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## **CTCH 821: History of Higher Education in the United States**

Higher Education Program  
George Mason University  
Fall 2011: 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*

Nicholas Lemann  
*The Big Test*

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

## Course requirements and grading:

### Assignments

### Date Due

#### 1. Reading and participation (15%)

**Every class**

This class is heavily based on reading, and since it is a seminar, your participation is essential to your success and that of your fellow students. You need to read critically 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. I will also provide opportunities for online discussion through Blackboard as well throughout the semester.

#### 2. Journal entries

Reflection #1 (initial)

**September 8**

Reflection #2 (midsemester)

**October 20**

Reflection #3 (end of semester)

**December 15**

These three short journal entries (one to two double-spaced pages) will help you reflect on your personal/professional goals and how this course plays a role in helping you meet those goals. The essays themselves will be ungraded, but will be included in your "participation" grade.

#### 3. Discussion leadership (15%)

**TBD**

Each student will choose a class session in which he or she will serve as the discussion leader for the day; for 10 minutes, you will first 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. Then – for another 15 to 20 minutes -- you'll lead a discussion among your classmates. By 5 p.m. on the Friday before your presentation, please post **three discussion questions** on the class discussion board so that your fellow students can keep them in mind as they read over the weekend. Then come prepared to lead discussion on those questions on Thursday evening.

#### 4. Reaction papers (15%)

**TBD**

Write **two** short papers (three double-spaced pages, or approximately 900 words each) in which you react to the assigned readings for a particular week. You should focus on a key issue raised in the readings and provide your critical response to that issue, drawing on your other readings, external sources, and/or your own personal and professional experience. Please comment on the author(s)' interpretive stance and approach to the issue at hand. 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 ideas in a clear and cogent manner.

**5. Research proposal (15%)**

**September 22**

Choose a topic of current interest, either at the “micro” level (e.g., institutionally) or at the “macro” level (national or policy-level) and develop a question that involves historical analysis of this topic.

A proposal for your final paper will be due on September 22; this five-page document will give a brief outline of the topic, your proposed sources, the relevance of an historical approach to the topic, and how you plan to address the issue. I will set up individual appointments to review your proposal.

**6. Final Research Paper (25%)**

**December 5**

Write a 25-28 page research paper (this count includes footnotes and bibliography) that includes historical analysis to illuminate a current policy or institutional issue. You must use scholarly sources as well as primary sources, many available digitally. (I will go over sourcing in our first class).

This paper will be due to me via Bb on December 5, since the last two weeks of class will be devoted to presentations based on your final paper.

**7. Presentation (15%)**

**December 1 or 8**

The last two weeks of class will be dedicated to student presentations on their research papers; in a 15-minute presentation, you will present your work, its relevance to current education policy or institutional issues, the methods and sources you used, and the interpretation of history that you’ve used to illuminate the current topic.

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. I will be using Blackboard to communicate with you individually and as a group. Therefore, **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.**
- Please feel free to make an appointment to see me at any time; my office is in University Hall on the Fairfax campus.

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](http://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 6
  - Last day to add classes—all individualized section forms due September 6
  - Last day to drop with a 33% tuition penalty September 19
  - Final drop deadline (67% tuition penalty) September 30  
Last day of classes December 10

