EDHI 657 – History of American Higher Education

Fall 2012
Tuesdays 4:15pm – 7:00pm

0202 Benjamin Building

Noah D. Drezner, Ph.D.
Assistant Professor
Phone: 301-405-2980
e-mail: ndrezner@umd.edu

Jennifer Eliason
Teaching Assistant
Phone: 617-780-6183
e-mail: jeliason@umd.edu

Counseling, Higher Education, & Special Education
3205 Benjamin Building
College Park, MD 20742

Appointments: By request

Texts


Bulk Pack—Available on Blackboard: http://www.elms.umd.edu

Assignments

All assignments must be typed, double-spaced, with one-inch margins, and in 12pt font. Please use APA or Chicago style for references and formatting. **Please note that Chicago is the preferred style for most History journals and conferences.**

Please use scholarly references—your work should be primarily based on peer review scholarship and academic books. Sometimes sources from the popular media are appropriate however; please remember to be critical in assessing their worth. Please do not cite work that you have not read and only cite work in your reference list that you used in your assignment.

**Nota bene: Please take the time to read the assignments and have the syllabus in front of you when writing your papers and crafting your assignments. The best papers are the ones that follow the intended assignment, unless you make prior arrangements with me.**
Assignments One & Two --

In Assignments One and Two you will utilize alternate historiographical methods to better understand the history of American higher education. Please select two of the following four historical methods: a) institutional history, b) book review, c) oral history, and d) photographic analysis highlighted in Gasman (2010) for the completion of Assignments One & Two. The key to each assignment is to exhibit logical thinking, a solid understanding of the method, the ability to communicate the historical content, and sound organization in a clear, concise, and cogent manner. Each assignment should be about 2200-2400 words. Assignment One is due in class on October 23. Assignment Two is due in class on November 20. In addition, you will be asked to briefly present your finding from each assignment on the due date.

a) The institutional history will incorporate a critical analysis of the existing historiography of any institution (please consider exploring beyond the University of Maryland). The critical institutional history should review and investigate the institutional literature rather than a historical summary. Your institutional histories will draw primarily on secondary historical sources, but may incorporate primary sources as needed. Because of the brevity of the assignment, you might consider one bounded aspect of the college or university. However, be sure to place that aspect into a larger historical context.

b) The book review will be of a scholarly book that pertains to the history of higher education. Your critique should include: (a) a summary of the book, describing its essential points, issues, or themes; (b) an explanation of its significance to education and the course’s subject; (c) a detailed explanation of how it “stacks up” with other works dealing with the same issue (cite examples); and (d) a detailed description of the book’s strengths and weaknesses. It might be helpful to read some of the book reviews included in issues of the History of Education Quarterly (www.jstor.org) or on line in the Teachers College Record (www.tcrecord.org). As should be clear from the description above, your book review should be an in-depth, scholarly critique of your chosen book. This project will require you to do other readings in order to complete the assignment successfully. You must draw upon outside scholarship to discuss the book. Note: You may not review the Thelin book or other course books and I suggest that you avoid looking at other reviews of your chosen book.

c) The oral history will include conducting an interview with an individual on one aspect of higher education history. The paper will require synthesizing the findings from the interview with primary and/or secondary sources to illuminate the chosen topic in the history of higher education. Please include your interview transcript in the appendix. The transcript does not count in the word count.

d) The photographic analysis will require the examination of a minimum of two photographs relevant to the history of higher education. The paper will explore what the purpose of the photographs, as well as what they reveal about the portrait subjects and higher education. The photographic analysis will be incorporated with other primary and/or secondary sources to illuminate the chosen area of study. Please include copies of the photographs in the appendix.
Final Project (Group or Individual Project) – The final project is an opportunity for you to work as an individual or in a group of no more than three people to build upon your artifact explorations in assignments one and two. (Therefore, be strategic in how you decide to do assignments one and two.) This paper will allow you to further delve into an area of interest using multiple sources and historical techniques.

Final papers should have a single, clear research question. This question can encompass more than one institution. However, doing multiple institutions might complicate your presentation of your findings as institutional contexts could vary. Therefore, when choosing multiple institutions please consider context before moving forward.

It is important and imperative in your paper to provide larger context for your findings. For example, what was happening at your institutions of interest? The surrounding community? American higher education more generally? And society-at-large? Papers that do not provide such contexts or do not acknowledge other historical themes will not be as successful.

Final papers should not exceed 35 pages. Thirty-five pages was selected since this the typical shorter-length of history conference papers and publications.

To better facilitate our ability to help in this project, we request a one to two page proposal of your final project. Only one proposal is needed per group. This proposal will not be graded. It is due on October 30, 2012.

Final paper presentation (Group or Individual Project) – Please prepare a presentation (20 minutes, plus 5 minutes of Q&A) in which you discuss final paper. You may use PowerPoint to show pictures, artifacts, documents, or charts/graphs but you may not use a PowerPoint outline. See the appendix A to this syllabus for a grading rubric that will be used.

