

## SYLLABUS

### ELPS 882: Higher Education in the United States

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#### Introduction

This course is designed to help you think about colleges and universities and the historical and social forces that have affected their development in the United States. Since education is an issue we often think about in personal terms, especially higher education, the course is intended to use our own knowledge and insights as a starting point, and to expand upon our reasoning skills as we study these issues historically. We will do this by reading, discussing and thinking about colleges and universities and the students that attended them in the past. Through this, the aim of this course is to provide everyone with a sound framework for using historical analysis to interpret problems in higher education, and in the development of American society.

In the course of doing this you will be asked to offer evidence of your learning, particularly with regard to your historical reasoning abilities. You will do this through discussion of readings, in class presentations and exploration of key issues, and through your written work. It is critical, in that case, that you attend every class, complete assigned readings on schedule, and submit written work when expected.

#### Books/Reading Materials

The course is designed so that the reading you will be asked to do is provided in assigned texts or on the course Blackboard or KU Library sites. The following books have been ordered and are available at the Campus Bookstore. Additional reading materials indicated on the syllabus or in class are available electronically through KU libraries or through Blackboard.

John R. Thelin, *A History of American Higher Education*  
Helen L. Horowitz, *Campus Life*  
Christine Ogren, *The American State Normal School*  
Steven Brint and Jerome Karabel, *The Diverted Dream*

Under each week's "Readings" heading you will see chapters from the required books, along with lists of articles published in academic journals. We will decide how to divide up the latter readings each week, so that reading assignments are reasonable. All of the articles listed on this syllabus are available through JSTOR, which you can access through the KU Library WebPages.

Please let us know if you have any difficulty in gaining access to these resources. We will discuss this in class also.

### **A Note on Assessment**

You will be assessed in this course both for your written work (in two papers and weekly responses to readings on Blackboard) and for your participation in class. At least seventy percent of your grade will be assessed through your written work. Participation in class discussion can count for as much as 15 percent of the grade, and a presentation will count for 15 percent. In assessing your performance in the course, I will consider both written and classroom based evidence, and will assign most importance to the area where your learning is most clearly evident. If you are quiet in class, I will assign more importance to your written work. If you are an avid class participant but do not express yourself well on paper, I will weigh involvement more heavily. Students who both write well and are good participants, of course, are at an obvious advantage.

I will attempt to assess each student's performance in the class by a varied set of criteria. The most important of these is the extent to which you appear to have mastered the material we have covered. This includes your evident understanding of key conceptual issues related to institutions and people associated with various historical periods and social settings. I am also interested in your skills as a critical analyst of historical writing. Beyond that, I am also interested in your ability to employ the knowledge gained in this course to understand and discuss problems of American education and social and institutional development.

As a general principle, I want everyone to express her/himself clearly, and exhibit a keen interest in the larger learning experience of the group. The only "dumb" questions are those that go unasked. Everyone learns from the questions and comments that you offer.

In assigning grades, I follow the university's guidelines: "A" stands for a high degree of excellence, and in this course should represent a high standard both for written work and classroom participation; "B" represents a superior standard of performance, both in written and class participation; and "C" stands for an acceptable standard of performance in both written work and class participation. Grades lower than "C" will be given for work which is minimally acceptable or failing.

Finally, I stand by the university's published policies regarding plagiarism (found in university bulletins and student handbooks), and other forms of "cheating." Students are expected to be familiar with these policies.

### **Writing Assignments**

Students in this course will write 1 short paper (about 5 pages, or 1000 words) on Helen Horowitz, *Campus Life* (a general history of student life in the United States). A longer paper will explore a topic of your choosing, drawing upon the published historical literature. This paper should be no longer than 2000 words, or about 10 pages. (We will discuss this in class). You also will be responsible for posting a short (100 to 300 word) response to each week's

reading on the course Blackboard site. Since this will be for the benefit of your classmates, as well as the instructors, these responses should be posted NO LATER than the Monday evening before each class meeting.

Some ideas for longer paper topics include:

\*\*\**Women's higher education in the nineteenth century (or other period)*

\*\*\**Higher education and work during the 20<sup>th</sup> Century*

\*\*\**The role of colleges and universities during the civil rights era*

\*\*\**The development of urban colleges (pick a century)*

\*\*\**The growth of professional education (pick a profession)*

\*\*\**Higher education in the early twentieth century (or other time)*

Other possible topics can be discussed in class. Each student will make a presentation on her/his topic during the latter part of the semester. The finished version of this paper will be due at the final class meeting.

