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Office Hours: drop by W 2-4 pm
Tuesdays 3:30-6:15
Class Meets CAS 228

PO 408/608 Higher Education and American Political Development

*Please note that the most up-to-date version of the weekly topics and readings is in the online *Week-by-Week Agenda*.*

The online version has the direct connections to readings, etc.

This pdf version is not updated.

Almost as soon as settlers and migrants from outside the North American continent formed stable communities, they developed institutions of higher education. For well more than the first two centuries, these institutions were often founded even before there were schools to educate younger children. The history and development of institutions of higher learning reflected, interacted with, and sometimes drove key challenges and opportunities in the history and development of the larger society and state.

Early in the 19th century this young country that became so focused on education abandoned the idea of creating a national university of any sort. For a very long time the federal government rarely intervened in higher education, largely because most of the relevant authority and powers were delegated down to the states. Nevertheless, the development of American higher education was inextricably part of the development of the American state, and ultimately, the federal government has played a major, if not consistent role in shaping higher education to the perceived needs of the American state. Institutions of higher education are now and always have been very much part of the “real world” of state and society. The one is an excellent window through which to view the other.

This course examines the history of higher education in the United States framed around a core set of challenges that have shaped their history and role in society, and public discussion and policy affecting higher education, its history, role, and impact. Rather than moving through the history chronologically, we will look at historical development in the context of these core challenges and themes, especially as they are interwoven with issues about the broader development of American state and society. Most of the readings focus on historical developments; in class we will explore those, changes over time, and consider the contemporary situation.

This course will

- give you an understanding of the history of American higher education and its relationship to the larger society;
- develop your ability to analyze crucial contemporary issues of higher education in an informative and critical historical context;
- give you experience in studying the development of American state and society through the case study of one of its critical institutions.

REQUIREMENTS

Class Attendance and Participation:

All students are expected to attend all classes and come to class prepared, which means completing any assigned readings, activities, or other assignments.

I will usually spend some portion of the final hour of each class introducing the next week's topic so that you are well-prepared to do the coming week's reading assignments effectively. We will devote most of most class periods to discussion. All students are expected to remain engaged and participate in the full length of all class meetings – this means no use of the web or social media during class time that is unrelated to the current discussion. Not even under the table in your lap.

To assist in the documentation and assessment of your preparation and class participation, you will assess your contribution to the class discussion each week.

Higher Education & APD Blog:

Every student is required to participate in a class-wide blog posted on the course website and available to all participants in the course (only). *All students should submit at least one significant entry each week* (you can submit more). You may meet the minimum requirement either with a new topic or response to someone else. The entries should be thoughtful, well written (regular English, not twitter English or emojis), and should address important issues, questions, or observations that come up in the course of your assigned reading and other class participation, class discussion, or other reading or documents you encounter with a bearing on the topic of the week. You don't have to write *much*, just something worthwhile to read.

Blog discussion should be lively and even contentious, but it must be civil, intelligent, and informed. If you are unsure about whether an entry you plan to write is acceptable for the blog, or if you want to write things you would prefer not to share with the whole group, you may use the journal format to write privately to Professor Sapiro, but you must participate in the collective blog as specified.

We will start a new blog each week; the blog week runs Monday, noon through Monday 11:59 a.m.; that is, the new blog week starts the afternoon before the first class each week.

Your blog participation will be graded through crowd-sourced assessment, and you will be required to participate in the collective assessment process. This means peers will assess each others' contributions over the course of the semester on how interesting and valuable their entries were.

Two Exams:

There will be two exams. One will be held in class; the other will be a take-home due no later than Wednesday, 3 May at 10:00 p.m.

Final Paper:

Every student will submit a final research paper on a topic of your choice relevant to the course. The papers are due no later than Friday, 5 May, 5:00 p.m.

Your paper should be about 15 pages in length and use proper research paper form, including complete and accurate bibliography and foot/endnotes. (I don't care which form you use as long as it is a standard one and you use it properly and consistently.)

You may do a joint final project with another student in the course. The paper should be double the size and all co-authors will receive the same grade regardless of what each individual put into the project.

You must submit a brief **proposal** for your final paper no later than Wednesday 1 March at noon. Feel free to submit it as soon as you can -- that will give you more time to work on the paper. Your proposal should be brief -- no more than the equivalent of one page, 12-point font. It should include

- Tentative title of the paper.

- A one-paragraph description of the main question(s) or problem(s) your paper will address.
- A brief description of the major method(s) and types of sources you will use for your investigation.
- A brief statement about why this topic is worth pursuing.
- A list of any questions or problems for which you would like some help or advice.

To submit your paper proposal: Your proposal should be composed in Word format with the document title, “YOURLASTNAME Paper Proposal” and submitted through the course website.

