



HIED 7105: Foundations of Higher Education Fall 2018 Course Syllabus¹

Bowling Green State University
Tuesdays 4:30pm-7:20pm, 305 Education Building
Section 5001, Course #72141

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Course Description

The purpose of this course is to provide a comprehensive examination of the foundations of higher education in the United States. This examination will focus on the philosophical assumptions that guide higher education, the unfolding of its history, and the ways in which philosophy and history have shaped the higher education curriculum.

In short, this course seeks to answer three guiding questions for higher education:

- I. What perspectives have informed the evolution of higher education in the U.S.?
- II. How has U.S. higher education evolved since its inception?
- III. What does U.S. higher education teach its students?

Course Overview & Learning Goals

This course is designed to increase one's understanding of the history, philosophy, sociology, and curriculum of higher education through the accomplishment of the following objectives:

1. To understand and examine the philosophical perspectives (i.e., ways of thinking about knowledge, education, and humanity) that have shaped contemporary higher education in the United States;
2. To understand and examine the historical, sociological, and political factors that have shaped contemporary higher education in the United States;
3. To understand historiography, the methods of conducting historical research;
4. To understand how history, sociology, philosophy, and politics have shaped higher education curriculum models;
5. To understand and examine various curriculum models (i.e., courses or programs of study) that have existed and currently exist in higher education in the United States; and
6. To build, strengthen, and demonstrate skills of analysis, synthesis, and communication

¹ Adapted from HIED 7105 Fall 2016 with D-L Stewart.

(oral and written) and apply those skills to the arenas of higher education philosophy, history, and curriculum.

Relationship to **HIED** Learning Outcomes



HIED General Learning Outcome	Primary and Secondary Outcomes Associated with this Course
Administration and Leadership in Higher Education	<ul style="list-style-type: none"> • Understand the history, philosophy, sociology, and law pertaining to governance, administration, and leadership in higher education institutions and systems • Articulate how higher education is differentiated by mission, sector, curriculum, size, and stakeholders • Develop effective practices and policies to create socially-just higher education institutions and systems
Postsecondary Students' Learning and Development	<ul style="list-style-type: none"> • Understand the demographic profile and trends of college students in the U.S.
Diversity, Equity, and Social Justice	<ul style="list-style-type: none"> • Articulate the experiences of historically underrepresented and marginalized groups in higher education in the U.S. • Understand issues of diversity, equity, and social justice in higher education
Inquiry: Assessment, Evaluation, and Research	<ul style="list-style-type: none"> • Articulate paradigmatic assumptions that underlie different approaches to research, evaluation, and assessment • Develop expertise in at least one research methodology • Analyze qualitative and quantitative data to address research questions • Evaluate the strengths and weaknesses of research and assessment studies • Create and implement at least one assessment project and one research study

Assigned Readings

Thelin, J. R. (2011). *A history of American higher education* (2nd ed.). Baltimore, MD: Johns Hopkins University.

Wilder, C. S. (2013). *Ebony and ivory: Race, slavery and the troubled history of American universities*. New York, NY: Bloomsbury Press.

Other materials as assigned and made available on Canvas. In accordance with copyright law, you may print **one** copy for personal use. The citations for those readings are listed in alphabetical order below:

Aldridge, D. P. (2007). Of Victorianism, civilizationism, and progressivism: The educational ideas of Anna Julia Cooper and W.E.B. Du Bois. *History of Education Quarterly*, 47, 416-446.

Altbach, P. G. (1979). From revolution to apathy: American student activism in the 1970s. *Higher Education*, 8, 609-626.

Altbach, P. G. (2015, August 28). The many traditions of the reviving liberal arts. *University World News Global Edition*, 379. Retrieved from <http://www.universityworldnews.com/article.php?story=20150825170126943>

American Council on Education. (1937). *The student personnel point of view*. Washington, DC: Author. Retrieved from <http://www.myacpa.org/pub/documents/1937.pdf>

American Council on Education. (1949). *The student personnel point of view*. Washington, DC: Author. Retrieved from <http://www.myacpa.org/pub/documents/1949.pdf>

Anderson, J. D. (1993). Race, meritocracy, and the American academy during the immediate Post-World War II era. *History of Education Quarterly*, 33, 151-175.

Andrew, J. (2001). Pro-war and anti-draft: Young Americans for Freedom and the war in Vietnam. In M. J. Gilbert (Ed.), *The Vietnam War on campus* (pp. 1-19). Westport, CT: Praeger.

Bastedo, M. (2005). Curriculum in higher education: The historical roots of contemporary issues. In P. G. Altbach, R. O. Berdahl, & P. J. Gumport (Eds.), *American higher education in the twenty-first century: Social, political and economic challenges* (2nd ed., pp. 462-485).

Benowitz, J. M. (2009). Reading, writing and radicalism: Right-wing women and education in the post-war years. *History of Education Quarterly*, 49, 89-111.

Berrett, D. (2015, January 26). The day the purpose of college changed. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com>

Bradley, S. M. (2016, February 1). Black activism on campus. *The New York Times*. Retrieved from <http://nytimes.com>

Brown II, M. C., & Davis, J. E. (2001). The historically Black college as social contract, social capital, and social equalizer. *Peabody Journal of Education*, 76, 31-49.

