Higher Education in Historical Perspective

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SOC 1104: The Sociology of Higher Education
9/22/2021

Review of Week 2: Historical Perspectives

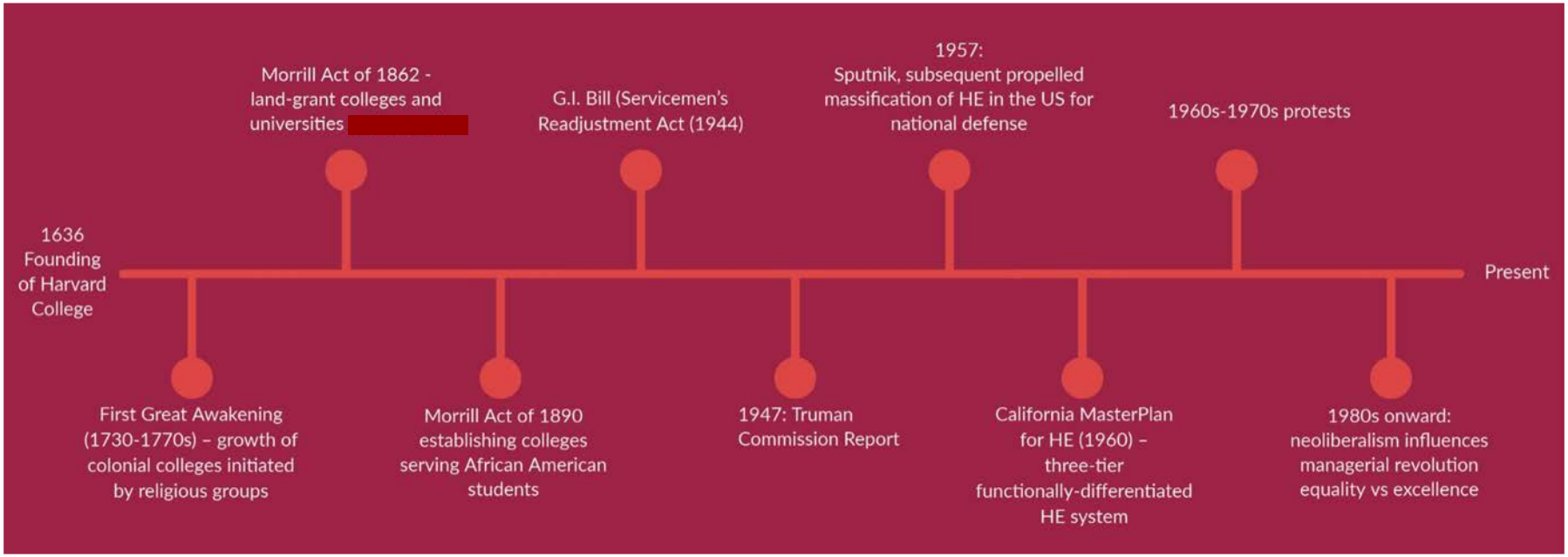
Humboldtian - Germanic Tradition	Napoleonic - French Tradition
Governance: Strong state bureaucracy, weak administration, autonomous professors	Governance: State authority controlled everything - universities were a “branch of state administration’
Union of teaching and research	Research was conducted at different institution
Students have freedom to self direction, in their research, curriculum, examination, etc.	Strictly specialized institutions with emphasis to students on professional education, everything was relegated by the state
Wissenschaft - rigorous scientific investigation free from interference from politics (academic freedom)	Scientific investigation and meritocratic spirit largely informed by the state and their requirements

Review (cont.) HE in the United States

Harvard College

- Strong English tradition with emphasis on socialization and character formation, similar to Oxford & Cambridge
- Diffusion from Germanic tradition with its emphasis on research
- Distinctive presidential governance vs academic self governance (Humboldtian)

United States



International

* Asian and Islamic civilizations had educational institutions that predate medieval universities in Europe, but these medieval more closely resemble modern universities

The Platonic Academy of Greece

387 BCE

859

Al-Quarawiyyin University was established at Fez in Morocco

University of Oxford

1096

1088

The first true university, an institution called such, was founded in **Bologna, Italy**. universities were more of an association or a guild for learning particular crafts

Harvard University

1636

1611

University of Santo Tomas (oldest university in Asia)

18th Century

Disciplines began to break away from the humanities, more focus on the sciences

19th Century

Religion became less important (secular universities emerged)

Figure 1. Depiction of Plato's Academy.

