

**Special Issues in Higher Education:
Higher Education at the Crossroads**
15:310:581
Spring 2006

Justine Hernandez Levine
Class Schedule: Wednesdays 4:50-7:30
Location: Bishop House 211
jhernan@rci.rutgers.edu
Office Hours by appointment

Overview:

In 2002, the AAC&U published its influential report, "Greater Expectations: A New Vision for Learning as a Nation Goes to College." The report maps out the changing world in which higher education institutions now operate, as the authors understood it, and calls for a new more comprehensive vision of college learning, a vision that acknowledges the multiple purposes of higher learning in a complex society and that necessitates a new compact between higher education and society.

But what should that new compact entail? Conversations about purpose in higher education are conversations about our values: about what we think is important to pass on to the next generation of leaders and learners in a knowledge economy. The academy stands at a crossroads, and we are called to be reflective practitioners. What forces (technology? markets? tradition? globalization?) will shape higher education? What tensions will arise in the negotiation between those forces? Given our purpose, whom do we hold accountable for the educative functions of our contemporary world, and how? How will our individual and collective responses to the challenges of today and tomorrow in turn shape the academy of the future? What will a 21st century philosophy of higher education look like?

This course will examine the relationship between higher education and society in the United States from both philosophical and sociological perspectives. Through this inquiry, our goal is to gain a greater understanding of contemporary issues influencing higher education, and to develop our vision for educational environments serving a new demographic while attempting to meet new financial, cultural and political challenges.

Readings:

Newman, J. (1873). *The Idea of a University*, ed Frank Turner. New Haven: Yale University Press, 1996

Altbach, P. et. at. (2001). *In defense of American higher education* Baltimore: Johns Hopkins University Press.

Readings through E-reserve at the Rutgers University Libraries <http://www.libraries.rutgers.edu>

Assignments:

1. *Readings:* complete assigned readings prior to class and participate in discussions.

2. *Class Preparation:* Each week, you will turn in a response to the readings in the following form: ask a reflective question, and then answer it in a paragraph or two (no more than two pages). You might consider how these readings compare to others; what was new to you and how you think differently about education; which points were well substantiated, and which questionable; what the implications are for higher education practices and policies. Other acceptable ways of completing the assignment are (a) a rebuttal of the major point(s) of the author or (b) major questions/issues you wanted to discuss. Do NOT summarize.
3. *Short Paper:* approximately 5-7 pages. The first draft will be peer reviewed in class.
4. *Oral Presentations:* In an attempt to marry philosophy and theory with praxis, we will review the approaches taken by various institutions to resolve the tensions in higher education. Each week, 1-2 students will be responsible for bringing a “best practice” to the attention of the class, related to the theory for that week. This “best practice” might be a program, a curriculum, an administrative structure, a student movement, a use of technology that has been adopted by an institution other than the students’ home campus. Presentations (approx. 20 minutes, with prompts for discussion) should describe the best practice, consider whether broader implementation might be useful, discuss any shortcomings of the initiative, and draw broader philosophical/sociological conclusions. What does this practice say about our values as they relate to higher education? The compact between society and higher education? These presentations may serve as the basis for a final paper.
5. *Final Paper:* Students will write one long paper (12-15 pages). This project might include interviews with students, faculty, administrators, and other relevant stakeholders. It might be a well-researched proposal for a new program or analysis of an existing program. It might be a discussion of archival documents or images (photographs?) that shed new light on our beliefs and practices. The paper should make clear the goals for the project, the activities undertaken to address them, and the findings or lessons learned. You may elect to do a historical, philosophical, sociological, or cultural studies project. You will share your work with the class with an oral presentation during the final class meeting.

Final grades will be based on Participation (20%), Short Paper (20%), Oral Presentation (20%), and Final Paper (40%).

A word on participation: This course is being taught as a seminar. That means all participants are expected to contribute actively to the learning of the others. This can be done in several ways including:

- Delve more deeply into some covered issue; write a brief summary of what you learned and distribute it to the other seminar participants and the seminar leader. Make sure to put your name at the top. When distributing to the class through the listserv, please try to include the information within the body of your e-mail message rather than as an attached file.
- Find a newspaper, magazine, newsletter, or journal article that illustrates, updates, expands upon, or contradicts an assigned reading or class discussion; distribute copies, summarize the article, and invite discussion. Write your name at the top before making the copies.
- Find web-based resources that would be helpful to the seminar participants and bring them to the participants' attention.
- Make comments during the seminar discussions that are on-topic, incisive, substantiated, and concise. Treat the seminar participants respectfully when disagreeing with them.
- Provide good peer comments when reviewing colleagues' first-draft papers during the seminar sessions.