Brubacher, J. S., & Rudy, W. (1976). Distinguishing features of American higher education. In *Higher education in transition: A history of American colleges and universities, 1636- 1976* (pp. 423-441). New York, NY: Harper & Row.

Cheney, L. V. (1989). 50 hours: A core curriculum for college students. *Humanities*, 10(6), 4-12.

Clark, D. A. (1998). "The two Joes meet. Joe college, Joe veteran": The G.I. Bill, college education, and postwar American culture. *History of Education Quarterly*, 38, 165-189.

Dilley, P. (2002). 20th century postsecondary practices to control gay students. *The Review of Higher Education*, 25, 409-431.

- Eisenmann, L. (1999). Reclaiming religion: New historiographic challenges in the relationship of religion and American higher education. *History of Education Quarterly*, 39, 295-306.
- Eisenmann, L. (2002). Educating the female citizen in a Post-war world: Competing ideologies for American women, 1945-1965. *Educational Review*, 54, 133-141.
- Flexner, A. (1968/1930). The idea of a modern university [Chapter I]. In *Universities: American, English, German* (pp. 3-36). London, England: Oxford University Press.
- Freeland, R. M. (2004, October). The third way. *The Atlantic*. Retrieved from <http://www.theatlantic.com>
- Fuhrmann, B. S. (1996). Philosophies and aims. In J. G. Gaff & J. L. Ratcliff (Eds.), *Handbook of the undergraduate curriculum* (pp. 86-99). San Francisco, CA: Jossey-Bass.
- Garcia, M., & Ratcliff, J. L. (1996). Social forces shaping the curriculum. In J. G. Gaff & J. L. Ratcliff (Eds.), *Handbook of the undergraduate curriculum* (pp. 118-136). San Francisco, CA: Jossey-Bass.
- Giamatti, A. B. (1990). A city of green thoughts. In *A free and ordered space: The real world of the university* (pp. 127-137). New York, NY: W.W. Norton & Company.
- Gildersleeve, R. E., Kuntz, A. M., Pasque, P.A., & Carducci, R. (2010). The role of critical inquiry in (re)constructing the public agenda for higher education: Confronting the conservative modernization of the academy. *The Review of Higher Education*, 34, 85- 121.
- Gonzalez, R. G. (2008). From creation to cultural resistance and expansion: Research on American Indian higher education. In J.C. Smart (Ed.), *Higher education: Handbook of theory and research* (Vol. XXIII). New York, NY: Springer.
- Goodchild, L. F., & Huk, I. P. (1990). The American college history: A survey of its historiographic schools and analytic approaches from the mid-nineteenth century to the present. In J.C. Smart (Ed.), *Higher education: Handbook of theory and research* (Vol. 6, pp. 201-290). New York, NY: Agatha.
- Hoeveler Jr., J. D. (1976). The university and the social gospel: The intellectual origins of the "Wisconsin Idea". *The Wisconsin Magazine of History*, 59, 282-298.
- Horowitz, H. L. (1988). Introduction: The worlds that undergraduates make. In *Campus life: Undergraduate cultures from the end of the eighteenth century to the present*. Chicago, IL: University of Chicago.
- Horowitz, H. L. (2005). In the wake of Laurence Vesey: Re-examining the liberal arts college. *History of Education Quarterly*, 45, 420-426.
- Hutcheson, P.A. (1996). Structures and practices. In J. G. Gaff & J. L. Ratcliff (Eds.), *Handbook of the undergraduate curriculum* (pp. 100-117). San Francisco, CA: Jossey-Bass.
- Hutcheson, P.A. (1999). Reconsidering the community college. *History of Education Quarterly*, 39, 307-320.
- Hutchins, R. M. (1936). The higher learning [Chapter IV]. In *The higher learning in America*. New Haven, CT: Yale University.
- Jackson, L. (1995). The rights of man and the rites of youth: Fraternity and riot at eighteenth century Harvard. *History of Higher Education Annual*, 15, 5-49.
- Kaestle, C. F. (1992). Standards of evidence in historical research: How do we know when we know? *History of Education Quarterly*, 32, 361-366.
- Kant, I. (1784, September 30). *An answer to the question: What is enlightenment?* Konigsberg, Prussia. Retrieved <http://philosophy.eserver.org/kant/what-is-enlightenment.txt>
- Laden, B. V. (2001). Hispanic-serving institutions: Myths and realities. *Peabody Journal of Education*, 76, 73-92.
- Lane, J.C. (1987). The Yale Report of 1828 and liberal education: A neorepublican manifesto. *History of Education Quarterly*, 27, 325-338.

