

EDUC. 661-001
History of Postsecondary Education in the United States

Instructor:

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Catalog Description:

There are several lenses through which the history of education may be studied. This course will examine the history of American higher education as a story of growth and change accompanied by a persistent struggle for definition and identity. Over 350 years of higher education in the U.S., the system has evolved from a limited institution - one designed to train a small percentage of elite white men for the clergy and high political positions - to an enterprise which involves well over half the adult population of the country and countless citizens from other nations. This change happened gradually, often attended with fierce debate and controversy. In essence, the course will study the struggle of persons, institutional types, or ideas on the "margins" of the society to become part of the central fabric of higher education against the continuing dominance of elites. The class will explore these efforts by reading both primary documents as well as the work of historians and other scholars.

More specifically, this class will analyze the shifting nature of the answers to five fundamental questions, which seek to define the goals, philosophy, and means of higher education. These questions are: who should be taught; what should be taught; how should institutions be governed; who should be served; and what is the role of higher education in the larger society? We will also examine the development of the major institutional types within higher education.

This is a broad survey course, which will acquaint you with the significant events and themes of both "mainstream" higher education and those issues of importance to people and institutions historically considered on the "fringe". The aim of the course is to provide those of you who plan careers as policy makers and senior administrators in higher education with a basic foundation in order to understand the origin and evolution of critical policy issues in higher education that continue to be of importance today.

This course provides an introductory overview of the history of higher education in the United States. It aims to help you think about the historical and social forces that have affected and may continue to affect the development of American postsecondary education. We will be examining American higher education from the colonial period to the present, focusing on (1) major events that contributed to the growth and development of the "system of high education in the U.S. and (2) how different Americans defined and redefined the purposes of higher and postsecondary education over time.

Our work together should be challenging, requiring disciplined reading, writing, and conversations. Over the term, you will analyze, evaluate, and synthesize arguments, evidence, and theories to support, extend, or challenge your understanding of historical and contemporary issues. Doing this work will require you to employ *intellectual etiquette* and *craftsmanship*.

What is *intellectual etiquette*? Philosopher Mortimer Adler argues that *before* we accept, reject, or evaluate a line of thinking, we should first work to understand the claims, weigh the evidence, evaluate the arguments, and assess the implications. We can then determine the degree to which an argument or

explanation is logical, complete, accurate, or informed - or their opposites.

And what do I mean by *intellectual craftsmanship*? Craftsmanship involves the skills required to produce something of quality. Sociologist C. Wright Mills argued that thinking involves "hidden" skills that became visible through "conversation in which experienced thinkers exchange information about their actual ways of working." Therefore, to enhance our craft, we will, on occasion, discuss our intellectual practices, such as,

- Systematically skimming books and articles.
- Reading analytically and "synoptically."
- Making and using reading notes.
- Selecting and analyzing a range of different sources
- Writing informally to figure out what we understand.
- Writing formally to convey our understanding to others.
- Providing effective feedback to peers.
- Using feedback and criticism.
- Evaluating arguments.
- Building and communicating an argument in writing and orally.

In short, not only will we try to build and deepen our understanding of the issues in the course, but we will also work to enhance the tools we use to produce such understanding.

Course Goals

I. Develop multiple frameworks to analyze and think about the development of higher education in the United States.

- Recognizing and analyzing many ways historians and others explain the development and central issues in the history of postsecondary education.
- Evaluate large, overarching stories of high education's history as they apply to different people served by postsecondary education in the United States.
- Articulate major developments in higher education in the U.S. and analyze the implications of these.
- Situate the development of higher education within larger stories of American and international history.

II. Research and prepare a history of a policy or issue in higher education

- Frame an inquiry problem and questions
- Identify and evaluate relevant primary and secondary sources
- Craft a written argument
- Present your argument and findings to peers

Required Books and Reading Materials

1. Harris, Adam. *The State Must Provide: Why America's Colleges Have Always Been Unequal- And How to Set Them Right*. New York: Harper Collins, 2021.
2. Labaree, David. *A Perfect Mess: The Unlikely Ascendancy of American Higher Education*. University of Chicago Press, 2017.
3. Thelin, John R. *A History of American Higher Education*. Baltimore: Johns Hopkins University Press, 2011 or 2019 (Kindle; Paperback; Hardcover)

All are available in multiple formats, including hardcover, electronic, and paperback. In addition to these books, several other required and suggested readings are available on Canvas for you.

Class Format, Readings, and Participation

This course combines discussions and lectures with extensive reading and regular writing. We will use the three hours of class time for whole-group lectures, large-group discussions, or small-group peer-led discussions. Conscientious completion of course readings, assigned informal essays, and active participation are critical to our work together.

