

EDUC 844-HISTORY OF HIGHER EDUCATION
UNIVERSITY OF MASSACHUSETTS AMHERST
SPRING 2016

Instructor	Ezekiel Kimball
Class Sessions	Wednesday, 4:00-6:30PM
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Course Description

This course analyzes the development of postsecondary 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 (but highly stratified) system that serves a wide variety of students. While this course also provides a broad overview of the history of higher education, each time it is taught it focuses specifically on deconstructing one or more ideas that has been utilized to produce the systemic oppression of historically underrepresented, minoritized, or otherwise marginalized student populations on college campuses. By doing so through a historical lens, we are able to create badly needed cultural distance and see the contemporary conditions of higher education differently. That new view, in turn, allows us to ask why things are the way they are and whether there are different ways that we might do them. During the Spring 2016 semester, we will focus on the social construction of racial difference and its impact on higher education.

Texts

The following books are required for the course:

- Alexander, M. (2010). *The New Jim Crow: Mass incarceration in the age of colorblindness*. New York: The New Press. [On Syllabus as: Alexander]
- Bell, D. (2005). *Silent covenants: Brown v. Board of Education and the unfulfilled hopes for racial reform*. New York: Oxford University Press. [On Syllabus as: Bell]
- Boren, M. E. (2001). *Student resistance: A history of the unruly subject*. New York: Routledge. [On Syllabus as: Boren]
- Martínez-Alemán, A. M., Pusser, B., & Bensimon, E. M. (Eds.) (2015). *Critical approaches to the study of higher education: A practical introduction*. Baltimore, MD: Johns Hopkins University Press. [On Syllabus as: Critical]
- Wilder, C. S. (2014). *Ebony and ivy: Race, slavery, and the troubled history of America's universities*. New York: Bloomsbury Press. [On Syllabus as: Wilder]

The following books are not required but may provide a useful overview of the history of higher education and summary of existing scholarship:

Cohen, A. M., & Kisker, C. B. (2010). *The shaping of American higher education: Emergence and growth of the contemporary system*. San Francisco, CA: Jossey-Bass.

Geiger, R. L. (2015). *The history of American higher education: Learning and culture from the founding to World War II*. Princeton, N.J.: Princeton University Press.

Thelin, J. R. (2011). *A history of American higher education* (2nd ed.). Baltimore: Johns Hopkins University Press.

As a class, we will also consult the following for a chronology of the history of higher education:

Geiger, R.L. (2011). The ten generations of American higher education. In R. O. Berdahl, P. G. Altbach, & P. J. Gumport (Eds.), *Higher Education in the Twenty-First Century*. (pp. 37-68). Baltimore: Johns Hopkins University Press. [On syllabus as: Geiger]

Grading

The following assignments and point correspondences will be utilized to calculate student grades for this course:

Participation: up to 10 Points

Response Papers: up to 20 Points

Historical Counter Narrative Prospectus : up to 20 Points

Integrative Book Review: up to 25 Points

Reflexive Essay: up to 25 Points

Total Available Points: 100

Additional details regarding each assignment are provided in the next section of this syllabus. Letter grades will awarded using based on points earned based on the following system:

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

Assignments

Participation (Weekly) – 10 Points:

I expect that you will attend each week's class having reviewed the assigned readings. If that will not be the case, I expect you to notify me in prior to the class meeting. 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, participation requires contributing to our discussions in some form on a regular basis.

Response Papers (Weekly) – 20 Points:

For the response papers assignment, you will complete ten short papers (2 page maximum) in which you use one of the readings from Week One to analyze an issue raised by one or more of the readings from the week the assignment is submitted. You should make a detailed, thoughtful historical argument (based mostly on that week's reading) that is grounded in a relevant theoretical lens (based mostly on readings from Week One). No Week One reading may be used more than three times (meaning that you must use at least four different Week One readings during the semester). Grading for this assignment is "Credit / No Credit," and each response paper is worth two points. No late response papers will be accepted. Since we will meet thirteen times during the semester, there are three "extra" response papers that will allow you to account for missed classes, response papers for which credit was not earned, or to strategically skip response papers (for example, in a week where another written assignment is due).

