SYLLABUS

ELPS 882: Higher Education in the United States

John L Rury, Dept Ed Leadership & Policy Studies (ELPS)
University of Kansas, 423 JR Pearson Hall
1122 West Campus Rd, Lawrence, KS 66045-3101
(785) 864-9697; jrury@ku.edu

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*
Steven Brint and Jerome Karabel, *The Diverted Dream*

Under each week’s “Readings” heading you will see chapters from the required books, along with lists of articles published in academic journals. We will decide how to divide up the latter readings each week, so that reading assignments are reasonable. All of the articles listed on this syllabus are available through JSTOR, which you can access through the KU Library WebPages.
Please let us know if you have any difficulty in gaining access to these resources. We will discuss this in class also.

**A Note on Assessment**

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

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

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

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

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

**Writing Assignments**

Students in this course will write 1 short paper (about 5 pages, or 1000 words) on Helen Horowitz, *Campus Life* (a general history of student life in the United States). A longer paper will explore a topic of your choosing, drawing upon the published historical literature. This paper should be no longer than 2000 words, or about 10 pages. (We will discuss this in class). You also will be responsible for posting a short (100 to 300 word) response to each week's
reading on the course Blackboard site. Since this will be for the benefit of your classmates, as well as the instructors, these responses should be posted NO LATER than the Monday evening before each class meeting.

Some ideas for longer paper topics include:

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

***Higher education and work during the 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 22): Introduction: Understanding Higher Education through History

Topics:
Introduction to course and requirements
How can history help us to understand today’s institutions?
History of higher education as a field of study
Issues in the study of American colonial colleges

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

Topics:
The world of Colonial America
Types of early college organization and function
Modes of socialization in colonial society
Introduction to different interpretations of educational development
Required Reading:
1. Thelin, Ch. 1;
2. Horowitz, Ch. 1

Suggested:

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

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

Required Reading:
1. Thelin Ch. 2;
2. Horowitz, Ch. 2

Suggested:

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

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

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

Suggested:

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

Topics:
Institution-builders and their models
The evolution of collegiate youth-culture
The early development of research institutions
Required Reading:
1. Thelin, Chs. 3 & 4;
2. Horowitz, Ch. 4

Suggested:

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

Topics:
Development of a popular institutional form
Gender and higher education
The development of a profession through higher education

Required Reading:
1. Ogren, Part II

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

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

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

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

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

Required Reading:

Suggested:

Class Nine (Oct 17): Higher Education’s ‘Golden Age” in Postwar America

Topics:
A changing environment: a “Human Capital Revolution”
The appearance of ‘mass higher education’
Research universities ‘come of age,’ and become the model
The evolution of student life

Required Reading:
1. Thelin, Ch. 7.

Suggested:

**Horowitz Book Review Essay Due**

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

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

**Required Reading:**
1. Brint & Karabel, Chs. 5-8.

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

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

Required Reading:
1. Thelin, Ch. 8.

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

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

Required Reading:

Suggested:
- Hasan Simsek; Karen Seashore Louis, “Organizational Change as Paradigm Shift: Analysis

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

Student presentations on paper topics & class discussion/feedback

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

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

Required Reading:

**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.