EDH 6066 section 4910
American Higher Education
Fall Semester 2011, August 22, 2011 – December 16, 2011
Mondays, 5:10pm – 8:10pm
NRN 260, Main Campus

Instructor:
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Course Purpose:
This course provides a history of the U.S. system of higher education through an overview of that system and its scope, a survey of the philosophical missions and purposes served by U.S. colleges and universities, and an investigation of some of the pressing policy questions and emerging practice issues confronting these institutions. In short, this course presents an overview of American higher education, with an emphasis upon the development of colleges and universities, and how these developments help shape and define current institutional practices and policies. A number of curricular, administrative, and policy issues will be examined and selected current problems will also be discussed in greater depth throughout the semester.

Recommended Texts
Course Objectives
The objectives of this course are to:
1. introduce you to the US system of higher education and its historic and current variety.
2. survey the history of higher education institutions in the US and consider how this history shaped the missions and purposes that these institutions now serve.
3. consider how the nature and impact of the diversity of the U.S. population as students within the academy and as external constituents have influenced the evolution of American colleges and universities and their policies.
4. examine the impact on these historic purposes by the trends of modern education, society, and politics.
5. investigate the differences among types of institutions and the purposes that they serve.
6. explore several of the most pressing issues that relate to higher education mission, purpose, and history.
7. introduce the literature and resources of higher education.
8. develop critical thinking and presentation skills concerning the analysis of higher education issues.

Course Organization and Design
A first section introduces the U.S. higher education system including a comparison to other major higher education systems. A second segment surveys the history of higher education with specific emphasis on how different colleges and universities were created and evolved to address varying educational purposes. A last section focuses on current policy issues, particularly regarding the federal role in higher education and higher education public policy.

It is impossible to study the history of any topic without the support of a great number of background readings. Thus, this course is heavy in reading requirements. Class activities will be predicated on the assumption that students have considered the required readings in depth. There are also “recommended” readings for those students who wish to supplement the required readings for more in-depth study and analysis. Students are encouraged to form small study groups to discuss, debate, investigate, and critique the readings.

This class is designed as a survey of the history, philosophy and policies of higher education. Thus, you will find few readings dated beyond the 1990s, with the exception of Cohen and Kisker’s book and Theline’s book. Given the breadth of this course, including readings, debates, and assignments, all topics may not receive equal classroom time.

Next, the purpose of the analysis/essay papers is to allow students to make the connections between topical issues and the historical themes and events discussed in the course. The analysis/essay papers are also a primary tool in strengthening your academic writing and your practice of APA style. Your weekly reading of The Chronicle of Higher Education and other higher education magazines and journals as you search for topics for your papers are an important aspect of this course that allows you to survey current issues and make connections to history. The purpose of the debates is to provide students with more in-depth learning and to continue to hone skills in identifying a thesis and articulating supporting arguments. The final paper serves as a course capstone.
Syllabus Change
This syllabus is subject to change at the instructor’s discretion. Advance notice within a reasonable period will be provided of any changes made to the syllabus.

Course Philosophy
This is a graduate level course with the following assumptions:
1. Each student brings to the classroom a wealth of experience and knowledge that should be and can be tapped in classroom discussion.
2. Adults learn best through actively participating in their own education.
3. People best clarify their ideas and understanding of concepts and issues through discussion and writing.
4. The course takes into consideration the differences in learning styles and interests of students to ensure the best learning experience for everyone.
5. Adults learn best from the opportunity provided by feedback to improve their work through mastery learning.

Expectations of Students
1. This course requires the participation of each and every student to be successful. Each student brings to the course a wealth of expertise and knowledge that will significantly enrich classroom discussion. In addition to the necessity of the presence of each student in every class, it is important that all students come prepared, having read all of the assignments. It is also important that all students fully participate in each class by providing information, probing for details, making connections among materials, and linking ideas to general theory. Participation means quality, not quantity—the ability of a statement to advance the general discourse, to connect concepts, and to foster general understanding and learning. Participation is considered the minimum performance level for a graduate student.
2. Students should attend all classes. However, adults must juggle myriad responsibilities. Sometimes that means choosing among competing priorities, and, occasionally, something else will have a higher priority. I will understand an absence better if you call me in advance of a class to tell me (or leave a message for me) that you will be absent OR if you call immediately afterwards for follow-up. If there are more than two absences, we will need to discuss your continued viability as a student in this course. It will be up to the professor to decide if a student who misses three or more modules will receive course credit or will need to make alternate arrangements for covering that, or by retaking the course the next time it is offered.
3. If you must miss class time, you are responsible for obtaining all notes and handouts. To that end, it is wise to make a friend(s) in class upon whom you can call for assistance if you miss a class.
4. If you must miss class for religious observance, you must notify the instructor during the first week of the semester of your intention to be absent from class on your day(s) of religious observance. Faculty will continue to extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations or other course materials.
5. All modules will and course related material will be made available on UF’s Sakai e-Learning Content Management System. Please make sure you have access to Sakai early in the semester. Let me know if you cannot gain access to this course online as soon as possible.

