Education 1730:

American Higher Education in Historical Context

Brown University
T,TH 1:00-2:20

Spring 2020

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Office Hours:
Tuesday, 2:30-4:30
or by appointment

What will we study in this course?

This introductory course examines 350 years of American higher education, with an emphasis on the years following World War II. We will discuss many topics, including the evolution of the curriculum; changing definitions of professionalism; the often-competing priorities of teaching, research, and service; access and diversity; student life; the production of knowledge; and university relations with government and industry. Sometimes the history of Brown University provides relevant case studies. Students read, discuss, and write about these issues throughout the semester, then investigate topics of their own choosing for their final papers.

A lot can happen in a year, let alone 350 years, so while we cover a large amount of material, there are many topics that we will not cover in much depth, or will not have time to cover at all. That said, the course has been modified in response to student requests to better cover issues that they are the most interested in, such as affirmative action, international students, and efforts to improve student persistence.

While I have tried to include as many voices and perspectives as possible in this syllabus, American higher education grew from European universities. This means that much of the decision-making and subsequent shifts in American higher education that we will study skew white and male. This is something that I am trying to rectify as much as possible in this course, but it is a work-in-progress. I do change the syllabus in response to student feedback, so if there are other subjects that you think it would be useful to cover, or articles and books that you come across during your research paper that might be of interest to future students, please do let me know!

What skills and knowledge should I leave this course with?

The two main goals of this course are to provide you with a general understanding of the development of American higher education, and to sharpen your ability to engage in historical thinking.

The first goal is relatively straightforward. Over the past 350 years, American higher education has

changed as the priorities of American society change, the relationship between various stakeholders has shifted, and the way that we think about learning and knowledge production has had a lasting impact on our culture. Yet, many aspects of American higher education are remarkably resistant, and continue with us today. There are many reasons why knowing more about the history of American higher education can be useful. It contextualizes the relationship higher ed has with society, it helps us better understand contemporary colleges and universities, and even the way that we have been trained to think and approach problems. It is not important that you remember dates or names a year from now. It is important that you are better equipped to ask meaningful questions about the United States, higher education, and our future.

The second goal is by far the more difficult. As we will discuss in this course, society values certain ways of thinking more than others, and this valuation shifts over time. One way of measuring what we value is looking at trends among those trying to acquire skills, and currently student enrollments in computer science and statistics courses are on the rise. Parents and peers do not ask about the value of learning how to code and conduct statistical analyses. Historical thinking does not receive as much attention, in part because it is misunderstood. Many of the history courses in K-12 education focused on summary and repetition instead of emphasizing the abilities to contextualize, understand the implications of shifts in power and priorities, and to make sense of what changes and what stays the same. No matter where you choose to work, these are skills that will benefit you. Historians are trained to take a step back and challenge if this is really "the way we have always done it." They then ask, "if we have always done it this way, why?" Followed by, "what does this tell us about our priorities, our organization, and our society, and what can we take from this knowledge to make things better?" Historians are not the keepers of fun trivia facts, they add a depth of analysis that pushes back against what we take for granted. This is a challenging skill to develop, and pushing past our previous historical training to summarize instead of analyze is the real purpose of this course.

Concentration Credits: This course is part of the History/Policy "area of emphasis" in the Education Studies concentration and is cross-listed (and hence can "count") in the History concentration.

Credit Hours: The total of in-class hours and out-of-class work for all full-credit courses at Brown is approximately 180 hours for a 14-week semester. In this course, students can expect to spend 42 hours in class (3 hours per week for 14 weeks), 80 hours (5.5 hours per week) on reading, a total of 25 hours preparing for and writing the synthetic essays, and 30 hours researching and writing the final research paper.

Student and Employee Accessibility Services (SEAS): Brown University is committed to full inclusion of all students. If you have a disability or other condition that may require accommodations, please let me know early in the semester. For more information, you should contact SEAS at https://www.brown.edu/campus-life/support/accessibility-services/ or SEAS@brown.edu.

Course Expectations, Writing Assignments, Deadlines, and Grades

Each student is expected to complete the required reading on time, attend class and participate actively in class discussion, and hand in written work as scheduled. Writing requirements include:

1) Small group discussion questions posted to Canvas (detailed below).
2) The first synthetic essay **due on Thursday, February X at 11:59 PM**;

2) The second synthetic essay **due on Thursday, April X at 11:59 PM**;
3) A final research paper, 15-25 pages long, **due on Thursday, May X at 11:59 PM**.