Course Assignments

Participation / Class free writes/ Weekly reading memos (35%): A central feature of our work will be "thinking on paper" through various informal writing tasks. I refer to these as "informal" essays to indicate that they are a way to capture your "in process" thinking on paper. These are notes to yourself, though at times, you will share these with others. Completing these conscientiously and on time is critical to earning full credit for each writing task.

There are three forms such writing takes in this course.

- **Free-writes:** Typically, these are short – 2 minutes to 10 minutes – reactions to a prompt, often done in class. The purpose is to make visible your thinking to yourself. You will submit these in Canvas to keep a record of your thinking.
- **Analytical reading memo:** Assigned in advance, we use these essays to help you analyze the materials we read together in class. The memo asks you to identify the texts' major thesis or problem, ideas, or argument and then explain how (if) the reading supported, extended, or contested your thinking, including new questions it raised. You will write these before class and post them to Canvas. I will ask you to bring two copies to class.
- **Reviews of your previous free writes or memos:** We will sometimes look across previous free writes or memos to consider what has changed about our thinking.

1. Policy Report or Research Paper and Presentation (40%): This assignment asks you to select an issue or question that interests you and develop a policy report or historical analysis of the issue or problem. In contrast to informal writing, you seek to convey your understanding to others formally. In addition to crafting a paper, you will also make a brief presentation in the form of a TED or conference talk to your classmates. We will work throughout the term on this assignment. Please be prepared to have a draft ready by March 20 before presentations on April 3rd and 10th. **Final papers are due on either on April 7 or April 14. See Appendix A for assignment details.**

2. Final Course Essay (25%). As a final assessment, please write an essay responding to a particular topic or prompt (See Appendix B). Your response should be 8-15 pages (double-spaced, 12 pt. font, one-inch margins with about 250 words per page) and draw upon course activities and readings to build your answer. I will evaluate these essays on 1) inclusion of relevant subject matter; 2) ability to synthesize and organize the material in a coherent presentation; 3) use of course readings to support your conclusions; and 4) clarity of presentation. **The essay is due no later than April 25. See Appendix B for the full assignment**

GRADING SCALE:

100 A+	89 B+	79 C+	69 D+	and
97 A	87 B	77 C	67 D	low E
92 A-	82 B-	72 C-	62 D-	

Since I want you to "master" this content, every paper -- *except late papers* – can be resubmitted for full credit.

Schedule: Major Assignments and Readings (Tentative)

Class 1: 01.10.2024 Introduction
Class 2: January 17, 2024: Seeing the history of higher education "whole" Required Reading: (On Canvas) <ul style="list-style-type: none">Perkin, Harold. "History of Universities." In <i>International Handbook of Higher Education</i>, edited by James J. F. Forest and Philip G. Altbach, 159–205. Dordrecht: Springer Netherlands, 2007. (55 pages)Geiger, Roger L. "The Ten Generations of American Higher Education." In <i>American Higher Education in the 21st Century</i>, edited by Michael N. Bastedo, Philip G. Altbach, and Patricia J. Gumpert, 3–34. Baltimore: John Hopkins Press, 2007. (31 pages) Writing Due: Informal Reading memo
Class 3: January 24, 2024: Early Growth of American System of Higher Education, 16th through 18th Centuries Required Reading: <ul style="list-style-type: none">Read, Thelin, Chapters, Preface, Introduction, Chapters 1-4 (154) Writing Due: <ul style="list-style-type: none">Informal Reading memoProblem statement for final paper
Class 4: January 31, 2024: Looking at the American System of Higher Education through a Different Lens Required Reading: <ul style="list-style-type: none">Read Labaree, Chapters 1-3, (pg. 1-70) Writing Due: <ul style="list-style-type: none">Informal Reading memo
Class 5: February 5, 2024 History of Professional Education Required Reading: <ul style="list-style-type: none">Fraser, (2007) "Heyday of the Normal School"Fraser, (2007) "Universities Create Schools of Education"Labaree, (2015) "Mutual Subversion: The liberal and the professional."Mucher, (2003). Selections from <i>Subject matter and method in the preparation of high school teachers: Pedagogy and teacher education at the University of Michigan, 1871--1921.</i> Writing Due: <ul style="list-style-type: none">Informal Reading memo
Class 6: February 14: Educating & Not Educating the Other: Blacks, Women, and Jews Required Reading: <ul style="list-style-type: none">Wechsler, Harold S. (1997). An academic Gresham's law: Group repulsion as a theme in American higher education.Anderson, James D. (1997). Training the apostles of liberal culture: Black higher education, 1900-1935.Gordon, Lynn D. (1997). From seminary to University: An overview of women's higher education, 1870-1920. Writing Due: Informal Reading memo