Your *final paper* is due no later than Friday, May 5, 2017, 5:00 p.m. You may submit a draft for my consideration, but your draft must be submitted more than a week before your due date and you have to give me 2 days to get a chance to read your draft.

To submit your final paper: Your paper should be composed in Word format with the document title, “YOURLASTNAME Final Paper” and submitted to the course website.

GRADING

The weight of each element in the final grade:

- Final Paper (including 5% for the Final Paper Proposal): 30%
- Each Exam: 15%
- Class Participation: 20%
- Blog Participation: 20%

If you believe that the assessment I made of a particular piece of work -- for example, the answer to an exam question, or a comment on your paper -- was a mistake, I may reassess the entire piece of work from scratch, which means the grade could go up, down, or stay the same. But I do grade very carefully.

Please note that your work will not be assessed by a machine. I reserve the right to use my discretion in assessing the quality of your work and achievements in the course.

EXPECTATIONS

Your work should be submitted on time. Plan now to make sure this happens without panic. If you find that you will submit an assignment late, you must submit it with a written excuse. I will grade both the assignment and the excuse, and the value of the assignment can be weighted down (only) by the quality of the excuse. "I was really busy" or "I had a lot of work" is not a good excuse. It is true of everyone else in class.

Civility is an essential ingredient in the process of learning in an academic environment, especially when the subject is as provocative, contentious, and occasionally uncomfortable as the topics that arise in the political and campaign world. Civility requires respect but *not* either being silent or silencing others. Conversations about contentious topics are not always very comfortable, nor should they be, but they must be respectful. Name calling, trolling, being quick to take offense, assuming one has “natural” knowledge that is better than other people’s knowledge are all toxic to civility.

Participation. There are no pure observers in the classroom (at least none who will do well here); everyone should participate.

Academic Integrity. *By remaining in the course you are tacitly agreeing to follow standard principles of academic integrity in this course.* Academic dishonesty is a serious offense because it undermines the bonds of trust and honesty among members of the community and defrauds those who may eventually depend upon our knowledge and integrity. Such dishonesty consists of cheating, fabrication, facilitating academic dishonesty, and plagiarism. Examples of academic dishonesty include using someone else's words or ideas without proper documentation; copying some portion of your text from another source without proper acknowledgement of indebtedness; borrowing another person's specific ideas without documenting their source; turning in a paper written by someone else, an essay "service," or from a web site. *Any assignment that is generated in whole or part through academic dishonesty will be failed with no "do-overs."* If you think you may not understand what constitutes academic integrity or the lack of it, consult with me in advance. [Wording provided largely by Jeffrey Henriques years ago.] For the university policy on academic conduct, see <http://www.bu.edu/academics/policies/academic-conduct-code/>.

Disabilities. Students have a right to reasonable accommodations to take account of certain physical or cognitive disabilities and allow them to pursue success in their education at BU. Students who believe they require such accommodations must go through the formal process of application in a timely way. For more information, see <http://www.bu.edu/disability/policies-procedures/academic-accommodations/beginning-academic-program/>.

READINGS

Most readings are available through the course website on Blackboard. Purchase one book:

Roger Geiger *The History of American Higher Education: Learning and Culture from the Founding to World War II*. Princeton: Princeton University Press.

I have not ordered it at the bookstore because it is cheaper to order through amazon.com.

You will notice a lot of readings listed for many weeks. *Most weeks there is more listed than I expect you to read.* You are required to do a substantial amount of preparation each week – this is a 4-credit course, which means that standard expectations are that you would be spending at least 8 hours each week preparing. In some cases I will identify some readings each week that everyone should read, and will give the class individual flexibility in which others they read. Therefore, all students will be responsible for explaining, criticizing, and applying the readings they did to other students who did not read exactly the same assignment. Everyone is a teacher.

Graduate Students: I will work with graduate students to make sure the course fits the needs of your graduate program and standards for graduate study in terms of both readings and written assignments. Your assignments will include more attention to research design.

OFFICE HOURS AND CONTACT

I have walk-in office hours Wednesdays, 2-4 pm in my office. Please let me know if you need to talk to me privately; otherwise, everyone who shows up is welcome to join in. Students can often learn from each others' questions.

I am nearly always available by email and I respond quickly, but be patient and considerate. I want to meet with all students in the course individually, so please find excuses to come by.

WEEK-BY-WEEK AGENDA AND PREPARATION

Tues 1/24: The History of American Higher Education: Introduction to the Subject and to the Course

How can the study of the history of American higher education help us gain insight into the development of American society and the state? What do we mean by “higher education?” How can we understand the history and development of American higher education? How did we get here? Introducing the goals, process, requirements, and expectations for this course.

