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](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


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).*


Primary Source discussion:
(In class) Thomas Jefferson’s Papers: https://www.loc.gov/collections/thomas-jefferson-papers/about-thiscollection/


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


One of three (assigned in class):


Primary Source discussion:

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


(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](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/](https://www.landgrabu.org/)

**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**

Available online via Hathi Trust: [https://searchworks.stanford.edu/view/2850531](https://searchworks.stanford.edu/view/2850531).

Available online via Hathi Trust: [https://searchworks.stanford.edu/view/2850531](https://searchworks.stanford.edu/view/2850531).


**Primary Source discussion:**

[https://babel.hathitrust.org/cgi/pt?id=mdp.39015008780861&view=1up&seq=34&q1=hayes](https://babel.hathitrust.org/cgi/pt?id=mdp.39015008780861&view=1up&seq=34&q1=hayes)


Week 6. Credentialing and Professionalization


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.*

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


Primary Source discussion:


*Archive Fever:*

[Mitchell Stevens](https://www.stanford.edu/dept/donorgee/), 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](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.


*Archive Fever:*

[Margaret O'Mara](https://www.washington.edu/), Howard and Frances Keller Endowed Professor, University of Washington.

W, 3/10

**Week 9. From the Multiversity to the Civil Rights University**


Online via Searchworks at: [https://searchworks.stanford.edu/view/13704158](https://searchworks.stanford.edu/view/13704158)

*Primary Source discussion:*

Online available via Searchworks: [https://searchworks.stanford.edu/view/2282024](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.”*


Course Presentations