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Description and Objectives

The seminar examines the history of Case Western Reserve University from 1826 to the present, with opportunities to experience and contrast historic and contemporary learning approaches. Participants will look particularly at effective leadership approaches and other essential elements of a university’s life: organization, mission, program and campus development, governance and finance, student life, collaboration with other institutions, and interaction with regional and national forces.

The premise of the seminar is that the research university is an outstanding illustration of a social institution in action: while it is the premier vehicle for intellectual development, it is both imperfect and continuously striving for improvement. To the extent that the institution produces both public good (e.g., a better educated populace, greater economic development, improved health and quality of life, etc.) as well as private good (e.g., individual wealth and prestige) while achieving this purpose, it may be said to be effectively managing its role as a social institution. In exploring the history of Case Western Reserve University, you will gain an understanding of these issues as they affect this and other research universities as well as many other organizations.

You will share the results of your research with local and national audiences by developing papers, presentations, and web content that will contribute to an updated historical record of
the University, including a book to be published in 2006-07. I expect that some of your major submissions in this seminar will be referenced, with attribution, in that updated history.

Requirements and Grades:

You will be expected to complete the assigned reading before each class; to participate in exchanges on the course web site; to attend class regularly and contribute to each class discussion; to demonstrate the ability to use library and other research resources, including those available on the World Wide Web; and to write clearly, effectively, and thoughtfully on assigned and chosen topics, with both qualitative and quantitative characteristics.

Papers for the seminar may be submitted in hard copy or as e-mail attachments (in the latter case, they must be submitted in Microsoft Word or another compatible format). In either case they should be typed, double-spaced, in a 12-point standard text font, with 1-inch margins. Two copies of each paper are required, one for the instructor and the other for the graduate assistant assigned to the seminar. You are also required to post comments, some of them extended, on the seminar’s website, and occasionally to lead class discussion based on your postings.

The quality of your writing will be a factor in the evaluation of all assignments, as will the quality of the presentation and analysis of qualitative and quantitative information.

As indicated throughout the syllabus, you will:

- Prepare and post on the Blackboard web site for the seminar a brief critiques (~250 words) at least once a week related to assigned or suggested readings. Over the course of the semester, you should expect to lead at least one discussion among all participants based on your critiques. (20% of final grade)

- From a list provided by the instructor, select and read a book from the pre-1850 Western Reserve College library, maintained in Special Collections at Kelvin Smith Library. Prepare a paper (1,000-1,500 words) that contrasts that text with one used in a similar course you have taken or are currently taking. We will discuss the expectations for this assignment in the session on September 14, and the paper is due on October 14. (20% of final grade)

- Spend half a day at one of the 20 or so other colleges and universities in the region to examine that institution’s culture, program mix, strategies, and structure. Prepare a paper (~1,500 words) contrasting that institution with Case Western Reserve. We will discuss the expectations for this assignment on September 2, and the first element of the project is due on September 7. You will discuss the highlights of your interviews on October 28, and the paper is due before November 25, which is the Thanksgiving holiday (20% of final grade);

- Prepare a research paper (~3,000 words) on a specific historical topic (e.g., the decision in the late 1950s to admit women to Case Institute of Technology, or the 1880 decision to move Western Reserve from Hudson, Ohio, to its current location). You may select a topic from a list provided by the instructor, or you may propose your own topic (in the latter case, be sure to get the topic approved by the instructor before beginning work on it). Use both primary and secondary materials to support
your analysis of the factors that affected the decision or other action, alternatives considered, and long-term consequences. In addition to the paper, prepare a web page or site that offers both text and visual content. It is expected that these submissions will be incorporated – with attribution, of course – into the evolving collection of information being gathered for an updated history. The first component of this project – choosing a topic – is due by September 9, and you will be expected to post information about your progress by October 7. The final paper is due no later than December 2 (40% of final grade).

A note is in order about the readings identified for the various class sessions. “Required readings” are just that: you are expected to have read them and to be familiar with their content prior to the class session for which they are indicated. “Suggested readings” are additional resources that you may find useful if you choose to work on a project that relates to the subject for the day, or simply because you find the topic interesting.

