

EDHE 6510
History and Philosophy of Higher Education
Wooten Hall #214
Wednesdays, 5.30-8.20 pm
Spring 2019

About the instructor

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Office hours: Mondays, 11.00 am – 2.00 pm
Wednesdays, 11.00 am – 2.00 pm

Although I am in my office almost every weekday, I often have meetings scheduled during these times. I therefore strongly suggest that you email me to make an appointment before coming to my office. Simply write to me at one of the two addresses posted above, noting the days and times at which you are available to meet. I generally reply to email within 24 hours, and often even sooner.

Course objectives

This course is designed as part of a sequence of classes intended to prepare you for work in higher education as a scholar-practitioner. To that end, this course has two complementary objectives.

First, this class will provide a broad outline of themes in the history of US higher education. These themes will be traced across a variety of time periods and institutional contexts in an effort to illustrate the complex historical circumstances that surrounded the development of the contemporary institution of higher education. Special attention will be given to the ways in which historical events have shaped present conditions, while attending to contingencies, counter-narratives, and agency in history. As such, the course will build connections to other classes in the masters and doctoral programs.

Second, this course will help you to develop the range of skills that characterize advanced scholar-practitioners in higher education. Necessary skills include the ability to write clear scholarly prose, and to present academic content orally. Course assignments will be graded accordingly. If you do not possess a copy of a “style guide” to writing, I highly recommend purchasing and familiarizing yourself with one. I remain partial to Strunk and White’s *Elements of Style*, but any of a number of guides can help you to improve your writing. Please note that this is a guide to writing style, mechanics and usage. Strunk and White is not a substitute for the “APA manual,” which is the official referencing guide of this department.

In addition, scholar-practitioners must be able to read and comprehend a variety of sources, including books, policy reports, and peer-reviewed journal articles. This will

involve some familiarity with qualitative and quantitative research methods, but almost exclusively will draw on historical content. If you do not possess this familiarity, simply do your best with course readings and raise relevant questions in class. You are responsible for learning all materials presented in the course, so please ask questions that you have so that you can hone your skills as a reader of academic content.

Assignments

There are four assignments in this course:

1. Examination: The purpose of this assignment is to assess the student's command of course material. Accordingly, this take home exam addresses major themes and content from the course. Students will have one week to respond to exam questions using materials found on the syllabus. 40% of final grade.
2. Critical book review: The purpose of this assignment is to introduce students to the techniques for critically assessing scholarship. Students will select one of the recommended texts on the syllabus to read and review orally. This presentation should last 10-15 minutes, and will be followed by questions/comments from the class. This is intended to be an analysis of the book rather than a book report. The successful assignment therefore will not simply summarize the book's content. Instead, students should briefly review content and then relate it to the course's themes, providing some sense of how this text contributes to a broad understanding of the history and philosophy of American higher education. 10% of final grade.
3. Final paper: "House histories" – meaning a book chronicling (often, in a celebratory manner) the history of a single college or university – are perhaps the most common form of writing about the history of US higher education. While some volumes provide excellent insights into the origins and development of US higher education, others have been derided by distinguished scholars such as Frederick Rudolph for their celebratory character and lack of historical rigor. Indeed, the late Thomas G. Dyer referred to house histories, archly, as tending to be "filiopietistic." The purpose of this assignment is to apply course content to a house history by producing a substantial piece of writing (10-15 pages) that critically assesses the volume's scholarship. Students will select a house history to analyze critically in light of course readings and relevant external sources. **This cannot be a history of an institution at which you have studied or worked.** The successful paper will relate a single institution's history to broader themes in the history of US higher education, noting the volume's strengths and deficiencies while clearly justifying these assessments through reliance on other scholarship. 40% of final grade.
4. Class participation: **Attendance at all course sessions is required.** In accordance with Texas state law, absences on religious holy days will be considered excused. Students must complete assignments within a reasonable time frame after the absence at no penalty to their grade. I request that you let me know at your earliest convenience if you will be observing a religious holy day at a time during which we have scheduled a course meeting. If you must miss a course meeting for

any other reason, please notify the instructor immediately. In addition to attendance, students are required to complete all readings and to participate in all class sessions. Please note that “participation” does not necessarily require speaking, and certainly does not indicate speaking out of turn or talking over classmates. 10% of final grade.

