EPE 653:
HISTORY OF HIGHER EDUCATION

Spring Semester 2000: John Thelin
University of Kentucky: Department of Educational Policy Studies
Tuesday, 7 p.m. to 9:30 p.m. in 203 Dickey Hall

Prospectus:
This graduate course introduces some ways to make historical study lively and useful for scholars and professionals in higher education. Since it is one of the "core" courses in both the master's and doctoral programs it attempts to provide a good foundation of historical information about colleges and universities. The course also aims to promote skills in interpreting data and thinking historically about higher education issues.

The approach is to consider key historical episodes that have enduring implications for colleges and universities. Emphasis will be on the social, political, economic, intellectual, and legal factors that have shaped the structure and life of higher education institutions. So, along with acquiring background on the history of colleges and universities, you will gain experience in making sense out of a range of historical sources. Along with texts and secondary works we will use such materials as institutional records, biography, fiction, memoirs, photographs, monuments, journalism, government reports, statistical summaries, legal briefs, and Hollywood movies to try to reconstruct the issues and debates that comprise higher education's interesting and significant past.

Readings: Please purchase the following works:

- A.C. Spectorsky, Editor, The College Years
- Frederick Rudolph, The American College and University: A History
- Charles Homer Haskins, The Rise of the Universities
- Helen Lefkowitz Horowitz, Campus Life
- Maresi Nerad, The Academic Kitchen: A Social History of Gender Stratification at the University of California, Berkeley
- Barbara Solomon, In the Company of Educated Women: A History of Women and Higher Education in America
• Clark Kerr, *The Uses of the University*

In addition to reliance on books and articles, we shall include movies, memoirs, and monuments as intriguing parts of the historical record. For example, the 1934 Marx Brothers movie, *Horse Feathers*, provides a good illustration of how Hollywood studios depicted campus life and helped to define "going to college" in the popular American imagination. An excellent documentary on civil rights and colleges in the 1950s and 1960s is the episode, "Fighting Back" from the PBS series, *Eyes on the Prize*. The 1990 documentary film, *Berkeley in the Sixties*, provides a graphic albeit biased record of campus controversies of higher education's recent past.

**Course Format:**

The class meets on Tuesday evenings, from 7:00 to 9:30 in Dickey Hall 203. During the first part of each class meeting the instructor will lecture, with comments on the week's topic. This will supplement and expand rather than duplicate the assigned readings. You are expected to have read assigned weekly materials by the time of class meeting. The latter part of each class session will be devoted to your discussions, debates, and presentations based on issues and materials encountered in lectures and readings.

**Historical Documents:**

An important part of the course deals with analyzing historical documents. The first assignment of the semester will be for all students in the course to try a "dry run" analysis of the same historical document. Thereafter, each week selected readings will be designated as *Historical Documents*. Many of these are published in the 1958 anthology edited by A. C. Spectorsky, *The College Years*; other documents will be handed out in class. These sources will be the base for in-class discussions and for written assignments.

**Semester Assignments:**

Semester course grade will be based on your contributions and performance in the following areas:

* **Essays**: essays (usually 5 to 10 pages in length) assigned periodically throughout the semester. Typically you will have two weeks to complete an essay -- a schedule designed to encourage supplementary readings as well as consultation with the instructor.

* **Class Discussions**: contributions to course meetings, group discussions and debates throughout the entire semester.
Historical Documents: Written and oral analysis of an assigned historical document. This will include preparation of a written "brief" at least a week prior to your assigned document; and, you will lead a thoughtful, informed class discussion.

Examination: One written examination during the semester; you will have two hours to respond to a number of provocative issues based on readings, lectures, and discussions.

Office Hours:

My office is 136A Taylor Building. I hold office hours on Wednesday before class, from 6:00 to 7:00. If that time is not convenient, please see me to arrange an appointment. My e-mail address is JTHELIN@POP.UKY.EDU and my office telephone is (606) 257-4996.

**SPRING 2000 SEMESTER CALENDAR AND READINGS**

**Unit 1: January 18th**

**Historians and the Campus:**

The Lively and Useful Past

**Readings:**

Henry Seidel Canby, "The College Town" (1936) (in A.C. Spectorsky, The College Years (pp. 450-457)

Philip Morris, Walk Through History on Campus,” Southern Living (September 1983) pp. 82-86.

