Instructors

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Course Description

This course analyzes the development of post-secondary education in the United States. It traces, over four centuries, the evolution of higher education from a small enclave for privileged white males, to a ubiquitous and stratified system that serves a wide variety of students. We will investigate topics including: European influences; scholarship and student life in the early colleges; alternative forms of “higher” education during the eighteenth and nineteenth centuries; the rise of the university and the modern system; the role of athletics and youth culture in the university; the changing nature of higher education for women and students of color; and post-secondary education’s tremendous growth, along with its complex problems, during the last half-century. Throughout, we will analyze changes in higher education’s participants, content, and structure. Thus, through the lens of history, we will consider a number of broad issues concerning higher education.

Unpacking the Course Description

History is about people. We are interested specifically in the interaction of individuals, higher education institutions, and society as a whole. Studying history allows us to learn things about ourselves, the places we work, and the way the world is structured that we might miss if we were studying the contemporary world. In anthropology, there is a distinction between emic and etic accounts of a people and place. Emic accounts are written by cultural insiders. They provide a deep understanding but run the risk of taking things for granted. Etic accounts meanwhile are written by people who are removed from the culture and who treat everything they observe as though it requires explanation. That is what we are doing here: we investigate topics in the past and trace them to the present because it creates badly-needed cultural distance. That space, in turn, allows us to ask why things are the way they are and whether there are different ways that we might do them.
Grading & Assignments

Grading will be based upon a 100 point scale with the following correspondences between the points earned and the grade awarded:

- A  More than 94 Points
- A-  90-93 Points
- B+  87-89 Points
- B   83-86 Points
- B-  80-82 Points
- C+  77-79 Points
- C   73-76 Points
- C-  70-72 Points
- D   60-69 Points
- F   Less than 59 Points

The following assignments are included in the course grade:

1) **Participation [20 Points]**: I expect that you will attend each week’s class meeting and that you will have reviewed the week’s readings in advance. If either (or both) of these things will not happen, I expect you to notify me in advance. Both elements are critical to your success in the course since our class meetings will consist mostly of discussion. Though I recognize that everyone will have different ways of expressing themselves in this course, participation requires regularly contributing to our discussions in some form.

2) **Timelines of American History and American Higher Education [20 Points]**: This assignment is based on readings and our discussions during the first three weeks of the course. You will construct parallel timelines for the history of American higher education and the history of the United States. The easiest way to complete this assignment will likely be to use a table in a word processor or a spreadsheet. As you construct your timeline for American higher education, you should pay attention to events that shape who is going to college, where they are going to college, and what they are learning. For each entry, you need not provide much detail. As an example, you might write: “1636 – Harvard founded” or “1978 – Middle Income Student Assistance Act becomes law.” As you construct your timeline for the history of United States, you should focus on events that dramatically reshaped society and/or which had major implications for the history of American higher education. For example, the attempted secession of the Southern states in 1860/1861 both generated major social changes and allowed the passage of the first Morrill Act in 1862. Likewise, the Great Society programs passed during the period from 1964-68 had wide ranging social implications—among them the passage of the Higher Education Act in 1965. **Due: February 11**
3) **Integrative Book Review & Class Facilitation [30 Points]:** During the first week of class, you will select a future class meeting for which you will then read that week’s “Featured Book” and prepare an integrative book review. You will also facilitate a portion of that week’s class meeting. Though every attempt will be made to ensure that you get to read further in a topic that interests you, class logistics mean that no more than three students can complete this assignment in any given week. Your integrative book review should be 4-6 pages and should address the following questions: 1) What content is included? 2) How is it organized? 3) What is the goal of the work? 4) Who is the audience for the book? 5) How successful was the book in accomplishing its goals? Additionally, since the focus of this assignment is on integration, you will need to select at least one primary source (meaning it was produced during the time that you are writing about) and describe that source in relation to the “Featured Book.” You should pay careful attention to how the “Featured Book” either expands your understanding of the primary source or is contradicted by the primary source. A variety of options are available at: [http://www.pearsoncustom.com/mi/msu_ashe/](http://www.pearsoncustom.com/mi/msu_ashe/). Your facilitation can take any form you choose but must introduce the rest of the class to both the book and primary source that you reviewed. You must let the instructors know at least one week prior to your facilitation what you plan to do and how much time you expect it to take. **Due: February 11 to April 15 (Week of Class Meeting)**

4) **Historical Writing: Review Essay or Archival Research [30 Points]** For this assignment, you will read Greider’s (2013) *UMass Rising*. You will then select one aspect of the institution’s history that is either included or excluded from that text—and it will be important to consider why—for further investigation. More information about the University’s history (as well as its archives) can be found on these websites: [http://www.library.umass.edu/spcoll/youmass/doku.php](http://www.library.umass.edu/spcoll/youmass/doku.php) | [http://credo.library.umass.edu/](http://credo.library.umass.edu/) | [http://www.library.umass.edu/spcoll/umarmot/](http://www.library.umass.edu/spcoll/umarmot/). This assignment may then be accomplished two different ways. The first option is a historical review essay. In a review essay, you focus on particular phenomenon (for example, student unrest in the 1960s). You will then use scholarly analyses (usually at least 2-3 different books or 8-10 articles) to generate a “typical” history of the phenomenon and compare it to what happened at UMass. No data collection is required for this option. For the second option, however, you will solely be doing original research. You will use archival sources to produce a historical analysis of an episode in the history of UMass. Though it may be helpful to frame your discussion with your knowledge of the history of higher education, the focus should be on the results of your research. While there is no formal minimum page length requirement for either version of this assignment, it is difficult (though not impossible) to complete it successfully in less than fifteen pages. Your paper may not exceed twenty pages without prior permission. A draft version of your findings will be presented in class in the form of a Pecha Kucha presentation ([http://www.pechakucha.org/faq](http://www.pechakucha.org/faq)). **Topic & Outline: April 8 | Presentation Due: April 29 | Paper Due: May 6**
Texts