Grades and evaluation

A course grade of “A” indicates exemplary work. A “B” denotes work that meets expectations of a graduate student. A “C” is assigned to work that does not meet expectations of graduate student performance. Grades of “D” and “F” are assigned when work is unacceptable.

Late assignments

Assignments are due at the dates and times specified in the syllabus. Late work will be penalized one plus or minus for each day that it is late

Course readings

There is one required texts for this course:

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

In addition to this text, we will read from a variety of book chapters and peer-reviewed journal articles. Some of these documents will be made available to you through an electronic course reserve. This reserve is offered as a convenient way to access materials available through the UNT library, and its contents are intended only for educational “fair use” within copyright provisions (ie., you are not to distribute these documents to others).

Find the course reserve by clicking the “course reserve” link on the UNT library’s main page. You then can search for this class using the course number found at the top of this syllabus. The password for this reserve is “agesago” (case-sensitive). You must not share this password with others outside the class. Further, library staff will not be able to provide the password to you should you lose it. Please ask a classmate or request a duplicate copy of the syllabus.

Peer-reviewed journal articles are available through the UNT library. They are not part of the electronic reserve because you can find them easily using the citation information found in this syllabus.

Academic Integrity

All incidents of academic dishonesty will be reported to the Academic Integrity Office

within the Office of the Provost. For any act of academic dishonesty, the instructor may impose a sanction from a warning up to and including an “F” in the course. Further and more stringent sanctions may be imposed from the Provost’s Office.

As discussed in the UNT Graduate Catalog (www.unt.edu/catalog/grad):

A strong university is built upon the academic integrity of its members. As an intellectual enterprise, it is dependent upon trust, honesty, and the exchange of ideas in a manner that gives full credit and context to the sources of those ideas. UNT’s policy on the Student Standards of Academic Integrity is designed to uphold these principles of academic integrity. It protects the rights of all participants in the educational process and validates the legitimacy of degrees awarded by the university.

The policy covers categories of academic dishonesty such as cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. It includes descriptions of infractions, penalties, and procedures. In the investigation and resolution of all allegations of student academic dishonesty, the university’s actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence. The full policy (18.1.16) is available online at <http://vpaa.unt.edu/academic-integrity.htm>. If I suspect that you have engaged in academic dishonesty, I will deal with the situation as outlined in the University Policy shown above. You will be allowed to remain in the class during the entire time that the academic misconduct accusation is being investigated, adjudicated, and appealed. As noted above, the maximum academic penalty that can be assessed by an instructor is an F in the course. However, university officials use the academic misconduct information to decide if other misconduct sanctions are then to be applied, and the student has separate rights to appeal those decisions, remaining in the class until all appeals are exhausted.

Student Behavior in the Classroom

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.dos.unt.edu/conduct.

Access to information – Eagle Connect

Your access point for business and academic services at UNT occurs within the my.unt.edu site www.my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website

that explains Eagle Connect and how to forward your email: <http://eagleconnect.unt.edu/>

ADA statement

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Grades assigned before an accommodation is provided will not be changed. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

SETE

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This anonymous short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider SETE to be an important part of your participation in this class.

Emergency notification and procedures

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at www.my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Retention of student records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Coursework completed via the Blackboard on-line system,

including grading information and comments, is also stored in a safe electronic environment. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and F.E.R.P.A. (Family Educational Rights and Privacy Act) laws and the university's policy in accordance with those mandates at the following link:

<http://essc.unt.edu/registrar/ferpa.html>

January 16, 2019 – Introduction and overview

January 23, 2019 – What is history and what can it (not) tell us?

Appleby, J., Hunt, L., & Jacob, M. (1996). *Telling the truth about history*. New York: W.W. Norton.

- “Introduction,” p. 3-11

Cain, T. R. (2015) The old normal: Casualization and contingency in historical perspective. *Thought & Action*, 31, 23–38. Available at:
http://www.nea.org/assets/docs/e-Cain_SF.pdf

Klein, E. (2019). *Jill Lepore on America's two revolutions*. Vox Media.

