

A412
Fall 2015
T/Th 8:30-10:00
OH: Wednesdays 2:00-5:00
(sign up at <http://reuben-office-hours.wikispaces.com/>)

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The History of American Higher Education

This course examines the development of American higher education from the colonial period to the present. It focuses on several key questions: How have the purposes of higher education been defined and redefined over time? Why are there so many different types of colleges and universities in the United States? What have students learned while in college? Why has that been valued? Who attended college? Who was excluded and why? What were students' experiences outside of the classroom? How did those experiences vary? In addition to gaining understanding of the history of colleges and universities, this course will give students a broader perspective on contemporary practices and problems in higher education and will help them further develop their analytic reading and writing skills.

Course Requirements:

Readings

Readings are available in one of three formats: online as part of the Library's electronic resource, in an iPac, or in books. The following books are available for purchase at the Harvard Coop and are on reserve at Gutman Library:

Steven Brint and Jerome Karabel, *The Diverted Dream: Community Colleges and the Promise of Educational Opportunity in American, 1900-1985*;

Helen Lefkowitz Horowitz, *Alma Mater: Design and Experience in the Women's Colleges from Their Nineteenth-Century Beginnings to the 1930s*

Charlayne Hunter-Gault, *In My Place*;

Christopher J. Lucas, *American Higher Education: A History*, 2nd ed.;

Elizabeth Armstrong and Laura Hamilton, *Paying for the Party*;

Jade Snow Wong, *Fifth Chinese Daughter*

Class Format, Readings, and Participation

This course combines discussions and lectures. Class will either meet as a whole for a lecture and large group discussion, in small groups for a peer-led discussion, or in sections for an instructor-led discussion. The format of the class is clearly marked in the class calendar below.

Readings are assigned for each class. Readings are one of the most important building blocks of the course; successful fulfillment of other course requirements depends on the conscientious completion of course readings. On the days of the lectures, the reading will be a relatively short historical document (also referred to as a primary source). The readings for small group discussions and sections will be longer. They may consist of several scholarly articles (also referred to as secondary sources) plus a historical document or a longer excerpt from a book (either a primary source or a secondary source). Because the readings vary in length, you should always check the readings the week before they are due to plan enough time to complete them.

You are expected to read critically. When reading secondary sources, you should be able to identify the authors' main arguments, or how they interpret and make sense of the subject they are studying. You should be able to assess whether they provide good evidence to support their argument and whether their reasoning is logical and cogent. You should try to identify unstated assumptions in their work. When reading more than one secondary source on the same subject, you should consider the relation among them. Do they have the same interpretation of the topic? If not, can you reconcile them or is one stronger? If readings address different aspects of a topic, try to synthesize them into a coherent view of the subject.

When reading primary sources, you should think about what you can and cannot learn about the past from this document. All historical documents were written by people with a certain stake in the subject and this influenced what they wrote. For example, a journalist, a college president, and a star football player would have been likely to have different views on an athletic scandal in the early twentieth century and you could learn different things from their accounts. When you read a historical document, you should try to discern how the author's purposes shaped that document. You should try to think about who the intended audience was and how that influenced what was said. Think about the author's relation to the events or issues discussed and decide whether they are a reliable authority or not. Consider the author's assumptions about their subject. Take these into consideration as you interpret or make sense of the document.

You are expected to actively participate in class discussions. Participation includes contributing your own observations and opinions as well as listening respectfully and responding to others. You will also lead one small group discussion on a set of readings. Class participation counts as 25% of your course grade.

Written work

There are three writing assignments: discussion questions for small group readings; a choice of either a policy report providing a historical analysis of a contemporary problem

in higher education or a primary source-based historical research paper; and a final essay on one of the themes of the course.

Discussion questions: On the weeks in which the class has small group discussion, you will be expected to post 2-4 discussion questions on those readings. Good discussion questions help elucidate the main ideas of the reading and/or probe ambiguities, connections, and implications. Questions should be open ended and be able to elicit multiple perspectives. Questions can focus on a single reading, but at least one of your questions should explore connections among readings. **Questions should be posted on the appropriate page of the course website by 3:00 the day before class in which the readings will be discussed.** (Each small group will have a page on the Canvas site for posting the assignments). You are expected to read over and think about the questions posted by students in your small group. You are welcome to respond to classmates' questions in writing on the website.