Class Participation – Your participation grade is dependent on the quality of your discussion and attendance, and so any absence or lateness may affect your grade. I will evaluate each person’s participation after each class session. I recognize that everyone has an “off-day,” this should not worry you. However, it is your overall participation throughout the semester with which I am most concerned. Participation takes the form of offering thoughtful comments and questions, listening attentively, engaging in class activities, and taking leadership in discussion occasionally—this does not mean monopolizing the conversation.

This course will be conducted in a seminar and discussion-based format; therefore, your participation and contribution will determine the success of this course and your experience in it. Most of our class time will be spent in class discussions, small groups, or working on activities. Thus, each person is expected to participate in large and small group discussions.

A classroom must be a place where we share our thoughts and insights with each other without fear. Each of us will have opinions; some of you might not agree with me—this is OK. In fact, challenging each other’s academic opinions will add to the learning in this class. I believe that this is the best way for all of us, including myself, to learn this semester. However, while we challenge one another it is important that at all times, we are respectful towards each other.
If you have concerns about your class participation, please see me and we can think of ways to include you more.

Your participation will be evaluated as follows: (a) Attendance; (b) Integration and consideration of course readings; (c) Respect for others and; (d) Consideration of others in the class.

**Grading Scale and Criteria**

Each written assignment will be graded on the following criteria:

1. Organization and Development of Ideas
2. Writing Quality
3. Soundness of Analysis
4. Accurate Formatting, Referencing, and Style

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
<td>Every Class</td>
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<tr>
<td>Assignment 1</td>
<td>15%</td>
<td>October 23, 2012</td>
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<tr>
<td>Final Project Proposal</td>
<td>0%</td>
<td>October 30, 2012</td>
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<tr>
<td>Assignment 2</td>
<td>15%</td>
<td>November 20, 2012</td>
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<tr>
<td>Final Presentation</td>
<td>20%</td>
<td>December 4 &amp;11, 2012</td>
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<tr>
<td>Final Paper</td>
<td>30%</td>
<td>December 14, 2012 (Friday)</td>
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Late assignments will automatically lose 5-points for the first week late. Papers later than one week late are subject for a full letter grade deduction (i.e.; an A paper will receive a grade of a B.)

**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>99-100</th>
<th>94-98</th>
<th>90-93</th>
<th>87-89</th>
<th>84-86</th>
<th>80-83</th>
<th>76-79</th>
<th>72-75</th>
<th>68-71</th>
<th>64-67</th>
<th>60-63</th>
<th>&lt; 60</th>
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<tbody>
<tr>
<td>A+</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>F</td>
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Rewriting Assignments

There are times in which I might suggest students consider rewriting their work. There is no obligation to do so. However, if there is improvement in the work, I will replace your original grade with the new one you earned.

Students may ask to rewrite and assignment as well. Please ask before you do so. I do not allow rewrites, simply to get a higher grade on the assignment. There needs to be a reason beyond the grade.

Attendance

It is your responsibility to inform me before class if you will not be able to attend, be late, or will need to leave early.

Absence due to religious holidays or academic conferences

You will not be penalized because of their religious beliefs and observances. Whenever possible, you will be given reasonable time to make up any academic assignment that is missed due to a religious obligation or observance. Please inform me of any conflicts between the course schedule and religious observances as soon as possible so that appropriate arrangements may be made.

This is the case for participation in academic conferences as well. I am aware of when most academic conferences are and have tried to make sure that assignments do not conflict with those dates. However, should there be a conflict please let me know as soon as possible so that we can make other arrangements.

Inclement Weather

Official closures and delays are announced on the university Web site (www.umd.edu) and on the snow phone line (301-405-SNOW (7669). However, should the weather be bad and the University not close, I reserve the right to cancel class. I will inform all students via e-mail as soon as their as a decision is made.

Academic Integrity

All students are expected to abide by the Code of Academic Integrity throughout this course and all other courses offered at the University of Maryland. Academic dishonesty, including cheating, plagiarism, and fabrication will not be tolerated and will be reported to the University. Additional information on the Code of Academic Integrity is available on the web at: http://www.shc.umd.edu/code.html.

Special Needs

If you have a documented disability or any other special need and wish to discuss academic accommodations please contact me as soon as possible. The University is obligated, whenever
possible, to provide appropriate accommodations for students with disabilities. Students who have questions about their rights or accommodations may contact the Disability Support Service at 301-314-7682 or http://counseling.umd.edu/DSS/. Disability Support Services is located in Shoemaker 0126.

**Course Contingency Plan**

Should an emergency arise that closes the University for an extended period of time, I will be in contact, if possible, with additional instructions. Assignment due dates and readings may be altered depending on the length of time class might be canceled.

**Instructor Responsibilities**

Teaching and learning is a two-way process. While I have high expectations for you as the student, I also have high standards for myself. This being said, you should expect that I:

- Arrive prepared for class, read and return your work in a timely manner, and am interested and engaged in your projects;
- Remember that each student brings a different research background, experience, and perspective to this course;
- Learn from the students;
- Meet with students individually or in groups upon request and am available in person, by telephone, and by e-mail; and
- Work hard, have fun, and empower students to pursue research in these areas.