Historical Counter Narrative Prospectus (March 30) – 20 Points:

The counter-narrative is among the most important tools in critical theory and pedagogy. Standing in contrast to the dominant stories being used to explain the past, present, and future, the counter-narrative suggests the key roles that privilege and oppression have played in construction of reality. In a historical sense, the counter-narrative is a vitally important way of illuminating the experiences of marginalized or minoritized populations so that the written history of social phenomena (such as higher education) better reflects the lived experiences of all those that it claims to represent.

This iteration of this course was designed to focus on an emerging counter-narrative related to the social construction of race in the history of higher education. However, as with all forms of storytelling, the view of the counter-narrative provided is incomplete and may also obscure our view other vitally important counter-narratives. For this assignment, you will help to rectify this issue by either elaborating further on the theme of this course or by proposing a theme that might be explored in a future iteration of this course. Examples of possible

expansions on the course theme include topics like: the experience of Latinx populations, the role of universities in the creation of White racial superiority myths, and “philanthropy” and higher education for indigenous persons. Examples of potential new themes include: queer students and moral panics over student sexuality, students with disabilities and the construction of merit, the complex relationship between universities and student athletes, the experience of underprepared students in a consumption-oriented admissions marketplace, students with non-dominant forms of capital in a world where higher education serves as a status-marking good, and the climate for students identified as religiously non-conforming at faith-based institutions.

The structure for this assignment will be a brief narrative wherein you define the theme or thematic expansion on which you have chosen to focus and an annotated list of the 4-6 books that you believe would best illuminate this theme. In this narrative, you should anchor your topic to the broader history of higher education through references to things you have read previously (in this and other courses) as well as to synthetic histories of higher education (Geiger’s ten generations is one, but you will likely need to consult portions of one or more book-length synthetic histories to do this assignment well— examples listed above). This narrative should be roughly one page in length. Your annotations should be roughly one paragraph per book selected. *NOTA BENE:* You are **not** required to read this books that you identify, but you should read enough about them to know that they are an appropriate selection.

Integrative Book Review (Due April 27)—25 Points:

For this assignment, you will select and then read a book that you believe elaborate on the course theme. While the book must be anchored by a strong chronological narrative, it does not need to have been written by a historian (for, example, works by sociologists and anthropologists will provide a different but equally important way of understanding the past) or to focus directly on higher education (for example, two of the books that we read this semester tell us a great deal about higher education while rarely mentioning colleges and universities). If you have any questions about whether the book you wish to read will work well for this assignment, please speak with me at least one week before you plan to begin working on the assignment since I may need to read the book in order to evaluate how well fits this assignment. Your integrative book review should be 3-5 pages and should address the following questions: 1) What content is included? 2) How is it organized? 3) How does it expand on the understanding of the relationship between constructed definitions of race and the history of higher education?

Reflexive Essay (Due May 4)—25 Points:

In Kimball and Ryder’s (2014) “The Past a Tool for Reflexive Practice,” I make the argument that we study history in student affairs preparation programs because it is supposed to

be useful. To that end, we will use some of our class time each week to identify “guiding concepts” that can be synthesized from historical writing in order to inform our work as higher education professionals as well as “critical insights” wherein historical lessons have actually helped people to reframe their own practice. You may find it helpful keep a running list or journal of these ideas. At the end of the semester, you will complete a reflexive essay wherein you address the question: Is history useful to contemporary higher education administrators?” You may take any position you like, but you should craft an argument based on things read for this course. If you plan to make a positive argument, you should be sure to delineate the lessons that history does a uniquely good job teaching (if any). If you plan to make a negative argument, please be sure to address alternate sources of some of the insights arrived at collectively over the course of the semester (if any). This assignment can be completed successfully in 3-5 pages.

Class Meetings

I. Week One (January 20)

a. Course Texts

- i. Boren: Introduction
- ii. Critical: Ch. 5

b. Additional Readings

- i. Kimball, E. & Ryder, A. (2014). Using history to promote reflection: A model for reframing student affairs practice. *Journal of Student Affairs Research & Practice*, 51(3), 298-310.
- ii. Collins, P. H. (2005). That’s not why I went to school. In A. Sica & S. Turner (Eds.), *The disobedient generation: Social theorists in the sixties* (94-113). Chicago: University Of Chicago Press.
- iii. Farmer, P. (2004). An anthropology of structural violence. Sidney W. Mintz Lecture for 2001. *Current Anthropology*, 45(3), 305–325.
- iv. Giddens, A., & Pierson, C. (1998). Interview three: Structuration theory. In *Conversations with Anthony Giddens: Making Sense of Modernity* (pp. 75-93). Stanford, CA: Stanford University Press.
- v. Powell, W. (2007) The new institutionalism. Working Paper. Retrieved from <http://web.stanford.edu/group/song/papers/NewInstitutionalism.pdf>.
- vi. West, C. & hooks, b. (1999). Conversation with bell hooks. In C. West (Ed.), *The Cornel West Reader* (pp. 541-549). New York: Basic Civitas.

