

**EDH 6065**  
**HISTORY OF AMERICAN HIGHER EDUCATION**

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Class Meeting Time	Monday (5:10p – 8:10p)
Class Location	NRN 239
Office Hours	By appointment

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**COURSE DESCRIPTION AND OBJECTIVES**

In this course we will survey the history of higher education in America, from the founding of the first colonial colleges to the present. Our goal will not be to memorize a list of dates and key events to be trotted out at the proverbial cocktail party. Instead we will trace the history of *ideas* surrounding college—what it is, how it's organized, how we pay for it, how we decide who gets to go, etc.—from the past to current policies, practices, and beliefs. At the end of the semester, students should not only have a deeper understanding of the historical roots of current issues in higher education, but also the tools to more deeply explore the history behind their own research interests.

**TEXTS**

**Required**

The following books are required for the course. You may purchase them through the bookstore or online.

Thelin, J. R. (2019). *A history of American higher education* (3rd). Baltimore, MD: Johns Hopkins University Press.

Thelin, J. R. (2014). *Essential documents in the history of American higher education*. Baltimore, MD: Johns Hopkins University Press.

Throughout the semester, we will also read a number of articles and other primary texts. You should be able to access them freely on your own, but let me know if you have trouble.

**Recommended**

The following book is recommended for the course:

Bastedo, M. N., Altbach, P. G., & Gumport, P. J. (Eds.). (2016). *American higher education in the 21st century* (4th). Johns Hopkins University Press.

You will have access to all readings from this book, so you do not need to buy it. That said, the entire book is very useful and you may find it a worthwhile purchase.

## Supplemental

Each class session will include both required and supplemental readings. Supplemental readings will offer more information about the issues we cover, but—as the name indicates—are not required. Discussion leaders and students interested in a specific topic for their own research may wish to reference them.

## ASSIGNMENTS

**Class participation (10%):** Because our class sessions will be discussion-based, it is imperative that everyone participates. This includes coming to class having completed the readings and contributing fully to discussions. Needless to say, you cannot participate if you are not present, so attendance at all class meetings is mandatory (unless otherwise cleared with me beforehand).

**Discussion leader (10%):** Everyone will be asked to lead two class sessions. The role of the discussion leader is not to teach the material, but rather to guide our conversation. Discussion leaders may wish to read supplemental material, but they cannot expect that others in the course will have done so. A list of guiding questions should be sent to the class no later than 24 hours prior to our meeting time. Discussion leaders should plan to meet with me sometime in the week prior to talk through their plans.

**Reading responses (15%):** Everyone will submit two (2) reading responses during the semester. Responses should be two to three double-spaced pages in length. Because they are short, I do not expect you (or want you to try) to fully synthesize the readings. Instead, I want you to trace an idea through the readings and, if applicable, connect it to a current issue in higher education. The goal here is neither a deeply researched report nor a surface-level musing, but instead thoughtful engagement with the reading.

**Annotated bibliography (15%):** Leading up to the primary class assignment, everyone will submit an annotated bibliography. I do not have a particular format in mind, but annotations should be succinct enough to read quickly while sufficient for understanding the main features of a source as well as its utility (*i.e.*, solid / weak methodology, major / minor importance). While it does not make an argument per se, a well done annotated bibliography will make writing the literature review much easier.

**Literature review (50%):** Everyone will submit a literature review as their final assignment. It should be a maximum of 20 double-spaced pages and use the sources covered in the annotated bibliography. Stand-alone literature reviews can be tricky, but keep in mind that it is more than just summarizing one source after another. The literature review should use the sources to make an argument that links the history of American higher education to present policies, practices, and concerns.

## GRADING

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Grades are assigned in accordance with current UF grading policies, which may be found here:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.asp>

## **HONOR CODE**

UF students are bound by The Honor Pledge which states,

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

## **ACCOMMODATIONS**

Persons with disabilities may request and, if necessary, receive appropriate academic accommodations from the University of Florida. First, students must register with and provide the needed documentation to the Disability Resource Center in the basement of Reid Residence Hall (352.392.8565). Second, students must bring a letter to the instructor originating from the DRC indicating the needed academic accommodations. As the student, you are responsible for initiating and completing these steps prior to receiving such accommodations.