One of the weeks you will be the discussion leader. You will have to take the questions posted by your group and distill them into a smaller set of questions that guide the discussion in class. You may need to combine, rephrase, and select among your classmate's questions. The final set of questions should allow the group to: review and assess the main points of the readings, draw connections among the readings and other course materials, think about the implications of the readings for your understanding of American higher education. **As discussion leader, you should post your final set of questions to the group page a half hour before class.** A good discussion leader asks open ended questions, encourages group members to talk and present their views, probes reasons for differences of opinions, summarizes main points and helps move the discussion along. Your group's actual discussion may veer from the prepared questions.

Questions will not be graded separately but will be considered as part of the course participation grade.

Policy Report or Research Paper:

If you choose to write a **policy report**, you can select any unsettled issue related to policy or practice in contemporary higher education that interests you. This issue can relate to American higher education as a whole, a sector of higher education, or a particular institution. You may know of a problem that you want to research from your professional activities or from your experiences as a student. If you do not have a problem of policy or practice in mind, you can look at sources such as the *Chronicle of Higher Education* or *Inside Higher Education* for ideas. One of the challenges you will face is defining the problem in a way that you can address it in a **15 page paper**. You may need to do some reading to help you narrow the scope of the problem and refine your ideas.

You will write a historical analysis of the problem and make recommendations based on that analysis. Your analysis should explain the origins of the problem, its development over time, and its relation to the larger context. Through this analysis, you should address questions such as: Why did this issue become a problem? What are the key issues of dispute? What's at stake in this problem? Who are the main participants in

the debate over this issue and what positions do they take? What are the key constraints in settling this issue? In order to write this section, you will need to do historical research. Depending on your topic, your research may be based largely in secondary sources or in primary sources or in a combination of the two. Before selecting a policy problem, make sure that you have access to the sources you need to write its history. For example, do not select a problem at a far-way university if you need institutional records to write the history of the problem.

Based on your historical analysis, you will make recommendations for future steps. Your policy report will be written to whoever has authority for making these steps. For example, if the problem you select is related to an institution, your report may be written to the President of that institution or its Trustees, but if your problem is related to national policy it might be directed to the Secretary of Education or members of Congress or a professional association like the American Council of Education. The recommendations should reflect what you learned about the history of the problem. For example, if you are making recommendations for increasing the diversity of faculty at a given institution and you learned about efforts to do this in the past that did not work, you would want to find out why they did not work and make sure that your recommendations for future action would not face the same obstacles.

Most policy reports will consist of three parts. First, you will explain the current policy problem. Second, you will elucidate that problem by describing its history. Third, you will make recommendations for future action. Your paper will be evaluated on: 1) the extent of your research; 2) the cogency of your historical narrative explaining the origins and development of the problem; 3) the integration of your historical narrative with your recommendations; and 4) the clarity of your writing.

If you choose to write a **research paper**, you can examine any topic in the history of American higher education of particular interest to you. You might choose an institution that interests you and write about a pivotal moment in its development. You could also look for an event in the past that illuminates a dynamic or relationship you would like to understand better. You could select a topic of professional interest, such as a field in which plan to work, and write a paper about changing ideas about best practices over the past decade or the evolution of programs at a particular institution. You might also choose your topic based on an interesting set of primary sources available at a local archive or online.

