

History 197 – HISTORY OF PENN STATE (20 Aug. 2017)
Fall 2017



Tuesday, Thursday, 1:35 -- 2:50 pm (062 Willard Building)

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Office hours: Tues. 3:00-4:30 pm; Wed. 11:30-1:00 pm, & by appointment

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(please email me using PSU WebMail, rather than via course CANVAS email).

This course examines in a selective fashion the history of Penn State. The time period covered extends from mid-19th century origins as the Farmers' High School to the highly complex, multi-faceted, modern "research university" of the early 21st century. The course will study: the conduct, leadership and educational visions of notable Presidents and faculty and alumni and coaches; dimensions of student life (including student protest); race and gender relations; athletics; and the challenges of university life, research, and admissions in the post-World War II era. The Penn State experience will be examined in the context of larger historical developments in American higher education, student life and attitudes, and the broad political / economic / social and legal environment. Comparisons will be made to other colleges and universities.

This course will take a distinctly historical angle: with particular emphasis placed on chronicling and evaluating change over time and thoughtful consideration of a diversity of voices and perspectives. A rich variety of readings will be assigned, both Penn State-specific and more general in treatment—and such readings will be both "first hand" (or primary sources) and later historians' accounts (secondary sources).

As with any PSU history course, History 197 will place emphasis on further developing your critical thinking skills. These skills include: close and thoughtful reading and analysis of primary and secondary sources; looking for a broader coherence or "order" to the material; and thinking for yourself and arriving at, and effectively articulating (both in writing and in class discussion), your own well-reasoned, well-crafted conclusions and interpretations and arguments (conclusions / interpretations / arguments which are supported by specific factual evidence derived from a variety of sources).

Let me stress: you will be doing a good deal of essay writing in this course (mainly short papers (3-4 pages in length) plus one longer essay (dealing with a "case study" (more on the writing assignments down below)). There will also be a lot of assigned reading in this course.

For the out-of-class writing assignments, I will use a “Grading Grid” (or RUBRIC) which be filled out & accompany every such assignment [a copy of the “Grid” is provided at the end of the syllabus]. Listed here are the MAJOR CATEGORIES of the GRID:

- COMPREHENSION
- ORGANIZATION
- QUALITY OF WRITING
- CALIBER OF ANALYSIS
- SUPPORTING EVIDENCE, USE OF RANGE OF SOURCES

**PLEASE READ CAREFULLY THE FOLLOWING “COURSE RULES / GUIDELINES,”
& BE MINDFUL THAT YOU ARE RESPONSIBLE FOR FOLLOWING THEM**

REGARDING USE OF AGGREGATE CLASS TIME: ballpark breakdown of 70% of the class time comprised of lecturing with 30% devoted to discussion / student comments / guest speakers.

I value class discussion a great deal and welcome your on-going reactions, thoughts, opinions about the readings and course themes. Your active involvement will help us go through the material in a more energetic, relevant fashion, and it breaks up the lecture routine. It will also greatly improve your class participation grade (which accounts for 15% of your overall course grade).

My practice is to post brief outlines of the lectures on our course CANVAS; and outlines will be available to you by 11 pm the night before the lecture will take place. The lecture outlines are intended, in part, to assist you in taking notes during lectures (they also will be of some value as you prepare for the papers and the mid-term test).

Go to the course CANVAS regularly to get lecture outlines, major paper instructions, brief study guide for the mid-term test, and to access course documents (indicated on syllabus as: AVAILABLE OFF CANVAS).

WHEN ACCESSING COURSE CANVAS, USE GOOGLE CHROME BROWSER.

REGARDING ATTENDANCE AND CLASS PARTICIPATION: attendance is required for all class meetings (and I do take attendance). 4 unexcused absences are allowed for the term, after that missed classes will adversely affect your class discussion/attendance grade. If you have a legitimate reason for missing class inform me of it in advance. For absences due to illness: to be cleared as “excused,” the instructor may, if circumstances seem to warrant it, request that such absences be verified through proper documentation from the health care provider of relevance.

As a general rule, if you accumulate 7 or more unexcused absences during the term in this course you can expect a failing grade for the class discussion/attendance component of the course grade. If you accumulate 5 unexcused absences, as another marker, you can expect a “C-” grade for class discussion/attendance.

If you miss class for any reason, it is your responsibility to keep up in doing the readings and turning all assignments in on time. Be sure to get (missed) lecture notes from a classmate and promptly and regularly consult the syllabus and lecture outlines (off of CANVAS) to help you stay on track.

Be mindful that a student who attends (virtually) every class meeting yet says very little of substance and depth in our discussions can expect to get no higher than a “B-/B” grade for the 15% of the course grade set aside for discussion/attendance. So, regularity and quality of your classroom contributions in our discussions is very important and impacts your overall course grade in a discernible manner. Be prepared for class and speak up!

If I feel the need arises, I might surprise you with pop quizzes (your performance on these quizzes will help determine your class discussion/attendance grade).

STUDENT CONDUCT IN CLASS: *proper classroom etiquette is required (dealing with and speaking respectfully to all participants in History 197; no reading / inappropriate / disruptive talking or side conversations during class; no sleeping; shut off your cell phones and desist from texting / “surfing the web” / responding to emails while class is going on); and please be punctual too. Students will be asked to shut down their technology and/or leave the classroom if their behavior becomes a recurrent concern.*

REGARDING USE OF COMPUTERS IN CLASS: *for pedagogical reasons, I support and encourage History 197 students to bring a computer / tablet to class (having one on hand assists with notetaking and allows students to readily access on-line readings and outlines). However, it is the responsibility of students to use this technology solely for the educational benefits intended (students not using such technology for these intended purposes may be asked to shut down their devices).*

REGARDING THE READINGS: *all the assigned readings indicated for a particular class meeting are required. [The readings designated as (OPTIONAL) are not required. You are invited to do these additional readings (furthermore, these optional readings could well be useful and beneficial to you in writing essays / papers).]*

It is important—both in terms of your comprehension and preparedness for discussion—that you complete the readings in time for the class meeting. The operating expectation for the lectures—one that guides lecture content—is that you will have done the assigned readings prior to the designated lecture / class meeting. And also please try to bring along with you to class key assigned readings (certainly primary source documents).

YOU DO NOT HAVE TO PURCHASE ANY BOOKS FOR THIS COURSE.

All books / chapter excerpts / articles / primary sources will available to you online (via either PSU Libraries sites or as posted documents on your course CANVAS).

There is a course textbook of sorts (that will be frequently used): Michael Bezilla, Penn State: An Illustrated History (1985). The Bezilla book is freely accessible online from PSU Libraries:

<https://libraries.psu.edu/about/collections/penn-state-university-park-campus-history-collection/penn-state-illustrated>

*Another online source (provided by PSU Libraries) that we will use a great deal is the **Historical Digital Collegian Archive** (in the consecutive issues of the Penn State student newspaper from 1887 to 2010 are accessible online). Web address is:*

<http://digitalnewspapers.libraries.psu.edu/Olive/APA/collegian/#panel=home>

Similarly, the Penn State Library has digitized consecutive issues of Penn State yearbooks (*La Vie*) from 1890 to 2005 and created the **La Vie Online** database. Web address is:

<https://libraries.psu.edu/about/collections/la-vie-online>

The Penn State Library has also digitized decades (from 1910 through 1980s) of issues of Penn State's colorful, long-running humor magazine, **Penn State Froth**. Here is the web address for **Penn State Froth Collection**:

<https://libraries.psu.edu/about/collections/penn-state-froth>

Occasionally, too, you will be assigned online readings from scholarly journal databases (**JSTOR** will be most frequently used). For such types of readings, I will provide for you the pertinent bibliographical information, including specific scholarly journal, & all such scholarly articles are accessible via the "**Databases A-Z**" web page (off of the PSU Libraries website). On the syllabus, I will reference such sources as (**AVAILABLE OFF PSU DATABASES A-Z, JSTOR**). Here is the web address:

<https://libraries.psu.edu/databases#azlist> .

And, again, there will be a great many online readings / documents posted as "Files" on the course **CANVAS**.

These on-line readings are organized in **WEEKLY DOCUMENTS FOLDERS** (so that the online **CANVAS** readings assigned on the syllabus for week 3, for example, can be found in the "week 3 documents" folder and so forth week-by-week). File folders will also be organized around particular major writing assignments.

When looking for an assigned online **CANVAS** document pay close attention, then, to the week in which it is assigned to be read and the author's name and specific reading title. Remember again that these readings are designated as (**AVAILABLE OFF CANVAS**) on the syllabus. It is your responsibility to find & read these on-line sources, & print a paper copy (when appropriate) for reference in class.

If you are having difficulty viewing an online **CANVAS** document or "file" (for example, the document appears sideways and you cannot rotate it) "download" the document onto your computer—and then you will be able to rotate it for better readability. And again use Google Chrome as your browser.

REGARDING GRADED WRITING ASSIGNMENTS: you will write 6 (or 5 depending on your choice for the course's final assignment) essays / papers of varying lengths in this course. Significantly, each one of these writing assignments requires that you make intelligent analytical use of a range of (primary) sources. There will also be a mid-term test (short answer / multiple-choice in format) that will occur in week 9 of the term.

The most substantial of the assigned papers will deal with 1 of the 5 "case studies" covered in the course. This major paper will be 5-6 pages in length and you will have a choice of which "case study" you wish to write on. **This paper will be due a week after we cover the respective "case study" in class.**

Two other papers (4 pages in length) did you the opportunity to do your own research and thoughtful surveying from each of the two PSU Libraries digitized online collections: **La Vie** and **Collegian**. The **Collegian** paper will be due at a specified time during exam week.

Keep in mind: you have the choice of taking a short answer / multiple-choice **final test** (during exam week), **instead of** doing the **Collegian** paper. You must however inform me in writing (by email) of your choice (regarding this final assignment) no later than December 2; if I do not hear from you about this in an appropriately timely fashion you, will necessarily be doing the final test.

There will be, too, 4 “homework response” “reactions” assigned during the term. You are required to do any 1 of the first 2 assigned and any 1 of the last 2 assigned. These assignments are 2 and ½ pages (double-spaced) in length (a little longer if you wish) (and they need to be in essay form too)—and your job, essentially, is to provide your thoughtful, informed reactions and analysis pertinent to a range of readings and issues/topics under consideration. Plan according in doing your “homework response” reaction essays as I will not accept any “late” “homework response” reaction essays (“homework response” reaction essays are always due at the start-time of the relevant class meeting on the day when the paper is due).

Lastly there is your “PSU Special Collections” writing assignment—which will involve you pursuing through boxes of University archival materials located in the Special Collections Room of the PSU Library, finding 2 revealing documents, and writing up a short 1 page summary of such. [More than likely the several boxes will be the “student activism papers collected by [President] Eric A. Walker.”]

And you are welcome to meet with me ahead of the due date to go over outlines / drafts. I will only discuss/respond to paper drafts by way of one-on-one meetings.

Students must take in-class test(s) on course-mandated days and times. Students who miss taking the mid-term test on the designated date & time will receive a grade of zero for that assignment, unless your absence & the arranging of a make-up test has been explicitly approved by me 8 hours or more prior to the designated test time. [There will be no allowances made for make-up tests for those taking the final test.]

Any reconsideration on my part, per your request, of a grade issued to you for a particular course assignment or for the final course grade brings up the possibility that your grade could be lowered, as well as raised, if I deem appropriate upon my careful review of your work.

**PROVIDED JUST BELOW IS SPECIFIC GRADING SCALE (and numerical equivalents)
USED FOR HISTORY 197 THIS TERM**

A	(92.5-99.9)
A-	(90-92.4)
B+	(88-89.9)
B	(82.5-87.9)
B-	(80-82.4)
C+	(78-79.9)
C	(72.5-77.9)
C-	(70-72.4)
D+	(68-69.9)

D (62.5-67.9)
D- (60-62.4)
F (less than 60)

NUMERICAL EQUIVALENTS FOR LETTER GRADES PUT ON YOUR PAPERS

A = 95
A-/A = 92.5
A- = 91
B+/A- = 89.5
B+ = 88
B/B+ = 87
B = 85
B-/B = 82.5
B- = 81
C+/B- = 79.5
C+ = 78
C/C+ = 77
C = 75
C-/C = 72.5
C- = 71
D+/C- = 69.5
D+ = 68
D/D+ = 67
D = 65
F (less than 60)

FOR 2 & ½ PAGE “HOMEWORK RESPONSE” PAPERS

I use a simplified grading scale (and will provide very few comments due to frequency of these papers)

E=excellent (96%)
G=good (88%)
F=fair (81%)
P=poor (70%)

LATE PAPERS POLICY: All late papers will be subject to a substantial late penalty, growing more onerous with each additional day of lateness—one-third of a letter grade for each calendar day late. For the longer papers (the **La Vie** paper and your “case study” paper), they must be turned in within five calendar days of the due date; any such papers turned in past five calendar days (of the due date) will not be accepted and thus will garner 0% for this assignment. The final **Collegian** paper, due during exam week, must be turned in on time—no exceptions. “Homework response” reaction essays must be turned into me no later than the hourly start-time of the designated class meeting (I will not accept any late “homework response” reaction essays—even reactions turned in later on the “due date” day). And all un-submitted work will receive a grade of zero for that particular assignment.

POLICIES REGARDING CHEATING / ACADEMIC DISHONESTY: *all forms of academic dishonesty are strictly prohibited in this course—and any student who has been found committing academic dishonesty will be given a zero for that particular assignment, and could potentially fail the course. I will also submit a College of Liberal Arts-required form directly to PSU authorities who keep a formal record of all cases of plagiarism.*

Relevant excerpts (regarding student conduct) from PSU's 2015 College of Liberal Arts statement on "academic integrity" read: *"The University's ability to achieve its mission depends upon the quality and integrity of the intellectual work performed by all of its ... students. All members of the University at all times must take full responsibility for the integrity and basic honesty of the expression and communication of their thoughts. Accordingly ... students are never permitted to take credit for or represent as one's own work anything that in fact is the work of other persons, whether classmates, published authors, or anonymous contributors on the Internet. Academic dishonesty encompasses a wide range of activities, whether intentional or unintentional, that include, but are not limited to, all forms of fraud, plagiarism, and any failure to cite explicitly all materials and sources used in one's work..... This prohibits activities that include, but are not limited to, cheating, copying, deception, lying, plagiarism, and unauthorized collaboration."*

IT IS IMPERATIVE THAT YOU CITE ALL SOURCES that you used (both assigned sources and other sources that you consulted) in writing your papers. FAILURE TO DO SO WILL BE CONSIDERED GROUNDS FOR ACADEMIC DISHONESTY.

You are responsible for reading, and adhering to, the **College of Liberal Arts' Policies and Procedures and Advice regarding academic integrity**; relevant CLA web address is: <http://www.la.psu.edu/current-students/student-services/academic-integrity/resources-for-students>

NOTE TO STUDENTS WITH DISABILITIES: *Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic adjustments in this course, contact the office for Student Disability Resources. For further information regarding policies, rights and responsibilities please visit the SDR office web site at: <http://equity.psu.edu/ods/>. I should be notified as early in the semester as possible—within the first two weeks please—regarding the need for reasonable accommodations.*

Here, then, is the breakdown for your final grade:

"HOMEWORK RESPONSE" "REACTIONS"	10% (do 2 of 4 "responses")
PAPER ON selected La Vie yrbks. or (provided) 1920s-1930s primary sources	15% (due September 26)
MID-TERM TEST	20% (October 19)
PSU Special Collections library assgnmt.	5% (due October 26)
MAJOR "CASE STUDY" PAPER (selected)	20% (depends on "case study")
FINAL PAPER ON Collegian or FINAL TEST (your choice, tell me by 2 Dec.)	15% (during exam week)

CLASS PARTICIPATION & ATTENDANCE

15%

If you have any questions or concerns about the course or your performance in the course I encourage you to come see me & we can talk.

SCHEDULE OF CLASS MEETINGS & READING & WRITING ASSIGNMENTS

Week 1

1. (Tues. August 22) **Introduction to Course—and Background on the 19th century American College / University.**
2. (Thurs. August 24) **Farmers High School, President Pugh, & the Early Unsteady Years.**
(AVAILABLE ONLINE off PSU CAT) Bezilla, *Penn State: Illustrated History*, chapter 1, “Origins: The Land Grant Vision.”
(AVAILABLE OFF PSU DATABASES A-Z, JSTOR): Jim Weeks, “A New Race of Farmers: The Labor Rule, the Farmers’ High School, and the Origins of the Pennsylvania State University,” *Pennsylvania History*, winter 1995.

Week 2

3. (Tues. August 29) **1st “HOMEWORK RESPONSE” REACTION ESSAY DUE** (at start of this class).
..... **Look at 1860-1861 Diary of Milton S. Lytle—and Introduction to Leadership of George Atherton & the “Land Grant” Approach.**
(AVAILABLE OFF CANVAS) Milton S. Lytle, “Civil War Diary, Vol. 1” (1860-1861).
(AVAILABLE OFF CANVAS) Evan Pugh, “Catalogue of the Officers and Students of the Farmers High School of Pennsylvania, for the Year 1859” (1859).
(AVAILABLE ONLINE off PSU CAT) Bezilla, *Penn State: Illustrated History*, chapter 2, “Survival Assured with New Leadership,” read the chapter up to, but not including, “Changes in Student Life” section.

HOMEWORK RESPONSE REACTION #1---write a 2 & one-half page (double-spaced) word-processed essay sharing your impressions / insights / conclusions after carefully reading Lytle’s “Civil War Diary, Vol. 1” (1860-1861). **What are, in my judgment, the most important & striking themes / impressions that you draw from after reading Lytle’s “Diary”?** **What does the “Diary” tell you about student life and perceptions regarding the Farmers’ High School at that time period?**
MAKE SURE IN WRITING THIS, & SUBSEQUENT “HOMEWORK RESPONSE” REACTION ESSAYS, THAT YOU MAKE SPECIFIC REFERENCES FROM SEVERAL ASSIGNED SOURCES (and indicate the specific page numbers of your references using in-text citations). Reaction is due at the beginning of class.

4. (Thurs. Aug. 31) **More on the Politics, Principles, Practice of the “Land Grant College” Approach.**
(AVAILABLE OFF CANVAS) Erwin Runkle, “George Atherton’s 1884 Battle with Governor Pattison” in *The Pennsylvania State College 1853-1932 Interpretation and Record* (1933) (including 1884 Trustee Board’s “Minority” & “Majority” Reports), pp. 218-233.
(AVAILABLE OFF CANVAS) Fred Lewis Pattee, chapter 6, “To the Centre of the Keystone” in *Penn State Yankee* (1953).

Week 3

5. (Tues. Sept. 5) **First Decades of Co-Education at Penn State.**

(AVAILABLE OFF CANVAS) Carol Sonenklar, chapter 2, "Few in Number but Strong in Influence" in *We Are a Strong, Articulate Voice* (2006).

(AVAILABLE OFF CANVAS) H.R.L., "Co-Education," *Free Lance*, 1 February 1889; "Leaves of a Diary Found on the Campus," *Free Lance*, 1 May 1891 in "Penn State Women Students in 1880s & 1890s: Some Primary Sources."

6. (Thurs. Sept. 7) **More on Student Life and Athletics, 1880s-1910s.**

(AVAILABLE ONLINE off PSU CAT) Bezilla, *Penn State: Illustrated History*, chapter 2, "Survival Assured with New Leadership," read from "Changes in Student Life" section through end of chapter; chapter 3, "Shaping a Modern College," read up to, but not including, "Expanding the Curriculum & Reorganizing Admissions" section.

(AVAILABLE OFF CANVAS) C. E. Myers, "Freshman Daze" 1940s Reminiscences of C. E. Myers, class of 1908.

(OPTIONAL -- AVAILABLE OFF CANVAS) Patrice Crowley, "Miracle on the Mall" (1977).

Week 4

7. (Tues. Sept. 12) 2nd "HOMEWORK RESPONSE" REACTION ESSAY DUE (at start of this class).

..... **Closer Look at 1905 "Crisis" in College Athletics & formation of the NCAA.**

(AVAILABLE OFF CANVAS) Ronald A. Smith, "Football, Progressive Reform, & the Creation of the NCAA" (2011).

(AVAILABLE OFF CANVAS) Henry Beach Needham, "The College Athlete: His Amateur Code: Its Evasion and Administration" (1905).

(AVAILABLE OFF CANVAS) J. William White, "Football and Its Critics" (1905).

HOMEWORK RESPONSE REACTION #2---write a 2 & one-half page (double-spaced) word-processed essay sharing your impressions / insights / conclusions after carefully reading the above 3 sources dealing with the so-called "crisis" in college athletics during the first decade of the 20th century. **What were the main arguments made against "big time college sports" at this time by the critics? Main arguments of the "defenders"? How did the formation of the NCAA fit into this debate? Which side do you find the most compelling in this debate and why?**

MAKE SURE IN WRITING THIS, & SUBSEQUENT "HOMEWORK RESPONSE" REACTION ESSAYS, THAT YOU MAKE SPECIFIC REFERENCES FROM SEVERAL ASSIGNED SOURCES (and indicate the specific page numbers of your references using in-text citations). Reaction is due at the beginning of class.

8. (Thurs. Sept. 14) **Penn State and World War I. [GUEST SPEAKER]**

(AVAILABLE ONLINE off PSU CAT) Bezilla, *Penn State: Illustrated History*, chapter 4, "Toward a State University," read up to, but not including, "John Thomas & the Idea of A State University" section.

(AVAILABLE OFF CANVAS) Nancy Folkenroth, "Soldiers and State's Men, 1917-18" (1985).

Week 5

9. (Tues. Sept. 19) **World War I & Academic Freedom.**

(AVAILABLE OFF PSU DATABASES A-Z, JSTOR): Clifford Wilcox, "World War I and the Attack on Professors of German at the University of Michigan," *History of Educational Quarterly*, spring 1993.

(AVAILABLE OFF PSU DATABASES A-Z, PROQUEST (Multiple Databases)): Peter Eichststaedt, "Ward Churchill: By Firing Him, CU Regents 'Gutted Academic Freedom,' Diverse Issues in Higher Education, 6 September 2007.

(OPTIONAL -- AVAILABLE OFF PSU DATABASES A-Z, JSTOR): Robert M. O'Neil, "Limits of Freedom: The Ward Churchill Case," *Change*, September / October 2006.

10. (Thurs. Sept. 21) **Student Life, 1920s-1930s.**

(AVAILABLE ONLINE off PSU CAT) Bezilla, *Penn State: Illustrated History*, chapter 5, “New Leadership for a New Era,” read up to, but not including, “Athletic Policies Reformed” section; chapter 6, “Enduring the Great Depression,” read up to, but not including, “Curricular Changes & Broadening the Research Base” section; chapter 7, “From Depression to World War II,” read up to, but not including, “Athletic Troubles Again” section.

(AVAILABLE OFF CANVAS) “House Party,” *Penn State Froth*, November 1923; “Modern Love Making,” *Penn State Froth*, December 1923; “Alumni Creed,” *Penn State Froth*, 19 October 1933 in “Parties, Alums, & Campus Humor: Student Social Life at Penn State in 1920s and 1930s seen through the Eyes of Student Magazine Penn State Froth.”

(AVAILABLE OFF CANVAS) “How to Spend Alumni Weekend,” *Penn State Froth*, October 1933; W. G. Van Klowen, “Revolt! Drinking, Sex, Campus Graft, Fraternities, Athletics Exposed! A Sketch,” *Penn State Froth*, April 1934.

(OPTIONAL -- AVAILABLE OFF CANVAS) James Thurber, “University Days” (1933).

(OPTIONAL -- AVAILABLE OFF CANVAS) Robert Benchley, “What College Did to Me” (1927).

Week 6

11. (Tues. Sept. 26) **4-PAGE PAPER** (on either 3-4 selected *La Vie* yearbooks, 1900-1929, or 1920s-1930s primary sources on Penn State student life) **DUE** (at start of this class).

..... **More on Student Life, 1920s-1930s—Introduction to the “Athletic Situation” at Penn State, mid-1920s-mid-1930s.**

(AVAILABLE ONLINE off PSU CAT) Bezilla, *Penn State: Illustrated History*, chapter 5, “New Leadership for a New Era,” read “Athletic Policies Reformed” section to end of chapter; chapter 7, “From Depression to World War II,” read “Athletic Troubles Again” section (stop reading when you get to “The Second World War” section).

(AVAILABLE OFF PSU DATABASES A-Z, JSTOR): W. H. Cowley, “Athletics in American Colleges,” *The Journal of Higher Education*, January 1930.

12. (Thurs. Sept. 28) **CASE STUDY #1: Reforming of Penn State Athletics & 1920s-1930s Debate over “Professionalization” & Coach Hugo Bezdek.**

(AVAILABLE OFF CANVAS) read a sampling of primary and secondary sources in “Case Study #1: 1920s-1930s Debate over ‘Professionalization’ of Penn State Athletics” DOCUMENTS PACKET.

Certainly read: “And Here is the Explanation,” *Penn State Collegian*, 26 October 1926; “Report / Recommendations of Beaver White Committee” (1927); Harry B. Henderson, “Wake up, Alumni,” *Penn State Collegian*, 18 October 1935.

(AVAILABLE OFF CANVAS) Ronald A. Smith, “Hugo Bezdek’s Saga—Alumni, Trustees, and Presidents” (2016).

(OPTIONAL -- AVAILABLE OFF CANVAS) Ridge Riley, “Hugo Bezdek: Martyr or Monster?” (1977).

Week 7

13. (Tues. Oct. 3) **Penn State, World War II, & Penn State Soldiers.**

(AVAILABLE ONLINE off PSU CAT) Bezilla, *Penn State: Illustrated History*, chapter 7, “From Depression to World War II,” read “The Second World War” section to end of chapter.

(AVAILABLE OFF HISTORICAL DIGITAL COLLEGIAN ARCHIVE) Go on PSU Library’s “Historical Digital Collegian Archive” & get familiar with searching for student newspapers articles. For today’s class read the following **Daily Collegian** articles / editorials / letters dealing with the Japanese-American student applicants controversy: editorial, “Opportunity Knocks,” *Daily Collegian*, 10 July 1942; “letter to editor” titled, “I-A with My Draft Board,” *Daily Collegian*, 14 July 1942.

14. (Thurs. Oct. 5) **3RD “HOMEWORK RESPONSE” REACTION ESSAY—choice amongst 2 topics—DUE** (due at start of this class).

..... **Return of the GIs & Post-War Hyper-Expansion at Penn State.**
(AVAILABLE ONLINE off PSU CAT) Bezilla, *Penn State: Illustrated History*, chapter 8, “Challenges of the Post-War Era.”

(AVAILABLE OFF CANVAS) James Wolf, excerpts from *The Yahoo: Novel of the ex-G.I. on the Campus* (1952).

(AVAILABLE OFF CANVAS) Allan W. Ostar, “Lions Break the Color Barrier, Tie SMU in Cotton Bowl” in *The Collegian Chronicles* (2006).

(AVAILABLE OFF HISTORICAL DIGITAL COLLEGIAN ARCHIVE) Go on PSU Library’s “Historical Digital Collegian Archive” & read the following **Daily Collegian** articles / editorials / letters: “With The Editor,” *Daily Collegian*, 1 Nov. 1946; “Miami Agrees to Cancel Game,” *Daily Collegian*, 6 Nov. 1946; “letter to editor” titled, “We Object,” *Daily Collegian*, 6 Nov. 1946; “Cotton Bowl Trip Stirs Dissension on Squad,” *Daily Collegian*, 6 Jan. 1948; “Higgins, Nolan, Request Stoppage of Dissension, Gripping Rumor,” *Daily Collegian*, 7 Jan. 1948.

Go onto the “**African American Chronicles, Black History at Penn State**” website [web address is: <http://blackhistory.psu.edu/>]. Look to the column on the right and select the “People” option. Click on 1940s Penn State student-athlete “**Triplett, Wally**” and then watch Triplett’s videotaped interview (take special note to what Triplett says about 1946 football game vs. Miami and 1948 Cotton Bowl).

HOMEWORK RESPONSE REACTION #3---this requires that you write a 2 & one-half page (double-spaced) word-processed essay. REMEMBER THAT YOU HAVE 2 TOPICS HERE TO SELECT FROM: “REACTION” TO WOLF’S NOVEL OR “REACTION” re: PENN STATE FOOTBALL’S 1946 CANCELLATION OF GAME WITH MIAMI AND PENN STATE FOOTBALL’S INVOLVEMENT IN 1948 COTTON BOWL.

FOR READINGS FROM WOLF’S **THE YAHOO**: Share your impressions / insights / conclusions after carefully reading excerpts from this novel. **What does the novel suggest about Penn State College and its faculty and its students in the immediate post-WWII era? The most significant values, concerns, activities? How historically accurate is Wolf’s depiction of Penn State of that era?**

FOR READINGS ON PENN STATE FOOTBALL & RACE, 1946-1948: Share your impressions / insights / conclusions after reading about football team’s cancellation of Miami game and its involvement in 1948 Cotton Bowl. **What do these episodes suggest about the College’s & its students’ attitudes / stance towards race and athletics?** MAKE SURE IN WRITING THIS, & SUBSEQUENT “HOMEWORK RESPONSE” REACTION ESSAYS, THAT YOU MAKE SPECIFIC REFERENCES FROM SEVERAL ASSIGNED SOURCES (and indicate the specific page numbers of your references using in-text citations). Reaction is due at the beginning of class.

Week 8

15. (Tues. Oct. 10) **Penn State & the Emergence of Cold War-era “Research University”: Is it Fair to characterize Penn State as Part of the “Military-Industrial Complex”?**

(AVAILABLE ONLINE off PSU CAT) Bezilla, *Penn State: Illustrated History*, chapter 9, “The Quest for National Recognition,” read up to, but not including, “An Era of Good Feeling” section.

(AVAILABLE OFF CANVAS) President Dwight Eisenhower, “Address at the Centennial Commencement of Pennsylvania State University” (1955); President Dwight Eisenhower, “Farewell Address” (1961).

Spend some time looking over the “Penn State, Vice President for Research” website. Look at the “Annual Report of Research Activity” section, especially the link to archived “Reports (address is:

<https://www.research.psu.edu/ovpr/annual-reports>). Look at several annual Reports.

16. (Thurs. Oct. 12) **4th “HOMEWORK RESPONSE” REACTION ESSAY DUE** (due at start of this class).

[WILL VISIT SPECIAL COLLECTIONS RM, 1ST FLOOR OF PATERNO LIBRARY FOR 2ND-HALF OF THIS CLASS]

..... **Presidency of Milton Eisenhower, McCarthyism, & the Plight of Civil Liberties at Penn State.**

(AVAILABLE ONLINE off PSU CAT) Bezilla, *Penn State: Illustrated History*, chapter 9, “The Quest for National Recognition,” read “An Era of Good Feeling” section to end of chapter.

(AVAILABLE OFF CANVAS) Steven Ambrose, “Days of Tension and Hysteria: Deans, Faculty—and Civil Liberties at Penn State” (1983).

(AVAILABLE OFF CANVAS) Don Acheson Smith, “Wendell MacRae & the Penn State Loyalty Oath” (1987).

HOMEWORK RESPONSE REACTION #4---write a 2 & one-half page (double-spaced) word-processed essay sharing your impressions / insights / conclusions after reading about the Wendell MacRae Penn State Loyalty Oath case.

Offer a thoughtful assessment evaluation of both Penn State's early 1950s "loyalty oath" program and the leadership of President Eisenhower re: the case. In your judgment, was the "loyalty oath" program appropriate or not? Would it be appropriate for Penn State to institute some variant of such a program present-day for its employees?

MAKE SURE IN WRITING THIS REACTION ESSAY THAT YOU MAKE SPECIFIC REFERENCES FROM SEVERAL ASSIGNED SOURCES (and indicate the specific page numbers of your references using in-text citations). Reaction is due at the beginning of class.

Week 9

17. (Tues. Oct. 17) **Advent of Walker Presidency, 1950s Student Life—and Race Relations at Penn State, 1900-early 1960s.**

(AVAILABLE ONLINE off PSU CAT) Bezilla, *Penn State: Illustrated History*, chapter 10, "Expansion and Its Consequences," read "Eric Walker and Planned Growth" section, then "The Not Necessarily Silent Generation" section to end of chapter.

Go online and type in "Penn State African American Chronicles." This takes you to a website—"African American Chronicles, Black History at Penn State" [web address is: <http://blackhistory.psu.edu/>]—which houses a multitude of excellent primary and secondary sources on African Americans at Penn State. There is a column on the right with the following useful categories: "People"; "Resources." Click on the "People" option; then, click on "Triplett, Wally" and watch Triplett's 1990s interview. Also click on "Resources" and see the list titled, "Historical Documents." Select historical document, "Black Experience at Penn State." Read the first installment ("**Jim Crow Must Go: 1900-1955**," pp. 1-8) of Lisa Roney, "**The Black Experience at Penn State**" (1989).

18. (Thurs. Oct. 19) MID-TERM TEST.

Week 10

19. (Tues. Oct. 24) **Introduction to College Student Protest in the 1960s, 1970: Who were the Student Protestors?**

(AVAILABLE OFF CANVAS) Kenneth Keniston, "What's Bugging the Students?" (1970).

(AVAILABLE OFF PSU DATABASES A-Z, JSTOR): Mary C. Miles, "A Change in Consciousness: The Penn State Students for a Democratic Society and the Neil Buckley Document Collection," *Pennsylvania History*, summer 1996.

20. (Thurs. Oct. 26) 1-PAGE SUMMARY OF 2 DOCUMENTS FOUND FOR "SPECIAL COLLECTIONS LIBRARY ASSIGNMENT" DUE (at start of this class).

..... **CASE STUDY #2: Penn State Student Battle to Reform Co-Ed Visitation Policies & to End In Loco Parentis.**

(AVAILABLE ONLINE off PSU CAT) Bezilla, *Penn State: Illustrated History*, chapter 11, "Years of Crisis: The 1960s," read up to, but not including, "And Still More Growth" section.

(AVAILABLE OFF CANVAS) read a sampling of primary sources in "**Case Study #2: 1960s Debate over Penn State Students' Visitation Policies**" DOCUMENTS PACKET. Certainly read: Eric A. Walker, Draft of chapter on "In Loco Parentis" from 1986 manuscript; Mel Zeigler, "Disobey It," *Daily Collegian*, 3 May 1966; "Demand Rights," *Daily Collegian*, 4 May 1966; Alfred Mollin, "Must Be Earned," *Daily Collegian*, 4 May 1966; Mrs. Samuel Moshinsky, "Parent's View," *Daily Collegian*, 19 May 1966.

(AVAILABLE OFF CANVAS) "The Pennsylvania State University Policies & Regulations Governing Undergraduate Women in Residence"—1962-1963 edition, then 1968-1969 edition.

Week 11

21. (Tues. Oct. 31) **More on Anti-War Protest at Penn State—CASE STUDY #3: April 1970 ORL March Protest, Old Main “Occupations,” & Walker Administration Responses.**
(AVAILABLE OFF CANVAS) read a sampling of primary sources in “Case Study #3: April 1970 ORL Anti-War Student Protest & Occupations DOCUMENTS PACKET. Certainly read: 1986 Draft of Eric Walker Manuscript “Student Unrest”; “Petition from the Coalition for Peace/Student Peace Union to President Walker,” April 10, 1970; “Black Student Union Demands,” April 15, 1970; “Statement of Penn State Faculty Members Regarding Campus Disorders,” April 20, 1970; “Student Council of the College of the Liberal Arts Demands to President Walker,” April 20, 1970; Letter of PSU Senior Anthony Clifford to President Eric Walker, April 20 1970.
(re-read AVAILABLE OFF PSU DATABASES A-Z, JSTOR): Mary C. Miles, “A Change in Consciousness: The Penn State Students for a Democratic Society and the Neil Buckley Document Collection,” *Pennsylvania History*, summer 1996.

22. (Thurs. Nov. 2) **Introduction to 1960s Douglass Association / Black Student Union Protests at Penn State.**
(AVAILABLE OFF CANVAS) Douglass Association List of 12 Demands (1968).
(AVAILABLE OFF CANVAS) Mitchell Wilston, “Jesse Arnelle: A Catalyst for Change in 1968” (2014). Go onto the “African American Chronicles, Black History at Penn State” website [web address is: <http://blackhistory.psu.edu/>]. Look to the column on the right and select the “People” option. Click on “Arnelle, Jesse” and then read Arnelle’s 1968 “I Love This Penn State—But Freedom is Dearer to Me” Speech. Then click on “Collins, William ‘Rick’” and watch Collins’ videotaped interview. Also go to the “Resources” option; click and see the “Historical Documents” list. Select the historical document titled, “History of Black Protests at Penn State” (Robin Hoecker’s 2002 PSU thesis, “The Black and White Behind the Blue and White: A History of Black Student Protests at Penn State”). For today’s class read: Robin Hoecker, “1960-1969: Building Tensions,” pp. 66-82.

Week 12

23. (Tues. Nov. 7) **CASE STUDY #4: Douglass Association’s Spring 1969 Demands for More African-American Admissions; CASE STUDY #5: Black Students’ Protest at Halftime of 1 November 1969 Penn State Football Game.**
(AVAILABLE OFF CANVAS) read a sampling of primary sources in “Case Study #4: Douglass Association Spring 1969 Demands for more Afr.-Am. Admissions, DOCUMENTS PACKET. Certainly read: “Statement of Dr. Eric A. Walker in response to communication from Douglass Association,” 20 Jan. 1969; Rick Collins, President of Douglass Association Response, 21 Jan. 1969; Rick Collins & Don Bailey Response to Robert Scannell’s Remarks, 5 Feb. 1969.
(AVAILABLE OFF CANVAS) read a sampling of primary sources in “Case Study #5: BSU Protest at 1 Nov. 1969 Football Game DOCUMENTS PACKET. Certainly read: Text of BSU’s Statement in “BSU Seeks Meeting,” 4 Nov. 1969; Bill Broadwater, “Who Conquered on Saturday?,” 4 Nov. 1969; “Number One in the Polls,” 4 Nov. 1969; “Black Student Union News Release,” 5 Nov. 1969.

24. (Thurs. Nov. 9) **Selective Look at post-1960s Race Relations at Penn State & the Challenges facing Admissions & Goal of ‘Diversity.’**
(AVAILABLE OFF CANVAS) “Penn State University: Blacks Are Unhappy in the Happy Valley,” *Journal of Black in Higher Education*, 2001; Tom Gibb, “Black Students find Penn State an uneasy fit,” *Post-Gazette* (2001).
(AVAILABLE OFF CANVAS) Phil Gutis, “Minorities: University & national black enrollment decreasing,” *Daily Collegian*, 15 July 1983; Maura C. Ciccarelli, “Penn State Courting Minorities,” *Philadelphia Inquirer*, 25 August 1999; Kate Dailey, “Image of PSU Changing,” *Daily Collegian*, 8 Feb. 1999 in “1980s-1990s Articles dealing with Minority Admissions at Penn State.”

Week 13

25. (Tues. Nov. 14) **Broader Considerations of Affirmative Action & Graduate / Undergraduate Admissions.**
(AVAILABLE OFF CANVAS) excerpts from 2003 “affirmative action” Supreme Court ruling, **Grutter v. Bollinger**, Justice O’Connor’s Majority Opinion & Chief Justice Rehnquist Dissenting Opinion.
(AVAILABLE OFF CANVAS) Pennsylvania State University, “A Framework to Foster Diversity at Penn State: 1998-2003” (1998).
(AVAILABLE OFF CANVAS) Penn State Student Enrollment (all campuses), 1899-2008.

26. (Thurs. Nov. 16) **The Rise & Successes of Women’s Intercollegiate Athletics at Penn State.**
Justine Kaempfer, “Narrative of the History of Penn State Women’s Intercollegiate Athletics” (2014).
Lou Prato, “The Pioneers of Penn State Varsity Women’s Athletics” (2014).

Week 14

***** THANKSGIVING BREAK --- NO CLASSES WEEK OF NOV. 20-NOV. 24.

Week 15

27. (Tues. Nov. 28) **Broader Look at Title IX & Penn State Women’s Intercollegiate Athletics in Early 21st Century.**
READINGS TO BE DETERMINED.

28. (Thurs. Nov. 30) **‘Big Time’ College Sports & at Penn State—and An Introduction to Coach Paterno’s ‘Grand Experiment.’**
READINGS TO BE DETERMINED.

Week 16

29. (Tues. Dec. 5) **More on ‘Big Time’ College Sports at Penn State.**
READINGS TO BE DETERMINED.

30. (Thurs. Dec. 7) **Journalistic Reactions to the Sandusky Scandal.**
READINGS TO BE DETERMINED.

.....DURING EXAM WEEK: Students have a choice **between** WRITING 4-PAGE PAPER (in which the student selects one PSU academic year (between 1975 and 1995) AND CHRONICLES / ANALYZES SUCH USING DAILY COLLEGIAN ARTICLES) OR FINAL TEST (during University-designated test day / time).

HISTORY 197 ----- GRADING GRID FOR EVALUATING STUDENT PAPERS

[There are usually some fairly modest margin comments made right on your paper. Be mindful that: a check mark is generally something good / a good point / good insight made; AND a question mark ? is generally something of concern about your writing (clumsy writing / not persuasive claim / factual error / poor or no citation where necessary).

Below I comment on / evaluate your paper (by way of a check mark for level of effectiveness) for each one of the broad categories of essay-writing highlighted in an earlier document posted on CANVAS. This grid is meant as a general outline indicating the strengths and weaknesses of your paper. There is no exact numerical manner or formula by which I determine your final paper grade regarding your performance in each one of these categories; but I do take into consideration all of these categories. [YOU ARE WELCOME TO TALK WITH ME ONE-ON-ONE ABOUT YOUR PAPER, MY MORE SPECIFIC COMMENTS REGARDING SUCH, AND REASONS BEHIND MY EVALUATION, & AREAS THAT I THINK YOU NEED TO WORK ON FOR YOUR ESSAY-WRITING. AGAIN, I WOULD WELCOME THAT CONVERSATION]

COMPREHENSION

-----how well, overall, does the student understand the essence of the material / concepts & issues under consideration? Has the student done, and been able to comprehend, the required readings for the assignment? Are there significant factual errors pointing to comprehension problems?

Paper's effectiveness in this area

superior _____

average _____

below average _____

poor _____

ORGANIZATION

-----how well is the paper organized? paragraph by paragraph, point by point? Does the organization make coherent sense? Does the paper "flow" effectively? or not? Does the student include an explicit and substantive thesis statement in introductory paragraph(s)?

Paper's effectiveness in this area

superior _____

average _____

below average _____

poor _____

QUALITY OF WRITING

-----how well written / how "readable" is the paper? significant number of grammatical errors? errors with verb tense / with improper "word choice"? Are quotations integrated / "set up" effectively or not?

Paper's effectiveness in this area

superior _____

average _____

below average _____

poor _____

CALIBER OF ANALYSIS.....& PERSUASIVENESS & SOPHISTICATION OF ARGUMENT

-----does the paper have a coherent & compelling analytical component? Is the student making larger (analytical) conclusions or points with the material and "the facts"? Are these analytical points / arguments developed or not? Presented consistently or does the student contradict himself /herself? Is the analysis, overall, persuasive or not? Is it sufficiently sophisticated or not?

Paper's effectiveness in this area

superior _____

average _____

below average _____

poor _____

USE OF A DIVERSE RANGE OF SOURCES (PRIMARY & SECONDARY).... USE OF SPECIFIC SUPPORTING (& “CONTRARY”) EVIDENCE

-----intelligent use of a **diverse range of sources, including primary sources???**

---Does the student understand meanings of various sources, & use them with proper understanding or not? Does the student include, then address & respond to, important “**contrary**” evidence (evidence that points to an interpretation different from one’s own)?

Paper’s effectiveness in this area

superior _____

average _____

below average _____

poor _____

YOUR GRADE FOR THIS PAPER:

VERY BRIEF SUMMING UP COMMENTS