

**History and Philosophy of Higher and Postsecondary Education**  
**EDUC 661**  
**Winter 2017**

Class Schedule: Mondays 9AM – 12PM	Room: 2225 SEB
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**COURSE DESCRIPTION**

Colleges and universities are among the oldest continuously operating institutions in the world. What we deem “higher education,” or its various other titles, has played an important role in society since the time of antiquity. In many ways, in its role of transmitting, discovering, and preserving the accumulated knowledge of our world, it touches all of society because it claims for itself the responsibility of preparing the people who lead, manage, discover, and innovate within various aspects of society.

The history of higher education begins in the ancient world. However, this course is focused on an examination of the history of American higher education. In the over 350 years of higher education in the United States, this “industry” has grown to become one of the leading systems in the world, for many the gold standard of collegiate preparation. The so-called American “system” of higher education has blossomed from imitative European models focused on men and the privileged to a complex, multi-billion dollar industry with bold ambitions by extending some form of postsecondary education to larger and larger numbers of persons. Our system has also evolved new, uniquely American models and character, such as the community college, that are now imitated by others. Changes in the system have happened at times gradually and at other times with remarkable speed, linked to the evolving currents of American life.

This is a broad survey course intended to acquaint learners with the significant events and themes of both mainstream higher education and those institutions often thought to be on the fringes of American higher education. One of the purposes of the course is to provide students who may be planning careers in higher education with a basic historical foundation that gives perspective on the evolution of current ideas and policies.

**Course Objectives**

- Build a historical framework for higher education in the United States
- Understand the historical policies that have shaped institutional character, institutional change and society’s engagement with the academy
- Research and understand institutional history as a frame for shaping institutional culture and outlook
- Explore fundamental questions about the nature of higher education

## Learning Outcomes

There will be many learning outcomes from this class, some planned and some that will come because we are a unique community of learners gathered for the purpose of this course. The intent of the course is that you should be able to:

- articulate a historical timeframe of major developments in U.S. higher education and be able to discuss the implications of these developments American higher education
- demonstrate a deep knowledge of the history of at least one institution as an example of how it fits in the historical framework of the American system
- articulate a philosophy of higher education using historical perspectives to construct a point of view and respond to the key questions for this course
- describe major political, economic and social events that have influenced American higher education
- identify research and scholarly sources related to the history of higher education in the United States

## Key Questions

The history of higher education in America reveals evolving responses to how society has chosen to respond to key questions about the educational process, and higher education specifically. These questions reoccur over time calling for different answers from individuals, institutions, and society.

1. Who should be taught?
2. What should be taught and learned?
3. How should we teach?
4. How should institutions be organized and governed to fulfill mission?
5. Who should pay?
6. What is the role and relationship of higher education in society?

Underlying the answers to these time-laden questions are deep philosophical values that speak to the ethos of our society. The use of these questions will be integrated throughout the course. For example, we will be asking the questions in relation to historical periods, institutional types, and based on assumptions about the teaching-learning process that is the business of our industry. Students will also be asked to integrate these questions into their written assignments and especially into a final philosophy paper.

<b>REQUIRED TEXTS</b>
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### Required Texts

Solomon, B. M. (1985). *In the Company of Educated Women*. New Haven: Yale University Press

Theelin, J. R. (2011). *A History of American Higher Education (2<sup>nd</sup> ed)*. Baltimore: The Johns Hopkins Press.

## COURSE PROCESS AND REQUIREMENTS

This three-credit hour class combines the features of a survey course and an advanced seminar through hybrid pedagogical techniques. It will incorporate a variety of online and in-person activities to cover content and engage students in the learning process. These activities will include faculty-led mini lectures, group discussions, student presentations, written papers, and seminar-style discussions.

Students are expected to complete all of the required readings and be prepared to actively participate in the classroom discussions. Class participation is expected and will count in the final grade (see the grading scale). To function well, a survey course relies heavily on the regular and vigorous participation of all class members. Because this is a graduate seminar, students will be responsible for assisting in the conduct of class instruction through leading discussions, finding and introducing new materials or readings not included in this syllabus, and in other ways helping to take responsibility for the learning process. Students who do not regularly participate in class will see this lack of participation reflected in their final grade.

