Sociology SOC 74400 / Urban Education UED 75200 / Interdisciplinary Studies IDS 81640

The Futures Initiatives <https://futuresinitiative.org/>

CUNY Graduate Center

Spring 2018

Tuesdays 4:15-6:15 pm

Classroom location: GC 3306

CHANGE AND CRISIS IN UNIVERSITIES:

RESEARCH, EDUCATION, AND EQUITY IN UNCERTAIN TIMES

Instructors: Katherine K. Chen and Ruth Milkman

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Office hours are by appointment.

This course examines recent trends affecting higher education, with special attention to how those trends exacerbate class, race/ethnicity, and gender inequalities. With the rising hegemony of a market logic, colleges and universities have been transformed into entrepreneurial institutions. Inequality has widened between elite private universities with vast resources and public institutions where students and faculty must “do more with less,” and austerity has fostered skyrocketing tuition and student debt. Tenure-track faculty lines have eroded as contingent academic employment balloons.  The rise of on-line “learning” and expanding class sizes have raised concerns about the quality of higher education, student retention rates, and faculty workloads.  Despite higher education’s professed commitment to diversity, disadvantaged racial and ethnic groups remain underrepresented, especially among faculty. Amid growing concerns about the impact of micro-aggressions, harassment, and even violence on college campuses, liberal academic traditions are under attack from the right. Drawing on social science research on inequality, organizations, occupations, and labor, this course will explore such developments, as well as recent efforts by students and faculty to reclaim higher education institutions.

This is a reading course with a seminar format. Requirements include:

* Faithful class attendance and active participation in discussion of required readings.
* Completion of required readings.
	+ We suggest that students purchase the required books by Cottom; Armstrong and Hamilton; and Berg and Seeber. These and other texts are also on reserve in the GC library. Some required readings are available in electronic form at this dropbox link, under the “required readings” folder: <https://www.dropbox.com/sh/41ovdmq9pkyj0mp/AAAPtdMAX9E8zf80bNViyuyta?dl=0>
	+ Recommended readings are optional readings for those who wish to learn more about a topic. Some of these readings are also available at the above dropbox link in the “optional readings” folder.
* Weekly written reaction papers on the required readings (about 300 words), due 24 hours by email before each class meeting.
* Oral presentations (about 10 minutes) on the course readings, and preparing several questions for group discussion, starting with the Feb. 27 class meeting.
* A research paper on a topic related to the course content and approved in advance by the instructors. This may be an empirically grounded research paper, a literature review, or a research proposal. The instructors will schedule meetings to discuss paper topics with each student individually.
* Info about course website is TBA. Our embedded Futures Initiatives fellow is Christina Katopodis, who can be reached at ckatopodis@gradcenter.cuny.edu

NOTE: Auditors are welcome on the conditions that they do all the readings, participate during discussions, and submit the weekly reaction papers. Oral presentations are optional for auditors.

Schedule of Class Meetings and Readings:

Jan. 30 **Introduction**

*Required reading:*

Brown, Wendy.  2003.  “Neo-liberalism and the End of Liberal Democracy.”  *Theory & Event* 7(1).<https://muse.jhu.edu/article/48659>

*Recommended readings*:

Hall, Stuart with Greig de Peuter. 2006. “Universities, Intellectuals, and Multitudes: An Interview with Stuart Hall.” Pp. 108-128 in *Utopian Pedagogy: Radical Experiments against Neoliberal Globalization*, edited by Mark Coté, Richard Day, and Greig de Peuter. Toronto, Canada: University of Toronto Press. (ebook available via CUNY library)

Thornton, Patricia H. and William Ocasio. 2008. “Institutional Logics.” Pp. 99-129 in *The Sage Handbook of Organizational Institutionalism*, edited by Royston Greenwood, Christine Oliver, Roy Suddaby, and Kerstin Sahlin. Thousand Oaks, CA: Sage.

Feb. 6 **Historical Perspectives on the University**

***Deadline****:* One-page proposal for research paper (including possible goals for paper).

*Required readings:*

Carlson, Scott. 2016, November 27. “When College Was a Public Good.**”** *The Chronicle of Higher Education*.

Fabricant, Michael and Stephen Brier. 2016. Chapters 1-3 in *Austerity Blues: Fighting for the Soul of Higher Education*. Johns Hopkins University Press.

