

SOC 190.6
POLITICS OF THE AMERICAN UNIVERSITY

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Office Hours: Thursdays 2-4, Barrows 483
Sign up on BSpace (under Sign-up)

Fall 2012
Thursday 12-2
Barrows 402

COURSE DESCRIPTION

In recent decades, American universities have been undergoing a major transformation. Changes in the substance and uses of knowledge, increasing competitive and financial pressures, and changing organizational structures create many challenges for the individuals who work and study in them. Issues of access, funding and curricula occupy the public agenda. This course will examine these developments and debates from a socio-historical perspective. We begin by reviewing the origins of the university in Europe and the United States. The second part of the course focuses on the relations between the university on the one hand, the society, the state and politics on the other hand. The third part draws on this socio-historical background to investigate some key problems in higher education: access, content, commercialization, funding and governance. Throughout the course, we will read on the University of California system and UC Berkeley, and aim to link broader changes to local developments.

COURSE REQUIREMENTS

This is NOT a lecture course but a research seminar. Accordingly, there are two main requirements: active, informed participation in discussion, and an original research paper. To meet these requirements fully, you will be writing a number of reading and research memos over the course of the semester. Here's a more detailed breakdown of the requirements and grading:

Reading Memos 20%

In a reading memo, you should briefly summarize the main arguments of the readings assigned for the week and provide some discussion: questions; links to other readings; theoretical or empirical critique; implications for your research paper. You are encouraged to read each others' memos before each meeting.

A memo should be around 500 words; you are required to write a total of 4 memos.

Upload to Bspace (under Forums, under the week's topic) by Wednesday noon each week.

Attendance and Participation 30%

Attendance is mandatory (10%). Two or more unexcused absences will severely impact your attendance/participation grade.

Active, informed participation is required of all seminar participants (15%). You should complete all readings for the week prior to attending class, and arrive prepared to discuss the materials. To encourage preparedness, I will randomly call on participants to share thoughts and questions.

Once during the semester, you will co-facilitate the discussion (5%) where you will be expected to help seminar participants to cover the main themes, make connections to other readings, and think critically about the material. **Sign up by Aug 30th.**

Research Paper 50%

For your research paper, you will choose a key issue in contemporary American universities and analyze it by conducting archival, ethnographic or interview-based research on the UC system.

Week 2: Aug 30/Th: Meet with me to set your topic and identify preliminary readings.

Week 4: Sep 11/Tue/3pm: Submit a 500 word memo reviewing your preliminary readings and proposing a research project (5%).

Week 8:

Oct 9/Tue/3pm: Submit a 1000 word memo linking existing literature with your findings (10%).

Oct 11/Th: Meet with me during office hours to discuss your memo.

Weeks 12-13:

Nov 6/Tue/3pm: Submit a full draft of the whole paper (12-15 pages) (15%).

Nov 8/Th-Nov 15/Th: In-class presentations (5%).

Finals week: Dec 6/Th/3pm: Submit the final version (12-15 pages) (15%).

All submissions related to the research paper should be made in hard copy (12 font, single-spaced, single-sided, no cover page) to my box in Barrows 410 by 3 pm.

OTHER GUIDELINES

Course Materials

Readings from books are included in the **reader prepared at Copy Central (2560 Bancroft)**.

You can order your reader at www.copycentral.com. Articles are on Bspace (under Resources).

Lateness

Please be on time for class meetings. Late reading memos will not be accepted. Late research assignments will incur significant penalties. Research assignments submitted more than 5 days after the due date will not receive credit. If you are late due to illness or other genuine emergency, you need to provide me with documentation.

Communication/ Office Hours

You can email me about urgent issues. If you have a question that needs a detailed response, please come to my office hours (sign up on BSpace, under Sign-up) or email for an appointment.

