

History of Higher Education in America
Ben Justice

15:310:611

16:507:535

Spring 2018

Weds 4:50-7:30

Room: AB2200

College Avenue Campus

Ben's contact information:

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Office hours: Wednesday/Thursday by appointment

I. Required Texts

- Harold S. Wechsler, Lester F. Goodchild, and Linda Eisenmann (eds.), *The History of Higher Education* (3rd edition, paperback).
- Craig Steven Wilder, *Ebony and Ivy* (paperback, 2013)
- Ibram H. Rogers, *The Black Campus Movement* (paperback, 2012).
- Fuentes and White (eds.) *Scarlet and Black Vol. I: Slavery and Dispossession in Rutgers History* (paperback, 2016)
- Roger Geiger, *The History of American Higher Education: Learning and Culture from the Founding to World War II* (paperback, 2016).
- Paul Clemens, *Rutgers Since 1945* (hardcover or ebook, 2015).
- Readings not in required texts will be posted in the resources folder of the course sakai.

II. Goals for the Course

- Understand the process of historical interpretation, and the relationship between interpreting the past and shaping the present.
- Identify, understand, and apply major arguments and authors in the historiography of American Higher Education
- Understand the difference between ways of explaining, point of view, and units of analysis.
- Understand the relationship between social contest and institutional change.
- Gain and strengthen skills in locating and interpreting primary source material.
- Understand major themes and events in the history of higher education in the United States.

III. Course Content

- A. We will analyze major periods and movements within the history of higher education in the United States, from colonial times to present.
- B. Within these periods, we will look at recurring themes, including identity (race, ethnicity, gender), social class, religion, and evolving forms of school administration and reform.
- C. In each part of the course, we will identify key historical questions and analyze the varying explanations that historians employ. For example, how do we explain the patterns of higher learning that emerged in the early republican period? What factors gave rise to, and eventually killed, the denominational college? What were the paradoxes and promise of black higher education in the late 19th and early twentieth century? How did the high school transform college? Etc.

IV. Instructional Format

This seminar will include whole-group and small-group discussions, working groups, in class activities, and analysis of primary sources.

V. Laptop/smartphone policy

A. Unless you have a documented disability that requires you to use laptop for note taking, I ask that you do not use one during class. The only exception is for small group assignments in which I specifically say why and how you may need one and/or for weeks where you have the class readings in electronic form. In such cases where your readings are in electronic form, I expect that the laptop or smartphone will never be used for any purpose other than referring to the readings. Take paper notes during class and print out reading notes for your use during class discussion. If you require an exception to this policy, please speak to me directly.

VI. Evaluation

My philosophy of grading is that letter grades are marks that record your personal accomplishments. I do *not* use letter grades to rank or sort students. What this means is that I will set clear standards for you to meet (and when they are unclear, please tell me) and I will help you reach those standards. When I evaluate your work and find that you have not met those standards, I will tell you clearly what is missing and what has to be done. I offer you my help and another chance to meet those standards until *you* are satisfied, or until the course ends.

Late assignments will be accepted only if you have made prior arrangements. You may rewrite any paper handed in on time. An exception is the final integrative essay where a late paper cannot be accepted at all since grades are to be turned in to the University a few days after the assignment is due. Due dates refer to the last day I will accept an assignment without prior arrangements. You are welcome to hand in assignments before their final due date!

- A. This course will be taken for a letter grade only. The letter grade will be calculated as follows:

• Participation during class 20%

• Weekly reading notes	30%
• Rough, rough draft	10%
• Research Paper	25%
• Final Paper	15%

C. Active participation in discussion is an essential part of learning in this class and hence of evaluating your work. Participation means listening as well as talking, monitoring your own contributions to a discussion, helping others develop their ideas, and, of course, expressing your own thoughts in whole-group discussions, and as a member of your reading group. It is essential that you complete the required readings before you come to class.

D. Absence may make the heart grow fonder, but it makes it very difficult for me to plan our classes together. Please let me know in advance, if at all possible, when you will miss class. More than one absence, or frequent tardiness, may result in grade reduction beyond the 20% indicated above, and in extreme circumstances may result in failing the class. More importantly, missing class time will result in missed opportunities for you to learn.

C. The written work for the course will be as follows:

1. Weekly reading notes, due at the start of every class. I ask that you share your reading notes with me each week, submitted to the assignments folder in sakai. These need not be written in formal prose (though they can be). I do expect that you will have notes on each of the week's readings. These notes should consider the following questions:
 - a. What's the main idea of this essay?
 - b. How is it organized (i.e. what are the parts?)
 - c. What kinds of evidence does the author use?
 - d. What did you need to look up on Wikipedia?
 - e. What does not make sense?
 - f. How does this connect with and or challenge what else you know/have read?
 - g. Other ideas/thoughts? (optional)
 - h. Any questions you would like to pose for the class? (optional)

I will grade these as follows. An "A" (95%) is for a paper that engages all of the readings accurately and thoughtfully. The grade "B" (80%) signifies that your notes engage all but one of the readings, and/or are not thoughtful or accurate. Papers below the B standard will not receive credit. Late papers will not receive credit without prior approval. A paper handed in after 5pm on the day class will not qualify for an "A."