Tues 1/31: American Political Development (APD) and the History of American Higher Education (AHE). *Plus* Beginning Team Projects on Investigating AHE

(1) Lecture and discussion on understanding the idea of “American political and social development” and its relationship to higher education. (2) Beginning team projects using Sapiro, *A Timeline and Genealogy of American Higher Education* to develop coherent sub-stories of the history of American higher education using the timeline of the history of individual institutions, policies, and other developments.

- Sheingate, Adam. 2014. “Institutional dynamics and American political development.” *Annual Review of Political Science* 17:461-77.
<http://www.annualreviews.org.ezproxy.bu.edu/doi/pdf/10.1146/annurev-polisci-040113-161139>
- Glenn, Brian J. 2004. “Two schools of American political development.” *Political Studies Review* 2:2.
- Thomas, George. 2015. *The Founders and the Idea of a National University: Constituting the American Mind*. NY: Cambridge University Press, Ch.1, “The national university vision and American constitutionalism,” pp. 20-52.
- Geiger, Roger. 2015. *The History of American Higher Education*, Prologue, Ch. 1.
- Weisbrod, Burton A., Jeffrey Ballou, and Evelyn D. Asch. 2008. *Mission and Money: Understanding the University*. Cambridge University Press, Ch. 2 (pp.9-38)

Tues 2/7: The Long History: Phases, Eras, Twists and Turns, from the Ground Up (I)

The class period will be spent on the team projects developing coherent sub-stories of the history of American higher education using the timeline of the history of individual institutions, policies, and other developments. You will dive into the details and try to develop interesting stories, I will wander around and answer questions (to everyone) that these details raise for you.

- Geiger, Roger. 2015. *The History of American Higher Education*, Ch. 2, 3, 4. (Read this book carefully and thoroughly and take good notes on it – the big points, not little details. We will refer back to this reading all semester.)

Tues 2/14: The Long History: Phases, Eras, Twists and Turns (II)

The class period will be spent completing and presenting team projects developing coherent sub-stories of the history of American higher education using the timeline of the history of individual institutions, policies, and other developments. You will dive into the details and try to develop interesting stories, I will wander around and answer questions (to everyone) that these details raise for you. Then, each group will share its findings.

- Geiger, Roger. 2015. *The History of American Higher Education*. Ch. 5, 6. (Read this book carefully and thoroughly and take good notes on it – the big points, not little details. We will refer back to this reading all semester.)

Tues 2/28: The State, the Nation, and the Federal Government to World War I

More about the debate about a national university; federal land-grant programs, 1789, 1862, 1890; slavery politics, the Civil War, and Reconstruction; supporting the growth of agriculture, industry,

and the military. The core questions: What American challenges and priorities is higher education supposed to address, and how? Which becomes important enough for governments at the local, state, and national level to address through law and policy? How do American institutions of higher learning define and respond to challenges and needs in the larger society, and how do they partner with or resist actions by government? *First brief exam*

*Geiger, Roger. 2015. *The History of American Higher Education*, Ch. 7, 8, 10.

Cohen, David. 2012. *Reconstructing the Campus: Higher Education and the American Civil War*. Charlottesville: University of Virginia Press, Ch. 5 (pp.153-86, “College, Community, and Nation”), Conclusion (pp.187-95).

Tues 3/14: American Communities and the Founding and Support of Colleges and Universities, Pre-20th Century *NOTE: CLASS WILL BE HELD IN THE BU INITIATIVE ON CITIES BUILDING, 25 BAY STATE ROAD.*

FIRST HOUR: The patterns and rationales for establishment; Westward expansion; community differentiation by ethnicity, religion, and language; community support and “private” education. The role of the need for leaders (especially religious), teachers, and ministers.

STARTING AT 5:00 PM: Lecture by Professor Steven J. Diner, Rutgers University-Newark, “Universities and their cities: Urban higher education in America.”