Academic Dishonesty

Plagiarism is strictly forbidden. All work you turn in **MUST** be your own. This means no borrowing of ideas or wording from friends' work, other authors' work, or the Internet. If you quote from or paraphrase another person's work, you must cite in the proper manner. Any form of cheating and plagiarism will lead to zero on the exam or assignment and to disciplinary action. Make sure you read UC Berkeley's Code of Student Conduct regarding academic dishonesty at <http://students.berkeley.edu/osl/sja.asp?id=1143>. For an overview of plagiarism and how to cite sources, consult <http://students.berkeley.edu/osl/sja.asp?id=4068>.

Disability Accommodation

The Disabled Students' Program (DSP) is the campus office responsible for verifying that students have disability-related needs for academic accommodations and for planning appropriate accommodations, in cooperation with the students themselves and their instructors. Students who need academic accommodations should request them from DSP: 230 César Chávez Student Center, 642-0518. <http://dsp.berkeley.edu/teachstudentswithdisab.html>. If you need disability-related accommodations, if you have emergency medical information you wish to share with me, or if you need special arrangements in case the building must be evacuated, please inform me privately after class or during my office hours.

COURSE SCHEDULE AND READINGS

Week 1/August 23: Introduction

PART I ORIGINS

Week 2/August 30: European Origins

Verger, Jacques. 1992. "Patterns." Pp. 35-62 in *A History of the University in Europe, Volume I: Universities in the Middle Ages* edited by Hilde de Ridder-Symoens. Cambridge [England], New York: Cambridge University Press.

Howard, Thomas Albert. 2006. *Protestant Theology and the Making of the Modern German University*. New York: Oxford University Press. Pp. 130-142.

Humboldt, Wilhelm von. [1809] 1970. "University Reform in Germany." *Minerva* 8:242-250.

Newman, John Henry. [1852] 1976. *The Idea of a University*. New Haven, CT: Yale. Pp.33-50.

Recommended:

Kant, Immanuel. [1798] 1979. *The Conflict of the Faculties*. Translated by Mary J. Gregor. New York, NY: Abaris. Pp.23-47

Sorkin, David. 1983. "Wilhelm Von Humboldt: The Theory and Practice of Self-Formation (Bildung), 1791-1810." *Journal of the History of Ideas* 44(1):55-73.

Week 3/September 6: Emergence of the American University

Veysey, Laurence R. 1965. *The Emergence of the American University*. Chicago, IL: University of Chicago Press. Pp.1-18.

Reuben, Julie A. 1996. *The Making of the Modern University: Intellectual Transformation and the Marginalization of Morality*. Chicago, London: University of Chicago Press. Pp.17-35; 61-87.

Recommended:

Veblen, Thorstein. [1918] 1957. *The Higher Learning in America*. New York, NY: Sagamore.

Metzger, Walter. 1955. "The German Influence." Pp.367-383 in *The Development of Academic Freedom in the United States* by Richard Hofstadter and Walter Metzger. New York and London: Columbia University Press.

Geiger, Roger L. 1986. *To Advance Knowledge: The Growth of American Research Universities, 1900-1940*. New York: Oxford University Press.

Douglass, John A. 2000. *The California Idea and American Higher Education, 1850 to the 1960 Master Plan*. Stanford, CA: Stanford University Press. Pp.19-80.

PART II UNIVERSITY AND SOCIETY, STATE, POLITICS

Week 4/September 13: Research Workshop

Week 5/September 20: Expansion of Higher Education: Mobility versus Reproduction

- Meyer, John W. 1977. "The Effects of Education as an Institution." *American Journal of Sociology* 83(1):55-77.
- Bourdieu, Pierre. [1989] 1996. *State Nobility: Elite Schools in the Field of Power*. Stanford, CA: Stanford University Press. Pp.278-99.
- Brint, Steven and Jerome Karabel. 1989. *The Diverted Dream: Community Colleges and the Promise of Educational Opportunity in America, 1900-1985*. New York: Oxford University Press. Pp.205-32.

