

# EDH 703: History of U.S. Higher Education (remote)

Instructor:  
Email:  
Office Hours Online:

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## Overview:

Students will learn about the evolution of higher education in the United States. By doing so, students are encouraged 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 on our history 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, 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 viewpoints are wholeheartedly welcomed!

## Learning Objectives:

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 ancient 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 it 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 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 over time and what are the implications of these changes?*

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. [Adapted from Rosser, 2019]

## Required Readings:

Thelin, J. R. (2019). *A History of American Higher Education* (3rd edition). **If purchasing this book will create an undue hardship for you, please contact me ASAP.**

\*\*\*All other readings are available through UNLV WebCampus\*\*\*

## Course Requirements

### Participation:

Our classroom will be a virtual community where we learn together. Everyone is expected to participate and make efforts to further one's own and others' learning of the subject. Participation includes thoughtful contributions that rely on multiple sources [while our lived experiences are valid, they should comprise one of many sources that we use to engage in discussion]. Another source that we draw from during our in-class discussions is our assigned readings for the week. In this class, we engage in "generous reading" of course materials. What do I mean by this? Well, when we engage in "generous reading," we look for the contributions and possibilities for learning and growth a piece of writing can offer [whether or not you agree with what you are reading]. Students are often told to be "critical" thinkers and readers; this is important, yet it does not mean that in order to be "critical," you should simply "rush to criticize." Instead, take a moment to ask yourself, "What new ideas does this reading offer? How can it help me think and grow in new ways? How can this author's work help sharpen my own thinking, writing, and argumentation?" *So, go forth and be skeptical and generous!* [adapted from Alcantar, C., 2019].

### Attendance:

Our learning will occur both synchronously and asynchronously. Lectures (narrated powerpoints) will be uploaded each week and we will engage in bi-weekly discussion forums to unpack and make meaning of the readings.

### Electronics:

Laptops and computers are expected for the course.

### Assignments:

Please upload all of your assignments through UNLV WebCampus (emailed assignments will not be accepted). Type all assignments in 12-point font, double-spaced, and with 1-inch margins. When completing writing assignments, use APA style ([Purdue Owl](#) is a good resource if you don't own an APA manual; APA guides are also available on our WebCampus page). All assignments should be carefully proofread for spelling, grammar, and syntax. Please visit the [UNLV writing center](#) for writing support. **If you receive below 80% on an assignment and you would like the opportunity to improve your grade, you have ONE week from when you receive feedback to submit a revised version that incorporates the instructor's feedback. Note: Revised assignments will be graded at the end of the course.**

## Grading:

Due Date	Assignment	Points
Bi-Weekly(ish) —	Discussion Posts (8)	40
Session 12 — Nov 10th	Oral History Project	25
Session 16 — Dec 1st	Essay: Historical Topic of Interest (Doctoral Students Only)	25
Session 16 — Dec 8th	Final Exam (20 multiple choice questions)	10
<b>TOTAL ACROSS ALL ASSIGNMENTS</b>		<b>75 (non-doctoral students) /100 (doctoral)</b>

## Grading Scale:

<b>Points</b>	94-100	90-93	87-89	84-86	80-83	77-79	74-76	70-73	Below 70
<b>Grade</b>	A	A-	B+	B	B-	C+	C	C-	F

## Please note the following policies and resources:

### Public Health Directives

[Face coverings are mandatory for all faculty and students in the classroom](#). Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](#), <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](#), [https://www.unlv.edu/sites/default/files/page\\_files/27/StudentConduct-Code.pdf](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), including being administratively withdrawn from the course.

### Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We 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 to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](#), <https://www.unlv.edu/studentconduct/student-conduct>.

## **Auditing a Course**

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

## **Classroom Conduct**

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

## **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 student or employee 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 [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

## **Disability Resource Center (DRC)**

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

## **Final Examinations**

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

## **Identity Verification in Online Courses**

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

## **Incomplete Grades**

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. 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 period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

## **Library Resources**

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

## **Missed Classwork**

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=) webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments,

students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

### **Rebelmail**

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

### **Tutoring and Coaching**

The Academic Success Center (ASC), at the Claude I. Howard Building, 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, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

### **UNLV Writing Center**

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

*Optional statement for inclusion in syllabi.*

## Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

## Course Schedule:

\*\*\* NOTE: The syllabus is a living document and is subject to change at the discretion of the instructor\*\*\*

Session	Topic	Readings	Assignment
1—Aug 25	<b>INTRODUCTION</b>	<ol style="list-style-type: none"><li><i>The UNLV @ 50 Oral History Project (select one of the following transcripts):</i><ol style="list-style-type: none"><li><i>Jim Bilbray</i></li><li><i>Barbara Givens</i></li></ol></li><li><i>Our History: About UNLV</i></li><li><i>UNLV Attains Highest Status as Research University</i></li></ol>	<i>DP 1</i>
2—Sep 1	<b>COLONIAL COLLEGES (1636-1789)</b>	<ol style="list-style-type: none"><li><i>Thelin Chapter 1 (pp. 1-40)</i></li><li><i>For the Children of the Infidels? American Indian Education in the Colonial Colleges</i></li><li><i>The Story of Caps and Gowns</i></li></ol>	
3—Sep 8	<b>CREATING THE “AMERICAN” WAY (1789-1860)</b>	<ol style="list-style-type: none"><li><i>Thelin Chapter 3 (pp. 87-109)</i></li><li><i>Most Powerful Instrument of College Discipline: Student Disorder and the Growth of Meritocracy in the Colleges of the Early Republic</i></li><li><i>The Yale Report of 1828 and Liberal Education: A Neorepublican Manifesto</i></li><li><i>College Enthusiasm!</i></li></ol>	<i>DP 2</i>