### **Pedagogical Strategies**

- Engage students in learner-centered activities, supported by examination of relevant research using primary and secondary sources
- Participate and facilitate in on-line discussion
- Provide a balance of structured class activities and opportunities for students to think creatively about their learning process
- Acquaint students with resources they can use for extended study in particular areas
- Call upon students to use multiple intelligences and intellectual skills

**Writing Style:** All written assignments must be typed, spell-checked, proofread for grammar and usage, and should conform to the style and reference notation format outlined by the 7<sup>th</sup> edition of the Publication Manual of the American Psychological Association (APA). Please double-space all assignments and use Times New Roman, 12-point font with a one-inch margin on all sides of the paper.

**Attendance Policy:** This is a seminar/lecture course. Reading the material for class is important, but equally important is the conversation that takes place in the classroom. The sharing of ideas, active listening, and many questions form the basis of the learning process. This process assumes that students are in class regularly and engaged with the subject matter and each other. Electronic devices or note taking by a peer cannot take the place of being in class.

**Academic Honesty Policy:** Each student is responsible for knowing and complying with the academic honesty policy for the University. This instructor will approach each person's submitted work as the originator's declaration of original efforts.

**Late Assignments:** Students are expected to submit assignments on the announced dates. Assignments submitted after the announced due date will receive point reductions--the later the submission, the more the point reduction. Students with any special learning needs or accommodations that would affect the timing of completion of assignments should notify the instructor after the first class.

**Classroom Civility:** This course, to a great extent, is based on talk—the give and take of discussion. Students are expected at all times to conduct themselves in a manner that supports the teaching-learning process. Avoid side conversations that may be distracting to others or hamper others from hearing or concentrating on classroom activities. Please turn off all cell phones, beepers, and other devices that might make noise or distract others.

**Change Policy:** The instructor reserves the right to alter information in this syllabus as needed to accurately reflect the course coverage and to enhance the learning outcomes of the course. When or if changes are necessary, they will be announced in advance and students will have appropriate time to make adjustments.

**University Adherence to Federal Policy:** The University complies with The Americans with Disabilities Act (ADA). This federal statute provides comprehensive civil rights protection for persons with disabilities. The legislation requires that all students with disabilities be guaranteed a supportive learning environment and requires reasonable accommodations for their disabilities. If you require any accommodations, please contact the instructor for information about university procedures.

## COURSE ASSIGNMENTS

The two assignments for the class are designed to focus broadly on higher education issues/structures and on specific institutions. This combination seeks to give both a micro and macro perspectives on the industry.

### **Assignment 1--Historical Research on a Selected Issue or Topic**

This assignment expands the entire semester and has several parts. It is the major product of the class with four parts and is designed to engage students in examining a specific topic or issue related to the history of higher education. The idea is to get students engaged with thinking about the historical factors related to a specific issue or institutional type, looking at one aspect of it closely and becoming experts related to the area. This allows students to explore a topic of interest or develop an area of expertise related to a possible career interests or previous experience.

**Part I.** Topic Selection and Proposal (5 points). Students are to submit a topic proposal on their selected topic by January 30<sup>th</sup> @ 11:59PM. This description is a one-page (double-spaced) rationale for the research, including why the topic was selected, what the student wants to learn, what materials or sources the student plans to investigate, and two or three questions this research paper might explore. The instructor will provide feedback and suggestions. Below is a suggested list of topics; however, students may propose a different topic with approval from the instructor. In identifying a topic, students should read substantially beyond the required readings. Consulting the additional readings list might provide some areas of focus. If students have questions about what to read—or how to search the literature—they are encouraged to consult the instructor.

*Possible areas of focus:*

- Historical perspective on a marginalized group in higher education (women, faculty of color, LGBT students, undocumented students, etc.)
- Historical perspective on a type of institution (liberal arts colleges, community colleges, normal schools, tribal colleges, Catholic colleges, etc.)
- The examination of the emergence of a type of institution (community colleges, for-profit institutions, graduate education, online universities, etc.)
- An examination of the impact of an event or legislation (Morrill Acts, GI bill, Higher Education Act of 1965, etc.)
- Tracing the historical development of a policy or practice or program type

Marybeth Gasman's edited volume (listed in this syllabus) provides useful readings on methods of historical research. You will find that we will be using a number of the chapters from her book early in the semester. Students are also encouraged to use library resources and read primary documents (newspapers, magazines, etc.) from the periods covered in your topic.

