HISTORY OF HIGHER EDUCATION
EDU 493
FALL 2010

Location: Dewey 4-131
Date/Time: Wednesdays 7:35 – 10:15pm
Instructor: Judy Marquez Kiyama
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Course Objective
This course will explore the history of higher education as an institution in what is now the continental United States. Almost from the moment Europeans stepped on American soil, education as an institution was considered important to community and as a means of social mobility. The class will become familiar with the different and changing goals of higher education.

Course Goals
History is dynamic. Many factors have influenced the development, growth, and purpose of higher education. Gender, race, class, sexual orientation, religion, etc., are some of the issues that shape and guide higher education. In this course we will become familiar with:
  o historical turning points and major events
  o the original intent of higher education
  o changing purposes and roles of higher education
  o the history of an actual institution of higher education
  o presentation, research, and discussion facilitation

Academic Expectations
* Students are expected to arrive to class on time and return promptly from class breaks. If you miss more than two classes, you will be required to write a 2-3 page essay on a topic I assign, due within two weeks of the assignments. Please give me advanced noticed if you will be missing class.
* All papers must be typed and double-spaced with 1-inch margins on all sides (size 12 font).
* Papers must follow stylistic guidelines recommended by the Publication Manual of the American Psychological Association.
* All assignments must be completed on time (either in class or submitted via email by midnight). Late papers will receive a maximum of 70%.
* Please refrain from the use of electronic devices in class (laptops, cell phones, blackberries, ipads, etc.) except to use your laptop/ipad to take notes or for readings. Playing on the internet or texting will not be tolerated.
* The goal is not to agree, it is about hearing and exploring divergent perspectives and contributions.
* Expect your learning comfort to be pushed towards disequilibrium!

Academic Integrity: Any form of academic dishonesty, including plagiarism, in this course will be treated seriously – all work must be your own and the work of others must be properly cited as appropriate. The University of Rochester’s “Academic Honesty Policy” and related judicial processes is found on pp. 49-52 in the Graduate Bulletin’s Regulations and University Policies Concerning Graduate Study or online at the following location:
More information regarding proper citing and plagiarism can be found in the APA Manual. The website below also provides helpful hints, tools, and exercises in proper citation.

http://ori.hhs.gov/education/products/roig_st_johns/index.html

Special Needs: Section 504 of the Rehabilitation Act of 1973 protects anyone with a disability from being excluded or discriminated against in the classroom. If you have a documented disability, please let me know. By law I cannot ask you if you have a disability. The Office of Disability Services will provide me with guidance for your accommodation after you inform me that you qualify for accommodations.

Inclusivity Statement: It is expected that our class meetings are supportive environments. A fundamental part of our class work is committing ourselves to fostering an inclusive, anti-oppressive environment where each person takes responsibility for her/his language, actions and interactions. In this course, an anti-oppressive environment means that we work against language, actions, interactions and ideologies that hurt people. There will be class discussions that will be difficult or challenging. We share, as a classroom community, the task of negotiating the dual priorities of authentic free speech and active regard for all others. Thus, it is important that we listen to each other about how our words and actions are affecting one another and that we talk about a class moment in which something may feel hurtful. Therefore, hate speech of any kind will not be permitted. This includes use of racial, sexual, gender, or abled slurs and personal attacks on other’s ideas. We will negotiate other guidelines about classroom discussions throughout the course.

Required Texts


Suggested Texts

Readings for the course other than required texts (located under “course materials”), course syllabus, and assignment overviews will be available on Blackboard.

Requirements:
1. Class Participation
The success of this class will be greatly influenced by the level of participation of all class members. Every student must come to each class having thoroughly read every reading and be prepared to discuss at length those readings, their insights, and their implications. Students are strongly recommended to keep notes on the readings, answering the questions: What have I learned? What do I disagree with? What questions do I have? Students will be graded on the amount (or lack thereof) and quality of their discussion participation. Additionally, class participation will include contributing to the final week of readings (history in the making) and the final exam.
2. *Group Work: Due – sign up*

The readings for this course have been selected to provide a foundation for the topics we will engage together during the semester. You are expected to do the readings and be intellectually present in the classroom.