4—Sep 15	<b>POST COLONIAL TIMES (1861-1890)</b>	<ol style="list-style-type: none"> <li>1. <i>Theelin Chapter 3 (pp. 74-86)</i></li> <li>2. <i>The Impact of the “Cult of True Womanhood” on the Education of Black Women</i></li> <li>3. <i>What’s in a Name? Antebellum Female Colleges</i></li> <li>4. <i>Major Issues in the Congressional Debate of the Morrill Act of 1862</i></li> <li>5. <i>Land-grab Universities</i></li> </ol>	
5—Sep 22	<b>POST CIVIL WAR (1880-1920)</b>	<ol style="list-style-type: none"> <li>1. <i>Theelin Chapter 4 (pp. 110-118, 122-127, 135-137)</i></li> <li>2. <i>Training the Apostles of Liberal Culture: Black Higher Education</i></li> <li>3. <i>The Tuskegee Movable School</i></li> <li>4. <i>The Arizona Experimentation Station</i></li> <li>5. <i>The New Extension Service: Urban and Urbane</i></li> </ol> <p><b>** PBS Film: Tell Them We Are Rising (0-31mins)</b></p>	DP 3
6—Sep 29	<b>TREMENDOUS GROWTH (1920-1945)</b>	<ol style="list-style-type: none"> <li>1. <i>Adding the Pinnacle and Keeping the Base</i></li> <li>2. <i>The Organization of Knowledge in Modern America</i></li> <li>3. <i>The Creation and Institutionalization of Junior Colleges</i></li> </ol>	DP 3
7—Oct 6	<b>WWI &amp; WWII, COLLEGE ACCESS, AND COLLEGIATE LIFE (1920-1945)</b>	<ol style="list-style-type: none"> <li>1. <i>Theelin Chapter 5 (pp. 155-204)</i></li> <li>2. <i>The “Jewish Problem” at Yale and Princeton</i></li> <li>3. <i>Howard University and U.S. Foreign Affairs</i></li> <li>4. <i>A Coeducational Pathway to Political &amp; Economic Citizenship</i></li> </ol>	DP 4
8—Oct 13	<b>POST WWII (1945-1950)</b>	<ol style="list-style-type: none"> <li>1. <i>Theelin Chapter 7 (pp. 260-286)--to be covered over the next two weeks</i></li> <li>2. <i>WWII Veterans at the University of Wisconsin</i></li> <li>3. <i>Asian Americans in Higher Education</i></li> <li>4. <i>Educating the Female Citizen in a Post-war World</i></li> </ol>	
9—Oct 20	<b>THE 1950S</b>	<ol style="list-style-type: none"> <li>1. <i>Learning to Love the Bomb</i></li> <li>2. <i>Academic Freedom and the Cold War</i></li> <li>3. <i>Academic Freedom--German Origin and American Development</i></li> </ol> <p><b>***Film: Johns Committee</b></p>	DP 5

10—Oct 27	<b>THE LEGISLATION OF THE 1960S</b>	<ol style="list-style-type: none"> <li>1. <i>Thelin Chapter 7 (pp. 286-316)</i></li> <li>2. <i>Main Features: Higher Education Act of 1965</i></li> <li>3. <i>A Legal History of Desegregation in Higher Education</i></li> <li>4. <i>California Higher Education, the Master Plan, and the Erosion of College Opportunity</i></li> <li>5. <i>In Loco Parentis</i></li> </ol>	
11—Nov 3	<b>ASHE Conference: No Class</b>		
12—Nov 10	<b>STUDENT MOVEMENTS (1960-1970s)</b>	<ol style="list-style-type: none"> <li>1. <i>4 Kent State Students Killed by Troops</i></li> <li>2. <i>From College Readiness to Ready for Revolution!</i></li> <li>3. <i>Third World Liberation Comes to San Francisco State and UC Berkeley</i></li> </ol> <p>***Podcast: <i>Ethnic Studies Born in the Bay</i></p>	<p><i>Oral History Projects Due</i></p> <p>DP 6</p>
13—Nov 17	<b>THE 1970S to 1990S</b>	<ol style="list-style-type: none"> <li>1. <i>Thelin Chapter 8 (pp. 317-362)</i></li> <li>2. <i>Why We Need More Histories of Low Status Institutions</i></li> <li>3. <i>From Visibility to Autonomy</i></li> <li>4. <i>Indian, Chicano, and Puerto Rican Colleges: Status and Issues</i></li> </ol>	DP 7
14—Nov 24	<b>THE 1990S AND 2000s</b>	<ol style="list-style-type: none"> <li>1. <i>Thelin Chapter 9 (pp. 363-398)</i></li> <li>2. <i>Undocumented Students</i></li> <li>3. <i>New Freedom Fights: The Creation of Freedom University Georgia</i></li> </ol>	
15—Dec 1	<b>THE TWENTY-FIRST CENTURY</b>	<ol style="list-style-type: none"> <li>1. <i>Thelin Chapter 10 (pp. 399-439)</i></li> <li>2. <i>The Pedagogy of Debt</i></li> <li>3. <i>Dangerous Metaphors</i></li> </ol>	<p>DP 8</p> <p><i>Historical Topic Essay Due (Doctoral)</i></p>
16—Dec 8	<b>FINAL EXAM</b>		

