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:

1. *What perspectives have informed the evolution of higher education in the U.S.?*
2. *How has U.S. higher education evolved since its inception?*
3. *What does U.S. higher education teach its students?*

**Course Goals**

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

1. To understand and examine\(^1\) 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 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 and philosophy 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 (oral and written) and apply those skills to the arenas of higher education philosophy, history, and curriculum.

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\(^1\) *Understanding* is meant to convey one’s appreciation, comprehension, and grasping of relevant materials, including facts and ideas. To *examine* something refers to the ability to scrutinize, study, investigate, and consider it.
## Relationship to HIED Learning Outcomes

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<th>HIED General Learning Outcome</th>
<th>Primary and Secondary Outcomes Associated with this Course</th>
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| Administration and Leadership in Higher Education | • 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 | • Understand the demographic profile and trends of college students in the U.S. |
| Diversity, Equity, and Social Justice | • 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 | • 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


Other readings are also required and will be available electronically through Canvas. The citations for those readings are listed in alphabetical order below:


History of Education Quarterly, 27, 325-338.


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 23–December 13, 2016; 4:30-7:20 PM (except for a short break mid-way through each class and any cancelled classes, when you may be as passive as you choose).
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. Alumni of BGSU’s College Student Personnel Program will be given a slightly modified assignment. **Due date: September 13, 2016.**

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 18, 2016.**
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 America. The suggested options for this paper are as follows:
   a. *Select a contemporary issue or controversy* in higher education and trace its historical roots.
   b. *Identify a person of some historical significance* and analyze the significance of higher education in their personal and professional development.
   c. *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.
   d. *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.
   e. *Select a curricular model* (e.g., 50 hours: A core curriculum for college students [Cheney, 1989]). 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.
   f. *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 insure 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 November 8, 2016**. 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 13, 2016.**

**Advanced Review Opportunity**

I understand that some students may wish to seek additional feedback on an assignment before final submission. I also want to balance that need with maintaining a manageable workload and providing equitable opportunities for everyone to receive additional support and assistance. This

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latter need takes into account people’s differential awareness of the availability of such support and anxieties which may attend doing so without invitation. In light of this, I have created the following 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 13, then your draft must be submitted to me by class time on August 30. 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 22, 2016. 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.
Late Assignment Policy

I recognize your right to make decisions in your best interest and to prioritize other concerns above your coursework. However, I also maintain my right to schedule my work effectively to allow me to address my myriad concerns. Therefore, out of respect to both those possibly competing liberties and, most importantly, to maintain some level of equity within the course, the following policy pertaining to late assignments will be upheld:

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.
Other Course Policies
Additional course policies follow regarding attendance, accommodations, academic integrity, and weather cancellations.

Conferences/Professional Development
Several conferences and workshops are scheduled this semester and it is anticipated that students may want to attend one or more regional or national, general or functional-area meetings. 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.

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 he or she 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 his or her academic responsibilities.

Students with Disabilities
Please notify me in advance of the first assignment if you will need any accommodations for a documented disability.

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. Phone: 419-372-8495, Fax: 419-372-8496, TTY: 419-372-9455, Email: dss@bgsu.edu.

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 dean of the Graduate College as stipulated by the Academic Honesty Policy. You are also expected to abide by all other policies and regulations specified in the Student Handbook outlined by Bowling Green State University.

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), as men (but not boys), and as women (but not girls) as the case may be. 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 and transgender 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. This is not intended to cover all the relevant terminology that you may encounter and use in this course. Please consult the handout you received “Avoiding Bias in Writing (and Speaking)” for further information and guidance.

Personal Electronic Devices (PEDs)
If you bring a personal electronic device to class, please assure that is it 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.

