The purpose of this course is to provide an overview of the history of American higher education and its relationship to American society. There is interplay between academic institutions and the political and institutional structures of society at all levels. These relationships are analyzed in both historical and critical frameworks. This course provides an interdisciplinary perspective on higher education and higher education policy. Various elements of the 'academic estate' are considered. Course readings are comprised of canonical and contemporary scholarly and research literature in higher education. Students will engage in a critical analysis of one state’s public higher education policy using multiple data sources and creating a presentation on the course MediaKron site.

Course Requirements

1. **There will be three (3) take-home essay exams throughout the semester.** Exams 1 and 2 will consist of one (1) question to be answered in a maximum of five (5) double-spaced pages using APA format. Exam 3 will be more comprehensive and lengthier. Each exam will require evidence derived from course readings. Each exam question will be available on-line at least one week prior to its due date. Exams are posted on BlackboardVISTA. No exams will be accepted after the due date. I will not accept exams sent to me on email. Please submit a paper copy. Exams will be due:

   - **Exam 1 (20%)** Due: October 2
   - **Exam 2 (25%)** Due: November 6
   - **Exam 3 (35%)** Due: December 4

Exams due at the beginning of class.

2. **Participation in class discussions (10%).** This course is designed to engage us in analyses of particular issues in American higher education. There will be several in-class group sessions that will require students to critique and develop positions on topics. These in-class group sessions are opportunities for you to individually discuss with other students theories and positions raised by the course readings. The format of this class is
interactive lecture and as such, this means that I will engage you throughout each class session, asking you to comment or to critique. Prior to each class session I will outline the focus of the subsequent session. Having prepared the readings prior to class ensures your productive class participation.

3. **State university system MediaKron group project and presentation (10%).** Groups will engage in an examination of a public higher education system. Each student will be assigned to a group; time is set aside in class to do group work as it relates to the day’s topic. Students will be reporting on their state system throughout the semester. Students will load items onto the class MediaKron site (an online multimedia tool throughout the semester). Groups will present a synopsis of their “State of the State” MediaKron profiles. Data from your semester-long research on a state-system will be used in Exam 3. We will have a short training about the MediaKron site early in the semester.

**MediaKron class site: [https://tmkp.bc.edu/aleman_higheredleadership/](https://tmkp.bc.edu/aleman_higheredleadership/).**

4. Abide by the university’s academic integrity policy when completing any and all class assignments. You may access the policy at [http://www.bc.edu/publications/gcatalog/policy.shtml#integrity](http://www.bc.edu/publications/gcatalog/policy.shtml#integrity)

5. If you have a disability and will be requesting accommodations for this course, please review services at [http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html](http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html) or contact Kathy Duggan, Academic Support Services, The Connors Family Learning Center, dugganka@bc.edu.

6. Disability Services information can be found at: [http://www.bc.edu/offices/dos/disabilityservices.html](http://www.bc.edu/offices/dos/disabilityservices.html) or contact Paulette Durrett, paulette.durrett@bc.edu.

**Required Texts and Readings** (Available at the BC Bookstore and on Reserve at O’Neill Library)


BlackboardVISTA: Many required readings can be found on the course site. These are designated as **BV**.


There are also hyperlinks to readings.

Students should regularly read the *Chronicle of Higher Education* or INSIDE Higher Ed online at [http://insidehighered.com/](http://insidehighered.com/) for general information on current developments in higher education. As a BC student, you can access the *Chronicle of Higher Education* through BC Collections. Enter the BC Library site, Search for *Chronicle of Higher Education*; click “Online Access;” then click “Full text available at: Publisher.”

The following publications are central to the field of higher education and should be on your professional reading radar:

- **Change**  
- **Research in Higher Education**  
- **Journal of Higher Education**  
- **Review of Higher Education**  
- **Black Issues in Higher Education**  
- **Hispanic Outlook**  
- **Community College Journal**  
- **Journal of College Student Development**  
- **New Directions in Higher Education**  
- **Educational Record**  
- **Academe (AAUP journal)**  
- **The NEA Almanac of Higher Education**  
- **Tribal College Journal**  
- **Lingua Franca**

Recommended readings are not on reserve. They are listed in the syllabus only as a guide for further study and research. They are typically not discussed in class and are not required for any examination. Throughout the
semester we will be using online sources. I encourage students to bring their laptops or tablets to class for easier viewing/reading.

Course Schedule

September 4
Course Overview
The Purposes of Higher Education in America

Be prepared to respond to and discuss the following questions:

- What are the purposes of American higher education?
- What justification can you present to support these claims?
- What are the most important issues facing American higher education today? (Bring your list.)

Required Reading:


Salman Khan, “What College Could Be Like” BV


White House Statement on College Financing: http://www.whitehouse.gov/share/college-affordability

September 11: The State of the American University

MediaKron Overview/Introduction

Required reading:

Philip Altbach, “Patterns of Higher Education Development,” pp. 15-36 AL


Access and review the following data from the most recent Chronicle of Higher Education, Almanac of Higher Education 2013-2014. Access the CHE through the BC Library (online available through the publisher). Choose ‘Facts & Figures,’ then click on Almanac 2013-2014. Groups will be created in class to discuss one of these data reports, after which, they will present key findings/take-aways to the class. A class list of key findings and take-aways will be developed.

