

EDUC 265/165, History 158C, AmStud 165: History of Higher Education in the U.S.
Winter 2022 / Stanford Graduate School of Education
Wednesdays, 11am-1pm
Online/ CERAS 308
4 to 5 units

Professors

Emily J. Levine
Office: 379 Littlefield
Web: <https://ed.stanford.edu/faculty/elevine>
Email: elevine@stanford.edu
Office Hours: M noon-2pm, sign up in Canvas for Zoom appointment

Mitchell L. Stevens
Office: Littlefield 380
Web: <https://ed.stanford.edu/faculty/stevens4>
Email: stevens4@stanford.edu
Office Hours: by appointment

Course Description

Higher education was central to the emergence of modern societies, cities, and nation states. The premise of this course is that institutions of higher learning have long emerged from contracts in which they receive autonomy and patronage 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 twentieth 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 selective admissions policies.

Questions that we will take up include: What makes the US model distinctive? How does the university enrich our understanding of the emergence of urbanization, nationalization, and globalization? And what does history reveal about the university's capacity to evolve? We will consider what sources and methods are available for the study of the university and how these accounts 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;
- Use historical insight to inform current policy debates about the cost, value, purposes and appropriate patronage of higher education.

Course Requirements

This course will begin online per the Provost's December 16 [message](#). Students will submit weekly online written responses to the readings, participate actively in discussion, complete Research Project Check-Ins, and visit the University Archive (as permissible by university policies). Courses will be devoted to the discussion of secondary texts (no lecture will be given) and practicing research and archival skills.

All students enrolled will conduct a short archival research project based in the Stanford University Archive. Students will work with the instructors and library staff early in the quarter to identify appropriate topics. 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 mandatory and students are permitted only 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.

Additionally, all students are expected to consult with each professor at least once during the quarter.

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 reach out if an aspect of the course or assignments pose a challenge to your learning.

Secondary sources:

Nearly all of the secondary sources assigned are available online (the others are available in hardcopy on Reserve). The selection focuses on books that make arguments about specific periods and reflect a particular methodological approach. While there is no required textbook, it is recommended that those students who are not familiar with the history of American higher education 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) or John R. Thelin, *A History of American Higher Education* (Johns Hopkins University Press, 2019).

Primary sources and the Archive:

This course will focus on how to locate and use primary sources (either published or from the archive) in narrating the history of higher education. The class readings proceed both chronologically and thematically and include primary sources that we will use as the basis for practicing research skills in class. As the quarter progresses students will move from pre-selected primary sources to identifying sources of their own in the archive. Students will conduct a final research project on an aspect of Stanford's history using the [University Archives](#). Possible topics include but are not limited to the history of antisemitism at Stanford, the university and Chinese railroad workers, the role of Stanford in defining academic freedom, the 1918 pandemic, the creation of a professional school, eugenics at Stanford, and university involvement in twentieth-century global warfare.

Education and Humanities Workshop:

This course has two required meetings outside of class time. One will be **on Friday, February 4, from 3:30-5pm** with Ethan Ris on *Other People's Colleges: The Origins of American Higher Education Reform* and the second will be on **Friday, February 18th, 3:30-5pm** with Eddie Cole on *The Campus Color Line*. Both meetings are part of the new Education and Humanities Workshop and will be held at the Stanford Humanities Center. For the second you will have the opportunity to get a complimentary copy of Cole's *The Campus Color Line*. The workshop is a central part of the new community devoted to the history of education.

Tentative Course Outline

All readings marked by an * are available as PDFs. Others are available via SearchWorks or on Reserve in hardcopy.

W, 1/5

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

Read: 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.*

Read: 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.*

Read: Emily J. Levine and Mitchell L. Stevens, “Negotiating the Academic Social Contract,” *Change: The Magazine of Higher Learning* (forthcoming, January 2002). Draft copy.*

Read: Derrick P. Alridge, “The Dilemmas, Challenges, and Duality of an African-American Educational Historian,” *Research News and Comment of Educational Researcher* vol. 32, no. 9 (2003): 25–34.*

In class:

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

W, 1/12

Week 2. College Founding in Early America

Read: Craig Steven Wilder, *Ebony & Ivy: Race, Slavery, and the Troubled History of America’s Universities* (Bloomsbury, 2013).

