

## DRAFT

### EOL 580: Critical Issues in Higher Education- The Study of Higher Education

**Instructor:** Tim Cain  
**Email:** tcain@uiuc.edu  
**Phone:** 333-1931  
**Office:** 319 College of Education Building  
**Office Hours:** Wednesday 1:30-3:00 & by appointment

### Course Description

This course is designed to introduce students to major ideas and themes in the study of higher education while providing a first introduction to research in the field. The class will provide an overview of the organization and structure of American higher education, helping to situate future coursework and studies. Finally, the course is affiliated the Ethnography of the University Initiative (EUI). Through this affiliation, students will undertake original research on historic or modern issues/concerns/topics at the University of Illinois and produce lasting knowledge about this institution, its culture, and its students. As members undertake their own research, they will interrogate the research in the field.

By the end of the course, students should:

Understand the development of the modern field of higher education

Be able to articulate the major trends in research on higher education

Be critical readers and users of research on higher education

Understand the diversity and organization of American higher education

Have experience asking and exploring questions involving stakeholders of the University of Illinois

Be able to relate their projects to existing literature and/or research on the University of Illinois

### Required Texts

Altbach, P., Berdahl, R. O., & Gumport, P. J. (2005) *American higher education in the twenty-*

*first century (2<sup>nd</sup> ed.)*. Baltimore: The Johns Hopkins University Press.

American Psychological Association. (2001). *Publication manual of the American*

*Psychological Association (5<sup>th</sup> ed.)*. Washington DC: Author. Electronic reference formats recommended by the APA can be found at the following site: <http://www.apa.org/journals/webref.html>

Additional readings will be distributed electronically through the University of Illinois library.

### Course Expectations

#### Attendance:

Students are expected to attend each session and be prepared to begin each session on time. If a lateness or absence is anticipated, please inform the instructor as early as possible. Repeated

absence or lateness will result in a reduction of your course grade.

**Participation:**

Students are expected to engage actively and thoughtfully in the weekly class sessions. In order to fulfill the promise of a graduate course, plan to study the assigned readings prior to class, identify main themes or issues in the readings, and bring with you any questions or issues you would like to address. Informal assignments or class activities will be used to increase your involvement in the class. These activities should improve both the quality of our class discussions and the value of the readings and activities for all participants.

**Deadlines:**

Unless otherwise specified, all assignments should be turned in at the beginning of class on the day they are due. Work turned in after the beginning of the assigned class will receive minimal feedback and a lower grade. The penalty for late work increases by a letter grade each week.

**Format:**

Unless otherwise specified, all written assignments should adhere to APA style and should be free of spelling and grammatical errors. Papers should be double-spaced, have one inch margins, and have twelve-point font.

**Academic Integrity:**

All students are expected to maintain high standards of academic integrity and adhere to both the letter and spirit of the Student Code of Conduct. All completed assignments must be original work for this course, must consist of original ideas and writing, and must include appropriate citations of others' ideas. All students at the University of Illinois should familiarize themselves with the Student Code of Conduct, available at: [http://www.admin.uiuc.edu/policy/code/article\\_1/a1\\_1-401.html](http://www.admin.uiuc.edu/policy/code/article_1/a1_1-401.html)

**Human Subjects:**

Due to historic and modern concerns regarding the potential for the mistreating participants in research, all students are expected to familiarize themselves with the appropriate College of Education and University of Illinois policies designed to protect human subjects. For more information, see: [HYPERLINK "http://www.ed.uiuc.edu/ber/webpages/HumanSubjects.html"](http://www.ed.uiuc.edu/ber/webpages/HumanSubjects.html) <http://www.ed.uiuc.edu/ber/webpages/HumanSubjects.html>. This course's affiliation with the EUI project allows for a streamlined approval process but it does not mitigate the need to follow ethical and approved procedures and practices when dealing with human subjects.