- Lemann, N. (2016, January 8). What should graduates know? *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com>
- Levine, A., & Nidiffer, J. (1996). Key turning points in the evolving curriculum. In J. G. Gaff & J. L. Ratcliff (Eds.), *Handbook of the undergraduate curriculum* (pp. 53-85). San Francisco, CA: Jossey-Bass.
- Lewis, L. S. (1993). Implications for governance [Chapter 7]. In *The Cold War and Academic Governance: The Lattimore Case at Johns Hopkins* (pp. 207-237). Frontiers in Education Series. Albany: State University of New York.
- Linn, M. R. (1993, Summer). College entrance examinations in the United States: A brief history for college admission counselors. *Journal of College Admission*, 140, 6-16.
- Lucas, C. J. (2006a). Higher learning in antiquity [Chapter I]. In *American higher education: A history* (2nd ed., pp. 3-34). New York, NY: Palgrave MacMillan.
- Lucas, C. J. (2006b). From cathedral church schools to universities [Chapter 2]. In *American higher education: A history* (2nd ed., pp. 35-69). New York, NY: Palgrave MacMillan.
- Lucas, C. J. (2006c). Post-medieval academe: Evolution and estrangement [Chapter 3]. In *American higher education: A history* (2nd ed., pp. 71-100). New York, NY: Palgrave MacMillan.
- Lynch, M. (2014, August 4). Diverse conversations: What's next for higher education? *Diverse* [online]. Retrieved from <http://diverseeducation.com/article/66148/>
- Moyer, D. H. (1948). The liberal arts as vocational education. *Journal of Higher Education*, 19, 404-412.
- Newman, J. H. (1996/1852). Knowledge its own end [Discourse V]. In *The idea of a university* (pp. 76-91). New Haven, CT: Yale.
- Nidiffer, J. (2010). "Poor" research: The historiographical challenges when socio-economic status is the unit of analysis. In M. Gasman (Ed.), *The history of U S. higher education: Methods for understanding the past* (pp. 137-149). New York, NY: Routledge.
- Nidiffer, J., & Cain, T. R. (2004). Elder brothers of the university: Early vice presidents in the late nineteenth-century universities. *History of Education Quarterly*, 44, 487-523.
- Okiihiro, G. Y. (1999). *Storied lives: Japanese American students and World War II* (Chapter 6, pp. 118-139). Seattle: University of Washington.
- Ortega y Gasset, J. (2001/1944). The fundamental question [Chapter II]. In *Mission of the university* (pp. 15-36). Somerset, NJ: Transaction.
- Pak, M. S. (2008) The Yale Report of 1828: A new reading and new implications. *History of Education Quarterly*, 48, 30-57.
- Park, J. J., & Teranishi, R. T. (2008). Asian American and Pacific Islander serving institutions: Historical perspectives and future prospects. In M. Gasman, B. Baez, & C. S. V. Turner (Eds.), *Understanding minority serving institutions* (pp. 111-126). Albany: SUNY.
- Perkins, L. M. (1993). The role of education in the development of Black feminist thought, 1860-1920. *History of Education*, 22, 265-275.
- Ratcliff, J. G. (1996). What is a curriculum and what should it be? In J. G. Gaff & J. L. Ratcliff (Eds.), *Handbook of the undergraduate curriculum* (pp. 5-29). San Francisco, CA: Jossey-Bass.
- Rüegg, W. (1992). The traditions of the university in the face of the demands of the twenty-first century. *Minerva*, 30, 189-205.
- Solberg, W. U. (2009). A struggle for control and a moral scandal: President Edmund J. James and the powers of the president at the University of Illinois, 1911- 14. *History of Education Quarterly*, 49, 39-67.

- Stetar, J.M. (1985). In search of a direction: Southern higher education after the Civil War. *History of Education Quarterly*, 25, 341-367.
- "The Yale Report of 1828." (1961). In R. Hofstadter & W. Smith (Eds.), *American higher education: A documentary history* (Vol. 1, pp. 275-291). Chicago, IL: University of Chicago.
- Thomas, A. D. (2008). Preserving and strengthening together: Collective strategies of U.S. women's college presidents. *History of Education Quarterly*, 48, 565-589.
- Tudico, C. (2010). Beyond Black and White: Researching the history of Latinos in American higher education. In M. Gasman (Ed.), *A history of US. higher education: Methods for uncovering the past* (pp. 163-171). New York, NY: Routledge.
- Turpin, A. L. (2010). The ideological origins of the women's college: Religion, class, and curriculum in the educational visions of Catharine Beecher and Mary Lyon. *History of Education Quarterly*, 50, 133-158.
- Wechsler, H. S. (2008). One-third of a campus: Ruth Crawford Mitchell and second-generation Americans at the University of Pittsburgh. *History of Education Quarterly*, 48, 94-132.
- Wilcox, C. (1993). World War I and the attack on professors of German at the University of Michigan. *History of Education Quarterly*, 33, 59-84.
- Williamson, J. A. (1999). In defense of themselves: The Black student struggle for success and recognition at predominantly White colleges and universities. *The Journal of Negro Education*, 68, 92-105.
- Williamson, J. A. (2004). "This has been quite a year for heads falling": Institutional autonomy in the civil rights era. *History of Education Quarterly*, 44, 554-576.
- Woodson, C. G. (1919). Higher education [Chapter 11]. In *The education of the Negro prior to 1861: A history of the education of the colored people in the United States from slavery to the Civil War* (pp. 256-282). Salem, NH: Ayer.
- Wright, B. (1988). "For the children of the infidels"?: American Indian education in the colonial colleges. *American Indian Culture and Research Journal*, 12(3), 1-14.
- Zschoche, S. (1989). Dr. Clarke revisited: Science, true womanhood, and female collegiate education. *History of Education Quarterly*, 29, 545-569.

Course Assignments

Please note: All papers are to be submitted to me *through our Canvas course site using the Assignment link* as MS Word (either 2010 or 2013 is fine) file attachments. I will return the graded paper to you either electronically, also through Canvas, or as a hard copy.

