History of Higher Education in the United States

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Available at: https://works.bepress.com/cheryl-ching/9/
COURSE INTRODUCTION

A beleaguered public-relations officer at a White House press conference once fended off a reporter’s tough question with the arch quip, “Hey, that’s history!” The implication was that placing an issue in the historical domain destined it to the dreary insignificance associated with obsolescence. For politicians and journalists, it effectively closed the case. And since American higher education today is a formidable modern enterprise, academic leaders can easily overlook its past. However, my response is markedly different. For me, the discussion of timely higher education topics starts—not stops—with history.

John R. Thelin, *A history of American higher education*

As William H. Sewell has argued, historians’ distinctive contribution to the social sciences is their analysis of how human action unfolds over time. The work of any given historian is deeply rooted in the specifics of a certain time and place, incommensurable with any other: in that sense, historians are the ultimate empiricists. But historians, Sewell argues, also reconstruct sequences of “events” and their consequences, tracing complicated patterns of causality and attending to a complex of contextual factors that render the outcome of any situation contingent. This practice of detailed description, attentive to the interplay between event and context, evinces a theory of “social temporality” that governs historians’ work.

Sarah Maza, *Thinking about history*

Historians make history even as they record it. Discovering and rewriting the record reshapes history itself and our contemporary social context is in turn changed. This becomes important to the liberating task of embracing a positioned perspective. What we see and feel today, our own perspectives and perceptions, appear distorted and unreal when they appear against the background of a history that has excluded the choices of those who have seen the world from positions most like our own. When we hear their stories our own stories take on a contextual frame that gives them meaning. They become more comprehensible. They are easier to trust.

Charles R. Lawrence III, “The word and the river: Pedagogy as scholarship as struggle”
In this course, we investigate the development of higher education as an institution and the social, political, and economic contexts in which this development occurred. We do so in order to understand how and why history matters for the possibilities and challenges facing colleges and universities today. In short, as John Thelin notes, history should not be overlooked.

Given the depth of higher education history as a field of study, our semester-long tour is inevitably limited and focuses in particular on institutional forms and formation, inclusion and exclusion, policy influences, and campus activism, from the colonial period to the late 20th century. That said, in curating course reading list, I kept in mind some questions with which we (continue to) contend in the present:

- What does it mean to have “access” to higher education?
- How are ideas like diversity, equity, and justice understood and enacted?
- How can and should higher education institutions account for their pasts and respond to contemporary demands for change?
- In what ways can and should policy influence the work of colleges and universities?

An equally important charge for this course is to actively and critically question how history is made and crafted. As Sara Maza—citing William Sewell—notes, history is a construction, and as Charles Lawrence III observes, history can be remade as stories previously unheard and perspectives kept from view are brought to the fore. Thus, as we learn, our task is to engage not only what is presented as history, but how that presentation is constructed and which narratives are privileged over others. Ultimately, we must be critical consumers and producers of historical (and social science) research.

Learning Objectives
1. To center social justice as a key lens into understanding higher education’s history and the foundation of contemporary issues.
2. To critically examine the historical contexts and development of colleges and universities.
3. To investigate the college access and experiences of minoritized populations, as well as their intersectional nature.
4. To interrogate the interpretations, narratives, and presentations of higher education’s history in research and scholarship.
5. To identify themes and gaps in our knowledge of American higher education;
6. To analyze a present-day or historical issue using the disciplinary methods and techniques of history and historical social science.
7. To advance critical thinking, analytic, presentation, writing, and collaborative learning skills.

In addition to these objectives, which I have set for our joint enterprise, consider what you aim to learn and get out of this course.

COURSE EXPECTATIONS
Class Attendance and Participation

Our attendance and active participation during every class session are key to the success of this course and will determine what we ultimately get out of it. This goes for myself as an instructor and for you as students. As an instructor, I am not interested in participation for the sake of participation; rather, participation is about expressing, advancing, deepening our individual and collective learning about a topic at hand. It is for this reason that I expect us all to come to class prepared to engage the week’s topic and associated readings. The weekly reading reflections are intended to help with this preparation (see below).

My hope is that each class session involves lively engagement where we each want and feel free to share our perspectives and where we listen carefully and respond respectfully to our colleagues. I commit to doing my best to cultivate an environment in which this can occur and I expect that we will abide by the class norms that we will co-create on the first day of class (see below).

Finally, I understand that participation can take a number of forms. Often, we think of it as “saying something” during whole class discussions; however, participation also manifest in small group or pair exchanges, by posing provocative questions, and through active listening.

