

# **SYLLABUS - DRAFT**

## **GENERAL INFORMATION**

Course Title: *Higher Education and Public Policy*  
Course Number: EDH 7401C  
Course Term: Spring 2015

Instructor: *Benjamin Baez*  
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Office Hours: Tuesdays, 2:00-5:00 PM  
Wednesdays, 3:00-4:45 PM  
[Anytime by Appointment, of course]

Meeting Times: Tuesday, 5:00-7:40 PM

Location: 330 ZEB

Texts: Readings will be available on Blackboard in the folders corresponding to their due dates.

## **COURSE DESCRIPTION AND GOALS**

This course will focus primarily on analysis of public policy in the U.S., although a comparative approach to higher-education policymaking will also be used. Thus, the course will compare the higher-education policy context in the United States with those of other nations, and students will be expected to take a comparative approach when analyzing particular policies. The course will explore how public policy is formulated, as well as which major actors/social forces are instrumental to such policymaking. The course will also explore the politics of higher education and the effect of public policy on those in and affected by institutions of higher education.

This course aims at an in-depth understanding of how higher education public policy is formulated and its effects on the field of higher education. Thus, students at the end of the course should be able to:

- 1) Understand policymaking processes and models of analysis;
- 2) Analyze public policy in higher education using a comparative approach;
- 3) Critique how specific state, national, and international higher education policies are formulated and to proffer recommendations on how to think about and implement public policy in the field of higher education.

## **IMPORTANT POLICIES**

Please review the important policies listed below, which we will follow in this course. The links to, details of, and your rights with regard to, these policies can be found in the “Important Policies” folder on Blackboard:

- 1) Policies on academic dishonesty and integrity;
- 2) Policies relating to students with special needs; and
- 3) Policies on Sexual Harassment.

### Policy on Assignments:

First, I will not accept thematic reflections after their due dates—No way, no how.

Second, I will not entertain discussions about other assignments after their due dates. If you wish to get an extension on assignments, other than the thematic reflections, please consult with me at least 24 hours in advance of their due dates.

Third, only assignments submitted on Blackboard in the proper assignment location will be accepted. I want neither to have my email cluttered with assignments (unless I explicitly authorize this), nor to receive assignments in person, or left under the door of my office, or sent to me telepathically, or by osmosis, or by any other than way than its proper submission on Blackboard. Please do not test me on this!! If you have trouble submitting an assignment on Blackboard, please contact the Blackboard support services well in advance of the time the assignment is due.

### Writing in this Course:

This is considered a doctoral-level course, and your writing skills should reflect that you are in such a course. And in particular, this course entails a great deal of writing, and specifically critical and argumentative writing. Given the importance of such writing, I offer various resources for you to review. Thus, I recommend highly that you review the materials in the “Writing Resources” folder on Blackboard throughout the course.

## **COURSE ASSIGNMENTS, POINTS, AND GRADING SCALE**

<u>Assignments</u>	<u>Points</u>
Class Participation and Attendance	20
Self-Assessment of Participation	
10 Thematic Reflections	20
5 Policy Analysis Papers	30
Comparative Policy Analysis Paper	30

### Grade Scale

Your course grade is based on a 100-point scale. The following scheme will be used to translate the points you earned into your course letter grade (and in case you are wondering, yes, I will round up to nearest point):

95-100	A
90-94	A-
85-89	B+
81-84	B
76-80	B-
71-75	C+
66-70	C
61-65	C-
56-60	D
Below 56	F

### **COURSE REQUIREMENTS**

#### **Class Participation and Attendance (20 points)**

Your participation and contribution will determine the success of this course and your experience in it. We all must be in attendance, on time, prepared, and there for the entire class in order to participate fully and contribute to class discussions. Please let me know if circumstances preclude your attendance, will cause you to be late, or require you to leave early. If your participation is inadequate, I will try to address the matter with you. However, it is ultimately your responsibility to let me know how I can help you in this regard.

