

The University of Texas at Austin
Course Outline and Syllabus
Fall 2008

Course: History of Higher Education (EDA 391S)
Meeting times: Wednesdays, 4-7 pm, SZB 364
Instructor: Richard J. Reddick, Ed.D.
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NB: This syllabus is current as of **August 27, 2008 and is a working document. Please ensure you have the most recent version from the Blackboard site.**

History of Higher Education

Description

This course provides an overview of the developments that have shaped (primarily U.S.) higher education from antiquity to the present. The course aims to help students understand the origins of contemporary practices and issues in higher education.

Course Objectives and Themes

1. To understand the historical purposes of higher education.
2. To examine the origin of American higher education during the colonial period, including participation by women and people of color.
3. To present the postbellum evolution of colleges and universities in America.
4. To understand debates over curriculum and mission in American higher education.
5. To describe and analyze student culture and experiences.
6. To understand the role of the federal government in the development of American higher education.

This course is additionally organized in a discussion format, in which participation from all members of the classroom community is required.

Textbooks

There are two required textbooks for this course:

Bowen, M.E. (2001). *Student resistance: A history of the unruly subject*. London: Routledge.

Lucas, C.J. (2006). *American higher education: A history* (2nd ed). New York: Palgrave Macmillan.

It is further strongly suggested that all students purchase a copy of the American Psychological Association's Publication Manual (now in its 5th edition). This is an essential reference for graduate students in education. Students especially interested in historical analysis may want to investigate the Chicago Manual of Style (now in its 15th edition). There are numerous online sources for both APA and

Chicago style as well.

Additional readings, if any, will be listed in the readings for each week. There will also be recommended readings listed for students who wish to explore a topic further – these, of course, are not required.

Course Requirements

Attendance: Students are expected to attend all course meetings. In instances of illness or emergency students should contact Dr. Reddick via e-mail and arrange to borrow lecture notes or materials from a classmate.

Participation: Much of the course will be presented in a discussion format. Therefore, it is essential that students come to class prepared to discuss readings and their implications for higher education. Student participation will be assessed in three ways:

- Class attendance (10% of grade)
- Participation in Blackboard discussion threads. Students are required to submit a 175-word contribution to the discussion thread weekly in response to Dr. Reddick's guiding questions for the week (this is approximately half a page, double-spaced). These questions and the discussion are designed to invigorate class discussions and to identify topics of interest. Students should submit the discussion contribution no later than the Tuesday evening before the class meeting at midnight (15% of grade).
- Participation in classroom discussions. As aspiring and practicing professionals in higher education, students will need to establish a sense of comfort in participating and leading discussions. There will be several different ways to participate in the classroom setting, including: asking questions or provoking a topic of conversation; participating in small group conversations; and presenting research to class participants. The key to establishing proficiency in these areas is to practice. Dr. Reddick strongly encourages the use of study groups to assist in strengthening these skills (10% of grade).

Assignments: Along with the weekly submission to the Blackboard discussion thread, students will submit two memos and two major projects for EDA 391S:

Memos:

- **Writing Exercise:** Students will have an opportunity to share passions and areas of experience and expertise regarding topics covered in the course. In this short memo, you will be asked to review the syllabus and readings to identify topics of interest to you. You should cite at least three sources in this paper. **Due September 10.** (5% of grade)
- **Individual Project Proposal:** You will be required to propose a final paper topic. This assignment will be assessed on the appropriateness of the topic, writing style, and adherence to APA formatting. **Due October 29.** (5% of grade)

Projects:

- Group project: Students will work collaboratively on a presentation examining an aspect of higher education. These presentations will cover topics covered in the course from October 1 to November 19. These projects will be evaluated on the quality of the presentation to class participants. Additionally, students will submit a 250-word statement detailing the roles held in the group project and an assessment of the group working process. Students will form working groups and select topics early in the semester. **Due October 1 – November 19.** (25% of grade)
- Individual project: Students will submit a 2500-word paper on a topic related to the history of higher education. Suggested topics include a contemporary analysis of a significant primary document in the history of higher education, the development of a particular type of higher education institution, or the impact of policy and/or legislation on institutions and their constituents. It is advised that you select a topic that is a) of interest and use to you (i.e., a potential dissertation topic) and b) is bound so that you can successfully analyze and discuss it in 2500 words. Students will be required to submit a memo discussing their proposed topic for guidance and recommendations from Dr. Reddick (see memo description above). *It is strongly advised that you initiate the process of choosing a topic early in the semester, and that you communicate your proposed idea with classmates and the instructor.* **Due December 3.** (30% of grade)

Proficiency in writing is expected of all students. While Dr. Reddick and Jason Kovac are happy to work with students to improve writing, becoming an excellent writer is largely a self-motivating task. Students should seek out assistance from as many sources as possible.

Incomplete Policy:

I will not grant incompletes as a matter of course; they will be discussed only in extenuating circumstances. If you anticipate difficulty in completing the course requirements in time, you should reconsider taking this course.

Guidelines for Submitting Assignments

Please read this section carefully. Written work is due at the start of class on the due date and should adhere to the following format. (Please note that EndNote has APA 5th templates that you can use):

1. Printed single-sided on 8.5” x 11” white paper (printer or copier paper, 20 lb.), with 1” margins on the top, left, and bottom. The right margin should be 1.5” (to allow space for instructor comments). All assignments, with the exception of memos, should have a cover sheet with your name, the title of the assignment, and the date. The student’s name should appear in the upper-right hand corner of the first page of the paper (or on a coversheet if you prefer). All papers should have the date of submission and a title. Page numbers (if submitting more than one page) should appear in the upper-right hand corner, and multiple pages should be stapled in the upper-left hand corner. Absolutely no submissions will be accepted via fax or as attachments to e-mail. Students should keep an electronic backup copy of all submitted work, in PDF format, with accurate time/date information. A word of advice – do not wait until just before class to print your paper!
2. Laser- or inkjet-printed at a quality of 300 dpi or better for clarity. Font size should be 11 or 12 point, using either Times New Roman or Arial. (No use of Arial Narrow or novelty fonts.)

