

**HIED 793/893\***  
**The History of Higher Education  
in the United States**

Summer 2005

Monday and Wednesday: 4:20 – 7:00 p.m.

BAL 330

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**Course Description:** This course is designed to provide a broad overview of the historical development of Higher Education with a concentration on American Higher Education and its growth and development since the founding of Harvard in 1636. Because of its importance within the spectrum of higher education in the United States, some concentration will be spent upon the development of higher education in Virginia as well. Students should seek to understand the traditional and contemporary roles of American institutions of postsecondary education. Emphasis will also be placed upon the emergence of the “American” university from its roots in Europe. This is a required course for master's students in the general administration track, an elective for master's students in the student affairs administration track, the EdS program in Higher Education and for doctoral students in the Urban Services PhD program who have selected higher education as a cognate or emphasis area in their program of study. It is also an elective in the PhD program in Community College Leadership. This course is a three-hour, three-credit course that will involve discussions, reports, and integration of the knowledge from a variety of sources. It is a doctoral level seminar with an emphasis on lecture and reading; class will also discuss topical issues.

**Course Purpose:** The primary purpose of the course is to introduce the learner to the manner in which higher education was founded and has grown. It is intended to provide a foundation of understanding of the academic history and traditions of American higher education as well. In order to accommodate this purpose, the course will also prepare the learner to:

1. become familiar with the background of higher education from its earliest roots and to understand how that history impacts present institutions.
2. understand how higher education has mirrored the social, economic, political and other impacts in American society,
3. understand and be able to explain how higher education developed in the United States, and
4. read, review and discuss books that describe this history.

**Course Objectives/Competencies:** At the conclusion of this course, the enrolled student who regularly attends and actively participates in class will:

1. possess a basic understanding of the history of higher education prior to its creation in the new world,
2. be able to interpret the complex issues that were part of the founding of the earliest American colleges,
3. be able to understand contemporary American higher education based upon how it has developed to this point, and
4. be able to use acquired information in their professional practice in higher education.

**Course Requirements:** All students enrolled in the course will be expected to complete the following requirements:

1. complete all reading assignments in a timely manner,
2. attend class on a regular basis, participate actively in class discussions, and be ready to discuss the issue(s) for the particular class session,
3. write a research paper of at least fifteen (15) pages for master's students and twenty (20) pages for EdS and doctoral students on a topic related to the subject matter of the course and present the material from that paper to the class. Papers should be written in APA style, based upon the Publication Manual (Fifth Edition) of the American Psychological Association. Topics will be decided upon jointly with the professor, based upon discussion held early in the class period.
4. successfully complete a final examination that will cover the material from the texts, class lectures and class discussions. The examination will be occur either during the last class period or in a "take-home" format, as decided by the class.

**Accommodating Students with Special Learning Needs:** In accordance with university policy, students with documented sensory and/or learning disabilities should inform the instructor so that special needs may be accommodated.

**Class Attendance:** It is expected that students will attend all classes. This class will consist of readings that will be discussed and analyzed in class. As a result, if students miss class they may not gain the full benefit of these readings, resulting discussions, and presentations. If a student finds it necessary to miss class she/he should contact the instructor in advance except in emergency cases.

**Final Grade:** grades for this class for masters students will be assigned in the following manner

1. Research Paper– 25%
2. Individual Presentation of the paper. – 25%
3. Final examination – 35%
4. Class attendance and participation - 15%

**For 800 level students, an additional requirement will include the creation of a book review of one of the books listed upon the book lists that will be provided. Obviously, this requires the student to read the book and write a review of no fewer than 1000 words. The book**

**review should be in APA style, the same as the research paper and will be due June 01. It will count 10% of the semester grade and the final examination for doctoral students will be worth 25% of the grade.**

Grades will be assigned based upon the following scale:

92.1 to 100	= A
90 to 92	= A-
85 to 89.9	= B+
80 to 84.9	= B
78 to 79.9	= B-
75 to 77.9	= C+
70 to 74.9	= C
68 to 69.9	= C-

**Honors Pledge:** Each student is expected to abide by the honor system of Old Dominion University.

"I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to honor Council hearings if summoned."

**Office Hours:**

Monday through Thursday – 1:00 p.m. – 4:00 p.m.  
Other hours by appointment

**Course Sequencing:** While there is no required sequence in the Higher Education program, it is recommended that students have completed COUN 707 - College Student and Adult Development prior to enrolling in this class.