### **Class Meetings & Topical Schedule**

#### **Class One (Aug 22): Introduction: Understanding Higher Education through History**

Topics:

Introduction to course and requirements

How can history help us to understand today's institutions?

History of higher education as a field of study

Issues in the study of American colonial colleges

#### **Class Two (Aug 29): Origins: Early Colleges and Students**

Topics:

The world of Colonial America

Types of early college organization and function

Modes of socialization in colonial society

Introduction to different interpretations of educational development

Required Reading:

1. Thelin, Ch. 1;
2. Horowitz, Ch. 1

Suggested:

2. Beverly McAnear, "College Founding in the American Colonies, 1745-1775," *The Mississippi Valley Historical Review*. Vol. 42, No. 1 (Jun., 1955), pp. 24-44;
3. Richard G. Durnin, "The Role of the Presidents in the American Colleges of the Colonial Period," *History of Education Quarterly* Vol. 1, No. 2 (Jun., 1961), pp. 23-31;
4. Joe W. Kraus, "The Development of a Curriculum in the Early American Colleges," *History of Education Quarterly*. Vol. 1, No. 2 (Jun., 1961), pp. 64-76;
5. Sheldon S. Cohen; Benjamin Trumbull, "The Yale College Journal of Benjamin Trumbull," *History of Education Quarterly* Vol. 8, No. 3 (Autumn, 1968), pp. 375-385;
6. David C. Humphrey, "Colonial Colleges and English Dissenting Academies: A Study in Transatlantic Culture," *History of Education Quarterly* Vol. 12, No. 2 (Summer, 1972), pp. 184-197;
7. Phyllis Vine, "The Social Function of Eighteenth-Century Higher Education," *History of Education Quarterly*. Vol. 16, No. 4 (Winter, 1976), pp. 409-424;
8. Kathryn McDaniel Moore, "Freedom and Constraint in Eighteenth Century Harvard," *The Journal of Higher Education*. Vol. 47, No. 6 (Nov., 1976), pp. 649-659

**Class Three (Sept 5): The "Age of the College," and Higher Education to 1850**

Topics:

Founding colleges in early America  
The changing nature of institutions  
Students and collegiate life

Required Reading:

1. Thelin Ch. 2;
2. Horowitz, Ch. 2

Suggested:

2. Natalie A. Naylor, "The Ante-Bellum College Movement: A Reappraisal of Tewksbury's Founding of American Colleges and Universities," *History of Education Quarterly* Vol. 13, No. 3 (Autumn, 1973), pp. 261-274;
3. David F. Allmendinger, Jr., "New England Students and the Revolution in Higher Education, 1800-1900," *History of Education Quarterly* Vol. 11, No. 4 (Winter, 1971), pp. 381-389;
4. Ronald Story, "Harvard Students, the Boston Elite, and the New England Preparatory System, 1800-1876," *History of Education Quarterly* Vol. 15, No. 3 (Autumn, 1975), pp. 281-298;
5. Rodney Hessinger, "'The Most Powerful Instrument of College Discipline': Student Disorder and the Growth of Meritocracy in the Colleges of the Early Republic," *History of Education Quarterly* Vol. 39, No. 3 (Autumn, 1999), pp. 237-262;
6. John Rury; Glenn Harper, "The Trouble with Coeducation: Mann and Women at Antioch, 1853-1860," *History of Education Quarterly* Vol. 26, No. 4 (Winter, 1986), pp. 481-502;

7. Ellen N. Lawson; Marlene Merrill, "The Antebellum "Talented Thousandth": Black College Students at Oberlin Before the Civil War," *The Journal of Negro Education*. Vol. 52, No. 2 (Spring, 1983), pp. 142-155;
8. Eldon L. Johnson, "The "Other Jeffersons" and the State University Idea," *The Journal of Higher Education*. Vol. 58, No. 2 (Mar., 1987), pp. 127-150.

