EDHE 6510 – History & Philosophy of Higher Education
College of Education – Program in Higher Education - Fall 2015
Mondays from 4-6:50 pm • Wooten Hall 321

Instructor: Uyen Tran-Parsons, Ph.D. Office Hours: MW; 1-4 pm
Phone: 940.565.4873 (office) By appointment preferred
940.597.8997 (cell)
Email: Uyen.Tran@unt.edu

DESCRIPTION OF THE COURSE
This course will examine key influences and the historical and philosophical development of higher education from colonial to contemporary periods including the histories of underrepresented individuals and institutions. The course concludes with an exploration of current social, political, and economic challenges in higher education and current public debates about different aspects of higher education.

EXPECTED LEARNING OUTCOMES
At the completion of this course, students will demonstrate the ability to:
• Discuss historical and philosophical influences relevant to the shaping of postsecondary education today.
• Examine the historical and current catalysts for future directions in higher education in the United States.
• Critically discuss ongoing debates about higher education such as the purpose and value of higher education and who should pay for postsecondary education.
• Explain access and equity issues facing higher education.
• Develop skills in scholarly writing and library research.

REQUIRED TEXTS

APA manual, 6th edition

Other course readings available on Blackboard and library course reserves.
(Course password: Fall156510)
Supplemental Resources:

- The Chronicle of Higher Education (free access available through the UNT Library)
- Online archive of primary and secondary readings on higher education, which is a supplement to The History of Higher Education, 3rd ed., published by the Association for the Study of Higher Education (ASHE): http://www.pearsoncustom.com/mi/msu_ashe/

### COURSE GRADES & ASSIGNMENTS

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<td>You Choose Assignment</td>
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<td>Historical Significance and Future Directions:</td>
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<td>a. One-page topic overview</td>
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<td>b. Annotated bibliography</td>
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<td>c. In class presentation of paper</td>
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<td>d. Final Paper</td>
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**TOTAL POINTS** 100

**Late papers will not be accepted and will receive no credit.**

**Class Participation & Discussion**

Because of our small class size, it is vitally important that all students fully participate in class. We will spend much of our time discussing the readings. This enables you to hear differing opinions from your own and actively participate in your education. 25% of your grade is based on participation, so it is vital that you come to class prepared.

Each week 2 individuals will be assigned to help lead discussion. Sign up online to select the week and topic you wish to cover. All students are expected to be fully engaged in discussion - that means cell phones are on silent, no texting, no web searching or other such distractions unless they are directly related to course assignments while in class. Taking notes on a laptop or tablet are acceptable, but not during class presentations.

If you need to miss class, I expect that you will notify me as soon as possible. I can easily be reached by email or phone. You will be responsible for getting the information missed from your classmates. **If you need to miss more than 3 classes, I advise you to take this course at another time.**

Participation grades are evaluated on the following criteria:
(1) attendance, (2) quantity and quality of participation (or lack there of), (3) level of consideration for others, and (4) leading discussion on the assigned day.

You Choose: Choose 1 of the 2 options below...

Point of View Essay – History is an interpretation that can vary depending on whose point of view it is told from. Write a 3-4 page paper from the point of view of someone involved in a historical event that is significant to higher education. You must take on the character of a specific individual - real or fictitious. Include scholarly references in your essay (minimum of 5 references). Paper should be double-spaced, use 12 point Times New Roman font, and written in first person language.

Oral History – Personal stories often help parts of history come to life. Identify an individual associated with an event or change in the history of higher education. Research the topic ahead of time and prepare a list of questions prior to the interview. Write a 3-4 page essay including secondary resources to support the information learned in the interview. Do not turn in a transcript of the interview – you must synthesize the information and create an essay.

Historical Significance and Future Direction Paper/Presentation
Select an event, a person, a movement, or a social or economic change and trace the impact/influence it had on the development of higher education. Through scanning of the external and internal environments and with an analysis of historical trends, discuss possible and probable changes in higher education for the 21st Century. What are the catalysts that will cause these changes? Support your predictions with documentation from the literature. The paper should follow APA style (6th Ed.) and include references. The length of the paper should be between 10-12 pages (not including cover page, references, or appendixes). Use peer-reviewed and scholarly literature to back up your arguments. The rubric used for grading final papers can be found on page 7.

You will be writing the final paper in stages in order to receive feedback throughout the process.