- Available free at <https://www.vox.com/ezra-klein-show-podcast> or
<https://itunes.apple.com/us/podcast/the-ezra-klein-show/id1081584611?mt=2>

Lepore, J. R. (2011). The commandments. *The New Yorker*, 86, 70-76. Available at
<https://www.newyorker.com/magazine/2011/01/17/the-commandments>

Thelin, Introduction

Group activity: Identifying themes in the analysis of US higher education

Unit I – Antecedents and early US higher education

January 30, 2019 – European origins and colonial colleges

Herbst, J. (1974). The first three American colleges: Schools of the Reformation. In D. Fleming and B. Bailyn (Eds.), *Perspectives in American History* (pp. 7-52). Cambridge, MA: Charles Warren Center for American History.

Marsden, G. M. (1994). *The soul of the American university: From Protestant establishment to established nonbelief*. New York: Oxford University Press.

- “The burden of Christendom: Seventeenth century Harvard,” p. 33-47

Thelin, Ch. 1

Wilder, C. S. (2013). *Ebony and ivy: Race, slavery, and the troubled history of America's universities*. New York: Bloomsbury Press.

- “A Connecticut yankee at an ancient Indian mound,” pp. 1-11

February 6, 2019 – Sectionalism and sects: Antebellum higher education

Blight, D. (2014). *HIST 119: The Civil War and Reconstruction*. New Haven, CT: Yale University.

- Lecture #4, “A northern world view: Yankee society, antislavery ideology, and the abolition movement”
- Available free via iTunes U or <http://oyc.yale.edu/history/hist-119#sessions>

Thelin, Ch. 2

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(2), 133-158.

- Whitehead, J. S., & Herbst, J. (1986). How to think about the Dartmouth College case. *History of Education Quarterly*, 26(3), 333-349.
- Wilder, C. S. (2013). *Ebony and ivy: Race, slavery, and the troubled history of America's universities*. New York: Bloomsbury Press.
- Ch. 7, "On the Bodily and Mental Inferiority of the Negro," pp. 211-240

February 13, 2019 – Land grants: Expansion, practical arts, and segregation

Blight, D. (2014). *HIST 119: The Civil War and Reconstruction*. New Haven, CT: Yale University.

- Lecture #27, "Legacies of the Civil War"
- Available free via iTunes U or <http://oyc.yale.edu/history/hist-119#sessions>

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

- "The push into higher education," pp. 43-61

Thelin, Ch. 3

Presenters choose one of:

- * Adams, H. (1918/2007). *The education of Henry Adams*. Boston, MA and Charlottesville, VA: Massachusetts Historical Society and the University of Virginia.
- * Newman, J. H. (1889/1996). *The idea of a university*. New Haven, CT: Yale University Press.
- * Wilder, C. S. (2013). *Ebony and ivy: Race, slavery, and the troubled history of America's universities*. New York: Bloomsbury Press.

Students present book analyses in class

Unit II – Modernization of American higher education

February 20, 2019 – Academic modernization: Research, professionalization of the faculty and curriculum change

Geiger, R. L. (1986). *To advance knowledge: The growth of American research universities, 1900-1940*. New York: Oxford University Press.

- Ch. 1, "The shaping of the American research university, 1865-1920," p. 1-57

Thelin, Ch. 4

Turner, J., & Bernard, P. (1993). The "German Model" and the graduate school: The University of Michigan and the origin myth of the American university. *History of Higher Education Annual*, 13, 69-98.

Winterer, C. (2002). *The culture of classicism: Ancient Greece and Rome in American intellectual life, 1780-1910*. Palo Alto, CA: Stanford University Press.

- Ch. 5, "Scholarship versus culture, 1870-1910," p. 152-178

Presenters choose one of:

- * Cain, T. R. (2012). *Establishing academic freedom: Politics, principles, and the development of core values*. New York: Palgrave.
- * Menand, L. (2001). *The metaphysical club*. New York: Farrar, Strauss, & Giroux.
- * Winterer, C. (2002). *The culture of classicism: Ancient Greece and Rome in American intellectual life, 1780-1910*. Palo Alto, CA: Stanford University Press.