**Services:**

If you believe that you may need accommodations due to any sort of special circumstances, please contact the instructor within the first two weeks of the class so that appropriate arrangements can be made.

**Syllabus:**

While the main assignments, issues and topics will remain the same, slight alterations in readings may occur due to identified class needs and interests. Such changes will be made in consultation with all class members.

## Assignments

**Participation (15 points)**

Student participation will be a major component of the learning that takes place. Active

engagement with readings, issues, related current events, and discussions is vital and expected. Students should expect to read the *Chronicle of Higher Education* and Insidehighered.com on a daily basis to be able to fully participate in class discussions. Repeated absences, tardiness, or instances of being unprepared will negatively affect students' grades.

### **Journal Review (10 points)**

Students will sign up to provide short reviews ( $\approx 2$  page) of journals in the field. These reviews will include considerations of audience for the journal (practitioner, scholar, general public, etc.), the methodologies/types of articles (quantitative, qualitative, reviews, essays, etc), the facts of publication (how often, by whom, etc), review process (refereed, peer-reviewed, invited, etc.), and the focus or content (higher education, comparative education, history of education, student development, institutional research, etc.).

### **Source Paper (10 points)**

Part of reading and using scholarly research is tracking down and considering sources and citations to which authors refer. As such, each student will be expected to explicitly undertake this task and share his/her findings with the class during the term. Each student will provide a short ( $\approx 2/3$  page) discussion of the source, including how it relates to the piece in which it is cited.

### **Inquiry (30 points for final paper, 5 points for presentation and 30 points for Short Assignments)**

During the course of the term, small groups of students (up to 4) will undertake original research on one aspect of the University of Illinois. This research will be conducted in conjunction with the Ethnography of the University Initiative and will result in a lasting product for future students and scholars to examine. Through the steps of this project, students will consider their perspectives as researchers, what it means to produce knowledge, how they might construct research questions, what existing research might inform their work, and what data will be most useful for answering their questions. A series of Inquiry Assignments, some completed alone and some completed in groups, will help you think about research and produce their final project. Students will be required to present their work to the class and will be strongly encouraged to present it during the EUI conference late in the term.

### **Short Assignments Related to the Inquiry (30 points)**

Autobiography (Session 2 and Session 13) (5 points each)

For session 2, each class member will write a short ( $\approx 2$  page) autobiography introducing herself/himself as a participant and new researcher in higher education. The short piece will explicitly discuss how these factors and other aspects of identity may influence his/her understanding of and approach to higher education. The assignment will be revised for Session 13, with more explicit reference to research.

Campus Paths, Places (Session 4) (5 points)

For this assignment students will map a part of campus through which they traverse on a regular basis. Students will be asked to consider how they view and understand the space and to share their maps with classmates.

Article Review (Session 6) (5 points)

For Session 6, you will provide a short ( $\approx 2$  to 3 page) critical review of one scholarly article related to higher education. This article will ideally be related to the students' larger inquiry project.

Annotated Bibliography (Session 10) (5 points- based on individual contribution to larger bibliography)

For Session 9, groups will provide an annotated bibliography related to their larger research project. Each student will be expected to contribute annotations of five distinct sources.

Participant Observation or Document Analysis (Session 10) (5 points)

Students will undertake a short participant observation or document analysis, depending on inquiry project focus. This assignment will help students think about the data that they are/ will use. Additional readings will be provided to help with this assignment.

Assignment	Due Date	Value
Class Participation	Continuous	15
Journal Review	Varies	10
Source Paper	Varies	10
Inquiry Final Project	December 10	30
Autobiography I	September 3	5
Autobiography II	December 3	5
Campus Paths, Places	September 17	5
Article Review	October 1	5
Annotated Bibliography	October 22	5
Observations/Document An.	November 12	5
Final Presentation	December 3 or 10	5

## Schedule

### Session 1, August 27: Introduction to Course and EUI

What are the goals, purposes, and intended outcomes of the course?