Prepare by

- Reviewing the sections of Geiger, *The History of American Higher Education* on the founding of institutions of higher learning in the first 2 centuries
- Reading the history of some early institutions as examples, emphasizing ones you may never have heard of. These are mostly “insider,” celebratory accounts that help you understand the self-perceptions of founding stories:
 - Elmer LeRoy Craik, 1922. *A History of the Church of the Brethren in Kansas*. <https://archive.org/stream/historyofchurcho00crai#page/n3/mode/2up> .
 - Chase, John K. 1891. *A History of Dartmouth College and the Town of Hanover New Hampshire*. Vol I. Cambridge: John Wilson and Son. <https://archive.org/details/ahistorydartmou01lordgoog>
 - Delevan Leonard. 1904. *The History of Carleton College*. <https://archive.org/stream/historyofcarleto00leon#page/n7/mode/2up>
 - Eureka College Alumni Association. 1894. *A History of Eureka College*. <https://archive.org/stream/historyofeurekac00eureuoft#page/n5/mode/2up>
 - Gilfillan, John B. 1908. *History of the University of Minnesota*. <https://babel.hathitrust.org/cgi/pt?id=umn.31951p01033333b;view=1up;seq=7>
 - Louis Hatch. 1927. *The History of Bowdoin College*. <https://archive.org/stream/historyofbowdoin00hac#page/n9/mode/2up>
 - Daniel Putnam. 1899. *A History of the Michigan State Normal School (Now Normal College) at Ypsilanti, Michigan, 1849-1899*. <http://commons.emich.edu/books/5/>
 - J.D. Walters. 1909. *History of the Kansas State Agricultural College*. <https://play.google.com/books/reader?id=u6goAAAAYAAJ&printsec=frontcover&output=reader&hl=en&pg=GBS.PA3> .

Tues 3/21: Higher Education for What? Character, Skill, Leadership, Vocation, and the Types of Institutions that Emphasized These Different Goals

The perennial debates about education for character, leadership, citizenship, professions, and economic productivity. How have the ideas about purposes of higher education changed

over time, and how are they related to changes in the state, society, economy? What are the implications of the varying priorities in the purposes of education for its structure and content? We will consider the liberal arts and professional education in particular, and perspectives on higher education and “working class” and manual labor jobs.

An Early Attempt to Hold Back the Tide: The Yale Report of 1828

- Review: Geiger, *The History of American Higher Education*, pp.175-93, 380-94, 408-21.
- *Herbst, Jurgen. 2004. “The Yale Report of 1828.” *International Journal of the Classical Tradition*. 11 (2): 213-31. <http://link.springer.com.ezproxy.bu.edu/article/10.1007/BF02720033>

On the Liberal Arts:

- *Meiklejohn, Alexander. 1944. “Required education for freedom.” *The American Scholar* 13 (4): 393-95.
http://www.jstor.org.ezproxy.bu.edu/stable/41206765?seq=1#page_scan_tab_contents
- Dewey, John. 1944. “The problem of the liberal arts college.” *The American Scholar* 13 (4): 391-93.
http://www.jstor.org.ezproxy.bu.edu/stable/41206764?seq=1#page_scan_tab_contents
- Earnest, Ernest. 1944. “Even A.B.’s must eat.” *The American Scholar* 13 (4): 403-6.
http://www.jstor.org.ezproxy.bu.edu/stable/41206769?seq=1#page_scan_tab_contents

On Vocational and “Practical” Utility:

- *Reminder: Geiger, *The History of American Higher Education*, Ch.7.
- *Kett, Joseph F. 1994. *The Pursuit of Knowledge under Difficulties: From Self-Improvement to Adult Education in America, 1750-1990*. Stanford: Stanford University Press, Ch.8 (pp.258-92), “Higher education and the challenge of job improvement;” Ch. 10, “The electric fire of thought,” Sections on Workers’ education and folk schools (pp.352-67).
- *Gelber, Scott M. 2011. *The University and the People: Envisioning American Higher Education in an era of Populist Protest*. Madison: University of Wisconsin Press, Ch. 5 (“Producers and parasites: The populist vision of college curriculum,” pp.101-25),
<http://site.ebrary.com.ezproxy.bu.edu/lib/bostonuniv/reader.action?docID=10537622&ppg=112> .

On Professional Education

- *Flexner, Abraham. 1910 *Medical Education in the United States and Canada: A Report to the Carnegie Foundation for the Advancement of Teaching*. New York: The Carnegie Foundation. Ch.1 “Historical and general,” pp.3-19); Ch3. (“The actual basis of medical education,” pp. 28-51); Chr.9 (“Reconstruction,” pp.143-55), Ch.11 (“The state boards,” pp.167-77).
http://archive.carnegiefoundation.org/pdfs/elibrary/Carnegie_Flexner_Report.pdf
- *Diener, David. 2008. “Climate of the late 19th century and the fate of American normal schools.” *American Educational History Journal* 35 (1/2): 61-79.
<http://search.proquest.com.ezproxy.bu.edu/docview/230081108>
- McManis, Charles R. 1981. “The history of first century American legal education: A revisionist perspective.” *Washington University Law Review* 59(3): 597-659. http://openscholarship.wustl.edu/law_lawreview/vol59/iss3/2

Graduate Education

- *Reminder: Geiger, *The History of Higher Education*, Ch.8., pp.491-507.

Re-imagining Credentials?