#### **Class Four (Sept 11): Diversification in American Higher Education, 1840-1890**

Topics:

- Growth and differentiation in institutional purpose
- The changing student clientele
- Regional patterns of educational development

Required Reading:

1. Thelin, Ch. 3;
2. Horowitz, Ch. 3
3. Ogren, Introduction & Ch. 1

Suggested:

3. Daniel A. Wren, "American Business Philanthropy and Higher Education in the Nineteenth Century," *The Business History Review* Vol. 57, No. 3 (Autumn, 1983), pp. 321-346;
4. Joseph M. Stetar, "In Search of a Direction: Southern Higher Education after the Civil War," *History of Education Quarterly* Vol. 25, No. 3 (Autumn, 1985), pp. 341-367;
5. David B. Potts, "American Colleges in the Nineteenth Century: From Localism to Denominationalism," *History of Education Quarterly*. Vol. 11, No. 4 (Winter, 1971), pp. 363-380;
6. John C. Scott, "The Chautauqua Movement: Revolution in Popular Higher Education," *The Journal of Higher Education*. Vol. 70, No. 4 (Jul., 1999), pp. 389-412;
7. Henry S. Enck, "Tuskegee Institute and Northern White Philanthropy: A Case Study in Fund Raising, 1900-1915," *The Journal of Negro History*. Vol. 65, No. 4 (Autumn, 1980), pp. 336-348;

#### **Class Five (Sept 19): The Rise of the University, 1890-1920**

Topics:

- Institution-builders and their models
- The evolution of collegiate youth-culture
- The early development of research institutions

Required Reading:

1. Thelin, Chs. 3 & 4;
2. Horowitz, Ch. 4

Suggested:

3. Roger Geiger, "After the Emergence: Voluntary Support and the Building of American Research Universities," *History of Education Quarterly*. Vol. 25, No. 3 (Autumn, 1985), pp. 369-381;
4. W. Bruce Leslie, "Localism, Denominationalism, and Institutional Strategies in Urbanizing America: Three Pennsylvania Colleges, 1870-1915," *History of Education Quarterly*. Vol. 17, No. 3 (Autumn, 1977), pp. 235-256
4. Lynn D. Gordon, "The Gibson Girl Goes to College: Popular Culture and Women's Higher Education in the Progressive Era, 1890-1920," *American Quarterly*. Vol. 39, No. 2 (Summer, 1987), pp. 211-230;
5. Mary Ann Dzuback, "Women and Social Research at Bryn Mawr College, 1915-40," *History of Education Quarterly*. Vol. 33, No. 4, (Winter, 1993), pp. 579-608;
6. Monroe H. Little, "The Extra-Curricular Activities of Black College Students 1868-1940," *The Journal of Negro History*. Vol. 65, No. 2 (Spring, 1980), pp. 135-148.
7. Eldon L. Johnson, "Misconceptions About the Early Land-Grant Colleges," *The Journal of Higher Education*. Vol. 52, No. 4 (Jul., 1981), pp. 333-351

**Class Six (Sept 26): Women, Normal Schools and Popular Higher Education**

Topics:

Development of a popular institutional form

Gender and higher education

The development of a profession through higher education

Required Reading:

1. Ogren, Part II

Suggested:

2. Cynthia Griggs Fleming, "The Plight of Black Educators in Postwar Tennessee, 1865-1920," *The Journal of Negro History*. Vol. 64, No. 4 (Autumn, 1979), pp. 355-364;
3. Lisa Chase, "Imagining Utopia: Landscape Design at Smith College, 1871-1910," *The New England Quarterly*. Vol. 65, No. 4 (Dec., 1992), pp. 560-586;
4. Patricia A. Palmieri, "Here Was Fellowship: A Social Portrait of Academic Women at Wellesley College, 1895-1920," *History of Education Quarterly*. Vol. 23, No. 2 (Summer, 1983), pp. 195-214

## Class Seven (Oct 3): Higher Education in Transition

### Topics:

Urbanization and Higher Education  
Varieties of Experience: Education and Ethnicity  
Education and Work  
Faculty life and professional advancement

