History of Higher Education in the United States

Spring Term XXXX, W 2:30-4:20 pm

Name
Contact info

Office Hours: By appointment

Overview:
This seminar traces the history and evolution of higher education in the United States from the colonial era to the present. Topics include the changing demographics of students, the evolving role of the faculty, debates over the curriculum, tensions between teaching and research, the rise of athletics and the extra-curriculum, and alternative models of higher education. Special attention will be paid to why colleges and universities were founded at different time periods, how they changed, and how their development has reflected larger aspects of American intellectual, cultural, and social history.

Assignments:
Weekly reading assignments average 150 pages per week and include both general narrative overviews and selected primary documents. Students will be expected to submit three questions that arise from the reading by no later than 8 am on each class day (via email to the instructor), and failure to do so will negatively affect their participation grade. Students are also required to write three papers. For the first two papers (5 pages each), students will be expected to discuss the context, meaning, and significance of one (or more than one) of the primary documents discussed in class. For the final paper (13-15 pages), students will be expected to focus on some aspect of Yale history in the twentieth century and place it in the context of themes discussed in the course. Students may choose to describe a specific event (e.g., the Black Panther Trial of 1970), a time period (e.g., Yale during World War II), or a general theme (e.g., co-education) in Yale history. Students are expected to consult primary sources, and at least one class meeting will take place at Manuscripts and Archives at Sterling Memorial Library to learn about available archival materials.

Expectations:
As a seminar, the success of the course depends upon faithful preparation for and active participation in each class meeting. Students who have an unexpected absence because of incapacitating illness or family emergency are asked to notify the instructor as soon as possible, ideally in advance of class. Use of laptops during class is discouraged, unless there is an appropriate and compelling need, but in all cases wifi internet access should be deactivated, except for a specific purpose. Students will be expected to conform to Yale College policies and principles for citing sources as described at writing.yalecollege.yale.edu/using-sources. Class time will be devoted to discussing this topic, but students are also urged to contact the instructor if there is any ambiguity about a particular situation or uncertainty about the proper convention to follow.

Grading:
Class Participation 20%
First Paper 20%
Second Paper 20%
Final Paper 40%
Texts:

The following books are available in paperback from the Yale Bookstore. Supplemental readings, indicated by an asterisk (*), can be found in a course packet from Tyco.


SCHEDULE OF MEETINGS

January 15 (Week One) Introduction
- Review of Syllabus and Expectations
- Survey of Major Themes
- European Antecedents of American Higher Education

January 22 (Week Two) The Colonial Era
- Founding of Harvard College
- Founding of Yale College
- Great Awakening and “The Colonial Nine”
  Readings Discussed:
  Rudolph, 1-32
  Thelin, 1-40
  *Marsden, “The New Queen of the Sciences and the New Republic”
  *“New England’s First Fruits,”
  *Yale Charter and Laws of 1745
  *An Account of the College of New Jersey, 1754

January 29 (Week Three) The Early Republic and Westward Expansion
- Republican Education
- “Dartmouth College Case”
- Denominational Colleges and Frontier “Boosterism”
  Readings Discussed:
  Rudolph, 33-109
  Thelin, 41-73
  *Rush, Washington, Jefferson, and Madison on a National University
  *Daniel WEBSTER'S Arguments and Chief Justice Marshall's Opinion in the Dartmouth College Case
  *Julian Sturtevant on the Sectarian Background of Illinois College
February 5 (Week Four) Antebellum Colleges and the Age of Jackson
- Criticism of American Colleges
- Influence of Prussian Education
- Yale Report of 1828
  Readings Discussed:
  * Rudolph, 110-135; 156-220
  * David Potts, “A Land of Colleges”
  * Sturtevant on the Quality of Teaching at Yale in the 1820s
  * The Yale Report of 1828 (selections)

February 12 (Week Five) Rise of Industry and the Emerging University
- Increasing Criticism of the “Old Time” College
- German University Models
- Founding of Cornell and Johns Hopkins
- Era of Eliot at Harvard
  Readings Discussed:
  * Rudolph, 221–286; 329-354
  * Thelin, 74-83
  * The Morrill Land Grant Act of 1862
  * Andrew D. White’s Description of the University of Michigan and his “Cornell Idea”
  * Charles W. Eliot, Inaugural Address as President of Harvard (selections)
  * Daniel C. Gilman Recalls the Early Days of Johns Hopkins

February 18 (Week Six) New Models and New Students
(NOTE: First Paper Due)
- Public Universities
- Black Colleges
- Women’s Colleges
  Readings Discussed:
  * Solomon, 1-77
  * Thelin, 83-109
  * Booker T. Washington, “Industrial Education for the Negro”
  * W. E. B. DuBois, “The Talented Tenth”
  * M. Carey Thomas on the Higher Education of Women

February 26 (Week Seven) Renewed Debates over the Curriculum
- Rise of “New Education”
- Controversy over Electives and Defense of the Classical Curriculum
  Readings Discussed:
  * Rudolph, 287-306
  * Roger Geiger, “The Rise and Fall of Useful Knowledge”
  * Noah Porter, “Inaugural Address as President of Yale” (selections)
  * Eliot, “Liberty in Education”
  * James McCosh Attacks the “New Departure”
  * The Elective System at Harvard
March 5 (Week Eight) The Extra-Curriculum
- Undergraduate Student Life in the Nineteenth Century
- Literary Societies, Secret Societies, and Fraternities
- Rise of Athletics
  Readings Discussed:
  * Rudolph, 136-155
  * Horowitz, 23-81
  * Owen Johnson, “Stover at Yale” (Chapters 1-3)

March 26 (Week Nine) The Rise of the Research University
- Specialization and Professionalization
- The Research Scholar
- The Academic Administrator
  Readings Discussed:
  * Rudolph, 394-439
  * Kelley, 315-347
  * White on Faculty Status and Administrative Powers
  * G. Stanley Hall’s Description of William Rainey Harper
  * Harper’s Decennial Report

April 2 (Week Ten) General Education Revisited
(NOTE: Second Paper Due)
- Criticism of Bureaucracy and Curricular Disarray
- Debates over “General Education”
  Readings Discussed:
  * Alexander Meiklejohn, “What the Liberal College Is”
  * Columbia College Faculty Devises a Course in Contemporary Civilization
  * Abraham Flexner on the American University
  * Robert M. Hutchins, “Higher Learning in America” (selections)
  * Harry D. Gideonse on Hutchins and Flexner
  * John Dewey on Hutchins

April 9 (Week Eleven) Changing Demographics
- Campus Culture and Student Activism
- Discrimination and Admissions Policies
- Role of Government and the G. I. Bill
- Growth of Community Colleges and Technical Schools
  Readings Discussed:
  * Horowitz, 118-192
  * Solomon, 141-185
  * David O. Levine, “Discrimination in College Admissions”
  * U. S. Congress, “The G. I. Bill of Rights”
April 16 (Week Twelve) Campus Tumult of 1960s and 70s
- Race Riots
- Vietnam
- Student Power
- “May Day” at Yale
  Readings Discussed:
  Horowitz, 220-262
  *John Hersey, “Letter to the Alumni,” 1-76

April 23 (Week Thirteen) Future Challenges and Directions
- Access, Diversity, and Inclusion
- Globalization
- Challenges and Opportunities of Digital Technology
  Readings Discussed:
  Fisher v. University of Texas
  Gratz v. Bollinger
  Grutter v. Bollinger
  Delbanco, 1-149

April 30—DEADLINE For All Final Papers