In case of unexpected absences, please contact me as soon as you can, ideally before the start of the class you need to miss.

Religious Observances
If you need to miss a class or make up an assignment because of a religious observance, please let me know at the start of the semester.

Guidelines for Assignments
Assignments are due as noted in the Course Schedule.

For written assignments, please follow APA Style, as described in the 6th edition of the Publication Manual. Useful websites to consult for APA Style include:

- APA Style CENTRAL: http://www.apastyle.org/
- Purdue Online Writing Lab (OWL): https://owl.purdue.edu/

Please double space all of your written assignments, have 1-inch margins on all sides, use 12-point font (Times New Roman preferable), and include page numbers. All assignments should be carefully copy edited prior to submission (except for the weekly reading reflections; see below).

- UMB’s Graduate Writing Center offers writing tutorials and support. You can reach them by email (gwc@umb.edu), phone (617-287-6550), or in person (Campus Center 1300).

Code of Conduct and Academic Integrity
I expect that every aspect of your academic life—not only formal coursework situations, but all relationships and interactions connected to the educational process—shall be conducted in an absolutely and uncompromisingly honest manner. This is also an expressed policy of the University. Both the University and I assume that any and all work submitted for academic credit is your own and in compliance with University policies, including its policies on appropriate citation and plagiarism. Please review the Code of Student Conduct, as well as the requirements for academic honesty, which are described in the University of Massachusetts Boston Graduate Catalogue and program student handbook. You are required to adhere to these policies and requirements.

- The UMB Code of Student Conduct can be found at:  
  https://www.umb.edu/life_on_campus/dean_of_students/students/student_conduct

- The UMB guide on plagiarism and citations can be found at:  
  https://umb.libguides.com/c.php?g=351180&p=2366958

Accommodations for Students with Disabilities
Your success in this class is important to me. If there are circumstances that may affect your learning, please let me know as soon as possible so that we may work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. If you have a disability and feel you need accommodations in this course, please contact the Ross Center for Disability Services at 617-287-7430. The Ross Center is located at Campus Center, Upper Level, Room 211 and its website is https://www.umb.edu/academics/vpass/disability

After registration with the Ross Center, please present and discuss the accommodations with me. Although you can request accommodations at any time, it’s best if you let me know about the accommodations by the end of the Drop/Add period to ensure that we can implement them for the entirety of the course.

Inclusion
To the class, we bring knowledge and perspectives that will inform how we engage the topics, readings, and each other. I expect our discussions will benefit from the richness of our backgrounds and experiences. I also expect that our perspectives could from time-to-time raise points of tension or disagreement that we will have to navigate as a class. At minimum, I expect that all of us will:

- Respect the experiences, values, and beliefs of all members of our learning community;
- Listen to each other and respond to perspectives with which we disagree as an opportunity to learn what informs that perspective.

On the first day of class, we spend some time adding to this list and co-constructing norms for our learning community.

COURSE ELEMENTS

Readings
Our main text for this course is the second edition of John Thelin’s *A history of American higher education*. Please purchase a copy from your favorite bookseller or borrow it from your library. I will provide electronic copies of all other assigned readings. References for all readings in APA format can be found at the end of the syllabus. On occasion, readings may change or be added as optional resources in order to accommodate a topic or perspective that more closely aligns with the direction our course is taking.

Class Activities
Most weeks, a portion of our time together will be devoted to an activity that advances our pursuit of our learning objectives and class assignments.

Assignments
The assignments for this course are intended to (1) deepen your reading, analyzing, and writing of topics in the history of American higher education; and (2) offer different platforms through which you can express your learning and engagement of these topics.

1. **Weekly Reading Reflection (Week 2 onwards) and Class Participation: 20 percent**
   **DUE:** Weekly; upload to Blackboard by Thursday before class, 12:00 PM
   As noted, participation during each class session is crucial for the success of the course. Doing the readings is thus key, as is thinking about the readings ahead of our meetings. Writing your responses, initial analysis, questions, etc. about the readings can facilitate your preparation. There is no formal structure to the reflections nor length requirement, however if it helps, a place to start is to draw out common and/or contrasting themes in the readings. Feel free to write informally or in a stream-of-consciousness way as you might in a journal. Remember, the point of the reflections is for you to have done some preliminary thinking about the readings ahead of class. I will read your reflections but will not provide written feedback. **Note:** On the week that you present Assignment 2, you do not have to submit a reading reflection.