International

AFRICA

- “Modern” higher education systems in Africa are largely a product of European colonial frameworks
- However, the 2,700 years old tradition of elite education of Ethiopia with an African script called Ge’ez could also be taken as an example of higher form of education in pre - colonial Africa (Woldegiorgis et. al, 2013)

ASIA

- Heavily influenced by European institutions

LATIN AMERICA

- First universities in 16th century → aimed to copy the medieval model and was under control of the Crown and the Church

Higher Education in the United States: History of Student Generated *Social Movements*

Definitions

Social Movement: "a student movement...relatively organized effort...large number of students to either bring about or prevent change in...policies, institutional personnel, social structure (institutions), or cultural aspects of society." *Gill, et al. (2009)*

Political Social Movement: "actors and organizations seeking to alter power deficits and to effect social transformations through the state by mobilizing *regular citizens* for sustained political action." *Amenta et al. (2010)*

The 1960s was a decade of unrest on campuses around the world and the U.S. in particular with protests against the escalating war in Vietnam, the lack of civil rights for people of color, and sexism on campuses.

- Until the 1960s, “universities were functioning like well oiled socialization machines” whose goal was to produce the right person for the right job, however, something happened, and **revolutions** were born (Salter, 1973)
- The USA had been the pioneer of ‘mass’ higher education: by the late 1960s, 30 percent of the age-group was in college (Jones, 1969: 32)
- (1964) UC-Berkeley. “The Beginning”, The Free Speech Movement (Barker, 2008)
- In the academic year 1968-69, **70** per cent of private universities and **43** per cent of public universities reported ‘*severe student unrest*’, often involving battles with the police. The climax of the American student protest movement came in spring 1970. Students at Kent State University in Ohio organized a protest in the wake of the US bombing of Cambodia. When the National Guard were sent onto the campus, they shot dead four students and injured nine more on 4 May. (Barker, 2008)
- The protest waves on the 1960s and early 1970s was an international phenomenon
- It wasn’t until the United States’ final retreat from Vietnam (1975) that student rebellion ended in America

Protests at Harvard

- (November 1966) Demonstration against a visit by Secretary of Defense Robert McNamara
- (December 1968), an SDS (Students for a Democratic Society)-led cohort tried to sit in on a faculty meeting focused on ROTC, forcing its postponement → lead to reduction of ROTC to extracurricular status and a student role in Afro-American studies appointments

History of University Admissions

- Middle Ages
  - “wandering scholars” would go to teacher congregations and pay a fee to learn from them
  - Majority of students were clerics and under strong religious influences from popes, emperors, and kings
- Early 19th Century
  - Humboldtian: little information, professors served as gatekeepers
  - Napoleonic: intense competition, special tutoring schools to enter the *Grandes Écoles*
  - England (Victorian Era): selecting from a professional circle, elite public school pathway

History of Admissions in United States

- 1636 - Founding of Harvard College
- 17th and 18th centuries: Harvard and new universities that emerged predominantly examined a prospective student's "character, background, and proficiency in Greek and Latin"
- Early 19th century, new subjects began to be included, mainly arithmetic
  - Ex. University of Chicago had the requirement of a modern language subject
- Mid - 19th century: no uniform system of admissions - led to:
  - Disconnect between colleges and secondary schools
  - Conflicting/ exorbitant entrance requirements (ex. Harvard had 10 exams including Geography, Algebra, Geometry, Physical Geometry, English Grammar, English Composition, Ancient History, US History, Greek and Latin.)
  - Intervention from the National Education Association,
    - 1900: Official announcement of the College Entrance Examination Board (CollegeBoard)

