I. PURPOSE AND FOCI

Integrating Political and Higher Education Studies. To analyze our political phenomena in higher education, we draw on concepts, tools, modes of analysis, etc. used in political science. On the other hand, we use examples from the politics of higher education to illustrate or question broader political patterns. To help keep discussions on a concrete level, the course is divided into separate topics organized mostly around different higher education actors but that is simply the structure within which to consider real functions, behavior, and meanings.

Thematic Questions. The following basic and inter-related questions in politics are also basic questions for this course:

-- who governs?
-- how is power distributed?
-- how are autonomy and accountability manifested?
-- how are public interests pursued?
-- what is the role of the state and the market?

Comparative Inquiries will help us ponder our thematic questions with maximum specificity and maximum breadth. We will compare contemporary U.S. politics of higher education to: (1) mainstream politics; (2) historical higher education politics; (3) other countries’ realities. Less centrally and depending upon class interest we may also highlight comparisons between (4) public and private (including for-profit); (5) institutional types (from research universities to four year liberal arts colleges to community colleges to distance education); (6) k-12 politics.). The balance between U.S. and international will be set partly by the 658 Fall class composition and interests but we will definitely treat the U.S. in global perspective. In higher education, as with other American political institutions, patterns that seem natural to most students are very unusual in comparative perspective—though the U.S. is increasingly emulated and itself always evolving.

II. REQUIREMENTS

The first session is August 31, the last Dec 7, with a UA holidays on Sept 21 and Nov 23. Other date adjustments may be made.

Readings draw on various sources, so that students must be prepared to spend time with various publications. Almost all required articles and chapters should be available through e-reserve and your
password is aps658Levy. Texts include Leon Epstein, Governing the University: The Campus and the Public Interest (Jossey-Bass). We will also read Edward R. Hines and Leif S. Hartmark, Politics of Higher Education (Washington, D.C.: ERIC/AAHE). All required reading will be on reserve, including the Epstein, which is out of print. Readings include several xeroxes from Burton Clark and Guy Neave's (C&N) massive 1992 Encyclopedia of Higher Education. A considerable amount of supplementary reading is also on reserve, to help students read further on subjects of special courses to them, but not all listed supplemented reading is on reserve and additionally, several bibliographical collections will be made available, and students are encouraged to solicit further sources from the instructor. The amount of required reading that the class does together is purposefully set rather low, the flip side of which is that (a) it must be done in its entirety by all students (b) students must select and delve into a number of supplementary works. These supplemental works are of two kinds and must both be included: 1. works listed below under Recommended; 2. particular works pertinent to your project (see next paragraph). The instructor may add readings to either list as the course proceeds. Also, get on the distribution list for Inside Higher Education, for free, and you can get weekly digests (arriving Fridays).

Class Attendance is required. It will not do to say “work requires me to be elsewhere.” Any absence must be satisfactorily justified. In no case will a student missing more than two classes get credit for the course. Each class member is responsible for all the material covered in the required readings and in class. If a student must miss class, he or she must inform me prior to class and contact a classmate to learn as well as possible what transpired. Each student should have a designated “buddy” who will provide notes. Class discussion is crucial and counts in your grade (roughly one-third, with the bib essay). If the discussions do not demonstrate careful reading and preparation by students, the instructor will add requirements, such as quizzes. It should be obvious that cell phones and any devices that connect the student to the outside world may not be used and must be turned off. No eating, no gum chewing. Beverages are fine.

Individual Student Projects. An important part of the class participation will revolve around student projects. Each student will choose a salient policy issue in contemporary higher education and become our expert on it. Like a special advisor to policy makers, the student will be abreast of recent developments as well as background factors concerning that issue. Successful advisors will be able to use their policy issue to offer specific illustrations in our weekly discussions. Crucially, the student must relate the policies to the 658 themes, including the power exercised by whom on what. Among the numerous possible policy issues are: partial privatization or marketization of public institutions; changes in state regulation; tuition and loans; aid to needy students; the overall level of financial support for higher education; public policy for private higher education; accreditation; affirmative action; the fate of black or women's colleges; rights of the handicapped; tying higher education to the job market. Many other policy issues are possible, all subject to professor’s approval.

We will probably set aside time in the second half of each or most classes for students’ reports, connecting their project to the week’s curriculum as well as topics of all weeks subsequent to student’s last oral presentation. Each presentation will start with a one-sentence statement of the political theme of the presentation. We may also set aside time for student breakout sessions—possibly built around clusters of individual projects -- in which groups would consider some aspect of the day’s material, particularly in connection with
their own work. The number and composition of groups can be determined once we know the size of the course and have a sense of others’ special interests.

The presentations, as they are not descriptions about your topic, should be well-honed analyses weaving your topic into the class material (readings and discussion) of the weeks in question. This would include the week in which the student delivers.

Presentations are normally short, so make them to the point. Typically 5 minutes for each presentation, followed by up to 10 minutes of class discussion but we can be more liberal if our numbers remain modest. We might also leave time for some overall reflections on the reports and discussions together. Each Group should select a Coordinator. The Coordinator is responsible for setting the order of the presentations and holding each presenter to the time limit. It's up to each Group to decide if it wants to have the same Coordinator each week or a rotating system.

By Sept 10, you should email me a proposed topic. We plan to have presentations starting on our third session.

The major written assignments are to be discussed and arranged, given the unique composition of the class in any semester. But there are two essay-exams of roughly 1300 words each. In rare circumstances and only with the instructor’s permission, doctoral students may substitute a substantial term paper developed in continual consultation with the instructor.