This is a seminar, not a lecture course, so students are expected to contribute importantly to the information discussed in the sessions. The instructor expects to learn as well, not simply to deliver content. Our in-class discussions will focus on what we have learned from the readings and other research, with the objective of bringing focus and depth to our understanding of the relationships among events, issues, people, and consequences.

A Few Words about Nomenclature

The instructor supports – and in fact helped to initiate – the recently adopted convention of referring informally to the entire institution as “Case,” but you will find a departure from that pattern in this syllabus. Studying the University’s history involves looking at several different definitions of “Case,” including:

- The family name of the founder of Case School of Applied Science
- The institution he founded, “Case School of Applied Science”
- That institution’s newer name, “Case Institute of Technology,” adopted in 1947
- “Case Institute of Technology” as it existed within the University until 1992
- The “Case School of Engineering,” created in 1992

Distinctions among these various definitions are both valuable and informative in studying the institution’s history, and we will try our best to retain them for the purposes of this course.

I cannot help thinking, as I behold this extraordinary university, of the great nineteenth-century drive ...to create ...a perpetual motion machine. Some spent years trying, some went mad..., and all failed. But it occurred to me that this university, Case Western Reserve, indeed all true schools, are our perpetual motion machines.

From the address by film maker and historian Ken Burns at the Case Western Reserve University commencement convocation, May 23, 1993
Readings

Required (see notes for individual class sessions)


Case Western Reserve University: Institutional Profile. Published annually by the University. The instructor will distribute copies in class early in the semester. Also available on the University’s web site.

C. H. Cramer. 1976. Case Western Reserve University: A History, 1826-1976. Little, Brown & Company. This history is out of print, but copies are available in the campus library and in used book stores. In addition, a reprint (in plastic-bound format) is available in the University Book Store.

Statement of Founding, Case Western Reserve University, August 1967. PDF file is posted on the Blackboard web site for this course.

Vision of a University: Final Report of the Case Institute of Technology-Western Reserve University Study Commission. Cleveland: Press of Case Western Reserve University, 1967. PDF file is posted on the Blackboard web site for this course.

Suggested


Clark Kerr. 2001 (5th edition). The Uses of the University. Harvard University Press. Kerr was President of the University of California system during the 1960s, a particularly tumultuous period in higher education. He designed the system, noting “The
university is so many things to so many different people that it must, of necessity, be partially at war with itself."


Harry F. Lupold and Gladys Haddad, eds. *Ohio’s Western Reserve: A Regional Reader.* Kent: The Kent State University Press.


C. T. (Deac) Martin. 1967. *From School to Institute: An Informal Story of Case.* Cleveland: The World Publishing Company. Written to preserve “the events, incidents, and characteristics of the College [Case School of Applied Sciences and Case Institute of Technology] and an era which can never be repeated.”


Frederick Clayton Waite. 1943. *Western Reserve University, The Hudson Era.* Western Reserve University Press. Waite was a Professor of Histology and Embryology at the School of Medicine and the School of Dentistry starting in 1901. He was a native of Hudson and a graduate of both Western Reserve Academy and Western Reserve University. His history presents the Hudson era in painstaking detail.

**Websites**

Each student will be expected to explore the Web for resources relevant to this history of this and comparable universities. A list of suggested sites is included at the end of this syllabus. A basic (and very short list) of URLs would include:

*Encyclopedia of Cleveland History,* at (ech.cwru.edu/).

Case Western Reserve University, at (www.case.edu/).

American Council on Education, at (www.acenet.edu/).

Association of American Universities, at (www.aau.edu/).

*History and Archival Resources in Higher Education,* at (www.higher-ed.org/history.htm).

Institute for the Study of the University in Society, at (www.cwru.edu/artsci/isus/isushome.htm).

University Archives, at (www.case.edu/its/archives/).