Recommended:

- Trow, Martin. 1962. "The Democratization of Higher Education in America." *Archives Européennes de Sociologie* 3(2):231-62.
- Jencks, Christopher and David Riesman. 1968. *Academic Revolution*. Garden City, NY: Doubleday. Pp.1-27.
- Collins, Randall. 1979. *The Credential Society: An Historical Sociology of Education and Stratification*. New York: Academic Press.

Week 6/September 27: Rise of the Federal Grant Multiversity

- Lowen, Rebecca S. 1997. *Creating the Cold War University: The Transformation of Stanford*. Berkeley: UC Press. Pp.43-67; 93-119.
- Kerr, Clark. 1963. *The Uses of the University*. Cambridge, MA: Harvard University Press. Pp.31-63.

Recommended:

- Geiger, Roger L. 1993. *Research and Relevant Knowledge: American Research Universities Since World War II*. New York, NY: Oxford University Press. Pp.30-60; 73-81.
- Leslie, Stuart W. 1993. *The Cold War and American Science: The Military-Industrial-Academic Complex at MIT and Stanford*. New York: Columbia University Press.
- Seidel, Robert. 1992. "The Origins of the Lawrence Berkeley Laboratory." Pp.21-45 in *Big Science: The Growth of Large-Scale Research* edited by Peter Galison and Bruce Hevly. Stanford, CA: Stanford University Press.
- Swartz, Charles. 1978. "Berkeley Controversy over Nuclear Weapons." *Bulletin of the Atomic Scientists* 34(7):20-24.

Week 7/October 4: Berkeley in the 1960s

- Habermas, Jurgen. [1969] 1971. *Toward a Rational Society: Student Protest, Science and Politics* translated by Jeremy J. Shapiro. Heinemann: London. Pp.1-30.
- Cohen, Robert and Reginald Zelnik. 2002. *The Free Speech Movement: Reflections on Berkeley in the 1960s*. Berkeley, CA: University of California Press. Pp.57-72; 401-421.
- Connery, Christopher L. 2011. "Marches Through the Institutions: University Activism in the Sixties and Present." *Representations* 116(1):88-101.

Recommended:

- Searle, John. 1971. *The Campus War: A Sympathetic Look at the University in Agony*. New York: World Publishing Company.
- Gitlin, Todd. 1987. *The Sixties: Years of Hope, Days of Rage*. New York: Bantam Books.

PART III ISSUES

Week 8/October 11: Access, Diversity

- Karabel, Jerome. 1984. "Status-Group Struggle, Organizational Interests and the Limits of Institutional Autonomy: The Transformation of Harvard, Yale and Princeton, 1918-1940" *Theory and Society* 13:1-40.
- Douglass, John Aubrey. 2001. "Anatomy of Conflict: The Making and Unmaking of Affirmative Action at the University of California." Pp.118-144 in *Color Lines: Affirmative Action, Immigration, and Civil Rights Options for America* edited by John David Skrentny. Chicago, London: University of Chicago Press.
- Skrentny, John D. 2002. *Minority Rights Revolution*. Cambridge, MA: Belknap Press of Harvard University. Pp. 165-178. Available Online.

Recommended:

- Karabel, Jerome. 2005. "How Affirmative Action Took Hold at Harvard, Yale, and Princeton." *Journal of Blacks in Higher Education* 48:58-77.
- Douglass, John Aubrey. 2007. *The Conditions for Admission: Access, Equity, and the Social Contract of Public Universities*. Stanford, CA: Stanford University Press. Pp.93-233
- Berrey, Ellen. 2011. "Why Diversity Became Orthodox in Higher Education, and How It Changed the Meaning of Race on Campus." *Critical Sociology* 37(5):573-596

Week 9/October 18: Politics of Knowledge and Curricula

- Graff, Gerald. 1992. *Beyond the Culture Wars: How Teaching the Conflicts Can Revitalize American Education*. New York, London: W.W. Norton and Company. Pp. 16-36.
- Rojas F. 2007. *From Black Power to Black Studies: How a Radical Social Movement Became an Academic Discipline*. Baltimore, MD: Johns Hopkins University Press. Pp. 93-126.
- Gross, Neil. 2011. "American Academe and the Knowledge-Politics Problem" Pp.111-141 in *The American Academic Profession: Transformation in Contemporary Higher Education*, edited by Joseph Hermanowicz. Baltimore, MD: Johns Hopkins University Press.