Topic Proposal Outline

- I. Give proposed title of paper (this can change as the paper is developed)
- II. Discuss the reasons for selection of this topic (interest to you, any previous background with the topic)
- III. Identify learning outcomes for the paper
- IV. Identify two or three questions that you might pursue in researching this paper
- V. Describe sources you have identified or processes you will use to find the resources you need to write an effective paper

Students will be asked to share their topics in a message board so the class community can share resources.

**Part 2.** Annotated Bibliography (10 points). This will be submitted by February 20 @ 11:59PM through Canvas. This initial review should contain a minimum of 10 sources. The intent is to make sure that students have adequate materials to cover their topic and to allow the faculty member to serve as a resource in pointing to additional resources where necessary. Submission of the bibliography also gives the instructor time for providing feedback on the paper. For more information on annotated bibliographies, see the Purdue OWL website: <https://owl.english.purdue.edu/owl/resource/614/03/>

**Part 3.** Presentation (25 points). The work done on these papers and the information gathered is too valuable and informative for the instructor to be the only one who gets to see it. Therefore, students will be asked to share their work in short 15-minute presentations (visual cues or PowerPoints are encouraged) in class on March 20<sup>th</sup>. The presentations allow us to expand the knowledge of the entire class and from the feedback provided by the instructor and classmates, will inform the final paper due a week later.

**Part 4.** Paper (60 points). Write a 15-20 page paper (content, does not include references) on the selected topic due March 27<sup>th</sup> @ 11:59PM through Canvas. The paper should follow standard

APA or other approved formatting style. The intent of the paper is to explore the topic related to these or other questions:

What is the issue/organization/problem?

What is its history?

How does the historical background help shape the issue/institution/program?

Why is this important in relation to understanding the topic and its place/impact in American higher education?

Were you able to answer your questions and achieve your learning objectives? (See first question)

What is the contemporary face of this issue/organization/program?

<b>Due Date</b>	<b>Assignment</b>	<b>Points</b>
1/30	Topic Selection & Proposal	5
2/20	Annotated Bibliography	10
3/20	Presentation	25
3/27	Paper	60
	Total	100

## **Assignment 2--University of Michigan Historical Research Project**

### **Overview**

The University of Michigan will be celebrating its bicentennial and the culminating project for this class will be used directly for a larger project with the National Center for Institutional Diversity. Through this project, groups of 2-3 students will have the opportunity to do archival research, collect interview data, and present history in a meaningful way on pre-determined topics. Specifically the project will be structured in three concentrations (topics will be provided in a separate assignment document):

- 1) National context of the issue
- 2) University of Michigan history
- 3) Counternarrative of voices and experiences often not illuminated through dominant historical narrative

### **Connection to the Bicentennial**

Every community, institution, and society has a story to tell. "Centering Diverse Voices" is a project led by the National Center for Institutional Diversity (NCID) that aims to recover and center the historical perspectives of marginalized communities, a voice that is often invisible in dominant narratives. This effort is being launched at a time when the University of Michigan (U-M) is celebrating its Bicentennial – an opportunity to bring to the center historical perspectives and voices that have been marginalized or underrepresented at the U-M and across higher education. NCID will use historical research each team gathers for the larger Bicentennial initiative.

## Project Description

**Part 1.** The first part of the assignment is to do a brief **2-3 page** overview of the national context of the topic including contemporary journal articles, books, and other resources that will help frame for the reader what the topic means outside of the University of Michigan context.

*Example: Provide brief history of how they got started, institutions where they are present, research that has been done about outcomes, and how the initiative is currently practice in higher education.*

**Part 2.** The second part provides a more focused frame of the topic. So this should be a more descriptive **3-4 page** overview of the history of the topic specifically at the University of Michigan.