## Course Schedule

<p><b>September 1</b></p>	<p><i>Introduction and overview</i></p> <ul style="list-style-type: none"> <li>• Sharing experiences and perspectives</li> <li>• Course requirements and expectations</li> <li>• The uses of history</li> <li>• What constitutes a source? (Thinking like a historian.)</li> </ul>	<p>Readings (before or after class):</p> <ul style="list-style-type: none"> <li>• Thelin, "Introduction" (pp. xiii-xxii)</li> <li>• Burton R. Clark, "The Organizational Saga in Higher Education," <i>Administrative Science Quarterly</i>, Vol. 17, No. 2 (Jun., 1972), pp. 178-184 <a href="http://www.jstor.org/stable/2393952">http://www.jstor.org/stable/2393952</a></li> <li>• Linda Eisenmann, "Integrating Disciplinary Perspectives into Higher Education Research," in Wechsler, Goodchild, and Eisenmann (pp. xxi-xxx)</li> </ul>
<p><b>September 8</b></p>	<p><i>The Colonial Colleges and the Emergence of "American" Higher Education (1538-1789)</i></p>	<ul style="list-style-type: none"> <li>• Lester Goodchild, "History of Higher Education in the United States," in Wechsler, Goodchild, and Eisenmann (pp.36-48)</li> <li>• Thelin, Chapter 1 (p. 1-40)</li> <li>• 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)</li> <li>• John D. Burton, "The Harvard Tutors: The Beginning of an Academic Profession," in Wechsler, Goodchild, and Eisenmann (pp. 93-103)</li> </ul>
<p><b>September 15</b></p>	<p><i>The Antebellum Period and the "Age of the Colleges" (1790-1860)</i></p>	<ul style="list-style-type: none"> <li>• Thelin, Chapter 2</li> <li>• Horowitz, Chapter 2</li> <li>• David B. Potts, "College Enthusiasm," in Wechsler, Goodchild, and Eisenmann (pp. 172-183)</li> <li>• Jennings L. Wagoner, Jr., "Honor and Dishonor at Mr. Jefferson's University: The Antebellum Years," <i>History of Education Quarterly</i>, Vol. 26, No. 2 (Summer, 1986), pp. 155-179 <a href="http://www.jstor.org/stable/368735">http://www.jstor.org/stable/368735</a></li> </ul>
<p><b>September 22</b></p>	<p><i>Expanding Access: Women and Higher Education (1790-1890)</i></p> <p><b>Paper proposal due</b></p>	<ul style="list-style-type: none"> <li>• Barbara Miller Solomon, <i>In the Company of Educated Women</i>, Chapters 1-3 (on reserve)</li> <li>• 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)</li> <li>• 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)</li> <li>• Lynn D. Gordon, "From Seminary to University: An Overview of Women's Higher Education, 1870-1920," in Wechsler, Goodchild, and Eisenmann (pp. 529-553)</li> </ul>

<p><b>September 29</b></p>	<p><i>Expanding Access: Ethnicity and Race in Higher Education (1790-1890)</i></p>	<ul style="list-style-type: none"> <li>• Horowitz, <i>Campus Life</i>, Chapter 3</li> <li>• Bobby Wright, "For the Children of the Infidels?": American Indian Education in the Colonial Colleges," in Wechsler, Goodchild, and Eisenmann (pp. 104-111)</li> <li>• Victoria-Maria Macdonald and Teresa Garcia "Historical Perspectives on Latino Access to Higher Education, 1848-1990," in Wechsler, Goodchild, and Eisenmann (pp. 757-774)</li> <li>• Jhonna Cross Brazzell, "Brick without Straw: Missionary-Sponsored Black Higher Education in the Post-Emancipation Era," <i>Journal of Higher Education</i>, Vol. 63, No. 1 (Jan. - Feb., 1992), pp. 26-49 <a href="http://www.jstor.org/stable/1982219">http://www.jstor.org/stable/1982219</a></li> </ul>
<p><b>October 6</b></p>	<p><i>Diversification: Normal Schools, Proprietary Schools, and the Federal Role in Higher Education (1860-1890)</i></p>	<ul style="list-style-type: none"> <li>• Thelin, Chapter 3</li> <li>• Wechsler, Goodchild, and Eisenmann: <i>Chapter 4: Public Higher Education</i> (pp. 279-314)</li> <li>• Christine A. Ogren, "Rethinking the 'Nontraditional' Student from a Historical Perspective: State Normal Schools in the Late 19<sup>th</sup> and Early 20<sup>th</sup> Centuries," in Wechsler, Goodchild, and Eisenmann (pp. 391-406)</li> <li>• James D. Watkinson, "'Education for Success': The International Correspondence Schools of Scranton, Pennsylvania," <i>The Pennsylvania Magazine of History and Biography</i>, Vol. 120, No. 4 (Oct., 1996), pp.343-369 <a href="http://www.jstor.org/stable/20093071">http://www.jstor.org/stable/20093071</a></li> <li>•</li> </ul>
<p><b>October 13</b></p>	<p>No class</p>	
<p><b>October 20</b></p>	<p><i>The American Research University (1880-1920)</i></p>	<ul style="list-style-type: none"> <li>• Thelin, Chapter 4</li> <li>• Roger L. Geiger, "Research, Graduate Education, and the Ecology of American Universities," in Wechsler, Goodchild, and Eisenmann (pp. 316-331)</li> <li>• Christopher Newfield, "The Rise of University Management," Wechsler, Goodchild, and Eisenmann (pp. 346-358)</li> </ul>