2. Research Paper which includes one of two options (see below). Should be approx. 12-15 pages for one student, 20-25 for two, 30+ for three.
 - a. **Rough, Rough Draft of this paper is due for sharing with a writing group by Sunday evening, March 18.**

(2) Conduct a historical research project of your own in the history of higher education. Begin by asking a historically relevant question, then locate secondary sources that help you understand the big picture and how historians explain it, and then locate primary sources that allow you to explore your question and add a voice to that scholarly conversation. You must check with Ben before you get started on a particular project. You may work in a group or solo. The Rutgers University Archives has a wonderful collection of materials and archival staff.

Citations for the research report may be done in either Chicago or APA style. Pick one and be consistent. Ask if you have any questions.

VIII. Academic Integrity

The university requires me to explicitly state what you already know, or certainly should know: Passing other people's writing off as your own, or even passing other people's ideas off as your own, on any assignment large or small, is stealing. If you plagiarize or cheat you will fail this class. You will face stern consequences from the GSE, and worst of all, you will cheapen the good work that we all strive to do at Rutgers. If you have questions about this ask me. Or go to the following website: <http://academicintegrity.rutgers.edu/integrity.shtml#I> Most cheating happens when people are in over their heads. If you are in such a situation, ask for help.

IX. Recording. Our classroom is not a public event. Nor are any conversations that I conduct with you in my office, online, or on the phone. The university policy on audio/video recording is as follows:

Students are expected to respect the reasonable expectations of privacy of other individuals within the University community. Accordingly, students are not permitted to make or attempt to make an audio or video recording of private, nonpublic conversations and/or meetings on University premises, without the knowledge and consent of all participants subject to such recordings. In such circumstances the uses of undisclosed hidden recording devices is prohibited, as is the transmission and/or distribution of any such recordings. This provision does not extend to the recording of public events or discussions, or to recordings made for law enforcement purposes.

In addition, any conversations connected to this course are subject to state and federal law with regard to recording.

OVERVIEW OF COURSE

Introduction

January 17: Introduction to the course and to each other. What are the purposes of the course? Why does the history of higher education matter? What is higher education? What is history? What are the historical origins of Higher Education? In class we will be considering the work of artist Titus Kaphar and the perils and promise of history.

Readings due for today: none

Optional readings:

- Perkin, “History of Universities” and Goodchild, “History of Higher Ed in the US, both in Weschler (ed.), *The History of Higher Education*.

January 24: Colonial Colleges in the United States. What was higher education for in colonial America? What were the points of controversy? How do Wilder and Geiger differ?

Readings due today:

- *Scarlet and Black*, Introduction, Chapters 1-2
- Bobby Wright, “ ‘For the Children of Infidels’?: American Indian Education in the Colonial Colleges,” in Weschler (ed.) pp. 104-111.
- Wilder, Chapters 1-2. NOTE: Wilder can be hard to follow. DO NOT give up! Try to identify the work that the chapters are doing despite the challenging prose. This is an important book.
- Geiger, Chapters 1-2.

Optional Readings:

- John Thelin, “Colleges in the Colonial Era,” in Weschler (ed.) pp. 54-74
- Phyllis Vine, “The Social Function of Eighteenth Century Higher Education, in Weschler (ed.) pp. 139-148.

January 31: The American Revolution and higher education. What role did the revolution play in American colleges? What role did higher education play in the thinking of the revolutionaries?

- Frusciano and Justice, excerpt from *Rutgers: A 250th Anniversary Portrait*.
- Geiger, Chapter 3.
- Adam Nelson, “The Perceived Dangers of Study Abroad, 1780-1800: Nationalism, Internationalism, and the Origins of the American University” in Benjamin Justice (ed.) *The Great Contest: The Founding Fathers, Education, and the American Philosophical Society Prize of 1797* (Palgrave-Macmillan, 2013).
- Wilder, *Ebony and Ivy*, Chapter 3

Feb. 7: Antebellum Higher Education I. How do we explain the expansion of higher education in Antebellum White America? What did the Yale Report mean? Tonight I ask you to consider what your research topic will be. Tonight we will assign next week's reading groups.