<p>Class 7: February 21, 2024: Post-World War Expansion and Evolution</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Thelin (2019), Chapters 7 and 8 (260-317) • Labaree (2015), Chapters 5 through 7 (pg. 95-158) <p>Writing Due:</p> <ul style="list-style-type: none"> • Informal Reading memo
<p>February 28 – Winter Break – No Class</p>
<p>Class 8: March 6, 2024: Enduring inequality in American higher education</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Harris, (2021), <i>The State Must Provide</i> <p>Writing Due:</p> <ul style="list-style-type: none"> • Informal Reading memo
<p>Class 9: March 13, 2024: Continuity and Change in 21st Century</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Thelin, (2019), Chapters 8, 9 and 10 <p>Writing Due:</p> <ul style="list-style-type: none"> • Informal Reading memo
<p>Class 10: March 20, 2024: Drafts of project due</p> <ul style="list-style-type: none"> • No reading or writing is due • Bring two copies of the draft of your project
<p>Class 11: March 27, 2024: Special topics: TBA</p>
<p>Class 12: April 3, 2024 Class Presentations: Group 1</p> <p style="background-color: yellow;">Group 1: Research or policy papers due no later than April 7, 2024</p>
<p>Class 13: April 10, 2024: Class Presentations: Group 2</p> <p style="background-color: yellow;">Group 2: Research or policy papers due no later than April 14, 2024</p>
<p>Class 14: April 17, 2024: So what? Summing up</p> <ul style="list-style-type: none"> • Review informal writing
<p>The essay is due no later than April 25</p>

A PERSONAL COMMENT: If you are having difficulties of *any sort* in the course – with presentations, discussions, reading, writing, classmates, or the instructor – I encourage you to meet with me to discuss your concerns. My fundamental goal is to make this a challenging, productive, successful, and enjoyable learning experience for you. I will need your input and perspective to achieve this!

Appendix A
Research Paper and Presentation: (40%)

Paper drafts: Due March 20, 2024

Group 1: Presents on April 3; Paper due no later than April 7

Group 2: Presents on April 10; Paper due no later than April 14

Objectives: Research and prepare a history of a policy or issue in higher education

- Frame an inquiry problem and questions.
- Identify and evaluate relevant primary and secondary sources.
- Craft a written argument to "answer" your inquiry problem and questions.
- Present your argument and findings to peers.

Introduction: This assignment asks you to take up an issue or question that interests you and develop either (a) a policy report or (b) a historical analysis of an issue or problem. In contrast to informal writing, you seek to convey your research or conclusions more formally to others. In addition to crafting a 15-page paper, the assignment asks you to make a brief presentation (15 minutes) in the form of a TED or conference talk to your classmates. This assignment has two options: a Policy Report or a Historical Research Monograph.

A. Policy Report: If you choose to write a policy report, please select any unsettled issue related to policy or practice in contemporary higher education that interests you. This issue can relate to American higher education, a sector of higher education, or a particular institution. You may know of a problem you want to research from your professional activities or student experiences. If you do not have a policy or practice problem in mind, you can look at sources such as the *Chronicle of Higher Education* or *Inside Higher Education* for ideas. One of the challenges you will face is defining the problem so that you can address it in a 15-page paper. You will likely need to do some reading to help narrow the problem's scope and refine your ideas.

In preparing your policy report, you must include (1) a historical analysis of the problem and (2) make recommendations based on that analysis. Your analysis should explain the problem's origins, development, and relation to the larger context. Through this analysis, you could address questions such as: Why did this issue become a problem? What are the key issues of dispute? What is at stake in this problem? Who are the main participants in the debate over this issue, and what positions do they take? What are the key constraints in settling this issue?

To write this section, you must do historical research, which should include some primary and secondary sources. Before selecting a policy problem, ensure you can access the sources you need to write its history. For example, do not select a problem at a far-way university if you need institutional records to document the history of the problem.

Based on your historical analysis, you will make recommendations for future steps. Prepare your report for whoever has the authority to complete these steps. For example, if the problem you select is related to an institution, you could address the report to the president of that institution or its trustee. Or, if your problem is related to national policy, you could direct it to the Secretary of Education, members of Congress, or a professional association like the American Council of Education. The recommendations

should reflect what you learned about the history of the problem. For example, if you are making recommendations for increasing the diversity of faculty at a given institution and you knew about efforts to do this in the past that did not work, you would want to find out why they did not work and make sure that your recommendations for future action would not face the same obstacles.

