

Higher Education in the United States (HIED 545)

Fall 2011 Fridays, 8 - 11 am.
403 Rackley Building

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Drop in Office Hours: Fridays, 11-Noon and Tuesdays 1- 2:30

Goals and Desired Outcomes for HI ED 545:

1. To understand the chief characteristics of U.S. higher education, and to consider a range of perspectives on it by reading and discussing scholarship in this field of study.
2. To be able to engage in substantive debate about this field through the close reading of recent empirical and historical research.
3. To relate scholarship to key policy issues identified by reading *The Chronicle of Higher Education* or *InsiderHigherEd* (<http://www.insidehighered.com/>).
4. To improve analytical and communication skills through weekly discussions and an essay.
5. To satisfy Penn State University's Human Subjects and Academic Integrity requirements.

Requirements on which the grade in the course will be based:

- 20% - Class participation, including one turn writing questions for a) the current topics discussion and for b) the readings discussion, as well serving as moderator (details explained in class)
- 25% - Take-home mid-term exam. **Available noon, Oct. 14 and due noon Oct. 15.**
- 25% - 4,000 word essay on either *Shakespeare, Einstein... or Big Time Sports*. Due
- 30% - Take-home final exam, **available 7 a.m. and due 11:30 p.m. on Dec. 12**

Academic Integrity Policy

All university policies (<http://www.psu.edu/ufs/policies/>) regarding ethics and honorable behavior apply.

Required course textbooks to be purchased on-line:

Altbach, Philip, Berdahl, R. O., & Gumport, P. J. (Eds.). 2011. *American higher education in the twenty-first century*. (3rd ed.). Baltimore: The Johns Hopkins University Press.

Kirp, David. 2004. *Shakespeare, Einstein, and the Bottom Line: The Marketing of Higher Education* (Cambridge, Mass: Harvard University Press).

Clotfelter, Charles T. 2011. *Big-Time Sports in American Universities* (New York: Cambridge Univ. Press).

August 26. Introduction & Contexts of American Higher Education

ANGEL (<https://cms.psu.edu/>) and email attachment sent in August to students:

Please read in advance of first class and come prepared to discuss:

- 1) Introduction: The contexts of American Higher Education. In P. G. Altbach, R. O. Berdahl, & P. J. Gumpert (Eds.), *American higher education in the twenty-first century*. Baltimore: The Johns Hopkins University Press, 2011
- 2) “Higher Educational Diversification in the United States,” by D. Bruce Johnstone
- 3) Malcolm Gladwell, “The Order of Things” *The New Yorker*, Feb. 15, 2011
- 4) Higher Education in the Commonwealth of Pennsylvania

September 2 Research Integrity and Plagiarism NOTE: Meet in Rackely 103

Before Class: register and at least begin CITI course <https://www.citiprogram.org/Default.asp?>

Read:

http://www.nytimes.com/2010/07/13/opinion/13tue4.html?_r=1&src=me&ref=general
<http://www.nytimes.com/roomfordebate/2010/7/12/when-did-cheating-become-an-epidemic>

On Angel:

Charles Lipson, “Plagiarism and academic honesty.” Pp. 32-48 in *Doing honest work in college: How to prepare citations, avoid plagiarism, and achieve real academic success* Chicago: University of Chicago Press, 2004.

Nicholas Steneck, *Introduction to the Responsible Conduct of Research*. Washington: Department of Health and Human Services.

September 9. The Evolution of Higher Education Institutions

Chapter 1. Philip Altbach, “Patterns in higher education development”

Chapter 2: Roger Geiger, “The ten generations of American higher education”

Discussion #1 on current topics selected by a class participant. A class member will identify an article in *Inside Higher Education* or the *Chronicle of Higher Education*. This person will send us the link *by the previous week* (in this case, by September 3). The article should relate in some way to the topic of this week’s discussion (in this case, to the history of higher education). Students should read the article and bring several *printed* discussion questions to class to facilitate a 30 minute discussion.

September 16. Students and Undergraduate Education

Chapter 10: College students in changing contexts.

Also: listen to the entire (67 minute) streaming episode of *This American Life*, available by clicking: <http://www.thisamericanlife.org/radio-archives/episode/396/1-Party-School>

ANGEL

Pascarella, E. T. & Terenzini, P.T. (2005). How college affects students: A summary. In E. Pascarella and P. Terenzini, *How college affects students, Vol 2.* San Francisco, CA: Jossey Bass.

Discussion #2 & #3 on topics selected by a class participant. See September 10 for explanation.

September 23. Accountability, Control, and the Curriculum

Chapter 3: Autonomy and accountability: Who controls academe?

Chapter 5: Zusman, A. (2005). Challenges facing higher education in the twenty-first century. In P. G. Altbach, R. O. Berdahl, & P. J. Gumport (Eds.), *American higher education in the twenty-first century*. (2nd ed., pp. 115-160). Baltimore: The Johns Hopkins University Press.

