BOWLING GREEN STATE UNIVERSITY
HIED 7105: Foundations of Higher Education
Fall 2011

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Class Times: Tuesdays, 1:00-3:45p.m.
Class Room: 203 Education Building
Office Hours: Drop in or by appointment, Wed – Fri

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. How did we get here?
2. What do we teach?
3. How do we function?

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 (appreciate, comprehend, grasp) and examine (scrutinize, study, investigate, consider) the historical factors that have shaped contemporary higher education in the United States;

2. To understand (appreciate, comprehend, grasp) and examine (scrutinize, study, investigate, consider) the philosophical perspectives (ways of thinking about knowledge, education, and humanity) that have shaped contemporary higher education in the United States;

3. To understand (appreciate, comprehend, grasp) and examine (scrutinize, study, investigate, consider) various curricular models (courses or programs of study) that have existed and currently exist in higher education in the United States.

4. To understand (appreciate, comprehend, grasp) how history and philosophy have shaped higher education curriculum (course or programs of study);

5. To understand (appreciate, comprehend, grasp) historiography, the methods of conducting historical research; 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 history, philosophy, and curriculum.
Required Texts

This book is also available from [http://www.newmanreader.org/works/idea/](http://www.newmanreader.org/works/idea/) at no cost!

Other articles and book chapters will also be required and will be available electronically through Blackboard and are listed in the course schedule at the end of this syllabus.

Course Assignments

Please note: *All* papers are to be submitted to me *through Blackboard using the Assignment link* as MS Word (either 2003 or 2007 is fine) file attachments due before the beginning of the assigned class session. I will download and read your paper, make comments using the MS Word “Track Changes” function, and return the graded paper to you electronically, also through Blackboard.

1. *Attend and participate thoughtfully and actively in class meetings (10 percent 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 and end with a minute-paper addressing and summarizing your questions and reactions to that week’s reading and 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, 2011; 1:00-3:45PM (except for a short break mid-way through each class and any cancelled classes, when you may be as passive as you choose).*

2. *Institutional History Paper (10 percent of course grade)*. Identify an institution with which you have had (or currently have) an affiliation. Develop a short paper *(no more than 4 double-spaced pages, excluding cover page and references)* that highlights the historical development of that institution. Your paper should address the following three 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?
In your paper, you are also to critique the histories you have reviewed.
   1. What is the “purpose” of the history (to chronicle, to elicit support, as an apologetic, etc.)?
   2. Who is the target audience?
   3. What voices are absent in the story?
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 clarity of presentation and soundness of argumentation. *Due date: September 6, 2011.*

3. *Philosophy of Education Paper (20 percent of course grade)*. This 5-7-page paper *(excluding references and cover page)* 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 America. 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 27, 2011.**

4. **Archival Research Paper (20 percent of course grade).** This 5-7 page paper (excluding cover page and references) is a small research project using college or university archival data. You must focus on a period of five to ten years at an institution and address substantial concerns that students, faculty members, or administrators raised during that period. You may choose the same institution as you chose for your Institutional History Paper. You must briefly explain why you chose the period you are examining. All sources of insight must be drawn from **primary source materials** contained in the university archives. As was the case with your institutional history, this paper must combine both description and analysis. You must not only explain the nature of the chosen concern(s) but also analyze the issue(s) critically. More information will be distributed separately. **Due date: November 1, 2011.**

5. **Major Research Paper (40 percent 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.

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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 October 18, 2011. A brief oral presentation based on the paper will be presented 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 6, 2011.**

**Reset Button, Do-over, Mulligans, My Bad Yo’!**

After you have received your grades for your Institutional History and Philosophy of Education Papers, you may elect to rewrite one of those papers. **Rewrites will be due no later than November 15, 2011.** I will only record the best grade you receive on the paper 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 Blackboard 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 anyway and contribute to the discussion.

2. Assignments submitted within three weeks following 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 the new deadline negotiated between you and I will not be graded down per the policy noted here.

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, 413 South Hall. 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, TDD: 419-372-0582.

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.

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.

Cell Phone and Laptops
If you bring a cell phone or other electronic device to class, please assure that is it either off or on silent mode. You may bring a laptop to take notes and/or to access the readings or the Internet, for class-related purposes only. If this is abused, I will rescind permission to have laptops in class.

Illness
If you are seriously ill (e.g., vomiting, fever, phlegm-producing cough), please visit the Student Health Center or an 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.² 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.

**Course Schedule**

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<th>Date</th>
<th>Session</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>8/23</td>
<td>1</td>
<td>The Importance of Understanding Higher Education History, Philosophy, &amp; Curriculum</td>
<td>[BB]</td>
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<td>9/20</td>
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<td>The Pre-American Roots of U.S. Colleges</td>
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<td>9/27</td>
<td>6</td>
<td>The Early American College</td>
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<td>Board of Overseers and the Corporation of Harvard University (1835). <em>Constitutional articles and legislative enactments relative to the Board of Overseers and the Corporation of Harvard University; also rules and regulations of the Overseers</em>. Cambridge, MA: Author. [BB]</td>
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<td>Steering Committee on Slavery and Justice. (2006). <em>Slavery and justice</em>. Providence, RI: Brown University. (Read pp. 3-31, 58-79; skim the rest.) [BB-w]</td>
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<td>10/4</td>
<td>7</td>
<td>Philosophy of Education Paper Due</td>
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<td>10/10 – 10/11</td>
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<td>FALL BREAK – NO CLASSES</td>
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### 10/18  
**Session 8**

**Early Curricular Decision Making: The Yale Report**


**Major Research Paper Prospectus Due**

### 10/25  
**Session 9**

**University Building**


### 11/1  
**Session 10**

**New Curricular Models: Land Grants, Johns Hopkins, and the University of Chicago**


**Archival Research Paper Due**
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Any Rewrites of Institutional History or Philosophy of Education Papers Due |
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<tr>
<td>12/13</td>
<td>Session 16</td>
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Major Research Paper Due