### Required Reading:

1. Ogren, Epilogue
2. Thelin, Ch. 6
3. Horowitz, Chs. 5, 6 & 7

### Suggested:

4. Harold S. Wechsler, "The Rationale for Restriction: Ethnicity and College Admission in America, 1910-1980," *American Quarterly*. Vol. 36, No. 5 (Winter, 1984), pp. 643-667;
5. Marcia G. Synnott, "The Admission and Assimilation of Minority Students at Harvard, Yale, and Princeton, 1900-1970," *History of Education Quarterly*. Vol. 19, No. 3 (Autumn, 1979), pp. 285-304;
6. Stanley Coben, "The Scientific Establishment and the Transmission of Quantum Mechanics to the United States, 1919-32," *The American Historical Review*. Vol. 76, No. 2 (Apr., 1971), pp. 442-466;
7. Rebecca S. Lowen, "Transforming the University: Administrators, Physicists, and Industrial and Federal Patronage at Stanford, 1935-49," *History of Education Quarterly*. Vol. 31, No. 3 (Autumn, 1991), pp. 365-388;
8. Mary S. Hoffschwelle, "The Science of Domesticity: Home Economics at George Peabody College for Teachers, 1914-1939," *The Journal of Southern History*. Vol. 57, No. 4 (Nov., 1991), pp. 659-680;
8. Frank Stricker, "Economic Success and Academic Professionalization: Questions from Two Decades of U.S. History (1908-1929)," *Social Science History*. Vol. 12, No. 2 (Summer, 1988), pp. 143-170.
9. John M. Jordan, "'To Educate Public Opinion': John D. Rockefeller, Jr., and the Origins of Social Scientific Fact-Finding," *The New England Quarterly*. Vol. 64, No. 2 (Jun., 1991), pp. 292-297;
10. Linda M. Perkins, "Lucy Diggs Slowe: Champion of the Self-Determination of African-American Women in Higher Education," *The Journal of Negro History*. Vol. 81, No. 1/4, (Winter, 1996), pp. 89-104.

## **Class Eight (Oct 10): The Rise of a Distinctive Institutional Form: the Community College**

### Topics:

The appearance of a new institutional form  
Powerful patrons and early growth and development  
Post-secondary education & economic development  
Higher education and social stratification

### Required Reading:

1. Brint & Karabel, Chs. 1-4.

### Suggested:

2. Philo A. Hutcheson, "Reconsidering the Community College," *History of Education Quarterly*. Vol. 39, No. 3 (Autumn, 1999), pp. 307-320;
3. James L. Ratcliff, "'First' Public Junior Colleges in an Age of Reform," *The Journal of Higher Education*. Vol. 58, No. 2 (Mar., 1987), pp. 151-180;
4. Kevin J. Dougherty, "The Politics of Community College Expansion: Beyond the Functionalist and Class-Reproduction Explanations," *American Journal of Education*. Vol. 96, No. 3 (May, 1988), pp. 351-393;
5. Stephen G. Katsinas, "George C. Wallace and the Founding of Alabama's Public Two-Year Colleges," *The Journal of Higher Education*. Vol. 65, No. 4 (Jul., 1994), pp. 447-472;

## **Class Nine (Oct 17): Higher Education's 'Golden Age' in Postwar America**

### Topics:

A changing environment: a "Human Capital Revolution"  
The appearance of 'mass higher education'  
Research universities 'come of age,' and become the model  
The evolution of student life

### Required Reading:

1. Thelin, Ch. 7.

### Suggested:

2. Ruth E. Eckert, "A Journey Toward Understanding," *The Journal of Higher Education*. Vol. 50, No. 3 (May, 1979), pp. 233-255;
3. Michael Bisesi, "Historical Developments in American Undergraduate Education: General Education and the Core Curriculum," *British Journal of Educational Studies*. Vol. 30, No. 2 (Jun., 1982), pp. 199-212;
4. Keith W. Olson, "The G. I. Bill and Higher Education: Success and Surprise," *American Quarterly*. Vol. 25, No. 5 (Dec., 1973), pp. 596-610;
5. 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;