- *The Lumina Foundation. 2015. *Connecting Credentials: Making the Case for Reforming the U.S. Credentialing System*. Indianapolis: The Lumina Foundation.
<http://2rs11m47n9nefk1rmiofa51a.wpengine.netdna-cdn.com/wp-content/uploads/2015/06/MakingTheCase-6-8-15.pdf>

Tues 3/28: The State, the Nation, and the Federal Government: After World War I

Changes in the 20th century that increased the role of the federal government (especially) in higher education, but that also integrated higher education more inextricably into the fabric of the American state, as higher education came to play an increasingly important role in scientific and technological discovery, in the arts, in economic development, international linkages, and the development of human lives across their lives. The core questions: What American challenges and priorities is higher education supposed to address, and how? Which becomes important enough for governments at the local, state, and national level to address through law and policy? How do American institutions of higher learning define and respond to challenges and needs in the larger society, and how do they partner with or resist actions by government?

First Exam

Guest Presentation by Jim Petosa, Director of the BU School of Theater, on the role of the university in the arts.

- *Loss, Christopher. 2012. *Between Citizens and the State*. Princeton: Princeton University Press., Ch. 3 (pp.55-88, “Building the New Deal administrative state”), 5 (pp.121-62, “Educating global citizens in the Cold War”), 6 (pp.165-213, “Higher education confronts the rights revolution”),
- *Jonathan Cole. 2010. *The Great American University: Its Rise to Preeminence, Its Indispensable National Role, Why It Must be Protected*. New York: Public Affairs., Ch. 3 (pp.75-108, “The path to greatness”)
<http://site.ebrary.com.ezproxy.bu.edu/lib/bostonuniv/detail.action?docID=10359195>
- Breznitz, Shiri. 2014. *The Fountain of Knowledge: The Role of Universities in Economic Development*. Palo Alto: Stanford University Press, Ch.2 (“Factors affecting university technology transfer”)
<http://ebookcentral.proquest.com.ezproxy.bu.edu/lib/BU/reader.action?docID=1728036&ppg=35>
- Jacobs, James. 2012. “The essential role of community colleges in rebuilding the nation’s communities and economies.” In Jason E. Lane, D. Bruce Johnstone, and Nancy L. Zimpher, eds. *Universities and Colleges as Economic Drivers: Measuring Higher Education’s Role in Economic Development*. Albany: SUNY Press, Ch.2, pp.191-203.
<http://site.ebrary.com.ezproxy.bu.edu/lib/bostonuniv/reader.action?docID=10629455&ppg=214>

Tues 4/4: Higher Education for Whom? Access Agendas of Class, Race and Gender throughout the History of American Higher Education

Who is supposed to benefit from higher education and how? What have been the implicit and explicit grounds, appropriate and not, for inclusion and exclusion? How should we define “inclusion” and “exclusion” beyond just who is admitted? We will consider multiple grounds in an integrated fashion – abilities, age, class and wealth, gender, nationality, occupational aspirations, prior accomplishment, race/ethnicity. The class session will be organized by era in order to understand how the framing questions, assumptions, categories, and solutions have changed.

19th Century

- *Review: Geiger, *The History of American Higher Education*, pp.206-13, 394-408.
- *Cohen, David. 2012. *Reconstructing the Campus: Higher Education and the American Civil War*. Charlottesville: University of Virginia Press, Ch. 3 (pp.92-127) (“Admissions: Race, Class,

- and Gender”), 4 (pp.128-52) (“Admissions: Geography, service, morality.”)
<http://site.ebrary.com.ezproxy.bu.edu/lib/bostonuniv/reader.action?docID=10603432>
- Angell, James B. 1879. *The Higher Education: A Plea for Making it Accessible to All: An Address Delivered at the Annual Commencement of the University of Michigan, June 26, 1879*. Ann Arbor, MI: Board of Regents. <http://babel.hathitrust.org/cgi/pt?id=mdp.39015012374636;view=1up;seq=3>
- Gelber, Scott M. 2011. *The University and the People: Envisioning American Higher Education in an era of Populist Protest*. Madison: University of Wisconsin Press, Ch. 3 (“The greatest good for the greatest number: Populism and academic access,” pp.61-82),
<http://site.ebrary.com.ezproxy.bu.edu/lib/bostonuniv/reader.action?docID=10537622&ppg=72> .
- Horowitz, Helen Lefkowitz. 1984. *Alma Mater: Design and Experience in the Women’s Colleges from Their Nineteenth-Century Beginnings to the 1930s*. New York: Ballantine.
- Kett, Joseph F. 1994. *The Pursuit of Knowledge under Difficulties: From Self-Improvement to Adult Education in America, 1750-1990*. Stanford, CA: Stanford University Press.
- Lovett, Bobby L. 2015. *America’s Historically Black Colleges and Universities: A Narrative History, 1837-2009*. Macon, GA: Mercer University Press.