College Entrance Examination Board

- 1900-1926: created uniform essay based exams in English, French, German, History, Mathematics, etc.
  - Typical parts of the application followed: transcript, collection of personal demographic information, etc
- 1926: Creation of the Scholastic Aptitude Test (SAT)
  - Intention: efficiently and effectively recruit strong students by testing for *aptitude* in place of *mastery*
- 1935: SAT becomes a requirement at Harvard, 1939 it became a mechanism to determine scholarship award

Why is the College Board/ SAT important in our historical context?

1. The problems that exist within the College Board (affordability, racial bias, etc.) are a reflection of the inequalities that exist within schools - stratification occurs before even entering the HE space
2. Impact of the College Board on college access is nuanced
3. Key example of further bureaucratization & marketization in HE
    a. College Admissions as a career
    b. Signaled the bureaucratization and marketization of schools, rival test of ACT
    c. Represents one aspect of the admissions process that has not evolved with the holistic practices, socioeconomic inclusion with need blind admissions, etc.

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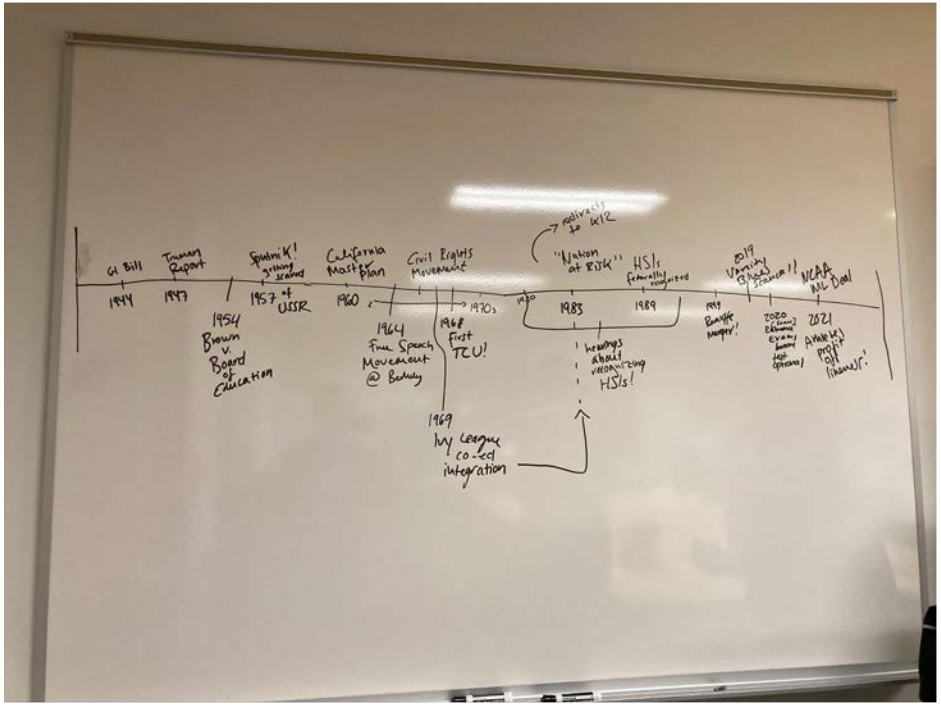
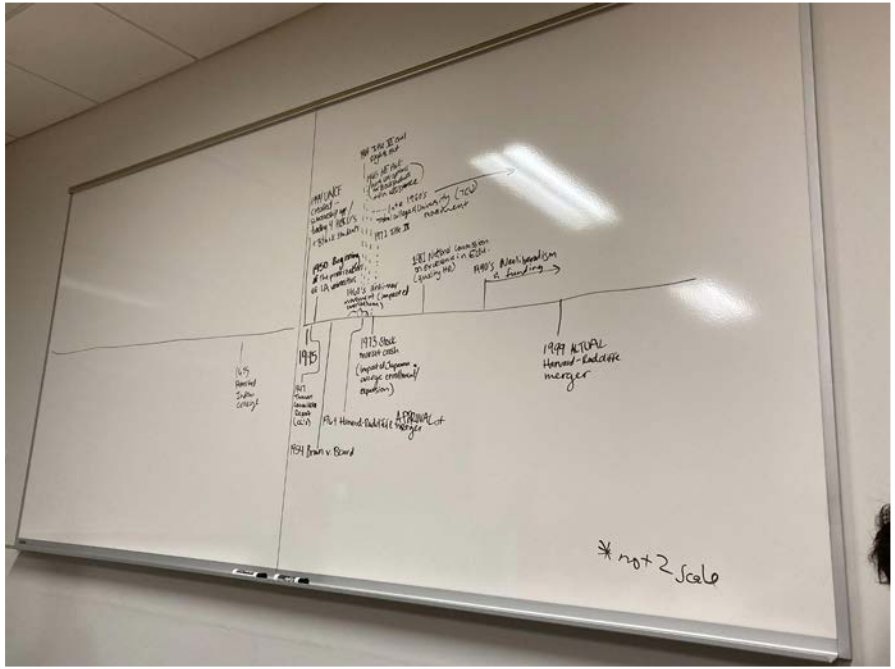