   **Assessment criteria:** use of evidence (from readings or other sources) to support ideas/insights; relevance of ideas/insights to weekly topic; coherence and clarity of written expression.

2. **Artifact or Article Presentation and Facilitation: 20 percent**
   **DUE:** Date varies
   With a classmate, you will identify a primary artifact or scholarly article related to one of the course topics. For example, the week we focus on activism in higher education (Week 14), you and your partner may present a speech from a campus protest in the 1960s. If you decide to focus on a primary artifact, consider: newspaper or magazine articles, court cases or decisions, pieces of legislation or policy, photographs, and the like. Your presentation and facilitation should be about 30 minutes, use slides and/or handouts, and at minimum include:
   - Background on the chosen artifact or article
   - Insights on what the artifact or article tells us about the topic for the week
• Suggestions for how the artifact or article complements, contradicts, or otherwise relates to the assigned readings
• Ways to engage the class in a discussion of the artifact or article

Assessment criteria: coherence and clarity of oral presentation; completeness of information for bullet points 1-3; facilitation and stimulation of class discussion.

3. Reflection paper on visit to UMass Boston Archives: 10 percent
DUE: October 26 (Week 8), 11:59 pm
Following our visit to the UMass Boston Archives, document your reflections in a 2-3 page paper, focusing on what you learned. You may focus on what you gained from the whole experience or on a specific aspect. In your reflection, consider the following questions:
  • What is the function of archives in general and the UMass Boston Archives in particular?
  • What is the value of archival materials for higher education research?
  • How would you use archival materials for your course project?

Assessment criteria: thoughtfulness and depth of reflection about the function, value, and utility—or lack thereof—of archives; coherence and clarity of written expression.

4. Course Project: 50 percent
The major assignment is a project that examines the historical background of a present-day or historical issue in American higher education. You may want to use this assignment as an opportunity to examine the history and historical context of an issue you are considering for your qualifying paper and/or dissertation. For example, if you’re interested in the current anti-affirmative action lawsuit against Harvard’s admissions policies and practices, you could look at the original legislation for affirmative action and subsequent court cases that sought to limit the use of race-conscious admissions policies (i.e., Bakke, Hopwood, Grutter, Gratz, Fisher).

The project is divided into 5 parts, each building on the next in order to facilitate your thinking, research, and writing. As much as this project is about applying the methods of historical research on a topic of your own choosing, it is also about getting a feel for how to build a project over time, how to engage in a process of peer revision, and how to present your work. Class time will be devoted to developing your projects over the course of the semester.

PART 1: Topic Proposal: 5 percent
DUE: September 21 (Week 3), 11:59 pm
In 2-3 pages, present the topic/issue, focusing on (1) why it matters for research, policy, and/or practice, and why it is interesting to you; (2) what you currently know about it; and (3) what you need to find out in order to better understand it. This proposal is akin to the introduction of a paper, or the problem statement of a dissertation. During our Week 2, you will have an opportunity to brainstorm ideas with peers. Feedback for the topic proposal will come from me.
Assessment criteria: rationale for topic/issue; thoughtful review of what you do and do not know about the topic/issue; clear and concise presentation of topic/issue; appropriate use of APA.

PART 2: Paper Proposal: 5 percent
DUE: October 12 (Week 6), 11:59 pm
The 4-5 page paper proposal expands on your topic proposal paper and discuss your plan for the paper. You should identify actors, places, events, contexts, etc. that are important for developing a historical understanding of your topic/issue. Be sure to comment on why they are necessary foci for your topic. Moreover, you should describe key scholarly pieces and primary artifacts (if available) that you have consulted and intend to use for your final paper, and why they matter for your project. Finally, you should begin to craft the narrative or argument about the issue/topic. Again, feedback for the paper proposal will come from me.

Assessment criteria: expanding investigation of topic/issue; soundness of plan for full paper; incorporation of topic proposal feedback; appropriate use of APA.

PART 3: Draft Papers and Peer Review: 10 percent
Draft Paper DUE: November 16 (Week 11), 11:59 pm to peer reviewer
Peer Review DUE: November 30 (Week 13), by the start of class
Drafts and drafting are important and should be routine to your writing process. Rather than waiting until the end of the semester to submit a polished paper, feedback for which will come primarily from me, you will have an opportunity to write a full draft of your paper (or as full as is possible given where you are with your research) and to receive feedback from a peers. The draft should be roughly 17-20 pages and include the following sections:

- Introduction and roadmap for paper
- Description of the topic and why its study matters for research, policy, and/or practice
- Analysis and discussion of the topic/issue’s historical background (bulk of the paper)
- Conclusion

During our Week 13 session, you and your peer will have a chance to debrief on the feedback and develop a plan for the subsequent draft.