Week 1

Introduction

Week 2: Philosophical Foundations of the Contemporary University

We begin with readings in the philosophical foundations of higher education. Newman is still influential in conversations about what it means to be “educated,” and Hutchins is equally important in framing that conversation on American soil.

Newman, J. (1873). *The Idea of a University*, ed Frank Turner. New Haven: Yale University Press, 1996. pp. 1-24; 76-126.

Turner, Frank M. (1996) “Newman’s University and Ours” In Frank M. Turner (ed.), *The idea of a university*. New Haven, Yale University Press. pp. 282-301.

Week 3: Philosophical Foundations (contd’)

Hutchins, R. M. (1936) *Higher learning*. Yale University Press.

<http://www.ditext.com/hutchins/hutch0.html>

Hutchins, R.M. The state of the university: a report by Robert M. Hutchins covering the twenty years of his administration. 1929-1949 pp. 1-44

Dewey, J. (1937). President Hutchins’ proposals to remake higher education. *The Social Frontier* v. 3 n. 22 pp. 103-104. <http://www.ditext.com/dewey/dewey2.html>

Oakeshott, M. (1950/1989). The idea of a university. In *The voice of liberal learning*. New Haven: Yale UP. pp. 95-104.

Week 4: Contemporary (Re)formulations

More recent philosophers both challenge and reformulate the ideas of Hutchins, Newman, and Oakeshott, but we will notice similar issues and tensions in their perspective on the compact between the institution and society.

Habermas, J. (1989). The Idea of the University: Learning Processes in *The New Conservatism: Cultural Criticism and the Historians’ Debate*, trans. Shierry Weber Nicholsen. Cambridge: MIT Press.

Kerr, C. (1963/1995). *The uses of the university*. Cambridge: Harvard University Press.
Commentaries on the golden age of the research university, pp. 141-183 and The ‘city of intellect’ in a century for the foxes pp. 199-229.

Palmer, P, (1987) Community, conflict, and ways of knowing: ways to deepen our educational agenda. *Change* 19(5), Sept/Oct. p. 20-25

<http://www.mcli.dist.maricopa.edu/events/afc99/articles/change.html>

and

(1997) Teaching and Learning in Community *About Campus*, Nov/Dec Volume 2, Issue 5 p 1-32. <http://www3.interscience.wiley.com/cgi-bin/fulltext/101521477/PDFSTART>

Recommended:

Palmer, Parker (1993) *To Know as We Are Known: Education as a Spiritual Journey*

Week 5: Contemporary (Re)formulations (cont'd): The Multiversity

Pelikan, J. (1992). *The idea of the university: A reexamination*. New Haven, CT: Yale University Press.
ch. 4 pp. 32-43 "Knowledge Its Own End"; ch. 6 (on community) pp. 57-67 "The Mansion House of the Goodly Family of the Sciences"; ch. 10 pp. 99-109 "Knowledge in Relation to Professional Skill"; ch. 13 pp. 137-145 "Duties to Society"

Boyer Commission. *Reinventing Undergraduate Education: A Blueprint for America's Research Universities*, Boyer Commission on Educating Undergraduates in the Research University at <http://naples.cc.sunysb.edu/Pres/boyer.nsf> (54pp.)

American Association of Colleges and Universities. (2002). *Greater Expectations: A New Vision for Learning as a Nation Goes to College*.
<http://www.greaterexpectations.org/pdf/GEX.FINAL.pdf> (79pp.)

Recommended:

Boyer, E. (1990/1997) *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

Week 6: Access and Community: Egalitarian/Meritocratic Purposes

First draft of short paper due in class for peer review

The next set of readings considers egalitarian and meritocratic purposes as they are manifest in diverse campus missions. Readings explore how egalitarian interests and elite interest are evident in the structure of the national system and the public higher education system in each state. Examining California public higher education as the prototype for state systems, we consider how states attempt to reconcile these divergent interests by establishing an institutional division of labor through mission differentiation. Yet, as California and other states make apparent, differentiation functions as stratification and institutionalized status hierarchies that are at once local and national.