- Student Demographics
  - Enrollment
  - Student Characteristics
  - Degrees Awarded
- Access & Equity
  - Race, Ethnicity and Gender
  - College Completion
  - Financial Aid
  - After Graduation
Recommended Reading:


September 18: The History of American Higher Education:
From the Colonial College to the Modern University

Required reading:


John S. Brubacher and Willis Rudy, “Part I and Part II,” BR


Recommended reading:


**Sept 25: The History of American Higher Education: World War Two to the 1960’s**

**Required reading:**

Thomas Bender, “Politics, Intellect, and the American University, 1945-1995”, *Daedalus* 126 (Winter, 1997), pp. 1-38, **BV**

John S. Brubacher and Willis Rudy, “Part III and Part IV,” **BR**


**Recommended reading:**


**October 2: Social Movements 1960’s & 1970’s and Higher Education**

**Exam 1 Due October 2**

“Angry Word from Mario Savio, Spokesman for California’s Students Now Facing Trial” from an interview - by Jack Fincher, *Life Magazine*, February 26, 1965. **BV**


**October 9: 1980’s Forward**

Michael Olivas and Benjamin Baez, “The Legal Environment: The Implementation of Legal Change on Campus,” pps. 170-194 **AL**

Daryl G. Smith, “The Diversity Imperative: Moving to the Next Generation,” pps. 465-490 AL

John Willinsky, Gustavo Fischman and Amy Scott Metcalfe, “The Digital Technologies of Learning and Research,” pps. 341-364 AL

October 16: The State Government and American Higher Education

Required Reading


Aims C. McGuinness, Jr. "The States and Higher Education", pp. 139-169 AL


State Systems Project:

You will begin your inventory of your assigned public higher education system in class. Much of this class will be dedicated to your group work and class discussion. Review the data about your state system from the online CHE Almanac, 2013-14 and other sites such as:

Center for the Study of Education Policy, Illinois State University: http://www.grapevine.ilstu.edu/
National Association of State Student Grant and Aid Programs: http://www.nassgap.org.

Be prepared to discuss the following subject areas for your state:
State Demographic/Census Data
State Governance
System’s History
System’s Governance
System’s Financing
System’s Enrollment
System’s Current and Historic Critical Issues

October 23: Federal Government and American Higher Education

Required reading:


Clark Kerr, "The Realities of the Federal Grant University", pp. 35-63. CK

Clifton Conrad and David Weerts, “Federal Involvement in Higher Education Desegregation: An Unfinished Agenda,” BV

History of Student Financial Aid
http://www.finaid.org/educators/history.phtml

President Johnson’s Remarks when signing Higher Education Act of 1965, PL89-329
http://www.lbjlib.utexas.edu/johnson/lbjforkids/edu_whca370-text.shtml

Data Sources:
Total federal spending on college-and university-based research and development:
SOURCE: National Science Foundation (http://www.nsf.gov)

Recommended reading:


Chester Finn, Jr., "Federal Patronage of the University: A Rose by Many Other Names?" in S. Hook, et al. eds., The University and the State, pp. 7-49.


Exam 2 Due

Required reading


A Comprehensive Analysis of the Student-Loan Interest-Rate Changes that Are Being Considered by Congress: http://www.americanprogress.org/issues/higher-education/report/2013/06/27/68237/a-comprehensive-analysis-of-the-student-loan-interest-rate-changes-that-are-being-considered-by-congress/


Chronicle of Higher Education Almanac, 2013-14:
Financial Aid

- Who Benefits From the Post-9/11 GI Bill?
- Increase in Complaints Against Student-Loan-Debt Collectors
- State-by-State Distribution of Veterans Getting Benefits Under the Post-9/11 GI Bill in 2010
  - See more at: http://chronicle.com.proxy.bc.edu/article/Almanac-2012-Access-Equity/133765/#sthash.AMZqYAsR.dpuf

Recommended reading


November 6: The Academic Profession

Required reading


American Association of University Professors Statements

- 1940 Statement of Principles on Academic Freedom and Tenure
- Recommended Institutional Regulations on Academic Freedom and Tenure
- Post-Tenure Review: An AAUP Response
- Incentives to Forego Tenure (approved for publication by Committee A in November 2000)

From the Chronicle of Higher Education Almanac, 2012-13:
Data Charts

- Average Salaries of Full-Time Faculty Members
- Average Faculty Salaries at 4-Year Colleges
• Median Salaries of Senior College Administrators, 2011-12
• Differences in Faculty Pay by Union Status
• Median Salaries of Midlevel College Administrators

• Where Professors Earn the Most
• How Much Presidential Pay Has Risen Compared With Faculty Salaries
• Annual Change in Faculty Salaries
• Growth in Share of Faculty 60 and Older at Selected Colleges
• Race and Ethnicity of Faculty and Staff

See more at: http://chronicle.com.proxy.bc.edu/article/Almanac-2012-Profession/133761/?f-nav#sthash.TfM7Hxwx.dpuf

Recommended reading:


Martin Finkelstein, ed., ASHE Reader on Faculty and Faculty Issues in Colleges and Universities (Lexington, Mass.: Ginn, 1985)


Richard P. Chait, “The Future of Academic Tenure,” *Priorities* 3 (Spring, 1995), pp. 1-11, OLR.


L. Joughin, ed., *Academic Freedom and Tenure* (Madison, Wis.: University of Wisconsin, 1969 and later editions)


November 20 and December 4:  The Future of American Higher Education: State Reports

[November 13: Association for the Study of Higher Education Annual Meeting]
[No class November 27 Thanksgiving Recess]