* Hand out Assignment No. 1: Historical Document Analysis (due January 25th)

* Hand out Assignment No. 2: Campus Architecture Analysis (due February 8th)

**Unit 2: January 25th**

The Legacies of the Medieval University:

Certification and Structure

**Readings:**

Charles Homer Haskins, The Rise of the Universities

* Historical Documents (from Spectorsky, The College Years)
Anthony Wood, "Riot at Oxford" pp. 25-30
John of Garland, "How the Student Should Behave" (pp. 31-32)
Geoffrey Chaucer, "A Clerke of Oxenford" (pp. 33-34)

* Assignment No. 1 is due

Unit 3: February 1st

Tracking Down the Collegiate Ideal:
From Oxford and Cambridge to the American Colonies

Readings:

Frederick Rudolph, *The American College and University: A History*
ch. 1, "The Colonial College"
ch. 3, "The College Movement"

Barbara Miller Solomon, *In The Company of Educated Women*,
ch. 1, "A Forbidden World"
ch. 2, "Boring From Within: A Beginning in the Academies of the Republic"

Helen Lefkowitz Horowitz, *Campus Life*
ch. 1. ""The Worlds that Undergraduates Make"

Historical Documents:

"Charter and Statutes of William & Mary" (1693, 1727) (handed out)

Unit 4: February 8th

Creating the "American Way" in Higher Education

Readings:

Rudolph, *The American College and University*,
ch. 2, "Legacy of a Revolution"
ch. 4, "The Religious Life"

Solomon, *In The Company of Educated Women*,
ch. 3, "The Utility of Their Educations, 1800 to 1860"
Horowitz, **Campus Life**  
ch. 2. "College Men: The War Between Students and Faculty"

**Historical Documents:** (in Spectorsky, *The College Years*)

Benjamin Franklin, "A Plan for the Education of Youth in Pennsylvania" (pp. 39-45)

**Assignment No. 2 is due**

**Unit 5: February 15th**

**American Higher Education in the Mid-19th Century:**  
Experiments and Institutional Identity Crises

**Readings:**

Rudolph, *The American College and University*  
ch. 6, "Reform and Reaction"  
ch. 7, "The Extracurriculum"  
ch. 9, "Financing the Colleges"  
ch. 10, "Jacksonian Democracy and the Colleges"  
ch. 11, "Crisis of the 1850s"  
ch. 12, "Dawning of a New Era."

Solomon, *In The Company of Educated Women*  
ch. 4, "The Push Into Higher Education"  
ch. 5, "Who Went To College?"

Horowitz, **Campus Life**  
ch. 3, "Outsiders: The Loyal Opposition"

**Historical Documents:**

1862 Morrill Act for Land Grant Colleges (hand-out)

Documents in Spectorsky, *The College Years:*
Van Wyck Brooks, "Harvard College 1815," (pp. 50-57)  
Sidney Foreman, "Cadets" (pp. 58-68)  
Christian Gauss, "How Good Were the Good Old Times?" (pp. 81-88)

**Unit 6: February 22nd**

**University Builders in the United States (Part I)**

**Readings:**
Rudolph, *The American College and University*
ch. 13, "The Emerging University"
ch. 14, "The Elective Principle"
ch. 16, "Flowering of the University Movement"

**Historical Documents** (in Spectorsky, *The College Years*)

Lincoln Steffen, "Semester at Heidelberg" (pp. 69-74)
John Henry Newman, "What Is a University?" (pp. 364-367)

**Unit 7: February 29th**

**University Builders in the United States (Part II)**

**Readings:** continue from Unit 6, along with:
Solomon, *In The Company of Educated Women*
ch. 6, "Women and the Modernizing of Liberal Education, 1860 to 1920"

**Historical Document:** (in Spectorsky, *The College Years*)

James Thurber, "University Days," (pp. 436-441)

* Hand out Assignment No. 3 (Mid-Term Take Home Essay Exam) (due March 7th)

**Unit 8: March 7th**

**Alma Mater: America Goes To College (Part I)**

**Readings:**

Rudolph, *The American College and University*
ch. 13, "The Rise of Football"
Horowitz, *Campus Life*
ch. 5, "The Sideshow and the Circus"
Solomon, *In The Company of Educated Women*
ch. 7, "Dimensions of the Collegiate Experience"

**Historical Documents:**
1930s Hollywood Films: The Marx Brothers in *Horsefeathers*
Damon Runyon, "An Extra Large Boat Race" (1934) in A.C. Spectorsky, *The College Years*