 [Hermanowicz, Joseph C.](http://www.emeraldinsight.com/author/Hermanowicz%2C%2BJoseph%2BC) 2016. “Universities, Academic Careers, and the Valorization of ‘Shiny Things.’” Pp. 303-28 in *The University Under Pressure (Research in the Sociology of Organizations*, Volume 46), edited by Elizabeth Popp Berman and Catherine Paradeise.

*Recommended readings*:

Brier, Stephen. 2017. “Why the History of CUNY Matters: Using the CUNY Digital History Archive to Teach CUNY’s Past.” *Radical Teacher* 108: 28-35.

Clark, William. 2005. *Academic Charisma and the Origins of the Research University*. Chicago, IL: University of Chicago Press.

Feb. 13 **The Imposition of “Market Logic”**

*Required readings:*

Cottom, Tressie McMillan. 2017. *Lower Ed: The Troubling Rise of For-Profit Colleges in the New Economy.* New York: New Press.Entire book.

Feller, Irwin. 2016. “This Time It Really May Be Different.” Pp.453-88 in *The University Under Pressure (Research in the Sociology of Organizations,* Volume 46)*,* edited by Elizabeth Popp Berman and Catherine Paradeise.

 [Kleinman, Daniel Lee and](http://www.emeraldinsight.com/author/Kleinman%2C%2BDaniel%2BLee) [Robert Osley-Thomas.](http://www.emeraldinsight.com/author/Osley-Thomas%2C%2BRobert)2016. “Codes of Commerce and Codes of Citizenship: A Historical Look at Students as Consumers within U.S. Higher Education.” Pp. 197-220 in *The University Under Pressure (Research in the Sociology of Organizations,* Volume 46)*,* edited by Elizabeth Popp Berman and Catherine Paradeise.

*Recommended readings*:

Berman, Elizabeth Popp. 2016, April 8. “five issues in higher ed that are begging for organizational sociology.” <https://orgtheory.wordpress.com/2016/04/08/five-issues-in-higher-ed-that-are-begging-for-organizational-sociology/>

Rothman, Barbara Katz. 2016. “Our Day Jobs: Politics and Pedagogy in Academia.” *Sociological Forum* 31(4): 917-925.

Feb. 20 No Class (Individual Meetings with Instructors TBA this week)

Feb. 27 **Funding, Rankings, and the Corporatization of Universities**

*Required readings:*

Kirp, David L. 2003. Pp. 1-89, 207-20, 255-63 in *Shakespeare, Einstein, and the Bottom Line: The Marketing of Higher Education*. Cambridge, MA: Harvard University Press.

# Espeland, Wendy Nelson and Michael Sauder. 2007. “Rankings and Reactivity: How Public Measures Recreate Social Worlds.” American Journal of Sociology 113(1): 1-40.

*Recommended readings:*

# Center for Engaged Scholarship. 2017, April 15. “Resisting the Koch Brothers’ Higher Education Agenda.” <http://cescholar.org/news-blog/resisting-the-koch-brothers-higher-education-agenda> See also the embedded Koch transcript.

Tutterow, Craig and Jim Evans. 2014, Aug. 26. “Reconciling the Small Effect of Rankings on University Performance with the Transformational Cost of Conformity.” <http://www.bostonmagazine.com/news/2014/08/26/how-northeastern-gamed-the-college-rankings/>

# March 6 Admissions Processes and the Changing University

*Required readings:*

Stevens, Mitchell. 2009. Pp. 1-51 and 140-227 in *Creating a Class: College Admissions and the Education of Elites*. Cambridge, MA: Harvard University Press.

O’Neil, Cathy. 2016. Chapter 3 “Arms Race: Going to College.” Pp. 50-67 in *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*. New York: Crown.

*Recommended readings*:

Bourdieu, Pierre and Jean-Claude Passeron. 1979. *The Inheritors: French Students and their Relation to Culture, trans. Richard Nice*. Chicago, IL: University of Chicago Press. <https://monoskop.org/images/7/71/Bourdieu_Pierre_Passeron_Jean_Claude_The_Inheritors_1979.pdf>

Khan, Shamus Rahman. 2012. *Privilege: The Making of an Adolescent Elite at St. Paul’s School*. Princeton, NJ: Princeton University Press.