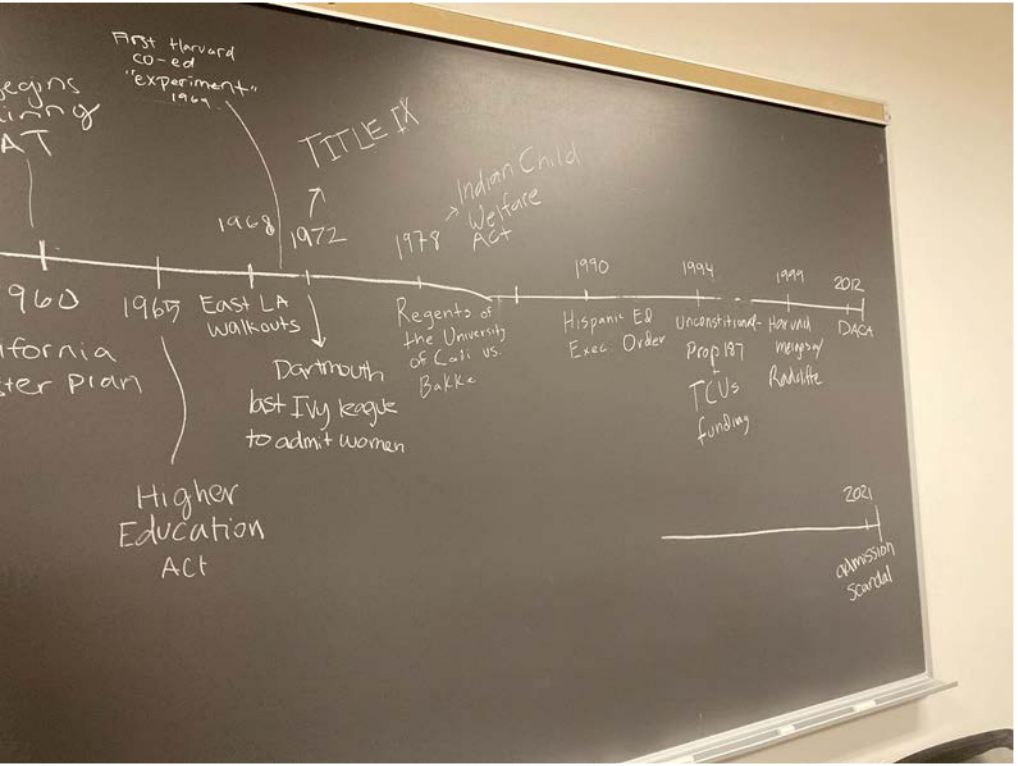
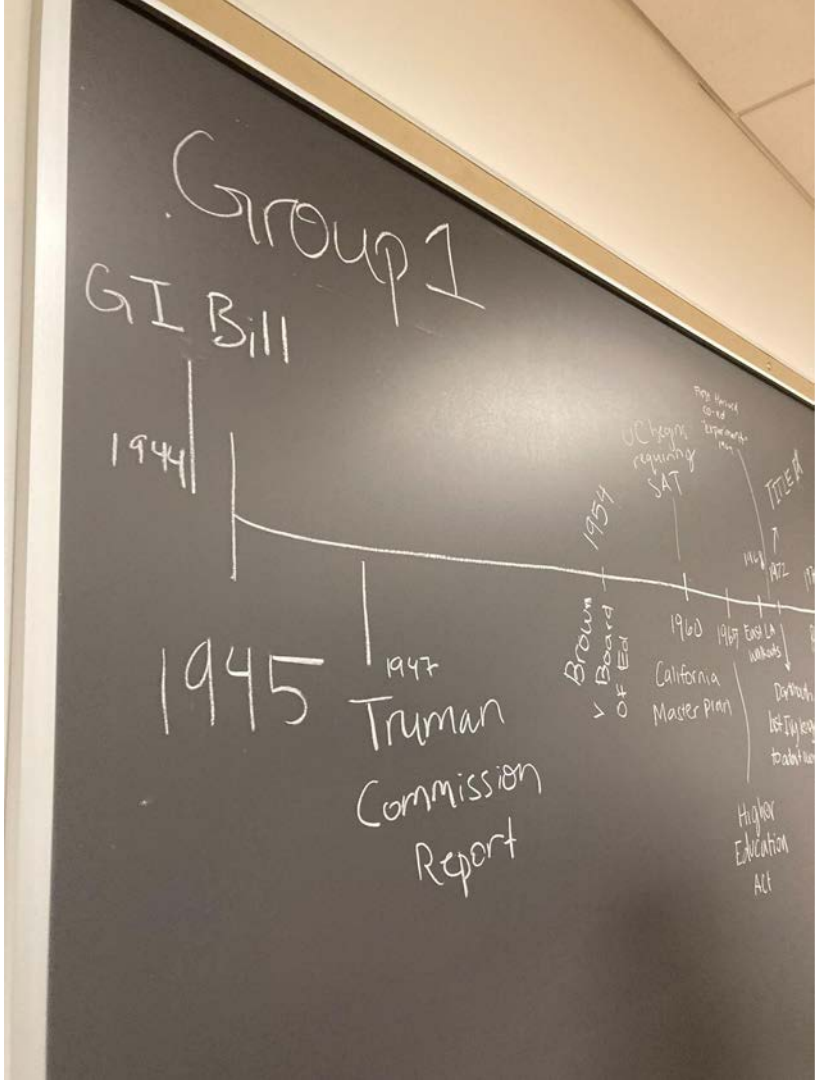
Pictures of the timelines






First Harvard co-ed "experiment" 1964
TITLE IX
1968
1972
1978
Indian Child Welfare Act
1990
1994
1999
2012
DACA
1965
East LA walkouts
Dartmouth last Ivy league to admit women
Regents of the University of Cali vs. Bakke
Hispanic Ed Exec Order
Unconstitutional Prop 187
TCUs funding
Harvard merges w/ Radcliffe
Higher Education Act
2021
admission scandal


Group 1
GI Bill
1944
1945
1947
Truman Commission Report
1954
Brown v Board of Ed
UC begins requiring SAT
1960
California Master Plan
1965
East LA walkouts
Higher Education Act