Most policy reports will consist of three parts. First, you will explain the current policy problem. Second, you will elucidate that problem by describing its history. Third, you will make recommendations for future action.

I will evaluate the policy paper on 1) the extent of your research, 2) the cogency of your historical narrative explaining the origins and development of the problem, 3) the integration of your historical narrative with your recommendations, and 4) the clarity of your writing.

B. Historical Research Paper: Rather than a policy report, you could choose to examine any topic in the history of American higher education of particular interest to you. You might choose an institution that interests you and write about a pivotal moment in its development. You could also look for an event in the past that illuminates a dynamic or relationship you would like to understand better. You could select a topic of professional interest, such as a field in which you plan to work, and write a paper about changing ideas about best practices over the past decade or the evolution of programs at a particular institution. You might also choose your topic based on an interesting set of primary sources available at a local archive or online.

The main constraint on your topic is that you can access relevant primary and secondary sources. Primary source research can be exciting and rewarding but also unpredictable. You need to identify and begin reading your sources early in the semester to ensure you have a viable research paper. Many of you will revise your topic in response to the primary sources you can find. The other constraint on your topic is that the scope needs to be appropriate for a 15-page, double-spaced paper.

To facilitate your research, consider limiting your focus to a single school, person, organization, archival collection, or type of primary source. A carefully defined focus will also help you develop a strong thesis. Read your primary sources critically and align your thesis with your sources (for example, if most of your sources are from a university president, consider arguing about their perspective rather than the institution's development). Please support major point(s) by both primary and secondary sources. You may structure your paper chronologically or thematically as best fits your research.

Consult secondary sources to put your topic in a broader context (by providing information about other institutions or concurrent historical developments). Secondary sources will also help your paper relate to larger issues in the history of higher education.

I will evaluate the historical paper on 1) the extent of your primary and secondary source research, 2) the cogency of your thesis, 3) your use of primary source evidence to develop a narrative and support your thesis, and 4) the clarity of your writing.

Appendix B: Final Essay (25% of final grade)

Due: No later than April 25, 2024

Course Objective: Develop multiple frameworks to analyze and think about the development of higher education in the United States.

- Recognize and analyze ways historians and others explain the development and central issues in the history of postsecondary education.
- Evaluate large, overarching stories of higher education's history as they apply to different people served or not served by postsecondary education in the United States.
- Articulate major developments in higher education in the U.S. and analyze the implications of these.
- Situate the development of higher education within larger stories of American and international history.

Assignment: As a final assessment, please select from the options below to construct a thoughtful reflection on a particular topic or prompt. Your response should be 8-15 pages (double-spaced, 12 pt. font), and draw upon course activities and readings to build your answer. I will evaluate these essays on 1) inclusion of relevant subject matter; 2) ability to synthesize and organize the material in a coherent presentation; 3) use of course readings to support your conclusions; and 4) clarity of presentation. **The essay is due no later than April 25, 2024.**

Option 1: Select an issue or theme in the history of higher education, such as the purposes of higher education, the development of multiple types of institutions, the curriculum, or access to higher education. Write an essay explaining how or if that aspect of higher education has changed over time, supporting your claims with evidence,

Option 2: Develop a detailed response to one of the following scenarios about the history of higher education, including the topic for each session, objectives, details of your presentation, and sources.

- Presentation for General Public:** Your local library asks you to present the History of Higher Education in the United States for a general audience. You will have four brief 90-minute sessions for this task over a month.
- Presentation for Incoming Freshman:** The University of Michigan asks you to present the History of Higher Education in the United States for an incoming class of undergraduates as part of their orientation. You will have four brief 90-minute sessions for this task during their orientation week.
- Presentation for Policy Makers/ Politicians:** A think tank or foundation, such as Brookings or Carnegie, asks you to present the History of Higher Education in the United States for state or federal politicians or policymakers. You will have four 90-minute lunchtime presentations over a month.
- Presentation for Future Researchers:** At a job interview for a faculty research position, the Dean explains that her University's doctoral course, "Introduction to Research in Higher Education," opens with four 90-minute sessions on the History of Higher Education before launching into research methods. She asks you to explain how you would use these sessions for future higher education research scholars.

Appendix C: Other Course Policies

Assignment Submissions & Returns: Students should submit all assignments via CANVAS unless otherwise noted. I will use CANVAS to return the assignments. Do NOT submit assignments via Email or other software apps.

Professionalism & Classroom Citizenship: Attendance and participation are expectations in this class as a form of professionalism. I expect you to attend every class, arrive on time for a prompt start, and stay until the end. University policy indicates three acceptable reasons for missing class: illness, family or personal emergency, or religious holiday. If you cannot attend a class session, please notify me in advance.