## **COURSE EVALUATIONS**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## **SCHEDULE**

We will begin the semester by reading the entire Thelin (2019) text in order to get an overview of the history of American higher education. Though it is not listed in later weeks, we will continue to engage with it throughout the semester.

Note that required readings are listed with a solid bullet (●). Supplemental readings, which are not required, are listed with an asterisk (\*).

## August 26

### Overview

- Geiger, R. L. (2016). “The ten generations of American higher education.” In M. N. Bastedo, P. G. Altbach, & P. J. Gumport (Eds.), *American higher education in the 21st century* (4th, Chap. 1, pp. 3–34). Johns Hopkins University Press

## September 2

*No class meeting due to Labor Day*

## September 9

### Overview, continued

- Thelin, J. R. (2019). *A history of American higher education* (3rd). Baltimore, MD: Johns Hopkins University Press
- \* Geiger, R. L. (2015). *The history of American higher education*. Princeton, NJ: Princeton University Press
- \* Geiger, R. L. (2019). *American higher education since World War II*. Princeton, NJ: Princeton University Press

## September 16

### Student access: admissions

- Papers of John F. Kennedy. (2019). “Personal Papers. Harvard. Harvard Records. Pre-enrollment material, 1935-1936, (Digital Identifier: JFKPP-002-002-p0001)”
- Nettles, M. T. (2019). “History of testing in the United States: Higher education.” *The ANNALS of the American Academy of Political and Social Science*, 683(1), 38–55
- Thelin (2014, Ch. 8.4, The Changing Profile of College Students in the 1980s, p. 289–293)
- Page, L. C., & Scott-Clayton, J. (2016). “Improving college access in the United States: Barriers and policy responses.” *Economics of Education Review*, 51, 4–22
- \* Lemann, N. (2000). *The big test: The secret history of the American meritocracy*. New York: Farrar, Straus and Giroux

## September 23

### Student access: opportunity

- Thelin (2014, Ch. 3.1, Federal Land Grant Legislation: The Morrill Act of 1862, p. 76–79)

- Thelin (2014, Ch. 3.3, Federal Land Grant Legislation: The Second Morrill Act of 1890, p. 92–96)
- Thelin (2014, Ch. 6.5, Higher Education for American Democracy: The 1947 Truman Commission Report, p. 225–228)
- Thelin (2014, Ch. 8.1, The Campus Condition: The 1971 Newman Report on Higher Education, p. 266–279)
- Baker, D. J. (2019). “Pathways to racial equity in higher education: Modeling the antecedents of state affirmative action bans.” *American Educational Research Journal*
- \* Kean, M. (2008). *Desegregating private higher education in the South*. Baton Rouge, LA: Louisiana State University Press
- \* Bowen, W. G., & Bok, D. (1998). *The shape of the river*. Princeton, NJ: Princeton University Press

## September 30

### Student experience

- Thelin (2014, Ch. 7.5, Campus Unrest and Student Protest: Mario Savio’s “Put Your Bodies upon the Gears” Speech at Sproul Plaza, University of California, Berkeley (1964), p. 249–252)
- Thelin (2014, Ch. 7.6, Student Memoir: Steven Kelman on the Political Activism at Harvard from 1966 to 1970, p. 253–266)
- Thelin (2014, Ch. 6.2, Student Memoir: John Kenneth Galbraith on Graduate School at Berkeley in the 1930s (1968), p. 200–211)
- Thelin (2014, Ch. 5.1, Student Memoir: Robert Benchley’s “What College Did to Me” (1927), p. 158–162)
- Thelin (2014, Ch. 7.1, Coeducation and Student Life: Rules and Regulations for Women in Higher Education in 1955-56, p. 230–236)
- Thelin (2014, Ch. 8.5, Student Memoir: Rosa Maria Pegueros, “Todos Vuelven: From Potrero Hill to UCLA” (1995), p. 293–313)
- Tachine, A. R., Cabrera, N. L., & Yellow Bird, E. (2017). “Home away from home: Native American students’ sense of belonging during their first year in college.” *The Journal of Higher Education*, 88(5), 785–807
- \* Arum, R., & Roksa, J. (2011). *Academically adrift: Limited learning on college campuses*. University of Chicago Press