What attributes and behaviors will make this class successful for all participants?

What is the Ethnography of the University Initiative (EUI) and how will it help us structure our class?

What does it mean research our own institution?

### Session 2, September 3: History and Background of Higher Education

How has American higher education developed?

How has it served and not served different populations?

What big picture issues do we need to consider when looking at institutions and systems of higher education?

Altbach, et al:

Ch 1: Altbach, Patterns in Higher Education Development

Ch 2: Geiger, "The ten generations of American higher education."

Eckel, P. D. and King, J. E. (2004). *Overview of higher education in the United States: Diversity,*

*access, and the role of the marketplace.* Washington, DC: ACE. Available:

HYPERLINK "http://www.acenet.edu/bookstore/pdf/2004\_higher\_ed\_overview.pdf"

[http://www.acenet.edu/bookstore/pdf/2004\\_higher\\_ed\\_overview.pdf](http://www.acenet.edu/bookstore/pdf/2004_higher_ed_overview.pdf)

Gina Hunter, Nancy Ablemann, Timothy Reese Cain, Tim McDonough, & Catherine Pendergast  
(Forthcoming 2008). Interrogating the university, one archival entry at a time.  
Change.

Explore: HYPERLINK "http://www.eui.uiuc.edu/about.html" <http://www.eui.uiuc.edu/about.html> [And generate research topics/ideas]

### **Session 3, September 10: The Study of Higher Education**

Is higher education a field, a discipline, a profession, a semi-professional field, etc.? Does it matter?

How has the study of higher education developed over the past 100+ years?

What are the key issues facing the study of higher education?

How have individual scholars created and negotiated their careers in higher education? What issues, events, and ideas helped them formulate their experiences?

#### **GUEST: Jason Romero from EUI**

Goodchild, L. F. (1991). Higher education as a field of study: Its origins, programs, and purposes, 1893-1960. In J. D. Fife and L. F. Goodchild (eds), *Administration as a Profession*. (New Directions for Higher Education, no. 76) San Francisco: Jossey-Bass Publishers.

Peterson, M. W. (2000). The tyranny of success: The research-practice tension. *New Directions for Higher Education*, 110, 21-34.

Simpson, R. D. (2000). The study of higher education. *Innovative Higher Education*, 25(2), 81-84.

Williams, D. (1984). Whither the study of higher education? *Review of Higher Education*, 7(2), 175-178.

Kezar, A. (2000). Still trees without fruit?: Higher education research at the millennium. *Review of Higher Education*, 23(4), 443-468.

Eisenmann, L. (2004). Integrating disciplinary perspectives into higher education research: The example of history. *Journal of Higher Education*, 75 (1): 7-22.

#### Skim:

Dressel, P. L. & Mayhew, L. B. (1974) *Higher education as a field of study* (chapter 1). San Francisco: Josey-Bass. Chapter 1

#### Read at least one:

Astin, A. W. (2003). From number crunching to spirituality. In John C. Smart (ed) *Higher Education: Handbook of Theory and Research*, Vol. XVIII (pp. 1-56). Cornwall, Great Britain: Springer.

McConnell, T.R. (1979). Turning points in a scholarly career. *Journal of Higher Education* 50(1), 3-21.

Peterson, M. W. (2005). A serendipitous search for a career in higher education. In John C. Smart (ed) *Higher Education: Handbook of Theory and Research, Vol. XX* (pp. 1-53). Cornwall, Great Britain: Springer.

Stark, J. S. (2002). An unplanned journey into higher education. In John C. Smart (ed) *Higher Education: Handbook of Theory and Research, Vol. XVII* (pp. 1-53). Netherlands: Kluwer Academic Publishers.

**Session 4, September 17:**

What are the freedoms and responsibilities of participants in higher education? How do they differ in academic and non-academic settings?

What are the ethical responsibilities of institutional stakeholders?

How are academic freedom, free speech, plagiarism, and research ethics related?