6. J. M. Stephen Peeps, "A B. A. for the G. I.... Why?," *History of Education Quarterly*. Vol. 24, No. 4 (Winter, 1984), pp. 513-525;
7. Roger L. Geiger, "Organized Research Units--Their Role in the Development of University Research," *The Journal of Higher Education*. Vol. 61, No. 1 (Jan., 1990), pp. 1-19
8. Harland Bloland, "National Associations and the Shaping of Federal Higher Education Policy," *Sociology of Education*. Vol. 41, No. 2 (Spring, 1968), pp. 156-177;
9. Pamela Barnhouse Walters, "Sex and Institutional Differences in Labor Market Effects on the Expansion of Higher Education, 1952 to 1980," *Sociology of Education*. Vol. 59, No. 4 (Oct., 1986), pp. 199-211;
10. Kenrick S. Thompson, "Changes in the Values and Life-Style Preferences of University Students," *The Journal of Higher Education*. Vol. 52, No. 5 (Sep., 1981), pp. 506-518;
11. John Hardin Best, "The Revolution of Markets and Management: Toward a History of American Higher Education since 1945," *History of Education Quarterly*. Vol. 28, No. 2 (Summer, 1988), pp. 177-189.
12. Dongbin Kim and John L. Rury, "The Changing Profile of College Access: The Truman Commission and Enrollment Patterns in the Postwar Era," *History of Education Quarterly* 47:3 (August 2007) pp. 302-327.

### ***Horowitz Book Review Essay Due***

#### **Class Ten (Oct 24): Community Colleges Come of Age**

##### Topics:

The process of "system building" at the state level  
 Interface with the economy: vocational education  
 Questions of access and status for students  
 What is the future role of the community college?

##### Required Reading:

1. Brint & Karabel, Chs. 5-8.

##### Suggested:

2. Kevin Dougherty, "The Effects of Community Colleges: Aid or Hindrance to Socioeconomic Attainment?" *Sociology of Education*. Vol. 60, No. 2 (Apr., 1987), pp. 86-103;
3. Valerie E. Lee; Kenneth A. Frank, "Students' Characteristics that Facilitate the Transfer from Two-Year to Four-Year Colleges," *Sociology of Education*. Vol. 63, No. 3 (Jul., 1990), pp. 178-193;
4. Yangjing Lin; W. Paul Vogt, "Occupational Outcomes for Students Earning Two-Year College Degrees: Income, Status, and Equity," *The Journal of Higher Education*. Vol. 67, No. 4 (Jul., 1996), pp. 446-475;
5. Howard B. London, "In Between: The Community College Teacher," *Annals of the*

- American Academy of Political and Social Science* Vol. 48, (Mar., 1980), pp. 62-73;
6. Susan B. Twombly, "What We Know about Women in Community Colleges: An Examination of the Literature using Feminist Phase Theory," *The Journal of Higher Education*. Vol. 64, No. 2 (Mar., 1993), pp. 186-210;

### **Class Eleven (Oct 31): The Close of the Twentieth Century**

#### Topics:

- Changing institutional pressures: costs & competition
- Shifting policy environments, state & national
- Questions of social status: women & minorities
- Challenges to the professorate: research & teaching

#### Required Reading:

1. Thelin, Ch. 8.

#### Suggested:

2. Allan O. Pfnister, "The Role of the Liberal Arts College: A Historical Overview of the Debates," *The Journal of Higher Education*. Vol. 55, No. 2, (Mar., 1984), pp. 145-170;
3. Lea E. Williams, "Public Policies and Financial Exigencies: Black Colleges Twenty Years Later, 1965-1985," *Journal of Black Studies*. Vol. 19, No. 2, Education in the Black Community (Dec., 1988), pp. 135-149;
5. W. Bruce Cook, "Fund Raising and the College Presidency in an Era of Uncertainty: From 1975 to the Present," *The Journal of Higher Education*. Vol. 68, No. 1 (Jan., 1997), pp. 53-86;
6. Roger Geiger; Irwin Feller, "The Dispersion of Academic Research in the 1980s," *The Journal of Higher Education*. Vol. 66, No. 3 (May, 1995), pp. 336-360
7. Hugh Davis Graham, "The Storm over Grove City College: Civil Rights Regulation, Higher Education, and the Reagan Administration," *History of Education Quarterly*. Vol. 38, No. 4 (Winter, 1998), pp. 407-429;
8. Susan H. Frost; James C. Hearn; Ginger M. Marine, "State Policy and the Public Research University: A Case Study of Manifest and Latent Tensions," *The Journal of Higher Education*. Vol. 68, No. 4 (Jul., 1997), pp. 363-397;
9. Olga Bain; William Cummings, "Academe's Glass Ceiling Societal, Professional-Organizational, and Institutional Barriers to the Career Advancement of Academic Women," *Comparative Education Review*. Vol. 44, No. 4 (Nov., 2000), pp. 493-514;

## Class Twelve (Nov 7): The Contemporary Scene

### Topics:

- Where will resources come from in the future?
- Questions of equity in access
- What are the outcomes of college?
- What will it be like to work in the 21st century university?