1. Attend and participate thoughtfully and actively in class meetings (10% of course grade). In order to fulfill the promise of a doctoral seminar, plan to study the assigned readings prior to class, bringing with you any questions or issues you would like to address in class. Each class will begin with a minute-paper or similar activity addressing and summarizing your questions and reactions to that week's reading to inform our class discussion. These procedures should improve both the quality of our class discussions and the value of the readings and class activities for you. **Due dates: Every Tuesday. August 28- December 11, 2018; 4:30-7:20 PM** (except for a short break mid-way through each class and any cancelled classes).

2. *Philosophy of Education Paper* (25% of course grade). This **5-7 page paper** (excluding cover page and references) will give you the opportunity to grapple with (and tentatively answer) the question, "What is the purpose of higher education?" Based on course readings and discussion, prepare a paper for the layperson that clearly articulates the meaning and purpose of higher education in the United States. This is your opportunity to develop an informed, but personal, philosophy of education. More information will be distributed separately. **Due date: September 18, 2018.**
3. *Institutional History and Development Paper* (25% of course grade). Identify a U.S. postsecondary institution of interest to you. The institution you choose can be one with which you have had (or currently have) an affiliation. Develop a short paper (**7-10 pages**, excluding cover page and references) that highlights the historical development of that institution and which also explores a period of five to ten years at an institution to address substantial concerns that students, faculty members, or administrators raised during that period.

The historical development section of your paper should address the following points:

1. By whom, when, and in what social/historical context was the institution created?
2. What has been its primary educational mission? This may include serving a certain population demographic, as well as curricular focus.
3. Has that mission changed over time and if so how?
4. In your paper, you are also to critique the histories you have reviewed, by answering the following questions:
 - a. What is the "purpose" of the history (to chronicle, to elicit support, as an apologetic, etc.)?
 - b. Who is the target audience?
 - c. What voices are absent in the story?

The section of your paper which explores a substantive issue during a specific five- to ten-year period, should cover the following:

1. Why have you chosen the period you are examining?
2. What is the nature of the concern(s) you have chosen?
3. What is your critical, informed analysis of those issues and how they were addressed at this institution?

*All sources of insight must be drawn from primary source materials contained in the university archives. Therefore, it is to your benefit to solidify your choice of institution as soon as possible. The institution should be geographically accessible, although more and more colleges and universities are making their archival collections available online to researchers. Your reference list should include the resources you used to develop your history, as well as any other formal histories of the institution that you were unable to access in time to complete this assignment. Evaluation of the paper will be based on the clarity of your discussion and soundness of argumentation. More information will be distributed separately. **Due date: October 16, 2018.***

4. Major Research Paper (40% of course grade). You will prepare a **15-20 page** research paper (*excluding* cover page and references) on a selected topic of interest in the area of the history of higher education and the social context of education in the U.S. The suggested options for this paper are as follows:
- Select a contemporary issue or controversy* in higher education and trace its historical roots.
 - Identify a person of some historical significance* and analyze the significance of higher education in their personal and professional development.
 - Examine a type of institution* (e.g., minority-serving institutions, single-sex colleges, small church colleges, regional universities) and trace its development over time.
- Note: In view of the extensive scholarship on research universities, their faculties, and their students, you may not select research universities or any of their participants as a topic.
- Select a philosophical school of thought* (e.g., pragmatism) and explore how it has shaped the development of higher education. Attention should be paid to the key concepts, questions, and concerns of that school of thought as well as to its influence on higher education.
 - Select a curricular model* (e.g., *50 hours: A core curriculum for college students* [Cheney, 1989²]). Place that curricular model in its historical, philosophical, and cultural context and describe those contexts. Critique the validity and efficacy of the selected curriculum for educating today's students.
 - Develop your own project* that has at its heart a historical, curricular, or philosophical element. The instructor must approve these "other" projects before they are undertaken.

Your research paper must be underway by mid-semester. To ensure that your research paper will be completed by the end of the term and reflect the high standards required for the course, **you must have a one-page prospectus to me no later than October 30, 2018.** A brief oral presentation based on the paper will be given in class during the last days of the course.

You must read a sufficient number of sources (books, articles, and so on) to be able to write and speak with authority and substance on the topic you have chosen. For a graduate level research paper, a good rule of thumb is to have at least one reference in the bibliography per page of text, e.g., a 10-page paper should be supported by (roughly) 10 references. Of course, a book is of more value than one article from a journal, so one book may be the equivalent of three or four articles, depending on the book and the quality of its research and analysis. **Due date: December 11, 2018.**

² Cheney, L. V. (1989). *50 hours: A core curriculum for college students*. Washington, DC: National Endowment for the Humanities.

Advanced Review Opportunity

Some students may wish to seek additional feedback on an assignment before final submission. I try to balance that need with maintaining a manageable workload and providing equitable opportunities for everyone to receive additional support and assistance. Below is my policy to guide my advanced review of assignments.