II. Week Two (January 27)

- a. Critical: Ch. 2
- b. Geiger: Gen. 1
- c. Boren: Ch. 1
- d. Wilder: Introduction, Chs. 1-2

- III. Week Three (February 3)
 - a. Critical: Ch. 8
 - b. Geiger: Gens. 2-3
 - c. Boren: Ch. 2
 - d. Wilder: Chs. 3, 5-6

- IV. Week Four (February 10)
 - a. Critical: Ch. 9
 - b. Geiger: Gens. 4-6
 - c. Wilder: Chs. 4, 7-8

- V. Week Five (February 17)
 - a. Critical: Ch. 4
 - b. Geiger: Gen. 7
 - c. Boren: Chs. 3-4
 - d. Bell: Chs. 1, 4-5, 9

- VI. Week Six (February 24)
 - a. Critical: Ch. 12
 - b. Geiger: Gens. 8-9
 - c. Boren: Chs. 5-6
 - d. Bell: Chs. 2, 6, 10

- VII. Week Seven (March 2)
 - a. Course Texts
 - i. Critical: Chs. 6-7
 - ii. Boren: Chs. 7-10
 - b. Additional Readings
 - i. Clark, D. A. (1998). 'The two Joes meet – Joe College, Joe Veteran': The G.I. Bill, college education, and postwar American culture. *History of Education Quarterly*, 38, 165-189.
 - ii. Turner, S. & Bound, J. (2003). Closing the gap or widening the divide: The effects of the G.I. Bill and World War II on the educational outcomes of Black Americans. *Journal of Economic History*, 63(1), 145-177.

- VIII. Week Eight (March 9)
Readings TBD [ACPA]

- IX. Week Nine (March 16)
No Class; Spring Break [NASPA]

- X. Week Ten (March 23)
 - a. Critical: Ch. 3
 - b. Geiger: Gen. 10
 - c. Boren: Ch. 11-12
 - d. Bell: Ch. 11, 13-14, Conclusion

- XI. Week Eleven (March 30)
 - a. Critical: Ch. 11
 - b. Alexander: Chs. Introduction, 1-2

DUE: Historical Counter Narrative Prospectus

- XII. Week Twelve (April 6)
 - a. Critical: Ch. 1
 - b. Alexander: Chs. 3-4

- XIII. Week Thirteen (April 13)
 - a. Critical: Ch. 10
 - b. Alexander: Chs. 5-6

- XIV. Week Fourteen (April 20)

No Class; University on Monday Schedule

- XV. Week Fifteen (April 27)
 - a. Critical: Ch. 13

DUE: Integrative Book Review

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. Follow the link below for detailed information on the Academic Honesty Policy 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, 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 me within the first two weeks of the semester so that we may make appropriate arrangements. While the University requires documentation in order to provide formal accommodations, I recognize that all students have different learning styles and that these differences may not stem from a documentable disability. I also understand accommodations provided by disability services may not be sufficient to support optimal learning. As a result, I encourage you to contact me at any point if you feel that there would be a more effective way for you to learn in the course.

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.

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.*

Religious Observances - Please inform me as soon as possible of any religious observances that will require you to miss class or which otherwise require alterations to the syllabus, assignments, or planned course activities.

Submission of Work - Unless other arrangements have previously been made, all assignments should be submitted as a paper copy in class on the day that they are due. Assignments not received in this manner will be considered late and the late assignments penalty delineated below will apply. Since the reflexive essay is due during finals week and we will not be meeting, you may submit this paper by email (ekimball@educ.umass.edu) or in person at N168 Furcolo Hall.

Modifications to the Syllabus

I reserve the right to modify this syllabus at any point prior to the start of the Spring semester. After that point, I may still change the syllabus, but the net effect of any such changes would be to delay due dates or to reduce the workload for students registered for the course.