### Required Reading:

1. David K. Brown, "The Social Sources of Educational Credentialism: Status Cultures, Labor Markets, and Organizations," *Sociology of Education*. Vol. 74, (2001), pp. 19-34
2. Therese L. Baker; William Velez, "Access to and Opportunity in Postsecondary Education in the United States: A Review," *Sociology of Education*. Vol. 69, (1996), pp. 82-101
3. John R. Reynolds; Jennifer Pemberton, "Rising College Expectations among Youth in the United States: A Comparison of the 1979 and 1997 NLSY," *The Journal of Human Resources*. Vol. 36, No. 4, (Autumn, 2001), pp. 703-726

### Suggested:

- John G. Francis; Mark C. Hampton, "Resourceful Responses: The Adaptive Research University and the Drive to Market," *The Journal of Higher Education*. Vol. 70, No. 6 (Nov., 1999), pp. 625-641
- Louis C. Attinasi, Jr, "Getting In: Mexican Americans' Perceptions of University Attendance and the Implications for Freshman Year Persistence," *The Journal of Higher Education*. Vol. 60, No. 3 (May, 1989), pp. 247-277
- William G. Tierney; Alexander Jun, "A University Helps Prepare Low Income Youths for College: Tracking School Success," *The Journal of Higher Education*. Vol. 72, No. 2, (Mar., 2001), pp. 205-225
- Lamont Flowers; Steven J. Osterlind; Ernest T. Pascarella; Christopher T. Pierson, "How Much Do Students Learn in College? Cross-Sectional Estimates Using the College BASE," *The Journal of Higher Education*. Vol. 72, No. 5 (Sep., 2001), pp. 565-583;
- George D. Kuh; Shouping Hu, "Learning Productivity at Research Universities," *The Journal of Higher Education*. Vol. 72, No. 1 (Jan., 2001), pp. 1-28
- William Velez, "Finishing College: The Effects of College Type," *Sociology of Education*. Vol. 58, No. 3 (Jul., 1985), pp. 191-200
- Neil S. Seftor; Sarah E. Turner, "Back to School: Federal Student Aid Policy and Adult College Enrollment," *The Journal of Human Resources*. Vol. 37, No. 2 (Spring, 2002), pp. 336-352;
- W. Norton Grubb, "The Varied Economic Returns to Postsecondary Education: New Evidence from the Class of 1972," *The Journal of Human Resources*. Vol. 28, No. 2 (Spring, 1993), pp. 365-382
- Barbara H. Tuckman; Howard P. Tuckman, "The Structure of Salaries at American Universities," *The Journal of Higher Education*. Vol. 47, No. 1 (Jan., 1976), pp. 51-64
- Shelley M. Park, "Research, Teaching, and Service: Why Shouldn't Women's Work Count?" *The Journal of Higher Education*. Vol. 67, No. 1 (Jan., 1996), pp. 46-84
- Hasan Simsek; Karen Seashore Louis, "Organizational Change as Paradigm Shift: Analysis

of the Change Process in a Large, Public University,” *The Journal of Higher Education*. Vol. 65, No. 6 (Nov., 1994), pp. 670-695

Rhonda Martin Epper, “Coordination and Competition in Postsecondary Distance Education: A Comparative Case Study of Statewide Policies,” *The Journal of Higher Education*. Vol. 68, No. 5 (Sep., 1997), pp. 551-587

Gordon Thompson, “Unfulfilled Prophecy: The Evolution of Corporate Colleges” *The Journal of Higher Education*. Vol. 71, No. 3 (May, 2000), pp. 322-341

### **Classes Thirteen to Fifteen (Nov 14 & 28, Dec 5): Student Presentations**

Student presentations on paper topics & class discussion/feedback

### **Class Sixteen (Dec 13): Assessing Higher Education in Historical Context**

Topics:

Past as prologue: prospects for the future  
Tools for future leaders in higher education  
Course assessment

Required Reading:

Martin Trow, “American Higher Education: Past, Present, and Future,” *Educational Researcher*. Vol. 17, No. 3 (Apr., 1988), pp. 13-23

### **Final Paper Due** (and anything else remaining)

The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code

Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.

The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.