

**EDUC 265/165, History 158C, AmStud 165
History of Higher Education in the U.S.
Winter 2021 / Stanford Graduate School of Education
Meeting time: Wednesdays, 10:00am–12:50pm
4 to 5 units**

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The university has become a prime instrument of national purpose. This is new. This is the essence of the transformation now engulfing our universities.

Clark Kerr, 1963

Course Description

Higher education was central to the emergence of modern societies, cities, and nation states. But if the conditions were new in 1963, as the President of the University of California Clark Kerr argued, the so-called academic social contract between the university and society was not. One premise of this course is that institutions of higher learning emerge from contracts in which they receive autonomy in exchange for services to society. A series of different contracts iterated by academic founders in the United States from the early Republic through the last quarter of the 20th century became the basis of different institutional designs.

We will use the modern research university as the primary example of this process of institutional change against which we will view the broader currents of higher education, including the liberal arts college, the historically black colleges and universities (HBCUs), and professional schools. Modern research universities, like their nation state hosts, developed in a globalizing world. Our assumptions about credentials, funding, and the organization of knowledge are tested when viewed from a wider lens. Topics include the competitive dynamics among cities, cultural transfer, global competition and cooperation, and branch campuses and online models.

Questions that we will take up include: What makes the US model distinctive? How does the university tell us about the emergence of such 19th and 20th century developments as urbanization, nationalization, and globalization? And how does the university reflect debates

about modernity? We will consider what sources and methods are available for the study of the university and how these stories might inform the public conversation today.

Course Objectives

By the end of the course students will:

- Appreciate the role universities play in urban, national, and international development
- Understand the methods and sources (including archival) used to study the history of education
- Apply the history of education to inform current policy debates

Course Requirements

This course will occur entirely online. Students will need a stable internet connection and the latest version of Zoom: <https://uit.stanford.edu/service/zoom>. Students will submit weekly written responses to the readings, rotate in providing introductions to the readings, and assist in leading course discussion. The course meetings will be organized into thirds: the first third will be devoted to the discussion of secondary and primary texts (no lecture will be given); the second third will be focused on research activities; and the final third will be devoted to [Archive Fever](#), a Q&A with outside guests about their archival experience.

All students enrolled will conduct a short archival research project. Students are encouraged to work with the instructor and library staff early in the quarter to come up with a reasonable topic that can be addressed in the Stanford University archive or with published sources. Students enrolled for 4 units will conduct a presentation and submit their slides as their final assignment. Students enrolled for 5 units will conduct a presentation and submit a written paper as their final assignment (see below for breakdown).

Evaluation and Attendance

Attendance is required and students are permitted one missed class without penalty. After that, the attendance grade will be reduced by the proportion of classes missed. Grades will be based on the thorough completion of weekly readings and seminar participation as well as the final project. All students are required to visit the instructor's Zoom office hours at least once to get approval for their final research paper topic.

For 4 credits:

Attendance = 10%

Participation = 15%

Final Presentation = 15%

Discussion Board = 30%

Research Project Check ins: 30%

For 5 credits:

Attendance = 10%

Participation = 15% (final presentation considered part of participation grade)

Final Paper = 15%

Discussion Board = 30%

Research Project Check ins: 30%

Academic Integrity

Please familiarize yourself with the Stanford University Honor Code, itself an artifact of university history: <https://communitystandards.stanford.edu/policies-and-guidance/honor-code>. Students will be expected to abide by the code. Violations to it will lead to no credit and possible further disciplinary action.

Academic Accommodations

Students who require an academic accommodation based on disability should initiate a request with the Office of Accessible Education (OAE): <https://oae.stanford.edu/>. Please don't hesitate to contact the instructor as well if an aspect of the course or assignments pose a challenge to your learning.

Secondary sources:

The secondary sources assigned are available online as PDFs or via links to electronic books. The selection focuses on arguments about specific periods. While there is no required textbook, it is recommend that those students who are not familiar with the history of American higher (or who are leading discussion that day) consult as an overview Roger Geiger's *The History of American Higher Education: Learning and Culture from the Founding to World War II* (Princeton University Press, 2015) available online via Searchworks.

