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.

Helen L. Horowitz, *Campus Life*
Christine Ogren, *The American State Normal School*
David Levine, *The American College and the Culture of Aspiration*

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. As a rule, doctoral students should choose articles from the “suggested” readings each week to augment their knowledge of issues in the history of higher education. Please let me 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 higher 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. I have posted a rubric for evaluating student participation in class discussions on the course Blackboard site, on the "Assignments" page.

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). It is possible to collaborate on this project with as many as two of your classmates. In these instances length expectations are somewhat greater: i.e. 5 additional pages for each coauthor. 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.
I would like to meet with all doctoral students in the class, either individually or in small groups, to discuss paper topics and other aspects of the course. We should schedule these meetings before the mid point of the semester.

Some ideas for longer paper topics include (among many others):

- **Women’s higher education in the nineteenth century (or other period)**
- **Higher education and work during the 20th 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 25): 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 (Sept 1): 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:
Class Three (Sept 8): 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:

Class Four (Sept 15): 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:

Class Five (Sept 22): 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 & 5;
2. Horowitz, Ch. 4

Suggested:

**Class Six (Sept 29): 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 & Epilogue

Suggested:

**Class Seven (Oct 6): 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. Levine, Chs 1, 2, 3 & 4
2. Thelin, Ch. 6
3. Rury article on DePaul students (Blackboard "Course Documents" page)

Suggested:

**Class Eight (Oct 13): The Community College & Aspirational Culture**

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:
2. Natalia Kolesnikova, "Community Colleges: A Route of Economic Mobility" Federal Reserve Bank of St. Louis, March 2009 (available on Blackboard)
3. Levine, 5, 6, 7, & 8.

Suggested:
8. Levine, Chs. 9 & 10.

**Class Nine (Oct 20): 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:

Horowitz Book Review Essay Due
Class Ten (Oct 27): For-Profit Higher Education & Vocational Preparation

Topics:
The for-profit sector & higher education growth
Interface with the economy: vocational education
Questions of access and status for students
What is the future role of these institutional forms?

Required Reading:

Suggested:

Class Eleven (Nov 3): 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:

**Class Twelve (Nov 10): 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 21rst century university?

Required Reading:

Suggested:

**Classes Thirteen & Fourteen (Nov 17, Dec 1): Student Presentations**

Student presentations on paper topics & class discussion/feedback

**Class Fifteen (Dec 8): 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:

**December 15: 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.