OVERVIEW AND OBJECTIVES

This course surveys the perennial forces (social, political, and economic) that have shaped America’s colleges and universities from the colonial period to the present. The course is divided into three sections. Section 1 provides a brief introduction to key social science theories that can explain the relationship between higher education and society at any point in time. Section 2 is dedicated to the study of historical issues in higher education. Section 3 focuses on contemporary issues. The goal of the course is to provide students with an appreciation of the complex relationship between American higher education and social change. The specific objectives of the course are to have students:

1. Understand how higher education institutions have been affected by broad social and economic events such as colonization, Industrial Revolution, the Civil War, World War I, World War II, the Civil Rights Movement, and globalization.
2. Understand the role of European universities in shaping the structure and functions of American higher education institutions.

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1 Section: 1020-LEC (20451)
3. Analyze how actors such as private donors, religious leaders, businesses, state government, and federal government have influenced higher education institutions.

4. Use social theories such as social capital, human capital, and cultural capital to address the participation in higher education.

5. Examine the forces that have prevented women and minorities from participating fully in higher education.

6. Critically assess the contributions of the notable federal government interventions such as the Morrill Acts, G.I. Bill, the Pell Grants, and research support.

7. In terms of higher education reform, examine the feasibility of bureaucratic reform and for-profit models.

8. Examine the relative effectiveness of need-based aid or merit-based aid.

9. Assess the extent to which issues facing higher education are cyclical, and the extent to which the past can inform the future.

10. Evidence a capacity for critical thinking and communicating effectively in written and oral presentations.

REQUIRED READINGS AND PARTICIPANT RESPONSIBILITIES

There are two required books, which will arrive at Pitt bookstores in mid-late January:


The other readings will be made available through CourseWeb (Blackboard) at [http://courseweb.pitt.edu](http://courseweb.pitt.edu). Some readings will be distributed in class. Optional readings will be made available upon request.

You are strongly encouraged to log into the CourseWeb (Blackboard) web site each day prior to class to check for additional information and materials for class.

GRADING

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Overview Forms: Each class, it is imperative that members of the class read the assigned readings in a timely (i.e., by the time class meets) and a professional or thorough fashion. Members of the class will be asked to fill out an Overview Form for each assigned reading prior to attending class (the form is provided by the instructor). The Form asks students to: identify the questions examined in each reading, briefly describe the fundamental ideas presented in the reading, set out the key findings of the reading, and identify shortcomings of the arguments presented. Completion of the Overview Form is a student’s ticket to attend class. This course requirement is aimed at ensuring lively and insightful discussion during meetings of the class. The Forms will be graded check plus or check minus. The Overview Form is attached at the end of this syllabus and is also available on CourseWeb. Handwritten responses are perfectly acceptable.

Class attendance participation: Class participation is very important. Those who come to class regularly, punctually, and prepared (and willing) to discuss the readings will get maximum credit for class participation. Please contact the instructor if you are unable to attend class. Another component of class participation are forums on CourseWeb (Blackboard).

Take home assignments: Assignments will be take-home and open book. For these assignments, you are free to consult your notes and articles but may not consult with your colleagues. Take-home assignments must be submitted via CourseWeb (Blackboard). Points may be deducted for late assignments.

ACADEMIC INTEGRITY

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

FOR STUDENTS WITH DISABILITIES

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources and Services, 216 William Pitt Union, (412) 648-7890; (412) 383-7355 (TTY) as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.
Preliminary Course Outline

SECTION I. INTRODUCTION AND BASIC THEORIES

Class 1. Introduction to American History
Tuesday, January 11th
Review of syllabus
Student introductions
Course Themes
Viewing of The People Speak

Class 2. Basic Social Theories
Tuesday, January 18th


SECTION II. HISTORICAL ISSUES

Class 3. Higher Education in Colonial and Post-Colonial America
Tuesday, January 25th


Class 4. The Emergence of the American University
Tuesday, February 1st


Class 5. Higher Education in Post-Revolution America
Tuesday, February 8th


Class 6. Higher Education in the Early 20th Century
Tuesday, February 15th


Class 7. Higher Education in Post-War America
Tuesday, February 22nd

**ASSIGNMENT 1 DISTRIBUTED**

SECTION III. CONTEMPORARY ISSUES

Tuesday, March 1st
NO CLASS
Friday, March 4th
**ASSIGNMENT 1 DUE BY EMAIL (mnshafiq@pitt.edu)**

Tuesday, March 8th
NO CLASS—SPRING RECESS

Class 8. Introduction to Contemporary Issues
Tuesday, March 15th

http://www.prospect.org/cs/articles?article=rationing_college_opportunity


Class 9. State and Federal Roles
Tuesday, March 22nd


Class 10. Bureaucracy and Effectiveness
Tuesday, March 29th
**Guest lecture: Professor Stewart Sutin, former President, Community College of Allegheny County
  Title: “Improving Financial Effectiveness of Community Colleges”


Class 11. Privatization of Higher Education
Tuesday, April 5th


Class 12. Tuition and Financial Aid  
Tuesday, April 12th  


Class 13. Higher Education Outcomes and Future Challenges (Last class)  
Tuesday, April 19th


**ASSIGNMENT 2 DISTRIBUTED**

**Friday, April 30th**
**ASSIGNMENT 2 DUE BY EMAIL (mnshafiq@pitt.edu)**
Overview Form

1. What are the primary questions asked and explored in this paper?

2. What conclusion can you draw from the study?

3. Identify one or more shortcoming of the paper. For instance, is the analysis using the theoretical framework incomplete? Is the data and quantitative/qualitative approach satisfactory?

4. Identify one or more important questions that are not examined, but should be?