



Contemporary Nordic Histories of the Universities: The Renewal of An Old Field

Johan Östling

Abstract • Historians of the universities have not always belonged to the avantgarde of historical research. On the contrary, many studies of the universities have tended to be rather traditional and narrow-minded. In recent years, however, the surge in the history of knowledge has opened up novel perspectives and given new impulses to how to write the history of the universities. In this presentation, Johan Östling, director of the Lund Centre for the History of Knowledge (LUCK), will highlight some of these new trends and approaches. Among other things, he will show how global history, media history and the history of the humanities can enrich the history of universities.

Keywords • Nordic universities, history of knowledge, history of university

The author of this article was invited by the guest editors to write this reflective overview based on a keynote held at the Eighth Nordic Conference on the History of Education. However, this article has been subjected to double-blind peer review.

House biographies and the jubilee syndrome

The university has a grand and extensive past. On ceremonial occasions it tends to be presented as one of the European societal institutions with the longest unbroken tradition. Against this background, it should be possible to write the history of the university employing many different approaches. Nevertheless, it is remarkable how limited the historiography of the university has been.¹

Or to put it differently: historians of the universities have not always belonged to the avantgarde of historical research. On the contrary, many studies of the universities have tended to be rather traditional and narrow-minded. In recent years, however, novel perspectives have opened up and new impulses how to write the history of the universities have emerged. This is a very welcome development, especially if you are convinced, as I am, that historical insights are indispensable for understanding contemporary processes and phenomena. Today's universities, in the Nordic countries as well as in the rest of the world, are complex organizations with multiple social, educational and scientific missions. The historiography must similarly be multifaceted and cannot be based on inward-looking or self-gratulatory accounts.

In this paper, I will briefly highlight some of the new trends and approaches in historical scholarship. First of all, however, a few words about the genre of university history. Since

This article is based on the plenary lecture that I gave at the Nordic Education History Conference, Aalborg, 26 May, 2022. Even though references have been added and some of the discussions have been expanded, I have tried to preserve the original structure and tone.

¹ This and the following paragraphs draw on my account in Johan Östling, *Humboldt and the Modern German University: An Intellectual History*, transl. Lena Olsson (Lund: Lund University Press/Manchester University Press, 2018).

the very beginning, there has been a close relationship between university history and the historical jubilees of the academy.² This has resulted in a “jubilee syndrome” (Sivert Langholm) that has meant that there exist a great number of thick books on universities, which not always have a critical or contextual dimension (to be fair, this is a potential problem for all history writing that is motivated by institutional jubilees, including organizations, private companies and governmental departments). A significant majority of these works deal with individual universities, almost without exception written by academics with strong connections to the universities in question. Far from all of these “house biographies” (Sheldon Rothblatt) have been written by professional historians, and they were far from always linked to newer currents within historical research.³

The German historians Matthias Asche and Stefan Gerber have argued that university history as a genre has flourished in periods of academic crisis and rapid change. They highlight the decades around the year 1800 and the period from the founding of the German Empire to the First World War as illustrative examples. During these periods the university and its understanding of itself was rocked to its foundations, and this seems to have given rise to a need for examining the historical development of the institution. This is probably true today as well.⁴

Many of the university history that is being written is still embarrassingly conventional. However, the last twenty years, and with increased intensity since around 2010, the history of the university has experienced something of a renaissance: the field has been vitalised. Several analysts have connected this reawakening within university history to the radical changes in academic reality around the year 2000. Like the subject of history per se, university history has been transformed through the influence of linguistic and cultural theories. The rituals, myths and conceptual worlds of academia have become key areas of research. Other catalysts have been gender history, media history and studies of systems of power and organisational systems. The chronological focus has shifted: the modern era has been brought into focus.⁵

New Nordic histories

These new tendencies are also visible in some of the new major Nordic histories that have been published since the early 2010s. Four examples will illustrate that also jubilee

2 Sheldon Rothblatt, “The Writing of University History at the End of Another Century,” *Oxford Review of Education* 23, no. 2 (1997); Rainer A. Müller, “Genese, Methoden und Tendenzen der allgemeinen deutschen Universitätsgeschichte: Zur Entwicklung einer historischen Spezialdisziplin,” *Mitteilungen der Österreichischen Gesellschaft für Wissenschaftsgeschichte* 20 (2000); Pieter Dhondt, “University History Writing: More Than A History of Jubilees?,” in *University Jubilees and University History Writing: A Challenging Relationship*, ed. Pieter Dhondt (Leiden and Boston: Brill, 2015).

3 Sivert Langholm, *Helheten och delene: Hvordan skrive en 200 års historie for Universitetet i Oslo?* (Oslo: Oslo: Forum for universitetshistorie, Universitetet i Oslo, 1996), 2–3; Rothblatt (1997), 154.

4 Matthias Asche and Stefan Gerber, “Neuzeitliche Universitätsgeschichte in Deutschland: Entwicklungslinien und Forschungsfelder,” *Archiv für Kulturgeschichte* 90, no. 1 (2008).

5 Anne Rohstock, “The History of Higher Education: Some Conceptual Remarks on the Future of a Research Field,” in *Education Systems in Historical, Cultural, and Sociological Perspectives*, ed. Daniel Tröhler and Ragnhild Barbu (Rotterdam: Sense Publishers, 2011); Sylvia Paletschek, “Stand und Perspektiven der neueren Universitätsgeschichte,” *N.T.M.* 19, no. 2 (2011); Sylvia Paletschek, “The Writing of University History and University Jubilees: German Examples,” *Studium: Tijdschrift voor Wetenschap- en Universiteitsgeschiedenis / Revue d’Histoire des Sciences et des Universités* 5, no. 3 (2012); Anders Ahlbäck and Laura Hollsten, “Changing the Narratives of University History,” *Kasvatus & Aika* 9, no. 3 (2015).

histories can be innovative and open to new impulses.

The undoubtedly largest history of the university project in the Nordic countries during the 21st century was based at Oslo. When the Norwegian university celebrated its bicentenary in 2011, a large number of historians (Jorunn Sem Fure, Jan Eivind Myhre, Kim G. Helsvig, Fredrik W. Thue and other) had been involved, under the direction of John Peter Collett, in producing a nine-volumes work. The first six volumes were chronologically organised; the three remaining ones thematically. The emphasis shifted depending on who the lead author was: perspectives from history of science were prominent in some volumes, while politics, economics, and social conditions took centre stage in others. Taken together, the work became more than a story of a scientific and educational institution; it was an interpretation of the birth and development of the modern Norwegian nation seen from the point of view of the history of advanced knowledge.⁶

Also in the new volumes on the history of Åbo Akademi University, questions on the institution's role and significance in the national project are central. Founded as a Swedish-speaking university in 1918, that is in the wake of Finland's independence, Åbo Akademi's importance to the Finno-Swedish culture and identity is of particular interest. In connection with the centenary in 2018, three books were published. Nils Erik Villstrand wrote a monograph on the creation of the university and its general development up to the end of the Second World War. Laura Hollsten edited a volume of studies devoted to the history of science and knowledge, whereas Anders Ahlbäck and Henry Nygård published an edited volume on the university's place in society.⁷

When Lund University celebrated 350 years between 2016 and 2018, there was already a number of older studies on the institution's past to build on, from novels and student memoirs to scholarly books and a solid four-volume work from the 1960s. In connection with the new anniversary, however, a number of new publications were published, books in which I myself was to some extent involved. A popular, richly illustrated overview was published (with Björn Magnusson Staaf and Fredrik Tersmeden as the main authors) as well as a scholarly volume edited by Gunnar Broberg and David Dunér focusing on the university's relationship with society at large. In addition, an extensive history of literature and authors associated with Lund University

6 John Peter Collett, *Universitetet i Oslo 1811–2011. Bok 1, 1811–1870: Universitetet i nasjonen* (Oslo: Unipub, 2011); Jon Røyne Kyllingstad and Thor Inge Rørvik, *Universitetet i Oslo 1811–2011. Bok 2, 1870–1911: Vitenskapenes universitet* (Oslo: Unipub, 2011); Jorunn Sem Fure, *Universitetet i Oslo 1811–2011. Bok 3, 1911–1940: Inn i forskningsalderen* (Oslo: Unipub, 2011); Jorunn Sem Fure, *Universitetet i Oslo 1811–2011. Bok 4, 1940–1945: Universitetet i kamp* (Oslo: Unipub, 2011); Fredrik W. Thue and Kim G. Helsvig, *Universitetet i Oslo 1811–2011. Bok 5, 1945–1975: Den store transformasjonen* (Oslo: Unipub, 2011); Kim G. Helsvig, John Peter Collett and Anne Vaalund, eds., *Universitetet i Oslo 1811–2011. Bok 6, 1975–2011: Mot en ny samfunnskontrakt?* (Oslo: Unipub, 2011); Peder Anker, John Peter Collett and Anne Vaalund, eds., *Universitetet i Oslo 1811–2011. Bok 7, Samtidshistoriske perspektiver* (Oslo: Unipub, 2011); Jan Eivind, *Universitetet i Oslo 1811–2011. Bok 8, Kunnskapsbærerne: Akademikere mellom universitet og samfunn* (Oslo: Unipub, 2011); Tor Ivar Hansen, John Peter Collett and Anne Vaalund, eds., *Universitetet i Oslo 1811–2011. Bok 9, Studentminner* (Oslo: Unipub, 2011).

7 Nils Erik Villstrand, *Åbo Akademi i sin början: 1918–1945* (Turku: Åbo Akademi förlag, 2019); Laura Hollsten, ed., *Åbo Akademi och kunskapen: Perspektiv på villkoren för skapandet av vetenskap, 1918–2018* (Turku: Åbo Akademi förlag, 2018); Anders Ahlbäck and Henry Nygård, eds., *Åbo Akademi och samhället: Perspektiv på växelverkan mellan samhällsförändring och universitet, 1918–2018* (Turku: Åbo Akademi förlag, 2018).

was published, as well as a comprehensive book on the history of the Faculty of Law.⁸

The latest addition to Nordic university history comes from Bergen. In 2022, a three-volume work on the university's 75-year history was published, with Astri Andresen, Dunja Blažević and Kari Tove Elvbakken as editors. A total of eighteen authors have contributed and the main theoretical source of inspiration has been the history of science. The first volume deals with the creation of the university and its material, institutional and social conditions, while the contributions in the second volume focus on the scientific actors, disciplines and research fields. The concluding volume deals with the university in society and its relations with the education system, business and the state.⁹

All of the above-mentioned Nordic works can be said to be examples of the renewal of university history that has taken place in recent decades. Analytical inspiration has been drawn from cultural history, history of science, history of education, gender history and media history, but also from more classical political, economic and social history. The universities have often situated in their relevant local, regional, national and to some extent international contexts. There still tends to be a positive basic attitude towards the university depicted and the people who inhabited it, but critical discussions exist and the accounts are not hagiographical.

International sources of inspiration

In the international scholarly literature, other new perspectives and innovative approaches can be found that could enrich Nordic historiography even further. I will here present a few recent studies.

Inspiration can of course be drawn from global history that emphasizes entanglements and interactions across national borders. A good example of this type of historiography is provided by Emily J. Levine in *Dreamland of Humanists*. In this book, she examines the establishment of the University of Hamburg after the First World War. Levine focuses on Aby Warburg, Ernst Cassirer and Erwin Panofsky and their quest to found a new cultural science. Setting her story in the liberal and mercantile Elbe metropolis, she gives the historiography of the Weimar Republic – which so often has revolved around the radical and polarized Berlin – more facets. In a captivating final chapter, she describes the fate of the Hamburg school when everything Jewish was expelled from Germany and what happened to the intellectual legacies on the other side of the Atlantic. As always when ideas are circulating, they are potentially transformed.¹⁰

8 Björn Magnusson Staaf and Fredrik Tersmeden, *Lunds universitet under 350 år: Historia och historier* (Lund: Lunds universitet, 2016); Gunnar Broberg and David Dunér, eds., *Beredd till bådaderna: Lunds universitet och omvärlden* (Lund: Lunds universitet, 2017); Katarina Bernhardsson, Göran Bexell, Daniel Möller and Johan Stenström, eds., *En lundensisk litteraturhistoria: Lunds universitetet som litterärt kraftfält* (Gothenburg: Makadam, 2017); Kjell Å Modéer, *Det förpliktande minnet: Juridiska fakulteten i Lund 1666–2016* (Stockholm: Santérus, 2017).

9 Astri Andresen, Dunja Blažević and Kari Tove Elvbakken, eds., *Vitenskap og vitenskapshistorier. Universitetet i Bergen 1946–2021: Bind 1, Politikken og hverdagen* (Bergen: Fagbokforlaget, 2022); Astri Andresen, Dunja Blažević and Kari Tove Elvbakken, eds., *Vitenskap og vitenskapshistorier. Universitetet i Bergen 1946–2021: Bind 2, Disipliner og forskningafelt* (Bergen: Fagbokforlaget, 2022); Astri Andresen, Dunja Blažević and Kari Tove Elvbakken, eds., *Vitenskap og vitenskapshistorier. Universitetet i Bergen 1946–2021: Bind 3, Kunnskapen i samfunnet* (Bergen: Fagbokforlaget, 2022).

10 Emily J. Levine, *Dreamland of Humanists: Warburg, Cassirer, Panofsky, and the Hamburg School* (Chicago: University of Chicago Press, 2013). See also Emily J. Levine, *Allies and Rivals: German–*

Combining a traditional university history focus with a global outlook, Tamson Pietsch's thesis *Empire of Scholars* is of great interest. She analyses the extensive academic networks built up during the Victorian age of globalization. In Cape Town, Sydney and Toronto, new universities were founded in the middle of the 19th century, often as local initiatives. During the end of the century these became increasingly associated with London, Oxford and Cambridge. Through scholarships, exchange programs and personal connections, they gradually became part of a British academic imperial community. This had as a premise that the members shared a language, a culture and a worldview. A professor in Edinburgh or Manchester could correspond extensively with colleagues in Adelaide and Montreal, but be ignorant of what was going on in Heidelberg or Montpellier. On that point, Pietsch illustrates a paradox of globalization, as valid today as in the 19th century: a community can include large parts of the globe, but still only include a small part of the world.¹¹

Even general historical phenomena tend, on closer inspection, to turn out to have their specific national characteristics. This is, for instance, obvious when reading Nikolai Wehr's *Protest der Professoren*. This is not yet another study of student radicalism – but of the counterattack of the professors against the left-wing movement. In 1970, an association of academic teachers was formed in West Germany, “Bund Freiheit der Wissenschaft”. In the eyes of the left-wing students, they represented a reactionary fraction, and that view has lived on in historiography, but Wehrs argues that they were made up of an unorthodox mix of conservatives, liberals and social democrats. There were those who tried to protect their privileges, but there were also those who defended classic academic freedom and ideas of *Bildung* in a time of rapid change.¹²

As so often in postwar Germany, the university debate in the wake of 1968 also gained its special character and intensity from being an aspect of the confrontation with the Nazi legacy. Academic *Vergangenheitsbewältigung*, more or often less complete, is a constantly recurring theme in the essays in *Universität, Wissenschaft und Öffentlichkeit in Westdeutschland*, published by, among others, a leading figure in contemporary German research on the history of the universities, Sylvia Paletschek. The editors' point of departure is that the debate about the university must be seen as an integral part of societal transformation.¹³

Another form of critical historiography has emerged in North America in the last decade. New research, not least directed at the oldest institutions of learning in the United States, has demonstrated how slaves were involved in the construction of university buildings and how funding was an integral part of the slave economy.

American Exchange and the Rise of the Modern Research University (Chicago: University of Chicago Press, 2021).

11 Tamson Pietsch, *Empire of Scholars: Universities, Networks and the British Academic World, 1850–1939* (Manchester: Manchester University Press, 2013). Other ways of writing transnational histories of the universities are offered in Charlotte A. Lerg, *Universitätsdiplomatie: Wissenschaft und Prestige in den transatlantischen Beziehungen 1890–1920* (Göttingen: Vandenhoeck & Ruprecht, 2019) and Tamson Pietsch, *The Floating University: Experience, Empire, and the Politics of Knowledge* (Chicago: The University of Chicago Press, 2023).

12 Nikolai Wehrs, *Protest der Professoren: Der “Bund Freiheit der Wissenschaft” in den 1970er Jahren* (Göttingen: Wallstein, 2014).

13 Sebastian Brandt et al., eds, *Universität, Wissenschaft und Öffentlichkeit in Westdeutschland: (1945 bis ca. 1970)* (Stuttgart: Franz Steiner, 2014).

Several of the most famous North American institutions have recently been drawn into animated discussions about their past. The critical examinations have had different targets: Princeton's first nine presidents were slave owners, and both Brown and Yale are named after slave traders, while Georgetown University at one point sold a large amount of slaves to solve internal financial problems. In the contemporary debate, demands have been raised for historical investigations and financial compensation on the part of the universities.¹⁴

Still other studies have recently shown how the modern universities have been part of large-scale political projects. During the 1960s, almost 200 new universities were founded around the world. As educational institutions, they were characterized by ideas about a radical renewal of knowledge institutions. In a scholarly volume edited by Jill Pellew and Miles Taylor, these "utopian universities" are analyzed and their pedagogical, social and architectural legacies they left behind. In another recent study, Davarian L. Baldwin argues that the expansion of universities in the United States in recent decades is part of urban planning that, in a neoliberal spirit, contributes to gentrification and social segregation.¹⁵

Why university history?

In our time, the university is the bearer of many promises. It is expected to provide education for today and tomorrow, create knowledge and learning, stimulate regional and national economies, serve as a critical authority, and be a forum for fresh ideas.

All over the world – for a long time in Europe and North America, but increasingly also in Asia and on other continents – enormous sums are invested in universities and research institutes every year. Since the year 2000, the number of students taking academic degrees in China has increased almost tenfold, the annual figure now stands at more than 8 million. Fifteen years ago, Ethiopia had two universities; today there are about thirty. In Europe, too, huge expansion is a reality. In Great Britain, there were 46 universities in the early 1990s; now there are over 140.

Consequently, the wealth and welfare of nations and individuals are tied to the university in a way that was not the case a mere couple of decades ago. Against this background, it is evident that the history of the university contains too many potential insights to be left to collectors of anecdotes and writers of chronicles. It has to be integrated in a broader history of knowledge that reflects the conditions of peoples' lives and the transformation of society at large.

About the author

Johan Östling is Professor of History and Director of the Lund Centre for the History of Knowledge, Lund University, Sweden. E-mail: johan.ostling@hist.lu.se

¹⁴ See, for example, Craig Steven Wilder, *Ebony & Ivy: Race, Slavery, and the Troubled History of America's Universities* (New York: Bloomsbury Press, 2013) and Alfred Brophy, James T. Campbell and Leslie M. Harris, eds., *Slavery and the University: Histories and Legacies* (Athens: University of Georgia Press, 2019).

¹⁵ Jill Pellew and Miles Taylor, eds., *Utopian Universities: A Global History of the New Campuses of the 1960s* (London: Bloomsbury Academic, 2021); Davarian L. Baldwin, *In the Shadow of the Ivory Tower: How Universities are Plundering Our Cities* (New York: Bold Type Books, 2021).

References

- Ahlbäck, Anders and Laura Hollsten. "Changing the Narratives of University History," *Kasvatus & Aika* 9, no. 3 (2015), 104–116.
- Ahlbäck, Anders and Henry Nygård, eds. *Åbo Akademi och samhället: Perspektiv på växelverkan mellan samhällsförändring och universitet, 1918–2018*. Turku: Åbo Akademis förlag, 2018.
- Andresen, Astri, Dunja Blažević and Kari Tove Elvbakken, eds. *Vitenskap og vitenskapshistorier. Universitetet i Bergen 1946–2021: Bind 1, Politikken og hverdagen*. Bergen: Fagbokforlaget, 2022.
- Andresen, Astri, Dunja Blažević and Kari Tove Elvbakken, eds., *Vitenskap og vitenskapshistorier. Universitetet i Bergen 1946–2021: Bind 2, Disipliner og forskningafelt*. Bergen: Fagbokforlaget, 2022.
- Andresen, Astri, Dunja Blažević and Kari Tove Elvbakken, eds., *Vitenskap og vitenskapshistorier. Universitetet i Bergen 1946–2021: Bind 3, Kunnskapen i samfunnet*. Bergen: Fagbokforlaget, 2022.
- Anker, Peder, John Peter Collett and Anne Vaalund, eds., *Universitetet i Oslo 1811–2011. Bok 7, Samtidshistoriske perspektiver*. Oslo: Unipub, 2011.
- Asche, Matthias and Stefan Gerber. "Neuzeitliche Universitätsgeschichte in Deutschland: Entwicklungslinien und Forschungsfelder." *Archiv für Kulturgeschichte* 90, no. 1 (2008), 159–202.
- Baldwin, Davarian L. *In the Shadow of the Ivory Tower: How Universities are Plundering Our Cities*. New York: Bold Type Books, 2021.
- Bernhardsson, Katarina, Göran Bexell, Daniel Möller and Johan Stenström, eds. *En lundsensisk litteraturhistoria: Lunds universitetet som litterært kraftfält*. Gothenburg: Makadam, 2017.
- Brandt, Sebastian et al., eds. *Universität, Wissenschaft und Öffentlichkeit in Westdeutschland: (1945 bis ca. 1970)*. Stuttgart: Franz Steiner, 2014.
- Broberg, Gunnar and David Dunér, eds. *Beredd till bådadera: Lunds universitet och omvärlden*. Lund: Lunds universitet, 2017.
- Brophy, Alfred, James T. Campbell and Leslie M. Harris, eds. *Slavery and the University: Histories and Legacies*. Athens: University of Georgia Press, 2019.
- Collett, John Peter. *Universitetet i Oslo 1811–2011. Bok 1, 1811–1870: Universitetet i nasjonen*. Oslo: Unipub, 2011.
- Dhondt, Pieter. "University History Writing: More Than A History of Jubilees?" In *University Jubilees and University History Writing: A Challenging Relationship*, edited by Pieter Dhondt, 1–17. Leiden and Boston: Brill, 2015.
- Eivind, Jan. *Universitetet i Oslo 1811–2011. Bok 8, Kunnskapsbærerne: Akademikere mellom universitet og samfunn*. Oslo: Unipub, 2011.
- Fure, Jorunn Sem. *Universitetet i Oslo 1811–2011. Bok 3, 1911–1940: Inn i forskningsalderen*. Oslo: Unipub, 2011.
- Fure, Jorunn Sem. *Universitetet i Oslo 1811–2011. Bok 4, 1940–1945: Universitetet i kamp*. Oslo: Unipub, 2011.
- Hansen, Tor Ivar, John Peter Collett and Anne Vaalund, eds., *Universitetet i Oslo 1811–2011. Bok 9, Studentminner*. Oslo: Unipub, 2011.
- Helsvig, Kim G., John Peter Collett and Anne Vaalund, eds., *Universitetet i Oslo 1811–2011. Bok 6, 1975–2011: Mot en ny samfunnskontrakt?* Oslo: Unipub, 2011.

- Hollsten, Laura, ed. *Åbo Akademi och kunskapen: Perspektiv på villkoren för skapandet av vetenskap, 1918–2018*. Turku: Åbo Akademis förlag, 2018.
- Kyllingstad, Jon Røyne and Thor Inge Rørvik. *Universitetet i Oslo 1811–2011. Bok 2, 1870–1911: Vitenskapenes universitet*. Oslo: Unipub, 2011.
- Langholm, Sivert. *Helheten och delene: Hvordan skrive en 200 års historie for Universitetet i Oslo?* Oslo: Forum for universitetshistorie, Universitetet i Oslo, 1996.
- Lerg, Charlotte A. *Universitätsdiplomatie: Wissenschaft und Prestige in den transatlantischen Beziehungen 1890–1920*. Göttingen: Vandenhoeck & Ruprecht, 2019.
- Levine, Emily J. *Dreamland of Humanists: Warburg, Cassirer, Panofsky, and the Hamburg School*. Chicago: University of Chicago Press, 2013.
- Levine, Emily J. *Allies and Rivals: German–American Exchange and the Rise of the Modern Research University*. Chicago: University of Chicago Press, 2021.
- Magnusson Staaf, Björn and Fredrik Tersmeden. *Lunds universitet under 350 år: Historia och historier*. Lund: Lunds universitet, 2016.
- Modéer, Kjell Å. *Det förpliktande minnet: Juridiska fakulteten i Lund 1666–2016*. Stockholm: Santérus, 2017.
- Müller, Rainer A. “Genese, Methoden und Tendenzen der allgemeinen deutschen Universitätsgeschichte: Zur Entwicklung einer historischen Spezialdisziplin.” *Mitteilungen der Österreichischen Gesellschaft für Wissenschaftsgeschichte* 20 (2000), 181–202.
- Paletschek, Sylvia. “Stand und Perspektiven der neueren Universitätsgeschichte.” *N.T.M.* 19, no. 2 (2011), 169–189.
- Paletschek, Sylvia. “The Writing of University History and University Jubilees: German Examples.” *Studium: Tijdschrift voor Wetenschaps- en Universiteitsgeschiedenis / Revue d’Histoire des Sciences et des Universités* 5, no. 3 (2012), 142–155.
- Pellew, Jill and Miles Taylor, eds. *Utopian Universities: A Global History of the New Campuses of the 1960s*. London: Bloomsbury Academic, 2021.
- Pietsch, Tamson. *Empire of Scholars: Universities, Networks and the British Academic World, 1850–1939*. Manchester: Manchester University Press, 2013.
- Pietsch, Tamson. *The Floating University: Experience, Empire, and the Politics of Knowledge*. Chicago: The University of Chicago Press, 2023.
- Rohstock, Anne. “The History of Higher Education: Some Conceptual Remarks on the Future of a Research Field.” In *Education Systems in Historical, Cultural, and Sociological Perspectives*, edited by Daniel Tröhler and Ragnhild Barbu, 99–112. Rotterdam: Sense Publishers, 2011.
- Rothblatt, Sheldon. “The Writing of University History at the End of Another Century.” *Oxford Review of Education* 23, no. 2 (1997), 151–167.
- Thue, Fredrik W. and Kim G. Helsvig. *Universitetet i Oslo 1811–2011. Bok 5, 1945–1975: Den store transformasjonen*. Oslo: Unipub, 2011.
- Villstrand, Nils Erik. *Åbo Akademi i sin början: 1918–1945*. Turku: Åbo Akademis förlag, 2019.
- Wehrs, Nikolai. *Protest der Professoren: Der “Bund Freiheit der Wissenschaft” in den 1970er Jahren*. Göttingen: Wallstein, 2014.
- Wilder, Craig Steven. *Ebony & Ivy: Race, Slavery, and the Troubled History of America’s Universities*. New York: Bloomsbury Press, 2013.
- Östling, Johan. *Humboldt and the Modern German University: An Intellectual History*, transl. Lena Olsson. Lund: Lund University Press/Manchester University Press, 2018.