From Harvard College to the University of Phoenix: Historical and Philosophical Foundations of American Higher Education

Course: MS HE 467, Spring 2014
Location: Annenberg G02
Time: Tuesday, 6:00 – 8:30 p.m.

Instructor: Eugene Y. Lowe, Jr.
Office: Crown 2-120 (633 Clark Street, just west of Chicago Ave.)
Office Hours: By appointment
Telephone: (847) 491-5255
E-mail: eyljr@northwestern.edu

Instructor: Susanna Calkins
Office: Searle Center for Advancing Learning and Teaching (627 Dartmouth)
Office Hours: By appointment
Telephone: (847) 467-2271
E-mail: s-calkins@northwestern.edu

Course Description
This course will survey and assess the evolution of American Higher Education from the founding of Harvard College (1636), the first institution of higher learning established in the United States, to present patterns of virtual and digitally-based learning, exemplified by recently established institutional innovators like the University of Phoenix and DeVry University.

Historical, institutional and political contexts for this evolution include consideration of the role of religion, government, and the private sector in shaping the demand and distribution of higher education opportunities. Topics to be considered include the development of the liberal arts college, the land grant institution, the research university, the manifold forms of independent and proprietary higher education, and the tension between democratic and elitist values. The course will also consider the ways in which race, gender, and social class shape patterns of institutional and public policy development in higher education.

By the end of the course, students will be able to analyze primary and secondary historical sources, evaluate historical questions from multiple perspectives, write well-reasoned and evidence-based essays, and communicate their ideas effectively in groups and class discussions. This course aims to provide a foundation to locate questions about institutional policy, practice and discourse in the historical, political and economic contexts that have shaped the development of higher education in the United States.
Required Books – Available for purchase at the Norris Center Bookstore:


Required Work

- Attend all classes, complete assigned readings, and actively participate in class discussions (25%)
- Short paper (5 pages) (10%)
- Group class presentation (based on assigned primary document readings) (15%)
- Individual case study paper (10 pages) (25%)

Primary Source Supplement – Available on-line

The readings will either be posted directly on Canvas or at the Ashe Reader’s website:
http://www.pearsoncustom.com/MI/msu_ashe

Grades

Grades for the course will be determined by an A-F scale. Additional assessment criteria will be included on assignment handouts.

Academic Integrity

Students in this course are expected to comply with the policies found in the booklet, “Academic Integrity at Northwestern University: A Basic Guide.” All papers submitted for credit in this course must be sent electronically as email attachments as well as delivered in printed form. Your written work may be scanned for plagiarized content. For details regarding academic integrity at Northwestern, visit: http://www.northwestern.edu/uacc/. If you need a copy of the brochure visit the SESP Student Affairs Office.

Accommodations for Students with Disabilities

In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Northwestern University is committed to providing equal access to all programming. Students with disabilities seeking accommodations are encouraged to contact the office of Services for Students with Disabilities (SSD) at 467-5530 or ssd@northwestern.edu. SSD is located in the basement of Scott Hall. SSD also has an excellent website which is viewable at http://www.stuaff.northwestern.edu/ssd/.
**Laptop and Mobile Device Policy**
Wireless enabled devices, such as laptops, may only be used in class for purposes specifically related to the course. They should NOT be used to text, check email/facebook/twitter etc, or in any other way that will distract you—or your peers—from learning during class. Inappropriate use of wireless devices will affect your participation grade.

**Course Outline**

**Part 1: Introduction to the History and Philosophy of American Higher Education**

**Session I – April 1**
- *Background and Course Overview: Evolving Institutions, Multiple Missions, Buttressing and Challenging Culture and Society*
- “Saints & Scholars” *(The formation of the university)*

**Readings (for weeks 1 & 2):**
- Shapiro, “Prologue” pp. ix-xvi; “The University and Society,” (1-39) *(Canvas)*

**Primary Documents:**
- Harvard College, “1650 Charter” (1650); Harvard College, “1655 Statutes,” (1655) *(Canvas)*

**Discussion:**
- The college as a “community of discipline.”

**Part II: Formation and extension**

**Session II – April 8**
- *The Development of the College Model from the Revolution to the Civil War; The Second Great Awakening and the Frontier; The Mediating Role of Moral Philosophy: the substance of knowledge and the purpose of learning, The linkage of religion, learning and cultural adaptation.*