3. Proofread by at least one other person to check for spelling and grammatical errors. (Using Word's spellcheck and grammar check is not sufficient!) For this reason, it is a good idea to work with a study group or at least one peer to exchange drafts before they are submitted.
4. Correct citation, in APA style. All papers should have a references section citing all works used, and cites should appear in text. Poor or spotty citations can often lead to charges of plagiarism. Be certain that you cite, even in drafts. If you have any questions about the use of APA style consult the APA Publication Manual, 5th edition, or ask Dr. Reddick before you submit a paper.
5. Late papers will receive a point deduction each day overdue. It is acceptable to ask a classmate to submit a paper on your behalf if you are running late; however, do this at your own risk.

University Policies

Students with Disabilities: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471.4641 TTY. For additional information, please refer to the Services for Students with Disabilities Web site at:

<http://deanofstudents.utexas.edu/ssd/>

Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University. Policies on scholastic dishonesty will be strictly enforced. When in doubt, always err on the side of caution – consult the instructor if you have a question about an issue. For further information, please visit the Student Judicial Services Web site at:

<http://deanofstudents.utexas.edu/sjs/>

Sexual Discrimination and Sexual Harassment: Students who believe they have experienced sexual harassment in the academic environment should consult the following Web site:

<http://www.utexas.edu/policies/hopppm/04.B.02html>

Interested students are also encouraged to call the Office of the Dean of Students at 471-5017 and ask to speak to the Associate Dean of Students.

University Electronic Mail Student Notification Policy: Official communication with students in this class will be conducted through e-mail. Course announcements and updates will be posted on the Blackboard site. Students are expected to check e-mail on a frequent and regular basis in order to stay current on class activities and assignments. Unless otherwise notified, the instructor will use the e-mail provided to the University as the official address. For more information read:

<http://www.utexas.edu/its/policies/emailnotify.html>

Course Evaluation: You will be asked to provide the professor with informal feedback regarding aspects of the course that should be changed for future semesters. At the conclusion of the class, you will have the opportunity to evaluate the course and the instructor using the Standard University Course and Instructor Survey.

EDA 391S Course Outline

This syllabus is adapted from the work of Dr. Pat Somers of The University of Texas at Austin and Dr. Julie Reuben of Harvard University.

Class	Date	Topic	Assigned Readings
1	August 27	Introduction	
2	September 3	Historical Antecedents of American Higher Education	Lucas Chapter 1, “Higher Education in Antiquity” Skim Chapter 2, “From Cathedral Church Schools to Universities”
3	September 10	Colonial and Antebellum Higher Education	Lucas Chapter 4, “The American Colonial and Antebellum College” Morrison, “College Amusements...” Topics of Interest/Experience/Expertise Memo Due
4	September 17	Origins of Student Activism	Boren Chapter 1, “Riotus Interruptus...” Boren Chapter 2, “The Student Body Inflamed” Boren Chapter 3, “The Modernization of Student Power...” Chase, “Harvard Student Disorders...”
5	September 24	The Postbellum Landscape of US Higher Education	Lucas Chapter 5, “The Evolving American University” Excerpts from the Diary of William S. Mullins, 1840 (http://docsouth.unc.edu/true/mss04-02/mss04-02.html)
6	October 1	Late 19 th Century Developments in US Higher Education	Film: <i>R*****</i> (1929) Tarbell, “The College Graduate in Her Community” Presentation Opportunity #1
7	October 8	The Early 20 th Century in US Higher Education	Lucas Chapter 6, “American Academe in the Early Twentieth Century” Film: <i>The Group</i> (1966) Presentation Opportunity #2
8	October 15	The Early 20 th Century in US Higher Education, Part 2	Stowe, “What You Need Nowadays...” Presentation Opportunity #3

9	October 22	Higher Education in the 20 th Century	Boren Chapter 4, “Success, Sabers, and Sacrifice...” Boren Chapter 5, “Reform and Terrorism...” Boren Chapter 6, “Student Militancy...” Presentation Opportunity #4
10	October 29	Comparing US, British, and German Higher Education	Rider, “The admission of overseas students to the Inner Temple...” Presentation Opportunity #5 Individual Project Proposal Due
11	November 5	ASHE Conference – No Class	Film: <i>Animal House</i> (1978)
12	November 12	Student Activism in the 1960s	Boren Chapter 7, “Student Resistance in the 1960s” Boren Chapter 8, “1968 and 1969...” Boren Chapter 9, “1968 and 1969...” (not a typo) Boren Chapter 10, “The 1970s...” Film: <i>Slacker</i> (excerpts) (1991) Film: <i>Berkeley in the Sixties</i> (1990) Presentation Opportunity #6
13	November 19	Student Activism in the Present Era	Boren Chapter 11, “Revolution in a Postmodern World...” Boren Chapter 12, “Unrest...” www.elisawrites.com Blog archive (Oct. 25 and Nov. 5, 2006) Film: <i>Higher Learning</i> (1995) Presentation Opportunity #7
14	November 26	Thanksgiving Holiday	
15	December 3	The Future of Higher Education?	TBA