

HISTORY OF AMERICAN HIGHER EDUCATION

EDH 703

INSTRUCTOR:

OFFICE:
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HISTORY OF AMERICAN HIGHER EDUCATION

EDH 703

The intent of this course is to acquaint students with the development of higher education in the United States. The purpose of this course is to encourage students to see "the big picture;" to understand that their work as professional educators is not an isolated activity, but part of a larger process that transcends particular areas of interest, types of institutions, and specific moments in time. By looking back we will attempt to understand how and why higher education in the United States came to be what it is today. In particular, we will examine the social, economic, and political forces that have and continue to impact higher education in this country.

As a core course for doctoral, master's, and certificate students, EDH 703 provides a historical introduction to the field of higher education, a common learning experience for new graduate students, and an opportunity to both redefine and reexamine the history of higher education. As students in this course, you are encouraged to think of history not as a series of fixed events, but rather as a dynamic process open to continuous reinterpretation. Alternative opinions and personal experiences are wholeheartedly welcomed as integral features of classroom dialogue.

Course Objectives:

- 1) By the end of the course students should be able to understand and critically analyze the changing trends, issues, and events in higher education from its medieval origins to its current forms. In order to accomplish this, you must first be able to identify, describe and discuss the significance of various trends, events, ideas, etc., in the development of American higher education.

Specifically, students should be able to answer the following broad questions:

- What is the purpose of higher education and how has this purpose changed over time? What forces, external and internal have shaped this purpose? What purposes do various types of colleges and universities serve and how did they come to be?
 - Who goes to college and how and why has this changed? How has the relationship between colleges and students changed? How has student life changed over time?
 - What curricular arrangements exist in U.S. colleges and universities? How and why have these changed over time? Who delivers the curriculum? What role does academic freedom and tenure play in higher education?
 - Historically, what role has the Federal Government played in the development of higher education?
 - How are U.S. colleges and universities governed and financed? How has this changed?
- 2) Students will develop skills in gathering primary historical data, both archival and oral, in order to answer questions about colleges and universities. Students should know where to find primary historical information about colleges and universities and how to use this information to support or challenge secondary sources.

The aim of EDH 703 is to provide a broad overview of the watershed moments in American higher education. Therefore, rote memorization is neither required nor intended for the purposes of this course.

When we read from the texts and examine other pertinent articles, we will be reading for content and context, recognizing that dates have little meaning when viewed in a historical vacuum.

Required Text: Geiger, R.L. (2015). *The History of American Higher Education*. NJ: Princeton University Press.

All required readings are taken from the course text or will be made available online via WebCampus. Students are encouraged to identify additional resources available through the Lied Library and its historical and educational databases.

Requirements for Evaluation

CLASS PARTICIPATION: The instructional format for the course is lecture and small/large group discussion. It is expected that each student will be adequately prepared for class, participate in large group and small group discussions, and in general, give evidence of having read the assigned materials. For most class sessions, preparation shall consist of readings in the area to be covered for that topic. Students are expected to be prepared to discuss salient issues, questions, and problems emerging from the readings and the instructor's lectures.

CLASS ATTENDANCE: Since class discussion is an important part of this course, students are expected to attend and participate fully in every class session. At the graduate level it should not be necessary to establish a class absence policy. You are reminded that one absence in this class is equal to an entire week of a class which meets two times a week. Students who are not able to attend class are asked to notify the instructor prior to their absence and are responsible for obtaining any class materials or notes from another student. If you are absent from a class when a written assignment is due, you are still responsible for submitting the written work on or before the day it is due. I realize that unexpected events happen that may require you to miss class. If you are absent from class more than one time, I ask that you prepare and submit a 2 page analysis, not a summary, presenting the major ideas and concepts of the readings for the week you missed. The paper must be turned in within a week of the class missed. In the event that a student does not turn in a 2-page analysis, the student will be assessed a letter grade reduction.

RESPECT DIFFERING VIEWS: Students should be respectful of differing views. At times we will discuss controversial issues. Honest and sincere differences of opinion will be respected, however, personal attacks directed to a specific individual will not.

HISTORICAL TOPIC CONNECTION PIECE: The purpose of this assignment is to apply the course readings to a set of historical topics and issues. This paper should be organized around one topic of the readings that interests you (Week 1 through week 5). This paper should be organized around and address a question or topic statement that frames your issue of interest. The remainder of the connection piece should then focus on exploring the question or topic posed. Connection pieces may take a wide range of forms including your thoughtful reactions to historical literature, salient issues, arguments debates and/or issues in American higher education at the turn of the twentieth century. Connection pieces are not simple summaries of the readings, and they do require a reference page. While connection pieces will have specific due dates, they may be turned in ahead of time and should prove easiest to write while your ideas and insights are still fresh in your mind. This 7-10 page paper will be due **September 29th**. Please see the attached handout for topic questions and further instructions.