A student with 9 or more unexcused absences can expect an NC for the 20% of the grade assigned to classroom involvement. The two synthetic essays will each count 20%, and the final paper will count 40%.

***Small Group Discussions*:**

Students will shape the small group discussions by posing written questions and serving as a group leader for one of the discussions. For each small group discussion, you will be expected to post 3-4 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 to the appropriate drop box on the course Canvas site by **11:00 pm two nights before the class in which the readings will be discussed**. (Each small group will have a page on the Canvas site for posting the assignments).

One of the weeks you will be the discussion leader. You do not need to post discussion questions of your own this week. Instead, you will 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, and 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 by **9:00 pm the night before the class in which the readings will be discussed**. 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. Keep in mind, your group's actual discussion may veer from the prepared questions. Going off course is welcome if it is an opportunity to explore interesting ideas related to the topic of the day. Discussion leaders should feel free to veer from the established plan if it serves to deepen the group's learning. However, if conversation wanders to unrelated topics, the discussion leader should refocus the conversation on the readings.

Both the questions and the discussion guides will be graded on a “sat, sat-plus, or sat-minus” scale.

Synthetic Essays

You will write two essays explaining how and why the aspect of higher education you chose to focus on (purposes, institutional types, relation to society, access, students experiences) has changed over time.

Your essay should identify a historical pattern and make a plausible explanation of that pattern using assigned readings and lectures as your evidence. The goal of this essay is to synthesize a large amount of material into a relatively brief and coherent narrative. 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. These papers will count for 40% of your grade. You should post your paper to the appropriate drop box on the course Canvas site by 11:59 PM of the day it is due. Name your file: last name_theme_date.

When students hand in written assignments, they are confirming that the work contained in them is their own and that they have not plagiarized the work of others or received other kinds of assistance not permitted by the instructor. Late work accepted at the discretion of the instructor.

Research Paper/Policy Report

Policy Report:

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 suitable for a 15-25 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 largely based on either secondary sources or primary sources or you may find that you need to use a combination of both.

Based on your historical analysis, you will make recommendations for future steps. Your policy report will be written to whoever has the authority for taking these steps. For example, if the problem you select is related to an institution, your report may be written to either the president of that institution or its trustees, but if your problem is related to national policy it may 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 have 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 may 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.

Research Paper:

The main constraint on your topic is that you have access to relevant primary sources. Brown University has made important institutional records easily available to researchers by digitizing its annual reports and its student newspaper. The Brown University Archives has collected an incredibly rich array of materials from student diaries to faculty papers to the correspondence of many offices. Many of its collections are searchable through the Brown archives website. Manuscript sources may also be available at many of the University's special libraries. You can search for these through HOLLIS as well. **We will have an optional class visit to the Brown Archives on XXXXX.**

For many topics that are not institution specific, such as the development of counseling services, old journal articles make excellent sources. When in doubt, consult one of Brown's reference librarians, who will be able to help you find relevant articles on JSTOR or in historical newspapers.

In addition, many other colleges and universities are located in this region and they typically have their own institutional archives. The quality of archives vary greatly so before committing to a topic, you should contact a librarian at the institution you are interested in and find out about their collections, policies, and hours of operation. Happily, many colleges and universities have undertaken digitizing projects, so if you are interested in an institution that you are unable to visit, you should check and see if they have digitized records relevant to your interests. Using digitized primary sources is also a good option for people who have limited flexibility during the typical workday. Archives often have limited hours.

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 have a viable research paper. You may need to adjust or change your topic in response to the primary sources that you are able to find.

Although your thesis should be supported by primary source research, you are expected to use relevant secondary sources. Secondary sources will help you frame your topic, learn about important information about the context of your particular topic, and offer critical information that you cannot get through your own primary research.

Read your 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.

Your research question will have to be focused enough to answer it in a 15-25 page paper. You might be

interested in a broad issue, such as the experience of Latino students in elite universities, which you may approach through a specific case. You might look at a particular institution or even a single person. Other strategies include examining a single organization or using one archival collection. An alternative approach is to focus your paper by using a particular type of source, such as a newspaper or professional journal, or examining the perspective of a single group or constituency, such as admissions directors or alumnae. With this strategy, you can write about a long stretch of time even though you have limited space. Establishing a clear focus is essential for writing a paper with an interesting and supportable thesis.

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.