Many additional Web resources are listed in the readings for individual sessions of the seminar.
Topics and Assignments (subject to change based on in-course discussions)

**August 24**

**Introduction**
- Scope, methods, nomenclature, expectations
- Overview of content and overall structure of the seminar
- Discussion of writing in this course: methods, standards, resources
- Baseline assessment of familiarity

**August 26**

**National and regional environment in the early 19th century**
- The Western Reserve of Connecticut
- Demographic, political, and economic conditions
- “College Enthusiasm”

**Required reading:**
- Before this class, read Cramer, *History of Case Western Reserve*, pp. 3-7.
- Before this class, read Beverly McAnear, “College Founding in the Colonies, 1745-1775.” *The Mississippi Valley Historical Review*, 1995 (Organization of American Historians), pp, 24-44. Found at (www.jstor.org/view/0161391x/di952302/95p01972/0?currentResult=0161391x%2bd952302%2b95p01972%2b0%2c01%2b9550600%2b9995%2b80449399&searchID=cc93333c.10438679570&sortOrder=SCORE&config=jstor&frame=noframe&userID=811685c5@cwru.edu/01cc9333410051031448&dpi=3)

**Suggested Reading:**

**Semester-Long Project:**
- Discussion of selection of topics for semester-long project.

**August 31**

**Visit to the Western Reserve Historical Society**

Note: This class session will be held in the Library of the Western Reserve Historical Society, located at 10825 East Blvd. WRHS staff will discuss the research available at the Society and procedures for using these resources.

- Discussion of expectations for research papers and commentaries.

**Web assignment:**
- Before this class, visit the web site for the Western Reserve Historical Society (www.wrhs.org) and pay special attention to the “Library” section accessible by clicking on the button at the top of the home page. Come to class prepared for a discussion of the Society’s library and other collections and their relevance to this course.

**Suggested reading:**

**September 2**

**Founding of Western Reserve College**
- Who, what, where, when, why?
- Similarities and differences vs. other institutions (e.g., Oberlin)

**Required reading:**
- “An Act to Incorporate the Trustees of the Western Reserve College.” Found on Blackboard site for course.

**Suggested reading:**
- Daniel Webster’s Argument in the Dartmouth College Case. Found at (www.ed.uiuc.edu/courses/eol474/sp98/webster.html).

**September 7**

**Visit with the staff of University Archives**
Note: This class session will meet at University Archives, located the University West Building, 11000 Cedar Avenue (sign in at the desk and come downstairs). Archives staff will discuss the holdings of the University Archives and how they are made available to researchers. They will also provide examples of materials relevant to the course.

**Web and class assignment:**
- Using web-based and other resources, prepare and post on Blackboard before this class a brief comparison (350-500 words) of Case Western Reserve University with one of the other colleges and universities in northeast Ohio: origins, traditions, scale, program mix, financial status, enrollment patterns, institutional culture. Choose from roster of other institutions on the Blackboard site for the course and post your choice so that others in the class will not select the same institution. The institution you choose will become the subject of another exercise later in the course. Be prepared to lead a discussion of your findings in class today.

**September 9**

**Abolitionism and Its Impact on the Hudson Campus**
- Abolitionism vs. the American Colonizationist Movement
- Town vs. Gown
- Governance issues (faculty vs. board of trustees)

**Required reading:**
Web assignment:

Component #1 for Semester-Long Project:
- Before class, post on Blackboard your choice of a historical aspect of the University that you will study for your semester-long project. A list of several dozen potential projects, each able to be researched using accessible resources, will be posted on the Blackboard site after the third class session. Alternatively you may propose a topic for your project, subject to approval by the instructor. A 3,000-word paper, accompanied by a web page of your design that presents both visual and textual information about the topic, will be due on the last day of class, December 2, 2004. The project will be discussed in this class session on September 9, and detailed expectations will be posted on the Blackboard site at that time.

September 14  Visit to Special Collections, Kelvin Smith Library
Note: This class session will meet in Special Collections on the second floor of Kelvin Smith Library. Suzanne Hanson, Director of Special Collections, will review the resources available in her department, with particular emphasis on the pre-1850 collection from the library at Western Reserve College in Hudson, which is the focus of a special assignment for the course.

