Winter 2022 / Stanford Graduate School of Education  
Wednesdays, 11am-1pm  
Online/ CERAS 308  
4 to 5 units

Professors

Emily J. Levine  
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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


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

**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=88KJkJmlxAw](https://www.youtube.com/watch?v=88KJkJmlxAw)

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


**View:** Becoming Stanford: The History and Meaning of Stanford’s Insignia: [https://exhibits.stanford.edu/becoming-stanford/feature/the-motto-controversy](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: 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)

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


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**


W, 2/16

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


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


**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


W, 3/2

Week 9. From the Multiversity to the Civil Rights University


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