

EDHE 730: Evolution of Higher Education in America
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University of South Carolina

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Course Description & Goals

The purpose of this course is to introduce students to the development of American colleges and universities throughout American history. It also introduces students to historical methods and how to think historically.

Students successfully completing this course will be able to:

- Identify and understand the meaning of major developments in American higher education and how these affect today’s colleges and universities,
- Select, evaluate, and interpret historical sources and materials, and
- Write about and conduct oral history interviews related to the history of American higher education.

The primary project and focus of this semester’s course will be on the history and impact of the passage of Title IX of Civil Rights Act (enacted 50 years ago, in 1972) on higher education, with particular emphasis on its impact on athletics at the University of South Carolina. Students will conduct research related to this history, including oral history interviews with UofSC women from the era of when the legislation was passed.

Course Requirements and Expectations

- You are expected to attend class, be attentive, and participate. Come to class having read the assigned materials (and additional readings you find).
- Refer to the University’s Academic Calendars at <http://registrar.sc.edu/> for deadlines and other important University-wide dates.
- Refer to the class web site for links to resources (link available on Blackboard).
- Please respect and honor the learning environment of your fellow classmates.
- You are expected to act professionally and ethically in the class and in completing your assignments. Remember the Carolinian Creed.

Grading

You will be graded based on your performance on the required assignments and class participation based on the following scale: A (94-100%), B+ (87-93%), B (80-86%), C+ (76-79%), C (70-75%), D (<70%).

Writing Center

The Writing Center (703 Byrnes Building, 803-777-2078, <http://artsandsciences.sc.edu/write/university-writing-center>) is available to help any UofSC student needing assistance with a writing project at any stage of development.

Student Disability Resource Center

The Student Disability Resource Center (SDRC) empowers students to manage challenges and limitations imposed by disabilities. In order to receive reasonable accommodations from the instructor, you must be registered with the Center (Close-Hipp, Suite 102, 803-777-6142, <http://www.sa.sc.edu/sds/>).

Required Texts

Thelin, John R. *A History of American Higher Education*. (3rd Ed.). Baltimore: Johns Hopkins University Press, 2019.

Greene II, Robert and Tyler D. Parry (Eds.), *Invisible No More: The African American Experience at the University of South Carolina*. Columbia, SC: University of South Carolina Press, 2021.

Additional readings and videos are available on class website.

Assessments & Assignments

Weekly Expert. Each student will take one week to help facilitate class discussion. (Some weeks will have more than one expert but you should work independently.) This allows you the opportunity to develop a deeper level of expertise about one aspect of the history of higher education. For your week, you should do the following:

- In addition to the required readings, identify additional texts about your era other than the assigned readings from other scholarly sources (books, journal articles) such as general histories of higher education, histories about specific topics related to your era, institutional histories, and primary sources (from anthologies and digital archives are fine).
- Bring a one-sheet handout for the class that will help enhance our understanding of that week's topic. This could be a general overview based on your additional sources or a focused look at one particular aspect of that era. You will discuss your handout in class. Identify your sources in your handout.
- Be prepared with questions to help facilitate discussion during your week. Submit your questions to the instructor before class.

Due on your assigned week and is worth 25% of your grade.

Annotated Source about Title IX. Find a scholarly source (book, book chapter, journal article, law review article) about Title IX and add an annotation of 200–300 words about that source to the class Annotated Bibliography. List your source in alphabetical order by author’s last name. Include your name in brackets, e.g., [Christian Anderson], at the end of your citation. You should focus on the findings or conclusions so that it helps your classmates better understand what Title IX is, including its function, how it has been interpreted and used, its effectiveness at achieving the stated goals of the legislation, critiques of the legislation and of its implementation, and its history. Keep any mention of methodology very brief. If you find multiple sources, you may add those citations to the document so that someone else may use them; you only need to annotate one and no two students may annotate the same source. Use the *Chicago Manual of Style* in your citation and provide a link where possible.

Due September 6th and worth 10% of your grade.

Title IX in the News. Identify an article in the news media from the past year that discusses Title IX in some way. Of particular interest are those articles that discuss the anniversary of the passage of Title IX. This may be about how a particular university is commemorating it, public perceptions of it, the history of its impact, and so on. While a focus on athletics is of interest to us, you need not limit your review to those related to sports. Give a brief summary and a critique (less than 300 words total) and a link to the article.

Due September 13th and worth 5% of your grade.

Title IX Oral History. Conduct an oral history interview with a former UofSC athlete from the list provided by Gamecock Athletics and the instructor. Follow the guidelines provided by the University’s Oral Historian in conducting, obtaining permission to archive the interview, and transcribing your oral history. Write a one-page summary of your interview that you attach to your transcript of the interview.