If you want me to review an assignment in advance of final submission by its due date as noted in your syllabus, you must abide by the following procedures:

1. Your draft must be submitted **no later than 2 weeks before** the assignment's due date as noted on the course syllabus. For example, if the assignment is due by class time on September 18, then your draft must be submitted to me by class time on September 4. I will commit to returning feedback to you no later than one week before the assigned due date.
2. Your draft must be **proofread and mostly free of typos and APA errors.** I will not function as your copyeditor. Please see the APA materials distributed to you at the workshop during Graduate Student Orientation for assistance with technical writing issues. You may also find it beneficial to seek the assistance of a writing tutor in the Learning Commons. Perfect grammar and APA does not ensure an "A" paper, but sloppy grammar and APA will certainly jeopardize an "A" grade.
3. In light of #2, my review will be **limited to the quality of the content** of your paper and will address only the following questions:
 - a. Have you adhered to the parameters of the assignment?
 - b. Is your argument coherent and logical?
 - c. Have you supported any and all interpretations, analyses, and conclusions with adequate and appropriate evidence?
 - d. I will **not** include a preliminary grade for your assignment with my comments. This is not a tool for you figure out how to get an "A" by thinking you can simply "fix" whatever issues I point out.
4. You may only submit **one draft** to me for advanced review per semester, per class. This has two implications:
 - a. I will not review more than one draft of the same assignment.
 - b. You may not submit more than one assignment for advanced review.
5. You must submit your draft to me **electronically via email** (NOT through Canvas) as a Microsoft Word document, unlocked for comments and editing.
6. When you submit the assignment, you must **include a PDF copy of my feedback** as it was returned to you on your advanced review draft as an appendix to your paper.

Re-Writes

After you have received your grades for your *Philosophy of Education and Institutional History and Development Papers*, you may elect to rewrite one of those papers. **All re-writes will be due no later than November 20, 2018**. I will only record the best grade you receive on the assignment you rewrite (either Version 1 or Version 2). Only students who submit these papers on time (see the Late Assignment Policy below) will be allowed the option to re-write.)

Submitting Assignments

1. All assignments are due by the beginning of the class period of the day listed in the Course Schedule through Canvas as noted above. Since assignments are due at the beginning of the class period, there is no need to miss class to finish an assignment. If you do not have your assignment ready by the beginning of class, **it will be noted as late**. Nevertheless, you are expected to join your colleagues in class and contribute to the discussion.
2. Assignments submitted within three weeks of the original due date and time will be accepted and graded. However, the assigned grade will be reduced according to the following schedule:
 - a. Assignments submitted up to one week late receive a one grade level reduction. In other words, if your late assignment earns a grade of "A", your grade will be reduced to a "B."
 - b. Assignments submitted between one and two weeks after the due date will receive a two grade level reduction. An "A" assignment submitted two weeks late will be reduced to a "C"; a "B+" grade will be reduced to a "D+."
 - c. Assignments submitted between two and three weeks after the due date will receive a three grade level reduction. An "A" assignment submitted three weeks late will be reduced to a "D"; a "B" grade will be reduced to a "F."
 - d. No assignment will be accepted later than three weeks after the original submission date. Failure to submit an assignment within the three-week time period will result in zero points for the assignment.
3. Extenuating circumstances: I am aware that it is impossible to consider all the possible circumstances that may prevent you from the timely submission of your assignments. I am sensitive to some of those circumstances. Illness and family emergencies are valid reasons for submitting work after a posted deadline. However, assignments for other classes or a particularly busy work schedule are not. If you will miss a class and/or be unable to submit an assignment on time, please contact me, in advance if possible, so that arrangements to cover class material and/or to submit an assignment late can be made. I will also gladly accept assignments prior to their scheduled due dates. *Assignments submitted late as a result of unforeseen, emergency circumstances and by a new deadline negotiated between us will not be graded down per the policy noted here.*

All written work is to be typed, double-spaced, in a 12-point standard font (such as, Times/Times New Roman, Arial, Geneva, Helvetica, etc. but not Courier), follow *APA 6th Edition* format, and use correct spelling and grammar. Staple all papers in the upper left

corner and do not use binders or covers of any type. Cover pages should be included for any written assignment in this class, unless otherwise specified.

I expect your written work to be spell-checked, grammar-checked, **and** proofread. If you have not spell-checked and proofread an assignment, **do not expect to earn a grade higher than a “B.”**

No incompletes will be given in this class except for major emergencies (e.g., hospitalization) and only after consultation with me and mutual agreement upon a contract specifying when the work will be completed. Incompletes will not be granted simply because more time is desired to complete the assignments.

Final Grading Scale

90-100 = A 80-89 = B 70-79 = C 60-69 = D <60 = F

In graduate courses, a “B” represents satisfactory work, work that fulfills the basic criteria of the assignment, and is perfectly acceptable. **“A” work is exemplary, exceptional work that significantly exceeds baseline expectations.** I would hope your goals in this course go beyond the grade you earn and reach toward the full absorption and integration of learning as outlined by the course goals and your own goals and objectives.

Course Support and Policies

Accommodations

Services for students with disabilities. On-campus services are at the *Office of Disability Services, 38 College Park Office Building*. The goal of the Office of Disability Services is to help provide equal access and reasonable accommodations to students with disabilities attending BGSU and to act as a resource to faculty and staff. Students wishing to discuss their eligibility for such accommodations are encouraged to contact the office. Please notify me in advance of the first assignment if you will need any accommodations for a documented disability. **Phone:** 419-372-8495, **Fax:** 419-372-8496, **TDD:** 419-372-9455, **Email:** dss@bgsu.edu

Religious observances. It is the policy of the University to make every reasonable effort to allow students to observe their religious holy days without academic penalty. In such cases, it is the obligation of the student to provide the instructor with reasonable notice of the dates of religious holy days on which the student will be absent. Absence from classes or examinations for religious reasons does not relieve the student of responsibility for completing required work missed. Following the necessary notification, the student should consult with the instructor to determine what appropriate alternative opportunity will be provided, allowing the student to fully complete all academic responsibilities.