Absences for Religious Observances: Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the coursework required during the period of absence. Students who expect to miss classes, examinations, or other assignments because of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. Students must provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Per this university policy, please let me know at the beginning of the semester about absences because of religious observance.

Assignment Completion & Make-Up Work for Missed Classes: You should turn in any written assignment on the due date. If, however, you miss a class, please get in touch with me to ensure you have all the handouts, slides, or activities we did in the class you missed. While it is impossible to recreate a missed class, please arrange with me to "catch up" on the work you missed.

Late assignment submissions: I expect all assignments to be completed by the deadline. *Missed or late assignments will hurt your grade.* In general, I do not accept late papers, though if you anticipate a need to extend a deadline, please get in touch with me in advance.

Participation: Active participation includes preparing for classroom discussions and activities by completing all readings and assignments and contributing to whole and small group discussions. I expect you to come to class on time and prepared.

Personal Technology Use: Appropriate use of electronic devices is a part of your responsibility in our class. Non-instructional texting, phone calls, social networking, shopping, and other non-instructional use of devices during class is unacceptable. Please let me know if an emergency affects your need to use a phone during class.

Gender Pronouns: All people have the right to be addressed and referred to as they wish. In this class, we will share the name we prefer to be called and, if we choose, share the pronouns with which we want to be addressed. You could indicate your pronouns via Wolverine Access using the *Gender Identity* tab under *Student Business*.

Rackham Academic and Professional Integrity Policy: The University is an academic community. As members of this community and future leaders in research and the professions, all Rackham students are expected to take personal responsibility for understanding and observing the following standards of academic and professional behavior that safeguard the integrity of the University's academic mission. Misconduct in the pursuit of scholarship and research includes at least the following major offenses:

- Cheating
- Plagiarism and other misappropriation of the work of another
- Falsification of Data
- Improperly obtaining or representing laboratory or field data
- Obstruction of the academic activities of another
- Aiding or abetting academic misconduct

See the following [website](#) for a more extensive list of violations, explanations of each, and how misconduct allegations will be handled if they occur.

Accommodations for Students with Disabilities: If you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and how the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734.763.3000; ssd.umich.edu) typically recommends accommodation through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

SUPPORT SERVICES

Office of Services for Students with Disabilities <http://ssd.umich.edu/>: Offers selected student services which other University offices or outside organizations do not provide. Services are free of charge. Assists students in negotiating disability-related barriers to the pursuit of their education. Strives to improve access to University programs, activities, and facilities for students with disabilities. **Location:** G-664 Haven Hall 505 South State Street | **Hours:** 8:00AM-5:00PM Mon-Fri | **Phone:** (734) 763-3000 | **E-mail:** ssdoffice@umich.edu

Mental health support resources: University of Michigan is committed to advancing its students' mental health and wellbeing. If you or someone you know is feeling overwhelmed, depressed, or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in North and Central Campus schools. You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a listing of other mental health resources available on and off campus, visit <http://umich.edu/~mhealth/>.

Counseling and Psychological Services <http://www.umich.edu/~caps/>

Offers a variety of support services aimed at helping students resolve personal difficulties and strengthen the skills, attitudes, and knowledge that will enable them to take full advantage of their experiences at the University of Michigan. **Location:** Third floor of the Michigan Union (Room 3100) | **Hours:** 8:00 am-7:00 pm Monday-Thursday and 8:00 am-5:00 pm Friday | **Phone:** (734) 764-8312

ITCS Computing Assistance Hotline <http://its.umich.edu/help/> Provides support for various computer resources and services at the University of Michigan. **Monday–Friday:** 7:00 am–6:00 pm | **Sunday:** 1:00 pm–5:00 pm (Email only) | (734) 764-HELP

Sweetland Writing Center <http://www.lsa.umich.edu/sweetland/> The Sweetland Writing Center offers a variety of writing courses and support for graduate students. Sweetland Writing Workshop faculty offer skillful, supportive advice to graduate students as they draft their course papers, projects, and theses. We act as an interested outside audience, direct students to resources, and give specific suggestions about the organization, disciplinary modes, evidence, clarity, grammar, and style. Graduate students may schedule one 60-minute appointment per week, with a limit of seven (7) visits during fall and winter terms, including walk-ins. During spring and summer half-terms, the visit limit is four (4), including walk-ins. | **Location:** 1310 North Quad | **Hours:** For hours each semester, click on *Schedule a Writing Workshop Appointment* | **Phone:** (734) 764-0429 | **Email:** sweetlandinfo@umich.edu

