

New York University
E98.2090: Foundations of Higher Education
Fall 2009 Syllabus

Class Location: 25 West 4th Street, Room C-11

Class Time: Wednesdays, 4:55 – 6:35 PM

Instructor: Ann Marcus

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Course Description

Foundations of Higher Education is designed to provide a review of the field of higher education through an examination of the history of American higher education; the social, economic and cultural forces that influenced its development; the character, structure and governance of its institutions; and important recent developments and current issues such as student access, diversity, and changing student cultures.

The first part of the course will focus primarily on the history of higher education with particular attention to the many varieties of institutions including the liberal arts college, women's colleges, historically black colleges, and other minority-serving institutions. The second part of the course will examine the structure of colleges and the evolution of the roles played by faculty, administrators, student affairs professionals and students themselves.

Course Objectives

The objectives of the course are to:

1. Develop an understanding of broad themes in the development of higher education in America.
2. Understand the varieties of higher education institutions including research universities, liberal arts colleges, community colleges, women's colleges and minority-serving institutions.
3. Analyze the roles and responsibilities of key stakeholders, including trustees, presidents, faculty, administrators, student affairs professional and students.
4. Exhibit an understanding of the way higher education institutions relate to and serve society.
5. Develop an appreciation for historic and contemporary themes and issues such as the shape and purpose of the curriculum; the growth of the public and private sectors; student access and mobility; and commercialization.
6. Explore historic and contemporary student cultures and behavioral trends.

Course Requirements and Evaluations

Written Assignments: For some weeks there will be short written assignments. For the purpose of these assignments, the class will be divided into two groups: A and B. You can find your group by checking Blackboard, under “Course Information.” Each week one or both groups will be asked to respond to a question which will appear on Blackboard by the Friday before class. Response papers can be written informally (without citations), with care taken for correct and effective writing. These papers should be 2 pages, doubled-spaced. Submit your response papers electronically via the Blackboard “Assignments” tab by 5pm on the Tuesday before our Wednesday class. Papers will be evaluated in terms of both content and the quality of writing.

The assignments for the midterm and final papers will be listed in Blackboard under “Assignments.” Midterm and final papers should be written in standard format, i.e. double-spaced, 12 point, Times New Roman font, and 1” margins. Any citations to the literature should be in APA format. APA style manuals can be found in the bookstore; a good online guide to APA format can be found here: http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796. Midterm and final outlines and assignments should be posted to Blackboard by noon on the day of our Wednesday class via Blackboard the “Assignments” tab.

Group Assignment:

Students will be asked to be discussion leaders for one session. For those weeks designated, three to four students will serve in this role. Each group will work together to submit one outline of their presentation and discussion plan at least 48 hours before class. Submit your presentation and discussion plan chera.reid@nyu.edu. Your week and topic will be posted on Blackboard under “Course Information” by September 17. The class leaders will be asked to collaborate in advance of class to review material and prepare their discussion and/or presentation together. Discussion leaders also may be asked to lead small group discussions. In other weeks, they will prepare a short presentation for the entire class. More information will be provided in the first few weeks of class.

Class Attendance and Participation: Attendance is mandatory except in exceptional circumstances. If you have to miss class, please notify me by email in advance. Missed classes may result in lower grades. Each person is important to the dynamic of the class, and therefore students are encouraged to attend all class meetings and participate in class discussions.

Student Grades: Student grades are based on meaningful class participation and the quality of written assignments. Failure to turn in assignments will affect one’s grade, as will turning in assignments of poor quality. For the midterm and final papers, the most important factors that will be considered in grading will be depth of analysis and originality of thinking. However, grammar, spelling, punctuation and form also will be considered. It is important that you take the time to write more than one draft as well as proofread and edit carefully.

Academic Integrity and Plagiarism: Academic integrity can be complicated in the contemporary information environment. We will discuss some of these issues in class. Please also refer to the Steinhardt School of Education's Statement on Academic Integrity in the Steinhardt Student Guide or at www.education.nyu.edu/students.

Class Participation	20%
Weekly Writing Assignments	20%
Midterm Paper	25%
Final Paper	35%

A	93-100 points	C	73-76 points
A-	90-92 points	C-	70-72 points
B+	87-89 points	D+	67-69 points
B	83-86 points	D	63-66 points
B-	80-82 points	D-	60-62 points
C+	77-79 points	F	60 and below

Required Reading

Thelin, John. (2004). A History of American Higher Education. Baltimore, MD: Johns Hopkins University Press.

This book is available in the bookstore. You are also responsible for the supplementary reading assignments that are listed in the syllabus. These assignments are available for you on Blackboard to download and print.