Additionally, each student prepares an annotated bibliography of roughly 7 pages double-spaced. This will include all readings done that were not required of the whole class. We will work out exact dates for submissions but the bibliography is due Nov 20. The bibliography may contain a paragraph on each reading, more if the entry is an entire book. BUT, this is graduate school and we are not settling for mere summaries (“I read x and this is what it says”), so beyond just very quick generic summaries, the bibliography should center on a tailored analysis that relates the reading to each of the following (a) basic themes of the course, (b) your particular policy topic, (c) the other readings included in your Annotated Bibliography, and (d) materials from other courses and from your work experience. It should start by stating a theme—your main “take away” from your readings. Although a bibliographical essay is not a classic term research paper, it must be analytical and is not an expression of your personal opinions about what is good or bad policy, good or bad realities.

The space limit does not allow for rehashing factual details from the readings; you should learn these but the essay is to use them in your analysis. By late October you should submit a reading list. News items are fine to include, as from Chronicle of Higher Education and Inside Higher Education, but these are generally short and non-scholarly, so should not form the bulk of your reading. Have (at least) five scholarly works. The essay will not be specifically marked the way your other work will be, but it will (as noted above) count with classwork for about a third of the course grade. You should start working on it from the beginning of the semester.

Any written assignments submitted after the deadline incurs an automatic penalty.
For any technical problems, such as access to e-readings, address classmate and PhD student Quang Chao <chauquang789@gmail.com>, and/or consult classmates before contacting me. We will also build and maintain a 658 listserv so that we may all communicate as a group. Blackboard will be liberally used.

ACADEMIC DISHONESTY AND HUMAN SUBJECTS
All students must abide by the rules and principles for student conduct delineated in the U-Albany graduate bulletin. Academic dishonesty (e.g., plagiarism, submission of identical papers across courses) is a university offense and subject to disciplinary action. Be aware of the proscription against plagiarism. Ignorance of the rules is no defense.
III. READINGS

NOTE: The readings are divided into topic segments. Most segments will last one week, but we have the flexibility to extend, add, or cut. Adjustments can be made in accord with the composition of the class in this particular semester, including the MS-PhD breakdown and the domestic-international breakdown. For example, if there are many international students, then section II would be expanded. In most semesters, II and IV are treated with extra time. See the course outline handout for further details on the reading. Topics X-XII may be interspersed in I-IX; regardless, students are responsible for all the listed required readings I-XII. The preliminary registration indicates this likely will be an MS-based course.

I. The Political Analysis of Higher Education

Required

Epstein: Preface and One

Hines & Hartmark, 1-3, 51-56


Recommended

(See also Bibliographies and Source Books, at end of handout).

Burton R. Clark, The Higher Education System (University of California, 1983)


Daniel Levy, "Universities and Governments," Comparative Politics 12, No. 1 (1979) 99-121

Paul Dressel and Lewis Mayhew, Higher Education as a Field of Study (San Francisco: Jossey Bass, 1974)
II. The U.S. in Comparative and Historical Perspective

Required

Epstein: Two


Recommended

Burton R. Clark, Places of Inquiry (University of California, 1995).


III. Politics at the National Level

Required

Hines and Hartmark, 4-11

Derek Bok, "The Federal Government and the University," The Public Interest 158 (Winter 1980), 80-101

**Recommended**


Lawrence Gladieux and Thomas Wolanin, Congress and the Colleges (Lexington, MA.: D.C. Heath, 1976)


**IV. Politics at the State Level**

**Required**

Epstein: Three

Hines and Hartmark: 12-30, 40-41, 44-45


**Recommended**


California Higher Education Policy Center, State Structures: A Comparative Overview (Spring 1997).
V. Politics in New York State and SUNY

Required


Independent Commission on the Future of the State University, Challenge and Choice, Jan. 1985


Recommended


VI. Trustees and Non-Governmental External Actors

Required

Epstein: Four


Recommended

Cowley, op. cit., 29-48, l30-l44, l63-l85

Kenneth Mortimer and T.R. McConnell, Sharing Authority Effectively (San Francisco: Jossey Bass, 1978), Five

VII. The Politics of University Administration

**Required**

Epstein: Five


**Recommended**


Cowley, op. cit., pp. 49-70


Mortimer and McConnell, op. cit., Six

VIII. Professional Power

**Required**

Epstein: Six and Seven.


**Recommended**

Cowley, op. cit., 9-28, 71-98


Mortimer and McConnell, op. cit., Two-Four

IX. Student Power

**Required**

Epstein: Eight and Nine.


**Recommended**


Cowley, op. cit., 99-129

Alexander, DeCinde, ed. *Student Activism: Town and Gown in Historical Perspective* (New York: Charles Scribners, 1971)


X. Autonomy and Accountability

**Required**


**Recommended**

Cowley, op. cit., 199-225

XI. Coordination: By Market or Government?

**Required**

Epstein: Ten

Hines and Harkmark 48-50

**Recommended**

Martin Trow: "The National Reports on Higher Education," *Educational Policy*


Burton R. Clark, *The Higher Education System*, last two chapters

Mortimer and McConnell, op. cit., Eight-Ten

XII. Public Policy and Private Higher Education

**Required**


**Recommended**

http://www.albany.edu/dept/eaps/prophe/


BIBLIOGRAPHIC AND JOURNAL GUIDE
Bibliographies and Source Books


ASHE Reader on Organizational Governance in Higher Education, latest editions. ed. Christopher Brown).


Edward Hines and Leif Hartmark, The Politics of Higher Education, 57-75


Journals
Concentrating on higher education, with frequent articles on politics are:

Chronicle of Higher Education
Inside Higher Education (distribution list)
Higher Education (broad international coverage)
Journal of Higher Education
Review of Higher Education