1. One-Page Overview: a one-page description of your paper topic- due
October 5

2. **Annotated Bibliography:** Write a one-paragraph abstract of your final paper topic and an APA style annotated bibliography with minimum 10 citations. Include only peer-reviewed and/or scholarly references (**none of these should include a reading assigned in class**) – due **November 2**. See page 8 for more information on annotated bibliography assignment. Examples can be found on Blackboard and should be used only as a reference.

3. **In-class presentation:** Be prepared to give a **brief (no more than 15 minute)** overview of your paper on **November 30 or December 7**. You may use PowerPoint to show pictures, graphs/charts, etc. However, you may **NOT** use a PowerPoint outline. Avoid large paragraphs of text. Presentations should discuss the highlights of your paper. See Blackboard for example presentations from previous classes.

4. **Final Paper:** Due before class on **December 7 by 4 pm**. Submit paper via Blackboard.

**Acknowledgements:**
Special thanks to Dr. Lee Duemer from Texas Tech University, Dr. Amy Fann from University of North Texas, and Dr. Marybeth Gasman from University of Pennsylvania who all provided assistance and guidance in the creation of this course.
# COURSE SCHEDULE

*All readings and due dates subject to change*

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings – Complete prior to class</th>
<th>Homework</th>
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<tbody>
<tr>
<td>8/24</td>
<td>Introductions &amp; overview of syllabus, APA Format</td>
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<tr>
<td>8/31</td>
<td>Thelin: Introduction, Ch. 1-2</td>
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| 9/7   | No Class – Labor Day  
• Yale Report of 1828 *(Blackboard)*  
• Thelin: Chapters 3-4 | Brainstorm ideas for You Choose |
| 9/14  | **Educating Some and Not Others (Part 1)**  
*Blackboard:*  
• Howard Thurman: The making of the Morehouse man, 1919-1923  
• Washington: Industrial Education for the Negro  
• DuBois: The Talented Tenth |          |
| 9/21  | Thelin: Ch. 5-6 |          |
| 9/28  | Thelin: Ch. 7-8 | 1pg. overview |
| 10/5  | **TACUSPA – No Class Mtg.**  
*Submit one page overview by 4 pm via Blackboard* | Catch up on readings! |
| 10/12 | **Educating Some and Not Others (Part 2)**  
*Blackboard:*  
• Gordon: From Seminary to University: An overview of women’s higher education, 1870-1920  
• Eisenmann: Educating the Female Citizen in a Post-war World: Competing Ideologies for American Women  
*Course Reserve:*  
• Palmieri: From Republican Motherhood to Race Suicide: Arguments on the higher education of women in the United States | Finish You Choose assignment |
| 10/19 | **Submit You Choose assignment by 4 pm via Blackboard**  
**Mass Higher Education**  
• Clark: “The Two Joes Meet. Joe College, Joe Veteran”: The GI Bill, College Education, and Postwar American Culture  
• Hutcheson: Reconsidering the Community College  
• Doherty & Townsend: Community College Missions  
• GI Bill of Rights, 1944 | Finish |
<p>| 10/26 | <strong>Free speech, Activism &amp; Campus Unrest</strong> | Finish |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>11/2</td>
<td>Writing Day – No Class Mtg.  &lt;br&gt; <em>Submit Annotated Bibliography by 4 pm via Blackboard</em></td>
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<tr>
<td>11/9</td>
<td>University Faculty, Research, and Graduate Students  &lt;br&gt; <strong>Blackboard:</strong>  &lt;br&gt; - Hutcheson: McCarthyism and the Professoriate  &lt;br&gt; - AAUP 1940 Statement on Academic Freedom and Tenure  &lt;br&gt; - Allen: Communists should not teach in American Colleges  &lt;br&gt; - Geiger: Research, graduate education, and the ecology of American universities  &lt;br&gt; <strong>Course Reserve:</strong>  &lt;br&gt; - O’Toole: Tenure – A conscientious objection</td>
</tr>
<tr>
<td>11/16</td>
<td>University Leadership &amp; External Constituencies  &lt;br&gt; <strong>Blackboard:</strong>  &lt;br&gt; - Hall: Trolling for University Presidents is Profitable Niche for Headhunter  &lt;br&gt; <em>Use library subscription to Chronicle of Higher Ed to access:</em>  &lt;br&gt; - Skandera Trombley: 13 years of a college presidency  &lt;br&gt; - Williams: Despite progress, only 1 in 4 college presidents are women  &lt;br&gt; - Stripling: Board battles  &lt;br&gt; <strong>Course Reserve:</strong>  &lt;br&gt; - Legon, Lombardri, &amp; Rhoades: Leading the University  &lt;br&gt; - Harcleroad and Eaton: “The Hidden Hand: External Constituencies and Their Impact” from Altbach Ch. 8</td>
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<tr>
<td>11/23</td>
<td>Flex Day</td>
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<tr>
<td>11/30</td>
<td><strong>Final presentations</strong></td>
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<tr>
<td>12/7</td>
<td><strong>Final presentations; Submit final paper by 4 pm via Blackboard</strong></td>
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# Rubric for Evaluating Class Discussion, Responses to Readings and Discussion Board Postings