**Part 3.** The third part is the **most substantial intellectual and meaningful contribution**: the counternarrative. All of the materials should be collected (although they may not be in a polished form by the consultation meeting with NCID and Betty on **3/6**. For each of the topics there will be a specific sub-population of students/faculty/staff/community members that have been marginalized to the periphery of the dominant narrative. Each of the communities have made substantial contributions to the university story, but often their voices are not found in historical accounts or celebrated saga. This part of the project will demand a majority of the group's research time because it will include both historical data collection (archival research, interviews of alumni/faculty) and connecting it to the contemporary university.

In particular you are required to turn in the following items as part of your research:

- Complete timeline of the topic with relevant dates (and relevant contextual dates)
- 4-5 Pictures or visual representations
- Interviewee Selected (for approval): At least 1 audio or video interview from a historical perspective
- Interviewee Selected (for approval): At least 1 audio or video interview from a contemporary perspective (that has a direct relation to your topic)
- Provide 3-4 interesting vignettes (1-2 pages) related to the topic. This will be used for a website or other materials so should be less academic and more narrative. Instead of APA in-article citations, use footnotes.

While the project materials will be used for NCID in their bicentennial activities, all questions regarding the assignment should first be funneled to the instructor or GSI first. Additionally, all contributing student researchers will be given appropriate credit for researched that used for the final NCID initiative.

**Part 4.** Lastly you will present to the class on **4/17** (Approved interviews completed). When presenting the history of others, especially those that are often not shared, it is important to be careful about what you include, what you do not include, and what information you could not find in order to be respect the narrative that you will be responsible for sharing. Additionally, make the presentation as creative as possible. For example you could do a podcast or video that would help engage the audience in the history of your subject. In

Due Date	Assignment	Points
1/23	Topic & Group Selection	-
3/6	Research Materials Collected & Interviews Selected	50
4/17	Presentation	50
4/24	Research Material Submission	100
	Total	200

### COURSE ASSESSMENT

#### Class Participation (Total 100 points)

##### In-Person Participation (30 points):

- Contribute insightful, relevant comments and serve as a catalyst for class discussion
- Attend class sessions and remain engaged in activities
- Effectively contribute to the comments of others
- Demonstrate familiarity with the readings
- Present good examples and experiences

##### Online Participation (70 points):

- Provide thoughtful answers to each of the online prompts throughout the semester using course materials and critical thinking.
- Respond and engage with classmates through online message boards. Since we will not meet in-person some weeks, this discussion should mirror in-person dialogue by posing questions, responding to other posts, and engaging in thoughtful, civil discourse.  
**Students are required to post at least once and respond at least once to a classmate each week.** For the best engagement with material students are encouraged to post and respond more than once.
- The Discussion Boards will be posted in the “Discussion” section on the Canvas site.

Due Date	Points
1/9-1/15	10
1/30-2/5	10
2/6-2/12	10
2/20-2/26	10
3/13-3/19	10
3/27-4/2	10
4/10-4/16	10

#### Criteria for Written Assignments (Grading Rubric)

- Clear sense of the topic and a point of view for the writing (thesis)
- Strong organizational focus and logical development
- Critical/analytical thought process (discern claims in the literature and examination of evidence)
- Use of relevant research and source materials
- Quality of writing

- Sense of grappling with ideas and learning

The final grade for this class will be determined using the following point system:

<b>Date</b>	<b>Assignment</b>	<b>Points</b>	<b>Points Earned</b>
1/9-1/16	Online Discussion Post & Response	10	
1/30	Issue Paper Assignment: Topic Selection & Proposal	5	
1/30-2/5	Online Discussion Post & Response	10	
2/6-2/12	Online Discussion Post & Response	10	
2/20	Issue Paper Assignment: Annotated Bibliography	10	
2/20-2/26	Online Discussion Post & Response	10	
3/6	Research Materials Collected & Interviews Completed	50	
3/13-3/19	Online Discussion Post & Response	10	
3/20	Issue Paper Assignment: Presentation	25	
3/27	Issue Paper Assignment: Final Paper	60	
3/27-4/2	Online Discussion Post & Response	10	
4/10-4/16	Online Discussion Post & Response	10	
4/17	Presentation	50	
4/24	Research Material Submission	100	
	In-Person Participation	30	
	Total	400	

### Grade Scale

<b>Points</b>	<b>Grade</b>	<b>Points</b>	<b>Grade</b>
400-388	A	347-332	B-
387-376	A-	331-308	C
375-360	B+	Below 307	F
359-348	B		

Regular office hours are listed in this syllabus and appointments times are available to discuss any questions about how individual assignments were graded and how the final grade was determined.

