

George Fox University School of Education

EDFL 694 HISTORY OF AMERICAN HIGHER EDUCATION

(3 semester hours) Spring Semester 2007

Instructor: Gerald (Gary) Tiffin, Ph.D.

Class sessions: On-line - As an equivalent to a face to face course you should expect to spend a minimum of 3 hours per week involved in class activities - posting assignments, involvement in discussions, etc. Then you should expect to spend at least 6 hours per week reading, responding, and writing.

Office location:

Office hours: Second and Fourth Tuesdays 1-3pm, and by appointment. You can usually expect same day response to phone calls and e-mails.

Telephone: Home (503) 743-2306

Email: [gtiffin@georgefox.edu](mailto:gtiffin@georgefox.edu)

Course Website: <http://foxtale.georgefox.edu/moodle/course/view.php?id=581>

Please note: You are responsible for checking your George Fox email. If you would prefer not to use Bruinmail to access this email, please use the email forwarding tool in Bruindata to forward your George Fox email to an email account that you check often. The Service Desk (503-554-2569) can walk you through the procedure for setting up your email forward.

#### COURSE DESCRIPTION

This course examines the development of post secondary education in the United States with attention to social context and to scope and variety of institutions. It aims to help students understand the origins of contemporary practices and problems in higher education. Major themes include the creation of diverse institutions, such as land-grant colleges, research universities, liberal arts colleges, women's colleges, community colleges, and historically black colleges and universities; the expansion and limitations of access to higher education; debates about the purposes of higher education; and the changing experiences of students. Particular emphasis is placed on the development of issues of Christian higher education.

#### Course Structure

Particular emphasis is placed upon the development of and issues in Christian higher education.

<http://foxtale.georgefox.edu/moodle/mod/resource/view.php?id=240891/25/2007>

Your active participation is essential to the success of the course for you and other students enrolled. As a class member you are responsible for keeping up the assigned readings and participation in discussions. You will read two texts and some articles in common. You will demonstrate your comprehension and processing of course materials by:

1. completing weekly reading assignments and responding to assigned discussion questions, by posting them to the instructor.
2. frequent and responsible presentation of your perspectives and responses to those of other class members, based upon posted topics and discussion questions.

3. writing a research paper (15-20 pages) that demonstrates your ability to place your topic within the context of class readings and discussions.

#### Course Objectives

As a result of this course students will be able to:

1. Critically read and analyze important themes in American higher education over the past 300 years.
2. Students will demonstrate their ability to summarize an author's point of view, evaluate the evidence used to support that view, draw conclusions from the theories/ideologies of education and evidence presented, and identify the implications of various philosophical and historical ideas on educational development and teaching practices.
3. Analyze and present educational ideas and practices in historical context: considering moral, social, economic, and political influences on the shaping of those ideas and practices.
4. Demonstrate how purposes, practices, and structures of American higher education are impacted by cultural differences, constituencies, and other factors.
5. Use the tools of historical research including primary documents, secondary courses, written and oral records, and technology, to present an original project of particular interest to the student.
6. Identify forms, roles and contributions of Christian higher education in America.

#### 4. Required Reading

The two required texts are available from the GFU bookstore or likely from a vendor of your choice. Plan to have them in hand by January 16th in order to meet assignment requirements.

Marsden, G.M. (1994). *The Soul of the American University: From Protestant Establishment to Established Nonbelief*. New York: Oxford University Press.

Thelin, J.R. (2004). *A History of American Higher Education*. Baltimore: Johns Hopkins University Press.

APA Publication Manual - 5th Edition

Highly recommended: ENDNOTES A Bibliographic software package that interacts with MS Word. All you have to do is make sure that you have entered the data correctly once, into the database. Cost is about \$50 at the GFU bookstore, available for both Macs and PCs. Check it out on the web [www.endnote.com](http://www.endnote.com) . It can be downloaded in a 30 day trial version.

#### 5. Grading

The course will operate on a 1000 point possible total: 900 and above = A, 800-899=B, 700-799=C, less than 700=Fail.

#### 6. Class Assignments

##### RESEARCH PROJECT (400 total points)

Choose a topic in the history of American higher education that is of great personal interest as the basis of a research paper which will be shared with the rest of the class. You have

significant latitude as to your topic. Your subject could take a local, regional or national focus. While secondary sources are permissible, you will be asked to consult primary sources where possible and available. Primary sources include letters, board minutes, correspondence, interviews with participants, pictures, etc. It is better to expand a narrow event or topic, than simply boil down a general topic.

