

EDH 6051: American Higher Education
Fall 2009
Tuesday 5:15pm – 8:00pm
JPH 1317

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Call for Appointment

SYLLABUS

PART I Course Description

This course is intended to provide a basic introduction to the study of American higher education and to provide a historical vantage point for better understanding the contemporary and evolving values and priorities held by American colleges and universities. This is a doctoral-level seminar with an emphasis on reading, researching, critical analysis, and discussion of pertinent topics or issues. Each seminar session will focus on a particular issue. This course is an interface with lecture, team presentations, outside readings, and class discussion.

PART II Learning Outcomes and Expectations

- A. **Outcomes** - Upon successful completion of this course, students will be able to:
1. Identify and discuss major themes associated with the development of higher education in the United States.
 2. Identify and explain the major events that have shaped the history of higher education in the United States.
 3. Recognize and understand important documents that have shaped higher education in the United States.
- B. **Expectations:**
1. Regular, consistent, and timely attendance is expected.
 2. Classroom dialogues and discussion are strongly encouraged. Your expertise and opinions are an important aspect of our collective learning. Therefore, it is expected that you will have completed all reading assignments and be prepared to engage in dialogue to thoroughly examine the topics.
 3. Responsible team membership is a common approach in higher education institutions. You are expected to fulfill your responsibilities on your assigned team presentation.

PART III Required Resources

Books:

1. Altbach, Philip G.; Berdahl, Robert O.' Gumpert, Patricia J.: American Higher Education in the Twenty-First Century- Social, Political, and Economic Challenges, 2nd Ed. – John Hopkins University Press, 2005.
2. Bok, Derek: Universities in the Marketplace: The Commercialization of Higher Education - Princeton University Press, 2003.
3. The Chronicle of Higher Education

PART IV Additional Documents Required

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| 1. Northwest Ordinance | www.earlyamerica.com |
| 2. Dartmouth College Case | www.caselaw.lp.findlaw.com |
| 3. Morrill Act | www.oardc.ohio.state.edu |
| 4. Inaugural Address of Daniel Coit Gilman | www.jhu.edu |
| 5. Charles Eliot on the Elective System | www.higher-ed.org/resources/Charles_Eliot.htm |
| 6. Hatch Act of 1887 | http://www.higher-ed.org/resources/hatch.htm |
| 7. Second Morrill Act | http://www.higher-ed.org/resources/morrill2.htm |
| 8. Plessy V. Ferguson Act | www.caselaw.lp.findlaw.com |
| 9. AAUP 1940 statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments | www.aaup.org |
| 10. GI Bill of 1944 | http://www.higher-ed.org/resources/GIbill1.htm |
| 11. Brown V. Board of Education | www.nationalcenter.org |
| 12. The California Master Plan | http://sunsite.berkeley.edu |
| 13. The Tribal Colleges | http://www.aihec.org/colleges.cfm |
| 14. Higher Education Act, 1965 | http://www.higher-ed.org/resources/HEA2.htm |
| 15. The Yale Report of 1828 | http://www.collegiateway.org/reading/yale-report-1828 |
| 16. The Talented Tenth | http://www.yale.edu/glc/archive/1148/htm |
| 17. The 1998 Amendments to the Higher Education Act of 1965- Hispanic Institutions | http://ed.gov/policy/highered/leg/hea98/sec501.htm |
| 18. Smith-Lever Act | http://www.higher-ed.org/resources.smith.htm |
| 19. The President's Commission on Higher Education | http://ed.uicuc.edu/courses/eo147/sp98/truman.html |
| 20. Emma Hart Willard | http://pin.net/-sunshine/whm2001/willard1.html |

21. U.S. Supreme Court-Dartmouth v. Woodward

<http://caselaw.lp.findUSlaw.com/scripts/getcase.pl?court=&vol=17&invol=518>

PART V Assignments:

1. **Critical Issue Presentation (40 points)** Students will work in teams to research and develop background on the critical issue facing American Higher Education today. ,
 - a. **Each team will be randomly selected and topics will be presented based upon the previously assigned syllabus date.** The team is responsible for one Critical Issue Presentation thoroughly examining the critical issue and related problems impacting today's colleges and universities.
 - b. **The presentation and the written document must include:**
 - i. Clear description of the critical issue and related problems;
 - ii. Manifestations of that issue in institutions;
 - iii. An assessment/evaluation of the significance on Higher Education;
 - iv. Solutions to resolve the issue;
 - v. Discuss the historical influence/significance to higher education.
 - vi. What is the document's influence/significance today?
 - vii. Other Bibliographic resources.
 - c. **Presentation Format/Expectations:**
 - i. The format chosen for the presentation (formal lecture, power point presentation, interactive discussion, problem questions. Etc.) are left to the team's discretion.
 - ii. Each presentation and question/answer period cannot exceed 90 minutes.
 - iii. Each team must produce a suggested bibliography of books, journal articles, essays, periodicals, etc., which will serve as background reading for the class. (*must be provided to each student and the instructor at least one week prior to the presentation*). The number of citations are left to the discretion of the team. However, the background reading must be sufficiently elaborate and complete that an informed discussion can take place.
 - iv. Each member of the class, who is not on the presenting team, must create a minimum of five questions, statements, or challenges on the presenting topic to be handed in on the day of the presentation.
2. **A Critical Issues Research Paper (50 points)**, not to exceed 25 pages in length (double spaced, 12 point type), on an issue identified as significant to American Higher Education today. The issues identified are to be in consultation with the instructor and a cannot be the issue your team presentation was based upon.. Two copies of a one-to-two-page prospectus will be due not later than September 16(earlier if all possible); the paper itself is due on December 2.
 - a. You may choose to treat a single incident in depth, a particular concept or policy, the career or a significant higher education figure, or a single expression of educational philosophy or educational theory.
 - b. Regardless of your choice, the topic should illustrate some important factor in the currently facing American Higher Education.
 - c. It is expected that the student will inform the paper with his/her own views.
 - d. You must perform a thorough reading of the major sources on the topic, present a thorough and concrete argument for the understanding of the topic.
 - e. The quality of the writing, organization, and presentation of the paper will be graded and must be written in APA 5th edition style.

3. **Class Attendance and participation (10 points)** Students are expected to attend and actively engage and participate in class meetings and discussion board questions.

Evaluation:

Students will be evaluated on the following basis:

1. Critical Issues Presentation (40 points)
2. Critical Issues Research Paper (50 points)
3. Seminar Participation (10 points)

PART VII

Session Calendar and Plans

Session #1 August 25, 2009 - Introduction

1. Introductions
2. Orientation to the course;
3. Review of the course expectations and requirements.

Session #2 September 1, 2009

1. Team Presentation Work

Session #3 September 8, 2009 – *The Idea of the University*

1. Topics:
 - a. The idea of the University
 - b. The American Academy – a historical perspective
2. Assignment(s):
 - a. Read, Altbach, Chapters One and Two
 - b. Read, Bok, Chapter One
 - c. Read , <http://www.fordham.edu/halsall/mod/newman/newman-university.html>
3. Discussion Question(s):
 - a. What is the idea of the University?
 - b. Have changing financial models altered the core purpose for Higher Education?

Session #4 September 15, 2009 – *The American Academy*

1. Topic(s):
 - c. The American Academy
 - d. Mission and Goals of the Academy
 - a. The Academic Model
 - b. Commercialization and Academics
2. Assignment(s)
 - a. Read Altbach, Chapter Three
 - b. Read Bok, Chapter Two
 - c. Submit Research Paper Prospectus
3. Discussion Question(s):
 - a. To what extent were the beginnings of the American university the product of the leadership of a few visionaries? Or, was the rise of universities in the U.S. the inevitable reflection of forces in the environment? Explain.

Session#5 September 22, 2009 – *The Academic Community*

1. Topic(s):

- a. The Organization
- b. The Professoriate
- 2. Assignment(s):
 - a. Read, Altbach, Chapter Ten
 - b. Read, Altbach, Chapter Eleven
- 3. Discussion Question:
 - a. Do serious threats to academic freedom exist in contemporary American higher education? If so, to what extent are those threats similar to or dissimilar from the realities that prompted the creation of AAUP? Is tenure necessary for the protection of academic freedom?

Session #6 September 29, 2009 – The Academic Community, The Students

- 1. Topics:
 - a. The Student Body
 - b. Admissions
 - c. Diversity
- 2. Assignments
 - a. Read. Altbach, Chapter Seventeen
 - b. Read Handouts
 - c. **Group Presentation – The Professoriate**

Session #7 October 6, 2009 – No Class

Session #8 October 13, 2009 – The Academic Community – The Leadership

- 1. Topic(s):
 - a. University Leadership
 - b. Accountability
 - c. Governance
- 2. Assignment(s):-
 - a. Read Altbach, Chapter Three
 - b. Read Altbach, Chapter Twelve
 - c. Read Bok, Chapter Ten
- 3. Discussion Question(s):
 - a. How central to the development of the early American universities were the strong presidential figures? How their leadership roles compare to the leadership of university president does today?