<b>WEEKLY TOPICS AND READING ASSIGNMENTS</b>
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This list of weekly topics and assignments is intended to guide our discussions. Variations from the schedule may be necessary at times to accommodate the pace of discussions, unanticipated activities, or other events. The intent is to provide a good understanding of the topic but not to be rigid about any one particular sequence of coverage. Additional topics or readings may be added to support emerging areas of interest or newfound materials. Students will be asked to read and come prepared to discuss the topics. This is a discussion course.

Week	Date	Subject
1	1/9	Introductions & Archival Research (In-Person @ Bentley Library)
2	1/16	Martin Luther King, Jr. Celebrations (No Class)
3	1/23	Mission as Message: Defining Higher Education (In-Person)
4	1/30	The American Way of Higher Education
5	2/6	Growth, Access and Resiliency
6	2/13	Growth, Access, Resiliency, & Captains of Industry and Erudition (In-Person)
7	2/20	Accreditation and Other Keepers of Quality
8	2/27	Spring Break (No Class)
9	3/6	America Goes to College: Widening the Doors of the Academy (Remote Group Meetings w/ Betty)
10	3/13	Success and Access: Expansion and Reforms in Higher Education
11	3/20	Higher Education's Golden Age (In-Person)
12	3/27	The American System of Higher Education
13	4/3	The American System of Higher Education Part II (In-Person)
14	4/10	Struggle and Change in Contemporary Higher Education
15	4/17	The Future of Higher Education (In-Person)

<b>Week 1</b>	<b>January 9: Archival Research (In-Person @ Bentley Library 9:30AM)</b>
<b>Location</b>	
<ul style="list-style-type: none"> <li>We will be having the first class at the Bentley library from 10:00 – 12:00PM (to allow for travel time). For directions: <a href="http://bentley.umich.edu/about/visiting/">http://bentley.umich.edu/about/visiting/</a></li> </ul> <p><b>Transportation:</b> Immediately South of the Bentley Library (or take the North Commuter bus)</p>	
<b>Themes</b>	
<ul style="list-style-type: none"> <li>Overview of course content, hybrid-structure, and expectations</li> <li>Orientation of archival research from a UM archivist</li> </ul>	
<b>Assignment</b>	
Post on the Discussion Board:	
<ul style="list-style-type: none"> <li>What did you learn about what we collect and make available about our history? How might this give us a glimpse into institutional mission and values?</li> <li>You will hear me say over and over that history is always with us. What did you learn in the Bentley visit that might reflect this sense of the impact of history on current realities?</li> </ul>	

- Before our first face-to-face section we will also observe another more recent historic marker -- Martin Luther King, Jr's Birthday. Why are such historic markers important and what does it mean to "celebrate" or "commemorate"?

<b>Week 2</b>	<b>January 16: Martin Luther King, Jr. Celebrations (No Class)</b>
<b>Themes</b>	
<ul style="list-style-type: none"> <li>• Do something that causes you to think about Dr. King's work and your connection to it.</li> </ul>	

<b>Week 3</b>	<b>January 23: Mission as Message: Defining Higher Education (In-Person)</b>
<b>Themes</b>	
<ul style="list-style-type: none"> <li>• Mission as Message: Defining Higher Education</li> <li>• The Beginning of the American College Experience</li> <li>• Presentation - Bicentennial Project</li> <li>• Grouping &amp; Topic Selection for Group Project</li> <li>• Potential Guest Speaker: Dr. David Garcia: History Research Methods</li> </ul>	
<b>Readings</b>	
<ul style="list-style-type: none"> <li>• Thelin, Chapter 1: "Colleges in the Colonial Era,"</li> <li>• Thelin, <i>Essential Documents</i>, "College Charter in the Colonial Era: The College of Rhode Island"</li> <li>• Darryl L. Peterkins, "Within These Walls: Reading and Writing Institutional Histories," in Marybeth Gasman, <i>The History of U.S. Higher Education</i></li> <li>• Jordon R. Humphrey, "No Food, No Drinks, Pencil Only,"</li> </ul>	
<b>Assignments</b>	
<ul style="list-style-type: none"> <li>• Bring to class the date of the founding of your undergraduate institution</li> </ul>	