Readings:

- Geiger, 4-5
- David B. Potts, 'College Enthusiasm!' As Public Response: 1800-1860" in Weschler (ed.) pp. 172-183
- Jack C. Lane, "The Yale Report of 1828 and Liberal Education: A Neorepublican Manifesto" in Weschler (ed.), pp. 184-192.

Optional Reading: Paul Mattingly, "The Political Culture of America's Antebellum Colleges," in Weschler (ed.) pp. 237-253.

Primary documents (in class):

The Yale Report of 1828 (Sakai Resources)

Feb 14: Antebellum Higher Education I: Women and African Americans. How can we compare and contrast the struggles of women and African Americans for access to higher learning in Antebellum America? How do we define success and failure in each case? Tonight we will do a jigsaw. Half the class will read works indicated in **yellow**. The other half will read works indicated in **green**. Both groups will read Geiger Chapter 6. Tonight I will ask that you commit to a research topic.

Readings:

- *EVERYONE:* Geiger, Chapter 6
- *Group A:*
 - *Ebony and Ivy:* Chapters 4-6.
 - Hilary Moss, "The Emergence of White Opposition to African American Education" and "Interracial Activism and African American Higher Education" from *Schooling Citizens* (2009): 21-62. (Sakai Resources)
- **Group B**
 - Linda Perkins, "The Impact of the 'Cult of True Womanhood' on the Education of Women in the United States, 1820-1920, in Weschler (ed) 213-220.
 - From Republican Womanhood to Race Suicide: Arguments on the Higher Education of Women in the United States, 1820-1920," in Weschler, 204-212.
 - Margaret Nash, "Possibilities and Limitations: Education and White Middle Class Womanhood," in Weschler, 221-236.

Feb 21: Higher ed after the Civil War: How did American Higher Education Change at the end of the 19th century? What did it mean for Higher Education to be "public?" How did the end of slavery change the landscape of higher education? Tonight we will check in about research topics—groups/individuals will report.

Readings:

- Johnson (pp. 280-290), Williams (pp. 310-314) readings from Weschler ch. 4

- James Anderson “The Hampton Model of Normal School Industrial Education, 1868-1915,” from *The Education of Black in the South, 1860-1935*, pp. 33-78 (Sakai resources).
- Geiger, Chapter 7

Feb 28: Johns Hopkins and the rise of the Modern Research University. How do we explain the origins of the American research university? What societal factors produced these institutions and what did they mean for the broader landscape of higher education? *Tonight we discuss lit reviews and research papers.*

Readings:

- Hawkins, Newfield articles in Weschler Chap. 5
- Geiger Chapter 8.

March 7: How did college become “college”? How do we explain the rise and fall of the multipurpose college? Jigsaw readings.

Readings:

- EVERYONE READS: Geiger, Chapter 9
- GROUPS will read one of the following:
- Leslie (Weschlet ch. 6)
- Ogren (Weschler Chap. 6)
- Loss, “Institutionalizing In Loco Parentis after Gott v. Berea College (1913)” (sakai resources)
- Primary resource: In class we will watch portions of *The Freshman* (1925)

March 14—SPRING BREAK—NO CLASS!!!

March 21: Paper workshop. Tonight groups will meet online or in person and share feedback on each other’s work. Class will NOT meet as a whole group. Ben will be available via email for questions.

- These papers are due to writing group members by Sunday evening, March 19th.

March 28: Diversity and Discrimination. Jigsaw discussion.

Readings:

EVERYONE reads Anderson in Weschler ch. 8 and Geiger, 10-11.

Assigned groups will read one of the following from Chapter 8: Levine, Wagoner, Gordon, and Townsend.

April 4: Higher Ed after WWII. What has been the historical relationship between American higher education and national foreign policy? How did WWII and the Cold War remake American higher education?

Readings:

- Justice, When the Army got Progressive (Sakai resources)
- Freeland (Weschler ch. 9)

April 11: The Civil Rights Movement and higher ed. To what degree did the Civil Rights movement bring change to universities? Were these changes cosmetic or fundamental? Why?

Readings:

- Ibram H. Rogers, *The Black Campus Movement, Chapters TBD*

April 18: Rutgers Since 1945. How has Rutgers reflected broader changes in American Higher Education? How has it been unique? NO READING NOTES DUE THIS WEEK

Reading

- Clemens, *Rutgers Since 1945, Pick any three chapters and come prepared to discuss.*

April 25: Student experiences and recent history. How does history inform our understanding of American Higher Education today? In class: Primary documents from the Calhoun College controversy at Yale (distributed in class). Tonight you will have a chance to present briefly on your research paper.

Research Papers due today.

Readings:

- NO Readings are required for today

May 2: Wrapping up. Tonight, we will pull the course together and prepare for the final, integrative essay, which is due Sunday, May 6th at midnight.

Readings:

- NO readings are required for today