The main constraint on your topic is that you have access to relevant primary sources. Luckily you are in one of the best places in the world in terms of the amount and range of primary sources that are available to you. Harvard University has made important institutional records easily available to researchers by digitizing its annual reports and its student newspaper. The Harvard University Archives has collected an incredibly rich array of materials from student diaries to faculty papers to the correspondence of many offices (unfortunately, it restricts access to many of its records for 50-80 years). Many of its collections are searchable through OASIS, Harvard's catalogue for manuscript sources. Harvard also collects materials from many other institutions. Before 1930, it regularly collected annual reports and course catalogues from other institutions. These

are searchable through HOLLIS under the institution's name. They are stored off-site and you have to read them in the Phillips Reading Room in Widener Library. Manuscript sources may also be available at many of the University's special libraries, such as the Schlesinger Library for research related to American women. You can search for these through OASIS as well. For many topics that are not institution specific, such as the development of counseling services, old journal articles make excellent sources. Browse the journals on the second floor of Gutman or search titles available through JSTOR. Harvard also has an excellent collection of historical newspapers available online or on microfilm. Do not hesitate to ask the reference librarians at Gutman to help you navigate these resources.

Primary source research can be exciting and rewarding but also unpredictable. You need to identify and begin reading your sources early in the semester to make sure that you that you have a viable research paper. Many of you will revise your topic in response to the primary sources that you are able to find.

The other constraint on your topic is that the scope needs to be appropriate for a **15 page paper**. To facilitate your research, consider limiting your main focus to a single school, person, organization, archival collection, or type of primary source. A carefully defined focus will also help you develop a strong thesis. Read your primary sources with a critical eye and align your thesis with your sources (for example, if most of your sources are from a university president, consider making an argument about his/her perspective, rather than about the development of the institution). The major point(s) of your paper should be supported substantially by primary sources. You may structure your paper chronological or thematically. Include transitions and signposts to ensure that readers understand how each section supports your thesis. Consult secondary sources to put your topic in a broader context (by providing information about other institutions or concurrent historical developments). Secondary sources will also help your paper relate to larger issues in the history of higher education.

Your research paper will be evaluated on: 1) the extent of your primary and secondary source research; 2) the cogency of your thesis; 3) your use of primary source evidence to develop a narrative and support your thesis; and 4) the clarity of your writing.

Both the research papers and policy reports should follow these formatting guidelines:

- You should cite your research using Chicago-style footnotes.
- Use the past tense when discussing events or sources written in the past.
- Avoid contractions (can't, don't).
- Punctuation belongs inside quotation marks (".")
- Use 1" margins, a readable 12 pt. font, double-spacing, and page numbers.
- Avoid large block quotations unless they are very meaningful. If you do not have a particular reason to use a quotation (emphasis, style, specificity), paraphrase the point in your own words.
- Identify the "speaker" of all quotes (According to President Faust, ".....").
- Place footnotes at the end of your sentences, after punctuation.
- Footnotes should use Arabic rather than Roman numerals.

You are required to meet with one of the instructors to get approval for your Research paper or policy report topic by **October 2**. **The day before your meeting you must email a short description of your topic with an explanation of the sources you will be using to research it.** We will post a list of students' topics on the Canvas site after these meetings. You are encouraged to partner with classmates to discuss your research as it is progressing and to share drafts of work. You should acknowledge any help you received from your peers in your paper. The research papers and policy reports are due Monday **November 9** posted on the **Canvas site by 9:00 p.m.** This assignment counts towards 40% of your grade.

Final Essay: You should select one of the themes of the course – the purposes of higher education, development of multiple types of institutions, the curriculum, access to higher education, and student experiences outside of the classroom – and write an essay explaining how and why that aspect of higher education has changed over time. To write this essay, you will rely on assigned readings and lectures. It should be 10-15 pages (double spaced, 12 pt. font, one-inch margins with about 250 words per page). Follow the formatting guidelines above. These essays will be evaluated on: 1) inclusion of relevant subject matter; 2) ability to synthesize and organize the material in a coherent presentation; 3) use of course readings to support your conclusions; and 4) clarity of presentation. This paper will count for 35% of your grade. This paper must be posted on the Canvas site by **December 18 at 5:00 p.m.**

Plagiarism is a serious offense. Students are expected to abide by HGSE's policies regarding academic honesty. If you have any questions regarding these policies, please see one of the course instructors.

We encourage students needing **accommodations** in instruction or evaluation to notify us early in the semester. If you have a disability or health concern that may have some impact on your work in this class and for which you may require adjustments or accommodations, please contact Eileen Berger bergerei@gse.harvard.edu, Access and Disability Services (ADS) administrator in Gutman 124. No accommodations can be given without authorization from ADS, or without advance notice. If you already have a Faculty Contact Form for this course from ADS, please provide us with that information privately in our offices so that we can make those adjustments in a timely manner. All inquiries and discussions about accommodations will remain confidential.