Attendance

I assume that all students will attend all scheduled classes, for the duration of the class time. I recognize that situations (other than religious/civic observances) sometimes occur which are beyond your anticipation or control. However, routine meetings, regularly scheduled events/programs, or other non-emergency situations arising with your internship or practicum office are not sufficient reasons to miss class. If you must miss class, please try to notify me in advance if possible. Contact one of your fellow students to review the

material we covered in class and any announcements. Avoid coming to class late as it disrupts the learning of the class and is disrespectful to all. Significant numbers of absences (i.e., more than two) and/or tardiness will affect your final grade. If you are planning to attend conferences or professional development activities that will cause you to be absent from a scheduled class meeting, please notify me of your absence in advance.

Reading and Class Participation

All members share responsibility for the success of this course. As such, you are expected to participate actively in each class session. Doing so requires you to attend every class session for the full period, having prepared by doing all assigned readings and projects *prior* to coming to class. Readings offer us a common language with which to explore our thinking. The reading materials themselves do not determine or create our thinking; that is your job as a learner. Good thinking comes from a critical eye willing to look beyond what is claimed to pursue a number of very important questions. Do I understand what is being explained? Do these ideas fit my experience of the world? Do they change how I think about the world? What are the implications of these ideas; how do they translate into practice? How do they encourage me to act? What are the issues that emerge from these concepts and ideas? You will be asked to make thoughtful contributions in large and small group discussions and share your informed reactions to readings, speakers, and general class discussions.

Non-Sexist/Offensive Language

This class is a place where everyone is free to learn, to express doubt, and to assert convictions. However, with freedom of speech comes responsibility and accountability for that speech. To that end, you are asked to pay attention to both the effect and the intentions of your words, and to avoid deliberately using language that is demeaning to others. When listening to other students, assess both the intent and the effect of those words before assuming an offensive motive. Any papers using sexist, racist, heterosexist, ableist, ageist, or otherwise inappropriate or biased language will be returned without a grade to be revised and resubmitted. It is also essential that you begin to role model (which does not include always correcting others) the use of inclusive language for the benefit of students, as well as other staff members with whom you work.

Note: It is no longer appropriate or necessary to refer to an entering undergraduate student as a “freshman” or to a cohort of entering undergraduate students as “freshmen.” You should use the term “first-year” or “first-year class.” Moreover, since most students in college are over the age of 18, they are legally considered adults (regardless of their actions) and it is proper and appropriate to refer to them as adults (but not kids), men (but not boys), or women (but not girls). Finally, although you may still encounter the terms “homosexual” and “homosexuality” in popular media and even older scholarship, it is considered demeaning and offensive. I encourage you to use the acronym LGBTQ (lesbian, gay, bisexual, transgender, queer) to refer to non-heterosexual people in general and same-gender relationships and sexual orientation to reference those relationships and the nature of same-gender sexuality. Also, the term “colored people” is not parallel to saying people of color and should not be used. **Most importantly, though, you should use language that corresponds to how people name themselves and their identities.**

Personal Electronic Devices (PEDs)

If you bring a personal electronic device to class, please assure that it is either off or on silent mode. You may use a tablet or laptop to take notes and/or to access the readings or the Internet, for class-related purposes only. There may be class discussions or small group activities for which it would be helpful to have PEDs accessible for use. I will do my best to alert you to those opportunities in advance of the class session.

Weather

In most cases, the University will not close for winter conditions unless the Wood County Sheriff's Department declares a Level 3 emergency.³ Information about University wide closures is communicated by the Office of Marketing and Communications, which will notify the University Fact Line, local FM & AM radio stations and the four Toledo television stations (see [Weather Policy](#) for lists). For changes in individual class meetings, please refer to the class Blackboard site for postings by the instructor. For students traveling from Toledo or one of the cooperating colleges, please use your best judgment and abide by your county's road closures. Do not place yourself at risk for the sake of trying to get to class. Notify me by phone or e-mail about your delay or absence and make arrangements with a classmate to receive class notes and materials.

Academic Integrity

Utilizing the ideas, expressions, or words of another person without proper attribution constitutes plagiarism according to the Academic Charter of this University. **You must cite the source of any work, words, or ideas that are not your own**, utilizing *APA 6th Edition* format (or your closest approximation of it if APA does not provide an exact template). This includes marking direct quotes with quotation marks! Failure to do so may result in the following, depending on the severity of the plagiarism: rewriting the assignment, a grade of "F" for the assignment, and/or an "F" in the course. In addition, *any* instance of plagiarism will be noted in your student file and may also be reported to the Academic Honesty Committee of the Graduate College as stipulated by the Graduate College Catalog (current edition). You are also expected to abide by all other policies and regulations specified in the [Student Handbook](#) outlined by Bowling Green State University. You are encouraged to review the [academic honesty tutorial](#) available online.