Students present book analyses in class

February 27, 2019 – *Administrative modernization: Secularization and governance*

- Karabel, J. (1984). Status-group struggle, organizational interests, and the limits of institutional autonomy: The transformation of Harvard, Yale, and Princeton, 1918-1940. *Theory and Society*, 13(1), 1-40.
- Nidiffer, J., & Cain, T. R. (2005). "Elder brothers" of the university: Early vice presidents in late nineteenth century universities. *History of Education Quarterly*, 44(4), 487-523.
- Reuben, J. R. (1996). *The making of the modern university: Intellectual transformation and the marginalization of morality*. Chicago: University of Chicago Press.
- Ch. 3, "The Open University," p. 63-87

Presenters choose one of:

- * Karabel, J. (2005). *The chosen: The hidden history of admission and exclusion at Harvard, Yale, and Princeton*. New York: Houghton-Mifflin.
- * Marsden, G. M. (1994). *The soul of the American university: From Protestant establishment to established nonbelief*. New York: Oxford University Press.
- * Reuben, J. R. (1996). *The making of the modern university: Intellectual transformation and the marginalization of morality*. Chicago: University of Chicago Press.
- * Veblen, T. (1918/2003). *The higher learning in America*. New Brunswick, NJ: Transaction.

Students present book analyses in class

March 6, 2019 – *Responses to the research university: New institutional types*

- Brint, S., & Karabel, J. (1991). Institutional origins and transformations: The case of American community colleges. In P. J. DiMaggio and W. W. Powell (Eds.), *The new institutionalism in organizational analysis* (pp. 337-360). Chicago: University of Chicago Press.
- Gasman, M. (2002). W. E. B. DuBois and Charles S. Johnson: Differing views on the role of philanthropy in higher education. *History of Education Quarterly*, 42(4), 493-516.
- Leslie, W. B. (1992). *Gentlemen and scholars: College and community in the "age of the university," 1865-1917*. College Station, PA: The Pennsylvania State University.
- Ch. 10, "The Age of the College," p. 213-236
- Thelin, Ch. 5

Presenters choose one of:

- * Clark, B. R. (1970/2004). *The distinctive college*. New Brunswick, NJ: Transaction.
- * Marsden, G. M. (1987). *Reforming fundamentalism: Fuller seminary and the new evangelicalism*. Grand Rapids, MI: W. B. Eerdmans Press.
- * Solomon, B. M. (1985). *In the company of educated women: A history of women and higher education in America*. New Haven, CT: Yale University Press.

Students present book analyses in class

March 13, 2019 – No class – Spring break

Unit III – The twentieth century

March 20, 2019 – New problems, persistent dilemmas: The early 20th century

- Anderson, J. D. (1988). Training the apostles of liberal culture: Black higher education, 1900-1935. In *The education of blacks in the south, 1860-1935* (pp. 238-278). Chapel Hill, NC: University of North Carolina Press.
- Fourcade, M., & Khurana, R. (2013). From social control to financial economics: The linked ecologies of economics and business in twentieth century America. *Theory and Society*, 42, 121-159.
- Goldin, C., & Katz, L. F. (1999). The shaping of higher education: The formative years in the United States, 1890 to 1940. *The Journal of Economic Perspectives*, 13(1), 37-62.
- Newfield, C. (2003). *Ivy and industry: Business and the making of the American university, 1880-1980*. Durham, NC: Duke University Press.
- Ch. 6, “The Rise of University Management,” pp. 67-90
- Thelin, Ch. 6

Presenters choose one of:

- * Geiger, R. L. (1986). *To advance knowledge: The growth of American research universities, 1900-1940*. New York: Oxford University Press.
- * Horowitz, H. L. (1987). *Campus life: Undergraduate cultures from the end of the eighteenth century to the present*. Chicago: University of Chicago Press.
- * Newfield, C. (2003). *Ivy and industry: Business and the making of the American university, 1880-1980*. Durham, NC: Duke University Press.