Class Schedule

[Please note: if direct links do not work, try copying and pasting the entire link into your browser]

Thursday September 3: The Colonial College (lecture)

Reading:

- New England's First Fruits (1643) reprinted in Samuel Morison, *The Founding of Harvard College*, (Cambridge: Harvard University Press, 1995 [1935]), pp. 433-46. (iPa©)
- Christopher J. Lucas, *American Higher Education Part 2* (Book)

Tuesday September 8: Higher Education and the New Nation (lecture)

Reading:

- Benjamin Rush on a Federal University (1788), reprinted in *American Higher Education: A Documentary History*, ed. Richard Hofstadter and Wilson Smith, vol. 1, (Chicago: University of Chicago Press, 1961), pp. 152-57. (iPa©)

Thursday September 10: The Classical College Defended – The Yale Report (small groups)

Reading:

- David B. Potts, "[Introductory Essay: A Land of Colleges](#)," in *Liberal Education for a Land of Colleges*. (2010).
- Michael S. Pak, "[The Yale Report of 1828: A New Reading and New Implications](#)," *History of Education Quarterly* 48 (February 2008): 30-57
- Jack C. Lane, "[The Yale Report of 1828 and Liberal Education: A Neorepublican Manifesto](#)," *History of Education Quarterly* 27 (1987): 325-
- The Yale Report of 1828, reprinted in *American Higher Education: A Documentary History*, ed. Richard Hofstadter and Wilson Smith, vol. 1, (Chicago: University of Chicago Press, 1961), pp. 275-291. (iPa©)

Tuesday September 15: Student Experiences in Early American Colleges (small groups)

Reading:

- Jackson, L. (1995). "The Rights of Man and the Rites of Youth: Fraternity and Riot at Eighteenth-Century Harvard," in *The American College in the Nineteenth Century*, Roger Geiger Ed. Vanderbilt University Press, Nashville, TN, pp. 46 – 79. (iPa©)
- Syrett, N. L. (2009). "Camaraderie and Resistance" and "The Sacred, the Secular, and the Manly," in *The Company He Keeps: A History of White College Fraternities*. Chapel Hill, NC: The University of North Carolina Press. pp. 13-78. (iPa©)
- Julian M. Sturtevant, [An Autobiography](#), Chapter 5 – Life in College, pp. 91-105.

Thursday September 17: Discontent and Experimentation in Higher Education (lecture)

Reading:

- Circular of the Albany Female Academy (1836), reprinted in *The Age of Academies* (1964), Theodore Sizer Ed. Teachers College of Columbia University, New York, NY, pp. 168-174. (iPa©)

Tuesday September 22: State Universities (lecture)

Reading:

- Charles Kendall Adams Argues the Merits of the State University, 1875, reprinted in *American Higher Education: A Documentary History*, ed. Richard Hofstadter and Wilson Smith, vol. 2, (Chicago: University of Chicago Press, 1961) pp. 667-676. (iPa©)

Thursday September 24: Women's Colleges (sections)

Reading:

- Helen Horowitz, *Alma Mater: Design and Experience in Women's Colleges from their Nineteenth –Century Beginnings to the 1930s*, Parts I & II (book)

Tuesday September 29: Historically Black Colleges (lecture)

Reading:

- W.E.B. DuBois, "[The Talented Tenth](#)" (1903)
- Booker T. Washington, "[Industrial Education for the Negro](#)" 1903

Thursday October 1: The Development of the Research University (lecture)

Reading:

- Daniel Coit Gilman, "[The Idea of the University](#)," *North American Review*, Vol. 133 # 299 (Oct. 1881): 353-367

Tuesday October 6: Modern Student Culture (small groups)

Reading:

- Paula Fass, "Ch. 5: Competition and Conformity in Peer Culture," *Damned and the Beautiful: American Youth in the 1920s*, 225-259 (iPa©)
- Patrick Miller, "[To 'Bring the Race Along Rapidly'](#): Sports, Student Culture, and Educational Mission at Historically Black Colleges in the Interwar Years," *History of Education Quarterly*, 35 (Summer 1995): 111-135

- Robin Bachin, "[Courage, Endurance and Quickness of Decision](#): Gender and Athletics at the University of Chicago, 1890-1920," *Rethinking History*, 5 (2001): 93-116
- Ryan Anderson, "[The Law of College Customs is \[as\] Inexorable as the Laws of Chemistry or Physics](#)": The Transition to a Modern Purdue University, 1900-1924," *Indiana Magazine of History*, 99 # (June 2003): 97-128
- G. Stanley Hall, "[Student Customs](#)," *American Antiquarian Society*, (Oct. 1900): 83-124

Thursday October 8: Liberal Arts Colleges (lecture)

Reading:

- Alexander Meiklejohn defines the Liberal Arts College, 1912 from *American Higher Education~ A Documentary History*, ed. Richard Hofstadter and Wilson Smith, vol. 2,(Chicago: University of Chicago Press, 1961) pp. 896-903. (iPa©)
- Christopher J. Lucas, *American Higher Education Part 3* (book)

Tuesday October 13: Professional Education (lecture)

Reading:

- Pritchett, H. S. (1969). "Introduction" to Flexner's Medical Education (1910) reprinted in *The Educating of Americans: A Documentary History*, ed. Daniel Calhoun. Boston: Houghton Mifflin. pp. 440-446. (iPa©)
- Burritt, B. (1912). Charts of Harvard graduates occupations from *Professional Distribution of College and University Graduates*, US Bureau of Education Bulletin No. 19, Whole Number 491. Government Printing Office, Washington, D.C. Pp. 14 and 19. (iPa©)

Thursday October 15: Ethnic and Racial Discrimination (small groups)

Reading:

- Karabel, J. (2005). "Harvard and the Battle over Restriction" and "The 'Jewish Problem' at Yale and Princeton," in *The Chosen*. New York: Houghton Mifflin. pp. 77-109 © 110-138. (iPa©)
- Strum,H. (1984). "Discrimination at Syracuse University," *History of Higher Education Annual*, 4. pp. 101-122. (iPa©)
- William T. Ham, "[Harvard Student Opinion on the Jewish Question](#)," *Nation* 115 (1922): 225-227

Tuesday October 20: World Wars and Higher Education (lecture)

Reading:

- Vannevar Bush, *Science: The Endless Frontier: A Report to the President* (1945), from [American Higher Education Transformed, 1940 - 2005](#), ed. Wilson Smith and Thomas Bender (Baltimore: Johns Hopkins University Press, 2008), pp. 20-24 (located in Part I: The Terrain). Lucas, *History of American Higher Education*, Part 4 (book)

Thursday October 22: Debates about Undergraduate Curriculum (debate)

Reading:

- Reynolds, K. S. (2002). "A Canon of Democratic Intent: Reinterpreting the Roots of the Great Books Movement," *History of Higher Education Annual*, 22.. pp. 5-32. (iPa©).
- Rudolph, F. (1977). *Curriculum: A History of The American Undergraduate Course of Study Since 1636*, Jossey-Bass, San Francisco, CA. Pp. 203 – 244. (iPa©)
- Hutchins, R.M. (1961). The Higher Learning in America, Harry D. Gideonse, The Higher Learning in a Democracy, and John Dewey, "President Hutchins' Proposals to Remake Higher Education," reprinted in *American Higher Education: A Documentary History*, ed. Richard Hofstadter and Wilson Smith. Chicago: University of Chicago Press. pp. 924-53. (iPa©)

Tuesday October 27: Academic Freedom and Faculty Governance (lecture)

Reading:

- Sidney Hook, "[The Danger of Authoritarian Attitudes in Teaching Today](#)," *Bulletin of the American Association of University Professors*, vol. 37 #3 (Autumn 1951): 522-537

Thursday October 29: Desegregation (sections)

Reading:

- Charlayne Hunter-Gault, *In My Place* (book)