6. Students should turn in all assignments on time. I am always happy to accept an assignment before the due date via Sakai (preferred) or email. If you get behind in papers, or see scheduled conflicts ahead, please call me so we can work out an alternate schedule of paper due dates for you.

7. All students are expected to abide by the University of Florida “Code of Academic Integrity.” These expectations include the application of academic integrity and honesty in your class participation and assignments.

Course Grading:
3.68-4.00    A
3.34-3.67    A-
3.01-3.33    B+
2.68-3.00    B
2.34-2.67    B-
2.01-2.33    C+
1.68-2.00    C
1.34-1.67    C-
1.00-1.33    D+
0.68-0.99    D
0.01-0.67    D-
0.00         E

Course Grading Breakout:
Discussion/Participation    10%
Individual Analysis/Essay Paper #1 20%
Grouped Analysis/Essay Paper #2 20%
Classroom Debates    20%
Take Home Final Paper     30%

______________________________________________________
Total                                    100%

Special Thanks:
I would like to extend my gratitude to Dr. Sharon McDade for providing me with her History of Higher Education syllabus at George Washington University which served invaluable in the development and preparation of this syllabus. I extend, with sincere gratitude, a special thanks to all my own instructors at Penn State; they have left their own indelible imprint on this syllabus.
Results-Based Alternative Syllabus

I have developed an alternative syllabus that reduces the subjective nature of grading from a one-person perspective (me), and introduces a blind-review perspective to assess the quality of work completed. All aspects of the original syllabus will be required. However, grading for the course will be dependent on whether we submit and get a proposal accepted for funding, accepted for presentation at a national/international conference such as ASHE, AERA, AIR, NASPA, ACPA, and others, or a manuscript submitted/published in a peer-reviewed academic journal.

For conference presentation purposes, if the conference you are interested in is not listed, please contact me about its acceptance as an alternative. For journal publication purposes, the manuscript must be submitted to a journal we agree to prior to submission. In addition to the above requirements, you will be required to stay for one hour after each class or during a designated time to be agreed upon individually.

It should be noted that students who intend to graduate this spring semester should reconsider using the results-based alternative syllabus since the deadlines for proposal submission to conferences for presentations or poster sessions are calendar specific. While submission for peer-reviewed journal article publication is not calendar specific, it must be noted that reviews for journal article publication tend to take one or two months, sometimes even longer for a determination of “accepted,” “rejected,” or “revise and resubmit.”

You will be graded as follows:

- Grade given at the end of the semester until we Finalize the Grade
- Research Proposal Submitted for Funding Support—Awarded
- Manuscript Accepted for Publication in a Peer-reviewed Journal
- Revise and Resubmit for Publication in a Peer-reviewed Journal
- Research Paper Presented at an International/National Conference
- Research Proposal Submitted for Funding Support—Not Awarded
- Poster Session Presented at an International/National Conference
- Research Proposal Submitted for Institutional Support—Not Awarded
- Submitted but Rejected for Journal Article Publication
- Submitted but Rejected for Conference Presentation Session
- Submitted but Rejected for Conference Poster Session

These represent minimum grades that I can award you; this means that I may elect to award you with a higher grade than that listed in the above scale.

NOTE:
If you do not submit to a Conference for Presentation/Poster, Journal for Article Publication, or to a Funding Organization for Funding within 1 year

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1 I will base your grade on amount of effort put into the project and the course throughout the semester.
Pete’s Pet Peeves of Academic Writing

Never submit a paper without proofreading it. Ask a student or faculty colleague to review all papers before submission for grading.

Never submit a paper without checking for spelling errors using spell-check. Sometimes it is rather obvious that you have not done so when words that do not exist in the English dictionary at all are still included in the paper.

Always try to use grammar check, although there may be times when you may disregard Word’s suggestions. You should always check for grammar using grammar check.

Never submit a “draft” to your professor as your final paper!!!

Never submit a paper without an academic and informative title, not even if it is a short assignment.

Always place a comma before the final “and” in a sequence unless the final two items are in effect an item. Example: The three things I find most interesting are the study of college access, student stratification, and college success.

