



EPHE 8340 History of Higher Education
Spring 2021, Mondays 4:30-7:00pm F2F August 22, September 19,
October 24, and November 14, CEHD 496

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“The true college will ever have one goal—not to earn meat, but to know the end and aim of that life which meat nourishes.” —W.E.B. Du Bois

Course Description

This course provides an overview of American higher education history and current issues. An overarching theme is the historic debate between liberal arts and professional, career-oriented curricula. Students also will explore specific higher education issues related to race, affirmative action, and HBCU’s; gender and women’s colleges; leadership and governance; wealth, class, and access; educational research and academic freedom; faculty and student life and activities.

Catalog Description: 3.000 Credit hours

The course syllabus provides a general plan for the course; deviations may be necessary.

Required Textbooks

The core knowledge base for the course will be rooted in academic disciplines, the broad theoretical fields of education and history. The course has 4 required books on the syllabus.

Author	Title	Publisher	ISBN
1. Philo Hutcheson	<i>A People’s History of American Higher Education</i>	Routledge	978-0-415-89470-8
2. Andrew Delbanco	<i>College: What it Was, Is, and Should Be</i>	Princeton	978-0-691-15829-7
3. Will Bunch	<i>After the Ivory Tower Falls</i>	William Morrow	978-0063076990
4. Select a book or dissertation of your choice from the higher education subfields listed in the syllabus.			

Required Primary Sources, Articles and Chapters

Articles and the primary source reader will be posted on the course ICollege portal. Keep in mind that your professor loves hard copies (research studies show that students retain information better when read in print than on a computer), so every effort will be made to make sure students can have access to hard copies when we meet F2F!

Course Objectives & Design of the Course

The primary course objective is simple: students will develop advanced knowledge of the nature of history and current issues in American higher education – and acquire a passion for it!

Other course objectives include:

1. Exhibit oral and written knowledge of historical research in higher education.

2. Demonstrate an ability to synthesize research and think critically about the field of higher education history and current issues.
3. Communicate ideas and chronology in oral and written format about American higher education history and current issues.
4. Draft, revise, and produce a polished research manuscript on a particular subfield in American higher education history.

Access & Accommodations Center for Differently Abled/Disabled Students

Students who wish to request accommodation for a disability may do so by registering with the Access and Accommodations Center. Students may only be accommodated upon issuance by the [Access and Accommodation Center](#) of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. Please notify me, the instructor, of your situation in person and/or via email. Please know that as a professor and a human, I am very understanding as I raised a child with a verbal language learning disorder. So, I know first-hand that figuring out how to get assistance is critical to success. The Center can be reached at <https://access.gsu.edu/>

Cultural Diversity

As your teacher, I value human diversity in my classes whether expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. I promise to respect the value of every student in this class, and all of my students are encouraged to share his, her, or their unique perspective as an individual, not as a representative of any category. In this class, we will discuss material that respect and celebrate diversity of thought, background, and experience. One part of graduate education is to challenge assumptions and sometimes to engage in challenging ways of looking at issues. Don't be afraid to voice an opinion even if unusual, and make sure to avoid "group think" that can intimidate fellow classmates. If, however, you ever feel uncomfortable regarding content or perspectives that are presented or discussed, I encourage you to contact me directly so that we can discuss those feelings. I would like to use your preferred language when addressing you, so please let me know your preferred name (and/or the pronunciation of that name) and let the class know your preferred gender pronouns. Example, Dr. Chara Bohan (pronounced CAR-A BOW-HAN, like Lindsey Lohan). I use "she, her, hers".

COVID-19 & Facemask Guidance

I routinely read *The New York Times* (I grew up in the NYC/NJ area) and the *AJC* and keep up with the scientific data reported on coronavirus. It is my sincere expectation that we will be able to meet in person 4 times during the semester, but if the reporting reveals that it has become unsafe to meet, I will make alternate arrangements for the class. I want to be able to meet in person, as I enjoy F2F interactions with students much more than working Zoom technology on my computer. I encourage everyone to wear a face mask, as there will be immunocompromised people in the group, even if it is or is not obvious who they are (hint, your instructor is one). I know face masks make some aspects of class more difficult (I have trouble breathing in them, they fog up my glasses, and make it difficult to hear voices 😞). In the summer I ran a 2-week NEH grant at GSU, and the participants for the most part did not wear masks, until the last two days when 5 of the 24 came down with Covid. Then everyone started wearing masks! When teaching I try to keep my distance and speak without a mask on so that I can be heard, but if needed I have a microphone. Wearing a face mask is not required by GSU, so there is no penalty

if you choose to not wear a mask. Keep in mind, I would like to make sure we cultivate a climate of respect so we can all learn in a comfortable and safe environment. The coronavirus has been difficult on humanity, and I wish I could wave a magic wand and make it go away. However, following the science is the best way to keep us all truly safe.

Technology

This course will provide ample opportunities to engage technology for the purpose of facilitating learning. The majority of classes will meet via Zoom. We will make use of web-based resources and internet-based communications. All students are expected to have access to the internet, either at home or to avail themselves of access at the numerous public labs on campus.

Criteria on Academic and Professional Integrity

Georgia State University's policy on academic honesty states that "...students be honest and that they submit for credit only the products of their own efforts." Any questions related to academic honesty will be subject to the Policy on Academic Honesty as stated in the Georgia State University Catalog. The link to the policy is: <http://education.gsu.edu/student-services/academic-honesty/>

Title IX Considerations

Consideration is given to [Title IX](#). For example, the university has developed a [guidance document](#) for faculty and program leaders on how to respond to requests by pregnant and parenting students for class or program adjustments under Title IX. The document is intended to help navigate the obligations Title IX imposes regarding pregnant and parenting students. Quiet children ☺ are always welcome, both online or in person.

Student Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide resources that we may possess. The [Embark program at GSU](#) provides resources for students facing homelessness.

Teaching Strategies

This course will consist of discussion, presentations, and small group work with 4 F2F meetings and the rest Zoom instruction. The instructor for the course will facilitate these activities and provide feedback for each student. We will have a discussion session in most class meetings. Each discussion session will open with instructor comments, designed to summarize as well as open a critical group dialogue about the readings. The instructor will facilitate student work on individual class projects via email communication and, if necessary, additional meeting time.

Learning Opportunities / Assignments

Higher Education Book/Dissertation Review—Weight: 25% - Due Sept. 27, 2022, 11:59pm. Submit to ICollege

You have a choice between two assignments:

Choice A: Complete a book review from the list of higher education subfields provided in the syllabus. Follow the guidelines for book reviews in *Teachers College Record*. TCR book reviews can be accessed at <http://www.tcrecord.org/BookReviews.asp>. Guidelines for authors can be accessed at <http://www.tcrecord.org/Authors.asp>. The TCR links require that you be a paid

member, however, you should be able to access TCR via the GSU library. The most important article is Gary Natriello's (2000) "For the Record: Reviewing Books." This article will be provided as part of the class reading materials. A few other links to articles that are especially helpful include Gary Natriello's (2005) "Publishing in TCR" and his (1996) "For the Record: Lessons for Young Scholars Seeking to Publish." The book review should be approximately 5 pages in length. You must follow Chicago 17th or APA 7th for formatting.

Provide a brief summary of the book, but then focus the majority of the review on analyzing the book. What is the focus of the book? Is the author convincing in his/her argumentation? Why or why not? What evidence is employed? What is the historical context (use the Hutcheson textbook to place the subject of the book in historical context). What are the limitations of the book?

Choice B: Complete a review of a dissertation from the list of GSU dissertations in higher education provided in the syllabus. If you locate a dissertation that was written at another institution please consult with the instructor. Similar to Choice A, follow the guidelines for book reviews in *Teachers College Record*. TCR book reviews can be accessed at <http://www.tcrecord.org/BookReviews.asp>. Guidelines for authors can be accessed at <http://www.tcrecord.org/Authors.asp>. The dissertation review should be approximately 5 pages in length. You must follow Chicago 17th or APA 7th for formatting.

Provide a brief summary of the dissertation, but then focus the majority of the review on analyzing the dissertation. What is the focus of the dissertation? Is the author convincing in his/her argumentation? Why or why not? What evidence is employed? What is the historical context (use the Hutcheson textbook to place the subject of the dissertation in historical context). What are the limitations of the dissertation? Could you write a similar quality dissertation? Why or why not?

Leaders & Leadership Project–Weight 25% - Due October 25, 2022, 11:59pm Submit to ICollege

You have a choice between two assignments:

Choice A: Research and write about a leader in higher education, past or present. Discuss their accomplishments. Look at their Curriculum Vita, if available. What are their prominent publications and roles within the academy? How did the leader achieve these successes? Describe any failures the leader may have experienced. If the leader is alive, conduct an oral interview with him or her. See Irving Siedman's *Interviewing as Qualitative Research*, 5th ed. for information on conducting interviews if you have not learned how to conduct oral interviews in a qualitative research methods course. If the leader is deceased, check archives grid to locate archival materials related to the leader. Would you want to emulate this higher education leader, if possible? Why or why not? How does this leader reflect the higher education context of his/her time period as Hutcheson described in your textbook? Paper should be approximately 5 pages in length and must follow Chicago 17th or APA 7th.

Choice B: Look at academic jobs in higher education. Many are listed in *The Chronicle of Higher Education*. What leadership qualities are required to work in an institution of higher education? What materials are required to submit for a job in higher education? Compile materials for one job in higher education. Include the job description in your submission. You

will need to include a cover letter, teaching philosophy (think of John Dewey's Pedagogic Creed for structure), curriculum vita, online presence (such as academia.edu, researchgate, scholarworks, or google scholar), and list of references. Include the job postings along with the required application materials. In addition to the required job materials, please also write a short 2-3-page description of how the job requirements reflect the context and recent time period that Hutcheson and Bunch described in their books. All materials must follow Chicago 17th or APA 7th.

**Institutional Examination Research Paper—Weight: 30% - Due Dec. 5, 2022 at 11:59pm.
Submit to ICollege**

You have a choice between two assignments:

Choice A: The Atlanta metropolitan region is home to the largest concentration of colleges and universities in the southern U.S. In addition to well-known institutions such as Agnes Scott, Georgia Tech, Emory, Clark Atlanta, Clayton State, GSU, KSU, Life, Mercer, Morehouse, Spelman, Oglethorpe, UGA Business, UNG, UWG, there are many others. These include American InterContinental, Brenau, Chattahoochee Tech, Columbia Theological Seminary, DeVry, John Marshall Law School, Interdenominational Theological Center, Atlanta Metropolitan, SCAD Atlanta, Atlanta Technical, and several more. In this final assignment, you will examine a type of institution (black colleges, women's colleges, small church colleges, regional universities) or a segment of the participants in an institutional type (e.g. students, faculty, staff, administrators). Evaluate the historical and contemporary experience of the institutional type or institutional participant(s) in light of the relevant readings and discussions in the course. The paper should be approximately 15-20 pages in length. Please consider the guidelines for a journal such as *The Journal of Higher Education*, *The History of Education Quarterly*, *Research in Higher Education*, or *The Journal of Excellence in College Teaching*. You must conduct original research either through the use of archival materials, oral interviews, or other qualitative research methods. Submit a one paragraph proposal along with a list of references by **October 10, 2022**. All materials must follow Chicago 17th or APA 7th.

Choice B: Select one of the time periods from the syllabus and featured in the course readings. Identify a historic or contemporary problem in higher education. Using both secondary and primary sources, describe the problem and provide solutions. You can use a particular institution as a case study to illustrate your description of the identified problem. See the list provided in Choice A for local options, but you may select any institution of higher education. In this final assignment, you will examine a type of institution (black colleges, women's colleges, small church colleges, regional universities) or a segment of the participants in an institutional type (e.g. students, faculty, staff, administrators). Evaluate the historical and contemporary problem of the institutional type or institutional participant(s) in light of the relevant readings and discussions in the course. The paper should be approximately 15-20 pages in length. Please consider the guidelines for a journal such as *The Journal of Higher Education*, *The History of Education Quarterly*, *Research in Higher Education*, or *The Journal of Excellence in College Teaching*. You must conduct original research either through the use of archival materials, oral interviews, or other qualitative research methods. Submit a one paragraph proposal along with a list of references by **October 10, 2022**. All materials must follow Chicago 17th or APA 7th.

Participation Opportunity: Discussion & Attendance – Weight: 20%

This is a graduate level class, and thus you will be expected to participate in class discussions. You will also lead one class presentation/discussion. Discussions should reveal your

understandings or questions about the assigned readings. In order to participate in class discussion, you must attend class, either F2F or on Zoom. Thus, attendance comprises your participation grade and has a significant weight in your overall grade. In addition, for each F2F class a sign-in sheet will be distributed at the beginning of class, and the instructor will take attendance during the Zoom sessions. Please make sure to sign the sheet each class session, as this sheet is a record of your attendance. During Zoom sessions, you will be expected to have cameras turned on, as no one wants to talk to a black box. Your professor is a trained observer, and even if not mentioned, if your camera is off frequently, she will make a note of it. Each absence will result in a deduction of your participation grade. In graduate school, excused and unexcused absences do not exist – you are either present or not present!

If an individual misses more than three classes, the student cannot pass the course. Please notify the instructor by email in the case of a medical emergency or a religious holiday. Any absence must be accompanied by a written essay summarizing the readings assigned for that day and submitted within one week of the absence. There will be breaks in the 3-hour synchronous online meetings because no one needs to experience more Zoom fatigue. Of course, the instructor hopes that you desire to attend class, and find the on-campus meetings informative, useful, and a time to connect with other education loving adults! Please also stay safe, and if you test positive for Covid-19, do not come to a F2F meeting. Please do send me a doctor's note, instead. We are not quite yet in a post-pandemic world, and there are many immunocompromised adults on the 4th floor of the CEHD, so be safe.

Evaluation

Classroom Policies:

Policy on late work – Meeting assignments in a timely manner is important.

As a teacher, you will not want to be burdened with grading late work. So, remember the golden rule, and turn assignments in on the due date. Assignments turned in late will be subject to a grade deduction. Writing style, grammar, and spelling will be evaluated and treated as meaningful components of written work. As you also teach students how to read and write, demonstration of your written abilities is critical.

Attendance – See participation section above.

Cell Phones –Please do not allow cell phones to ring in class as they can disturb others. The classroom should be a comfortable environment to freely express ideas and opinions, so feel welcome to speak honestly and openly.

Laptops– You may bring a laptop to take notes, but you should not surf the web or check email during class. If laptops become distracting, the instructor reserves the right to request that they not be used in class.

Finally, please treat each individual (professor and students) with respect and dignity 😊.

Assessment

1. Higher Education Book Review– 25%
2. Leaders & Leadership Project – 25%
3. Institution Examination Research Paper– 30%
4. Participation & Presentation – 20%

Total = 100%

Grading Scale

A+ 98-100	B+ 88-89	C+ 78-79	D+ 68-69
A 94-97	B 84-87	C 74-77	D 64-67
A- 90-93	B- 80-83	C- 70-73	D- 60-63

Writing Studio – The GSU writing studio will provide assistance with writing to graduate students, master through doctoral level. It is a wonderful resource and can be accessed at: <https://writingstudio.gsu.edu/>

Student Evaluation of Instruction: Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take the time to fill out the online course evaluation.

Conference Options:

1. Southern History of Education Society (SHOES – Memphis, TN March 2022, call due in January). <https://sites.google.com/view/southern-history-of-education/home?authuser=0>
Dr. Eric Platt, University of Memphis will be hosting.
2. History of Education Society (HES - Baltimore, November 3-6, 2022). Journal: *History of Education Quarterly*. <https://www.historyofeducation.org/>
3. Society of Philosophy and History of Education (SOPHE –San Antonio, TX September 29-Oct. 1, 2022). Journal: *Journal of Philosophy and History of Education*. Meeting held at the Menger Hotel in conjunction with ISEB, International Society for Educational Biography. <http://sopheconference.com/>
4. Association for the Study of Higher Education (ASHE – November 16-19, 2022, Las Vegas, NV). Journal: *Review of Higher Education*. <https://www.ashe.ws/>
5. American Educational Studies Association (AESA –Pittsburgh, PA, Nov. 2-6, 2022; Louisville, KY, Nov. 8-12, 2023; Greenville, SC, Nov. 6-10, 2024). Journal: *Educational Studies Journal*. <http://educationalstudies.org/>

Books in Higher Education Historical Subfields: Select One Subfield

Higher Education Topics

1. HBCU's/Race/Affirmative Action

Bobby Lovett, *America's Historically Black Colleges and Universities: A Narrative History, 1837-2009*, Macon, GA: Mercer University Press, 2015.

Marybeth Gasman, *Higher Education for African Americans before the Civil Rights Era, 1900-1964*. New York, NY: Routledge, 2012.

Marybeth Gasman and Christopher Tudico, eds., *Historically Black Colleges and Universities: Triumphs, Troubles and Taboos*. New York, NY: Palgrave MacMillan, 2008

Kijua Sanders-McMurtry, Marybeth Gasman, and Adriel Hilton, *African American Higher Education: An Essential History*, New York, NY: Routledge, 2014.

Joy Ann Williamson-Lott, *Jim Crow Campus: Higher Education and the Struggle for a New Southern Social Order*, New York, NY: Teachers College Press, 2018.

Jelani M. Favors, *Shelter in a Time of Storm: How Black Colleges Fostered Generations of Leadership and Activism*. Chapel Hill, NC: The University of North Carolina Press, 2019.

2. Women's Colleges/Universities

Barbara Solomon, *In the Company of Educated Women*. New Haven, CT: Yale University Press, 1986. +

Chara Bohan, *Go to the Sources: Lucy Maynard Salmon and the Teaching of History*. NY, NY: Peter Lang, 2004.

David Gold and Catherine Hobbs, *Educating the New Southern Woman: Speech, Writing and Race at Public Southern Women's Colleges, 1884-1945*, Carbondale, IL: Southern Illinois University Press, 2013.

Andrea Hamilton, *A Vision for Girls: Gender, Education, and the Byrn Mawr School*. Baltimore, MD: Johns Hopkins University Press, 2004.

Linda Morice, *Coordinate Colleges for American Women: A Convergence of Interests, 1947-1978*. New York, NY: Peter Lang, 2018.

Patricia Ann Palmieri, *In Adamless Eden: The Community of Women Faculty at Wellesley*, New Haven, CT: Yale University Press, 1995.

Mary Ann Danowitz Sagaria, *Women, Universities, and Change: Gender Equality in the European Union and the United States*. New York, NY: Palgrave MacMillan, 2007.

3. Higher Education Leaders/Leadership/Governance

Debbie Cottrell, *Pioneer Woman Educator: The Progressive Spirit of Annie Webb Blanton*. College Station: Texas A&M Press, 1993.

Elizabeth Daniels, *Bridges to the World: Henry Noble MacCracken and Vassar College*. Clinton Corners, NY: College Avenue Press, 1994.

Richard Drake, *Charles Austin Beard: The Return of the Master Historian of American Imperialism*, Ithaca, New York: Cornell University Press, 2018.

Patrick Gilpin and Marybeth Gasman, *Charles S. Johnson: Leadership Beyond the Veil in the Age of Jim Crow*. Albany, NY: State University of New York Press, 2003.

J. Wesley Null, *Disciplined Progressive Educator: The Life and Career of William Chandler Bagley*. New York, NY: Peter Lang, 2003.

Wayne Urban, *Black Scholar: Horace Mann Bond, 1904-1972*. Athens, GA: University of Georgia Press, 2008.

4. Wealth, Class, Access, Affordability and Learning

J.M. Beach, *Gateway to Opportunity: A History of the Community College in the United States*, Stylus Publishing, 2011.

Derek Bok, *Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More*. Princeton, NJ: Princeton University Press, 2006.

Barrett J. Taylor & Brendan Cantwell, *Unequal Higher Education: Wealth, Status, and Student Opportunity*, New Brunswick, NJ: Rutgers University Press, 2019.

Richard K. Vedder, *Restoring the Promise of Higher Education in America*. Oakland, CA: Independent Institute, 2019.

5. Education Research/Academic Freedom/Tenure/Faculty

Benjamin Baez & Deron Boyles, *The Politics of Inquiry: Education Research and the "Culture of Science"*, Albany, NY: State University of New York Press, 2009.

Derek Bok, *Higher Education in America*. Princeton, NJ: Princeton University Press, 2013.

Deron Boyles, *From a Gadfly to a Hornet: Academic Freedom, Humane Education, and the Intellectual Life of Joseph Kinmont Hart*. Charlotte, NC: Information Age Press, 2016.

Joanne E. Cooper & Dannelle D. Stevens, eds. *Tenure in the Sacred Grove: Issues and Strategies for Women and Minority Faculty*, Albany, NY: State University of New York Press, 2002.

6. Time Period Specific Histories

a. Morrill Act: Land Grant

Nathan Sorber, *Land-Grant Colleges and Popular Revolt*, Ithaca, NY: Cornell University Press, 2018.

b. Higher Education and War/Patriotism

Carol S. Gruber, *Mars and Minerva: World War I and the Uses of Higher Learning in America*, Baton Rouge, LA: Louisiana State University Press, 1975+

7. Student Life/Activities/Undergraduate Education

Arthur Levine, *Generation on a Tightrope: A Portrait of Today's College Student*, San Francisco, CA: Jossey-Bass, 2012.

Peter Magolda & Kelsey Ebben Gross, *It's All About Jesus!: Faith as an Oppositional Collegiate Subculture*, Sterling, VA: Stylus, 2009.

Marianne Rachel Sanua, *Going Greek: Jewish College Fraternities in the United States, 1895-1945*, Detroit, MI: Wayne State University Press, 2003.

Corey Seemiller & Meghan Grace, *Generation Z Goes to College*, San Francisco, CA: Jossey-Bass, 2016.

Diana B. Turk, *Bound by a Might Vow: Sisterhood and Women's Fraternities, 1870-1920*, New York, NY: NYU Press, 2004.

Deborah Elizabeth Whaley, *Disciplining Women: Alpha Kappa Alpha, Black Counterpublics, and the Cultural Politics of Black Sororities*, Albany, NY: SUNY Press, 2010.

8. General Histories of Higher Education

Charles Dorn, *For the Common Good: A New History of Higher Education in America*. Ithaca, NY: Cornell University Press, 2017.

Marybeth Gasman, *The History of U.S. Higher Education: Methods for Understanding the Past*, New York, NY: Routledge, 2010.

Christopher Lucas, *American Higher Education: A History*. New York: St. Martin's Griffin, 1994.

Margaret Cain McCarthy, *History of American Higher Education*. New York: Peter Lang, 2011.

Frederick Rudolph, *The American College & University*. Athens: University of Georgia Press, 1962.

John R. Thelin, *A History of American Higher Education*. Baltimore: The Johns Hopkins University Press, 2004.

+Laurence Veysey, *The Emergence of the American University*. Chicago, IL: University of Chicago Press, 1970.

+ denotes a classic work in the field.

A. Sample Higher Education Dissertations at GSU: look up professors Philo Hutcheson, Deron Boyles, Jennifer Esposito, Susan Talburt, Benjamin Baez, or Chara Bohan in CEHD. Two Locations: 1. Scholarworks@gsu.edu (post 2005) and 2. Dissertations and Theses @ Georgia State University (pre 2005 – library database).

- Sibby Anderson-Thompkins, "Race Scholars on the Politics of Race, Research, and Risk: A Narrative Inquiry." PhD diss., Georgia State University, 2009. https://scholarworks.gsu.edu/eps_diss/44/
- Michael Scott Bieze, "Booker T. Washington and the Art of Self-Representation." PhD diss., Georgia State University, 2003.
- Linda R. Buchanan, "Not Harvard, Not Holyoke, Not Howard: A Study of the Life and Death of Three Small Colleges." PhD diss., Georgia State University, 1997.
- Laurita Mack Burley, "Reconceptualizing Profession: African American Women and Dietetics at Tuskegee Institute, 1936-1954." PhD diss., Georgia State University, 2005.
- Shannon A. Butler-Mokoro, "Racial Uplift and Self-Determination: The African Methodist Episcopal Church and its Pursuit of Higher Education." PhD diss., Georgia State University, 2010. https://scholarworks.gsu.edu/eps_diss/64
- Nathan Joshua Camara, "Life After Disability Diagnosis: The Impact of Special Education Labeling in Higher Education." PhD diss., Georgia State University, 2011. https://scholarworks.gsu.edu/eps_diss/79/
- James A. Chisholm, Jr., "Unheralded Historian: Mary Sheldon Barnes and Primary Source Material in History Books." PhD diss., Georgia State University, 2013. https://scholarworks.gsu.edu/msit_diss/111
- Debra J. Cody, "Women's Experiences of the Tenure Process: A Case Study at a Small Public Southeastern University." PhD diss., Georgia State University, 2012. https://scholarworks.gsu.edu/eps_diss/97
- Jeremy Cole, "The Power and Peril of Global Professionalization: The Global Knowledge Economy, The World Bank, and Higher Education." PhD diss., Georgia State University, 2015. https://scholarworks.gsu.edu/eps_diss/119/
- Ansley K. Daniel, "Student Access to Higher Education: A Historical Analysis of Landmark Supreme Court Cases Missouri ex. rel. Gaines v. Canada, Registrar of the University of Missouri, 1938, and Grutter v. Bollinger, 2003." PhD diss., Georgia State University, 2012. https://scholarworks.gsu.edu/eps_diss/99
- Dhanfu E. Elston, "Tipping Point: The Diversity Threshold for White Student (Dis) Engagement in Traditional Student Organizations." PhD diss., Georgia State University, 2011. https://scholarworks.gsu.edu/eps_diss/75
- Jennifer El Fairchild-Pierce, "A Historical Analysis of the Leadership and Strategic Plan of Chancellor Stephen R. Portch in the University System of Georgia." PhD diss., Georgia State University, 2009. https://scholarworks.gsu.edu/eps_diss/51/

Elizabeth Elliott Firestone, "Where the Portraits on the Wall are Women: The Personal Reflections of Return to College Women who Attended a Southern Women's College, 1974-1981." PhD diss., Georgia State University, 2004.

Michael John Fulford, "Failing at College Football Reform: The Jan Kemp Trial at the University of Georgia," PhD diss., Georgia State University, 2009.
https://scholarworks.gsu.edu/eps_diss/47/

Janice C. George, "The Effect of Career Goals and Socioeconomic Mobility on Nontraditional Students' Intrinsic Motivation for College Attendance." PhD diss., Georgia State University, 2008. https://scholarworks.gsu.edu/eps_diss/15

F. Stuart Gulley, "Academic President as Moral Leaders: James T. Laney at Emory University, 1977-1993." PhD diss., Georgia State University, 1998.

Darin Scott Harris, "Polishing Cornerstones: Tift College, Georgia Baptists' Separate College for Women." PhD diss., Georgia State University, 2009.
https://scholarworks.gsu.edu/eps_diss/42

Nia Woods Haydel, "Without Sanctuary: Lynching Photography in America, A Case Study on a Higher Education Partnership for Social Justice Education." PhD diss., Georgia State University, 2008. https://scholarworks.gsu.edu/eps_diss/16

Kathryn Renee Hornsby, "Women in Two-Year Colleges: A Matter of Access." PhD diss., Georgia State University, 2008. https://scholarworks.gsu.edu/eps_diss/19

Joy R. Kenyon, "Towards Racial Reconciliation: An Oral History Inquiry Examining Race and Reconciliation in the Context of Mercer University's Beloved Community." PhD diss., Georgia State University, 2017. https://scholarworks.gsu.edu/eps_diss/171/

Rodney S. Lyn, "A Critical Analysis of the University of Georgia's Response to the United States Supreme Court Decisions in Grutter v. Bollinger and Gratz v. Bollinger." PhD diss., Georgia State University, 2008. https://scholarworks.gsu.edu/eps_diss/25

Caryl L. Martin, "'Dutiful daughters' and Rowdy Women: An Historical Examination of Athletics at Southern Women's Colleges in the United States." PhD diss., Georgia State University, 2000.

Walter Preston May, "Student Governance: A Qualitative Study of Leadership in a Student Government Association." PhD diss., Georgia State University, 2009.
https://scholarworks.gsu.edu/eps_diss/36

Marci Middleton, "The Effect of Pre-transfer Grade Point Average on Post-Transfer Grade Point Average as an Indicator of Persistence from Two-year Colleges to State Colleges and Universities within the University System of Georgia." PhD diss., Georgia State University, 2008. https://scholarworks.gsu.edu/eps_diss/27

Judith Lynne Muecke, "A Case Study of a Gender-Reconstructed Catholic University: The Professional Lives of Four Women Faculty Members." PhD diss., Georgia State University, 2008. https://scholarworks.gsu.edu/eps_diss/26

Kim Renee Ramsey-White, "Exploring College Readiness: Self-Perceptions of Early College Students." PhD diss., Georgia State University, 2012. https://scholarworks.gsu.edu/eps_diss/96

Lisa R. Rasheed, "Lucy Diggs Slowe, Howard University Dean of Women, 1922-1937: Educator, Administrator, Activist." PhD diss., Georgia State University, 2009. https://scholarworks.gsu.edu/eps_diss/55/

Matthew K. Robinson, "Through the Eyes of Gay and Male Bisexual College Students: A Critical Visual Qualitative Study of their Experiences." PhD diss., Georgia State University, 2012. https://scholarworks.gsu.edu/eps_diss/89/

Benjamin S. Roth, "Academic Culture, Business Culture, and Measuring Achievement Differences: Internal Auditing Views." PhD diss., Georgia State University, 2012. https://scholarworks.gsu.edu/eps_diss/93

Norman C. Rothman, "Curriculum Formation in a Black College: A Study of Morris Brown College, 1881-1980." PhD diss., Georgia State University, 1981.

William Scott Rule, "Seventy Years of Changing Great Books at St. John's College." PhD diss., Georgia State University, 2009. https://scholarworks.gsu.edu/eps_diss/37

Rebecca Ryckley, "The Rural School Project of the Rosenwald Fund, 1934-1946." PhD diss., Georgia State University, 2015. https://scholarworks.gsu.edu/eps_diss/133/

Michael Lenard Sanseviro, "Student Government Presidents' Perceptions of their Role in Institutional Decision-Making at a Two-Year Public College." PhD diss., Georgia State University, 2007. https://scholarworks.gsu.edu/eps_diss/7/

Larry Michael Stultz, "Cultural Identity, Voice, and Agency in Post-Secondary Graphic Design Education: A Collective Case Study." PhD diss., Georgia State University, 2006. https://scholarworks.gsu.edu/eps_diss/2.

Vickie Leverne Suggs, "The Production of Political Discourse: Annual Radio Addresses of Black College Presidents During the 1930s and 1940s." PhD diss., Georgia State University, 2009. https://scholarworks.gsu.edu/eps_diss/33

Aaron Thomason, "A Multilevel Analysis of Institutional Factors Affecting Student Success at Community Colleges." PhD diss., Georgia State University, 2015. https://scholarworks.gsu.edu/eps_diss/123

Bobby Thomas Tyner II, "Analyzing Dimensions of Academic Persistence: A Case Study of a Transfer Student Program at a Public University in California." PhD diss., Georgia State University, 2019. https://scholarworks.gsu.edu/eps_diss/206

Yolanda Watson-Moore, "Training the Head, the Hand, and the Heart: The Evolution of the Academic Curriculum of Spelman College." PhD diss., Georgia State University, 2000.

Laura Whitaker-Lea, "Student Affairs Educators' Efforts to Teach Undergraduates to Be Engaged Civically: Conceptualization, Practices, and Influences at Six Independent Colleges." PhD diss., Georgia State University, 2015.

https://scholarworks.gsu.edu/eps_diss/127

Rhonda Dayle Wilkins, "Swimming Upstream: A Study of Black Males and the Academic Pipeline." PhD diss., Georgia State University, 2006.

https://scholarworks.gsu.edu/eps_diss/1

Serena Celeste Wilson, "Haven for all Hungry Souls: The Influence of the African Methodist Episcopal Church and the Southern Association of Colleges and Schools on Morris Brown College," PhD diss., Georgia State University, 2009.