Session #9 October 20, 2009 – Diversity and Higher Education

Topics:

- 1. Globalization and Internationalization
- 2. Domestic Diversity

Assignment(s):

1. Read, Altbach, Chapter Eighteen
2. Read, The Talented Tenth
3. Read, Handouts

Session # 10 - October 27, 2009 - Financing Higher Education

1. Topic(s):
 - a. Funding
2. Assignment-
 - a. Read Altbach, Chapter Thirteen
 - b. Read Bok, Chapter Three
 - c. Read Bok, Chapter Four, Five, and Six

Session #11 November 3, 2009 – The Curriculum

1. Topic(s):
 - a. Liberal Education -vs-General Education
 - b. General and Common Learning
 - c. Reframing Curriculum
2. Assignment(s):
 - a. Read Altbach, Chapter Sixteen
 - b. Group Presentation – The Curriculum**
3. Discussion:
 - a. There is a great deal of discussion regarding the reform of curriculum – a move to reinstating core curricula, an upgrading of standards, and an emphasis on liberal learning. If so, what role, if any, does the movement to infuse multicultural perspective fundamentally different from other curricular reforms?

Session #12 November 10, 2009 - Athletics

1. Topic(s):
 - a. The Emergence of Athletics
 - b. The Athletics Impact
2. Assignment(s)
 - a. - Read Bok, Chapter Seven
 - b. Read Handouts
 - c. Group Presentation – Presidential Leadership**

Session #13 November 17, 2009 – External and Environmental Factors

1. **Topic(s):** Topic(s)
 - a. The Federal Government
 - b. The Legal Influence
 - c. External Constitutencies
 - i. Alumni
 - ii. Donors
 - iii. State Law Makers

2. Assignment-

- a. Read Altbach, Chapter Six
- b. - Read Altbach, Chapter Seven
- c. Read Altbach, Chapter Eight
- d. ***Group Presentation – The Board of Trustees***

Session #14 November 24, 2009 – Critical Issues in Higher Education - Today

Session #15 December 1, 2008 – *Critical Issues in Higher Education – The Future*

Final Papers Due December 4, 2009.

PART VIII Bibliography in Higher Education

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2. AltSchuler, Glenn C. Andrew D. White: Educator, Historian, Diplomat. (Ithaca: Cornell University Press, 1979).
3. Association of American Colleges and Universities. American Pluralism and the College Curriculum: Higher Education in a Diverse Democracy (Washington: AACU, 1995).
4. Association of American Colleges and Universities. The Drama of Diversity and Democracy: Higher Education and American Commitments (Washington: AACU, 1995).
5. Aydelotte, Frank. Breaking the Academic Luck Step: The Development of Honors Work in American Colleges and Universities (New York: Harper & Brothers, 1944).
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9. Bell, Daniel. The Reforming of General Education (New York: Doubleday, 1968).
10. Bledstein, Burton. The Culture of Professionalism. (New York: Norton, 1976).
11. Bragdon, Henry W. Woodrow Wilson: The Academic Years. (Cambridge, MA: Belknap Press of Harvard University Press, 1967).
12. Brann, Eva T.H. Paradoxes of Education in a Republic (Chicago: University of Chicago Press, 1979).
13. Brubacher, John S. and Willis Rudy. Higher Education in Transition (New York: Harper and Row, 1968).
14. Bullock, Henry Allen. A History of Negro Education in the South from 1619 to the Present (New York: Praeger Publishers, 1967).
15. Burgess, John W. The American University: When Shall it Be? Where Shall It Be? What Shall It Be? (Boston: Ginn, Heath & Co., 1884).
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18. Canby, Henry Seidel. Alma Mater: The Gothic Age of the American College (New York: Farrar and Rinehart, 1936).
19. College Sons and College Fathers (New York: Harper & Brothers, 1915).
20. Canfield, James H. The College Student and His Problems (New York: The Macmillan Co., 1902).
21. Cardozier, V.R. Colleges and Universities in World War II (Westport, CT: Praeger, 1993).
22. Clark, Burton R. The Open Door College (New York: McGraw-Hill, 1960).
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24. Cohen, Arthur M. The Shaping of American Higher Education: Emergence and Growth of the Contemporary System (San Francisco: Jossey-Bass, 1998).
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26. Cowley, W.H (Donald T. Williams, ed.). Presidents, Professors, and Trustees: The Evolution of American Academic Government (San Francisco: Jossey-Bass, 1980).

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28. Cremin, Lawrence A. American Education: The Colonial Experience, 1607-1783 (New York: Harper and Row, 1970).
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31. Dawidoff, Robert. The Education of John Randolph (New York: W.W. Norton, 1978).
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