Read: 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/>

Read: Peter Galison, “21 July 1773: Disputation, Poetry, Slavery” *Critical Inquiry* 45, no. 2

(2019): 351– 379.*

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=88KJikmlxAw>

View: Peter Galison and Henry L. Gates, directors, “No More, America” (2018). Online at <https://galison.scholar.harvard.edu/no-more-america>

Read: Thomas Jefferson to Everett, 21 July 1825 at Founders Online: <https://founders.archives.gov/?q=university%20professors%20abroad%20Author%3A%22Jefferson%2C%20Thomas%22&s=1111311111&r=17&sr=>

Individual meetings with one of the instructors

W, 1/19

Week 3. Entering the University Archive (Location TBD)

Guest Presentation: [Josh Schneider](#), University Archives, Special Collections

Read: Robert Darnton, “The Good Way to Do History,” Review of Arlette Farge, *The Allure of the Archives*, *New York Review of Books* (January 9, 2014).*

Read: Introduction, Emily J. Levine, *Allies and Rivals: German-American Exchange and the Rise of the Modern Research University* (University of Chicago Press, 2021).

Read: Mitchell L. Stevens, Elizabeth A. Armstrong, and Richard Arum, “Sieve, Incubator, Temple, Hub: Empirical and Theoretical Advances in the Sociology of Higher Education.” *Annual Review of Sociology* 34 (2008):127–151.*

View: Becoming Stanford: The History and Meaning of Stanford’s Insignia:

<https://exhibits.stanford.edu/becoming-stanford/feature/the-motto-controversy>

Individual meetings with one of the instructors

W, 1/26

Week 4. Knowledge Exchange and the Transatlantic Rise of the Modern Research University

Read: Emily J. Levine, *Allies and Rivals: German-American Exchange and the Rise of the Modern Research University* (University of Chicago Press, 2021). Chapters 1-3; and 6–end.

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

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

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

View, in class: Emily J. Levine in conversation with Matthew Specter, Institute of European Studies, UC Berkeley, via [Zoom](#), noon-1pm.

W, 2/2

Week 5. Women and Blacks: Group Dynamics and Meritocracy

Read: Emily J. Levine, *Allies and Rivals: German-American Exchange and the Rise of the Modern Research University* (University of Chicago Press, 2021), chapters 4 and 5.

Read: 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, 2nd ed., 416–431.*

Read: 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, 2nd ed. 432-458.*

Read: 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.*

Read: Pages 13–16, and 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=hasyes>

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

Friday, February 4: Ethan Ris on *Other People’s Colleges: The Origins of American Higher Education Reform* (Chicago, forthcoming). Education and Humanities Workshop, Stanford Humanities Center, 3:30-5pm.

W, 2/9

Week 6. Credentialing and Professionalization

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

Read: Randall Collins, “Functional and Conflict Theories of Educational Stratification,” *American Sociological Review*, Vol. 36, no. 6 (1971): 1002–1019.*

Read: 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.*

Read: 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.*

Read: George Zook, *The School Review*, no. 8 (Oct. 1922): 574–583.*

W, 2/16

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

Read: Introduction and Chapters 1–4, Jerome Karabel, *The Chosen: The Hidden History of Admission and Exclusion at Harvard, Yale, and Princeton*. (Houghton Mifflin Harcourt, 2005).

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

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

Read: Charles Petersen, “How I Discovered Stanford’s Jewish Quota: Stumbling my way through the admissions archives,” August 8, 2021. Substack: Online at <https://charlespetersen.substack.com/p/stanfords-secret-jewish-quota>

Friday, February 18: Eddie Cole on *The Campus Color Line: College Presidents and the Struggle for Black Freedom*, Education and Humanities Workshop, Stanford Humanities Center, 3:30-5pm.

W, 2/23

Week 8. World War II and Cold War Science

Read: Introduction, Chapters 1–3, and Conclusion Margaret O’Mara, *Cities of Knowledge: Cold War Science and the Search for the Silicon Valley* (Princeton University Press, 2015).

Read: Alexander Kindel and Mitchell L. Stevens, “[What is Educational Entrepreneurship? Strategic Action, Temporality, and the Expansion of US Higher Education.](#)” *Theory & Society* 50 (2021):577-605.

Read: 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

Read: George Zook, *The President’s Commission on Higher Education* Bulletin of the American Association of University Professors (1915-1955), Spring, 1947, Vol. 33, No. 1 (Spring, 1947), p 10-28. *

W, 3/2

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. One of: Chapters 4, Chapter 5, Chapter 6, Chapter 7 (assigned in class).

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

Read: Ernst Kantorowicz, [The Fundamental Issue](#), Statement Read Before the Academic Senate, June 14, 1949.

W, 3/9

Week 10. Paper Presentations and wrap-up

Final Paper Due (for 5 credits): Wednesday, March 16th, 5pm