

The American College Student

Fall Semester 2015

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Office Hours: by appointment

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Class meeting times and location:

Tuesdays 9:00 am - 11:40 am Scott Hall, Room 115

Required Text:

Horowitz, H. L. (1987). *Campus life: Undergraduate cultures from the end of the eighteenth century to the present*. University of Chicago Press: Chicago.

Nathan, R. (2005). *My freshmen year: What a professor learned by becoming a student*. Cornell University Press: Ithaca, NY.

Additional readings are available on the course Sakai site and through the Rutgers library

Course Description:

This course examines foundational and new theories about college students in the United States with a focus on contemporary and anticipated student demographic and enrollment trends; campus culture, student life, and college outcomes. The course explores the diversity of students in higher education, the influence of institutional types, college student culture, the influence of socioeconomic differences on college enrollment and institutional policies and practices that enhance student learning, retention, and graduation.

Learning Goals:

Students will learn:

1. Characteristics of college students in the United States
2. Demographic and cultural/social difference among student groups

3. How college environments influence student behavior
4. The transition students make to college
5. Reasons why students leave college without graduating
6. Learning outcomes associated with college
7. How issues of equity, diversity, and inclusion influence access and policies about enrollment
8. How enrollment in various types of institutions (e.g. community colleges, for-profit private institutions, four-year public institutions, and private four-year institutions) is influenced by parental education and social economic status and how these factors influence college choice, persistence, and decisions to enroll in STEM fields.
9. How institutional funding and budgets influence enrollment, tuition discounting, benchmarking, and selectivity indexing for college ranking systems.

ACPA/NASPA Competencies Advanced by the Proposed Course

1. Issues of equity, diversity, and inclusion of students in higher education
2. Basic premises that underlie conflict in student life
3. Effective stewardship and use of institutional resources
4. How networks and organizations influence how work gets done
5. Explains differences between public and private higher education with respect to funding, organization, student recruitment, tuition pricing, socioeconomic influences and after college job placement
6. Examines the issue of institutional access and the role of financial aid and enrollment policies
7. Articulates how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief influence the student experience, persistence, retention, and graduation
8. Examines strategies for long-term planning, the role of student affairs professionals, and the relationship between institutional type and student service
9. Shows how institutional accreditation and college ranking systems influence institutional policies and student services

Class Policies

1. Students' lives are often complicated and busy. Situations occur which disrupt schedules and cause legitimate reasons for a delay. The instructor may grant deadline exceptions for some written assignments with prior approval under unusual circumstances. If the instructor grants a deadline exception, the delay is seldom for more than three days. Exceptions are not usually granted for missing examinations.
2. Students are expected to attend all classes as scheduled. If you are unable to attend a class, you should notify me by email that you will not be attending and provide a reason. Prior approval for missing class should be obtained whenever possible.
3. The instructor reserves the right to alter the syllabus as needed to meet course objectives.
4. Electronic devices, such as cell phones, must be turned-off or silenced during class. Texting, using Facebook, Twitter, or similar social media during class is not permitted.
5. Audio recording or videotaping the class is not permitted.
6. Eating or chewing gum in class often irritates other people and is not permitted. In addition, university policy prohibits food in classrooms because it attracts rodents and insects. Beverages are permitted.
7. Academic integrity is the first prerequisite for this class. Any student who violates Rutgers University's Academic Integrity Policy will be subject to the disciplinary process outlined in that policy, including dismissal from the University.
8. If you have a disability that requires special accommodation for testing or other assignments, please discuss your needs with me at the beginning of the course so that appropriate accommodations can be made. A letter from the Office of Disability Services should be presented showing what type of accommodation is necessary.

Student Work Products and Evaluation:

- Reflection Paper: Students will write a paper reflecting on how their own college experience and how it differs from the experience of students with whom they are working in their internship/job. Paper is due September 22 (10 points)

- Reaction Paper: Students will complete a reaction paper on one of the films shown in class. Paper is due October 20 (10 points)
- Term Paper: Students will complete a term paper (approximately 10 to 15 pages in length) on a campus student population with a distinctive student culture. Paper is due December 15 (50 points)
 - Instructions for Term Paper: Choose a student subculture that you have little or no knowledge of/about and with whom you have access at the University. The sub-culture must be different from your own personal experience. Interview at least three students from this sub-cultural group to gain an understanding about this population from the students' experiences at Rutgers. Carefully note psychosocial, cognitive and multicultural dimensions of the students in this subculture. Use direct observation and published research to supplement your findings.
 - Prior approval of the topic by the instructor is required.
 - The paper must conform to current APA Manual Style and should include no fewer than 10 scholarly references. Grading will be based on content, APA Manual Style conformity, use of scholarly references, and quality of writing.
- Class Presentation: Students will prepare a 20 to 30 minute PowerPoint type of presentation for class on the subject and findings of their term paper. Class presentations are December 1 and December 8 (30 points)

Grading Scale

A	B+	B	C+	C	F
100-90	89-86	85-80	79-76	75-70	69-0

Course Schedule

Date	
September 1	<ul style="list-style-type: none"> • Course Overview • Documentary Film: <i>Declining by Degrees</i> • Discussion of film
September 08	<ul style="list-style-type: none"> • No Class. Students should attend their Monday classes as per the University schedule.
September 15	<ul style="list-style-type: none"> • Lecture: Characteristics of college students and is college worth it • Documentary Film: <i>Ivory Tower: Is College Worth It</i> • Discussion of film • Read: Horowitz: pp. 3 - 22
September 22	<ul style="list-style-type: none"> • Documentary Film: <i>Frosh: Nine Months in a Freshman Dorm</i> • Discussion of film • Assignment Due: Reflection Paper
September 29	<ul style="list-style-type: none"> • Discussion of <i>My freshmen year</i> by Nathan • Read: Nathan, R. (2005). <i>My freshmen year: What a professor learned by becoming a student.</i> • Discussion of documentary film - <i>Frosh</i>
October 6	<ul style="list-style-type: none"> • Lecture: The research on why residence hall students succeed • Readings: Articles on Sakai Site
October 13	<ul style="list-style-type: none"> • Lecture: Student populations • Popular Film: <i>Dear White People</i> • Discussion of Film • Read Horowitz: pp. 23 - 150.
October 20	<ul style="list-style-type: none"> • College Fraternities • Documentary Film: <i>Frat Boys</i> • Discussion of film • Read Articles on Sakai Site • Assignment Due: Reaction paper on the film <i>Dear White People</i>
October 27	<ul style="list-style-type: none"> • Popular Film: <i>Animal House</i> • Discussion of film • Read: Articles on Sakai Site
November 3	<ul style="list-style-type: none"> • Discussion: Diverse Student Populations • Panel of Speakers: Speakers to be announced
November 10	<ul style="list-style-type: none"> • Documentary Film: <i>The Sixties - The Years that Shaped a Generation</i> • Discussion of college culture of the 1960's and 70's • Read: Horowitz: pp. 193 - 220
November 17	<ul style="list-style-type: none"> • Lecture: College culture today: The Millennials • Read Horowitz: pp. 245 - 263
November 25	<ul style="list-style-type: none"> • TBA
December 1	Class Presentations
December 8	Class Presentations
December 15	(Possible class presentations -- to be determined)

	Papers Due
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