Example: The following cartoon characters are my favorite: Rocky and Bullwinkle, Beavis and Butt-head, and Tom and Jerry.
While an “and” exists between Tom and Jerry, a comma is not used after Tom because the two cartoon characters represent an established coupling of two characters. However, the cartoon characters that go together form three separate cartoons in effect. Thus, you still must place a comma between the three groups of cartoon characteristics, even after Butt-head.

Use appropriate language even when it may sound too simple. It is always better to sound “pedantic” (I have made an intentional error here. Do you get it?) than to try to sound intelligent and misuse the words.

Know how, why, and when to appropriately use the following: etc., i.e., and e.g. In addition, you should know that you may not use two of these in one sentence. You may only use one in any given sentence.

Always use the latest edition of the APA style manual in any class I teach. Most of my faculty colleagues would concur with this item. For students in other Colleges, use a style manual that is conventional in your field, but notify me of the name of the style manual.

You should not fear using first person language in your writing, especially if the ideas expressed are your own ideas. This makes it easier for you to avoid using passive language.
**TENTATIVE COURSE SCHEDULE**

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Class One: Course Introduction and Overview of the Purposes and System of U.S. Higher Education

The first part of class is an introduction to the course including an overview of content, a review of the course’s specific requirements, including importance of APA. The second part of the class provides a brief overview of these structure and the purposes of colleges and universities. These institutions have many organizational and governance structures—and it is this multiplicity of levels and organizations that make understanding the purposes and policies of these institutions so difficult.

Study Questions:
1. What is/are the purpose(s) of higher education?
2. Is there a national system of higher education in US?
3. What are the parts of a "system" of higher education?
4. What are the categories of institutions that make up the U.S. system of higher education?
5. Find the Carnegie classification for all of the institutions with which you have had an affiliation.
6. Who *owns* a college or university? What is the legal entity of a college or university?

In Class Activities:
Course syllabus and overview
Exercise on “How Much Do You Know about the History of U.S. Higher Education?”
Assignment of Group Debates

Required Readings and Resources:

Eisenmann, L. Integrating disciplinary perspectives into higher education research. In ASHE reader on the history of higher education, pp. xxi – xxx.


Recommended Reading:
Review the Almanac Issue (late August/early September 2008) of The Chronicle of Higher Education.
[Check your library or personal subscription]. This special Chronicle issue provides a snapshot overview of U.S. higher education.

Assignments:
Identify the Carnegie Classifications (old and new) for each college and university from which you have degrees and at which you have worked.
Class Two:
Other Higher Education Systems

The U.S. higher education system is only one of several international higher education models. Each model emphasizes different aspects of education. Many nations are now reinventing their higher education systems, borrowing the best from many different models. This class will provide a fast, admittedly somewhat superficial, but hopefully useful, look at other higher education systems so that an understanding of what makes our system unique can be explored.

Study Questions:
1. What do you know about the organization and structure of other national higher education systems?
2. Which models are most similar to that used in the U.S.?

In Class Activities:
Overview of the major international higher education models. (Can you name the major models?)

If any students in the class have experienced higher education in another country (as a study abroad student or as a native of another country), your observations on how colleges and universities worked in the country of your experience are welcome.

Required Readings and Resources:

Text: Cohen and Kisker. American Higher Education: Emergence and Growth of the Contemporary System Chapter 1


Handout: What makes our system different from other systems?
Handout: A comparison of the US and Russian Federation Educational Systems


Recommended Readings and Resources:

Center for International Higher Education, Boston College http://www.bc.edu/bc_org/avp/soe/cihe/ [Explore some of the links to learn more about how U.S. higher education relates to and conceptualizes international and comparative higher education both in practice and in scholarship. In particular, scan through the back issues of the Center's journal, International Higher Education, for an idea of the type of issues of interest to scholars relating to international higher education.]
Class Two, Part Two: Higher Education Roots in Antiquity

Although U.S. higher education is a direct descendent of the classical education systems of Egypt, Greece, Rome, and Europe (with contributions from the Middle East, Arabia, India and China), the end product is substantially different. It is important to understand these higher education roots in antiquity to appreciate the different directions that U.S. higher education has evolved and the different purposes to which U.S. society has chosen to direct its higher education institutions.

Study Questions:
1. What is a "college"? What is a "university"? What are the differences between the two?
2. What are the earliest antecedents of the college? of the university?
3. What elements of our higher education system have we, in the U.S., inherited from Egypt, Greece, Rome, and Europe? of Asia, Arabia, Africa, India, the Middle East? What elements did we reject? Why?