Students present book analyses in class

March 27, 2019 – Expansion in the “golden age.” Protest, growth and diversification

- Axtell, J. (2016). *Wisdom’s workshop: The rise of the modern university*. Princeton, NJ: Princeton University Press.
- Ch. 7, “Multiversities and Beyond,” pp. 316-362

- Available as an electronic book from the UNT Libraries (single user access)
- Hutcheson, P., Gasman, M., & Sanders-McMurtry, K. (2011). Race and equality in the academy: Rethinking higher education actors and the struggle for equality in the post-World War II period. *The Journal of Higher Education*, 82(2), 121-153.
- Marginson, S. (2016). *The dream is over: The crisis of Clark Kerr's California idea of higher education*. Oakland, CA: University of California Press.
 - Ch. 1, "An extraordinary time"
 - Ch. 5, "Martin Trow: Higher education and its growth"
 - Available via UNT Libraries or as a free electronic book from www.luminosoa.org
- Rojas, F. (2010). *From black power to black studies: How a radical social movement became an academic discipline*. Baltimore, MD: The Johns Hopkins University.
 - Ch. 1, "The Movement that Became an Institution," pp. 1-21
 - Available as an electronic book from the UNT Libraries (single user access)
- Thelin J. R. (2018). *Going to college in the sixties*. Baltimore, MD: The Johns Hopkins University Press.
 - Ch. 1, "Rediscovering the 1960s in American Higher Education," pp. 1-15
 - Available as an electronic book from the UNT Libraries (single user access)
- Thelin, Ch. 7

Presenters choose one of:

- * Barzun, J. (1968/1993). *The American university: How it runs, where it is going*. Chicago: University of Chicago Press.
- * Douglass, J. A. (2000). *The California Idea and American higher education: 1850 to the 1960 Master Plan*. Palo Alto, CA: Stanford University Press.
- * Gasman, M. (2007). *Envisioning black colleges: A history of the United Negro College Fund*. Baltimore, MD: The Johns Hopkins University Press.
- * Kerr, C. (2001). *The uses of the university*. Cambridge, MA: Harvard University Press.
- * Rojas, F. (2010). *From black power to black studies: How a radical social movement became an academic discipline*. Baltimore, MD: The Johns Hopkins University.
- * Wolf-Wendel, L. E., Twombly, S. B., Tuttle, K. N., Ward, K., & Gaston-Gayles, J. L. (2004). *Reflecting back, looking forward: Civil Rights and student affairs*. Washington, DC: NASPA.

Students present book analyses in class

April 3, 2019 – Dissensus and de-funding in the 1980s and 1990s

- Douglass, J. A. (2007). *The conditions for admission: Access, equity, and the social contract of public universities*. Palo Alto, CA: Stanford University Press.
- Ch. 7, "California's affirmative action fight," pp. 151-183
- Dyer, T. G. (2005). A new face on southern higher education: Dimensions of quality and access at the end of the 20th century. In C. S. Pascoe, K. T. Leathem, and A. Ambrose (Eds.), *The American south in the 20th century* (pp. 285-300). Athens, GA: The University of Georgia Press.

Geiger, R. L. (1993). *Research and relevant knowledge: American research universities since World War II*. New York: Oxford University Press.

- Ch. 10, “The new era of the 1980s,” pp. 310-337

Thelin, Ch. 8-9

Presenters choose one of:

- * Bloom, A. (1987). *The closing of the American mind*. New York: Simon & Schuster.
- * Douglass, J. A. (2007). *The conditions for admission: Access, equity, and the social contract of public universities*. Palo Alto, CA: Stanford University Press.
- * Newfield, C. (2008). *Unmaking the public university: The forty-year assault on the middle class*. Cambridge, MA: Harvard University Press.
- * Pusser, B. N. (2004). *Burning down the house: Politics, governance, and affirmative action at the University of California*. Albany, NY: SUNY University Press.
- * Readings, B. (1996). *The university in ruins*. Cambridge, MA: Harvard University Press.
- * Slaughter, S., & Leslie, L. (1997). *Academic capitalism*. Baltimore, MD: The Johns Hopkins University Press.

Students present book analyses in class

Final exams distributed

April 10, 2019 – No class – Final exams due by 5.30 pm to barrett.taylor@unt.edu

April 17, 2019 – Toward dissertations: Using history to frame social scientific research
Taylor, B. J., & Cantwell, B. (2019). *Unequal higher education: Wealth, status and student opportunity*. New Brunswick, NJ: Rutgers University Press.

- Chapters 1, 3, and 6
- *These working drafts **may not be circulated** without authors' permission*

April 24, 2019 – Student presentations, part one

May 1, 2019 – Student presentations, part two

Monday May 6, 2019 – Final papers due by 5.30 pm to barrett.taylor@unt.edu