Recommended:

- Gutierrez, Ramon A. 1994. "Ethnic Studies: Its Evolution in American Colleges and Universities." Pp.157-67 in *Multi-Culturalism: A Critical Reader* edited by David Theo Goldberg. Cambridge, MA: Basil Blackwell.
- Brint, Steven. 2002. "The Rise of the 'Practical Arts' ." Pp.231-259 in *The Future of the City of Intellect* edited by Steven Brint. Stanford CA: Stanford University Press.

Week 10/October 25: Commercialization of Academic Science

- Berman, Elizabeth. 2012. *Creating the Market University: How Academic Science Became an Economic Engine*. Princeton, NJ: Princeton University Press. Pp.58-93.
- Busch, Lawrence et al. 2004. *External Review of the Collaborative Research Agreement between Novartis Agricultural Discovery Institute, Inc. and The Regents of the University of California*. East Lansing, MI: Institute for Food and Agricultural Standards, Michigan State University. Pp.22-41, 118-137.

Recommended:

- Slaughter, Sheila and Gary Rhoades. 2004. *Academic Capitalism and the New Economy: Markets, State, and Higher Education*. Baltimore: Johns Hopkins University Press.
- Geiger, Roger L. 2004. *Knowledge and Money: Research Universities and the Paradox of the Marketplace*. Stanford, CA: Stanford University Press.

Week 11/November 1: Corporatization of the University

- Calhoun, Craig. 2006. "The University and the Public Good" *Thesis Eleven* 84:7-43.
- Douglass, John Aubrey. 2007. *The Conditions for Admission: Access, Equity, and the Social Contract of Public Universities*. Stanford, CA: Stanford University Press. Pp.237-260.
- Tuchman, Gaye. 2009. *Wannabe U: Inside the Corporate University*. Chicago, London: University of Chicago Press. Pp.48-68

Recommended:

- Bok, Derek. 2003. *Universities in the Market Place: The Commercialization of Higher Education*. Princeton: Princeton University Press. Pp.1-17; 99-121.
- Geiger, Roger L., Carol L. Colbeck, Roger L. Williams and Christian K. Anderson (eds) 2007. *Future of the American Public Research University*. Rotterdam, Netherlands: Sense.
- Newfield, Christopher. 2008. *Unmaking the Public University: The Forty-Year Assault on the Middle Class*. Cambridge, Mass.: Harvard University Press.

Week 12/November 8: Student Presentations

Week 13/November 15: Student Presentations

Week 14/November 22: Thanksgiving/No Class Meeting

Week 15/November 29: Looking Forward

- Delanty, Gerard. 2001. "The University in the Knowledge Society." *Organization* 8(2):149-153.
- Calhoun, Craig. 2009. "Free Inquiry and Public Mission in the Research University" *Social Research* 76(3):901- 932.
- Burawoy, Michael. 2012. "The Great American University." *Contemporary Sociology* 41(2):139-149.

Recommended:

- Smith, Anthony and Frank Webster. 1997. *The Postmodern University? Contested Visions of Higher Education in Society*. Buckingham, UK: SRHE and Open University Press.
- Brint, Steven. 2005. "New Directions in American Research Universities" *Minerva* 43:23-50.
- Holmwood, John (ed.). 2011. *A Manifesto for the Public University*. London, New York: Bloomsbury Academic.