Trow, M. (1973) *Problems in the transition from elite to mass higher education*. Berkeley, Calif. Carnegie Commission on Higher Education. (to be handed out in class)

Or

Trow, M. (2005) *Reflections on the Transition from Elite to Mass to Universal Access: Forms and Phases of Higher Education in Modern Societies since WWII*. *Institute of Governmental Studies*. Paper WP2005-4. <http://repositories.cdlib.org/igs/WP2005-4>

Bastedo, M., Gumpert, P.J. (2003 Oct) *Access to What? Mission Differentiation and Academic Stratification in U.S. Public Higher Education*. *Higher Education*. v46 n3 p341-59.

Smelser, Neil. (1993) *California: a multisegment system*. In Arthur Levine (ed.) *Higher learning in America, 1980-2000*. Baltimore: Johns Hopkins University Press. pp. 114-130.

Recommended:

Trow, M. (2001) "Mass Higher Education to Universal Access" in *In defense of American higher education* Baltimore: Johns Hopkins University Press. pp. 110-139

Trow, M. (1984). *The analysis of status*. In Burton Clark (ed.) *Perspectives on Higher Education*.

Berkeley, CA: University of California Press. pp. 132-164.
Trow, M. (1970). Reflections on the transition from mass to universal higher education.
Daedalus 99: 1-42.

Week 7: Access and Community: Egalitarian/Meritocratic Purposes (cont'd)

Final draft of short paper due in class

Who goes where? And what determines it? We look at the mechanisms that undermine the promise of access and reproduce stratification.

(Readings below plus one supplemental article to be chosen in class the week before)

Clark, B. (1960) The Cooling Out Function in Higher Education. *American Journal of Sociology*, 65 (6), 569-576

McDonough, P. (1994). Buying and selling higher education: the social construction of the college applicant. *Journal of Higher Education* v64n4 pp. 427-446

Coleman, Mary Sue. (2003, June 23) "U.S. Supreme Court Rules on University of Michigan Cases: An Open Letter to the University of Michigan Community," University of Michigan Presidential Web Site, (<http://www.umich.edu/pres/speeches/030623ruling.html>).

"Reaffirmative Action." (2003, June 24) (Editorial) *Washington Post*. p. A-21.

Bollinger, L. C. (2003, June 24). "A Resounding Victory for Diversity on Campus," *Washington Post*. A-21.

Will, G. F. (2003, June 24) "Crude Remedy for a Disappearing Problem," *Washington Post*. p. A-21.

Fletcher, M.A. (2003, June 24) "Decision Means Most Colleges Will Stay Course" *Washington Post*.

Week 8: Curriculum and Co-Curriculum

Through its curriculum and required courses, a university makes apparent what knowledge it espouses as necessary, but not necessarily sufficient, for every "educated" person within its walls. When attitudes change regarding specific bodies of knowledge, the curriculum will often reflect these changes. We examine some major debates regarding the aims and constitution of general education, exploring the evolution of such requirements, various intellectual reactions, and then examine how to think about curricular reform more broadly.

Bastedo, M. (2005) Curriculum in Higher Education: The historical roots of contemporary issues. In Altbach, P. et. al. *American Higher Education in the Twenty-First Century*. Baltimore, MD: Johns Hopkins University Press. pp. 462-485

Nussbaum, M. (1998) *Cultivating humanity*. Cambridge, MA: Harvard UP. Socratic Self-Examination pp. 15-49; Citizens of the World pp. 50-84

Week 9: SPRING BREAK

Week 10: Curriculum and Co-Curriculum (cont'd)

Keohane, Nannerl. (2001). "The Liberal Arts and the Role of Elite Higher Education" In *In defense of American higher education*. 181-201

Brint, S. (2002). The rise of the practical arts. In Brint, S. (ed.) *The future of the city of intellect*. Stanford, CA: Stanford UP. pp. 231-259.

Slaughter, S. (2002). Curriculum making in American universities. In Brint, S. (ed.) *The future of the city of intellect*. Stanford, CA: Stanford UP. pp. 261-289.