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Excellent</th>
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<tbody>
<tr>
<td><strong>Grounded in course readings</strong></td>
<td>Class discussion (including online) and/or journal entries are <strong>not</strong> grounded in course readings</td>
<td>Class discussion (including online) and/or journal entries are generally, but not always grounded in course readings</td>
<td>Class discussion (including online) and/or journal entries are primarily grounded in course readings</td>
</tr>
<tr>
<td><strong>Key Ideas</strong></td>
<td>Key ideas are unclear, underdeveloped or difficult to grasp</td>
<td>A limited number of key ideas are developed</td>
<td>Key ideas are clear and well developed</td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td>Student is <strong>not</strong> fully engaged in discussion and analysis of assigned course readings</td>
<td>Student is generally engaged in discussion and analysis of assigned course readings</td>
<td>Student is always engaged in discussion and analysis of assigned course readings</td>
</tr>
<tr>
<td><strong>Building on prior knowledge and experience</strong></td>
<td>Student does <strong>not</strong> build upon prior knowledge and experience in critiquing and discussing course readings and other assignments</td>
<td>Student generally builds upon prior knowledge and experience in critiquing and discussing course readings and other assignments</td>
<td>Student always builds upon prior knowledge and experience in critiquing and discussing course readings and other assignments. Student demonstrates ability to identify and discuss potential implications of course readings and other assignments for policy, practice, and/or future research.</td>
</tr>
<tr>
<td><strong>Implications for Higher Education Research and Practice</strong></td>
<td>Student does <strong>not</strong> demonstrate awareness of implications of course readings and other assignments for higher education research and practice.</td>
<td>Student generally demonstrates awareness of implications of course readings and other assignments for higher education research and practice.</td>
<td>Student demonstrates exceptional insight into the potential implications of course readings and other assignments for higher education research and practice.</td>
</tr>
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*Rubric adapted from M.B. King and L. Havlik, UW Madison, Instructional Leadership and School Improvement*
Guidelines for Annotated Bibliography Assignment

Select a minimum of ten (10) articles from higher education and/or education history related academic, peer-reviewed and/or scholarly journals and/or books. None of these should include a reading assigned in class or an article in the Chronicle of Higher Education. You can by all means include references from relevant course readings in the final paper, but for this assignment, you are required to identify 10 additional peer-reviewed/scholarly references. The annotated bibliography will serve as a resource for developing and writing your final paper and should be formatted according to the 6th edition of the APA publication manual (examples of reference formats are also available at http://www.apastyle.org/).

In grading this assignment, I will look for:

• One paragraph description of your final paper topic
• Article references (using APA format)
• Appropriate grammar and mechanics
• Brief summary of each article
• Brief critique of article
• Relevance of article to your final paper

Below is a list of suggested journals that is by no means exhaustive:

History of Education
History of Education Quarterly
Review of Higher Education
Journal of College Student Development
Higher Education in Review
The Journal of Hispanic Higher Education
Journal of Diversity in Higher Education
Higher Education Quarterly
Journal About Women in Higher Education
Innovative Higher Education Journal of College Admissions
Perspectives on the History of Higher Education (http://www.ed.psu.edu/educ/hied-history)
SUCCEED AT UNT:
· Show Up · Find Support · Take Control · Be Prepared · Get Involved · Be Persistent

Academic Integrity and Academic Dishonesty

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: http://vpaa.unt.edu/academic-integrity.htm.

EagleConnect

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material.

Student Perceptions of Teaching

Completion of an online students’ perceptions of teaching is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work continually to improve my teaching. I consider your completion of this online survey to be an important part of your participation in this class.
Disability Accommodation

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

Observation of Religious Holy Days

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Student Behavior in the Classroom

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, and field trips. The Code of Student Conduct can be found at: www.unt.edu/csrr.