Assessment criteria: submission of paper draft to peer reviewer; completion of peer review.

PART 4: Project Presentation: 10 percent
DUE: December 14 (Week 15), in class
During the last session of the course, you will do a roughly 8 minute presentation of your paper. There are several benefits to presentations. One, creating slides—like outlines—forces clarity about the fundamental argument of a paper and brings to the fore that which should be the
focus. Two, presentations are a chance to practice public speaking and communication skills. Third, presentations are a learning opportunity for the audience—in one class session, we will vastly expand what we know about the history of US higher education! Feel free to experiment with presentation formats (Ted Talk, Pecha Kucha, standard conference format).

**Assessment criteria:** coherence and clarity of oral expression; use of relevant and innovative slides; audience engagement.

**PART 5: Final Paper: 20 percent**

**DUE: December 16 (Sunday), 11:59 pm**

Having received the feedback on your paper draft from your peer reviewer and on your presentation from the class, complete a final revision of your paper.

**Assessment criteria:** compelling justification for studying topic/issue; coherent, integrative narrative about topic/issue; cogency and sophistication of analysis; consistent use of evidence to support argument/claims; overall clarity and organization of paper; appropriate use of APA; grammar, word usage, punctuation, etc. errors

**GRADING SCHEME**

Your final grade for the course will be calculated based on the following grading scheme. My aim is to provide feedback throughout the course on your participation, writing, etc. such that there are no big surprises with respect to your grade at the end of the semester.

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COURSE SCHEDULE

Week 1, September 7: Introducing Ourselves and Our Course
Our first meeting is devoted to introductions: to each other, to the course, to history as a form of inquiry. To introduce ourselves, we will present a personal artifact and use it to tell a story about ourselves. To introduce the course, we will review the syllabus, discuss course objectives, and co-construct the norms for our time together a class. And, to introduce the history of American higher education, we will engage Eisenmann’s article on the value of history as a discipline to higher education scholarship and Thelin’s introduction to his “organizational saga” of higher education.

Readings
Linda Eisenmann, “Integrating disciplinary perspectives into higher education research: The example of history”
John R. Thelin, *A history of American higher education*, Introduction (pp. xxi-xxx) and Essay on sources (pp. 433-451)

Activities
Personal artifacts | Constructing class norms | Your learning objectives

Week 2, September 14: Building Our Toolkit: On History and the Social Sciences
This week, we take a step back from higher education history and consider how we examine, produce, and present narratives of the past, with an eye towards building a “tool kit” that we can use to critically engage course topics, readings, and activities. What is the work of a historian versus that of a social scientist? In what ways does history and social science converge and diverge? What role does epistemology, theory, and researcher positionality play in interpreting the past and constructing histories, in distinguishing between fact and fiction? How can history give voice and silence at the same time?

Readings
William H. Sewell, Jr., *Logics of history: Social theory and social transformation*, Preface (pp. ix-xi) and Chapter 1 (pp. 1-21)
Michel-Rolph Trouillot, *Silence the past: Power and the production of history*, Preface (pp. xxi-xxiii) and Chapter 1 (pp. 1-30)
Gaye Tuchman, “Historical social science: Methodologies, methods, and meanings”

Activities
Tool-kit building | Topic/Issue Brainstorming Workshop

Week 3, September 21: On Origins and Christianization: The Colonial College
Scholars generally agree that the Colonial College represents the beginning of American higher education. This week, we examine three versions of higher education’s origin story: Thelin’s focus on the organization of the Colonial College; Wilder’s inquiry into its foundation in settler colonialism; and Wright’s analysis of the Native American experience of these colleges.

Readings
John R. Thelin, *A history of higher education*, Chapter 1 (pp.1-40)
Craig Steven Wilder, *Ebony and Ivy: Race, Slavery, and the Troubled History of America’s Universities*, Prologue (pp. 1-11) and Chapter 1 (pp. 15-45)

Bobby Wright, “The ‘untameable savage spirit’: American Indians in colonial colleges”

Activity Sarah Klotz, PhD, guest speaker on conducting archival research

Assignment TOPIC/ISSUE PROPOSAL

### Week 4, September 28: Institution-Building: Into the Antebellum Era

The Antebellum Era was a period of institution building: institutional types proliferated, the number of colleges and universities increased, and institutional features such as curricula started to be codified. We consider how the field of higher education developed, paying close attention to the political economy that enabled this development and the broader debates over who should be part of the institution.