Here are some possible subjects that could generate a topic:

- Women's colleges. Coeducation, Feminism in higher education
- Impact of GI Bill
- Campus Life/Student Protest Movements
- Development of the Jr./Community
- Evolution of and/or Problems in Intercollegiate Athletics
- Academic Freedom and Tenure
- Historically Black Colleges and Universities
- Religion in American Higher Education
- History of a denominationally related college(s)
- History of any College or University
- Growth/Development a Particular Discipline in AHE
- Growth/Development Normal Schools into other Forms
- Governance Issues
- Youth Culture as it Intersects with Higher Education
- The Role of President, Dean, or some other Officer

These are suggestions to stimulate your choice, which is not limited to the above listing. Post your topic idea in an Email message to me anytime.

Please note: There are 3 preliminary deadlines which are worth 20 points each (total of 60 of the 360 total assignment)

Feb 12 - Submit final decision on your research paper topic

Mar 12 - Submit basic core Bibliography of sources for your research paper

Apr 2 - Submit a basic outline of our research paper

Here are the requirements and guidelines of the research assignment:

1. Write in a narrative style (similar to our texts).
2. Begin with an introduction which outlines the scope and purpose of the paper.
3. Use reliable resources, logical reasoning, and careful interpretation as you write. Be sure to solidify your analysis with examples and relevant citations.
4. Clear arguments/analysis and coherent writing will be rewarded most highly.

5. Use a wide range of sources (relevant to your topic). These can include on-line documents, oral histories, films, advertisements, school board minutes, photographs, videos, building plans, etc. as well as written histories.

6. Your paper should be long enough to answer at least one question. There is no mandated length, but a 15-20 page range is the target, unless it is mutually determined that your topic and/or resources merit a different length.

7. Footnotes and Bibliography should be presented in APA format. You will receive examples and information regarding this.

8. You may post a rough draft on the assignments section of Foxtale up to one week (April 17) before your paper is due on April 24.

9. Then I will read your draft, giving you feedback no later than 72 hours, before you post the final copy to the Class Foxtale site on April 24.

10. Your concluding part of this assignment is to read every class member's paper before April 30.

11. Papers will be graded according to these criteria:

- A. Readable and correct style and format at a graduate level
- B. Cogent and coherent analysis and interpretation
- C. Depth of probing, solid support, and thoughtful conclusion
- D. Meeting of deadlines. Deductions will be made for tardiness.

Note on weekly writing assignments: Readings and responses (written to instructor and to each other) will be assigned weekly over the semester. Assignments will be made over 13 weeks, but you are only required to respond to/write on 10 of those 13 weeks. It would be prudent to save your "misses" for late in the semester when time usually becomes more of a challenge. You are welcome to respond to all assignments, but no extra credit will be given.

All formal-written postings, including those reading responses sent only to me, as well as your first-initial response to weekly discussion question(s) will be worth 20 points each (with the exception of the Week Ten Reading Response, which is worth 40 points for one question), and should be limited to 200-300 words. Submissions consistently outside this parameter will potentially impact grading. As long as your responses and postings are clear, respectful, coherent, and to the point of readings assigned, you should expect full credit. Otherwise, you will receive private communication with suggestions for improvement.

#### WEEKLY READINGS (400 points)

Each week I will post a list of comprehension questions covering the major ideas from the assigned readings. You can make choices among questions posted. You will then upload your answers to the Foxtale class site. These will be read only by me.

Each list of questions will be available the week the unit is posted and you have until the end of the next week (2 weeks) to finish the assignment. This should give you some flexibility amidst the other roles for which you have responsibilities, to complete the assignments.

**ONLINE DISCUSSION (200 points)**

You will find weekly questions/topics posted on the Online Discussion section on the Foxtale class site. Please login and find the questions, prior to working on your reading and writing assignment(s). Then post your comments for class discussion and response. Your initial answer to the discussion question should be 200-300 words, while subsequent discussion can be a brief or lengthy as the discussion and your interest merit. You are required to respond to and interact with at least two (2) other class members in any Week's Discussion in which you participate. Your initial answer-response (200 words) is due the last day of the week the Weekly Question is assigned. Your responses to each other are not time limited.

There are 13 weeks of assignments and readings (excluding Spring Break week and the week given to work on your research paper). Plan to participate 10 of the 13 weeks for a total of 200 points.

As with written responses, you will have two weeks to complete a unit and participate in the discussion. At the end of the two week period, the discussion board for that unit will close and we will move to the next unit.

As long as your discussion input is responsible, respectful, clear and relevant, you can expect full credit for this portion of your grade. If this standard is not being met, I will communicate with you with helpful feedback.

**FINAL NOTE**

I plan to log on to our course site at least daily, so you can expect timely responses to questions and prompt evaluation and feedback according to our course schedule. I will be traveling twice during our course time, but expect to keep this commitment even when away from Oregon.