

## HE721 History of Higher Education

Fall 2023 | Tuesday, 4:30 – 7:10

Online | Synchronous (Zoom) & Asynchronous

This course examines the history of higher education in the U.S. from the colonial period to the present, exploring change and continuity over time. What philosophical, political, social, legal, cultural, pedagogical, and economic forces have influenced those developments? How can we apply what we learn about the past to higher education today and in the future?

### Learning Objectives:

- Identify major philosophical, political, social, legal, cultural, pedagogical, and economic trends that have influenced higher education in the United States.
- Identify various types of higher education institutions and their changing missions in the United States over time.
- Examine the efforts of diverse populations to access higher education, describe their contributions throughout the history of higher education in the United States, and analyze their influence on current practices.
- Analyze and contextualize primary sources in the history of higher education.
- Demonstrate complex understanding of the influence of historical events on current day practice in higher education.
- Describe and critique the evolving role of key stakeholders in higher education, including students, faculty, administrators, federal and state governments, philanthropists, corporations, and governing bodies.
- Demonstrate graduate level writing, speaking, and listening skills.

### Required Materials:

Dorn, C. (2017). *For the common good: A new history of higher education in America*. Ithaca: Cornell University Press. \*\* **Available online via Mason library.**

Additional articles, videos, podcasts, book chapters, and resources are available online. Some are publicly available; others are accessible to Mason students via the [library](#). Required readings/viewings are listed by week in Blackboard. Complete all readings/viewings before working on weekly assignments.

### Instructor:

Dr. Kelly Schrum: [kschrum@gmu.edu](mailto:kschrum@gmu.edu) (she | her | hers)  
Office Hours: By appointment, M-F, 8-5

### Grading Breakdown:

- 20% Participation (incl. weekly discussions, in-class assignments, and peer feedback)
- 15% Blog Posts and Primary Source Analyses
- 50% Learning Activity Assignment

- 15% Future of Higher Education Assignment

### ACTIVE PARTICIPATION:

This course requires active participation, including group work and peer feedback both synchronously and asynchronously. It is expected that all readings, viewings, and assignments will be completed as outlined on the class website (Blackboard). Class materials as well as assignments will be discussed synchronously and asynchronously.

**Shared Discussion [Google Doc]:** You will work collaboratively in small groups to share ideas, discuss course materials and weekly topics, and in some cases, create content to share with the class. In addition to participating in group discussions, there are specific roles for each shared discussion: **facilitator**, **questioner**, **discusser**, and **summarizer**. These roles will rotate each week and are listed on Blackboard along with a link to the shared Google Doc. The role of the **facilitator** is to communicate with the whole group, write a welcome message with some opening thoughts early in the week, establish a timeline for the weekly responsibilities, and keep the group on task. The role of the **questioner** is to pose thoughtful questions for the group based on the week's readings and to add questions as groupmates post throughout the week. The role of the **discusser** is to begin the discussion and return to it during the week to keep the conversation moving, including adding your own analysis. The role of the **summarizer** is to summarize key points from the discussion at the end of the week in a paragraph at the top of the document. **These roles are intended to provide structure to the asynchronous conversation — everyone in the group should participate actively in the discussion each week.**

### PRIMARY SOURCE ANALYSIS [[Guidelines](#)]

Primary sources are the building blocks of history and we will work with primary sources throughout the semester. You are responsible for analyzing and preparing two primary source analyses. Each primary source analysis should focus on one primary source directly related to the week's topic and readings. If, for example, you are submitting a primary source analysis for Week 3, the primary source(s) discussed must come from the early national period. There are 3 steps to this assignment:

Step 1: Complete the weekly readings and viewings and identify a primary source. You might locate a primary source mentioned in the weekly course materials or you may want to follow up on a topic of interest within the time period. You can explore additional resources on the History of Higher Education website ([primary sources](#) and [archives](#)).

Read or examine the selected primary source **at least three** times. Close reading is about carefully investigating the source, including an initial review, a careful read of individual sections or parts, and at least one more close read drawing on what you learned so far in this process.

Step 2: Answer specific questions about your primary source. Turn this in as part of your primary source analysis.

Step 3: Write the primary source analysis (200 to 250 words). Drawing on the information you collected and identified in Step 2, think critically and carefully about this primary source. Write an analysis that draws on the questions answered in Step 2, but does not repeat or list that information. What story does this source tell? What can we learn by analyzing it carefully? How does this fit into the larger history of higher education in the United States? Does this support what you have been learning? Challenge it or present a new perspective? What questions do you have?

### **FUTURE OF HIGHER EDUCATION [due 10/16/23]**

Higher education is changing rapidly. Drawing on what you have learned in this class about the past, present, and future of higher education, complete one of the following. All papers should be double-spaced, 1-inch margins, Times New Roman, 12-point font.