Primary sources:

This course will focus on how to locate and use primary sources in writing the history of higher education. We will look at examples throughout the quarter and students will be asked to familiarize themselves with some primary sources in advance of course meetings.

For research papers the archive that 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/ offers another holistic source. We will also work with the Library staff to use the University Archives for individual projects: <https://library.stanford.edu/spc/university-archives>.

Tentative Course Outline

All readings marked by an * are available as PDFs. Others are available via links as noted.

W, 1/13

Week 1. Introductions, Approaches, Definitions – The University between Nations and the World

Gerard Delanty, “The University in the Age of Liberal Modernity: Between Cosmopolitanism and Nation State,” in *Challenging Knowledge: The University in the Knowledge Society* (Open University Press, 2001), 26–43.*

David F. Labaree, Chapter 1, “A System Without a Plan: Elements of the American model of higher education,” in *A Perfect Mess: The Unlikely Ascendancy of American Higher Education* (University of Chicago Press, 2017), 1–24. Available online via Searchworks at: <https://searchworks.stanford.edu/view/13751282>

John R. Thelin, “Introduction: Historians and Higher Education,” *A History of American Higher Education* (Johns Hopkins University Press, 2019).*

(Recommended) Björn Wittrock, “The Modern University: The Three Transformations,” in Sheldon Rothblatt and Björn Wittrock, eds., *The European and American University since 1800: Historical and Sociological Essays* (Cambridge University Press, 1993), 303–362.
Available online via Searchworks at <https://searchworks.stanford.edu/view/13744233>.

Archive Fever:

[Josh Schneider](#), University Archivist, Special Collections & University Archives, Stanford University.

W, 1/20

Week 2. College Founding in Early America

Craig Steven Wilder, selections, *Ebony & Ivy: Race, Slavery, and the Troubled*

History of America's Universities (Bloomsbury, 2013).*

Available online via Searchworks at <https://searchworks.stanford.edu/view/13716546>.

View: Nelson, Adam R. "HES Presidential Address: Citizens or Cosmopolitans? Constructing Scientific Identity in the Early American College." Online at <https://www.youtube.com/watch?v=88KJkmlxAw>

Annette Gordon-Reed, "Jefferson's Doomed Educational Experiment," *The Atlantic* December 2019. Online at <https://www.theatlantic.com/magazine/archive/2019/12/thomasjefferson-alan-taylor-university-of-virginia/600793/>

Primary Source discussion:

(In class) Thomas Jefferson's Papers: <https://www.loc.gov/collections/thomas-jefferson-papers/about-thiscollection/>

(Recommended) The Yale Report of 1828, *International Journal of the Classical Tradition*, Vol. 11, No. 2 (Fall 2004), 213–231.*

Archive Fever:

[Adam Nelson](#), Vilas Distinguished Achievement Professor of Educational Policy Studies and History at the University of Wisconsin-Madison.

W, 1/27

Week 3. Prussia, the ur-Modern Research University, and the Rise of the Nation State

Ian McNeely, *The Last Project of the Republic of Letters: Wilhelm von Humboldt's Global Linguistics*, *JMH* 92, June 2020: 241-273.*

One of three (assigned in class):

Randall Collins, Chapter 12 in *The Sociology of Philosophies: A Global Theory of Intellectual Change* (Harvard, 1998).*

R. Steven Turner, The Growth of Professorial Research in Prussia, 1818 to 1848-Causes and Context Author(s): Source: *Historical Studies in the Physical Sciences*, 1971, Vol. 3 (1971), pp. 137-182. *

Ben-David, Joseph and Awraham Zlockower. 1962. "Universities and Academic Systems in Modern Societies." *Archiv, europ. social.*, III: 45–84.*

Primary Source discussion:

Read in advance: Wilhelm von Humboldt, “On the Spirit and the Organisational Framework of Intellectual Institutions in Berlin,” *Minerva* 8 (1970): 242–250.*

Archive Fever:

[Ian F. McNeely](#), Professor of History, Department Head of German and Scandinavian, University of Oregon.