Course Schedule

DATE	SCHEDULE. Tentative schedule and readings. Additional readings may be assigned as necessary.
Class 1 Aug. 28	Course Introduction: The Importance of Understanding Higher Education Philosophy, Education, Curriculum

³A Handbook of Commonly Shared Employment Policies for BGSU Faculty, Administrative and Classified Staff, "Severe Weather Closing Policy and Procedures," <http://www.bgsu.edu/downloads/execvp/file8135.pdf>

<p>Class 2 Sept. 4</p>	<p>Foundational Philosophies</p> <ul style="list-style-type: none"> • Universities: American, English, German: The Idea of a Modern University (Abraham Flexner) • The Higher Learning in America: The Higher Learning (Robert Maynard Hutchins) • The Idea of a University: Discourse V- Knowledge Its Own End (John Henry Newman) • What is Enlightenment? (Immanuel Kant) • Mission of the University: The Fundamental Question (Jose Ortega v Gasset)
<p>Class 3 Sept. 11</p>	<p>Modern, Postmodern, and Critical Perspectives</p> <ul style="list-style-type: none"> • Of Victorianism, Civilizationism, and Progressivism: The Educational Ideas of Anna Julia Cooper and W.E.B. Du Bois (Derick P. Aldridge) • A Free and Ordered Space: The Real World of the University- A City of Green Thoughts (A. Bartlett Giamatti) • The Role of Critical Inquiry in (Re)constructing the Public Agenda for Higher Education: Confronting the Conservative Modernization of the Academy (Ryan A. Gildersleeve, Aaron M. Kuntz, Penny A. Pasque, and Rozana Carducci) • The Role of Education in the Development of Black Feminist Thought, 1860-1920 (Linda M. Perkins.) • The Traditions of the University in the Face of the Demands of The Twenty-First Century (Walter Rüegg)
<p>Class 4 Sept. 18</p>	<p>Historical Methods, Approaches, and Perspectives</p> <ul style="list-style-type: none"> • Thelin: Introduction (pp. xxi-xxx) • Wilder: Prologue - A Connecticut Yankee at an Ancient Indian Mound (pp. 1-11) • Reclaiming Religion: New Historiographic Challenges in the Relationship of Religion and American Higher Education (Linda Eisenmann) • The American College History: A Survey of its Historiographic Schools and Analytic Approaches from the Mid- Nineteenth Century to the Present (Lester F. Goodchild and Irene P. Huk) • Standards of Evidence in Historical Research: How Do We Know When We Know? (Carl F. Kaestle) • "Poor" Research: The Historiographical Challenges When Socio-Economic Status is the Unit of Analysis (Jana Nidiffer) • Beyond Black and White: Researching the History of Latinos in American Higher Education (Christopher Tudico) <p style="text-align: right;">Due: Philosophy of Education Paper</p>
<p>Class 5 Sept. 25</p>	<p>Higher Education before Harvard</p> <ul style="list-style-type: none"> • The Many Traditions of the Reviving Liberal Arts (Phillip G. Altbach) • Higher Learning in Antiquity (Christopher J. Lucas) • From Cathedral Church Schools to Universities (Christopher J. Lucas) • Post-medieval Academe: Evolution and Estrangement (Christopher J. Lucas)
<p>Class 6 Oct. 2</p>	<p>History of U.S. Higher Education: Colonial Era to 1860</p> <ul style="list-style-type: none"> • Thelin: Chapters 1-2 (pp. 1- 73) • Wilder: Chapters 1-4 (pp. 14-146)

<p>Class 7 Oct. 9</p>	<p>The Evolution of Institutional Differentiation</p> <ul style="list-style-type: none"> • “The Yale Report of 1828” • The Historically Black College as Social Contract, Social Capital, and Social Equalizer (M. Christopher Brown II and James Earl Davis) • From Creation to Cultural Resistance and Expansion: Research on American Indian Higher Education (Roger G. Gonzalez) • The University and the Social Gospel: The Intellectual Origins of the "Wisconsin Idea" (J. David Hoeveler, Jr.) • Reconsidering the Community College (Philo A. Hutcheson) • Hispanic-Serving Institutions: Myths and Realities (Berta V. Laden) • Asian American and Pacific Islander Serving Institutions: Historical Perspectives and Future Prospects (Julie J. Park and Robert T. Teranishi) • In Search of a Direction: Southern Higher Education After the Civil War (Joseph M. Stetar) • The Ideological Origins of the Women's College: Religion, Class, and Curriculum in the Educational Visions of Catharine Beecher and Mary Lyon (Andrea L. Turpin)
<p>Class 8 Oct. 16</p>	<p>History of U. S. Higher Education: 1880-1945</p> <ul style="list-style-type: none"> • Thelin: Chapters 3-6 (pp. 110-259) • Wilder: Chapters 5-6 (pp. 148-209) <p style="text-align: right;">Due: Institutional History and Development Paper</p>
<p>Class 9 Oct. 23</p>	<p>Changing Institutional Governance</p> <ul style="list-style-type: none"> • <i>The Student Personnel Point of View</i> (1937 & 1949) (American Council on Education) • The Cold War and Academic Governance: The Lattimore Case at Johns Hopkins- Implications: on University Governance (Lionel S. Lewis) • Elder Brothers of the University: Early Vice Presidents in the Late Nineteenth-Century Universities (Jana Nidiffer and Timothy R. Cain) • A Struggle for Control and a Moral Scandal: President Edmund J. James and the Powers of the President at the University of Illinois, 1911- 14 (Winton U. Solberg) • Preserving and Strengthening Together: Collective Strategies of U.S. Women's College Presidents (Auden D. Thomas) • World War I and the Attack on Professors of German at the University of Michigan (Clifford Wilcox) • "This Has Been Quite a Year For Heads Falling": Institutional Autonomy in The Civil Rights Era (Joy A. Williamson)
<p>Class 10 Oct. 30</p>	<p>History of U.S. Higher Education: 1945 to the 21st Century</p> <ul style="list-style-type: none"> • Thelin: Chapters 7-9 (pp. 260-398) • Wilder: Chapters 7-8 (pp. 210-273) <p style="text-align: right;">Due: Prospectus for Major Research Paper</p>
<p>Class 11 Nov. 6</p>	<p>Diversity and Inclusion</p> <ul style="list-style-type: none"> • Race, Meritocracy, and the American Academy during the Immediate Post-World War II Era (James D. Anderson) • Reading, Writing and Radicalism: Right-Wing Women and Education in the Post-War Years (June M. Benowitz) • 20th Century Postsecondary Practices to Control Gay Students (Patrick Dilley) • Educating the Female Citizen in a Post-War World: Competing Ideologies for American Women, 1945-1965 (Linda Eisenmann)