March 13 **Gender and Class Inequality in Public Universities**

*Required readings:*

Armstrong, Elizabeth A. and Laura T. Hamilton. 2013. *Paying for the Party: How College Maintains Inequality.* Cambridge, MA: Harvard University Press. Entire book.

*Recommended reading*:

Lee, Elizabeth M. 2016. *Class and Campus Life: Managing and Experiencing Inequality at an Elite College*. Ithaca, NY: Cornell ILR Press.

March 20 **Racial and Class Inequality on Campus**

*Required readings:*

Berrey, Ellen. 2015. Chapters 1-3 in *The Enigma of Diversity: The Language of Race and the Limits of Racial Justice.* Chicago, IL: University of Chicago Press.

Jack, Anthony. 2016. “(No) Harm in Asking: Class, Acquired Cultural Capital, and Academic Engagement at an Elite University.” *Sociology of Education* 89(1): 1-19.

Solorazno, Daniel, Miguel Ceja, and Tara Yosso. 2000. “Critical Race Theory, Microaggressions, and Campus Racial Climate: The Experiences of African-American Colleges Students.” *Journal of Negro Education* 69(1-2): 60-73.

March 27 **Class Inequality and the Effects of Higher Education**

*Required readings:*

Attewell, Paul and David Lavin. 2009. *Passing the Torch: Does Higher Education for the Disadvantaged Pay Off Across the Generations?* New York, NY: Russell Sage Foundation.Entire book.

Tomaskovic-Devey, Donald. 2014. “The Relational Generation of Workplace Inequalities.” *Social Currents* 1(1): 51-73.

*Recommended reading*:

Reay, Diane. 2017. *Miseducation: Inequality, Education, and the Working Classes*. Policy Press.

\*\*\*\* Spring Break \*\*\*\*

April 10 **Politics on Campus in the 21st Century**

*Required readings:*

Binder, Amy J. and Kate Wood. 2013. Pp. 1-75, 161-212, 309-25 in *Becoming Right: How Campuses Shape Young Conservatives*. Princeton, NJ: Princeton University Press.

Heller, Nathan. 2016, May 30. “The Big Uneasy.” *The New Yorker*. <https://www.newyorker.com/magazine/2016/05/30/the-new-activism-of-liberal-arts-colleges>

April 17 **“Making It” in Academia**

*Required readings:*

Gambs, Deborah and Rose M. Kim. 2015. “Introduction.” Pp. 1-25 in *Women on the Role of Public Higher Education: Personal Reflections from CUNY’s Graduate Center*, edited by Deborah Gambs and Rose M. Kim. New York, NY: Palgrave MacMillan.

Harris, Angelique. “Reflections on my Public Education.” Pp. 73-88 in *Women on the Role of Public Higher Education: Personal Reflections from CUNY’s Graduate Center*, edited by Deborah Gambs and Rose M. Kim. New York, NY: Palgrave MacMillan.

Isserles, Robin G. 2015. “Creating Caring Communities at the Graduate Center.” Pp. 125-137 in *Women on the Role of Public Higher Education: Personal Reflections from CUNY’s Graduate Center*, edited by Deborah Gambs and Rose M. Kim. New York, NY: Palgrave MacMillan.

# Lamont, Michele. 2009. Pp. 1-201 in *How Professors Think: Inside the Curious World of Academic Judgment*. Cambridge, MA: Harvard University Press.

*Recommended reading*:

Nyquist, Jody and Bettina T. Woodford. 2000. “Re-envisioning the PhD: What Concerns Do We Have?” Pew Charitable Trusts.

# April 24 Contingent Academic Employment and Union Organizing

# *Required readings:*

# Berry, Joe. 2005. Pp. 17-112 in *Reclaiming the Ivory Tower: Organizing Adjuncts to Change Higher Education*. Monthly Review Press and North American Alliance for Fair Employment.

Elliott-Negri,Luke. Forthcoming, May 2018. “Wall-to-Wall: Industrial Unionism at the City University of New York, 1972–2017.” *Professors in the Gig Economy: The Unionization of Adjunct Faculty in America,* edited by Kim Tolley*.* Baltimore: Johns Hopkins University Press.