Nota Bene: On Our Course Readings

You will not have to do all the listed readings. The readings for most weeks are structured such that there is an introductory piece—labeled “overview” because they typically provide a thematic summary—that all students should read. You will then be assigned two or three of the remaining articles/chapters to read. There is also a “Featured Book” that you are not required to read unless it is the basis for your Integrative Book Review & Class Facilitation assignment.

Class Meetings

I. Week One: January 21
   Introduction – Part One: The Medieval University, the Collegiate Ideal, the Colonial College, and a Vision for the New Republic
   a. Boyer (2012) – Chapters 1-3
   c. Thelin (2011) – Chapters 1-2

II. Week Two: January 28
   Introduction – Part Two: The Creation of the American University and the Survival of the American College
   a. Boyer (2012) – Chapters 4-6
   c. Thelin (2011) – Chapters 3-5

III. Week Three: February 4
   Introduction – Part Three: Access, Research, and Massified Education in Midst of Structural Diversity and Sameness
   a. Boyer (2012) – Chapters 7-9
   c. Thelin (2011) – Chapters 6-8
IV. Week Four: February 11
The Philosophy of History & Historical Techniques

Note: We will begin our class session at the W.E.B. DuBois Library’s Special Collections from 7-8PM. We will then return to our regular classroom for the remainder of the class.

a. Overview

b. Historiographic Questions
   

c. Featured Book

V. Week Five: February 18
No Class; Monday Schedule in Effect

VI. Week Six: February 25
Micro- and Macro- Approaches to History

a. Overview

b. Institutional Histories
   

c. Histories of Idea & Place

d. Featured Book

VII. Week Seven: March 4
What is a College? Changes in Institutional Forms Over Time
   a. Overview
   b. The Medieval University & Its Modern Legacy
   c. Distinctly American Innovations
   d. Featured Book

VIII. Week Eight: March 11
Religion & the Making (and Remaking) of Higher Education
   a. Creating New Colleges

b. Faith & Curriculum

c. The YMCA

d. Featured Book

IX. Week Nine: March 18 (NASPA)
   No Class: University Break

X. Week Ten: March 25
   Racial Politics and Access to the American Dream
   a. The Role of “Philanthropy”
   b. Access to Higher Education
faculty, administrators and students in higher education (pp. 15-46). Sterling, VA: Stylus

c. Intersectional Approaches

d. Featured Book:

XI. Week Eleven: April 1 (ACPA)
Women’s Education & The Expansion of Higher Education’s Worldview
   a. Overview
   b. The Idea of the Educated Woman
   c. Curriculum
   d. Featured Book

XII. Week Twelve: April 8
Decentering the Canon: Changing the Curriculum and How Faculty Work
   a. The Liberal Arts

b. Pushing Boundaries


c. Sources of Curricular Innovation


d. Featured Book


XIII. Week Thirteen: April 15

Residence Halls, College Sports, & Teddy Roosevelt: How the Co-Curriculum Took Over the University

a. Overview


b. College Athletics


c. Campus Culture Shocks


d. Student Unrest


e. Featured Book

XIV. Week Fourteen: April 22

States, Foundations, & Students: Who Pays for Higher Education

a. How do students fare?


b. The Role of Admissions


c. The Impact of Policy


d. Featured Book


XV. Week Fifteen: April 29

Student Presentations
Course Policies

Academic Honesty - Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair. Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent (http://www.umass.edu/dean_students/codeofconduct/acadhonesty/).

Accommodations - The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify the instructors within the first two weeks of the semester so that we may make appropriate arrangements. Also, please inform the instructors of any religious observances that will require you to miss class or require special accommodation.

Citation Style - Wherever possible, you should provide references to sources utilizing APA style, which is standard in most education-related areas of study. The full guide to APA style is can be found in the Publication Manual of the American Psychological Association (Sixth Edition). A short guide is available online at Purdue’s Online Writing Lab (http://owl.english.purdue.edu). In all written assignments, you should provide a bibliography. Apart from citation style, you may format your written assignments however you would like provided you do so consistently.

Electronic Submission of Work - Unless otherwise specified, all assignments should be submitted by email. I will respond to your email within one business day to let you know that I have received it. If you do not receive an email to that effect, you are responsible for contacting me to confirm that I have received it. Please do not provide a paper copy.

Late Assignments - It does not matter to me when you turn in your assignments; I will spend the same amount of time offering feedback regardless of when you submit them. However, it has been my experience that sometimes deadlines are missed because they are started too late, which in turn inhibits both the quality of assignment and what can be learned from it. As a result, if you would like to turn in an assignment later than the date on the syllabus, I require that you notify me at least 72 hours in advance. Late works for which an extension is not received will be awarded a grade one letter grade lower than that which it would otherwise have been assigned. All work must be submitted prior to the end of the semester; since a grade is supposed to be a measurement of learning over a discrete period of time, I do not award incompletes.