

**Saint Mary's University of Minnesota
School of Graduate and Professional Programs
Minneapolis Campus**

**Spring 2017
Historical and Contemporary Perspectives on Higher Education
EDD 851
3 Credits**

Course Dates/Hours: 5:00pm -10:00pm

Prerequisite Courses: EDD 809

Instructor: Dr. Shannon Cisewski

Contact Information: Email: scisewsk@smumn.edu

Course Description:

This course begins with a historical perspective of higher education, including, European roots, the founding of American universities, land-grant colleges, the research university, the two-year college movement, and changes since World War II. The course examines both the historical and the contemporary governance structure and functions and the impetus for institution reform. Future trends, such as those driven by the information age and demographic changes will be explored.

Objectives:

Upon completion of this course, students are expected to be able to do the following:

- a. Evaluate the relevance of historical information to today's higher education environment
- b. Apply historical trends to current issues in education
- c. Predict outcomes or progression of the resolution of current issues in education based upon historical precedence.
- d. Identify and analyze the components of historical information
- e. Synthesize information from a variety of historians to provide a deeper understanding of the whole of higher education
- f. Compare current higher education trends to historical trends

Textbook Required:

Lucas, C. J. (2006). *American higher education: A history* (2nd ed.). New York, NY: St. Martin's Press. ISBN 1-4039-7289-3.

American Psychological Association. (2009). *Publication manual of the American Psychological Association*, 6th ed. Washington, DC: Author. ISBN-10: 1433805618
ISBN-13: 978-1433805615

Textbook (Suggested):

Brint, S., & Karable, J. (1989). *The diverted dream: Community colleges and the promise of educational opportunity in America 1900-1985*. New York, NY: Oxford University.

Carney, C.M. (1999). *Native American higher education in the United States*. New Brunswick, NJ: Transaction.

Drewry, H. N., & Doermann, H. (2001). *Stand and prosper: Private black colleges and their students*. Princeton, NJ: Princeton University.

Garrod, A., & Larimore, C. (1997). *First person, first peoples: Native American college graduates tell their life stories*. Ithaca, NY: Cornell University.

Goodchild, L.F. & Wechsler, H.S. (1997). *The history of higher education*. (Second Ed.). Boston, MA: Pearson Custom.

Horowitz, H.L. (1984). *Alma mater: Design and experience in the women's colleges from their nineteenth-century beginnings to the 1930's*. Amhurst, MA: University of Massachusetts.

Horowitz, H. L. (1987). *Campus life: Undergraduate cultures from the end of the eighteenth century to the present*. Chicago, IL: University of Chicago.

Nwauwa, A.O. (1996). *Imperialism, academe and nationalism: Britain and university education for Africans 1860-1960*. Portland, OR: Frank Cass.

Rudolph, F. (1990). *The American college and university: A history*. Athens, GA:
University of Georgia.

Solomon, B. M. (1985). *In the company of educated women*. New Haven, CT: Yale
University.

Blackboard Access

Blackboard may be accessed from the SMU external website at www.smumn.edu or from our Inside Pages at www2.smumn.edu or by entering the following URL in your browser: <http://courses.smumn.edu>

Technical Support: For technical support, contact our help desk at

tchelpdesk@smumn.edu
<http://www2.smumn.edu/helpdesk/>

612-728-5100 option 65

800-372-8176 x7800

x7800 on campus

Teaching Methods:

A variety of teaching methods will be used in this course including student-led discussion, contributions of historical perspectives based on student-selected readings, interactive lectures and multi-media presentations.