Disarming America or Disarming Academia?

**ROAD TRIP to Gregory Hall for an HEC event:** Robert O'Neil: "Can you really speak freely on a public campus?"

Altbach, et al:

Chapter 4: Academic Freedom: Past, Present and Future beyond September 11 (O'Neill)

Nelson, C. (October 2003). Can E.T. Phone Home? The Brave New World of University Surveillance.

*Academe* 89(5). Available: HYPERLINK "<http://www.aaup.org/AAUP/pubsres/academe/2003/SO/Feat/nels.htm>" <http://www.aaup.org/AAUP/pubsres/academe/2003/SO/Feat/nels.htm>

Hauptman, R. (2002). Dishonesty in the academy. *Academe*, 88(6), 39-45. Available:

HYPERLINK "<http://www.aaup.org/AAUP/pubsres/academe/2002/ND/Feat/Haup.htm>" <http://www.aaup.org/AAUP/pubsres/academe/2002/ND/Feat/Haup.htm>

Student Code of Conduct: HYPERLINK "[http://www.admin.uiuc.edu/policy/code/article\\_1/a1\\_1-401.html](http://www.admin.uiuc.edu/policy/code/article_1/a1_1-401.html)" [http://www.admin.uiuc.edu/policy/code/article\\_1/a1\\_1-401.html](http://www.admin.uiuc.edu/policy/code/article_1/a1_1-401.html)

Listen to: "Historian Under Fire," HYPERLINK "<http://www.npr.org/templates/story/story.php?storyId=1139286>" <http://www.npr.org/templates/story/story.php?storyId=1139286>

Skim: Katz, S. N. , Gray, H. H., and Ulrich, L. T. (2002). Report of the Investigative Committee in the

matter of Professor Michael A. Bellesiles. Available: HYPERLINK "[http://www.news.emory.edu/Releases/Final\\_Report.pdf](http://www.news.emory.edu/Releases/Final_Report.pdf)" [http://www.news.emory.edu/Releases/Final\\_Report.pdf](http://www.news.emory.edu/Releases/Final_Report.pdf)

Bellesiles, M. A. "Statement of Michael Bellesiles on Emory University's Inquiry into Arming America."

HYPERLINK "[http://www.news.emory.edu/Releases/B\\_statement.pdf](http://www.news.emory.edu/Releases/B_statement.pdf)" [http://www.news.emory.edu/Releases/B\\_statement.pdf](http://www.news.emory.edu/Releases/B_statement.pdf)

### **Session 5, September 24: Introduction to Research**

What are the purposes and processes of IRB?

How do IRB protocols affect our understandings of research ethics?

What resources are available at the UIUC libraries and how do we access them?

Krathwohl, D. R. (1998). Fieldwork and observation and Historical research. In *Methods of educational*

and social science research: An integrated approach (pp. 247-280 & 571-586).

Janesick, V. J. (1994). The dance of qualitative research design: Metaphor, Methodolatry, and meaning.

In N. K. Denzin and Y. S. Lincoln (Eds), *Handbook of Qualitative Research* (pp. 209-219). Thousand Oaks, CA: Sage Publications.

Basso, K. (1996). Stalking with stories. In *Wisdom sits in places* (pp. 58-65).

Albuquerque, NM:

University of New Mexico Press.

Carlson, Scott, "An Anthropologist in the Library: The U. of Rochester Takes a Close Look at

Students in the Stacks," *Chronicle of Higher Education* 53 no. 50.

Explore: "Primary Source VILLAGE Tutorial" Available:

HYPERLINK "http://www.library.uiuc.edu/village/primarysource/index.htm"  
<http://www.library.uiuc.edu/village/primarysource/index.htm>

### **Session 6, October 1: Why and for Whom?**

What is the purpose of higher education in America?

Who should attend colleges and universities?

Who should pay for students to attend?

Are the benefits of higher education public or private?

