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CTCH 821: History of Higher Education in the United States

Higher Education Program
George Mason University
Fall 2010: Th 4:30 – 7:10

Course Description:

This course will present a broad overview of the history of higher education in the U.S, focusing on key factors that have shaped and continue to shape American higher education. It is organized both chronologically and topically, providing the basic “who, what, where and when,” as well as the “why and how.”

We will focus on institutional and organizational development (e.g., how did a particular institutional type or administrative area develop as it has?) as well as explore larger national themes (access, funding for higher education, the role of federal and state government).

Learning Outcomes

This class is designed to help students:

- Gain a greater understanding of the historical and social forces that have shaped American higher education
- Appreciate and understand the varied interpretations of issues in American educational history
- Develop critical reasoning skills through reading, thinking and discussion
- Develop a basic understanding of historical analysis as a tool for administrators and policy analysts

Required Books

John Thelin

A History of American Higher Education

Harold S. Wechsler, Lester F. Goodchild, and Linda Eisenmann (Editors),
ASHE Reader: The History of Higher Education

Helen Lefkowitz Horowitz

Campus Life: Undergraduate Cultures from the End of the Eighteenth Century to the Present

Jerome Karabel

The Chosen

Marybeth Gasman

Envisioning Black Colleges: A History of the United Negro College Fund

Course requirements and grading:

Assignments

	Date Due
Participation/Attendance	Ongoing
Reflection #1 (initial)	September 9, 2010
Reflection #2 (midsemester)	October 21, 2010
Reflection #3 (end of semester)	December 16, 2010
Presentation on Reading	Varies; will be assigned @ first meeting
Two Short Papers	Varies; will be assigned @ first meeting
Final Paper	December 16, 2010

Participation, Attendance and Reflection (15%)

Since this class is a seminar, your participation is essential to your success and that of your fellow students. You need to critically read the assignments for a given class, think about their connection to each other and to previous readings in the course, and come prepared with questions, observations, connections and considered opinions.

Connecting your comments to others' observations is an essential skill that we will stress in this course. At the graduate level – as well as in your professional career – helping to move a group along to greater common understanding will be of great value to you, so I would encourage you to listen as well as speak. The quality of your participation is as important as the quantity.

Three short essays will help you reflect on your personal/professional goals and how this course plays a role in helping you meet those goals. These are ungraded essays, but will be counted in the above grading category.

Presentation on Readings (15%)

Choose an assigned reading (a book chapter or one article) and present a 15-minute critical analysis in class. This analysis will summarize the key points of the author's work, including the basic argument the author is making as well as the evidence used to support that argument. You should evaluate how well the argument is made, how compelling the evidence is in supporting the author's point, and note any gaps or inconsistencies in the author's work. You can also draw on any additional readings for that week.

Two short papers (20%)

Write two short papers (three double-spaced pages, or approximately 900 words) in which you react to the assigned readings for a particular week. You should focus on one issue raised in the readings and provide your critical response to that issue, drawing on your other readings, your own personal or professional experience. You should base your analysis on two or more assignments in a given week. The main idea is for you to engage with the readings for the given week, respond to those readings thoughtfully and critically, and express your thoughts in a clear and cogent manner.

Final Research Paper (50%)

Choose a topic related to American higher education and write an article-length research paper (28-30 pages, including footnotes and bibliography) that includes historical analysis. You must use scholarly sources as well as primary sources, many available digitally. (I will go over sourcing in our first class). Choose a topic of current interest,

either at the “micro” level (e.g., institutionally) or at the “macro” level (national or policy-level).

Graduate Course Policies:

- Please set your cell phone to “meeting” or “silent” during class; we will have periodic breaks when you can check messages
- In order to comply with student privacy policies, I am required to use your Mason email for any electronic correspondence related to this class. **Either check your Mason email regularly, or forward it to an account you use routinely; either way, you are responsible for email sent on behalf of this course.**
- While my office is on the Loudoun campus, I am happy to make arrangements to meet with you on the Fairfax campus or at a convenient location.