Due November 15th and worth 35% of your grade.

Final Presentation. The culmination of our work on the history of Title IX will be a public session about its history that our class will host at a UofSC Women’s Basketball game (date TBD). As a class we will decide what elements will be included in the presentation such as posters, visuals or videos, artifacts, and so on. We will use a combination of materials from the Archives, news media, yearbooks, and other materials. Teams in the class will be responsible for various aspects of the presentation.

Due date TBD and worth 25% of your grade.

Tentative Schedule

Readings from the main texts are listed for each day. Schedule is subject to change.

Date	Topics, Readings, and Assignments
August 23	Introductions, Overview of Course, Thinking Historically, Historical Methods <ul style="list-style-type: none">• <i>A History</i> – Preface & Introduction• <i>Invisible No More</i> – Foreword
August 30	Conducting Oral History Interviews and Introduction to Title IX <ul style="list-style-type: none">• Watch “37 Words” (Part I) in class• Guest: Andrea L'Hommedieu, Director, UofSC Department of Oral History
September 6	Understanding Title IX <ul style="list-style-type: none">• Watch “37 Words” (Part II) in class• Melnick, R. Shep, “The Complexities of a Simple Statute,” in <i>The Transformation of Title IX: Regulating Gender Equality in Education</i>, 39-53. Washington, D.C.: Brookings Institution Press, 2018.• Guest: Molly Peirano, Assistant Vice President for Civil Rights and Title IX, UofSC• Due: Annotated Bibliography
September 13	Title IX in Athletics <ul style="list-style-type: none">• Lough, Nancy, “Effects of Title IX on Intercollegiate Athletics, 1972-2012.” In Eddie Comeaux (Ed.), <i>Introduction to Intercollegiate Athletics</i> (pp. 233-244). Johns Hopkins University Press, 2015.• Hoffman, Jennifer Lee, Jacqueline McDowell, and Valyncia Raphael, “Key Case Law and Legislation Shaping Women’s Opportunity in Intercollegiate Athletics.” In Eddie Comeaux (Ed.), <i>Introduction to Intercollegiate Athletics</i> (pp. 245-258). Johns Hopkins University Press, 2015.• Review “Celebrating 50 Years of Title IX” website - https://gamecocksonline.com/titleix/• Listen to Remembering the Days podcast ep. 49: “Fair play: the 50th anniversary of Title IX”• Guest: Judy Van Horn, Deputy Director for Internal Operations and Risk Management/Deputy Title IX Coordinator & Jessica Allison, Employee Development Manager, UofSC Athletics• Due: Title IX in the News

September 20	European Roots and Colonial Colleges and Creating the “American Way” in Higher Education: College-Building, 1785 to 1860 <ul style="list-style-type: none"> • <i>A History</i> – chapter 1 & 2 • <i>Invisible No More</i> – chapter 1
September 27	Diversity and Adversity: Resilience in American Higher Education, 1860 to 1890 <ul style="list-style-type: none"> • <i>A History</i> – chapter 3 • <i>Invisible No More</i> – chapters 2 & 3
October 4	Captains of Industry and Erudition: University-Builders, 1880 to 1910 <ul style="list-style-type: none"> • <i>A History</i> – chapter 4 • <i>Invisible No More</i> – chapters 4 & 5
October 11	Alma Mater: America Goes to College, 1890 to 1920 <ul style="list-style-type: none"> • <i>A History</i> – chapter 5
October 18	Success and Excess: Expansion and Reforms in American Higher Education, 1920 to 1945 <ul style="list-style-type: none"> • <i>A History</i> – chapter 6
October 25	Gilt by Association: Higher Education’s “Golden Age,” 1945 to 1970 <ul style="list-style-type: none"> • <i>A History</i> – chapter 7 • <i>Invisible No More</i> – chapters 6 & 7
November 1	“The Academic Revolution” (The Long ‘60s) <ul style="list-style-type: none"> • Watch “Berkeley in the Sixties” (1990) • <i>Invisible No More</i> – chapters 8 & 9
November 8	No Class – Election Day
November 15	American Higher Education as a Troubled Giant & “A New Life?” <ul style="list-style-type: none"> • <i>A History</i> – chapters 8 & 9 (skim) • Watch “Scarred Justice: The Orangeburg Massacre, 1968” (2008) • Due: Oral History Interview (Reading, Transcription, Summary)
November 22	Work Day for Presentation <ul style="list-style-type: none"> • Work in teams on presentation

November 29	Prominence and Problems in American Higher Education since 2010 <ul style="list-style-type: none">• <i>A History</i> – chapter 10 (skim)• <i>Invisible No More</i> – chapter 10• Watch “The Backbone” (2022)
Date TBD	Presentation at Women’s Basketball Game