Baxter Magolda, M. (2004) Self-authorship as the common goal of higher education. In M. Baxter

Magolda & P. M. King, *Learning Partnerships: Theories and Models of Practice to Educate for Self-Authorship* (pp. 1-35). Sterling, VA: Stylus.

Bowen, H. R. (1997). The intended outcomes of higher education. In *Investment in learning: The individual and social value of American higher education* (pp. 31-60).

Baltimore: Johns Hopkins University Press.

Rosovsky, H. (1990). The purposes of a liberal education. In *The university: An owner's manual* (pp. 99-112). New York: W. W. Norton & Company, Inc.

Institute for Higher Education Policy. (1998). Reaping the benefits: Defining the public and private benefits of going to college. Washington, DC: Author.

Altbach, et al.:

Chapter 13: Financing Higher Education (Johnstone)

## **Session 7, October 8: Organization and Management of Higher Education**

How do institutions function internally?

What theories help us understand colleges and universities as complex organizations?

Ehrenberg, R. G. (2000). Who is in charge of the university? In *Tuition rising: Why college costs so much* (pp. 19-31). Cambridge, MA: Harvard University Press.

Birnbaum, R. (1988). Problems of governance, management, and leadership in academic institutions and Thinking in systems and cycles. In *How Colleges Work: The Cybernetics of Academic Organization and Leadership* (pp. 3-55). San Francisco, Jossey-Bass.

Duderstadt, J. J. (2004). Governing the twenty-first-century university. In W. G. Tierney *Competing conceptions of academic governance: Negotiating the perfect storm* (pp. 137-57). Baltimore: The Johns Hopkins University Press. [ER]

Padilla, A. (2006). The University as a complex organization. *Portraits in leadership: Six extraordinary university presidents*. (pp. 11-38) Washington, DC: ACE/Praeger

Sandeen, A. (1996). Organization, functions and standards of practice. In S. R. Komives, D. B. Woodward, Jr. and Associates (Eds), *Student services: A handbook for the profession, 3<sup>rd</sup> Ed.* (pp. 435-457). San Francisco: Jossey-Bass.

## **Session 8, October 15: Institutional Type & Ranking**

How have we and do we categorize higher education?

What are the implications of categorizations and rankings for our system?

How are different institutional types similar and different?

How might institutional purpose and success look different for different sectors?

### **Guest Speaker: Professor Debra Bragg**

Bastedo, Michael N. and Patricia J. Gumport. 2003. "Access to What? Mission Differentiation and Academic Stratification in U.S. Public Higher Education." *Higher Education* 46: 341-359.

McCormick, A. C. and Zhao, C. Rethinking and reframing the Carnegie Classification, *Change* 37 (September/October 2005), 50-57. Available: HYPERLINK "http://www.carnegiefoundation.org/dynamic/publications/elibrary\_pdf\_634.pdf" [http://www.carnegiefoundation.org/dynamic/publications/elibrary\\_pdf\\_634.pdf](http://www.carnegiefoundation.org/dynamic/publications/elibrary_pdf_634.pdf)

Gilbert, L. (1995). The liberal arts college- Is it really an endangered species? *Change* 27(5), 36-43.

Institute for Higher Education Policy. (1999) *Tribal Colleges: An introduction*. Washington,



DC:

Author. Available: HYPERLINK "<http://www.ihep.org/Publications/publications-detail.cfm?id=85>" <http://www.ihep.org/Publications/publications-detail.cfm?id=85>

Gasman, M, Baez, B., Drezner, N. D., Sedgwick, K. V., Tudico, C., Schmid, J. M. (2007). Historically

Black College and Universities: Recent trends *Academe*, Available: HYPERLINK "<http://www.aaup.org/AAUP/comm/rep/HBCUTrends.hrm>" [www.aaup.org/AAUP/comm/rep/HBCUTrends.hrm](http://www.aaup.org/AAUP/comm/rep/HBCUTrends.hrm)

Review: HYPERLINK "<http://www.carnegiefoundation.org/classifications/>" <http://www.carnegiefoundation.org/classifications/>

Review: HYPERLINK "<http://www.msi-alliance.org/model.asp>" <http://www.msi-alliance.org/model.asp>

Additional Reading: TBA

### **Session 9, October 22: External Stakeholders**

What role do governmental and non-governmental agencies play in higher education?  
Who provides oversight of American higher education and to what ends?