# U.S. Government Accountability Office. October 2017. *Contingent Workforce: Size, Characteristics, Compensation and Work Experiences of Adjunct and Other Non-Tenure-Track Faculty*: [http://www.gao.gov/products/GAO-18-49[gao.gov]](https://urldefense.proofpoint.com/v2/url?u=http-3A__www.gao.gov_products_GAO-2D18-2D49&d=DwMGaQ&c=8v77JlHZOYsReeOxyYXDU39VUUzHxyfBUh7fw_ZfBDA&r=DbrZ95c3f2PSAndAXzyjzuoqjHDN5-eqUi6lJTf02r4&m=Fv_3c24c4sCcOh7g9mvFckwXetiXDcK2efj2JpgaZcA&s=LdDoaDyYYXTzqAEvkaMaBVfAVSGPfbtWuOpgkU5286g&e=).

May 1 **Recent trends: Online learning & empowerment projects in higher education**

# \*\*Circulate papers for May 15 workshop\*\*

# *Required readings:*

Lee, Caroline W. 2017. “Democracy Speak in Higher Education: Linking Civic Authenticity and Accountability in an Era of Crisis.” Unpublished manuscript.

Dynarski, Susan. 2018. “Online Courses Fail Those Who Need Help.” *New York Times.*

<https://www.nytimes.com/2018/01/19/business/online-courses-are-harming-the-students-who-need-the-most-help.html>

# Parry, Marc. 2013, Sept. 3. “A Star MOOC Professor Defects – at Least for Now.” <https://www.chronicle.com/article/A-MOOC-Star-Defects-at-Least/141331>

*Recommended readings*:

# Blitzer, Jonathan.  2017, May 22.  “An Underground College for the Undocumented Immigrants.”  *The* *New Yorker*.  <http://www.newyorker.com/magazine/2017/05/22/an-underground-college-for-undocumented-immigrants>

# Grant, Gerald and David Riesman. 1978. *The Perpetual Dream: Reform and Experiment in the American College*. Chicago, IL: University of Chicago Press. See chapter 4 “The Communal-Expressives: Kresge College at Santa Cruz” and chapter 5 “The Activist-Radical Impulse: The College for Human Service.”

# Example of a local, contemporary free university. <http://freeuniversitynyc.org/>

# May 8 How to Be “Public,” How to Be “Slow,” How to Create Affinity

*Required readings:*

Badgett, M.V. Lee. 2016. Chapters 4, 5, and 6 in *The Public Professor*. New York, NY: New York University Press.

Berg, Maggie and Barbara K. Seeber. 2016. *The Slow Professor: Challenging the Culture of Speed in the Academy.*  Toronto, Canada: University of Toronto Press. Entire book.

# Coté, Mark, Richard Day, and Greig de Peuter. 2006. “*Academicus Affinitatus*: Academic Dissent: Academic Dissent, Community Education, and Critical U.” Pp. 334-352 in *Utopian Pedagogy: Radical Experiments against Neoliberal Globalization*, edited by Mark Coté, Richard Day, and Greig de Peuter. Toronto, Canada: University of Toronto Press. (ebook available via CUNY library)

*Recommended readings*:

Cuevas, Joshua A. 2018, Jan.-Feb. “A New Reality? The Far Right’s Use of Cyberharassment against Academics.” *Academe Magazine of the American Association of University Professors* 104(1): 24-28.

# <https://www.aaup.org/article/new-reality-far-rights-use-cyberharassment-against-academics>

# Moyers, Bill. 2017, Oct. 18. “In the Age of Trump, a Chilling Atmosphere: Bill Moyers and Joan Scott talk about the thorny issue of free speech on campus.” <http://billmoyers.com/story/academic-freedom-age-trump/>

# May 15 Workshop on student research papers (details to be announced).

*Required readings:*

ASA style guide and recording.

*Recommended readings*:

Belcher, Wendy. 2009. “Reading the journal’s decision” and “editing your sentences” excerpts from *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success*. Thousand Oaks, CA: Sage.

Zuckerman, Erza. 2008. “Tips to Article-Writers.” *http://*mitsloan.mit.edu/shared/ods/documents/?DocumentID=2468

# Deadline for final papers: 5pm EDT Fri., May 25, 2018.