Class Schedule

In each class meeting students will be expected to contribute to the discussion of higher education in each of the periods. Due to the high expectation of the level of student participation, **students must come to class with readings completed and be ready to discuss.**

Topical Course Outline:

Session 1 Introduction to History of Higher Ed

March 2

5-10:00

Session 2 The Beginning (~1700 BC- ~1550 AD)

March 9 Reading Assignment DUE: Lucas (2006) Chapters 1, 2, 3

5-10:00

Session 3 Colonial Higher Education (1539-1789)

March 16 Reading Assignment DUE: Lucas (2006) Chapter 4 pp. 103-112

5-10:00

Session 4 Antebellum Period (1790-1860)
March 23 Reading Assignment DUE: Lucas (2006) Chapter 4 pp. 113-144
5-10:00

Session 5 Nineteenth to Early 20th Century (1860-1903)
March 30 Reading Assignment DUE: Lucas (2006) Chapter 5
5-10:00

Session 6 First Half of the 20th Century (1903-1945)
April 6 Reading Assignment DUE: Lucas (2006) Chapters 6
5-10:00

Session 7 After WWII (1945- near present)
April 13 Reading Assignment DUE: Lucas (2006) Chapters 7 & 8
5-10:00

Session 8 Contemporary and Historical Perspectives
April 20 Discussion of final papers
5-10:00

Historical Analysis Paper DUE

Synopsis of Assignments:

1. Discussion Facilitation. Facilitate a 1-hour discussion on the textbook reading selected for one of the course topical content areas. Discussion should include references to components of the historical information in addition to connections to related current conditions and issues. Facilitators are expected to engage fellow students in the reading using an interactive approach where all students participate. Use of instructional technology such as Blackboard discussion, clickers, and videoclips, etc. are encouraged (instructional assistance will be provided if needed). Working in pairs or triads will be arranged to accommodate larger class sizes, if necessary. (SLO a- f) (20% of course grade) **Sign up in class during Session 1**

2. Historical Perspective Interactive Presentations. Sometime throughout the course provide a 20-30 minute interactive-presentation representing your selected book as it relates to the topical course outline discussing a select historical era. A multi-media approach is expected with minimal reliance on textual PowerPoints. Incorporation of this assignment into your historical analysis paper is recommended. (SLO b, d, e) (30% of course grade) **Sign up in class during Session 1**

3. Historical Analysis Paper: Select a current issue in higher education and provide an *in-depth* analysis demonstrating an investigation of the issue's current context, its historical beginnings, factors contributing to the issue over time, the historical trends and patterns, and an evaluation of the current issue in light of the historical investigation. Sources representing a variety of historians are expected to be explored. The final portion

of the paper should provide a prediction of the outcome of the issue or a prediction of the progression based upon historical precedence. Be prepared to discuss findings from your historical analysis during class. (SLO a-f) (50% of course grade) **Due 4/20**

Assessment of Student Performance/Grading Policies:

Assignments are expected on the due dates. Students need to contact the professor to seek permission for an extension, if necessary.

20 points	Discussion Facilitation	
15 points	Historical Perspective Mini-Presentations	
<u>50 points</u>	Historical Analysis Paper	Due 4/20
100 points total		

Grading Scale:

A	90-100%
B	80-89%
C	70-79%
NC	below 70%

- Late work will be reduced by one letter grade for each week it is overdue.
- The “I” grade is reserved for true emergencies only.
- Unless pre-approved, all course work needs to be completed by April 20th, 2015.

Late Work:

Due to the timing, pace, and scheduling of interactive presentations and hour-long facilitations, any missed presentational assignments cannot be made up and will result in a zero. Please be careful scheduling your sessions so you are sure to be able to attend class on these days.

Student Ratings of Teaching and Learning

Students are expected to provide feedback about teaching and learning in the course. At the end of the course and after the faculty member has submitted grades, check the Student Portal to complete the student rating of teaching and learning and view your grade. Please be assured the system records responses anonymously.

University Conduct and Academic Policies: Please see the “policies” button on the course menu of our Blackboard course site linked to the SMU policies outlined in the Student Catalog. All students are expected follow these policies. Pay special attention to I/ Grades, Class Attendance, Academic Dishonesty, and Student Behavior.

Writing Center and Library Services

See the course Blackboard site for direct links to these departments.