<b>Week 4</b>	<b>January 30: The American Way of Higher Education</b>
<b>Themes</b>	
<ul style="list-style-type: none"> <li>• 1785-1860 --What was the American Way of Higher Education?</li> <li>• How Does it Speak to Our Key Questions?</li> </ul>	
<b>Readings</b>	
<ul style="list-style-type: none"> <li>• Thelin, Chapter 2: "Creating the 'American Way' in Higher Education"</li> <li>• Solomon, "The Forbidden World," "Boring from Within: A Beginning in the Academies of the Republic"</li> <li>• Marsden, "The Burden of Christendom: Seventeenth-Century Harvard, ," ASHE-Reader,</li> <li>• Wright, " 'For the Children of Infidels'? : American Indian Education in the Colonial Colleges"</li> </ul>	
<b>Assignments</b>	
<ul style="list-style-type: none"> <li>• Post to Discussion Board: As America starts to "invent" it's spin on higher education,</li> </ul>	

<p>reflect on what were the values and perceptions about higher education by posting your reflections on the discussion board. Particularly, think about the basic questions asked about higher education for this class. How might a faculty member at one of the early colleges answer these questions? How might a newly arrived colonist answer these questions?</p> <ul style="list-style-type: none"> <li>• Paper Topic Proposal due</li> </ul>
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<b>Week 5</b>	<b>February 6: Growth, Access and Resiliency</b>
<b>Themes</b>	
<ul style="list-style-type: none"> <li>• Growth, Access, and Resiliency in American Higher Education: New Faces and Mute Voices</li> </ul>	
<b>Readings</b>	
<ul style="list-style-type: none"> <li>• Thelin, Chapter 3: “Diversity and Adversity: Resilience in American Higher Education, 1860-1890</li> <li>• Marsden, Methodological Secularization and Its Christian Rationale at Hopkins,” Liberal Protestantism at Michigan: New England Intentions with Jeffersonian Results”</li> <li>• Solomon, “The Utility of Their Education: 1800 to 1860”</li> </ul>	
<b>Assignments</b>	
<ul style="list-style-type: none"> <li>• Topic due for institutional paper</li> <li>• For the discussion board: Reflecting on the readings of the week, what are the diversity perspectives in the readings? How do they differ? What do they tell us about the specific historical period and the focus on higher education?</li> </ul>	

<b>Week 6</b>	<b>February 13: Growth, Access, Resiliency, &amp; Captains of Industry and Erudition (In-Person)</b>
<b>Themes</b>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Readings</b>	
<ul style="list-style-type: none"> <li>• Thelin, Chapter 4: “Captains of Industry and Erudition: University Builders, 1880-1910</li> <li>• ASHE-Reader, Vine, “The Social Function of 18<sup>th</sup> Century Higher Education” and DuBois, “The Talented Tenth, 1903”</li> <li>• Thelin, “Horizontal History and Higher Education,” in Gasman’s <i>The History of Higher Education</i></li> <li>• MacDonald and Garcia, “Historical Perspectives on Latinos Access to Higher Education, 1848-1990” in <i>The Majority in the Minority</i></li> </ul>	
<b>Assignments</b>	
<ul style="list-style-type: none"> <li>• Check in</li> <li>• Progress on research assignment</li> <li>• In class discussion of readings</li> </ul>	

<b>Week 7</b>	<b>February 20: Accreditation and Other Keepers of Quality</b>
<b>Themes</b>	
<b>Readings</b>	
<ul style="list-style-type: none"> <li>• www.onlinemba/guide</li> <li>• Please review the websites of the Higher Learning Commission and the Southern Association of Colleges and Universities</li> <li>• Bittingham (2009) Accreditation in the United States: How Did We Get to Where We Are?</li> </ul>	
<b>Assignments</b>	
<ul style="list-style-type: none"> <li>• Post on Discussion Board:</li> </ul>	