**E-mail access:** Students must have a working ODU e-mail address, which they will check prior to each class.

**Guest Lecturer:** Dr. David Hager, Vice Provost of the University and Professor has agreed to lecture on May 16, 18 and 23 while I am traveling in the UK and Italy

**Class References:**

**TEXTS: Required:**

**Goodchild, L. F., & Wechsler, H. S. (Eds). *The history of higher education, Second Edition (1997). ASHE Reader Series. New York: Simon & Schuster Custom Publishing***

***Publication manual of the American psychological association, Fifth Edition*  
(2001). Washington, D.C.: American Psychological Association**

**It is required that every student have, and be familiar with the APA style manual, thus purchase in preparation for this and future classes is required. You will need this reference for your paper in this class.**

**Strongly Recommended to support the reading above and the lectures:**

Rudolph, F. (1990). *The American college and university*, 2d edition. Athens, Ga.: University of Georgia Press.

Veysey, L.R. (1965). *The emergence of the American university*. Chicago: University of Chicago Press.

Lucas, Christopher J. (1996). *American higher education: A history*. New York: Palgrave.

Haskins, C. H. (1957). *The rise of universities*. Cornell, NY: Cornell University Press.

**Recommended Reading:**

Bledstein, B.J. (1976). *The culture of professionalism*. New York: W. W. Norton and Company.

Hofstadter, R. and Smith, W. (1961). *American higher education: A documentary history*, 2 volumes. Chicago: University of Chicago Press.

Hofstadter, R. and Metzger, W. P. (1955). *The development of academic freedom in the United States*. New York: Columbia University Press.

Brubacher, J. S. and Rudy, W. (1976). *Higher education in transition*, 3rd edition. New York: Harper and Row.

Persons, S. (1973). *The decline of American gentility*. New York: Columbia University Press.

Additional resources will be provided for several of the sections of the syllabus.

Special thanks to Dr. Jennings Wagoner and Dr. Victoria-María MacDonald, from whose syllabi many of the references listed below were drawn by a neophyte in the teaching of this course.

Course Calendar:

**1. May 09, 2005 - Introduction to the course, review the syllabus, discuss student procedures and responsibilities, Higher Education from the Classical period to the Renaissance**

- A. Greek and Roman Education
- B. Classical and Christian approaches
- C. The Renaissance

**Goodchild & Wechsler p. 3-32**

**Material from Lucas, Chapter 1 will be covered.**

**The Rise of the Medieval University**

**Haskins and Goodchild & Wechsler p. 3-32**

- A. The Early Universities
- B. Teaching, learning and Living in the Medieval University
- C. The Spread of European Universities

**Material from Lucas, Chapters 2-3 will be covered.**

Bender, T. (1991). *The university and the city: from medieval origins to the present*. New York: Oxford University Press.

Cobban, A. (1988). *The medieval English universities: Oxford and Cambridge to c. 1500*. Berkeley and Los Angeles: University of California Press.

Pedersen, O. (1997). *The first universities: Studium Generale and the origins of university education in Europe*: Cambridge University Press.

Wieruszowski, H. (1966). *The medieval university*. New York: D. Van Ostrand.

**2. May 11, 2005 - The American Usurpation of the European Institution: The Colonial College and the Impact of the Revolution**

- A. The founding of Harvard and the Religious Foundations
- B. William and Mary and other colonial colleges
- C. The Development of In Loco Parentis
- D. From Religion to Secularism
- E. The Enlightenment and the Revolutionary Ideal in Higher Education

## **Goodchild & Wechsler – 53-71, 94- 107, 125-130**

### **Lucas Chapter 4 Rudolph, Chapter 1**

Cremin, L. (1970). American education: The colonial experience, 1607-1783. New York: Harper & Row.

Dyer, T. G. (1985). *The university of Georgia: A bicentennial history, 1785-1985*. Athens: University of Georgia Press.

Hawke, D. F. (1988). *Every day life in early America*. New York: Harper & Row.

Miller, H. (1976). *The revolutionary college: American Presbyterian higher education, 1707-1837*. New York: New York University Press.

Morison, S. E. (1995- originally 1935). *The founding of Harvard College*. Cambridge: Harvard University Press,

Robson, D. W. (1985). *Educating republicans: The college in the era of the American revolution, 1750-1800*. Westport, CT: Greenwood Press.

Roche, J. F. (1986). *The colonial colleges in the war for American independence*. Millwood, N.Y.: Associated Faculty Press.

