

DRAFT!!! This course may change. We will finalize the topics, schedule, and presentations by the third class meeting.

History of Higher Education

HIED 66600/76600

Spring 2009 -- Kent State University
Wednesdays 5:30 to 8:15 pm in 303 White Hall

Janice J. Gerda, Ph.D.

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janice.gerda@case.edu (if you send to my KSU address, I might not see it for a while)

Office Hours: By appointment (I am open to various locations – so if you will not be in Kent at the time you want to meet, let's see if there's another option.)

Catalog Description:

HIED 66600/76600: ***HISTORY OF HIGHER EDUCATION (3)***

Overview and exploration of history of higher education in the United States. Survey course covers ancient and medieval European antecedents, but focuses largely on American higher education from the seventeenth through the 20th century. Students explore changes in student body, curricula, and purposes of higher education in the U.S. in the context of American culture.

Overview:

This course will introduce students to the history of U.S. higher education and its uses in the administration of higher education. Emphasis will be placed on the utility, the importance, and the enjoyment of the study and awareness of the history of U.S. higher education and student affairs.

Objectives:

Students participating fully in the course will:

- Consider their own family educational history
- Identify, describe, and discuss the importance of key events and issues in the history of higher education and student affairs.
- Understand and explore various viewpoints and interpretations of such events and issues
- Discuss ways in which a knowledge of history can improve the administration of higher education
- Develop or refine tools for learning about history
- Investigate the history of a particular institution
- Produce a project of use for scholars or professionals
- Identify or continue a line of interest in the history of higher education
- Begin or continue to develop a professional identity
- Listen, discuss, read, challenge, imagine, contribute, present, write, and laugh

Required Texts and Readings:

Eisenmann, L. (2004). Integrating disciplinary perspectives into higher education research: The example of history. *Journal of Higher Education*, 75(1), 7-22. [Available through KentLINK]

Lucas, C. J. (2006). *American higher education: A history (2nd ed.)*. New York: Palgrave Macmillan. [Available through online book sites.]

Rudolph, F. (1990). *The American college and university: A history*. Athens, GA: University of Georgia Press. (Original work published 1962) [Available through online book sites]

Schwartz, R. A. (2003). Historical methods. In F. K. Stage & K. Manning (Eds.) *Research in the college context: Approaches and methods* (pp. 97-114). London: Brunner-Routledge. [acquisition info TBA]

Student Affairs History Project (SAHP). (2006). Retrieved January 8, 2009 from <http://www.bgsu.edu/colleges/library/cac/sahp/index.htm>

Thelin, J. R. (1985). Beyond background music: Historical research on admissions and access in higher education. In J. C. Smart (Ed.), *Higher education: Handbook of theory and research* (Vol. 1) (pp. 349-380). New York: Agathon. [Available as class handout or in the KSU library]

Thelin, J. R. (2004). *A history of American higher education*. Baltimore, MD: Johns Hopkins University Press. [Available through online book sites.]

Recommended:

Brubacher, J. S., & Rudy, W. (1997). *Higher education in transition: An American history, 1636-1956*. New York: Harper. (Original work published 1958)

Goodchild, L. F., & Wechsler, H. S. (1997). *The history of higher education* (2nd ed.). Boston: Pearson. [Available through online book sites]

Solomon, B. M. (1985). *In the company of educated women*. New Haven: Yale University Press.

Veysey, L. R. (1965). *The emergence of the American university*. Chicago: University of Chicago Press.

The Chronicle of Higher Education. Students are expected to keep abreast of current events within higher education, with special attention to topics with historical implications.

Memberships. Membership in the national organizations and some of the functional/regional associations will include publications. Most organizations provide discounts for full-time students. If you are interested in the history of higher education, consider ASHE (the Association for the Study of Higher Education), AERA (American Educational Research Association) or HES (History of Education Society).

Other readings may be distributed or assigned by the instructor or student leaders.

Attendance:

Your participation for the full time of each class period is important to you, your classmates, and me. As stated in the KSU attendance policy, regular attendance is expected of all students. You are responsible for all information distributed or announced in class. I expect you to make every effort to attend every class session. Although it is not possible to truly “make up” a class period, I understand that sometimes it is necessary to miss class. If an absence is unavoidable, please let me know ahead of time. You will want to make arrangements with a classmate to collect handouts and announcements

for you. Students with more than three absences should not expect to receive an A grade. Download the *Digest of Rules and Regulations* from <http://www.kent.edu/CurrentStudents/> for more information.

Academic Integrity:

As members of the community of higher education, we are all subject to the standards of academic integrity. As a student, you are subject to the Code of Student Conduct. I strongly encourage you to review the Code, especially if you are a new student, as ignorance is not a valid defense should charges be brought against you. As your instructor, I have made a commitment to hold you to the standards of the community.