# Course Assignments:

## **Bi-Weekly(ish) Discussion Posts (8)**

**Due: WEDS @ 11:59 pm PST**

Every week you will be invited to engage with a writing prompt related to that week's readings. **Discussion forums** are intended to mimic what might occur in an in-class discussion (although maybe a text message conversation might be more appropriate here), so you should plan to participate in online discussions at least twice a week. Sometimes these will be small group discussions and other times these discussions will engage the whole class. Your initial post will be a response to a question or prompt that I pose and should occur early in the week and then you should return later in the week to pose your own questions, clarify a point raised by a peer, and otherwise engage with your colleagues and cohort-mates. Initial posts should be substantive, supported by your readings, but no more than two full paragraphs.

You can earn a total of **40 points** for your weekly discussion posts. There are 8 writing prompts and each are worth **5 points**.

## **Oral History Project**

**Due: Nov 10th @ 11:59pm**

Oral histories provide a unique opportunity to learn about the history of higher education through a unique vantage point--the ordinary citizen. In this case, I want you to consider how the history of higher education might look similar/different from the college student point of view.

The task for this project is to interview someone (an acquaintance, colleague, or extended family member--preferably someone who can provide a unique perspective on the college-going experience) who attended college about their experience with a historical topic covered in this course--it is preferred (but NOT required) that you locate someone who attended college before 1990. If you are unable to locate someone to interview, I invite you to visit the UNLV oral history archives (see UNLV@50 Project). Then, you will write an essay concerning the historical topic(s) discussed during your interview (it is best when the essay covers no more than TWO historical issues in one paper). Use direct quotes from the interview (or interview transcript), primary, and secondary sources to support your essay.

Your class readings should serve as a springboard for the kinds of questions you might ask. Try to ask a few broad questions rather than several small detail-oriented questions (e.g., "what time was your curfew?"). **Include your interview questions in the appendix of your paper.** Here are a few sample questions (these are sample questions, please come up with some of your own!):

- What stands out most in your mind about your college experience?
- What was it like to be a female college student in the post WWII era? OR What were your experiences with student activism in the 60s-70s? OR How did you experience the proliferation of technology in the 2000s?
- 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. What was your experience with the technology of the era (or lack thereof)?

Be sure to audio record (with permission) the interview and submit this audio recording with your assignment OR submit the transcript that you read as part of this assignment.

**Writing Guidelines:** You will turn in a 5-7 page essay of what you learned from the interview. In the introduction tell me which historical time period was relevant in your interview, who you interviewed and when/where they attended college. Then provide a summary of what you learned related to their college experience (use quotes from your interview to support your writing). Finally, tell me how the interview supports or refutes what you have learned in class (this means you will draw on the readings to help illuminate the experiences of your narrator). **The historical contextualization part of the assignment should comprise the largest section of your paper.**

**Regarding written assignments,** please do not simply add length to written assignments. I prefer papers that are clear, concise, and thorough enough to address required topics. All papers **must** follow the formatting, referencing, and style of the APA Publication Manual (7th ed.). Page length guidelines **do not** refer to the title or reference page. Written assignments will be graded on the following criteria:

- Organization and development of ideas;
- Robustness of academic research;
- Soundness of analysis;
- Writing quality; and
- APA formatting and referencing.

You can earn a **total of 25 points** for completion of this assignment, 25 points for the paper. Sample papers will be provided.

## **A Historical Essay on a Topic of Your Choice (Doctoral Students Only)**

**Due: 12/01/2021**

**Writing Guidelines:** You will turn in a 10-15 page historical essay on the topic of your choice (as long as it's relevant to higher education). It is highly encouraged that you select a topic that may be relevant for you as you make progress in your doctoral studies. A successful paper will reference course readings IN ADDITION to readings you locate outside of this course.

**Regarding written assignments,** please do not simply add length to written assignments. I prefer papers that are clear, concise, and thorough enough to address required topics. All papers **must** follow the formatting, referencing, and style of the APA Publication Manual (7th ed.). Page length guidelines **do not** refer to the title or reference page. Written assignments will be graded on the following criteria:

- Organization and development of ideas;
- Robustness of academic research;
- Soundness of analysis;

- Writing quality; and
- APA formatting and referencing.