	T	Nathan 5 & 6: Academically Speaking. . . and The Art of College Management 90-131 FINAL Draft of Essay 1 DUE	Inside and Outside the Classroom Revising
	10/12	TH	Individual Midsem Meetings NO CLASS	Assessing Progress
	10/14-22		FALL BREAK	
9	10/24	T	Giroux 2: Academic Culture, Intellectual Courage, and the Crisis of Politics in an Era of Permanent War 53-87	History, Politics and the Context of Higher Education Outlining an Argument
	10/26	TH	Polished Draft of Essay 2 DUE	Peer Review II: Refining Editorial Skills
10	10/31	T	Individual conferences NO CLASS	Preparing for 2 nd Semester

	11/2	TH	Individual conferences NO CLASS	Preparing for 2 nd Semester
11	11/7	T	FINAL Draft of Essay 2 DUE Movie Day	Representations of Higher Ed Critically Engaging Media
	11/9	TH	Giroux 4: Race, Rhetoric, and the Contest over Civic Engagement 129-167 Annotations DUE	Political Economy of Education The Fine Art of Annotation
12	11/14	T	Giroux 5: The Return of the Ivory Tower: Black Educational Exclusion in a Post-Civil Rights Era 169-214	Educating for Equality Applying a Critical Framework
	11/16	TH	Introduction to Anatomy of a Paper DUE	Peer Review IV: Compelling Beginnings
13	11/21	T	Giroux 6: Youth, Higher Ed and the Breaking of the Social Contract: Toward the Possibility of a Democratic Future Revised Introduction DUE	Education as a Tool for Social Justice Revising
	11/23		NO CLASS – THANKSGIVING BREAK	
14	11/28	T	Student Presentations of Research	
	11/30	TH	Student Presentations of Research	
15	12/5	T	Liberal Arts. . . from here on out Activities TBA	Self-Assessment
	12/7	TH	LAST DAY! Evaluation of Course and Celebration Anatomy of a Paper PORTFOLIOS DUE	

You have graduated from Intro to TUTORIAL, ENJOY YOUR WINTER BREAK!