Through Brown v Board of Education

- *Berkowitz, David S. 1948. *Inequality of Opportunity in Higher Education: A Study of Minority Group and Related Barriers to College Admission. A Report to the Temporary Commission on the Need for a State University*. Albany, NY: Williams Press, Ch. 5-6 (pp.91-148).
 Inc. <https://babel.hathitrust.org/cgi/pt?id=coo.31924002642845;view=1up;seq=7>
- *Ogletree, Charles J. 2004. “Excerpt from *All Deliberate Speed*: “The significance of *Brown*.” *Harvard Blackletter Law Journal* 20: 1-14.
<http://heinonline.org.ezproxy.bu.edu/HOL/Page?public=false&handle=hein.journals/hblj20&page=1&collection=journals>
- Flexner, Abraham. 1910 *Medical Education in the United States and Canada: A Report to the Carnegie Foundation for the Advancement of Teaching*. New York: The Carnegie Foundation. Ch.8 (“The medical education of women,” 178-79); Ch.9 (“The medical education of Negroes,” pp. 180-81.http://archive.carnegiefoundation.org/pdfs/elibrary/Carnegie_Flexner_Report.pdf
- Fultz, Michael. 2012. “City normal schools and municipal colleges in the upward expansion of higher education for African Americans.” In Marybeth Gasman and Roger L. Geiger, eds., *Higher Education for African Americans before the Civil Rights Era, 1900-1964*. New Brunswick, NJ: Transaction Books, pp.17-42.
- Wechsler, Harold S. 1984. “The rationale for restriction: Ethnicity and college admissions in America, 1910-1980.” *American Quarterly* 36: 643-67.
<http://www.jstor.org.ezproxy.bu.edu/stable/pdf/2712865.pdf>
- Mettler, Suzanne. 2005. *Soldiers to Citizens: The G.I. Bill and the Making of the Greatest Generation*. New York: Oxford University Press, Ch. 3 (pp.41-58), “Beyond all expectations.”
<http://site.ebrary.com.ezproxy.bu.edu/lib/bostonuniv/reader.action?docID=10233634&ppg=60>

Access Agendas in the Past 50 Years

- *National Constitution Center. 2013. “Affirmative action: Timeline of major cases and orders.”
<http://blog.constitutioncenter.org/2013/06/affirmative-action-timeline-of-10-major-cases-and-orders/> . Supplemented with Chang, Jeff. 2016. “Diversity is not equity.” *Slate*, June 27.
http://www.slate.com/articles/news_and_politics/jurisprudence/2016/06/the_supreme_court_s_fisher_decision_is_a_hollow_victory_for_affirmative.html .
- *Bailey, Thomas R, Shanna Smith Jaggars, and David Jenkins. 2015. *Redesigning America’s Community Colleges: A Clearer Path to Student Success*. Harvard University Press, Ch.4 (pp.119-43): “Helping underprepared students.” <https://www-degruyter->

- com.ezproxy.bu.edu/downloadpdf/books/9780674425934/9780674425934-004/9780674425934-004.xml
- *Rose, Deondra. 2015. "Regulating opportunity: Title IX and the birth of gender-conscious higher education policy." *Journal of Policy History* 27 (1): 157-83.
<http://muse.jhu.edu.ezproxy.bu.edu/article/566057>
- Drew, Jenifer. 201. "The right preposition: Objectifying the relationship between prison postsecondary education programs, departments of correction, and academic institutions." *Saint Louis University Public Law Review* 33: 317-28.
<http://heinonline.org.ezproxy.bu.edu/HOL/Page?public=false&handle=hein.journals/stpl33&page=317&collection=journals#>
- Klevan, Sara, Sharon L. Weinberg, and Joel A. Middleton. 2016. "Why the boys are missing: Using social capital to explain gender differences in college enrollment for public high school students." *Research in Higher Education* 57 (2): 223-57.
<http://link.springer.com.ezproxy.bu.edu/article/10.1007/s11162-015-9384-9>
- Rothstein, Laura. 2015. "The Americans with Disabilities Act and higher education 25 years later: Update on the history and current disability discrimination issues for higher education." *Journal of College and University Law* 41: 531-89.
<http://heinonline.org.ezproxy.bu.edu/HOL/Page?public=false&handle=hein.journals/jcolunly41&page=531&collection=journals>
- Uarez-Orozco, Carola, et al. 2015. "Undocumented undergraduates on college campuses: Understanding their challenges and assets and what it takes to make an undocufriendly campus." *Harvard Educational Review* 85 (3): 427-63.
<http://hepgjournals.org.ezproxy.bu.edu/doi/pdf/10.17763/0017-8055.85.3.427>
- *Zamudio-Suaréz, Fernanda. 2016. "I fit in neither place." *Chronicle of Higher Education* 12/11/16.
<http://www.chronicle.com/article/I-Fit-in-Neither-Place-/238629>