- 1) Op Ed: Write an Op Ed (600 - 700 words) to a major newspaper about the role of history in planning or preparing for the future of higher education. Include what you have learned from primary and secondary sources.
- 2) Scholarly Digital Story: Create a two-minute scholarly digital story about the role of history in planning for the future of higher education.
- 3) Policy Brief: Write a policy brief (500 words max) to Dr. Gregory Washington, the president of George Mason University, about the role of history in planning for Mason's future. Be sure to include concrete policy recommendations.

You will share your work in small groups. Plan to provide an overview of the topic, key findings, how the topic relates to the class, what you found most interesting, and any outstanding issues or questions for discussion.

### **LEARNING ACTIVITY: CONTEMPORARY ISSUES IN HISTORICAL CONTEXT**

Each student will create an **asynchronous learning activity** on the historical roots of a current issue facing higher education today. You will have 20-30 minutes to engage the class (asynchronously) in a learning activity focused on your topic in historical perspective. Think about creative, interactive ways to engage classmates, including asking them to analyze one primary source or a small number of related primary sources, debate causality and other possible outcomes, and explore what we learn when examining this issue in a historical context. How does understanding this issue within a broader historical landscape shape our understanding of the issue going forward?

This assignment is due in stages. All Learning Activities will be created on Google Sites and training and support will be provided. We will have a week for completing learning activities created by classmates. [See [How To](#) and [Do's and Don'ts](#) videos.]

**Topic [due 10/24/23]:** Choose a contemporary issue facing higher education today. This could be a controversy, issue, or dynamic happening on a national level or a local/regional level with attention to how that manifests more broadly across the United States. Explore resources such as the [Chronicle of Higher Education](#), [Inside Higher Ed](#), [The Atlantic](#), [The New Yorker](#), [Washington Post](#), or the [New York Times](#). Provide a short (250 words) essay

that describes the scope and relevance of the issue, and why it is of interest to you. Utilize APA 7 or Chicago Manual of Style format for references and citations.

**Meet individually with Schrum [10/24/23]:** Meet individually with Schrum to discuss assignment progress, topic, and direction for your asynchronous Learning Activity. Meet with peer(s) as assigned to discuss assignment your topic, goals, and interactivity and to provide feedback on their Learning Activity.

**Primary Source Analyses [due 10/31/23]:** Write primary source analyses for 2 sources you plan to use in your Learning Activity following the Primary Source Analysis guidelines. This requires you to locate at least 2 primary sources related to your topic and analyze each one separately. The analyses should describe the primary source, including information about the source and a close reading of the source, relevant information (in the U.S. historical context), and why it is important to the history of higher education. Write an additional 150 words on how these primary sources connect to the contemporary issue from Part I.

**Learning Activity Draft [due 11/13/23]** For this draft, students must submit the link to a rough draft of their site with the learning activity. The goal is to create a Learning Activity that places a current issue in historical context. Questions to consider as you construct your Learning Activity include: How will you introduce the topic? What context does someone need to know to engage in learning? How will you clearly demonstrate the legacy of this topic that is (in)visible to current students, staff, and faculty? What are the learning outcomes you want someone to achieve by engaging in your Learning Activity? How can you engage a learner in an interesting and potentially interactive way through an asynchronous environment?

**Learning Activity Final [due 11/20/23]:** Submit your asynchronous Learning Activity via Blackboard and Google Form. Include the link for the [feedback form](https://go.gmu.edu/feedbackform) <<https://go.gmu.edu/feedforward>> at the end of your learning activity for site visitors to complete.

**Complete Learning Activities [due 11/27/23]** This is an asynchronous week for engaging in Learning Activities created by your classmates. Complete at least 5 learning activities. You will be assigned 3 learning activities and you select 2. You will receive credit for this by filling out a [feedback form](https://go.gmu.edu/feedbackform) <<https://go.gmu.edu/feedforward>> for each review to share what you learned and your experience with the Learning Activity.

**Learning Activity Reflection [due 12/4/23]** In a 5-page essay (double spaced), reflect on the following questions connected to this assignment: What did you learn by creating this asynchronous Learning Activity? What did you learn by completing Learning Activities created by other students? How would you change your Learning Activity? How did this assignment help you consider the role or dynamic of online asynchronous learning in higher education? How will your knowledge of the history of higher education influence your current and future practices in higher education?

## **ACADEMIC POLICIES**

### **Academic Integrity and Academic Dishonesty**

The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited using APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual theft and cannot be tolerated in the academic setting. For additional resources on plagiarism, see [What is Plagiarism?](#) If you have any doubts about what constitutes plagiarism, please see me.

### **Attendance**

Attendance is mandatory except for medical reasons or religious holidays. If you are absent, inform me of the circumstances as soon as possible. It is your responsibility to make up what you have missed.