W, 2/3

Week 4. Knowledge Exchange: Americans in Germany, Germans in America

Konrad Jarausch, “American Students in Germany, 1815–1914: The Structure of German and US Matriculants at Göttingen University,” in *German Influence on Education in the United States to 1917*, eds. Henry Geitz, Jürgen Heideking, and Jürgen Herbst (Cambridge University Press, 1995), 195–211.*

Anja Werner, “Striving for the Top: Reevaluating Regional and Transatlantic Influences in the History of U.S. Higher Education,” in *Education and the US*, e. Laurenz Volkmann, (Heidelberg, 2011), 87–104.*

Mark R. Finlay, “Transnational Exchanges of Agricultural Scientific Thought from the Morrill Act through the Hatch Act,” in *Science as Service: Establishing and Reformulating American Land-Grant Universities, 1865–1930*, ed. Alan I. Marcus (University of Alabama Press, 2015), 34–60.*

(Recommended) Gabriele Lingelbach, “Cultural Borrowing or Autonomous Development: American and German Universities in the Late Nineteenth Century,” in *Traveling Between Worlds: German American Encounters*, eds. Thomas Adam and Ruth V. Gross (Texas A & M University Press, 2006), 100–123.*

Primary Source discussion:

Read, in advance: The Morrill Act, online at:
<https://www.loc.gov/rr/program/bib/ourdocs/morrill.html>

Robert Lee et al, Land-Grab Universities, A High Country News Investigation, online at
<https://www.landgrabu.org/>

View: Becoming Stanford: The History and Meaning of Stanford’s Insignia:
<https://exhibits.stanford.edu/becoming-stanford/feature/the-motto-controversy>

Archive Fever:

[Josh Schneider](#), University Archivist, Special Collections & University Archives, Stanford University.

[Kathleen M. Smith](#), Curator, Germanic Collections & Medieval Studies, Stanford University.

W, 2/10

Week 5. Women and Blacks: Group Dynamics and Meritocracy

Harold S. Wechsler, “An academic Gresham’s law: Group repulsion as a theme in American higher education,” in *ASHE reader on the history of higher education*, Lester F. Goodchild and Harold S. Wechsler, 389–400.*

Available online via Hathi Trust: <https://searchworks.stanford.edu/view/2850531>.

James D. Anderson, “Training the apostles of liberal culture: Black higher education, 1900-1935,” in *ASHE reader on the history of higher education*, Lester F.

Goodchild and Harold S. Wechsler, 455–477.*

Available online via Hathi Trust: <https://searchworks.stanford.edu/view/2850531>.

Gordon, Lynn D, “From seminary to university: An overview of women’s higher education, 1870-1920,” in *ASHE reader on the history of higher education*, 2nd ed., eds. Lester F. Goodchild and Harold S. Wechsler, 473–498.*

(Recommended) Laurence R. Veysey, “Martha Carey Thomas,” *Notable American Women 1607–1950: A Biographical Dictionary* (Belknap Press, 1971), 446–450.*

Primary Source discussion:

Read in advance pp 4–29, esp. 13–16, 22–29, in *The Correspondence of W.E.B. Du Bois*, Vol. 1: Selections, 1877–1934 (University of Massachusetts Press, 1997). Available online via Hathi Trust:

<https://babel.hathitrust.org/cgi/pt?id=mdp.39015008780861&view=1up&seq=34&q1=hayes>

or online at W.E.B. Du Bois Papers, 1803–1999,

<https://credo.library.umass.edu/view/collection/mums312>.

Read in advance 155–287, esp. 265–266 in *The Making of a Feminist: Early Journals and Letters of M. Carey Thomas*, ed. Marjorie Housepian Dobkin (Kent State University Press).