	<ul style="list-style-type: none"> • <i>Storied Lives: Japanese American Students and World War II-Anitracism</i> (Gary Y. Okihiro) • <i>The Education of the Negro Prior to 1861: A History of Education of Colored People in the United States from Slavery to the Civil War-Higher Education</i> (Carter G. Woodson) • "For the Children of the Infidels"?: <i>American Indian Education in the Colonial Colleges</i> (Bobby Wright) • <i>Dr. Clarke Revisited: Science, True Womanhood and Female Collegiate Education</i> (Sue Zschoche)
Nov. 13	No Class. Work on Paper. [Association for the Study of Higher Education (ASHE) Conference]
Class 12 Nov. 20	Reflections on Students and Their Experiences through Time <ul style="list-style-type: none"> • <i>From Revolution to Apathy: American Student Activism in the 1970s</i> (Philip G. Altbach) • <i>Pro-War and Anti-Draft: Young Americans for Freedom and the War in Vietnam</i> (John Andrew) • <i>Black Activism on Campus</i> (Stefan M. Bradley) • "The Two Joes Meet. Joe College, Joe Veteran": <i>The G.I. Bill, College Education, and Postwar American Culture</i> (Daniel A. Clark) • <i>The Worlds that Undergraduates Make</i> (Helen L. Horowitz) • <i>The Rights of Man and the Rites of Youth: Fraternity and Riot at Eighteenth Century Harvard</i> (Leon Jackson) • <i>One-Third of a Campus: Ruth Crawford Mitchell and Second-Generation Americans at the University of Pittsburgh</i> (Harold S. Wechsler) • <i>In Defense of Themselves: The Black Student Struggle for Success and Recognition at Predominantly White Colleges and Universities</i> (Joy A. Williamson) <p style="text-align: right;">Due: All Re-writes (Optional)</p>
Class 13 Nov. 27	Curriculum Debates: An Overview <ul style="list-style-type: none"> • <i>Curriculum in Higher Education: The Historical Roots of Contemporary Issues</i> (Michael Bastedo) • <i>Philosophies and Aims</i> (Barbara S. Fuhrmann) • <i>Social Forces Shaping the Curriculum</i> (Mildred Garcia & James L. Ratcliff) • <i>Structures and Practices</i> (Philo A. Hutcheson) • <i>Key Turning Points in the Evolving Curriculum</i> (Arthur Levine & Jana Nidiffer) • <i>What is a Curriculum and What Should it Be?</i> (James L. Ratcliff)
Class 14 Dec. 4	Curriculum Debates: Liberal Arts and Vocational Education <ul style="list-style-type: none"> • <i>The Day the Purpose of College Changed</i> (Dan Berrett) • <i>50 Hours: A Core Curriculum for College Students</i> (Lynn V. Cheney) • <i>The Third Way</i> (Richard M. Freeland) • <i>In the Wake of Laurence Vesey: Re-Examining the Liberal Arts College</i> (Helen L. Horowitz) • <i>The Yale Report of 1828 and Liberal Education: A Neorepublican Manifesto</i> (Jack C. Lane) • <i>What Should Graduates Know?</i> (Nicholas Lemann) • <i>College Entrance Examinations in the United States: A Brief History for College Admission Counselors</i> (Mott R. Linn)

	<ul style="list-style-type: none"> • The Liberal Arts as Vocational Education (Donald H. Moyer) • The Yale Report of 1828: A New Reading and New Implications (Michael S. Pak) •
<p>Class 15 Dec. 11</p>	<p>Course Conclusion: Integrating History, Philosophy, and Curriculum</p> <ul style="list-style-type: none"> • Course Review & Evaluation (Bring your PED) • Distinguishing Features of American Higher Education (John S. Brubacher & Willis Rudy) • <i>Diverse Conversations: What's Next for Higher Education?</i> [Interview with Ryan Evely Gildersleeve] (Matthew Lynch) <p style="text-align: right;">Due: Major Research Paper</p>

**This syllabus is intended to guide our work throughout this semester but is subject to revision at my discretion. Changes will be announced in class or electronically.