Reading assignment:
- Review the Catalogue of the Officers and Students of The Western Reserve College for 1838, with special attention to the Course of Study for the Collegiate Department on pp. 15-20. Found on the Blackboard site for the course.

Midterm assignment:
- Using the catalogue of pre-1850 library holdings from Western Reserve College on the Blackboard site, select one volume pertaining to a course you are taking or have taken. Compare that volume’s contents and approach with that of a modern textbook you used or are using for that course. Prepare and post on the Blackboard site a paper of 1,000-1,500 words that presents your conclusions. We will discuss this assignment in class today. Paper due by October 12, 2004.

September 16  Founding of the Case School of Applied Science
- Industrial Revolution in Europe and the U.S.
- Emergence of engineering and science education
- Economic conditions in northeast Ohio after the Civil War
- The Arkites
- Precedents for founding a “school of applied science”

Reading assignment:
- Read Cramer, History of Case Western Reserve, pp. 197-220.
- “[Charter of Case School of Applied Science,” found on the Blackboard site for this course]
**Web assignment:**
- Before this class session, review “The Arkites and Their Impact.” Institute for the Study of the University in Society. Found at (www.cwru.edu/artsci/isus/arkites.htm).

**Suggested reading:**

**September 21  The Education of Women**
Professor Gladys Haddad of the Department of History will join us for this session to lead the discussion of the day, including conversation about her research on the life and works of Flora Stone Mather.
- Precedents elsewhere
- The battle at WRC and WRU and its resolution
- The College for Women
- Flora Stone Mather
- Structural models for the education of women in universities

**Reading assignment:**
- Before this class, read Cramer, *History of Case Western Reserve*, pp. 86-105.

**Writing Assignment:**
- Before this class, post on the Blackboard site comments of 150-250 words about the relatively low representation of women in undergraduate programs at this University, referring as appropriate to elements of the institution’s history and traditions. Be prepared to lead a discussion of the topic based on your comments.

**September 23  Relocation of WRC and the Case School to “University Circle”**
Weather permitting, we will hold this session outdoors and will walk the campus areas to which Case and Western Reserve moved initially.
- Beginnings of urbanization in Cleveland
- Amasa Stone as a prime force in the relocation
- City-wide subscription to purchase adjoining campuses
- Emergence of trusteeship at the two institutions as prizes for civic leaders

**Required reading:**

**Suggested Reading:**
- Michael S. Fogarty, Gaspar A. Garofalo, and David C. Hammack, *Cleveland from Startup to the Present: Innovation and Entrepreneurship in the 19th and Early 20th Century*. Center for Regional Economic Issues, Weatherhead School of Management, 2001, pp. 3-20. May be found on the web at (weatherhead.cwru.edu/rei/publications/downloads/ClevelandFromStartupToPresent.pdf)

**September 28**  
*“Revolution in Higher Education”*  
- Rise of the sciences among the principal disciplines at the nation’s universities  
- Emergence of research and graduate study  
- Distinctions among the genres of colleges and universities  
- Recruitment and collaboration of Michelson and Morley

**Reading assignment:**  

**Suggested reading:**  

**Assignment:**  
- Following this class, post on the Blackboard web site a brief statement (250-400 words) on the significance of this shift in the structure of higher education. Note that “significance” may have many definitions in this context: funding; program defining; regional, state, or national policy-setting; standard-setting; evaluating; certifying; accrediting; and many more.  
  *Statement due by September 30.*

**September 30**  
*Charles Franklin Thwing, Titan in Academic Robes*  
- Appointment and service (1890-1921) as President of WRU  
- Leadership for expansion  
- Commitment to an urban role for the university  
- Achievements on the national stage  
- Can a successful president stay too long?

**Required reading:**  
- Before this class, read Cramer, *History of Case Western Reserve*, pp. 106-120.

**Suggested reading:**  

**Discussion:**
- Student-led discussion of the significance of the shift in the structure of higher education, as introduced at the September 28 session and illuminated since then by statements submitted to the Blackboard site by students.