<b>Week 8</b>	<b>February 27: Spring Break (No Class)</b>
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<b>Week 9</b>	<b>March 6: America Goes to College: Widening the Doors of the Academy (Remote Group Meetings w/ Betty)</b>
<b>Themes</b>	
<ul style="list-style-type: none"> <li>• Mini Lecture: Faculty, Tenure, and all that Jazz</li> </ul>	
<b>Readings</b>	
<ul style="list-style-type: none"> <li>• Thelin, Chapter 5: “Alma Mater Goes to College, 1890-1920</li> <li>• Solomon, “Women and the Modernizing of Liberal Education, 1860-1920”</li> <li>• Gasman, “Minority Serving Institutions: A Historical Backdrop”</li> </ul>	
<b>Assignments</b>	
<ul style="list-style-type: none"> <li>• Check in</li> </ul>	

<b>Week 10</b>	<b>March 13: Success and Access: Expansion and Reforms in Higher Education</b>
<b>Themes</b>	
<ul style="list-style-type: none"> <li>• More people, new models and different goals: Distinctiveness comes to American Higher Education</li> </ul>	
<b>Readings</b>	
<ul style="list-style-type: none"> <li>• Thelin, Chapter 6: “Success and Excess: Expansion and Reforms in Higher Education”</li> <li>• Brint/Karabel, “Community Colleges and the American Social Order”</li> <li>• ASHE, “Report on the President’s Commission on Higher Education and the National Rhetoric on Higher Education Policy, 1947”</li> <li>• Solomon, “Dimensions of the Collegiate Experience”</li> <li>• Solomon, “The Collegiate Education of Women: Its Plural Strands, 1920-1940,” “A Public Debate for College Women: 1920-1944”</li> </ul>	

**Assignments**

- For Discussion Board: This period (1920's to the 1940's) represents a second major period of expansion of higher education in the U.S. It is also one of the great periods of innovation and reform. How would you characterize the reforms that occurred? What motivated these changes? What impressed you most about these changes?

<b>Week 11</b>	<b>March 20: Higher Education's Golden Age (In-Person)</b>
<b>Themes</b>	
<ul style="list-style-type: none"> <li>• At the Top of Our Game: 1945 to 1970</li> </ul>	
<b>Readings</b>	
<ul style="list-style-type: none"> <li>• Thelin, Chapter 7: "Gilt by Association: Higher Education's "Golden Age"</li> <li>• Brint/Karabel, "The Takeoff Period," and "The Great Transformation: 1970-1985"</li> <li>• Hofstadter &amp; Smith, "Robert M. Hutchins Assesses the State of Higher Education"</li> </ul>	
<b>Assignments</b>	
<ul style="list-style-type: none"> <li>• Check in</li> <li>• Discussion of the readings</li> <li>• Research Progress and Discussions</li> </ul>	

<b>Week 12</b>	<b>March 27: The American System of Higher Education</b>
<b>Themes</b>	
<ul style="list-style-type: none"> <li>• Returning to our Questions and Getting New Answers</li> </ul>	
<b>Readings</b>	
<ul style="list-style-type: none"> <li>• Thelin, Chapter 8: "Coming of Age in American: Higher Education as a Troubled Giant, 1970 to 2000"</li> <li>• Brint/Karabel, "Designed for Comprehensive Community Colleges: 1958-1970" and "The Process of Vocationalization: Mechanisms and Structures"</li> <li>•</li> </ul>	
<b>Assignments</b>	
<ul style="list-style-type: none"> <li>• Institutional Paper due</li> <li>• For Discussion Board: We have watched the expansion of higher education in the U.S. from imitations of European institutions to a new distinctiveness and some home-grown models. If at this point we consider our basic questions, do we have new answers about the role and focus of higher education? If so, how has its role and focus changed and for whom? What have been the biggest changes? Has anything not changed?</li> </ul>	

<b>Week 13</b>	<b>April 3: The American System of Higher Education Part II (In-Person)</b>
<b>Themes</b>	
<ul style="list-style-type: none"> <li>• New Emerging Forms of Higher Education</li> </ul>	