**Readings**

- Craig Steven Wilder, *Ebony and Ivy: Race, Slavery, and the Troubled History of America’s Universities*, Chapter 3 (pp. 79-111) and Chapter 8 (pp. 241-273)

**Resources** Optional: Charles R. Lawrence, III, *Don’t Go Back to Egypt After God Done Took You Out of There: Reconciliation, Reparations, and the Newest Abolitionists* (2017 Georgetown Law Commencement Address) (OPTIONAL)

https://www.youtube.com/watch?v=vuShdQhKm8c&t=3237s

[Start around 0:50:00; his talk ends around the 1:18:00 mark]

Activity Examining and Reconciling Institutional Past | Early feedback on course

### Week 5, October 5: Variation and Expansion: Higher Education in Post-Bellum America

After the Civil War, higher education’s development continued, further expanding and nuancing. Land grant universities, normal schools, polytechnics, women’s colleges, historically Black colleges and universities, and as the 20th Century turned, community colleges, took form. What was higher education as an institution responding to such that variation and expansion was a logical answer? What ideas motivated the formation of these types of colleges and universities? In what ways were students served by institutional differentiation?

**Readings**

- Steven Brint & Jerome Karabel, *The Diverted Dream: Community Colleges and the Promise of Educational Opportunity 1900-1985*, Chapter 2 (pp. 23-66)
Christine A. Ogren, “Rethinking the ‘nontraditional’ student from a historical perspective: State normal schools in the late nineteenth and early twentieth centuries”

John R. Thelin, *A history of higher education*, Chapter 3 (pp.74-109) and Chapter 4 (110-154)

**Activity**  Paper Proposal Workshop

**Week 6, October 12: Mass Access and Democratization: The GI Bill and Truman Commission Report**

Over time, policy and legislation have played an increasingly important role in higher education’s mission, formation, and operation. This week, we take a close look at two national efforts of the post-World War II era, both of which contributed to what Thelin calls higher education’s “golden age.” What were the goals and effects of the GI Bill and Truman Commission Report on widening access and advancing democracy? Who was served by these efforts and in what ways? How does the GI Bill and Truman Commission report continue to influence higher education today?

**Readings**  Claire Krendl Gilbert & Donald E. Heller, “Access, equity, and community colleges: The Truman commission and federal higher education policy from 1947 to 2011”

Philo Hutchenson, “The 1947 President’s Commission on higher education and the national rhetoric on higher education policy”

Ira Katznelson & Suzanne Mettler, “On race and policy history: A dialogue about the G. I. Bill”

Robert C. Serow, “Policy as symbol: Title II of the 1944 G. I. Bill”

John R. Thelin, *A history of higher education*, Chapter 7 selections (pp. 260-271)

**Assignment**  PROJECT PROPOSAL

**Week 7, October 19: Visit to the UMass Boston Archive**

This week, we take a break from readings and visit the university’s archive.

**Readings**  Optional: Sarah Maza, *Thinking about history*, “Do sources and archives make history?” (pp. 146-156)

**Activity**  Archive visit, Healey Library 5th Floor, Archives Research Room

**Week 8, October 26: Inclusion and Exclusion: Selective Admissions and Affirmative Action**

This week kicks off our extended investigation into the questions of who and in what ways higher education includes and excludes. Inclusion and exclusion are themes we engage in earlier weeks, but
now, we give it primary focus, starting with the process of admissions and selection. Within this context, we interrogate what admissions is for and for what reasons students are selected, paying particular attention to the notion of “diversity” and how its meaning has shifted over time. Lastly, we examine affirmative action as a policy corrective for selective admissions.

**Readings**

Ellen C. Berrey, “Why diversity became orthodox in higher education, and how it changed the meaning of race on campus”

Jerome Karabel, *The Chosen*, Introduction (pp. 1-10) and Chapter 4 (pp. 110-136)

Sharon S. Lee, “The de-minoritization of Asian Americans: A historical examination of the representations of Asian Americans in affirmative action policies at the University of California”

Robert A. Rhoads, Victor Saenz, & Rozana Carducci, “Higher education reform as social movement: The case of affirmative action”

Lisa M. Stulberg & Anthony Chen, “A long view on ‘diversity’: A century of American college admissions debates” in *Diversity in American higher education: Toward a more comprehensive approach* (pp. 51-62)

**Optional:** John R. Thelin, *A history of higher education*, selections. “Exclusion and selective admissions: The irony of administrative reform” (pp. 196-199); “Testing and tracking: The sophistication of selective admissions” (pp. 302-303); “Regulatory issues and equity: Minorities in higher education” (pp. 347-350)

**Resources**

**Optional:** Kimberlé Crenshaw, *Race, law, and social justice* (Lecture at 2013 Ryerson University Social Justice Week)

https://www.youtube.com/watch?v=VS71ungleRKg
[Start around 34:35 for the section on diversity; it runs until around 45:15.]