In Class Activities:
World’s fastest lecture on the ancient roots of American higher education. [See “Notes to Support Class Lecture on Ancient Roots of Higher Education” as a support for this lecture.]

Required Readings and Resources:
Notes to support class lecture on ancient roots of higher education

Oxford University: The University and the college https://www.ox.ac.uk/about_the_university/

Perkin, H. History of universities. In ASHE reader on the history of higher education, (pp. 6-35).
http://www.newadvent.org/cathen/02641b.htm

Avalon Project at Yale Law School. The Foundation of the University of Heidelberg (1386). 
http://avalon.law.yale.edu/medieval/heidelbe.asp

Ancient roots of higher education: Review/Answers

Riseberg, D. (1994). Discovery in education timeline. [Follow along as we progress through the semester.]
Class Four:
The Beginning of the American College: The Colonial Period
(1636-1776)

Higher Education in the US began modestly with nine "colonial colleges." The experimentation and evolution in purpose and form experienced by these colleges by the onset of the Revolutionary War established the break between US and European higher education models and developments.

Study Questions:
1. How did the “American college” begin its life?
2. What constituted “college” before the Revolutionary War? What was studied? Who attended?
3. Were colleges "public" or "private"? What was the difference then? What is the difference now?
4. What were the purposes of higher education in the New World? Who did these purposes serve? What was the difference between social and individual purpose?

Required Readings and Resources:


Harvard Charter, 1650 [Sakai]


Notes on origin of colonial colleges. [Sakai]

Vine, P. The social function of eighteenth century higher education. In *ASHE reader on the history of higher education*, pp. 139-148. [Course Reserve]

Wright, B. For the children of the infidels? American Indian education in the colonial colleges. In *ASHE reader on the history of higher education*, pp. 104-111. [Course Reserve]

Recommended Readings Resources:

Burton, J.D. Collegiate living and Cambridge justice: regulating the colonial Harvard student community in the eighteenth century. In *ASHE reader on the history of higher education*, pp. 126 - 138. [Course Reserve]

Christopher Wren building: William and Mary College.
Columbia: History and background.  
http://www.columbia.edu/about_columbia/history.html

Dartmouth College: History  http://www.dartmouth.edu/home/about/history.html

Harvard University: The early history of Harvard University.  
http://www.harvard.edu/harvard-glance

Herbst, J. From religion to politics: Debates and confrontations over American college governance in mid-eighteenth century America. In ASHE reader on the history of higher education, pp. 75-92. [Course Reserve]


Penn: History of the University of Pennsylvania  http://www.archives.upenn.edu/histy/entry.html


Rutgers University: Rutgers through the years.  http://ruweb.rutgers.edu/timeline/

William & Mary: Thomas Jefferson’s College. http://www.wm.edu/about/history/tjcollege/?svr=web

Yale University history. http://www.yale.edu/about/history/history.html. Also look in listings for Yale Magazine for history articles in conjunction with Yale’s tercentennial celebration.
The concept of the American college is so firmly rooted in the American consciousness, that it is hard to believe that what we think of today as undergraduate, particularly liberal arts college, did not emerge full blown from the nine original colonial colleges. Like most evolution, the story is much more complicated, convoluted, full of dead ends, noble experiments that failed, innovation from unlikely places, and demands from unexpected new groups of students. In the new nation, “college” accrued a whole new host of purposes, services, constituencies, and students. College became part of the emerging concept of “The American Ideal,” “Manifest Destiny,” and the many other phrases that described the euphoria of a new nation creating itself in the midst of bounty, energy, and new ideas. There was a vitality to the concept, form, organization, and purpose of higher education during this century not found in any other countries.

Study Questions:
1. What is the “American college”?
2. What were the impacts of the Northwest Ordinances, of Jefferson’s vision of higher education as embodied in the University of Virginia, of the Civil War, of technological/scientific progress on higher education?
3. What was the role of faculty in these colleges? What was taught? Why? How?
4. Many new higher education models came into existence—the normal school, the YMCA school, trade schools, the arts and music academies, institutions for specific populations (particularly women and Blacks). How did each model evolve? What students did each serve and why? What new students came into the academy, served by what curricula? How did these models extend the purposes of higher education?
5. What is a "comprehensive" institution? What were its antecedents? What purposes and students do these institutions serve? How did this model encapsulate and exemplify changes in the academy?

Required Readings and Resources:
Text: Rudolph, F. (1990). Chapter 6: Reform and reaction; Chapter 8: Academic balance of power; Chapter 9: Financing the colleges; Chapter 10: Jacksonian democracy and the colleges; Chapter 11: Crisis of the 1850s; Chapter 12: Dawning of a new era; Chapter 15: The education of women. In The American college & university, pp. 110-328.