Please pay special attention to the section on plagiarism and academic honesty. Make sure that you understand how to cite, quote, and paraphrase correctly. Note that there is a wrong way to paraphrase (lightly rearranging sentences from the original) and that incorrect paraphrasing and citation is still plagiarism. I expect that the work you submit to me will be created for this course and not used for other courses, and that sources of information that you use are correctly cited. **READ CAREFULLY:** Download the *Digest of Rules and Regulations* from <http://www.kent.edu/CurrentStudents/> or contact Judicial Affairs Office in Twin Towers, (330) 672-4054.

Here's a resource for how to paraphrase correctly:
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Student Accessibility:

KSU Statement: "University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor [Janice Gerda] at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services [contact 330-672-3391 or visit <http://www.registrars.kent.edu/disability//> or the ground floor of the DeWeese Center for more information on registration procedures]."

KSU HESA Program

In the final semester of the HIED program, students enroll in the capstone requirement, Case Studies in Higher Education (HIED 66655). A component of this course is to compile a graduate portfolio - a retrospective of one's experience in the program and thoughts regarding one's job search and future professional development. More specifically, one aspect of the portfolio is to prepare a course work summary. In order to best prepare, students are advised to retain copies of syllabi and course materials such as papers or projects.

Activities and Assignments:

Assignments are due at the beginning of class on the dates indicated. Late assignments may receive little or no written feedback and will receive a lower grade unless we have made other arrangements prior to the due date. Typically, late assignments will be graded as usual and then one grade level deducted. Papers over 24 hours late will be reduced 2 grade levels, etc.

It might be helpful for you to use each other to proofread, discuss concepts, and develop ideas. However, please make sure that your work is indeed your own and that you give credit where credit is due.

Typographical and grammatical errors weaken your credibility as a writer and make your arguments more difficult to understand. Your effectiveness as a presenter also affects your ability to convey concepts. Skillful use of language, proofreading and presentation skills will be rewarded in your grade, whereas weaknesses will be noted and taken into consideration when grading. Written assignments should be submitted in APA Style (5th edition) unless otherwise noted.

•Class Attendance, Participation, and Reading –

You will be expected to read assignments, be present, and discuss them in class. Please read with a curious and critical eye, and be ready to challenge or expand upon what you read.

•Assignment 1 –

Educational Genealogy

Create an educational genealogy. Trace your family members and their experiences with education, especially higher education. You should include two sections: 1. A family chart and a description of educational experiences for each member (the breadth and depth of this section will depend on your research and your family) and 2. A reflection on how your educational genealogy has affected your choices and views of higher education today. Section 2 should be at least 4 pages of text. Due Feb. 4.

•Assignment 2 –

Book Review

Choose a book from the list of distributed in class (or find one on your own, with approval by the instructor.) Prepare a book review that includes a short summary of the book, the thesis of the author, ideas or themes that you found particularly intriguing or relevant, and how you will use what you've learned in your role as an administrator. Paper length: minimum 6 pages of text. Due on the day of your choice, but no later than April 15.

•Assignment 3 – ONE OF THREE OPTIONS

Option 1: Institutional History and Archives Investigation

Choose an institution of higher education. Develop a research question(s), narrowed to investigate a particular theme, era, person, or organizational unit pertaining to its history. You must use at least one secondary source, but must focus on primary sources in your research (more information about archival research will be provided in class.) In your paper, answer your research question(s) and then reflect on how current administrators might use what you've learned. Paper length: approximately 10-15 pages of text. Due on the day of your choice, but no later than April 29.

Option 2: Student Affairs History Project contribution

Choose a topic in the history of student affairs. Develop a research question(s), narrowed to investigate a particular theme, era, person, document, or professional organization pertaining to its history. Write a paper that includes the research question, learning objectives, content to address the research question, primary sources used, and resources for further research. Include illustrative appendices or other illustrations. Prepare the paper so that it might be shared on-line (convert to pdf, hyperlink headings, gain permission for use of photographs, etc.) and so that it is of a quality to be submitted for potential inclusion in the SAHP. Paper length: approximately 10-15 pages of text. Due on the day of your choice, but no later than April 29.

Option 3: Wild Card Topic and Presentation

Propose a relevant topic, research format, and vehicle for information transmission. Make sure your proposed project is roughly equivalent to Option 1 and Option 2 in terms of relevance, work product, and scope. Wild card projects must be proposed and approved at least 3 weeks before due. Due on the day of your choice, but no later than April 29. (Tip: Don't choose this if you are just putting off planning!)

•Assignment 4 –

Class Leadership

Sign up for class leadership for one of ten topic areas, working in pairs of two. For that day, assign readings (approximately 30-50 pages total for the day, using suggested readings or those you find on your own) and announce them to the class in advance. Plan discussion topics or questions, activities, and structure of the class time. You will have approximately 75 minutes.