For each class session, one group will be responsible for developing an oral summary (no more than 15 minutes), a brief written summary (no more than 2 pages) and four reflection questions. The purpose of this assignment is to help facilitate thoughtful discussion of topics. Your summaries and reflection questions should foster deep understanding of the central themes and critical issues highlighted by the readings. Each person (with their group) will be responsible for 2 weeks of readings. You will be working with two different groups to accomplish this.

We will begin each class by dividing into groups and spending time answering the reflection questions. Reflection questions must be submitted to Dr. Kiyama no later than noon on the Wednesday your group will be presenting.

3. *Institutional History Paper – Due: October 27:*

Please research the history of your undergraduate – community college or four year – or master’s degree institution. In 7-10 pages report:

- The institution’s founding mission
- Educational mission
- Has the mission changed?
- What community did it intend to serve?
- How did the institution get the land upon which it stands?
- Are there any defining moments?
- Are there any famous (or infamous) alumni?
- Are there any voices not included in this history?
- Is there anything else we need to know about the institution’s history?

You may find more interesting topics not included above that you wish to report. You will present this history to the class. We have access to Powerpoint, DVDs, etc. Please have fun with this. The best presentations are more like conversations. Presentation time will be divided up based on how many students we have in class.

4. *Major Research Paper—Due: December 8*

You will prepare a 15-20 page research paper on a selected topic of interest in the area of history of higher education and the social context of education in America. The suggested options for this paper are as follows:

1. Select a contemporary issue or controversy in higher education and trace its historical roots.
2. Identify a person of some historical significance and analyze the significance of higher education in their personal and professional development.
3. Examine a type of institutions (HSI’s, HBCU’s, tribal colleges, community college, etc.) and trace its development over time.
4. Develop your own project that has at its heart a historical element. I must approve these projects before they are undertaken.

Your research paper must be underway by mid-semester. To insure that your research paper will be completed by the end of the term and reflect the high standards required for the course, you must have a one-page outline to me no later than October 13th. A brief oral presentation based on the paper will be presented in class during the last two days of the course.
You must read a sufficient number of sources including primary and secondary sources. For graduate level research, a good rule of thumb is to have at least one reference in the bibliography per page of text (10 pages = 10 references). This paper will be evaluated on how clearly you state your position/thesis/central argument and how substantive you support your position through facts and research. I expect that you go beyond the syllabus when using sources. Thelin’s book has an excellent essay on historical sources – found on pages 393-407.

5. Final exam on December 15
This course will include a final exam. The exam will be described in greater detail as we move through the semester. The exam will be co-constructed – meaning, I will take the exam questions submitted by you on December 8 and work them into the exam.

Grading:
Class participation 15 points
Group Work 15 points
Institutional History Paper 20 points
Research Paper 25 points
Final 25 points
TOTAL 100 points

A = 100 – 94
A- = 90 – 93
B+ = 87 – 89
B = 84 – 86
B- = 80 – 83
C = 70-79

Class Schedule
*This is a working syllabus and may be subject to change. Revised materials will be distributed if necessary.

September 1: Course overview, sign up for group work

September 8: Origins: The Making of History


Lucas, Chapters 1 - 3

September 15: The Colonial Era
Thelin, Chapters 1 - 3

September 22: Higher Education in the United States: Purposes/Forms
Rudolf, Chapters 3, 13, 16
Lucas, Chapter 6

September 29: Higher Education in the United States: Purposes/Forms (cont)

October 6: Expansion (1920s-1945)
Lucas, Chapter 7
Thelin, Chapter 6

Due: Research paper outline

October 20: Social Movements and Student Protests (1945-1970 - Post WWII & a look at the 1990s)
Thelin, Chapter 7


October 27: Due – Institution Presentations and Report
Due: Institution Report

November 3: Curriculum & Co-Curriculum
Rudolf, Chapters 5, 6, 7, 18


November 10: Historical Retrospect
Due: readings for Dec. 1
Lucas, Chapter 9
Thelin, Chapter 8

November 17: ASHE – No Class

November 24: Thanksgiving – work on research paper

December 1: History in the Making: The Future of Higher Education
Student selected readings (bring in the week of November 10)

December 8: Research Presentations in class
Due: research paper
Questions for final exam

December 15: Final exam

Sections of this syllabus were drawn from Dr. Susana Munoz’s HGED 504 course at Iowa State University and Dr. Stephanie Waterman’s EDU 493 course at the University of Rochester.