Your grade for this part of the course will be based on your participation, preparation, and attendance.

Self Assessment of Class Participation and Attendance: Although I will also do so, you are responsible for keeping track of your attendance and participation. At the end of the course, you will submit a self assessment of your participation on Blackboard, specifically listing and explaining your absences and times you were late. You will grade yourself in this area (up to 20 points) and give a justification for that grade.

Please follow these guidelines in assessing your attendance and participation:

- Deduct 0 points for one absence
- Deduct 5 points for two absences;
- Deduct 10 points for three absences;
- Deduct 20 points for more than four absences.

Properly-documented, medically-excused absences are subject only to a 2-point rule; that is, deduct 2 points for every absence properly justified for medical reasons (after the first absence, of course).

Please also explain your tardies; excessive tardies must be considered in your overall assessment. Deduct points as you deem appropriate, giving due respect for the class and professional standards of behavior.

Please assess as well the quality of your participation in, and preparations for, class discussions. Deduct points as you deem fair in this regard.

Your self-assessment is simply a recommendation. I will take into consideration your assessment in your grade for this requirement. Please see Course Calendar and Blackboard for when your self-assessment is due.

### Expectation for Class Discussions

I have designed the course with the point of view that the classroom must be a place where we all speak freely and share our insights with the other members of the class. We will have varying opinions on many matters discussed in class, but this does not mean that you must agree with my opinion or abide by any class consensus on issues. I expect, and hope, to have my opinions challenged, and I expect and hope that you feel the same about yours. The course will not be truly enjoyable unless we disagree about issues and are willing to explain our opinions. However, at all times we must be respectful to each other. If your participation is unsatisfactory, I will try to address the matter with you. But it is ultimately your responsibility to let me know how I can help you in this regard.

### **10 Thematic Reflections (2 points each, 20 points total)**

For every class there will be a set of required and optional readings (see Course Calendar and Blackboard). You will be asked to reflect on themes that cut across each week's required readings. You may, but need not, also reflect on the optional readings. More specifically, you will be asked to respond to this question on Blackboard: What one (1) theme cuts across this week's readings?

You must limit yourself to 500 words for each reflection (and I mean 500 words! There will be at least a ½-point deduction for exceeding this limit by even one word; more if you exceed this limit by more!). I will not judge the reflection for writing style, but I expect you to write your reflection in essay form. You must also be able to refer explicitly, specifically, and clearly (i.e., by author name) to at least three (3) readings for each answer [if there are less than 3 readings required in a given week, please refer to all the required readings], and you must cite a direct page citation for those readings.

I will generally give you full credit for each reflection, provided it shows me that you have read the readings, reflected on a clearly-defined theme, referred explicitly, specifically, and clearly to at least three readings in your argument,

cited direct pages for your arguments about the readings, adhered to the word limit, and submitted the reflection on time. If you do not adhere to these guidelines, I will grade your reflection on a scale of 0-2.

You are expected to complete 10 reflections (out of 13 opportunities), but regardless you will receive the points you earned for all the reflections you complete (in other words, there are extra-credit opportunities here, my friends!). I will not accept any reflection submitted after it is due.

You will have one week (8:00 PM Tuesday – 5:00 the following Tuesday) to complete your reflections and to submit them to Blackboard by the start of the class session in which the readings are due (see Course Calendar and Blackboard for due dates of each reflection as well as the reading each reflection must cover). You will be able to submit your reflections only once, so I recommend that work on your reflections in your word processor, and then cut and paste them to the Blackboard when you have completed them. Please note that if you wait until the last minute to work on this or to submit your reflection to the Blackboard, you run of the risk of being unable to submit it to the Blackboard on time. Whatever.

Some of the readings will be difficult, as understanding the arguments often requires understanding “academic” language (and in particular, policy-oriented and economic concepts). I ask that you keep a dictionary handy (or Google), and that you ask me (and your classmates) in class when you do not understand something. But understanding academic language does not mean that one has reflected deeply about the texts. To do well in the class, you should attempt to get “underneath” what you read in order to understand the social, political, and cultural underpinnings of issues. Reading critically involves more than understanding the words or liking or disliking the texts; critical reading requires reflection.