* Assignment No. 3 is due
* Hand out Assignment No. 4 (due April 18th)
Unit 9: March 14th

** Spring Break: No Class Meeting **

Unit 10: March 21st

Alma Mater: America Goes To College (Part II)

Readings:
- Horowitz, *Campus Life*
  ch. 6, "The Organized"
  ch. 7, "Jacobins and Other Rebels"
  ch. 8, "Meatballs and Other Outsiders"

- Maresi Nerad, *The Academic Kitchen: A Social History of Gender Stratification at the University of California, Berkeley*

Historical Document: (in Spectorkey, *The College Years*)

  Robert Benchley, "What College Did To Me" (pp. 188-192)

  *Handbook for Women in Residence* (University of Kentucky, 1955-56)

Unit 11: March 28th

Access, Exclusion and Diversity in American Higher Education

Readings:


- Horowitz, *Campus Life*
  ch. 9, "College Women and Coeds"

- Solomon, *In The Company of Educated Women*
  ch. 8, "After College, What?"
  ch. 9, "The Collegiate Education of Women: Its Plural Strands, 1920 to 1940"
Historical Documents:

Film: "Fighting Back, 1957 to 1962" from Eyes on the Prize
Documents in Spectorsky, The College Years
   Oliver La Farge, "Drop in on Me Sometime" (pp. 223-226)
   John P. Marquand, "The Right Sort of Person," (pp. 239-248)

Unit 12: April 4th

Critics and Controversies: The Organization of Academe

Readings:

Clark Kerr, The Uses of the University

Rudolph, The American College and University
   ch. 19, "Academic Man"
   ch. 20, "The Organized Institution"
   ch. 21, "Counter-Revolution"

Solomon, In The Company of Educated Women
   ch. 10, "The First Modern College Women"

Historical Documents: in Spectorsky, The College Years:

   Randolph Bourne, "The President of Pluribus University" (pp. 168-171)
   George Boas, "Freshman Adviser" (pp. 101-104)
   Robert Penn Warren, "The Life and Work of Professor Roy Millen," (pp. 153-159)
   James Reid Parker, "By Faculty Action," (pp. 164-167)

* Progress Reports on Assignment No. 4

Unit 13: April 11th

Taking Stock:

Review Session with a Research and Writing Workshop
**Unit 14: April 18th**

Higher Education in a Mass Society: The Recent Past

**Readings:**

- Rudolph, *The American College and University*
  ch. 22, "An American Consensus"

- Horowitz, *Campus Life*
  ch. 10, "The 1960s"
  ch. 11, "The Nerds Take Revenge"

- Solomon, *In The Company of Educated Women*
  ch. 11, "A Public Debate for College Women, 1920 to 1944"

**Historical Document:** in Spectorsky, *The College Years*

- Sloane Wilson, "GI" (1953) (pp. 160-163)
- George Milburn, "A Student in Economics" (pp. 105-122)
- J.S. Stevenson, "Propaganda," (pp. 150-152)

*Assignment No. 4 is due

**Unit 15: April 25th**

Looking Backward: From 1998 to 1636

**Readings**

- Clark Kerr, *The Uses of the University*
Review Christian Gauss, "How Good Were the Good Old Days?," in Spectorsky, *The College Years* (pp. 81-88)

Horowitz, *Campus Life*
   ch. 12, "The New Outsiders: College Men and Women, and Rebels Today"

Solomon, *In the Company of Educated Women*
   ch. 12, "The Promises of Liberal Education -- Forgotten and Fulfilled"
Guidelines for Analyzing Historical Documents

1. Date of the document: Is this an original or reproduction? Is it re-published in a secondary source?

2. Origins: place of publication.

3. Author: Any significant biographical background which influences the document?

4. Tone: what is the author's perspective -- and attitude toward the work?

5. Alterations: has the document been edited? If so, how have various editions changed the content or substance?

6. Publisher or Sponsor: does the document reflect the sponsorship or point of view of some particular orthodoxy or group? If so, what is the perspective?

7. Language: are there distinctive words or phrases the author uses which call for careful definition?

8. Brief Summary of the document's content:

9. Significance of the document at the time of its publication:

10. Historical significance of the document:

11. Triangulation: are there other sources or secondary sources which are useful for making sense out of the document?

12. Context: place the document in its historical setting

13. Missing information: Are there puzzles or gaps in the document which render it incomplete or its meaning uncertain?
14. Additional comments: