About the Course

This course in the history of higher education in the U.S., which, for this semester, is designed specifically for students completing the M.Ed. program in Student Affairs, is premised on the idea that being an informed and vociferous advocate for students, as well as faculty, staff, and democratic and equitable higher education institutions more generally, requires an understanding and an ongoing engagement with the history of institutions for higher learning.

To this end, the course provides: (1) a basic overview of the history of higher education in the U.S. including an introduction to central debates and struggles over the purpose(s), structures, and policies that guide higher education in the U.S.; (2) opportunities for you to begin participating in the historical conversation, which in turn should illuminate your understanding of contemporary debates in higher education, especially on issues of educational access and equity and competing visions about the purpose(s) of higher education; (3) a focused look at the history of student movements on college and university campuses in the 1960s and 1970s that will help inform your understanding of contemporary student movements on college campuses.

To accomplish our task, the course is divided into two sections. First, we will spend four weeks reading the 2nd edition (2011) of John Thelin’s interpretive, introductory history of higher education in the U.S., A History of American Higher Education. This will provide a quick survey of higher education history. We will also read several primary source documents.

In the second section of the course, we will focus our attention on the relationship between student movements and institutional change in higher education in the 1960s and 1970s. To do this, we will begin by spending two weeks reading the 5th edition (2015) of Maurice Isserman and Michael Kazin’s America Divided: The Civil War of the 1960s. This will offer us a historical overview of the period. This will be followed by a more specific focus on: Freedom Summer in Mississippi in 1964; The Free Speech Movement at UC Berkeley in the mid-1960s; Anti-Vietnam War protests in the late 1960s and 1970s with a particular focus on student-led protests at UW-Madison; the emergence of Black studies in colleges and universities around the country in the late 1960s and 1970s; and a focus on the emergence of Women studies programs in universities in the 1970s. You will also read a book of your choosing (from a list provided at the end of the syllabus) that focuses on the history of student activism and movements for equity, access, and just social-relations.

As you undoubtedly already know, education and schooling are not synonymous. People have always learned outside of formal schooling contexts (in the home, in religious institutions, in the workplace, through participation in social movements, through travel, etc.). Given this, as we move through the course, central questions I want you to think about include:

What is the purpose of formal higher schooling?
Who has historically decided this purpose?
Who should decide this purpose?
Whose interests are served in institutions of higher learning and whose interests are not served?

As will be clear when we read Thelin’s text, there has never been an agreement about the purpose, much less content, of schooling in the United States, including higher education. Furthermore, as will also be clear when we read Thelin, there has never been a moment in U.S. history were there has been equal educational opportunity in terms of access to schooling. Colleges and universities, and schools more generally, have thus always been a primary site of social struggle— a place where those excluded from full participation in the liberal nation-state (e.g on the basis of race, class, gender, ability) struggle for recognition and inclusion. One reason we will be looking closely at student movements in the 1960s and 1970s is that such a focus will help us dig into higher education as a site of social struggle.

Readings

All books are available for purchase at the University Bookstore. Documents and any assigned articles will be sent to class via email.

Books


https://jhupbooks.press.jhu.edu/content/history-american-higher-education

Rules of the Game

In order for class discussion and activities to be educative it is important for everyone to complete course assignments on time and come to class ready to go. Additionally, this is controversial material that is sure to spark passion and debate. This is good! However, this makes it especially important that we listen to each other, respond to each others arguments (not persons), and try to model the type of democratic discourse we would like to see thrive in the general public. In others words, please be critical, but definitely be thoughtful.

You should always bring the readings to class.

Finally, do not play with your computers or phones in class!

Absences
You will not pass the class if you miss more than three classes.

**Addressing Course Concerns**
If you have concerns, please speak with me as soon as possible. If you are uncomfortable speaking with me, for any reason, please contact Dr. Anne Foegen, School of Education Director of Graduate Studies (afoegen@iastate.edu).

**Academic Dishonesty**
The class will follow Iowa State University’s policy on academic dishonesty. Anyone suspected of academic dishonesty will be reported to the Dean of Students Office. [http://www.dso.iastate.edu/ja/academic/misconduct.html](http://www.dso.iastate.edu/ja/academic/misconduct.html)

**Disability Accommodation**
Iowa State University complies with the Americans with Disabilities Act and Sect 504 of the Rehabilitation Act. If you have a disability and anticipate needing accommodations in this course, please contact me to set up a meeting within the first two weeks of the semester or as soon as you become aware of your need. Before meeting with me, you will need to obtain a SAAR form with recommendations for accommodations from the Disability Resources Office, located in Room 1076 on the main floor of the Student Services Building. Their telephone number is 515-294-7220 or email disabilityresources@iastate.edu. Retroactive requests for accommodations will not be honored.

**Religious Accommodation**
If an academic or work requirement conflicts with your religious practices and/or observances, you may request reasonable accommodations. Your request must be in writing, and I will review the request. You or I may also seek assistance from the Dean of Students Office or the Office of Equal Opportunity and Compliance.

**Harassment and Discrimination**
Iowa State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon race, ethnicity, sex (including sexual assault), pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or status as a U.S. veteran. Any student who has concerns about such behavior should contact his/her instructor, Student Assistance at 515-294-1020 or email dso-sas@iastate.edu, or the Office of Equal Opportunity and Compliance at 515-294-7612.

**Dead Week**
This class follows the Iowa State University Dead Week policy as noted in section 10.6.4 of the Faculty Handbook [http://www.provost.iastate.edu/resources/faculty-handbook](http://www.provost.iastate.edu/resources/faculty-handbook).

**Academic Issues Contact Information**
If you are experiencing, or have experienced, a problem with any of the above issues, email academicissues@iastate.edu.

**Assignments and Grades**
(1) Attendance and participation. You are expected to read all assigned material, come to class prepared to engage in conversation about the texts and ideas under consideration, and to substantively participate in the conversation. You will not pass the course if you miss more than three classes.
(2) In class writing assignments. There will be five short in class writing assignments. These will be used to get class conversation started and check for reading. Each will be worth 3 points.

(3) Analytical papers. There are two: one on Cohen’s *Freedom’s Orator* and another on Biondi’s *The Black Revolution on Campus*. Detailed assignment instructions are below.

(4) Book review. 1,200-1,500 words. Times New Roman font, 12-point font, and 1-inch margins on all sides. Detailed assignment instructions plus possible book selections will be handed out and discussed in class.

**Course Grades**

There are a total of 100 points in the class. The breakdown is as follows:

- Participation: 10
- In Class Writing (5 at 3 points each): 15
- Analytical Paper #1: 20
- Analytical Paper #2: 25
- Book Review: 30

A: 94-100 points
A-: 90-93
B+: 87-89
B: 83-86
B-: 80-82
C+: 77-79
C: 73-76
C-: 70-72
D+: 67-69
D: 63-66
D-: 60-62
F: 59 and Below

**Weekly Schedule**

**Week 1 (Jan. 13):** Introduction

**Week 2 (Jan. 20):** Survey of History of Higher Education in the U.S. Part I
Read:
2. Documents: TBA

**Week 3 (Jan. 27):** Survey of History of Higher Education in the U.S. Part II
Read:
1. Thelin (2011), Chapters 4-5, pp. 110-204
2. Documents: TBA
Week 4 (Feb 3): Survey of the History of Education in the U.S. Part III
Read:
(1) Thelin (2011), Chapters 6 and 7, pp. 205-316
(2) Documents: TBA

Week 5 (Feb. 10): Survey of History of Education in the U.S. Part IV
Read:
(1) Thelin (2011), Chapters 8 and 9, pp. 317-398
(2) Documents: TBA

Week 6 (Feb, 17): No Class: Read

Week 7 (February 24): History of the 1960s, Part I
(1) Isserman and Kazin, pp. 1-140

Week 8 (March 2): History of the 1960s, Part II
(1) Isserman and Kazin, pp. 141-300

Week 9 (March 9): Freedom Summer
(1) No Reading
(2) Documentary (in class): Freedom Summer

Spring Break (No Class March 16)

Week 10 (March 23): Free Speech Movement
(1) Cohen, Freedom’s Orator

Week 11 (March 30): Vietnam War Protests
(1) No Reading
(2) Documentary (in class): The War at Home

Due: Analytical Essay on Cohen

Week 12 (April 6): The Emergence of Black Studies
(1) Biondi, The Black Revolution on Campus

Week 13 (April 13): The Emergence of Women’s Studies
(1) Reading TBA
(2) Documentary (in class): Feminist: Stories from Women’s Liberation

Due: Analytical Essay on Biondi

Week 14 (April 20): No Class: Read and Write

Week 15 (April 27): Talk about Books Reviewed

Finals Week (May 4-8):

Final paper due Wednesday, May 4 at 5:30pm (electronic)
Assignment Descriptions

Analytical Paper Assignment

These are structured papers. There are five parts to the paper. You should write a paragraph for each part. Note that part #2 has two different prompts. Please write one paragraph for each prompt (thus two total paragraphs for this part). Do not to restate the prompts — the paper should flow.

All papers should be 2 pages, single-spaced, 12-point font, Times New Roman, and have 1-inch margins on all sides. Bring a hardcopy to class (we will use them in our class discussion) and send me an electronic copy before class (I will comment on the electronic copy).

The parts:

1. (Summary) Summarize the book. Tell me what the book is about, including the author’s primary argument(s). Try to do this in no more than six sentences. This will force you to be succinct. Warning: this sounds easier than it is!

2. (Sources; two prompts, one paragraph for each prompt) This part of the writing assignment is intended to help you think about how historians construct their arguments — how historians use primary and secondary sources as evidence to support claims. We will talk about sources (and footnotes) quite a bit this semester. This quick discussion of primary and secondary sources should be helpful if the concept is new: http://www.collectionscanada.gc.ca/education/008-3010-e.html

   A. (Primary sources) What primary sources does the author use in order to construct their historical narrative? For instance, did the author read person X’s diaries and use these diaries as the primary source of evidence to make claims about person X’s life (i.e., biographical claims)? Did the author look at records from college Y in order to make claims about college Y’s curriculum in the 1960s? In your paragraph: (1) identify the types of primary sources (e.g. diaries, college curriculum catalogs) that the author uses, and (2) offer two examples from the text that illustrate how the author uses primary sources as evidence to support specific claims.

   B. (Secondary sources) How does the author use secondary sources — the work of other scholars who have already written about the issues in question? Can you see different bodies of literature that the author is drawing upon, e.g. African American history, political theory, or sociology? Can you see ways in which secondary literature is used to ‘frame’ the historical conservation, and ultimately how the author is situating their work within a historical conversation? In your paragraph: (1) identify the bodies of secondary literature that the author is drawing upon (e.g. African American history, political theory), and (2) offer two examples from the text that illustrate how the author uses secondary sources to help construct their narrative.

3. (Praise) What do you like most about the book? Do you find certain arguments particularly compelling or well supported? Is the use of historical sources impressive? Be specific (offer examples) and be sure to explain why. Here I want you to be thinking about what makes a piece of historical scholarship ‘good’. Also, be sure to focus on substantive issues — do not tell me that you liked the book because it was short or that it was really easy to read. I want you to dig into the text.

4. (Critique) It is easy to find little things in any book, but it is very hard to offer measured critique that focuses on the broader arguments made in a book. This is especially difficult when you are new to the literature. That said, I want you to try and think about things like the author’s use of primary and secondary sources and the core arguments that the author is making. What I am looking for is evidence
that you are thinking critically about the book and especially about the book as a piece of historical scholarship. As with praise, be sure to focus on substantive issues—do not tell me that you don’t like the book because the topic is boring or the book is too long. I also do not want you to focus on the question of accessibility (we will engage that conversation in class but I want you to focus elsewhere in these short papers). I want you to dig into the text.

5. (Questions and Reflection) Many scholars say that the sign of a good piece of scholarship is that once you finish reading it you have more questions than answers. In other words, good scholarship helps you ask good questions. What questions does the book raise for you? Does the book shift your thinking about the world? Does it make you wonder about something? Does it force you to dig into something (ideas, particular historical interpretations, etc.) that you have never considered digging into before? Reflect on the text.

Book Review Assignment

You are to write a book review of one of the books listed below. If you would like to write about a different book, please make an argument for reading and writing on that book in writing. I will make decisions about alternative readings on an individual basis.

The review should be 1,200-1,500 words. This is a common book review length for works in the field of history. It is long enough that you should be able to communicate what the book is about and provide analysis of the text. We will discuss approaches to writing a book review in more detail in class closer to the middle of the semester.

Your review is due, by email, on the Wednesday of finals week by 5:10 pm.

Please select from the following list. Books will be chosen on a first come first serve basis. No more than one person will be allowed to review any single book. You may not select a book you have already read (honesty required for this, obviously).

[http://rutgerspress.rutgers.edu/product/Making-of-Chicanao-Studies,4076.aspx](http://rutgerspress.rutgers.edu/product/Making-of-Chicanao-Studies,4076.aspx)


Mark Edelman Boren, *Student Resistance: A History of the Unruly Subject* (Routledge, 2001)  
[http://www.tandf.net/books/details/9780415926249/](http://www.tandf.net/books/details/9780415926249/)

[http://www.press.uillinois.edu/books/catalog/69erx5xt9780252034527.html](http://www.press.uillinois.edu/books/catalog/69erx5xt9780252034527.html)

http://uncpress.unc.edu/books/11770.html

Robert Cohen, *When the Old Left Was Young: Student Radicals and America’s First Mass Student Movement, 1929-1941* (Oxford U Press, 1993)  
https://global.oup.com/academic/product/when-the-old-left-was-young-9780195111361?cc=us&lang=en&

David Cunningham, *There’s Something Happening Here: The New Left, the Klan, and FBI Counterintelligence* (U of California Press, 2004)  

http://rutgerspress.rutgers.edu/product/Journeys-that-Opened-up-the-World,2181.aspx

Jennifer Frost, *An Interracial Movement of the Poor: Community Organizing and the New Left in the 1960s* (NYU Press, 2001)  
http://nyupress.org/books/9780814726976/

https://jhupbooks.press.jhu.edu/content/courtrooms-and-classrooms

http://www.umass.edu/umpress/title/kent-state

http://uncpress.unc.edu/browse/book_detail?title_id=1525

http://nyupress.org/books/9780814735121/


http://www.versobooks.com/books/1899-serve-the-people

http://press.princeton.edu/titles/9049.html#TOC
https://www.dukeupress.edu/Speaking-of-Flowers/

http://uwpress.wisc.edu/books/4980.htm

Rusty L. Monhollon, *This is America? The Sixties in Lawrence, Kansas* (Palgrave Macmillan, 2002)  

http://uncpress.unc.edu/books/12072.html

http://uncpress.unc.edu/browse/book_detail?title_id=1723

http://www.sup.org/books/title/?id=22645

http://www.sup.org/books/title/?id=21854


https://global.oup.com/academic/product/we-are-an-african-people-9780199861477?prevSortField=8&sortField=8&start=100&resultsPerPage=100&type=listing&lang=en&cc=us&prevNumResPerPage=100#

https://jhupbooks.press.jhu.edu/content/black-power-black-studies

Seth Rosenfeld, *Subversives: The FBI’s War on Student Radicals, and Reagan’s Rise to Power* (Farrar, Straus, and Giroux, 2012)  
http://us.macmillan.com/subversives/sethrosenfeld

https://www.dukeupress.edu/foreign-front?viewby=author&lastname=Slobodian&firstname=Quinn&middlename=&sort=newest

http://nyupress.org/books/9780814782828/

http://store.tcrepress.com/0807748633.shtml

http://www.press.uchicago.edu/ucp/books/book/chicago/P/bo3641295.html