Some prompts are helpful in how you should approach these assignments. As you consider your reflections, think about these questions: (a) what are the texts’ assumptions about the social institutions being discussed? (b) what are the implications of these assumptions for policymaking, and what would be gained or lost by buying into them? (c) what is at stake in the texts’ arguments, for the authors and for you? (d) who (or what) are the authors arguing for and against? (e) how do the authors construct and articulate their arguments? (f) how do the texts “fit” (or not fit) in relation to your own thought and practice? (g) what questions did you find yourself asking after doing the reading? Please do not simply summarize the readings!

### **5 Policy Analysis Papers (6 points each, 30 points total)**

In order to give you practice in applying analytical frameworks to actual public policies, to help you learn to justify arguments, and to prepare you for the final paper, you will be asked to write five (5) short analytical papers in which you apply a policy-analysis framework from the course to a current policy issue of your choice. This public policy can be any that relates to the course in some way. This can be a public policy that you are dealing with, or one that you read about in the newspaper, or one you learned about on TV, and so forth. I ask that you refrain from using policies that we have analyzed in class in terms of a framework. [If you have doubts or questions, please consult with me prior to writing your papers.]

For each paper, please (1) describe the policy, its current status in the political process (e.g., is it a bill; has it been enacted, etc.?), and the arguments and stakeholders associated with it; (2) explain the framework you will be applying; (3) explain how your framework explains what is happening with regard to the policy (i.e., explain your framework's strengths); and (4) explain how your framework fails to explain what is happening with the policy (i.e., explain your framework's weaknesses).

Each paper must entail a different framework and public policy. These papers cannot exceed 5 pages, double-spaced, including references.

You need not provide a formal reference list: For course materials, you need only refer to authors or short titles, and these can be referenced in text or in footnotes; for other materials you should provide enough referential information to indicate their sources (again, this can be done in text or in footnotes).

For those of you who do not know me, you should know that I count as page 1 the first page that comes off my printer. So you can dispense with cover and reference pages if you need the space! You will be expected to submit your papers to Blackboard by the due date (see Course Calendar and Blackboard). Again, note that if you wait until the last minute to work on this or to submit your paper to the Blackboard, you run of the risk of being unable to submit it to the Blackboard on time. Good grief.

I will grade each paper using the following criteria: It is well-justified—i.e., the policy is well explained and your arguments are clear and logical given the framework (4 points); and it is well-referenced—i.e., the use of references is clear, specific, explicit, and contains direct page numbers (2 points). I will not deduct for writing style unless I cannot make heads or tails of your papers, so please proofread your papers before submitting them.

### **Comparative Policy Analysis Paper (30 points)**

For this assignment, you will choose any public policy associated with the field of higher education in any country or set of countries (if the policy is not directly affecting this field (e.g., tax reform), then please explain its relevance to the field) and offer a comparative analysis of the policy with a different country or set of countries. Your public policy may be a settled one, in which case you have a sense of what happened or is happening, or your policy is an emerging or proposed one, in which case you can speculate on its possible outcome. In either case, you should be able to explain what led to the policy.

You will be expected to include in this paper, at a minimum, distinct and clearly marked sections addressing the following:

- (a) an in-depth description of the public policy in both countries or set of countries (please use the logic of the short policy analysis papers in terms of the ways you describe the policy);
- (b) a discussion of its relevance to the field of higher education;
- (c) an explanation of theoretical framework(s) you will be using to analyze the policy (again, the short policy papers should help in this regard); and

(d) a comparative policy analysis of the policy in terms of your framework(s), and in which you also discuss your framework(s)' strengths and weaknesses in helping you understand the policy.