Due Dates for Policy Reports and Research Papers:

You are required to meet with the instructor to get approval for your research paper or policy report topic by **Friday, March 9th.** 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. **Instead of holding class on Tuesday March 3rd, I will be meeting with students from 1-7 PM to discuss their final papers. By all means meet with me before this date to discuss your paper if that is easier or reach out to me to schedule a phone or Zoom call.** The research papers and policy reports are due **Sunday, May 10th at 11:00 pm.** You will post your paper to the appropriate drop box on the course Canvas site. Name your file: last name_P (policy report) or name_R (research paper). This assignment counts towards 40% of your course grade.

Books for the Course

The following books are required reading for the course and are available at the Brown Bookstore. All books for the course, including the required books, are also available at the Reserve Desk in the Rockefeller Library.

Commented [HER1]: How do I put requests in at the Brown Bookstore?

Commented [HER2]: How do I put books on reserve?

Jerome Karabel, *The Chosen: The Hidden History of Admission and Exclusion at Harvard, Yale, and Princeton* (Any edition)

Clark Kerr, *The Uses of the University* (Any edition)

Overall, reading for the course will average about 130-150 pages per week. Readings are generally listed in the order in which they should be read. Many of the readings are on Canvas. You will NOT be expected to print them.

In addition, every week the instructor will send an e-mail or Canvas announcement introducing the week's readings and providing guidance on what you should focus on.

If you require an accommodation that is an exception to these guidelines, please speak with the instructor.

Schedule of Readings

(* indicates that reading is available on Canvas. Books can be found on Reserve in the Rockefeller Library.)

Thursday January 23rd Introduction

Tuesday January 28th Colonial Colleges

- New England's First Fruits (1643) reprinted in Samuel Morison, The Founding of Harvard College, (Cambridge: Harvard University Press, 1995 [1935]), pp. 432-46.
- Chapter 2: "Harvard Indian College Scholars and the Algonquian Origins of American Literature" from Lisa Brooks, Our Beloved Kin: A New History of King Philip's War, pp. 72-106

Thursday January 30th What might have been: The Federal University and the European Model

- 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.
- Book chapter on history of European universities in the 19th century (especially the Humboldt model and Napoleon model in early 19th century.)

Commented [HER3]: A few different source on this, trying not to have to rely on Ruegg, but don't want to pick pages piecemeal across sources if I can help it.

Tuesday February 4th Antebellum Colleges: Slavery and Anti-Slavery

- Brown Slavery and Justice Report p 3-32, 58-88.
- Michael Sugrue, "'We Desired Our Future Rulers To Be Educated Men': South Carolina College, the Defense of Slavery, and the Development of Secessionist Politics," in Roger Geiger, ed., *The American College in the Nineteenth Century*, [pp. ?].

Thursday February 6th The Classical College (small groups)

- Excerpts from the *Yale Report* (1828), 7 pp.
- Francis Wayland's Proposal to Reform Brown University. 5 pp.
- George M. Marsden, "The Soul of the American University: An Historical Overview" in George M. Marsden and Bradley J. Longfield, eds., *The Secularization of the Academy* (1992), pp. 9-45.
- Phillips, *Brown University,* pp. 33-65.

Tuesday February 11th Who is higher education for?

- David F. Allmendinger, *Paupers and Scholars:The Transformation of Student Life in Nineteenth-century New England*, Part I: "Scholars who were not Gentlemen," pp. 743.

- Margaret Nash, *Women's Education in the United States, 1780-1840*, chs. 1 and 2 ("Is Not Woman a Human Being?" and "Cultivating the Powers of Human Beings?")
- Crum, Steven. "The Choctaw Nation: Changing the Appearance of American Higher Education, 1830-1907." History of Education Quarterly 47, no. 1 (Spring 2007): 4968. (online)

Thursday February 13th Colleges for African Americans (small groups)

- W.E.B. DuBois, "The Talented Tenth" (1903) (online);
- Booker T. Washington, "Industrial Education for the Negro" 1903 (online)
- Levy, James. "Forging African American Minds: Black Pragmatism, 'Intelligent Labor,' and a New Look at Industrial Education, 1879-1900." *American Nineteenth Century History* 17, no. 1 (March 2016): 43-73. (online)

No Class Tuesday February 18th (Long weekend)

February 20th The Rise of the Research University

- Daniel Coit Gilman, "The Utility of Universities," (1885) in Louis Menand, Paul Reiter and Chad Wellmon, eds, *The Rise of the Research University: A Sourcebook*, pp. 170-186.
- Theodore Porter, *Trust in Numbers*, chapter 8.