Mason Course Policies:

- If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Resources at 703-993-2472. All academic accommodations must be arranged through this office.
- George Mason has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. For more information see honorcode.gmu.edu.
- Plagiarism includes “presenting as one’s own the works, the work, or the opinions of someone else without proper acknowledgement” or “borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgement.” Examples: getting your paper off the internet; turning in a paper that was written by somebody else; buying a paper; taking a written piece from someone else but rewording it so that it looks different; failing to cite secondary literature that has greatly influenced your argument.
- **Plagiarism or cheating in my class is grounds for failure, and all violations of the Honor Code will be reported to the Honor Committee.** Do not get yourself in trouble by failing to document correctly. If in doubt, document. If you have a question, ask!
- Students are responsible for verifying their enrollment in this class. Schedule adjustments should be made by the deadlines published in the Schedule of Classes. After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons.
 - Last day to drop with no tuition penalty September 14
 - Last day to add classes—all individualized section forms due September 14
 - Last day to drop with a 33% tuition penalty September 21
 - Last day to drop with a 67% tuition penalty October 1
 - Last day to drop October 1

Last day of classes December 11

Course Schedule

September 2

Introduction and overview

- Sharing our experiences and perspectives
- Course requirements and expectations
- The uses of history
- What constitutes a source? (Thinking like a historian.)

Readings (before or after class):

- Burton R. Clark, "The Organizational Saga in Higher Education," *Administrative Science Quarterly*, Vol. 17, No. 2 (Jun., 1972), pp. 178-184
<http://www.jstor.org/stable/2393952>
- Linda Eisenmann, "Integrating Disciplinary Perspectives into Higher Education Research," in Wechsler, Goodchild, and Eisenmann (pp. xxi-xxx)
- Thelin, "Introduction" (pp. xiii-xxii)

September 9

Discussion from readings on history

The Colonial Colleges and the Emergence of "American" Higher Education (1538-1789)

- Thelin, Chapter 1 (p. 1-40)
- Jurgen Herbst, "From Religion to Politics: Debates and Confrontations over American College Governance in Mid-Eighteenth Century America," in Wechsler, Goodchild, and Eisenmann (pp. 75-92)
- John D. Burton, "The Harvard Tutors: The Beginning of an Academic Profession," in Wechsler, Goodchild, and Eisenmann (pp. 93-103)
- Frederick Rudolph, "The American College & University: A History," Chapters 1 & 2

September 16

The Antebellum Period and the "Age of the Colleges" (1790-1860)

- Thelin, Chapter 2
- David B. Potts, "College Enthusiasm," in Wechsler, Goodchild, and Eisenmann (pp. 172-183)
- Horowitz, Chapter 2
- Jennings L. Wagoner, Jr., "Honor and Dishonor at Mr. Jefferson's University: The Antebellum Years," *History of Education Quarterly*, Vol. 26, No. 2 (Summer, 1986), pp. 155-179
<http://www.jstor.org/stable/368735>
- John S. Whitehead, Jurgen Herbst, "How to Think about the Dartmouth College Case," *History of Education Quarterly*, Vol. 26, No. 3 (Autumn, 1986), pp. 333-349
<http://www.jstor.org/stable/368242>

September 23

Expanding Access: Women and Higher Education (1790-1890)

- Barbara Miller Solomon, *In the Company of Educated Women*, Chapters 1-3
- Patricia A. Palmieri, "From Republican Motherhood to Race Suicide: Arguments on the Higher Education of Women in the United States, 1820-1920," in Wechsler, Goodchild, and Eisenmann (pp. 204-212)
- Linda M. Perkins, "The Impact of the 'Cult of True Womanhood on the Education of Black Women,'" in Wechsler, Goodchild, and Eisenmann (pp. 213-220)
- Lynn D. Gordon, "From Seminary to University: An Overview of Women's Higher Education, 1870-1920," in Wechsler, Goodchild, and Eisenmann (pp. 529-553)

September 30

Expanding Access: Ethnicity and Race in Higher Education (1790-1890)

- Bobby Wright, "For the Children of the Infidels"?: American Indian Education in the Colonial Colleges," in Wechsler, Goodchild, and Eisenmann (pp. 104-111)
- Victoria-Maria Macdonald and Teresa Garcia "Historical Perspectives on Latino Access to Higher Education, 1848-1990," in Wechsler, Goodchild, and Eisenmann (pp. 757-774)
- Horowitz, *Campus Life*, Chapter 3
- Jennings L. Wagoner, Jr., "The American Compromise: Charles W. Eliot, Black Education, and the New South," in Wechsler, Goodchild, and Eisenmann (pp. 500-512)
- Johnetta Cross Brazzell, "Brick without Straw: Missionary-Sponsored Black Higher Education in the Post-Emancipation Era," *Journal of Higher Education*, Vol. 63, No. 1 (Jan. - Feb., 1992), pp. 26-49
<http://www.jstor.org/stable/1982219>