<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Thelin, Chapter 9: “A New Life Begins? Reconfiguring American Higher Education in the Twenty-first Century”</li> <li>• Brint/Karabel, The Community College and the Politics of Inequality</li> <li>• Solomon, “The Promises of Liberal Education—Forgotten and Fulfilled”</li> <li>• Karabell, “Adjuncts and Community Colleges,” “Society and Higher Education”</li> </ul>
<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Check-in</li> <li>• Research Project Progress</li> <li>• Discussion of Readings</li> <li>• Guest Speaker (TBA)</li> </ul>

<b>Week 14</b>	<b>April 10: Struggle and Change in Contemporary Higher Education</b>
<p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• The Modern U.S. Higher Education System</li> </ul>	
<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Tierney, “Too Big To Fall, The Role of the For-Profit Colleges and Universities in America”</li> <li>• Cohen and Kisker, “Privatization, Corporatization, Accountability in the Contemporary Era”</li> <li>• Rhodes, “Governance and Leadership,” and “The Cost of Higher Education”</li> <li>• Selingo “College Unbound” the Online Revolution</li> </ul>	
<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• For Discussion Board: As you consider the readings for this session, what picture do they paint of some of the major issues facing higher education now and into the future? Which of these issues seem most threatening and for what aspects of higher education?</li> </ul>	

<b>Week 15</b>	<b>April 17: The Future of Higher Education (In-Person)</b>
<p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• Paper Presentations</li> </ul>	
<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Anderson, “The Future of Higher Education,”</li> <li>• Rhodes, “The New University”</li> <li>• Selingo, “The Five Disruptive Forces That Will Change Higher Education Forever”</li> <li>• <a href="http://www.chronicle.com/interactives/50-years-of-technology?cid=at&amp;utm_source=at&amp;utm_medium=en&amp;elqTrackId=bbe182fe9dfd47dc856e21f20d782e23&amp;elq=f856a09cd79b4424b9fea876d9a5f383&amp;elqaid=11846&amp;elqat=1&amp;elqCampaignId=4736">http://www.chronicle.com/interactives/50-years-of-technology?cid=at&amp;utm_source=at&amp;utm_medium=en&amp;elqTrackId=bbe182fe9dfd47dc856e21f20d782e23&amp;elq=f856a09cd79b4424b9fea876d9a5f383&amp;elqaid=11846&amp;elqat=1&amp;elqCampaignId=4736</a></li> </ul>	

<b>Assignments</b> <ul style="list-style-type: none"><li>• Check-in</li><li>• The So-What Conversation</li><li>• Research Project Presentations</li></ul>
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<b>Week 16</b>	<b>April 24: No Final Examinations</b>
<b>Assignments:</b> <ul style="list-style-type: none"><li>• Final Research Project Due</li></ul>	

<b>RECOMMENDED READINGS</b>
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**Primary Texts (Recommended Readings)**

This list of recommended readings is an initial list. Additional resources may be added during the course based on areas of interests arising in class discussions, over-looked resources, or new materials. Students are expected to become familiar with these resources and use them in preparation for class and in their individual research.

**Additional Readings (Books)**

- Bastedo, M. N. , Altbach, Philip G., and Grumport, P. J. (2016). *American Higher Education in the Twenty-First Century*. Baltimore: The Johns Hopkins Press.
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- Lucas, Christopher J. (1996). *American Higher Education: A History*. New York: St. Martin's Press.
- Marsden, G.M. (1994). *The Soul of the American University: Protestant Establishment to Establishment of Nonbelief*. New York: Oxford University Press.
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- Rhodes, Frank H. (2001). *The Creation of the Future: The Role of the American University*. New York: Cornell University Press.
- Rigenberg, William C. and Noll, Mark. (2006). *The Christian College: A History of Protestant Higher Education in America*. Grand Rapids, MI: Council of Christian Colleges and Universities.
- Roebuck, Julian B. and Muntz, Komanduri S. (1993). *Historically Black Colleges and Universities: Their Place in American Higher Education*. Westport, CT: Praeger London
- Rudolph, Frederick. (1962/1990). *The American College and University: A History*. Athens, GA: University of Georgia Press.
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### Articles

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- May, Walter P. (2010). "The History of Student Government in Higher Education," *College Student Affairs Journal*, 28 (22), 207-220.
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- Tierney, William. "Too Big to Fail: The Role of the For-Profit Colleges and Universities in American Higher Education," *Change Magazine*, November-December, 2011.
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