February 25th Higher Education for Women

• Tiffany Lee Tsang. "'A Fair Chance for the Girls.'" American Educational History Journal 42, no. 1/2 (March 2015): 134-50. (online)

• Clarke, E. (1873). Sex in education: Or, A fair chance for the girls. Boston: J. R. Osgood and company, pp. 31-60. (online)

• Stephanie Evans, Black Women in the Ivory Tower, 1850-1954: An Intellectual History, Ch. 5: "'I Make Myself Heard': Comparative Collegiate Experiences," pp. 104-119. (online)

February 27th Standardizing College Admissions

- Marc VanOverbeke, "Linking Secondary and Higher Education through the University of Michigan's Accreditation Program, 1870-1890," *Perspectives of the History of Higher Education*
- Scott Gelber, "City Blood Is No Better than Country Blood": The Populist Movement and Admissions Policies at Public Universities," *History of Education Quarterly*, 51 #3 (Aug 2011)

pp.273-295. (online)
- Nicholas Lemann, "The Structure of Success in America," *Atlantic* 276, no. 2 (August 1995): pp. 41-60. (online)

Tuesday March 3rd Extended Office Hours for Final Paper Discussions 1:00-7:00 PM (Appointments on Canvas)

Thursday March 5th Ethnic and racial discrimination (small groups)

- Jerome Karabel, Chapter 3: "Harvard and the Battle over Restriction" in *The Chosen*. New York: Houghton Mifflin. pp. 77-109.
- Harvey Strum, "Discrimination at Syracuse University," *History of Higher Education Annual*, 4. pp. 101-122.
- Du Bois, W. E. B. 2013. "A Negro Student at Harvard at the End of the 19th Century." *Massachusetts Review* 54 (3): 364-80. (online)

Tuesday March 10th The World Wars

- Bush, Vannevar. "Science and National Defense." *Science* 94, no. 2451 (1941): pp. 57174. (online)

Thursday March 12th The Cold War University

- Stuart Leslie, "The Cold War and American Science," Introduction and Chapter 1. (READ FIRST).

- David Kaiser, "Cold War requisitions, scientific manpower, and the production of American physicists after World War II," Historical Studies in the Physical and Biological Sciences 33, no. 1 (2002): 131–59. (A response to histories like Leslie's)

Tuesday March 17th Professional Education

- Pritchett, H. S. "Introduction" to Flexner's Medical Education, (1910), reprinted in *The Educating of Americans: A Documentary History*, ed., Daniel Calhoun (Boston: 1969) pp. 440-446

- Clifford, Geraldine Jonqch, Ed School: A Brief for Professional Education. (Chicago: University of Chicago Press: 1988), Ch 5 pp. 169-201.

Thursday March 19th Universities and Service to Society (small groups)

- Clark Kerr, *The Uses of The University* (any edition), [original three lectures: "The Idea of a Multiversity," "The Realities of the Federal Grant University," and "The Future of the City of Intellect"] (book)

SPRING RECESS NO CLASS March 24th and March 26th

Tuesday March 31st Student Activism

- "Black Students at Brown: A Moral Commitment" in *Brown Alumni Monthly* (January 1969), 6 pp.
- "Blacks at Brown: Four Years After the Walkout" in *Brown Alumni Monthly* (December 1972), 8 pp.
- "Brown and the Third World" in *Brown Alumni Monthly* (May/June 1975), 6 pp.
- Henry Louis Gates, "Joining the Black Overclass at Yale University" in *The Journal of Blacks in Higher Education* (Spring 1996), pp. 95-100.
- Luther Spoehr, "Making Brown University's 'New Curriculum' in 1969: The Importance of Context and Contingency" in *Rhode Island History, Vol. 74, No. 2* (Summer/Fall 2016), pp. 52-71.

Thursday April 2nd Community Colleges

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

Tuesday April 7th Segregation

Thursday April 9th Affirmative Action (small groups)

- Amicus Brief in Fischer I (READ FIRST!)
- Natasha Warikoo, *The Diversity Bargain*, Introduction, Chapter 4, and the Conclusion

Tuesday April 14th Rise of Ethnic Studies

Thursday April 16th Remediation and Persistence

- Tara L. Parker, Michelle Sterk Barrett, and Leticia Tomas Bustillos, *The State of Developmental Education* pp 17-31

Tuesday April 21st International Students

Teresa Brawner Bevis and Christopher J. Lucas, *International Students in American Colleges and Universities,* Chapters 6 and 7, pages 155-195.

Thursday April 23rd Looking into the Future (small groups)

Small groups choose readings for this class

READING PERIOD

Final Paper due X