Tues 4/11: Bearing the Cost of Higher Education: Public and Private Priorities and the Politics and Economics of Who Pays

The history of higher education for its first 2-1/2 centuries is the history of institutions nearly always on the brink of financial collapse. Colleges and universities developed numerous strategies for covering costs and providing education to their target populations. We start by discussing the finances of higher education up to WWI. We then discuss higher education budgets – the revenue and expenditure bases -- of century public and private education over the past century and the price of education for students and strategies of covering that cost. We conclude with the rise and decline of for-profit education.

Populism, Elitism, and 19th Century Debates:

- *Gelber, Scott M. 2011. *The University and the People: Envisioning American Higher Education in an era of Populist Protest*. Madison: University of Wisconsin Press. , Ch.4 (pp83-100), "Looking forward: Populism and economic access."
<http://site.ebrary.com.ezproxy.bu.edu/lib/bostonuniv/reader.action?docID=10537622&ppg=94> . Ch. 7 (pp.147-66), "Watchdogs of the treasury: Populism and public funding for higher education,"
<http://site.ebrary.com.ezproxy.bu.edu/lib/bostonuniv/reader.action?docID=10537622&ppg=94> .

Higher Education Budgets, Cost, and Price

- *Weisbrod, Burton A., Jeffrey Ballou, and Evelyn D. Asch. 2008. *Mission and Money: Understanding the University*. Cambridge University Press, Ch. 3-9 (pp.39-174)
<http://site.ebrary.com.ezproxy.bu.edu/lib/bostonuniv/reader.action?docID=10250542&ppg=1>

- Toutkoushian, Robert K. and Michael B. Paulsen. 2016. "The role of government in higher education." In Toutkoushian and Paulsen, eds. *Economics of Higher Education*, pp.199-230.
http://link.springer.com.ezproxy.bu.edu/chapter/10.1007/978-94-017-7506-9_6/fulltext.html
- Cloud, Robert C. and Richard Fossey. 2014. "Facing the student-debt crisis: Restoring the integrity of the federal student loan program. *Journal of College and University Law* 40 (3): 467-98.
http://heinonline.org.ezproxy.bu.edu/HOL/Page?handle=hein.journals/jcolunly40&div=22&start_page=467&collection=journals&set_as_cursor=46&men_tab=srchresults.
- Mettler, Suzanne. 2014. *Degrees of Inequality: How the Politics of Higher Education Sabotaged the American Dream*. NY: Basic Books, Ch. 2, "Diminishing returns: The transformation of federal student aid over time."

The Rise and Decline of For-Profit Education

- Blumenstyk, Goldie. 2012. "Meet the new for-profit: the low-profit," *The Chronicle of Higher Education* (Oct. 14), <http://chronicle.com/article/Meet-the-New-For-Profit-the/135054/>
- *United States Senate. Committee on Health, Education, Labor, and Pensions. 2012. *For Profit Higher Education: The Failure to Safeguard the Federal Investment and Ensure Student Success*.
<http://www.propublica.org/documents/item/407797-help-senate-report>. Read the Executive Summary (pp.1-12).
- Munro, Matthew. 2015. "Where the federal government fails state legislatures can succeed: Eliminating student debt by regulating for-profit colleges and universities." *Journal of College and University Law* 41: 627-655.
<http://heinonline.org.ezproxy.bu.edu/HOL/Page?handle=hein.journals/jcolunly41&id=103&collection=journals&index=>

Tues 4/18: Students' Impact on Universities

Far from being merely the subjects or clients of higher education institutions, students have often played substantial roles in shaping and reshaping their character, defining their priorities, affecting their capabilities, and served as linkages with the rest of society. You read about 2 case studies; we discuss the longer history of student impact.