### **Disability Accommodation**

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <http://ds.gmu.edu> for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: [ods@gmu.edu](mailto:ods@gmu.edu) or call (703) 993-2474. Additional information on the response to COVID is available [here](#).

### **Late Work**

As late work impinges not only on your own learning, but also on that of your colleagues in this collaborative community, any unexcused late assignments will lose one grade fraction (e.g., A- to B+, B to B-, C- to D) for each day late.

### **Medical Emergencies**

If you encounter a medical emergency or a family crisis, please contact Dr. Schrum as soon as possible. Supporting documentation may be requested upon return to class (e.g., doctor's certificate, hospital discharge forms).

## **GENERAL COURSE POLICIES:**

### **Add/Drop Deadlines (Fall 2023)**

- 08/28/23 Last day to add classes
- 09/05/23 Last day to drop (no tuition penalty)
- 09/12/23 Last day to drop (50% tuition refund)
- 09/26/23 Last day to drop classes (no tuition refund)

### **Basic Course Technology Requirements**

Activities and assignments in this course will regularly use the Blackboard learning system, available at <https://mymason.gmu.edu>. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher. You can check your speed settings using the speed test on this website.)

Activities and assignments in this course will also use web-conferencing software (Zoom). In addition to the requirements above, students are required to have a device with a functional camera and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.

### **Basic Needs Insecurity**

If you face challenges such as lack of food, housing, or finances, Mason has several resources that may be able to support you, including the [Student Support and Advocacy Center](#) and [Patriot Pantry](#). Please let me know if you have questions about additional resources.

### **Course Materials and Student Privacy**

All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class. Video recordings of class meetings that include audio or visual information from other students are private and must not be shared. Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.

### **Diversity**

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth. An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Please see [Mason's Diversity Statement](#) for more information.

## Gender Identity and Pronoun Use

If you wish, please share your name and gender pronouns with me, including how best to address you in class and via email. I use she/her/hers for myself and you may address me as “Kelly” or “Professor Schrum” in email and verbally.

## Grading Scale

The following grading scale from the Graduate Catalog is in effect for this course.

- A+ 99-100 4.00
- A 93-98 4.00
- 90-92 3.67
- B+ 87-89 3.33
- B 83-86 3.00
- 80-82 2.67
- C 70-79 2.00
- F 69 and below

## Mason Email Account

Students must use their Mason email account to receive important university information, including messages related to this class. Additional information on student privacy is available at the [Office of the University Registrar](#).

## Other Campus Resources

[Writing Center](#) (703-993-1200)

[Ask A Librarian](#)

Education Librarian: Christopher Lowder | 703-993-3776 | [clowder2@gmu.edu](mailto:clowder2@gmu.edu)

[Higher Education Research](#) (Mason Library)

[Counseling and Psychological Services](#) (703-993-2380)

[University Career Services](#)

## Sexual Harassment, Sexual Misconduct, and Interpersonal Violence

As a faculty member and designated “Responsible Employee,” I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s [Title IX Coordinator](#) per [university policy 1412](#). If you wish to speak with someone confidentially, please contact the [Student Support and Advocacy Center](#) (703-380-1434) or [Counseling and Psychological Services](#) (703-993-2380). You may also seek assistance from [Mason’s Title IX Coordinator](#) (703-993-8730; [titleix@gmu.edu](mailto:titleix@gmu.edu)).

## University Policies

The [University Catalog](#) is the central resource for university policies affecting student, faculty, and staff conduct in university affairs. See also [Academic Policies](#). All members of the university community are responsible for knowing and following established policies.



## Weekly Schedule

Week	Date	Topic & Assignment	
W1	8/22	Understanding Higher Ed through History	Synchronous [Zoom]
W2	8/29	Mason's History   Analyzing Primary Sources	Synchronous [Zoom]
W3	9/5	To the Present	Synchronous [Zoom]
W4	9/12	Reconstruction to WWII	Synchronous [Zoom]
W5	9/19	Antebellum & Civil War Years	Asynchronous
W6	9/26	Early National Period	Synchronous [Zoom]
W7	10/3	Future of Higher Education, Part I	Synchronous [Zoom]
W8	10/10	FALL BREAK	NO CLASS
W9	10/17	Future of Higher Education, Part II	Synchronous [Zoom]
W10	10/24	Learning Activity Research	Individual Meetings
W11	10/31	Learning Activity Research	Synchronous [Zoom]
W12	11/8	Learning Activity	Asynchronous
W13	11/14	Learning Activity: Contemporary Issues in Historical Context	Open Lab
W14	11/21	Work on Future of Higher Education Project	Asynchronous
W15	11/28	Wrap Up	Synchronous [Zoom]

**NOTE: See Blackboard for weekly reading, viewing, and assignment details.**