Class Followership

For class meetings in which you do not have a leadership role, bring one item (object, book, article, etc.) that will help illustrate the era. Be prepared to discuss how it can help us to understand the larger context.

•Dissertation Critique or Literature Review –

70000-level students: You may choose to do either a Dissertation Critique or a Literature Review, consisting of a minimum of 15 pages of text. Submit your proposed research question or dissertation title and abstract no later than the third week of class. The paper is due on the day of your choice but no later than May 6.

- Dissertation Critique: Choose a completed dissertation on a topic closely related to a learning objective of this course. Read the dissertation, and complete a critique that includes both descriptive and evaluative comments on each of the chapters as well as the work as a whole. (Strongly recommended: read about how to do a dissertation before you do this)
- Literature Review: Choose a research question closely related to a learning objective of this course. Complete a literature review. (Strongly recommended: read about writing literature reviews before you do this)

Evaluation:

	60000	70000
Class Attendance, Participation, Reading, and Followership	10	expected
Educational Genealogy	10	10
Book Review	20	20
Assignment 3 (Archives paper, SAHP, or Option 3)	35	35
Class Leadership	25	25
(70000-level students) Literature Review	-	10

95-100	A
90-94.9	A-
86.7-89.9	B+
83.4-86.6	B
80-83.3	B-
76.7-79.9	C+
73.4-76.6	C
70-73.3	C-
66.7-69.9	D+
60-66.6	D
<60	F

Course Outline (subject to modification)

	Date	Focus	Leader(s)	Read for this day (fill in as needed)	Assignments Due
1	Jan. 21	Introduction		(none - first day)	
	Jan. 28	OASPA/OCPA – no class	Self or group		
2	Feb. 4	Introduction to higher education history		Thelin (1985) Eisenmann (2004)	* Educational Genealogy
3	Feb. 11	<i>1. Medieval foundations of American Higher Education</i>		Schwartz (2003)	* Proposed due dates for other assignments
4	Feb. 18	<i>2. Colonial higher education (c. 1630-1776)</i>			* Short description of Assignment 3
5	Feb. 25	<i>3. The new nation and higher education (c. 1776-mid-1800s)</i>			
	Mar. 4	TPE – no class	Self or group		
	Mar. 11	NASPA – no class	Self or group		
6	Mar. 18	<i>4. Era of the rise of universities (c. 1880s-1914)</i>		SAHP website	
	Mar. 25	SPRING BRK			
	Apr. 1	ACPA	Self or group		
7	Apr. 8	<i>5. Higher education for women (to 1920)</i>			
8	Apr. 15	<i>6. Higher education for African Americans (to 1920)</i>			Last day to submit Book Review
9	Apr. 22	<i>7. World War to World War (c. 1914-1945)</i>			
10	Apr. 29	<i>8. Post-WWII expansion and societal impact (c. 1945-1960s)</i>			Last day to submit Assignment 3
11	May 6	<i>9 & 10. The “Sixties” and higher education – Kent State (c. 1970)</i>			Last day for 70000 level assignments
Fi n	May 13	Wrap up and launch			

Last revised: 1/20/2009

Subject to revision. This document does not constitute a legal contract, but rather a guide to expectations for this course. Students are encouraged to discuss all questions and concerns with the instructor as soon as they arise.

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Book Report List of Books

Bashaw, C. T. (1999). *"Stalwart women": A historical analysis of deans of women in the South*.
New York: Teachers College, Columbia University.

Brubacher, J. S., & Rudy, W. (1997). *Higher education in transition: An American history, 1636-1956*. New York: Harper. (Original work published 1958)

Duke, A. (1996). *Importing Oxbridge: English residential colleges and American universities*.
New Haven, CT: Yale University Press.

Goodchild, L. F., & Wechsler, H. S. (1997). *The history of higher education (2nd ed.)*. Boston:
Pearson.

Lord, E. L. (1938). *Stars over the schoolhouse: The evolution of a college dean*. New York:
Richard R. Smith.

Mathews, L. K. (1915). *The dean of women*. Boston: Houghton Mifflin.

Nidiffer, J. (2000). *Pioneering deans of women: More than wise and pious matrons*. New York:
Teachers College Press.

Saddlemire, G. L., & Rentz, A. L. (Eds.). (1986) *Student affairs: A profession's heritage*.
(Revised edition). Alexandria, VA: American Personnel Guidance Association.

Solomon, B. M. (1985). *In the company of educated women*. New Haven: Yale University Press.

Thelin, J. R. (2004). *A history of American higher education*. Baltimore, MD: Johns Hopkins
University Press.

Veysey, L. R. (1965). *The emergence of the American university*. Chicago: University of
Chicago Press.

...or another, proposed by you.