**Course Calendar**

**September 4, 2012**  **Introduction & Course Overview**

**September 11, 2012**  **Historical & Archival Research Overview**

**Guest Speaker:** *Anne Turkos*, University Archivist

- Peterkin, D. Chapter 1, Institutional Histories in Gasman, M.
- Chaddock, K. Chapter 2, Oral Histories…As Scholarship in Gasman, M.

**September 18, 2012**  **No Class Rosh Hashanah**

- Thelin (pp. xxi – 204; Introduction – Chapter 5)

**September 25, 2012**  **No Class Yom Kippur**

- Thelin (pp. 205-398; Chapters 6 - 9)
October 2, 2012  **Colonial Colleges & Antebellum Higher Education**

- PS: New England’s First Fruits (1643)
- PS: The Yale Report of 1828
- PS: Dartmouth College Case – Webster’s oral argument (1818)

October 9, 2012  **Higher Education for Women & Women’s Colleges**

- PS: Hall, C. S. (1904). Is it safe to send girls to college?
- PS: Circular of the Albany Female Academy
- Eisenmann, L. Chapter 5, Literature Review in Gasman, M.

October 16, 2012  **Federalism & Curriculum Transformation: Land-Grant Colleges & the advent of the Research University**

- PS: Morrill Act & Second Morrill Act
- PS: Charles Kendall Adams Argues the Merits of the State University (1875)
- PS: Inaugural Address of Daniel Coit Gilman (1876)
- Vesey, L. (1965). *The Emergence of the American University.* (Chapter 3).
ASSIGNMENT ONE DUE

- Bieze, M. Chapter 7, in Gasman, M.
- Tudico, C. Chapter 12, in Gasman, M.

October 30, 2012  
“*The College Man*”: Student Culture, Selective Admissions, & Discrimination

FINAL ASSIGNMENT PROPOSAL DUE

- Horowitz, H. (xxxx). *Campus life: Undergraduate cultures from the end of the eighteenth century to the present*, (Chapters 2, 3, & 5)

November 6, 2012  
Higher Education, Industrialization, and the World Wars

• Lee, S. Chapter 11 in Gasman, M.
• Hutcheson, P. Higher Education and Justice in the Democracy: The Impact of the 1947 President’s Commission in Higher Education

November 13, 2012 No Class ASHE

November 20, 2012 “Massification”: The GI Bill, & College Access

ASSIGNMENT TWO DUE

• Kerr, C. (1968). The urban land grant university
• PS: The G. I. Bill of Rights, 1944

November 27, 2012 Student Unrest in the 20th Century

• PS: UT-Austin Student Demands (1969)
• Altbach, P.G. American student politics: Activism in the midst of apathy.

December 4 & 11, 2012 Student Presentations

FRIDAY DECEMBER 14, 2012 FINAL PAPERS DUE
## Appendix A:
### Final Presentation Rubric

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<thead>
<tr>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Audience cannot understand presentation because there is no sequence of information.</td>
<td>Audience has difficulty following presentation because student jumps around.</td>
<td>Student presents information in logical sequence which audience can follow.</td>
<td>Student presents information in logical, interesting sequence which audience can follow.</td>
<td></td>
</tr>
<tr>
<td><strong>Subject Knowledge</strong></td>
<td>Student does not have grasp of information; student cannot answer questions about subject.</td>
<td>Student is uncomfortable with information and is able to answer only rudimentary questions, but fails to elaborate.</td>
<td>Student is at ease and answers most questions with explanations and some elaboration.</td>
<td>Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation of Research</strong></td>
<td>Student does not present their research or research questions</td>
<td>Student presents research questions and some research but no detailed analysis.</td>
<td>Student shows some original research and analysis.</td>
<td>Student demonstrates completed original research and detailed analysis</td>
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</tr>
<tr>
<td><strong>Mechanics/Visual Aids</strong></td>
<td>Student's presentation has four or more spelling errors and/or grammatical errors. Student uses superfluous visual aids or no visual aids.</td>
<td>Presentation has three misspellings and/or grammatical errors. Student occasionally uses visual aids that rarely support the presentation.</td>
<td>Presentation has no more than two misspellings and/or grammatical errors. Student's visual aids relate to the presentation.</td>
<td>Presentation has no misspellings or grammatical errors. Student's visual aids explain and reinforce the presentation.</td>
<td></td>
</tr>
<tr>
<td><strong>Eye Contact</strong></td>
<td>Student makes no eye contact and only reads from notes.</td>
<td>Student occasionally uses eye contact, but still reads mostly from notes.</td>
<td>Student maintains eye contact most of the time but frequently returns to notes.</td>
<td>Student maintains eye contact with audience, seldom returning to notes.</td>
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<tr>
<td><strong>Verbal Techniques</strong></td>
<td>Student mumbles, incorrectly pronounces terms, and speaks too quietly for audience in the back of class to hear.</td>
<td>Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.</td>
<td>Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.</td>
<td>Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points:** 10