Students' Impact on Universities

- *Geiger, Roger. 2015. *The History of American Higher Education*, pp.365-80.
- Biondi, Martha. 2012. *The Black Revolution on Campus*. Berkeley: University of California Press, Ch. 1-6 (pp.13-173).
<http://site.ebrary.com.ezproxy.bu.edu/lib/bostonuniv/detail.action?docID=10568997>
- Cohen, Robert. 1993. *When the Old Left Was Young: Student Radicals and America's First Mass Student Movement, 1929-41*. New York: Oxford University Press, Ch. 1, "Dancing on the edge of a volcano," (pp.3-21), Ch. 2, "Cafeteria Commies," (pp.22-41), Ch. 4, "The making of a mass movement" (pp.73-97).
<http://site.ebrary.com.ezproxy.bu.edu/lib/bostonuniv/reader.action?docID=10087291&ppg=26>
- Peterson, Patti McGill . 1972. "Student organizations and the antiwar movement in America, 1900-1960." *American Studies*, vol. 13 (1): 131-147.
<http://www.jstor.org.ezproxy.bu.edu/stable/pdf/40641066.pdf>

Tues 4/25: Higher Education, How? Changing Pedagogies and Institutional Arrangements for Teaching

From the early days in the 18th century, when colleges began abandoning disputation as their primary pedagogical tool, higher education has periodically rethought and altered its pedagogical strategies in light of its changing conditions and goals. Most of these changes related to developing skills and

experiences that would be useful in later life, especially for employment, and to the nation. We consider these changes historically within the context of major pedagogical themes: technology-enabled teaching and learning; exploration and discovery; residential and community living and learning, and the boundaries that define coherent and usable chunks of subject matter.

Guest presenter: Tracy Schroeder, Vice President of Information Services & Technology and Chair, Board of Directors of Educause. <https://www.educause.edu/>

Learning Distributed and Redefined by Technology

*Atkinson, Carrol. 1941. *Radio Extension Courses Broadcast for Credit*. Boston: Meador Publishing Co., pp.11-41, pp.119-23. <https://archive.org/details/radioextensionco009752mbp>

*Hill, Phil. 2016. "MOOCs are dead. Long live online education." *Chronicle of Higher Education*, <http://www.chronicle.com/article/MOOCs-Are-Dead-Long-Live/237569>

James, Bernard J. and Charles A. Wedemeyer. 1959. "Completion of university correspondence courses by adults: The effects of goal-clarity and other factors." *Journal of Higher Education* 30: 87-93. <http://www.jstor.org.ezproxy.bu.edu/stable/pdf/1979027.pdf>

Miller, Michelle D. 2015. *Minds Online: Teaching Effectively with Technology*. Cambridge: Harvard University Press. <https://www-degruyter-com.ezproxy.bu.edu/viewbooktoc/product/430033>

Transfer of Knowledge versus Learning by Exploration and Discovery

*Fulton, John F. and Elizabeth H. Thomson. 1948. "Benjamin Silliman and the founding of the Sheffield Scientific School." *American Scientist* 36 (1): 102-10. http://www.jstor.org.ezproxy.bu.edu/stable/27826205?seq=1#page_scan_tab_contents

*Boyer Commission on Educating Undergraduates in the Research University. 1998. *Reinventing Undergraduate Education: A Blueprint for America's Research Universities*. Pp.1-47. <http://files.eric.ed.gov/fulltext/ED424840.pdf>

Residential Living and Learning

*Lebovic, Sam. 2013. "From war junk to educational exchange: The World War II origins of the Fulbright Program and the foundations of American cultural globalism." *Diplomatic History* 37 (2): 280-312. <http://files.eric.ed.gov/fulltext/ED424840.pdf>

Frank, Glenn. 1930. "The experimental college." *The Journal of Higher Education* 1 (6): 305-07. http://www.jstor.org.ezproxy.bu.edu/stable/1974313?sid=primo&origin=crossref&seq=2#page_scan_tab_contents

The Rise and Decline of Discipline by Discipline

*Graff, Harvey L. 2015. *Undisciplining Knowledge: Interdisciplinarity in the Twentieth Century*. Baltimore: Johns Hopkins University Press, Ch. 5 (pp.176-213), "A material world and the making of lifeworlds: Materials science and cultural studies, 1950s -1990s."

Tues 5/2: Governance and Accountability

We conclude with a discussion of governance of the university: Who and what entities should play what roles? To whom are higher education institutions and their employees accountable, and for what? How does the larger political culture understand the nature of higher education governance? What different values are at stake in debates about higher education governance and accountability?

* Review: Geiger, *The History of American Higher Education*, pp.160-70.

* Gelber, Scott M. 2011. *The University and the People: Envisioning American Higher Education in an era of Populist Protest*. Madison: University of Wisconsin Press, Ch. 6 ("The tastes of the multitude: Populism, expertise, and academic freedom," pp.126-46),

*Tierney, Willam G. 2004. *Competing Conceptions of Academic Governance: Negotiating the Perfect Storm*. Johns Hopkins University Press. Ch.2 (“The paradox of scope,” pp.33-76), Ch.4 (“The ambiguous future of public higher education systems,” 104-36), Ch.5 (“Governing the 21st-century university,” 137-57)