Week 11: Citizenship, Community, Democracy

We conclude the course with a reinterpretation of the social charter between higher education and society. Newman defends liberal education (having no professional end) yet also contends that the practical end of the university is "that of training good members of society." Should civic responsibility be the most important practical goal of the university? Is this the correct arena for such development? We consider how well higher education is fulfilling its diverse responsibilities and adapting to changing societal expectations for educating citizens and workers. We also examine the extent to which society is fulfilling its responsibilities, in terms of ongoing public investment to sustain institutional capacity, trust professional authority, and protect campuses for their unique societal functions places that, among other functions, foster critical thinking and even social dissent?

Boyer, Ernest. (1993). Campus climate in the 1980s and 1990s: decades of apathy and renewal. In Arthur Levine, *Higher learning in America 1980-2000*. Baltimore: Johns Hopkins University Press. pp. 322-332.

Casper, G. (1998). The university as public service. Address to freshmen convocation, StanfordU. <http://www.stanford.edu/dept/pres-provost/president/speeches/980918convocate98.html>

Checkoway, B. (2001). Renewing the civic mission of the American research university. *Journal of Higher Education* V72n2

or

(2000). Public service: our new mission. *Academe* July/Aug.

<http://www.aaup.org/publications/Academe/2000/00ja/JA00chec.htm>

Fish, S. (2003). Aim low. *Chronicle of Higher Education* May 16. Available online: <http://chronicle.com/jobs/2003/05/2003051601c.htm>

Recommended:

Brazzell, J. and Reisser, L. (1999) Creating inclusive communities. In Blimling, G. *Good practice in student affairs* pp.157-177.

Week 12: Private Resources, Public Responsibilities: Universities and the Marketplace

Bok, D. (2003). The roots of commercialization. In *Universities in the marketplace: The*

commercialization of higher education. Princeton: Princeton University Press, pp. 99-121 and 157-184.

Gumport, P. (2001). Built to serve: the enduring legacy of public higher education. *In defense of American higher education* Baltimore: Johns Hopkins University Press. pp. 85-107

Duderstadt, J. (2004) Market forces. *The Future of the Public University* pp. 75-99

Levine, A. (2001). Higher education as a mature industry. *In In defense of American higher education* Baltimore: Johns Hopkins University Press. pp. 38-58.

Week 13: Private Resources, Public Responsibilities: Universities and the Marketplace (Cont'd)

Slaughter, S. (1997). *Academic Capitalism: Politics, Policies, and the Entrepreneurial University*. Baltimore: The Johns Hopkins Univ. Press. Chapters 4 (pp. 113-138) and 6 (pp. 178-207).

Kirp, David L. (2003). *Shakespeare, Einstein, and the Bottom Line*. Cambridge, MA: Harvard UP. pp. 33-51 "Nietzsche's Niche" (University of Chicago); pp. 164-184 "The Market in Ideas" (Columbia and MIT); pp. 255-263 "Conclusion"

Recommended: Kirp Pp. 52-65 (Benjamin Rush's "Brat": on branding at Dickinson) ; pp. 207-220 "A Good Deal of Collaboration" (MARCO and Berkeley);

Week 14: The Social Charter Reconsidered

Finally, we reconsider the social charter, how it may be changing, how would we know, and here is there place for deliberation

Duderstadt, J. (2004). University transformation. *The Future of the Public University*. Baltimore: Johns Hopkins UP. pp. 204-220 (the "learn grant act")

Gumport, P. (2000). Academic restructuring: organizational change and institutional imperatives. *Higher Education* 39. pp. 67-91.
[http://www.springerlink.com/\(fkoyjw45qgow1155qwep2ci1\)/app/home/contribution.asp?referrer=parent&backto=issue,4,5;journal,45,69;linkingpublicationresults,1:102901,1](http://www.springerlink.com/(fkoyjw45qgow1155qwep2ci1)/app/home/contribution.asp?referrer=parent&backto=issue,4,5;journal,45,69;linkingpublicationresults,1:102901,1)

Rorty, R. (1989). Education without dogma. *Dissent*. Spring. Pp.198-204.

And/or

(2000) The moral purpose of the university. *The Hedgehog Review* 2, pp. 72-91.

Reuben, J. (2000). The university and its discontents. *The Hedgehog Review*.

Week 15

Final papers due

Reports on final projects