Course Schedule

<u>WEEK/</u> <u>DATE</u>	<u>TOPIC</u>	<u>READINGS/ASSIGNMENTS</u> <i>Note: Bb indicates readings posted to Blackboard</i>
Sep. 9	Introduction to Course	Reading: Kluge, P.F. (1993). <u>Alma Mater: A College Homecoming</u> . New York: Addison-Wesley, pp. 1-16, 23-30 and 245-252 (Bb).
Sep. 16	Colonial Era and Building Small Colleges	Reading: Thelin, pp. 1-31 and 41-73.
Sep. 23	Transformation in Higher Education	Reading: Thelin, pp. 74-142.
Sep. 30	Higher Education's Golden Age	Reading: Thelin, pp. 205-238, 245-259. Cohen, Arthur. (1998). <u>The Shaping of American Higher Education</u> . San Francisco: Jossey-Bass, pp. 175-206 and 222-236 (Bb).
Oct. 7	Institutional Variety; Liberal Arts Colleges And Women's Institutions	Reading: Boyer, Ernest L. (1997). <u>Scholarship Reconsidered: Priorities of the Professoriate</u> . New York: Carnegie Foundation for the Advancement of Teaching, pp. 53-64 and pp. 129-130 (Bb). Kirp, David. (2003). <u>Shakespeare, Einstein, and the Bottom Line</u> . Cambridge: Harvard University Press, pp. 52-65 (Bb). ARTICLE: Durden, William. "Liberal Arts for All, Not Just the Rich." <u>Chronicle of Higher Education</u> , October 19, 2001 (Bb). Horowitz, Helen Lefkowitz. (1993). <u>Alma Mater: Design</u>

and Experience in the Women's Colleges from Their Nineteenth-Century Beginnings to the 1930s. Amherst: University of Massachusetts Press, pp. 3-25 (Bb).

ARTICLE: Salome, Rosemary. "A Place for Women's Colleges." The Chronicle of Higher Education, February 16, 2007 (Bb).

ARTICLE: Wolf-Wendel, Lisa E. (2000). "Women-Friendly Campuses: What Five Institutions are Doing Right," In Review of Higher Education, 23 (3), pp. 319–345. (Bb).

ARTICLE: Hoover, Eric. "Can Small Colleges Survive?" The Chronicle of Higher Education, Nov. 25, 2005 (Bb).

Oct. 14 Minority-serving
 Institutions

***Presentations
Begin***

Reading:

Redd, Kenneth. (1998). "Historically Black Colleges and Universities: Making a Comeback," in New Directions for Higher Education. Jossey-Bass 102: 33-44 (Bb).

Cunningham, Alisa Federico & Christina Parker. (1998). "Tribal Colleges and Community Institutions and Resources," in New Directions for Higher Education. Jossey-Bass 102: 45-56 (Bb).

Benitez, Margarita. (1998). "Hispanic-Serving Institutions: Challenges and Opportunities," In New Directions for Higher Education. Jossey-Bass 102: 57-68 (Bb).

Institute For Higher Education Policy. (2007). The Path of Many Journeys: the Benefits of Higher Education for Native people and Communities, pp. 13 – 42 (Bb).

ARTICLE: Ashburn, Elyse. "Tribal Colleges Reach Beyond the Tribe," The Chronicle of Higher Education, June 8, 2007 (Bb).

Oct. 21 Community Colleges;
 For Profit Colleges

***Presentations
Continue***

***Outline of
Midterm Paper Due***

Reading:

Mellow, Gail and Heelan, Cynthia. (2008). Minding the Dream: The Process and Practice of the American Community College. New York: Roman and Littlefield, pp. 3-25, 51-76.

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

Kirp, David. (2003). Shakespeare, Einstein, and the Bottom Line. Cambridge: Harvard University Press, pp. 240-254 (Bb).

ARTICLE: Sander, Libby. "At Community Colleges, a Call to Meet Students at the Front Door." The Chronicle of

Higher Education, March 28, 2008.

ARTICLE: Farrell, Elizabeth. "For-Profit Colleges See Rising Minority Enrollments." *The Chronicle of Higher Education*, May 30, 2003 (Bb).