https://scholarworks.gsu.edu/eps_diss/31/

Course Calendar – Zoom & F2F Meetings: Mondays

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
1. Aug. 22	Introduction	Articles in class
2. Aug. 29	What is College For?	Delbanco, ch.1-4 SELECT ARTICLES Week 2
LABOR DAY – NO CLASS SEPT. 5 th		
3. Sept. 12	Colonial Colleges Yale Report 1828	Delbanco, ch.5&6 Hutch ch. 1 SELECT ARTICLES Week 3
4. Sept. 19	19th Century Growth of Research Institutions, Morrill Act 1862	Hutch ch.2&3 SELECT ARTICLES Week 4
5. Sept. 26	HBCU's The Talented Tenth 1903	SELECT ARTICLES Week 5 High Ed Book/Dissert Review Due 9/27
6. Oct. 3	College Expansion Progressive Era Charles Eliot, Elective System 1885	Hutch ch. 4 SELECT ARTICLES Week 6
7. Oct. 10	Women's Colleges	SELECT ARTICLES Week 7 Final Paper Proposal Due
8. Oct. 17	Higher Education's Golden Age/War College Leaders The GI Bill of Rights 1944	Hutch ch.5; Bunch, ch.2 SELECT ARTICLES Week 8
9. Oct. 24	Student Activities	Hutch ch.6 Leaders Assignment DUE 10/25
10. Oct. 31	Faculty Life: Academic Freedom AAUP Statement Academic Freedom	Hutch, ch.7 SELECT ARTICLES Week 10
11. Nov. 7	Troubled Giant: Wealth, Class, Affordability & Financing	Hutch, ch.8-9 SELECT ARTICLES Week 11 Bunch, Intro-ch. 3
12. Nov. 14	Late 20th Century HE Issues (e.g. when Bohan was in college)	Bunch, ch.4-5, Gap Year, ch.6-7
THANKSGIVING BREAK – NO CLASS Nov. 24		
13. Nov. 28	Early 21st Century HE Issues	Bunch ch.8-9
14. Dec. 5	LAST CLASS	DUE:Final Paper 11:59pm

Green indicates F2F class, meeting in CEHD 496

SELECT PRIMARY SOURCES (PS), ARTICLES, AND CHAPTERS

Week 2 - Aims

1. Paul Petersen, (Winter 2018). "Partisanship and Higher Education: Where Republicans and Democrats Agree," *Education Next*

Week 3 - Colonial Colleges

1. PS - Yale Report 1828

Week 4 - 19th Century Growth of Research Universities, Morrill Act

1. PS - Morrill Act 1862
2. E. L. Johnson, (1981). "Misconceptions about the Early Land-Grant College," *Journal of Higher Education*, 52(4), 333-351.

Week 5 - HBCUs

1. PS - W.E.B. Du Bois, (1903). *Talented Tenth*
2. Marybeth Gasman, Benjamin Baez, Noah Drezner, et al. (2007). "Historically Black College and Universities: Recent Trends," *Academe*, 66-77.
3. Travis J. Allbritton, "Educating Our Own: The Historical Legacy of HBCUs and Their Relevance for Educating a New Generation of Leaders," *Urban Review* 44 (2012): 311-331.

Week 6 - Progressive Era

1. PS - Charles Eliot, Elective System 1885
2. PS - Harvard Crimson articles on Harvard's Secret Homosexual Court in the 1920s.

Week 7 - Women's Colleges

1. Andrea L. Turpin, (2010). "The Ideological Origins of Women's College: Religion, Class, and Curriculum in the Educational Visions of Catherine Beecher and Mary Lyon." *History of Education Quarterly*, 50(2), 133-158.
2. David Gold, (2010). "Students Writing Race at Southern Public Women's Colleges, 1884-1945." *History of Education Quarterly*, 50(2), 182-203.
3. L. D. Gordon, (1987). "The Gibson Girl goes to College: Popular Culture and Women's Higher Education in the Progressive Era, 1890-1920." *American Quarterly*, 39(2), 211-230.

Week 8 - Golden Age & College Leaders

1. PS - The GI Bill of Rights 1944
2. P. Hutcheson, M. Gasman, K. Sanders-McMurty, (2011). "Race and Equality in the Academy: Rethinking Higher Education Actors and the Struggle for Equality in the Post World War II period." *Journal of Higher Education*, 82(2), 121-153.

Week 10 - Faculty Life

1. PS - AAUP Statement of Principles on Academic Freedom & Tenure, 1940
2. E. M. Bensimon, (2018 March 26). "Creating Racially and Ethnically Diverse Faculties." *Inside Higher Education*.
3. Nicholas J. Eastman & Deron Boyles, "In Defense of Academic Freedom and Faculty Governance: John Dewey, the 100th Anniversary of the AAUP, and the Threat of Corporatization," *Education and Culture* 31, no. 1 (Spring 2015): 17-43.
4. AAUP Statement on USG BoR policy (2022).

Week 11 - Troubled Giant: Wealth, Class, Affordability & Financing

1. PS - Federal Student Financial Aid: Basic Educational Opportunity Grants Program (Pell Grants) from the 1972 Reauthorization of the Higher Education Act of 1965
2. Kristen Craven, Diana Montero, Jazmin Ramirez, Maria Robles & Rodrigo Robles, "'Don't Let Our Dreams Die': Undocumented Students Fight for Educational Equity in Tennessee," *Critical Questions in Education* 8, no.4 (Fall 2017): 438-456.