

University of Texas at Austin
Course outline, History of Higher Education
EDA 391S

Course: History of Higher Education
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Course description

This course examines the development and evolution of higher education as a dynamic social and political institution. Emphasis is placed on the philosophies and assumptions which have been present in the past and which undergird colleges and universities today.

Course objectives

1. To chronicle the major historical conditions which existed prior to the founding of the first institutions of higher learning in America.
2. To describe the beginnings of colonial colleges, their patterns of organization, and their students.
3. To identify the major innovations in higher education institutions during the 18th and 19th centuries.
4. To describe the beginnings of the university movement in 19th century America.
5. To identify the federal role in the development of 20th century higher education.
6. To contrast and compare the influences of England and German higher education on the U. S. system.

Textbooks

Brubacher, J.S., & Rudy, W. (1995). *Higher education in transition: A history of American colleges and universities*, 4th ed. New Brunswick, CT: Transaction Publishers.

Slaughter, S., & Leslie, L.L. (1997). *Academic capitalism: Politics, policies, and the entrepreneurial university*. Baltimore: Johns Hopkins University.

Book on area of higher education that interests you (chosen in consultation with the instructor; share information from your reading during class or online)

American Psychological Association. (2001). *Publication Manual*, 5th edition. Washington, DC: Author.

Course requirements

Readings: Readings are assigned for most class sessions. Students are expected to read all of their assigned readings in advance of class and be prepared to discuss their content and implications for higher education.

Class/online participation: Students are expected to come to class prepared to discuss the current readings and to contrast them with previous ones. Online participation through the My Blackboard discussion function is included in the participation grade. Class participation counts 35% of the total grade.

Assignments: There are two major work products for this class:

1. Higher Education Debate Club. Question: Which federal law has had the most impact on higher education? We will debate this question at the end of the semester. Each group will provide a 10-minute persuasive speech and a two-minute rebuttal for one of the following pieces of federal legislation: the Morrill Acts, the GI Bill, Title IX of the Higher Education Amendments of 1972 (see accompanying legal cases), Title IV of the Civil Rights Act of 1964 (non-discrimination/desegregation, see *Adams* litigation), Title IV of the Higher Education Act of 1965 as amended (federal financial aid), the National Defense Education Act. (30% of final grade)
2. A 10- page paper (excluding references) on a topic related to the history of higher education. Possible topics include comparative histories, integration, the development of an academic discipline, the history of one era of an institution, the history of one era of a state higher educational system, and the development of a particular type of institution. With permission, students may choose to write a paper related to their dissertation topic. The paper should be done in APA format (5th edition); take a critical view of your topic. (35% of total grade).

Written work: The skill of academic writing is an important one for graduate students. Students who would like additional help in developing their writing skills are encouraged to talk

with the instructor.

Class schedule

Class meeting	Topics	Readings
1	Introduction	
2	Colonial HIED	B&W, c. 1-3
3	Colonial HIED	B&W, c. 4-6
4	Philosophy of Education	B&W, c. 14
5	19 th Century HIED	B&W, c. 7-9
6	19 th Century HIED	B&W, c. 10-11
7	Higher Education artifact hunt	
8	HIED in the 20 th Century	B&W, c. 12-13
9	HIED in the 20 th Century	B& W, c. 15
10	HIED in the 20 th Century	B&W, c. 16-17
11	HIED in the 20 th Century	B&W, c.18
12	American, English & German HIED	B&W, c. 19
13	Capstone – HIED Jeopardy	B&W, c.20
14	Higher Education in the Entrepreneurial Age	Leslie & Slaughter
15	Debate – Question: Which federal law has had the most impact on higher education?	

Due dates: If you'd like to me to review a partial draft of your paper, submit it by Nov. 1. Paper is due Dec. 2.

Course Policies

Class attendance: Class attendance, particularly when we have group activities is important. If you must miss class for some reason, please get the notes from a peer.

Course evaluation: During the semester, I will ask you to complete various Classroom Assessment Techniques to give me feedback on the course. This information will be used to improve the course (formative evaluation). At the end of the course, both an Instructor-designed and University-designed evaluation will be given. With all assessment techniques, anonymity is assured.

Academic accommodations: The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For information, contact the Office of the Dean of Students (471.6259; TTY 471.4641).

Scholastic dishonesty: Students are expected to be beyond reproach in scholastic activities. Those who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. According to the Regents Rules, “Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempts to commit such acts.” (*Regents Rules and Regulations*, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22). Scholastic dishonesty harms the individual, the students in general, and the integrity of the University as a whole. It will not be tolerated in any course. For further information, please contact Student Judicial Services, <http://www.utexas.edu/depts/dos/sjs>.

Cell phones: If you must have your cell phone on during class, please set it to the “vibrate” mode.