Church, R. L., & Sedlak, M. W. The antebellum college and academy. In ASHE reader on the history of higher education, pp. 154-171. [Course Reserve]


Meiklejohn, A. The liberal college (1912). In *American education in the twentieth century: A documentary history,* pp. 74-76. [Course Reserve]

Stites, F.N. Private interest & public gain. The Dartmouth College case, 1819. In *ASHE reader on the history of higher education,* pp. 193-203. [Course Reserve]


**Recommended Readings and Resources:**


Bruce, W.B. The age of the college. In *ASHE reader on the history of higher education,* pp. 377-390. [Course Reserve]

Dartmouth College v Woodward, 1819. 
http://www.abanet.org/publiced/youth/sia/holtcases/dartmouth.html

Geiger, R. L. The era of multipurpose colleges in American higher education, 1850-1890. In *ASHE reader on the history of higher education,* pp. 360-376. [Course Reserve]


Gruber, C. Backdrop. In *ASHE reader on the history of higher education,* pp. 260 - 277. [Course Reserve]

Herbst, J. From religion to politics: Debates and confrontations over American college governance in mid-eighteenth century America. In *ASHE reader on the history of higher education,* pp. 53-71. [Course Reserve]


Palmieri, P. A. From republican motherhood to race suicide: Arguments on the higher education of women in the United States, 1820-1920. In ASHE reader on the history of higher education, pp. 204-212. [Course Reserve]

Perkins, L. M. The impact of the “cult of true womanhood” on the education of black women. In ASHE reader on the history of higher education, pp. 213-220. [Course Reserve]

Potts, D. B. ‘College enthusiasm!’ As public response: 1800-1860. In ASHE reader on the history of higher education, pp. 172-183. [Course Reserve]

Solomon, B. M. (1985). Chapter 1: A forbidden world; Chapter 2: Boring from within: A beginning in the academies of the Republic; Chapter 3: The utility of their educations, 1800-1860; Chapter 4: The push into higher education; and Chapter 5: Who went to college?; Chapter 7: Dimensions of the collegiate experience; Chapter 8: After college, what?; In the company of educated women, pp. 1-140. [Course Reserve]

Stetar, J.M. In search of a direction: Southern higher education after the Civil War. In ASHE reader on the history of higher education, pp. 291-309. [Course Reserve]

University of Virginia history. http://www.virginia.edu/uvatours/shorthistory/

Class Six: The Great Canon Debates and the Yale Report

The Yale Report of 1828 is a key document in the evolving philosophy of what higher education in the U.S. should be about. It succinctly lays out the premise for a liberal arts education and pits that concept against a vocational, practical education. This debate has been at the core of American higher education throughout our history, and remains central to our discussion about the purposes and policies of higher education even today. Alan Bloom’s Closing of the American Mind, and the many responding books provoked by Bloom, are only modern articulations of this longstanding debate. Today we will all become faculty members at Yale in 1828, debating whether or not the college should accept the report and make it college policy. We will undertake a formal debate, with students assigned to the pro and the con camps.

Study Questions:
1. What is “the canon”?
2. What did the Yale Report say? Why was it so important?
3. What did the competition curricula look like?
4. What was instruction like during the 1800s?
5. What are the strengths and weaknesses, pros and cons of the Report?
6. Will Yale (as enacted by class members) choose to adopt the Report?

In Class Activities:
Debate on the Yale Report: “Be it resolved: The two great points to be gained in intellectual culture are the discipline and furniture of the mind; expanding its powers, and storing it with knowledge.” (Yale Report of 1828).

Required Readings and Resources:
Amherst College. (1827). The substance of two reports of the faculty of Amherst College to the Board of Trustees with the doings of the board thereon. Amherst, MA: Amherst College. [Course Reserve]

Kraus, J. (1961, June). The development of a curriculum in early American colleges. History of Education Quarterly 1, 64-76. [Course Reserve]

Lane, J.C. The Yale report of 1828 and liberal education: A neorepublican manifesto. In ASHE reader on the history of higher education, pp. 184-192. [Course Reserve]


Yale College (1829). The Yale report of 1828. [Course Reserve]

Recommended Readings and Resources:

Papers for the Con side:


Papers for the Pro side:


Yale College Programs of Study, Description of current Yale College residential colleges and undergraduate curriculum. [http://www.yale.edu/ycpo/ycps/chapters/chapter1a.html](http://www.yale.edu/ycpo/ycps/chapters/chapter1a.html).
Class Seven: Evolution of the American University, Civil War to World War II

There are few government acts—in the U.S. or in any other country—to which can be traced fundamental changes in the shape and direction of a society. The Morrill Acts belong in this special company of governmental legislation. That, along with the educational concepts picked up from the newly developing German institutions, spurred the creation of the modern American university. These universities are so much a part of the American landscape, the way that we think about higher education, and the expectations that we place on higher education, that we take for granted the tremendous contributions that they made to American society and culture as they now exist.

Study Questions:
1. Why the Morrill Acts? Why in 1862 and 1890?
2. What is the "American University"?
3. How did the German concept of a university affect US institutions?
4. How did the concept of research and scholarship change?
5. How did the federal government begin its involvement in US higher education?
6. How did these changes affect the purposes of higher education?
7. A number of higher education leaders (men, women, and people of color) during this era made indelible personal stamps on specific institutions and on higher education in general. Their names resonate through higher education discussions even today. Who were these leaders? How did they envision higher education? What purposes did they see their institutions serving?

In Class Activities:
Discussion on the models of the university. [Bring “Models that Contributed to the Concept of the American University” to class]

Discussion guide – Evolution of the American University

Required Readings and Resources:


Association of Public and Land-grant Universities (APLU) – formerly National Association of State University and Land Grant Colleges (NASULGC), effective March 2009. Member Institutions (listing of the 219 land grant designated institutions) [Sakai]


Land-Grant Act: History and Institutions. Includes full text of First and Second Morrill Acts plus four associated acts. [Sakai]

Williams, R. L. The origins of federal support for higher education. In ASHE reader on the history of higher education, 310-314. [Course Reserve]

Recommended Readings and Resources:

Association of Public and Land-grant Universities (APLU) – formerly National Association of State University and Land Grant Colleges (NASULGC), effective March 2009.

Geiger, R. L. Research, graduate education, and the ecology of American universities: An interpretive history. In ASHE reader on the history of higher education, pp. 316-331. [Course Reserve]

Hawkins, H. Toward system. In ASHE reader on the history of higher education, pp. 332-345. [Course Reserve]

Iowa State University. Cartoon history of the land-grants and ISU history.
http://www.iastate.edu/morrill/cartoon/

Johnson, E. L. Misconceptions about the early land-grant colleges. In ASHE reader on the history of higher education, pp. 280-290. [Course Reserve]

Johns Hopkins University: A brief history.
http://webapps.jhu.edu/jhuniverse/information_about_hopkins/about_jhu/


University of California: The history of Cal.
http://sunsite.berkeley.edu/uchistory/general_history/overview/tour1.html

University of Chicago: A Brief History of the University of Chicago
http://www-news.uchicago.edu/resources/brief-history.html

West Virginia University Extension Service: About the Land-Grant System.
http://www.wvu.edu/~exten/about/land.htm
The beginning of the community college era starts at the turn of the last century as a junior college. The junior college has evolved into community colleges. What role does this American institutional invention perform in American postsecondary education? How does teaching and learning differ at community colleges when compared to traditional colleges and universities? Who or what groups of students have benefited from these institutions? Do these institutions increase the diminution of four-year degree completion? In essence is there a cooling off effect as Karabel and others suggest or is there nuance in the literature that is not understood?

Study Questions:
1. What role do community colleges in America fulfill?
2. What is a “community college”? Why did states embrace this institutional model as a major instrument for economic and social reform? What new students and purposes did these institutions serve? Why was it inevitable that the U.S. would need to create such a higher education institution?
3. What role do these institutions fulfill in economic development for local communities?
4. What relationship do community colleges generally have with both four year public and private universities?
5. What are the primary funding sources of community colleges and how does that differ from other segments of higher and postsecondary education?

Required Readings:


The G.I. Bill changed the shape and direction of American higher education. It was the turning point in making ours a distinctly American system as opposed to simply a reworked version of the European models. All of the institutions in which you work and in which you have obtained your previous degrees were profoundly affected by this act of Congress.

Study Questions:
1. How did the G.I. Bill change the concept of higher education access?
2. What effects did this new access have on higher education institutions, their organization, their curriculum, and their purposes?

In Class Activities:

Required Readings and Resources:

The G.I. Bill of Rights (1944). In American education in the twentieth century: A documentary history, pp. 132-133. (Originally printed as original papers of the Eightieth Congress, 2d Session, House Committee Print No. 371 (1948)). [Course Reserve]


In addition to overview of the current status of the GI Bill and its benefits, see section on history of the GI Bill and its subsequent variations.

Recommended Readings:


Assignment:
Did any member of your family go to college compliments of the original G. I. Bill or one of its successor programs?
After World War II, the federal government “discovered” higher education. A slew of Congressional Acts and presidential actions reshaped the academy in complex ways. Colleges and universities became the federal government’s research laboratories, proving grounds, social-change partners, and economic diversification instruments. The results of these efforts created a myriad of new forces and complexities in higher education that affect every institution and administrator today. Then, state governments woke up to their role in higher education and the part that colleges and universities could play in the economic and cultural transformations of the states.

Study Questions:
6. What became of the role of the federal and state governments in higher education?
7. What is a “community college”? Why did states embrace this institutional model as a major instrument for economic and social reform? What new students and purposes did these institutions serve? Why was it inevitable that the U.S. would need to create such a higher education institution?
8. How did the Higher Education Act of 1965 transform U.S. higher education?
9. How did universities and the federal government become partners in the science and research endeavors of the Sputnik Cold War world?
10. What is the “multiversity”? What institutions fulfill this concept today?
11. How did this government/higher education relationship evolve in the Cold War?

Required Readings and Resources:


Report of the president’s commission on higher education, 1947.

**Recommended Readings and Resources:**


Kerr, C. [http://sunsite.berkeley.edu/calhistory/chancellor.kerr.html](http://sunsite.berkeley.edu/calhistory/chancellor.kerr.html)


An important theme throughout the history of U.S. higher education has been how new groups have entered the academy, been affected by the structure and nature of the academy, and in turn have profoundly changed the academy. While the new students have been many, women and African Americans are perhaps the most fully documented. This session will continue to explore how previously disenfranchised groups have become part of the academy and we will debate whether special population institutions, such as Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), women’s colleges, etc. should continue to exist in today’s higher education arena.

Study Questions:
1. What surprised you the most from your readings about women entering the academy?
2. How has the story of women entering and surviving in the academy been similar to that of other groups, for example African Americans, Hispanics, Native Americans?
3. What were the arguments against women entering the academy? On what assumptions and beliefs were these arguments based?
4. What did women have to do to break down the barriers against their education?
5. How did the academy change to accept women as students, faculty, and administrators? How did women change to accommodate existence in the academy?
6. What is the status of women in the academy now?

In Class Activities:
Debate on special population institutions.

Required General Readings:


Readings and Resources: Pro Special Purpose Institutions


**Readings and Resources: Con Special Purpose Institutions**


After World War II the U.S. finally faced the reality of the black/white segregated society that it had been for centuries. While the war of desegregation was fought everywhere from Pullman cars to Woolworth lunch counters, education became a primary arena. For the disenfranchised, education—not separate but definitely equal—represented opportunity, the portal to full citizenship and participation in democracy, as well as the avenue to economic prosperity. The Civil Rights battles of higher education were daily in newsreels and on television. It was the first time that America watched itself on a daily basis. This caused citizens to ponder the purpose of education for which Black Americans were fighting so hard for entrance.

Study Questions:
1. Why was higher education such an important battleground for Civil Rights and desegregation?
2. What did access to higher education mean in terms of educational opportunity?
3. How are these issues being played out today?

In Class Activities:
We will view and discuss many of the video segments listed below. Please use the note in support of the viewing of these videos is available in the Files section of Blackboard. Look this up BEFORE class so it can serve as a viewing guide during class.

Required Readings and Resources:


Recommended Readings and Resources:


**Review from earlier class:**
Dubois, W. E. B. The talented tenth. (1903).

Class Thirteen:
No Class (ASHE Conference)

Class Fourteen:
The Impact of the Sixties on U.S. Higher Education

In the second half of the 20th century higher education became a battleground literally (the demonstrations of the Sixties) and figuratively (the culture debates of the Eighties—addressed in the next class session). In the Sixties, the baby boomers—products of the G.I. Bill generation of college graduates—went to college in record numbers (thanks to the new community colleges) financed by the new Higher Education Act of 1965. Increasingly, colleges and universities were the arena in which the US tested out conflicting cultural ideas in search of compromise.

Study Questions:
1. What was the Berkeley Free Speech Movement and what was its impact on higher education?
2. What was the impact of Vietnam sit-ins, the taking of Columbia University, and Kent State on colleges and universities? What has been the legacy of these events on higher education today?
3. Who were the new students in academe?
4. During the Sixties, women became the majority of college students. How did this transformation take place? What was its impact on colleges and universities?

In Class Activities:
Discussion of videos on the Sixties and Student Militancy. Review video viewing guide before class.

Discussion guide for higher education during the sixties

Required Readings and Resources:

Davis, D. (1998). 1968: The year that shaped a generation. [segments on Counter Culture and Student Revolt on Columbia University student riots]. Films for Humanities and Sciences series. Eugene, OR: Oregon Public Broadcasting. [Video will be shown in class.]


Notes on higher education themes: Post-World War II through the Sixties.

MacDonald, V. & Garcia, T. Historical perspectives on Latino access to higher education, 1848-1990. In *ASHE reader on the history of higher education*, pp. 757-774.


**Recommended Readings and Resources:**

Berkeley in the 60s. [http://sunsite.berkeley.edu/calhistory/60s.html](http://sunsite.berkeley.edu/calhistory/60s.html)


Class Fifteen: Eighties Debate on the Academy:
Conservatives v. Liberals in the Academy

In the Eighties, the children of those students of the Sixties went to college and their parents, now the elder statesmen, found higher education wanting in intellect. According to these critics, the classical education of the Yale Report was dead. Is the purpose of higher education to support democracy and society, and through that collective contribution support the citizenry? Is it occupational mobility, social advancement, and financial enrichment of the student? The intellectual stimulation and character building of its students? The classics and the intellectual tradition of the West or pan-global embracing of knowledge and philosophy? These cross-generational and intellectual debates have transformed, and continue to transform, higher education.

Study Questions:
1. What was the conceptual argument made by the critics of higher education in the Eighties? What were the main tenets of this conservative argument? What were the main tenets of the liberal argument?
2. How did the liberal argument of the Sixties compare and contrast with that of the Eighties with regard to higher education?
3. How are the arguments articulated during the academic debates of the eighties still a force influencing higher education today?

Required Readings and Resources:


Recommended Readings and Resources:


While new institutional models were growing and changing across the country, there were other cross-currents that caused equally profound changes but which emerged from within the academy itself. Academic disciplines multiplied and divided, with networks growing among professors across institutions resulting in the professionalization of the academy. Institutions banded together to monitor themselves for quality and conformity through accreditation before other governments imposed such order. Issues of tenure and governance emerged. A growing set of tensions resulted: the push of institutional diversification versus institutional conformity through accreditation, the push of institutional service versus the pull of identify with the discipline, curricula cohesiveness and unity versus transferability and the Carnegie units. Through it all the size of administration grew as institutions needed more administrators to handle increasing responsibilities and initiatives.

Study Questions:
1. How were the concepts of research, scholarship, teaching, and academic freedom changing?
2. How have professionalization and vocationalization affected the academy?
3. What has been the impact of the accreditation movement, as exemplified in the case of Jesuit higher education?
4. How have the administrative cadre of colleges and universities grown? What job areas were added? Why?
5. What was the conceptual argument made by the critics of higher education in the Eighties? What were the main tenets of this conservative argument?
6. How did the liberal argument of the Sixties compare and contrast with that of the Eighties with regard to higher education?
7. What forms of accreditation does the institution at which you work have?
8. What forms of governance does the institution at which you work have? (Use the Chronicle of Higher Education Web site to identify the current status of the debates on institutional accreditation and tenure.)

In Class Activities:
Individual student presentations on third opinion paper in small groups
Discussion guide – Changes in the Academy

Required Readings and Resources:


Higher education has attained a certain stability and maturity. But like all mature products, it also runs the risk of becoming obsolete. Colleges and universities now carry so many purposes and have so many meanings for so many different people that they cannot possibly meet all obligations or serve all constituencies equally. The U.S. must begin to make tough decisions about the purposes of higher education. As a society, we can no longer afford to "have it all." For the rest of the century, higher education and U.S. society will have to decide what it wants and what it can afford.

As a class, we’ve traveled far in our study of the purposes and policies of higher education through this course. We’ve learned a great deal about how higher education has changed, and with it, our perceptions of our rights and responsibilities regarding higher education. You will give a brief, three-minute presentation on your third opinion paper to your course colleagues.

Study Questions:
1. What are the purposes of higher education?
2. From your reading of The Chronicle of Higher Education, what are the issues that challenge today's colleges and universities?
3. What have been the major turning points of U.S. higher education policy and purposes?
4. What are the most pressing policy issues currently facing U.S. higher education?
5. What does it mean to look at U.S. higher education through an historical lens?
6. What has been the evolution of the field of higher education studies?
7. What have been the major lessons of this course?

In Class Activities:
Discussion of each student’s “major lessons” from this course. [Bring a mental list of what you think have been the major lessons and issues emerging from this course]

Course evaluation available online.

Required Readings and Resources:

Summary of Higher Education Eras
**Recommended Readings and Resources:**