**Assignment**

**REFLECTION ON ARCHIVE VISIT**

**Week 9, November 2: Inclusion and Exclusion: Students of Color in Higher Education**

Our next three class sessions each focus on the access to and exclusion from higher education of students who are minoritized. This week, we tackle students of color, considering their participation in predominantly white and minority-serving institutions. *Note: While inclusion and exclusion on the basis of race is an explicit focus—like women and LGBTQ students in the following two weeks—I expect our discussions will grapple with how the access to and experience of minoritized populations in American higher education has been subject to intersecting systems of power and oppression over time.*

**Readings**


Week 10, November 9: Inclusion and Exclusion: Women in Higher Education

We continue our discussion of inclusion and exclusion, this time looking at the case of women. Similar to the previous session, we look at the participation of women in higher education and examine the role of women’s colleges in particular. Through Perkins’ article, we engage the question of women with race by focusing on the experience of Black women in elite women’s colleges.

Readings

Patricia Albjeg Graham, “Expansion and exclusion: A history of women in American higher education”

Marybeth Gasman, “Swept under the rug?: A historiography of gender and Black colleges”

Emily A. Langdon, “Women’s colleges then and now: Access then, equity now”


Activity

Paper Workshop

Week 11, November 16: ASHE – No Class

Assignment

Draft papers due to peer reviewer

Week 12, November 23: Thanksgiving – No Class

Week 13, November 30: Inclusion and Exclusion: LGBTQ Students

Our final session on the theme of inclusion and exclusion concerns LGBTQ students. The experience of LGBTQ students allows us to wrestle specifically with the question of visibility and invisibility in higher education (e.g., in college life, course curricula, research and scholarship, etc.).

Readings

Brett Beemyn, “The silence is broken: A history of the first lesbian, gay, and bisexual college student groups”

Jessica Clawson, “Coming out of the campus closet: The emerging visibility of queer students at the University of Florida, 1970-1982”

Margaret A. Nash & Jennifer A. R. Silverman, “‘An indelible mark’: Gay purges in higher education in the 1940s”
Kristen A. Renn, “LGBT and queer research in higher education: The state and status of the field”

**Assignment** Feedback of draft papers due

**Activity** Peer Review Workshop

**Week 14, December 7: Activism in Higher Education**
This final set of readings examines the history of student activism before, during, and after the period most identified with the topic: the Sixties. We examine the factors that encourage students to “get political” and whether and how their actions re-shape higher education.

**Readings**
- Philip G. Altbach & Patti Peterson, “Before Berkeley: Historical perspectives on American student activism”
- Thai-Huy Nguyen & Marybeth Gasman, “Activism, identity and service: The influence of the Asian American movement on the educational experiences of college students”
- Robert A. Rhoads, “Student activism, diversity, and the struggle for a just society”
- Angela Ryan, “Counter college: Third world students reimagine public higher education”

**Activity** Responding to student-led activism

**Week 15, December 14: Presentations & Celebration**
Our time together comes to a close with student presentations of course projects.

**Assignment** Student presentations

**FINAL PAPERS DUE ON SUNDAY, DECEMBER 16, 11:59 PM.**
RESOURCES


General Histories


Edited Collections


Journals

*Perspectives on the History of Higher Education* ([https://ed.psu.edu/eps/hied-history](https://ed.psu.edu/eps/hied-history))

*History of Education Quarterly* ([https://www.cambridge.org/core/journals/history-of-education-quarterly](https://www.cambridge.org/core/journals/history-of-education-quarterly))

*The Review of Higher Education* ([https://www.press.jhu.edu/journals/review-higher-education](https://www.press.jhu.edu/journals/review-higher-education))

*The Journal of Higher Education* ([https://www.tandfonline.com/loi/uhej20](https://www.tandfonline.com/loi/uhej20))

Websites


Higher Education Resource Hub ([http://www.higher-ed.org/history.htm](http://www.higher-ed.org/history.htm))

UMB Healey Library Research Guide for Higher Education Administration

REFERENCES