- Oct. 27** Special Session **Guest Speaker: Gail Mellow**
President, LaGuardia Community College
4:55 PM, Jurrow Lecture Hall, 1st Floor, Silver Center
- Oct. 28** Universities Geiger, Roger. (2004). Knowledge and Money. Stanford: Stanford University Press, pp. 1-22, 93 – 108 (Bb).
- Presentations Continue*
- Kerr, Clark. (2001). The Uses of the University. Fifth Edition. Cambridge: Harvard University Press, pp. 1-22 (Bb).
- Birnbaum, Robert. (1988). How Colleges Work. San Francisco: Jossey-Bass Publishers, pp. 151-157 (Bb).
- Nov. 4** *Midterm Paper Due* **NO CLASS**
- Nov. 11** Leadership Freeland, Richard. (2001). "Academic Change and Presidential Leadership," in Altbach, et. al., In Defense of American Higher Education, pp. 227-248 (Bb).
- Discussion leaders*
- Keller, George. (2001) "Governance: The Remarkable Ambiguity," in Altbach, et al., In Defense of American Higher Education, pp. 305-322 (Bb).
- Kerr, Clark. (2001). The Uses of the University. Fifth Edition. Cambridge: Harvard University Press, pp. 22-30 (Bb).
- ARTICLE: Bornstein, Rita. "The Nature and Nurture of Presidents." *The Chronicle of Higher Education*, November 4, 2005 (Bb).
- Nov. 18** The Faculty **Reading:**
Finkelstein, Martin. (2001). "Understanding the American Academic Profession," in Altbach et al., In Defense of American Higher Education, pp. 323-349 (Bb).
- Sykes, Charles J. (1988). Profscam: Professors and the Demise of Higher Education. New York: St. Martin's Press, pp. 9-50 (Bb).
- ARTICLE: Hebel, Sara. "Patrolling Professors' Politics." *The Chronicle of Higher Education*, February 13, 2004 (Bb).

ARTICLE: Cohen, Patricia. "On Campus, the '60s Begin to Fade as Liberal Professors Retire." The New York Times, July 3, 2008.

Nov. 22 *Final Paper Outline Due*

Nov. 25 *Happy Thanksgiving* **NO CLASS**

Dec. 2 Student Cultures

Reading:

Jackson, Leon. (2000). "The Rights of Man and the Rites of Youth: Fraternity and Riot at Eighteenth-Century Harvard," in Roger Geiger (Ed.) The American College in the Nineteenth Century. Nashville: Vanderbilt University Press, pp. 48-67 (Bb).

Seaman, Barrett. (2005). Binge: Campus Life in an Age of Disconnection and Excess. Hoboken, NJ: John Wiley & Sons, pp. 169-193 (Bb).

ARTICLE: Kluge, P.F. "Kamp Kenyon," The Chronicle of Higher Education, February 21, 2003 (Bb).

ARTICLE: Parker-Pope, Tara. "College Students Behaving Badly." The New York Times, July 31, 2008.

Dec. 9 Access and Stratification

Reading:

Bowen, William & Derek Bok. (1998). The Shape of the River. Princeton, NJ: Princeton University Press, pp. 1-14 (Bb).

Hersh, Richard H. & John Merrow. (2005). Declining By Degrees. New York: Palgrave Macmillan, pp. 169-183 (Bb).

ARTICLE: Schmidt, Peter. "A New Route to Racial Diversity," The Chronicle of Higher Education, January 28, 2005 (Bb).

ARTICLE: Ewers, Justin. "Class Conscious," U.S. News & World Report, May 2, 2005 (Bb).

ARTICLE: Kahlenberg, Richard. "Class Action: Why Education Needs Quotas for Poor Kids," The Washington Monthly, May 5, 2005 (Bb).

Dec. 18

FINAL PAPER DUE

Paper Topics

Midterm Paper (5-7 pages)

Due Wednesday, November 4

Option 1 - A College Profile

Select one college which was founded before 1900. Outline its history and describe its development in terms of the basic characteristics of curriculum, type of faculty, student populations and student life. Analyze the founding and development of the college with reference to the historical context/era, and trace its development to the present time. What are the elements of continuity? What has changed?

Option 2: Historic Role of an Institutional Type

Choose one kind of college or university we have discussed: liberal arts college, women's college, tribal college, etc. Trace its origins, purposes and character. Who were its first students and what kind of academic experience did they have? How has this type of institution evolved until the present time? How have its traditions been sustained or changed?

Sources: You will want to use the internet, but should also have at least 3 reference texts and a minimum of 6 formal citations.

Deadlines: All students should submit a brief outline of the midterm paper by Wednesday, October 21st. Your midterm paper must be submitted via Blackboard's "Assignments" tab by midnight on November 4th.

Final Paper (8-10 pages)

Due Friday, December 18

Option 1 - Profile of a Student Population or Sub-culture

Choose a student population or sub-culture (sororities; athletes; Latino students) and trace its development in the context of American higher education. Analyze the larger historical and institutional trends that supported or inhibited the development of this group or set of activities. Assess the ways in which this student activity has created positive or negative consequences for students and colleges.

Option 2 - History of an Issue or Policy in Higher Education

Select an issue that has been of continuing importance in higher education (the education of minorities; financial aid policies; the liberal arts curriculum; the role of athletics; the student affairs profession) and trace how it has evolved in the history of American higher education. Include in your analysis both government policies, where relevant, and institutional behavior. Conclude with an assessment of current practice and possible future directions.

Sources: You should have at least 4 reference texts and a minimum of 8 formal citations.

Deadlines: An outline of the final paper is due by Wednesday, November 18th. Your paper is due on Friday, December 18th.