**Readings:**
Primary Documents:
- “Dartmouth College Decision” (1819) (Canvas)
- *Part III: Higher Education during the Antebellum Period:* “Yale Report (excerpts)” (1828); Wayland, “Report to the Corporation of Brown University” (1850) (http://www.pearsoncustom.com/mi/msu_ashe);

Discussion:
- Missions, Stakeholders and the Antebellum College
- The “curriculum” and the “extra-curriculum”

Session III – April 15
- *The College Extended into and Subsumed within the University: the Land Grant and the transfer of the German Model of the University.*

Readings:

Primary Documents:
- Charles William Eliot Expounds the Elective System as “Liberty in Education,” (1885); James McCosh Attacks the New Departure and President Eliot (1885) (Canvas)
- *Part IV: The Proliferation of Postsecondary Institutions of Postsecondary Institutions* “Morrill Land Grant Acts (1862 & 1890)”; “Land Grant Institutions” (http://www.pearsoncustom.com/mi/msu_ashe)

Discussion
- The University as Agent of Public Service
- The Development of the Elective System

*Short paper due*

Session IV – April 22
- *Patterns of Inclusion and Exclusion: the role of mass and elite higher education*

Readings:

Discussion of Primary Documents (Case study 1)
“Booker T. Washington, “Industrial Education for the Negro” (1903); Atlanta Exposition Address” (1895) (Canvas).

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Session V – April 29

- The Development of Academic Freedom
- The Development of Professional Education

Readings:

Discussion of Primary Documents:

Case study 2

Case study 3
- Medical Education in the United States and Canada Bulletin Number Four (The Flexner Report, 1910) (http://www.pearsoncustom.com/mi/msu_ashe)
- Carnegie Foundation for the Advancement of Teaching (http://www.carnegiefoundation.org/) [for current information on the study of professional education] (Canvas)

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Session VI – May 6

- Reshaping American Higher Education: Academic Divisions
- Post World War II Higher Education: Defending and Advancing Freedom: The Federal Government as Patron of Access and Sponsor of Science

Readings:

Discussion of Primary Documents:
Case study 4:

- “G.I. Bill of Rights” (1944)
- National Defense Education Act (1958) (Canvas)

Case study 5

- “Higher Education Acts” (1965 through 2008) (Canvas)

Session VII – May 13

- *Higher Education in the 1960s: Conflicts, Engagement, and Governance: Higher Education, the Pursuits of Opportunity and Excellence*

Readings:

- Kerr, *The Uses of the University*, 1-113

Discussion of Primary Documents:

Case Study Six:

- *Part VI: Higher Education after World War II*: “Port Huron Statement” (1964); “Berkeley Free Speech Controversy” (1964); (http://www.pearsoncustom.com/mi/msu_ashe)

Session VIII- May 20

- *Disciplines and Specializations in American Higher Education*
- *Academic Revolutions: Contested values*

Discussion of Primary Documents:

- The university as a community of competing interests
- Tensions between the pursuit of equity and the pursuit of excellence

- Sheftal, “Women’s Studies- Retrospective;” Huggins, Afro-American Studies (1985) (Canvas)

**Case Study Seven:**


● Center for Studies in Higher Education University of California, Berkeley. “General Education in the 21st century.” (Canvas)

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**Session IX – May 27**

● The professional practice(s) of university administration

● Leadership as mediation, communication, and development

**Readings:**


**Discussion:**

● FERPA: “the Buckley Amendment”

● The Overlap Case: Education and Anti-Trust policy

● The Courts as Referees

● Rankings, Alcohol Policy, Financial Aid

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**Session X: June 3**

● *The uses of the university in the 21st century*

● *Shifting compact between higher education and society;*

● *Innovating educational enterprises; the universities of Phoenix, DeVry…?*

● *Higher education as vocation, service, and/or product: managing ambiguity?*

● *Higher education as “social networking”*

**Review Paper Due**

**Readings:**


Discussion:
Additional Resources