**Guest Speaker: Dr. Patricia Yaeger**

Altbach, et al:

Chapter 3: Autonomy and Accountability (Schmidtlein and Berdahl)

Chapter 6: The Federal Government and Higher Education (Gladieux, King, and Corrigan)

Chapter 7: The States and Higher Education (McGuinness, Jr.)

Chapter 9: The Hidden Hand (Harclerod and Eaton)

Heller, D. E. (2004). State oversight of academia. In R. G. Ehrenberg (ed.). *Governing academia*.

Ithaca: Cornell University Press.

Additional reading TBA

### **Session 10, October 29: Students and Faculty**

How do we understand the roles and responsibilities of faculty?

How does faculty culture differ at different institutional types?

Who are the students in American higher education? How do we know?

Altbach, et al:

Chapter 4: Academic Freedom: Past, Present and Future beyond September 11

(O'Neill) (review)

Chapter 10: Harsh Realities (Altbach)

Chapter 11: College Students in Changing Contexts (Dey and Hurtado)

Chapter 18: Race in Higher Education (Chang, Altbach, and Lomotey)

Clark, B. R. (1997). Small worlds, different worlds: The uniqueness and troubles of the American academic profession. *Daedalus*, 126 (4), 21-42.

Terenzini, P. T. (1998). Studying college students in the 21<sup>st</sup> century: Meeting new challenges.

*The Review of Higher Education*, 1 (2), 151-165.

\*\*\*\*\*November 5: No Class- ASHE & HES Conferences\*\*\*\*\*

### **Session 11, November 12: Curriculum**

What are the elements of a curriculum and how are they intertwined?

How do we understand the current and historical debates about the content of the college curriculum?

What are the key issues in graduate curricula and how do disciplinary differences affect them?

Altbach, et al:

Chapter 15: Graduate Education and Research: Interdependence and Strain

Chapter 16: Curriculum in Higher Education: The Historical Roots of Contemporary Issues

Ratcliff, J. L. (1996) What is the curriculum and what should it be? In Gaff, J. G., Ratcliff, J. L., and

Associates (Eds.). *Handbook of the undergraduate curriculum: A comprehensive guide to purposes, structures, practices and change* (pp. 1-29). San Francisco: Jossey-Bass.

Stark, J. S. and Lattuca, L. R. (1997). Defining curriculum: An academic plan and Creating academic

plans. In *Shaping the college curriculum: Academic plans in action* (pp. 1-22 & 113-140). Needham Heights, MA: Allyn & Bacon.

Additional excerpts from recent arguments about college curricula will be provided electronically.

### **Session 12, November 19: Challenges and Opportunities**

What are the biggest opportunities ahead for American higher education?

What difficult decisions are institutions facing in the 21<sup>st</sup> century?

What role does diversity play in the challenges and opportunities ahead?

Altbach, et al:

Chapter 4: Challenges Facing Higher Education in the 21<sup>st</sup> Century (Zusman)

Chapter 17: Markets in Higher Education (Slaughter and Rhoades)

Kezar, A. J. (2005). Challenges for higher education in serving the public good. In A. J. Kezar,

T. C. Chambers, J. C. Burkhardt, & Associates (Eds.), *Higher education for the public*

*good: Emerging voices from a national movement* (pp. 23-42). San Francisco:  
Jossey-Bass. [ER]

**Session 13, December 3: Open Session and Projects**  
Readings: TBA

**Session 14, December 10: Open Session and Projects**

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