Tuesday November 3: Selective Admissions (lecture)

Reading:

- Bender, W. (1961). "The Top-One-Percent Policy: A Hard Look at the Dangers of an Academically Elite Harvard," *Harvard Alumni Bulletin* (30 September 1961), pp. 21-25. (iPa©)

Thursday November 5: Community Colleges (sections)

Reading:

- Steven Brint and Jerome Karabel, *The Diverted Dream: Community Colleges and the Promise of Educational Opportunity in American, 1900- 1985*, Introduction and Part I (book)

Policy Reports/Papers due November 9 posted on Canvas site by no later than 9:00 p.m.

Tuesday November 10 : Expanding Federal Role (Lecture)

No Reading.

Thursday November 12: Immigrant and International Student Experiences (small groups)

Reading:

- Jade Snow Wong, *Fifth Chinese Daughter*, chapters 13 - 19 (pp. 103 - 173). (Book)
- Weili Ye, "[Nü Liuxuesheng](#)": [The Story of American-Educated Chinese Women, 1880s-1920s](#) , *Modern China*. Jul94, Vol. 20 Issue 3, pp. 315 - 346
- John Aubry Douglas, Heinke Roebken, and Gregg Thomson, "[The Immigrant University](#)" Center for Studies in Higher Education. 2007
- Paul Kramer, "[Is the World Our Campus?: International Students and U.S. Global Power in the Long Twentieth Century](#)" *Diplomatic History*. Nov2009, Vol. 33 Issue 5, pp. 775-806

Tuesday November 17 : Student Activism – Excerpt of Movie Berkeley in the 1960s

Reading:

- Cohen,R. (2002). "This Was Their Fight and They Had to Fight It: The FSM's Nonradical Rank and File," *Free Speech Movement: Reflections on Berkeley in the 1960s*, ed.Robert Cohen and Reginald E. Zelnick. Berkeley: University of California Press. pp. 227-63. (iPa©)
- Any three letters from "[Defendants' Letters to Judge Crittenden](#)," Free Speech Movement Archives, Online Archive of California

Thursday November 19: Multiculturalism and post-1960s curricular reform and debate (lecture)

- Excerpts from *The University Crisis Reader, Vol. I: The Liberal University Under Attack*. (1971). Wallerstein, I. and Starr, P. Eds. Random House, New York, NY. Pp. 335-347. Elliott Duane Moorman, "The Benefit of Anger", pp.336-339; Committee on Studies and Instruction in Race Relations, University of Wisconsin (Madison) "The Rationale for Afro-American Studies", pp. 339-340; Troy Dunster, The Third World College and the Colonial Analogy, Pp. 340-346; W. Arthur Lewit, "The Road to the Top is Through Higher Education--Not Black Studies", pp. 343-347. (iPac).

Tuesday November 24: The Quest for Equity after the 1960s (small groups)

Reading:

- Julie Reuben, "Merit, Mission, and Minority Students: The History of Debate Over Special Admissions Programs," *A Faithful Mirror: Reflections on the College Board and Education in America*, Michael C. Johanek ed., (2001), 195-234 (iPac);
- Marcia G. Synnott, "[The Recent History of Affirmative Action Policies in Higher Education and the Supreme Court](#)," *Proceedings of the South Carolina Historical Association*. 2014, pp. 37-48
- Rose Deondra . "[Regulating Opportunity: Title IX and the Birth of Gender Conscious Higher Education Policy](#)," *Journal of Policy History*. Jan2015, Vol. 27 Issue 1, p157-
- Victoria-Maria MacDonald, John Botti, and Lisa Hoffman Clark, "[From Visibility to Autonomy: Latinos and Higher Education in the U.S., 1965–2005](#)," *Harvard Educational Review*, December 2007, Vol. 77, No. 4, pp. 474-504.
- "[I too am Harvard](#)"

Thursday November 26: No class – Thanksgiving

Tuesday December 1: Contemporary Student Experiences (sections)

Reading:

- Elizabeth Armstrong and Laura T. Hamilton, *Paying for the Party: How College Maintains Inequality* (Cambridge: 2013) (book)