\*\*\*Annotated bibliography due\*\*\*

**October 7****Student activities: athletics and Greek life**

- Thelin (2014, Ch. 7.4, Student Memoir: Jackie Jensen as the “Student-Athlete” following World War II (1970), p. 245–249)
- Thelin (2014, Ch. 5.5, College Sports Reform: Howard J. Savage’s 1929 Report for the Carnegie Foundation for the Advancement of Teaching, p. 173–197)
- Thelin (2014, Ch. 8.6, College Sports Reform: The 1991 Knight Commission Report, p. 313–316)
- Thelin (2014, Ch. 9.4, College Sports Reform: The Problems of Presidents and Rising Expenses in the Knight Commission Report of 2010, p. 344–348)
- Toma, J. D., & Cross, M. E. (1998). “Intercollegiate athletics and student college choice: Exploring the impact of championship seasons on undergraduate applications.” *Research in Higher Education*, 39(6), 633–661
- De Los Reyes, G., & Rich, P. (2003). “Housing students: Fraternities and residential colleges.” *The ANNALS of the American Academy of Political and Social Science*, 585(1), 118–123

**October 14****Faculty**

- Thelin (2014, Ch. 4.3, A College Professor’s Wife (1905), p. 147–154)
- Thelin (2014, Ch. 9.3, Faculty Memoir: A Conversation with Professor Laura Nadler (2000), p. 334–343)
- Metzger, W. P. (1990). “The 1940 statement of principles on academic freedom and tenure.” *Law & Contemporary Problems*, 53, 3
- O’Neil, R. M. (2016). “Academic freedom: Past, present, and future.” In M. N. Bastedo, P. G. Altbach, & P. J. Gumport (Eds.), *American higher education in the 21st century* (4th, Chap. 2, pp. 35–59). Johns Hopkins University Press
- Altbach, P. G. (2016). “Harsh realities: The professoriate in the twenty-first century.” In M. N. Bastedo, P. G. Altbach, & P. J. Gumport (Eds.), *American higher education in the 21st century* (4th, Chap. 4, pp. 84–109). Johns Hopkins University Press

**October 21****Research**

- Thelin (2014, Ch. 6.4, The Federal Government and Sponsored Research: Vannevar Bush’s 1945 Report, *Science: The Endless Frontier*, p. 215–224)

- Gumport, P. J. (2016). “Graduate education and research: Interdependence and strain.” In M. N. Bastedo, P. G. Altbach, & P. J. Gumport (Eds.), *American higher education in the 21st century* (4th, Chap. 5, pp. 110–154). Johns Hopkins University Press
- Powell, W. W., & Owen-Smith, J. (1998). “Universities and the market for intellectual property in the life sciences.” *Journal of Policy Analysis and Management*, 17(2), 253–277
- Bok, D. (2013). *Higher education in America*. (Chap. 15: "Publish or Perish"). Princeton, NJ: Princeton University Press
- \* Loss, C. P. (2012). *Between citizens and the state: The politics of American education in the 20th century*. Princeton, NJ: Princeton University Press
- \* Lowen, R. (1997). *Creating the cold war university: The transformation of Stanford*. Berkeley, CA: University of California Press

## October 28

### Institutional finance and student aid

- Thelin (2014, Ch. 1.4, Finances of the Colonial Colleges, p. 30–39)
- Thelin (2014, Ch. 9.1, College Spending in a Turbulent Decade: Findings from the Delta Cost Project, 2000–2010, p. 318–329)
- Thelin (2014, Ch. 6.3, Federal Student Financial Aid: The GI Bill of 1944, p. 211–215)
- Thelin (2014, Ch. 8.2, Federal Student Financial Aid: Basic Educational Opportunity Grants Program (Pell Grants) from the 1972 Reauthorization of the Higher Education Act of 1965, p. 279–280)
- Umbricht, M. R., Fernandez, F., & Ortagus, J. C. (2017). “An examination of the (un)intended consequences of performance funding in higher education.” *Educational Policy*, 31(5), 643–673
- Page, L. C., & Scott-Clayton, J. (2016). “Improving college access in the United States: Barriers and policy responses.” *Economics of Education Review*, 51, 4–22