October 7

Diversification: Normal Schools, Proprietary Schools, and the Federal Role in Higher Education (1860-1890)

- Thelin, Chapter 3
- Wechsler, Goodchild, and Eisenmann: *Chapter 4: Public Higher Education* (pp. 279-310)
- Christine A. Ogren, "Rethinking the 'Nontraditional' Student from a Historical Perspective: State Normal Schools in the Late 19th and Early 20th Centuries," in Wechsler, Goodchild, and Eisenmann (pp. 391-406)

October 14

The American Research University (1880-1920)

- Roger L. Geiger, "Research, Graduate Education, and the Ecology of American Universities," in Wechsler, Goodchild, and Eisenmann (pp. 316-331)
- Christopher Newfield, "The Rise of University Management," Wechsler, Goodchild, and Eisenmann (pp. 346-358)

- Thelin, Chapter 4
- Jana Nidiffer, "From Matron to Maven," in Wechsler, Goodchild, and Eisenmann (pp. 430-440)

October 21

Early 20th Century: The Middle Class Goes to College (1890-1940)

- Robert T. Pedersen, "Value Conflict on the Community College Campus: An Examination of Its Historical Origins," in Wechsler, Goodchild, and Eisenmann (pp. 564-573)
- Thelin, Chapter 5
- Karabel, Part I
- Horowitz, *Campus Life*, Chapters 4-8

October 28 - TBA (research paper proposals due)

November 4

World War II and the Postwar Period (1940-1965)

- Richard M. Freeland, "The World Transformed: A Golden Age for American Universities, in Wechsler, Goodchild, and Eisenmann (pp. 597-618)
- Philo A. Hutcheson, "The AAUP from 1946 to 1958: McCarthy and Reconstruction Efforts," in Wechsler, Goodchild, and Eisenmann (pp. 617-637)
- Daniel A. Clark, "The Two Joes Meet. Joe College, Joe Veteran": The G. I. Bill, College Education, and Postwar American Culture," *History of Education Quarterly*, Vol. 38, No. 2 (Summer, 1998), pp. 165-189 (<http://www.jstor.org/stable/369985>)
- Thelin, Chapter 7

November 11

Diversity and access: the postwar period, the Civil Rights movement, and changing gender roles (1940-1970)

- Karabel, Part II
- Gasman, *Envisioning Black Colleges*
- Linda Eisenmann, "A Time of Quiet Activism: Research, Practice, and Policy in American Women's Higher Education, 1945-1965," in Wechsler, Goodchild, and Eisenmann (pp. 740-750)
- Horowitz, *Campus Life*, Chapter 9

November 18

Student Activism and the Public Face of Higher Education (1965-1975)

- Karabel, Chapters 12-15
- Horowitz, Chapter 10
- Film: "Bright Shining Years"
- Philip G. Altbach, Robert Cohen, "American Student Activism: The Post-Sixties Transformation," *The Journal of Higher Education*, Vol. 61, No. 1 (Jan. - Feb., 1990), pp. 32-49 (<http://www.jstor.org/stable/1982033>)

November 25 – No class

December 2

Financial challenges, “vocationalism” and accountability (1975-2000)

- Thelin, Chapter 8
- Karabel, Chapters 16-18
- Horowitz, Campus Life, Chapters 11, 12 and Coda
- George Keller, *Academic Strategy*, Chapters 1 and 2

December 9

Making sense of complexity

- Clark Kerr, “*The Uses of the University Two Decades Later: Postscript 1982*” *Change*, Vol. 14, No. 7 (Oct., 1982), pp. 23-31
<http://www.jstor.org/stable/40164029>
- Berdahl, R.O. and McConnell, T.R. (1999) “Autonomy and Accountability: Who controls academe?” in P.G. Altbach, R.O. Berdahl, and P.J. Umport (eds), *American Higher Education in the 21st Century: Social, political and economic challenges* (pp. 70-88)

December 16

FINAL PAPER DUE electronically (to mforcier@gmu.edu) no later than 8 a.m.