**October 5**

**Session on Research and Writing**
- Comments on written submissions thus far in the semester
- Student-led critique of submissions and in-class discussions

**October 7**

**Depression, World War II, and CSAS/WRU**
- Economic and demographic trends of the period
- Consolidation of programs and other financial strategies
- Campus involvement in the war effort
- “Rosie the Researcher”
- Post-War enrollment phenomena: GI Bill, Baby Boom

**Required reading:**
- Before class, read Cramer, *History of Case Western Reserve*, pp. 145-151 (Western Reserve) and pp. 245-260 (Case).

**Component #2 for Semester-Long Project:**
- Before this class, post on the Blackboard site a brief presentation of the issues and kinds of evidence involved in your research into the topic you have chosen for your major research project. Your presentation should give an indication of the complexity of the topic, its implications for the institution, and the range of materials available to you in investigating it. Length is expected to be adequate to address these elements, but no longer than 500 words.

**October 12**

**Emergence of the Research University**
- Wartime changes in technology and industry, nationally and regionally
- *Science – The Endless Frontier*
- Concept and significance of “academic freedom”
- Federal investment in research and graduate education
- Impact of growing external support for research on university strategies

**Mid-Term Assignment:**
- No later than this class session, submit your paper contrasting a pre-1850 volume and a contemporary text (see notes for September 14 session).
**Reading assignment:**

**Suggested reading:**

**October 14**  
**Discussion of Textbook Comparison Reports**
- Student presentations of findings from comparing pre-1850 texts with current texts in similar course areas.

**October 19**  
**Fall Break (no class)**

**October 21**  
**Thwing Reborn: T. Keith Glennan and John S. Millis**
- Plan for advancement of Case School of Applied Science and Western Reserve University
- Physical and program developments
- Enrollment changes, including large residential population
- Links to national developments and to industry
- Development of new institutional self-identities

**Required reading:**
- Jean S. Calhoun, “He Did It All,” in *CWRU Magazine*, February 1990. Text is posted on the Blackboard web site for this course.

**Suggested reading:**

**Assignment:**
Before this class session, submit to the Blackboard site brief comments (400-500 words) on the nature of leadership as represented by university presidents such as Thwing, Glennan, and Millis. Contrast their approaches with those of political and business leaders as described in news reports or other readings. Be prepared to lead a class discussion on this topic based on your comments.

**October 26**  
**Development of University Circle**
- Issues facing the city and its institutions in the 1950s
- Strategies adopted by Glennan and Millis and their trustees
- Response of the institutional, civic, and philanthropic communities
- Evolution of University Circle Development Foundation into University Circle, Inc.
- Consideration of approaches used in comparable situations elsewhere

**Required reading:**

**Assignment:**
At this class session, be prepared for a discussion of a set of meetings totaling up to half a day that you will schedule at the area college or university you selected (see notes for September 7 session) to compare with this University. Help is available from the instructor to establish communications with appropriate representatives at the other institutions. Your visit should include at least 30 minutes with the institution’s president, and an equal length of time with the archivist or institutional historian for the school. Other interviewees may be selected based on recommendations by the institution or by the instructor. *Your report, in a paper of about 1,500 words, is due on November 23.*

**October 28**
**Federation I: Prelude, Negotiations, and Formal Action**
- Implications of federal and industrial trends
- Changes in methods of research and in economic structure
- Motivation of the leaders of Case Institute and Western Reserve
- Formal and informal negotiations
- Nature of the formal decision to federation in 1967
- Actions taken by the institutions to help ensure success
- Internal, regional, national, and alumni response to the federation

**Required reading:**
- Before this class, read Cramer, *History of Case Western Reserve*, pp. 261-293.
- Before this class, read *Statement of Founding*, Case Western Reserve University, August 1967. PDF file is posted on the Blackboard web site for this course. About 24 pages, including photos and lists of names.