Illness
If you are seriously ill (e.g., vomiting, fever, phlegm-producing cough, zombie bites), please visit the Student Health Center or other urgent care facility, but do not come to class. Call or e-mail me regarding your condition and make arrangements with a classmate to receive notes and handouts. I promise to do the same. 😊

Weather
In most cases, the University will not close for winter conditions unless the Wood County Sheriff’s Department declares a Level 3 emergency. Information about University 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 announcements on our class Canvas site. If the University closes, we will not have class. Please check Canvas for assignments that may be given in lieu of our class meeting. For students traveling from Toledo or elsewhere beyond Bowling Green, 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.
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<td>World War I and the Attack on Professors of German at the University of Michigan</td>
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<td>“This Has Been Quite a Year For Heads Falling”: Institutional Autonomy in The Civil Rights Era</td>
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<td>Joy A. Williamson</td>
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<td>Thelin: Chapters 7-9 (pp. 260-398)</td>
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<td>11/15</td>
<td>Session 11</td>
<td>Due: Prospectus for Major Research Paper</td>
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<td>Diversity and Inclusion</td>
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<td>Race, Meritocracy, and the American Academy during the Immediate Post-World War II Era</td>
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<td>Reading, Writing and Radicalism: Right-Wing Women and Education in the Post-War Years</td>
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<td>20th Century Postsecondary Practices to Control Gay Students</td>
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<td>Educating the Female Citizen in a Post-War World: Competing Ideologies for American Women, 1945-1965</td>
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<td>Linda Eisenmann</td>
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<td>Storied Lives: Japanese American Students and World War II—Anitracism</td>
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<td>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</td>
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<td>“For the Children of the Infidels”?: American Indian Education in the Colonial Colleges</td>
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<td>Dr. Clarke Revisited: Science, True Womanhood, and Female Collegiate Education</td>
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11/22  
**Session 12**

**Reflections on Students and Their Experiences through Time**
- From Revolution to Apathy: American Student Activism in the 1970s | Philip G. Altbach
- Pro-War and Anti-Draft: Young Americans for Freedom and the War in Vietnam | John Andrew
- Black Activism on Campus | Stefan M. Bradley
- The Worlds that Undergraduates Make | Helen L. Horowitz
- The Rights of Man and the Rites of Youth: Fraternity and Riot at Eighteenth Century Harvard | Leon Jackson
- One-Third of a Campus: Ruth Crawford Mitchell and Second-Generation Americans at the University of Pittsburgh | Harold S. Wechsler
- In Defense of Themselves: The Black Student Struggle for Success and Recognition at Predominantly White Colleges and Universities | Joy A. Williamson

**Due: All Re-writes (Optional)**

11/29  
**Session 13**

**Curriculum Debates: An Overview**
- Curriculum in Higher Education: The Historical Roots of Contemporary Issues | Michael Bastedo
- Philosophies and Aims | Barbara S. Fuhrmann
- Social Forces Shaping the Curriculum | Mildred García & James L. Ratcliff
- Structures and Practices | Philo A. Hutcheson
- Key Turning Points in the Evolving Curriculum | Arthur Levine & Jana Nidiffer
- What is a Curriculum and What Should it Be? | James L. Ratcliff

12/6  
**Session 14**

**Curriculum Debates: Liberal Arts and Vocational Education**
- The Day the Purpose of College Changed | Dan Berrett
- 50 Hours: A Core Curriculum for College Students | Lynn V. Cheney
- The Third Way | Richard M. Freeland
- In the Wake of Laurence Vesey: Re-Examining the Liberal Arts College | Helen L. Horowitz
- The Yale Report of 1828 and Liberal Education: A Neorepublican Manifesto | Jack C. Lane
- What Should Graduates Know? | Nicholas Lemann
- College Entrance Examinations in the United States: A Brief History for College Admission Counselors | Mott R. Linn
- The Liberal Arts as Vocational Education | Donald H. Moyer
- The Yale Report of 1828: A New Reading and New Implications | Michael S. Pak

12/13  
**Session 15**

**Course Conclusion: Integrating History, Philosophy, and Curriculum**

**Course Review & Evaluation (Bring your PED)**
- Distinguishing Features of American Higher Education | John S. Brubacher & Willis Rudy

**Due: Major Research Paper**

Syllabus subject to change with notice.
Last revised: August 21, 2016
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Bowling Green State University