<b>October 27</b>	<i>America Goes to College (1920-1950)</i>	<ul style="list-style-type: none"> <li>• Thelin, Chapters 5 -7</li> <li>• Horowitz, Chapters 4 -7</li> <li>• Marcia G. Synnott, "The Admission and Assimilation of Minority Students at Harvard, Yale, and Princeton, 1900-1970," <i>History of Education Quarterly</i>, Vol. 19, No. 3 (Autumn, 1979), pp. 285-304 <a href="http://www.jstor.org/stable/367647">http://www.jstor.org/stable/367647</a></li> <li>• Daniel A. Clark, "The Two Joes Meet. Joe College, Joe Veteran": The G. I. Bill, College Education, and Postwar American Culture," <i>History of Education Quarterly</i>, Vol. 38, No. 2 (Summer, 1998), pp. 165-189 (<a href="http://www.jstor.org/stable/369985">http://www.jstor.org/stable/369985</a>)</li> </ul>
<b>November 3</b>	<i>The Rise of the Meritocracy and the Postwar Period (1940-1970)</i>	<ul style="list-style-type: none"> <li>• Leman, <i>The Big Test</i></li> <li>• Steven Brint and Jerome Karabel, "American education, meritocratic ideology, and the legitimation of inequality: the community college and the problem of American exceptionalism," <i>Higher Education</i> 18:725-735 (1989)</li> <li>• <a href="http://www.springerlink.com/content/p211567m217515g2/fulltext.pdf">http://www.springerlink.com/content/p211567m217515g2/fulltext.pdf</a></li> <li>• Richard M. Freeland, "The World Transformed; A Golden Age for American Universities," in Wechsler, Goodchild, and Eisenmann (pp. 617-637)</li> </ul>
<b>November 10</b>	<i>Diversity and access: the Civil Rights movement and changing gender roles (1940-1970)</i>	<ul style="list-style-type: none"> <li>• Gasman, <i>Envisioning Black Colleges</i></li> <li>• Horowitz, <i>Campus Life</i>, Chapter 9</li> <li>• 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)</li> </ul>
<b>November 17</b>	<i>Student Activism and the Public Face of Higher Education (1965-1975)</i>	<ul style="list-style-type: none"> <li>• Horowitz, Chapter 10</li> <li>• Philip G. Altbach, Robert Cohen, "American Student Activism: The Post-Sixties Transformation," <i>The Journal of Higher Education</i>, Vol. 61, No. 1 (Jan. - Feb., 1990), pp. 32-49 <a href="http://www.jstor.org/stable/1982033">http://www.jstor.org/stable/1982033</a></li> <li>• Film: "Bright Shining Years" (in class)</li> </ul>
<b>November 24</b>	No class (Thanksgiving Holiday)	

<p><b>December 1</b></p>	<p><b><i>Financial challenges, “vocationalism” and accountability (1975-2000)</i></b></p> <p><b><i>Paper presentations</i></b></p>	<ul style="list-style-type: none"> <li>• Thelin, Chapter 8</li> <li>• Horowitz, Campus Life, Chapters 11, 12 and Coda</li> <li>• Clark Kerr, “The Uses of the University Two Decades Later: Postscript 1982” Change, Vol. 14, No. 7 (Oct., 1982), pp. 23-31  <a href="http://www.jstor.org/stable/40164029">http://www.jstor.org/stable/40164029</a></li> </ul>
<p><b>December 8</b></p>	<p><b><i>Paper presentations and wrap-up</i></b></p>	