**Suggested reading:**
- *Vision of a University: Final Report of the Case Institute of Technology-Western Reserve University Study Commission*, May 1967. PDF file is posted on the Blackboard site for this course.

**November 2**
**Federation II: So How Has It Worked?**
- Evaluation of plans underlying the federation
- Events of the 1960s and 1970s and their effect on the federation’s success
- Consideration of scenarios for CIT and WRU as separate institutions
- Evaluation of the legacy of the federation (programs, politics, money, power)
- If we had it to over again....?

**Required reading:**

**November 4**

**Demography and Economics of Higher Education**
- Review of institutional types, with emphasis on private research universities
- Population analyses: students, faculty, alumni
- Globalization: impact on and role of higher education
- Diversity issues: participation of women and minorities, and the role of higher education in promoting it
- Higher education as a private good and a public good; economic impact
- The emergence and impact of federal and state financial aid programs
- Cost vs. price in setting – and paying for – college and university tuitions

**Required reading:**

**Suggested Reading:**
November 9  
**University-Industry Collaboration**
- Review of historical patterns
- Bayh-Dole legislation of 1980 and its impact
- Emerging role of state government
- Policies and programs introduced at this University and other institutions
- Effect of >3 decades of growing interaction with industry

**Required reading:**

**Suggested reading:**

November 11  
**Financial and Program Strategies Since Federation**
- Growth of research and professional programs
- Evaluation of decisions to add and eliminate programs
- Fund-raising as an increasingly important tool for advancement
- Debt strategies to fuel growth
- Fifteen years of strategies to invigorate undergraduate education and life
- Links between program development strategies and such things as community development and economic growth

**Required reading:**
- The University We Are … And Will Become (plans for 1975-80). Case Western Reserve University, 1974. Posted on the Blackboard site for the course.
- And one of the following:

**Suggested reading:**
- President’s Commission on Undergraduate Education and Life (PCUE), Education Through Experience: Final Report to the President of Case Western
Reserve University, September 14, 2001. Read the executive summary, found at (http://huxley.phys.cwru.edu/pcuel/).

November 16 Those Pesky Rankings: Looking at US News & World Report and Others
- Review of the history of college and university rankings
- Analysis of formulae used by US News in its evaluations
- Breakdown of this University’s score in the US News “Best Colleges” issue for 2005
- Comparisons with other rankings
- Look at historical traditions of institutions ranking above and below this University
- Should the University focus on improving its rankings, even to the exclusion of other priorities? If so, how and why?

Required reading:
- Before this class, read “America’s Best Colleges, 2005” [projected title of special section that will appear in the September XX, 2004, issue of U.S. News & World Report]. Web address will be provided when available.

Suggested reading:
- “The Top American Research Universities,” published annually by TheCenter at the University of Florida. Look particularly for Case Western Reserve University. At (thecenter.ufl.edu/research2003.html).
- “College and University Rankings,” University of Illinois at Urbana-Champaign, ducation and Social Sciences Library. July 2003. See especially the “Caution and Controversy” site on this page. Click on one of the footnotes for a good bibliography of related Web articles. Can be found at (www.library.uiuc.edu/edx/rankings.htm).
- “Academic Ranking of World Universities, 2003,” Shanghai Jiao Tong University, Institute of Higher Education. Can be found at (ed.sjtu.edu.cn/ranking.htm).

November 18 Visit with Four Selected Emeriti Faculty Members
In-class discussion of the University’s history with four of the most senior – and still very active – members of the faculty.
November 23  **In-Class Reports of Comparisons with Other Institutions in the Region**  
Student presentations – with discussion – of their findings after visiting and interviewing representatives of other colleges and universities in the region.

November 25  **Thanksgiving Holiday (no class)**

November 30  **Special Guest (TBA)**

December 2  **(Last Class Session) TBA**
- Brief presentations of reports due today for semester-long research project
- Discussion of the course and collective perceptions of the University after a semester looking at its history and traditions

*Assignment for Semester-Long Project:* Research paper due by this class session.