

History and the American University (draft syllabus-subject to change)

This class will be mostly asynchronous but during some weeks we'll meet synchronously to watch student presentations. All course work will be conducted via Canvas.

Assignments:

- a. A 20-25 page research paper on a topic related to higher education history (race, class, ethnicity, women, sexuality, disability, urban redevelopment, employment, theories on higher education, for-profit, online education, community colleges, student debt, sports, student activism)-(40 %)
- b. 2 synchronous presentations: 1. Present a 5-page literature review during weeks 7 or 8. 2. A final Powerpoint presentation on research findings during weeks. 14 and 15.(20%)
- c. Weekly posts and responses on the readings (20%)
- d. Paper-related assignments: abstract, outline, rough draft (20 %)

\*All readings are available online or on Canvas. These readings are subject to change.

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Week 1: Introduction; Read: Excerpts from David F. Labarree, *A Perfect Mess* (on Canvas);

\*Post a personal introduction and 5 potential research paper topics; respond to classmates' potential topics

Week 2: Roger L. Geiger, *The History of American Higher Education: Learning and Culture from the Founding to World War II* (online, UWM)

\*Post a response to the reading and 5 potential sources.

Week 3: La Dale C. Winling, *Building the Ivory Tower: Universities and Metropolitan Development in the Twentieth Century* (online, UWM);

\*Post response to reading.

Week 4: Christopher P. Loss, *Between Citizens and the State: The Politics of American Higher Education in the Twentieth Century* (online, UWM)

\*Post response to reading and research paper abstract; respond to classmates' abstract.

Week 5: Christi M. Smith, *Reparation and Reconciliation: The Rise and Fall of Integrated Higher Education* (online, UWM),

\*Post response to reading and a 30-source paper bibliography.

Week 6: Andrea L. Turpin, *A New Moral Vision: Gender, Religion, and the Changing Purposes of American Higher Education, 1837-1917* (online, UWM)

\*Post response to reading.

Week 7: Present early findings (synchronous meeting).

Week 8: Martha Biondi, *The Black Revolution on Campus* (online, UWM)

\*Post response to reading.

Week 9: Mikaila Mariel Lemonik Arthur, *Student Activism and Curricular Change in Higher Education* Parts 1 and 2 (online, UWM)

\*Post response to reading.

Week 10: Benjamin Johnson, Patrick Kavanagh, and Kevin Mattson, eds. *Steal this University: The Rise of the Corporate University and the Academic Labor Movement* (online, UWM)

Week 11: No reading.

\*Post 10-page rough draft and responses to two of classmates' rough drafts.

Week 12: Charles M. Vest, *The American Research University from WWII to the World Wide Web*; (online, UWM)

\*Post response to reading.

Week 13: No reading and no posts due.

Week 14: Final Presentations-synchronous meeting-\*Post responses to 2 classmates' presentations.

Week 15: Final Presentations-synchronous meeting-\*Post responses to 2 classmates' presentations.