Chapter 15: Curriculum in higher education

Discussion #4 & #5 on topics selected by a class participant. See September 10 for explanation.

September 30. Reforming the Curriculum: In-depth Reading 1.

ON ANGEL

Introduction and Chapters 1 – 4 of Martha Nussbaum, *Cultivating Humanity: A Classical Defense for Reform in Liberal Education*. Cambridge: Harvard University Press, 1997.

October 7. Federal Government and State Government

Chapter 5: The federal government and higher education.

Chapter 6: The states and higher education.

Discussion #6 AND #7 on current topics selected by a class participant.

Optional on ANGEL

Report of the Secretary of Education's Commission on the Future of Higher Education, U.S. Department of Education (2006). *A test of leadership: Charting the future of U.S. higher education*. Available through Angel or the Web site:
<http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/final-report.pdf>

Also, read one of the following state reports: Pennsylvania, California, Texas, Michigan, New York, Georgia. Available through Angel or the Web site <http://measuringup.highereducation.org/>.

October 14. Constituencies, Associations, and the Legal System

Chapter 7: The legal environment: The implementation of legal change on campus.

Chapter 8: Harclerod, F. F., & Eaton, J. S. The hidden hand: External constituencies and their impact.

ANGEL

National Center for Public Policy and Higher Education (2006). *Measuring up 2006: The national report card on higher education*. San Jose, CA.

Discussion #8 AND #9 on current topics selected by a class participant.

October 21. Presidential Leadership & Crisis Management

Chapter 12: Birnbaum, R., & Eckel, P. D. The dilemma of presidential leadership

Optional on ANGEL

Birnbaum, R. & Shushok, Jr. F. (2001). The “Crisis” Crisis in Higher Education: Is That a Wolf or a Pussycat at the Academy Door? *In defense of American higher education*. Chapter 3

Baldrige, J. V., Curtis, D. V., Ecker, G. P. & Riley G. L. (2000). “Alternative models of governance in higher education.” In M. Chris Brown II (Ed.) *Organization & governance in higher education*. 5th ed. ASHE Reader Series (pp 128-142). Boston: Pearson Custom Publishing.

Fain, P. (2007, May 4). Wanted: Crisis president. *The Chronicle of Higher Education*. Retrieved July 22, 2008, from <http://chronicle.com/weekly/v53/i35/35a01701.htm>

Discussion #10, #11, and #12 on current topics selected by a class participant.

October 28. Markets in Higher Education: In-depth Reading 2.

David Kirp, *Shakespeare, Einstein, and the bottom line: The marketing of higher education* Cambridge, MA: Harvard University Press, 2003.

On ANGEL: listen to interview with David Kirp

November 4. Financing Higher Education

Chapter 12: D. Bruce Johnstone, “Financing higher education: Who should pay?”

Chapter 16: “Markets in Higher Education”

Optional

Ehrenberg, R. (2002). Reaching for the brass ring: The U.S. News & World Report rankings and competition. *Review of Higher Education*, 26(2), 145-162.

Liang Zhang, "Does State Funding Affect Graduation Rates at Public Four-Year Colleges and Universities?" *Educational Policy* 23 (2009): 714-731.

Lederman, D. (2009). 'Manipulating,' Er, Influencing 'U.S. News'. *InsideHigherEd.com*. June 3. (<http://www.insidehighered.com/news/2009/06/03/rankings>)

Lederman, D. (2009). Rankings Rancor at Clemson. *InsideHigherEd.com*. June 4. (<http://www.insidehighered.com/news/2009/06/04/clemson>)

National Center for Education Statistics (2001, December). *Executive Summary: Study of college costs and prices, 1988-89 to 1997-98*. Washington, DC: U.S. Department of Education. (FYI: The full report is available at <https://nces.ed.gov/das/epubs/2002157/>)

Discussion #13 AND #14 on current topics selected by a class participant

November 11. The Faculty

Chapter 9: Philip Altbach, "Harsh realities: The Professoriate in the Twenty-first Century."

Chapter 4: Robert O'Neil, "Academic freedom: Past, present and future."

Discussion #15, #16, and #17 on current topics selected by a class participant

November 18. In-depth reading 3, *Big-Time Sports in American Universities*

December 2. Access and Equity

Chapter 17: The Diversity Imperative.

On ANGEL: Two New Yorker articles by Malcolm Gladwell

OPTIONAL: For the curious, see David Post's research on Access and Equity in Latin America <http://epaa.asu.edu/ojs/article/view/814>

Discussion #18 and #19 on current topics selected by a class participant.

CRITICAL ESSAY DUE IN CLASS (PAPER COPY) AND UPLOADED TO DROP-BOX

December 11. Technologies, Wrapping up and closure

Chapter 13: "Digital Technologies"

Discussions #20, #21, and #22. We will also reserve some time on Dec. 11 for discussion of themes of greatest interest to class, and will revisit readings on those themes. In addition, we will review possible questions that could be selected for the on-line final examination.