Archive Fever:

[Emily Rutherford](#), Junior Research Fellow in History, Merton College, Oxford

W, 2/17

Week 6. Credentialing and Professionalization

Excerpt, Burton J. Bledstein, *The Culture of Professionalism* (New York: Norton, 1976).*

David K. Brown, “A Theory of Educational Credentialism,” in *Degrees of Control: A Sociology of Educational Expansion and Occupational Credentialism* (Teachers College Press, 1995), 48–72.*

David F. Labaree, “The Rise of the Community College: Markets and the Limits of Educational Opportunity,” in *How to Succeed in School Without Really Learning: The Credentials Race in American Education*, Chapter 8, 190–222.

Online via Searchworks at: <https://searchworks.stanford.edu/view/3501233>

Primary Source discussion:

Read in advance Henry Pritchett, Introduction to Abraham Flexner, *Medical Education in the United States and Canada: A Report to the Carnegie Foundation for the Advancement of Teaching* (aka “The Flexner Report”), *Bulletin Number Four*, 1910.*

Archive Fever:

[David F. Labaree](#), Emeritus Professor, Stanford Graduate School of Education.

W, 2/24

Week 7. World War I, Antisemitism, and the Rise of Selective Admissions

Jerome Karabel, *The Chosen: The Hidden History of Admission and Exclusion at Harvard, Yale, and Princeton*. (Houghton Mifflin Harcourt, 2005). Introduction and chapters 2, 4, 9, 12, 13, 14, 17, and 18.*

Mitchell Stevens, Introduction and “Race,” Chapter 5 in *Creating a Class: College Admissions and the Education of Elites* (Harvard University Press, 2009).

Online via Searchworks at: <https://searchworks.stanford.edu/view/6989538>

Primary Source discussion:

Recommended: Marcia G. Synott, “The Half-Opened Door: Researching Admissions Discrimination at Harvard, Yale, and Princeton,” *American Archivist*, Vol. 45, no. 2 (1982): 175–187.*

Archive Fever:

[Mitchell Stevens](#), Professor, Stanford Graduate School of Education and (by courtesy) in Sociology.

W, 3/3

Week 8. World War II and Cold War Science

Margaret O’Mara Pugh, *Cities of Knowledge: Cold War Science and the Search for the Next Silicon Valley* (Princeton University Press, 2015). Introduction, Chapters 1, 2, and 3, and conclusion; and *either* Chapter 4 or Chapter 5 (assigned in class).

Online via Searchworks at: <https://searchworks.stanford.edu/view/13088109>

Primary Source discussion:

Read in advance: A Report to the President by Vannevar Bush, Director of the Office of Scientific Research and Development, July 1945.

Online at https://www.nsf.gov/about/history/nsf50/vbush1945_summary.jsp.

Archive Fever:

[Margaret O’Mara](#), Howard and Frances Keller Endowed Professor, University of Washington.

W, 3/10

Week 9. From the Multiversity to the Civil Rights University

READ Eddie Cole, *The Campus Color Line: College Presidents and the Struggle for Black Freedom* (Princeton University Press, 2020). Introduction, Chapters 1–3, Conclusion, Chapters 4 or Chapter 5; *either* Chapter 6 or Chapter 7 (assigned in class).

Online via Searchworks at: <https://searchworks.stanford.edu/view/13704158>

Primary Source discussion:

Read in advance Clark Kerr, “The Idea of a Multiversity,” and “Reconsiderations after the Revolts of the 1960s,” in *The Uses of the University* (1963).

Online available via Searchworks: <https://searchworks.stanford.edu/view/2282024>

Archive Fever:

[Eddie Cole](#), Associate Professor of Higher Education and Organizational Change, Graduate School of Education & Information Studies, UCLA.

W, 3/17

Week 10. A History of the Future of Higher Education – Local, National, or Global?

Stevens, Mitchell L. and Sonia Giebel, “The Paradox of the Global University.”*

Shellen Wu, “How science saved China,” *Nature* Vol 574 (3 October 2019): 25–28.*

Course Presentations