## November 4

### Community and for-profit colleges

- Thelin (2014, Ch. 7.2, The 1960 California Master Plan for Postsecondary Education, p. 237–243)
- Thelin (2014, Ch. 8.3, Missions and Functions of Community Colleges: The 1981 Report of the California Postsecondary Education Commission, p. 280–289)
- Bahr, P. R., & Gross, J. L. (2016). “Community colleges.” In M. N. Bastedo, P. G. Altbach, & P. J. Gumport (Eds.), *American higher education in the 21st century* (4th, Chap. 16, pp. 462–502). Johns Hopkins University Press

- Clark, B. R. (1960). "The "cooling-out" function in higher education." *American Journal of Sociology*, 65(6), 569–576
- Deming, D. J., Goldin, C., & Katz, L. F. (2012). "The for-profit postsecondary school sector: Nimble critters or agile predators?" *Journal of Economic Perspectives*, 26(1), 139–164
- Rouse, C. E. (1995). "Democratization or diversion? The effect of community colleges on educational attainment." *Journal of Business & Economic Statistics*, 13(2), 217–224
- \* Kerr, C. (2001). *The uses of the university* (5th). The Godkin Lectures on the Essentials of Free Government and the Duties of the Citizen (Book 29). Cambridge, MA: Harvard University Press
- \* Cohen, A. M., Brawer, F. B., & Kisker, C. B. (2013). *The American community college* (6th). San Francisco, CA: Jossey-Bass
- \* Cottom, T. M. (2017). *Lower ed: The troubling rise of for-profit colleges in the new economy*. New York: The New Press

### November 11

*No class meeting due to Veteran's Day*

### November 18

#### Women's colleges and minority serving institutions

- Geiger, R. L. (2000). *The "superior instruction of women" 1836–1890* (R. L. Geiger, Ed.). Nashville, TN: Vanderbilt University Press
- Thelin (2014, Ch. 2.4, Higher Education for Women: Charter for Mount-Holyoke Female Seminary (1836), p. 49–50)
- Thelin (2014, Ch. 5.2, The Popular Press and Women's Colleges: Smith College in 1897, p. 162–166)
- Thelin (2014, Ch. 3.4, Steven J. Wright on the Historical Background and Future Prospects of Black Colleges and Universities, p. 96–104)
- Gasman, M., & Conrad, C. F. (2013). "Minority serving institutions: Educating all students"
- Harper, S. R., Carini, R. M., Bridges, B. K., & Hayek, J. C. (2004). "Gender differences in student engagement among African American undergraduates at historically Black colleges and universities." *Journal of College Student Development*, 45(3), 271–284
- "Sweet Briar picks up the pieces." (2017). *The Chronicle of Higher Education*



**November 25**

**Distance and online learning**

- Seaman, J. E., Allen, I. E., & Seaman, J. (2018). “Grade increase: Tracking distance education in the United States.” *Babson Survey Research Group*
- James, B. J., & Wedemeyer, C. A. (1959). “Completion of university correspondence courses by adults.” *The Journal of Higher Education*, 30(2), 87–93
- Lee, K. (2017). “Rethinking the accessibility of online higher education: A historical review.” *The Internet and Higher Education*, 33, 15–23
- Selingo, J. J. (2013). *College (un)bound: The future of higher education and what it means for students*. New York: Houghton Mifflin Harcourt Publishing Company, (Ch. 6, p. 86–101)
- Xu, D., & Jaggars, S. S. (2014). “Performance gaps between online and face-to-face courses: Differences across types of students and academic subject areas.” *The Journal of Higher Education*, 85(5), 633–659
- \* Bowen, W. G. (2013). *Higher education in the digital age*. Princeton, NJ: Princeton University Press

**December 2**

**TBD**

**\*\*\*Literature review due\*\*\***