Rothblatt, S. and Wittrock B. (eds.). (1993). *The European and American university since 1800: Historical and sociological essays*. New York: Cambridge University Press.

Wright, L. B. (1957). *The cultural life of the American colonies 1607-1763*. New York: Harper& Row.

## **The American College Movement in the early and Mid 19th Century**

- A. Founding of the Denominational Colleges
- B. The Dartmouth College Case – 1819 - <http://www2.law.cornell.edu/cgi-bin/foliocgi.exe/historic/query=dartmouth+college+/doc/{@1183}> }
- C. Yale Report of 1828 – [http://www.bamaed.ua.edu/ahe/ahe\\_yale.htm](http://www.bamaed.ua.edu/ahe/ahe_yale.htm)
- D. The Development of State Universities, particularly the University of Virginia

**Goodchild & Wechsler 131-148, 162-172, The Yale Report may also be found on pages 191-2002**

### **Rudolph, Chapters 2 and 3**

### **Lucas Chapter 4**

Dyer, T. G. (1985). *The university of Georgia: A Bicentennial history, 1785-1985*. Athens: University of Georgia Press.

Miller, H. (1976). *The revolutionary college: American Presbyterian higher education, 1707-1837*. New York: New York University Press.

Pangle, L. & Thomas. (1993). *The learning of liberty: The educational ideas of the American founders*, esp. Chapter Four "Higher Education." Lawrence, KS: University of Kansas.

Robson, D. W. (1985). *Educating republicans: The college in the era of the American revolution, 1750-1800*. Westport, CT: Greenwood Press.

Roche, J. F. (1986). *The colonial colleges in the war for American independence*. Millwood, N.Y.: Associated Faculty Press.

Wiltse, C. M. (1961). *The new nation: 1800-1845*. New York: Hill and Wang.

### **3. May 16, 2005 – Dr. David Hager - The American College Movement in the early and Mid 19th Century (continued) and Academic Freedom and its Limitations prior to the Civil War**

**Goodchild & Wechsler 203-221, 333-346**

**Lucas, Chapter 5**

**Rudolph, Chapters 4-6**

Allmendinger, D. F. (1975). *Paupers and scholars: The transformation of student life in nineteenth century New England*. New York: St. Martin's Press.

Burke, C. B. (1982). *American collegiate populations: A test of the traditional view*. New York: New York University Press.

Crane, T. R., ed. (1963). *The colleges and the public, 1787-1862*. New York: Teachers College.

Herbst, J. (1982). *From crisis to crisis: American college government, 1636-1819*. Cambridge: Harvard University Press.

Smith, W. (1974). "Apologia pro alma mater: The college as community in antebellum America," in Elkins, S. & McKittrick, E. eds. *The Hofstadter aegis: A memorial*. New York: Alfred A. Knopf.

Whitehead, J. S. (1973). *The separation of college and state: Columbia, Dartmouth, Harvard, and Yale, 1776-1876*. New Haven: Yale University Press.

**4. May 18, 2005 - Dr. David Hager - Higher Education for Black Americans before and after the Civil War - Booker T. Washington, W.E.B. Dubois and the conflict between Education for occupation and education for mental enrichment**

**Goodchild & Wechsler 459-472, 551-561, 667-676,**

**SCAN - Washington, B.T. (1902) *The story of my life and work*. Retrieved April 30, 2005 from <http://www.historycooperative.org/btw/Vol.1/html/1.html>**

**Lucas, Chapters 5-6**

Brazzell, J. C. (1992, Jan/Feb). Bricks without straw: Missionary-sponsored black higher education in the post-emancipation era, *Journal of higher education* 63 26-49.

DuBois, W.E. B., Aptheker, H, (Ed.)(1973). *The education of Black people: Ten critiques, 1906-1960*. New York: Monthly Review Press.

Harlan, L. R. (1972). *Booker T. Washington: The making of a Black leader, 1856-1901*. New York: Oxford University Press, 1972.

Harlan, L. R. (1983). *Booker T. Washington: The wizard of Tuskegee, 1901-1915*. New York: Oxford University Press.

Harlan, L. R. (1988). *Booker T. Washington in perspective: Essays of Louis R. Harlan*. Jackson: University of Mississippi Press.

Gordon, L. (1993). "Race, class and the bonds of womanhood at Spelman seminary, 1881-1923," *9 History of Higher Education Annual* (1989): 7-32.

Lewis, D. L. (1993). *W.E.B. DuBois: Biography of a race*. New York: Holt and Co.