ORAL HISTORY PROJECT: The task for this project is to interview someone (a senior acquaintance, colleague, or family member) from a different generation (before 1975) who attended college. You will

need to bring the results of your project to class for an informal presentation and discussion, as well as a 5-7 page summary of what you learned from the interview. In addition, you will turn in a sealed and stamped thank-you note addressed to the subject of your interview. This written summary, thank-you note, and informal presentation of the oral history project will be due on **November 17th**. Please refer to the attached handout for project criteria.

FINAL EXAMINATION: A comprehensive, fifty question multiple-choice final examination will be given in order to assess core historical competencies. Broad themes, pivotal figures, and watershed moments will be covered, and all content will be thoroughly explicated in class and throughout the assigned readings. Consistent attendance and adequate preparation prior to each class meeting will ensure a satisfactory grade on the final examination. This final examination will take place during our regular class time on **December 15th**.

Grades will be calculated using the following criteria:

<u>Historical Topic Connection Piece</u>	<u>35</u>
<u>Oral History Project</u>	<u>25</u>
<u>Final Examination</u>	<u>35</u>
<u>Attendance and Participation</u>	<u>35</u>
	<u>130 Points</u>

** All papers should conform to the American Psychological Association (APA) style manual (6th edition), and avoid the use of gender-biased language. In the event that a student turns in a late paper, the student will be assessed a reduction of a letter grade.

**Computers, cell phones, and other electronic devices should be turned off and stored prior to all class meetings. Should an emergency require the use of a cell phone, please inform the instructor at the earliest possible convenience.

GENERAL UNLV POLICIES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**SCHEDULE OF CLASS READINGS
(TENTATIVE SCHEDULE)**

Week 1 - September 1st HISTORICAL FOUNDATIONS (1636-1740)

Geiger: Preface; Prologue; *First Century of the American College* (pp. 1-32).

WebCampus: *The Story of Caps and Gowns*

Week 2 - September 8th THE COLONIAL COLLEGES (1740-1790)

Geiger: *The Colonial Colleges, Chapter 2* (pp. 33-88).

WebCampus: 1. *For the Children of the Infidels? American Indian Education in the Colonial Colleges*
2. "Remarks on our Intended College," *The Independent Reflector*, March 22, 1753

Week 3 - September 15th THE TURN OF THE CENTURY (1790-1820)

Geiger: *The Low State of the Colleges, Chapter 4* (pp. 123-172).

WebCampus: 1. "Letters to a Student," *The Harvard Lyceum*, March 9, 1811

Week 4 - September 22nd RENAISSANCE & RECONSTRUCTION (1820-1840)

Geiger: *Renaissance of the Colleges, Chapter 5* (pp. 173-214).

WebCampus: 1. *The Impact of the "Cult of True Womanhood" on the Education of Black Women*
2. Segregation and the Women's Colleges

Week 5 - September 29th SCIENTIFIC ADVANCEMENT (1840-1860)

*****History Connection Piece Due**

Geiger: *Regional Divergence and Scientific Advancement, Chapter 6* (pp. 215-268).

WebCampus: *Milestones in Women's Sport*

Week 6 - October 6th LAND GRANTS & PRACTICAL ARTS

Geiger: *Land Grant Colleges and Practical Arts, Chapter 7* (pp. 269-314).

WebCampus: 1. *The Tuskegee Movable School: A Unique Contribution to National and International Culture and Rural Development*

Week 7 - October 13th THE COOPERATIVE EXTENSION – FIELD TRIP!

*****Meet at the Cooperative Extension Office
8050 Paradise Road, Las Vegas, NV 89123**

Geiger: *Creation of American Universities, Chapter 8* (pp. 315-364).

WebCampus: 1. UNR Cooperative Extension: “Reflecting on the Land-Grant Mission”
2. The Arizona Agricultural Experiment Station: A History to 1917
3. Covering: Hatch Act (1887); Smith-Lever Act (1914)]

Week 8 – October 20th 1-MASS HIGHER EDUCATION & WORLD WAR I (1915-1940)

Geiger: *The Collegiate Revolution, Chapter 9* (pp. 365-422).

WebCampus: 1. *Howard University and U.S. Foreign Affairs during the Franklin D. Roosevelt Administration*
2. *World War I and the Attack on Professors of German at the University of Michigan*

Week 9 - October 27th 2-MASS HIGHER EDUCATION & WORLD WAR I (1915-1940)

Geiger: *Mass Higher Education, Chapter 10* (pp. 423-478).