Meier, A. (1963). *Negro Thought in America, 1880-1915: Racial Ideologies in the Age of Booker T. Washington*. Ann Arbor: University of Michigan Press.

Miller, J. (1994). Annotated Bibliography of the Washington-DuBois Controversy. *Journal of Black Studies*, Vol. 25 (1994).

Perkins, L. (1998). "Black women in the seven sisters colleges." *Harvard educational review*.

## **5. May 23, 2005 - Dr. David Hager - Birth of the Truly American University**

- A. The Land Grant Institutions
- B. The German Ideal of Research and Graduate and Professional Education
- C. How Universities Developed

**Goodchild & Wechsler 203-221, 247-266, 267-272, 362, 363, 373-378**

**Rudolph, Chapters 13 and 16**

**Lucas, Chapter 5**

Bledstein, B. (1976). *The culture of professionalism: The middle class and the development of higher education in America*. New York: W.W. Norton & Co.

Eddy, E. D. (1957). *Colleges for our land and time: The land-grant idea in American education*. New York: Harper.

Geiger, R. L. (1986). *To advance knowledge: The growth of American research universities, 1900-1940*. New York: Oxford University Press.

Goldin, C. & Katz, L.F. (1998). *The shaping of higher education: The formative years in the United States, 1890 to 1940*. National Bureau of Economic Research Working Paper 6537.

Jenkins, R. L. (1991). *The black land-grant colleges in their formative years, 1890-1920*. 65 *Agricultural history* spring, 63-72.

Leslie, W. B. (1992). *Gentlemen and scholars: College and community in the "age of the university"*. University Park: Pennsylvania State University Press.

Reuben, J. A. (1996). *The making of the modern university: Intellectual transformation and the marginalization of morality*. Chicago: University of Chicago Press.

Williams, R. L. (1996). *The origins of federal support for higher education: George W. Atherton and the land-grant college movement*. University Park, Pa: Pennsylvania State University Press.

## **6. May 25, 2005 - The Education of Women**

**Goodchild & Wechsler 347-361, 473-498, 699-723**

**Rudolph, Chapter 15**

**Lucas, Chapter 6**

Farnham, C. A. (1994) *The education of the southern belle: higher education and student socialization in the antebellum south*. New York: New York University Press.

Rury, J. and Harper, G. (1987): The trouble with coeducation: Men and women at Antioch, 1853-1860, *History of Education Quarterly*. Vol. 27, 481-502.

Solomon, B. M. (1985). *In the company of educated women*, esp. Chapters 1-3. New Haven: Yale University Press.

## **The Extracurriculum and the beginning of Student Affairs as a Profession**

**Goodchild & Wechsler 315-317.**

**Rudolph, Chapters 7 & 18**

**Veysey, Chapter 5**

**Lucas, Chapter 6**

Nidifer, J. (2002). The first deans of women: What we can learn from them in *About Campus*, Vol. 16, No. 6, 10-16

Rhatigan, J.J. "The History and Philosophy of Student Affairs" in Barr, M. J. & Desler, M. K., eds. (2000). *The handbook of student affairs administration*. San Francisco: Jossey-Bass Publishers, Inc.

## **Monday, May 30, 2005 - Memorial Day - No Class**

### **7. June 1, 2005 - Academic Freedom and Tenure: Problems and Priorities. The Founding and Development of the Community College. [Book Reviews Due for 800 level Students](#)**

**Goodchild & Wechsler 403-415, 562-570, 499-509,**

Lucas, Chapters 8 and 9

### **8. June 06, 2005 – World War II to the Age of Protest 1940-1963**

**Goodchild & Wechsler – 587-609, 610-627, 628-653, 755-757, 758-772,**

### **9. June 08, 2005 - The 1960s and Student Protest - What has been its impact upon higher Education?**

**Goodchild & Wechsler – 724-738, 739-754**

**10. June 13, 2005 The Uses of the University: What have we Become and Where are We going? Growth of the University since the 1960s. And other topics of interest to students. –**

## **ALLPAPERS DUE.**

**11. June 15, 2005 - Paper Presentations 1-5**

**12. June 20, 2005 - Paper Presentations 6-10**

**13. June 22, 2005 - Paper Presentations 11-14 - Review Examination, Examination Handed out - If take-home is chosen**

**14. June 27, 2005 - Exams Due or taken if in-class exam is chosen.**

\* This syllabus is a work in progress. The instructor reserves the right to make changes in the content and flow of the course and to inform students of these changes. Lecture dates are approximate based upon class discussion, questions, etc.