WebCampus: 1. *Booker T. Washington and W.E.B. Du Bois: The Origins of a Bitter Intellectual Battle*
2. *Celluloid Ceiling*
3. *Old Sport’s Musings*

Week 10 - November 3rd THE POSTWAR WORLD WAR II (1945-1950)

WebCampus: 1. *World War II Veterans at the University of Wisconsin; GI Bill*
2. *Asian Americans in Higher Education*
3. *Basic Conclusions and Recommendations of the President’s Commission on Higher Education*
4. *Flag-Waving Wahoos: Confederate Symbols at the University of Virginia, 1941-1951*

Week 11 - November 10th THE CHALLENGING 1950S

WebCampus: 1. “Communists Should Not Teach in American Colleges,” May 1949
2. *Academic Freedom and the Cold War*
3. “Senate Votes Aid to Science Study,” *New York Times*, August 23, 1958
4. *Closet Crusaders: The Johns Committee and Homophobia, 1956-1965*

Week 12 - November 17th THE LEGISLATION OF THE 1960S

*****Oral History Project Due**

WebCampus: 1. *A Legal History of Desegregation in Higher Education*
2. *Main Features: Higher Education Act of 1965*

Week 13 - November 24th HAPPY THANKSGIVING – NO CLASS

Week 14 - December 1st STUDENT SOCIAL MOVEMENTS 1960S-1970S

WebCampus: 1. “4 Kent State Students Killed by Troops,” *New York Times*, May 5, 1970
2. “Pistol Shots Preceded Kent State Shootings,” *Associated Press*, October 10, 2010
3. “Minorities” College Called Too Radical,” *Los Angeles Times*, October 11, 1970
4. *Women's Studies: Between a Rock and a Hard Place or Just Another Cell in the Beehive?*

Week 15 - December 8th THE 1980S AND 1990S

WebCampus: 1. *Latino Access to High Education, 1848-1990*
2. *What does it mean to be accountable?*
3. “The Zuckerberg Revolution,” *Los Angeles Times*, November 28, 2010
4. “Going for Broke,” *Time*, May 9, 2011.

Week 16 - December 15th THE TWENTY-FIRST CENTURY - FINAL EXAM

WebCampus: 1. “Does Formal Education Matter?” *Las Vegas Sun*, March 20, 2011
2. Political Cartoon, *Las Vegas Review-Journal*, March 17, 2010
3. Graduation Cartoon, *Las Vegas Review-Journal*, October 26, 2011

Historical Connection Piece
Due: September 29th

The purpose of this assignment is to apply the course readings to a set of historical topics and issues. This paper should be organized around one topic of the readings that best interests you (Week 1 through week 5). Organize the paper around and address a question or topic statement that frames your issue of interest. The remainder of the connection piece should then focus on exploring the question or topic posed. Connection pieces may take a wide range of forms including your thoughtful reactions to historical literature, salient issues, arguments, debates and/or issues in American higher education at the turn of the twentieth century. Connection pieces are not simple summaries of the readings, and they do require a reference page. While connection pieces will have specific due dates, they may be turned in ahead of time and should prove easiest to write while your ideas and insights are still fresh in your mind.

As you read the literature, several important themes shall emerge, painting a picture of higher education. To this end, you are to choose **one** of the following themes for your 7-10 page paper:

The Education of Women
The Education of African Americans
The Education of Native Americans
The Colonial Colleges
The Emergence of Student Life

The body of your paper should include a minimum of **3** additional references which pertain to your chosen theme. Papers should conform to APA guidelines, and will be graded with respect to clarity, consistency, and robustness of academic research. Papers will be discussed informally on **September 29th**; no formal presentation is required for this assignment.

Oral History Project

Due: November 17th

Task: The task is to interview a senior acquaintance, colleague, or family member who attended college about **one** of the following:

1. What it was like to be a female college student in the post WWII era
2. Their experiences with student radicalism in the 60s – early 70s
3. Their experiences with integration either on or off campus
4. Their experiences with the technology of the era (or lack thereof)

Your class readings should serve as a springboard for the kinds of questions you might ask. Try to ask broad questions rather than hundreds of small detail oriented questions like “what time was your curfew?” Examples of broad questions:

What stands out most in your mind about your college experience?

What was the driving motivation of women to attend college on your campus? Describe for me an important event?

Describe the kinds of protest activities (if any) on your campus.

Describe the kinds of technology that were used in the classroom or around campus.

If you start broad and get them talking about their interests, you can gently guide them to fill in the details. Your interview should try to focus on one of the major questions above.

You will turn in a 5-7 page summary of what you learned from the interview. In the introduction tell me which of the above questions you addressed, who you interviewed and when and where they attended college. Then provide a summary of what you learned. You can do this by listing your interview questions and summarizing the answer to each question or you can write a more integrated narrative. In a concluding paragraph or two tell me how the interview supports or refutes what you have learned in class. Remember that better papers will be more interestingly written and will draw on the readings to help illuminate the experiences of your narrator.

In addition to your interview summary, you will turn in a sealed and stamped thank-you note addressed to your narrator. As future leaders in higher education, it is important to project a professional image which reflects positively on yourself and your institution. A thank-you note is an appropriate way to express gratitude to your narrator for their assistance with your oral history project.