In essence, this paper is much like the short policy analysis papers you are required to complete, except that here you can choose more than one framework (but if you do choose more than one framework, each one must be applied comparatively to each country or set of countries), and you must offer a comparative analysis of two countries or sets of countries. You need not choose the United States at all for this assignment.

Your paper must be scholarly; that is, your arguments must be informed by scholarly resources (primarily peer-reviewed). Please avoid using too many sources for which a direct page citation cannot be made; you are expected to cite direct pages for all your references. You need not conduct original research for the paper, but if you wish to do so, please also include a methodological section that explains your data collection and sources. There are no page limits for this assignment—the appropriate length of the paper will be assessed in terms of its overall quality.

I will judge the paper using these criteria:

- (a) the quality of the analysis—the depth with which you handled the various sections discussed above [24 points];
- (b) the quality of the evidence used to justify your argument, which includes referencing points made about sources and using direct page citations [4 points];
- and
- (c) the quality of your writing, including formatting, transitioning, grammar, word usage—this is an academic paper, so please avoid unnecessary colloquialism—and so on [2 points]. Please proofread your paper before submitting it!

You must submit a copy of your final paper to Blackboard by the due date (see Course Calendar and Blackboard). Again, note that if you wait until the last minute to work on this or to submit your paper to the Blackboard, you run of the risk of being unable to submit it to the Blackboard on time. Don't bother me with excuses!

\*\* I will accept a **completed** draft of the paper prior to the final, provided you submit it to the Blackboard by the due date for this draft (see Course Calendar and Blackboard). For such a draft, I grade and return it to you, and you can either accept that grade or revise your paper and submit the final version when due at the end of the course. In the past, I was too loose with this requirement, but no more Mr. Nice Guy: I will return the draft to you ungraded and unmarked if I feel that it is not complete enough for me to grade it. \*\*

### **COURSE CALENDAR**

The readings and assignments are required on the day listed. All materials are available on the Course Blackboard in the folders corresponding to their due dates.

[The optional readings listed are just that: Optional. There are intended to give you more information about a particular topic. We will discuss them in class only if you have read and have questions about them.]

January 13                      Introduction to the Course

*Required Readings:*

Syllabus

US Constitution

School House Rock, I'm Just a Bill (video)

OECD in Figures (2008)

January 20                      What Is Policy?

*Required Readings:*

Dye, The Policymaking Process

Ball, Policy Matters!

NCCE, A Nation at Risk

DeMarris, The Haves and Have Mores

*Assignments:*

Thematic Reflection # 1

*Optional Readings:*

Birkland, Putting it All Together

January 27                      Frameworks for Policy Analysis

*Required Readings:*

Dye, Policy Analysis

Dye, Models of Politics

Stone, Causal Stories

Roe, What are Policy Narratives?

Hofstadler, The Paranoid Style in American Politics

*Assignments:*

Thematic Reflection # 2

*Optional Readings:*

Birkland, The Study and Practice of Public Policy

Bloland, Postmodernism and Higher Education

Dye, Criminal Justice: Rationality and Irrationality in Public Policy

Dye, Education: The Group Struggle

Dye, Economic Policy: Incrementalism at Work

Dye, Environmental Policy: Externalities and Interests

Dye, Civil Rights: Elite and Mass Interaction



Dye, American Federalism: Institutional Arrangements and Public Policy  
Dye, Defense Policy: Strategies for Serious Games  
Fleming, The Eisenhower College Silver Dollar  
Fraser, Talking About Needs  
Nash, The Changing Definitions of Politics and Power  
Roe, Introduction to Narrative Policy Analysis  
Roe, Applied Narrative Analysis  
Roe, Narrative Analysis for the Policy Analyst  
Roe, Methods for Narrative Analysis

February 3                      Privatization and Neoliberalism

*Required Readings:*

Feigenbaum et al., Privatization and Theories of State Growth  
Marginson, The Public/Private Divide  
Levidow, Neoliberal Agendas for Higher Education  
Lemke, Foucault, Governmentality, and Critique  
Becker, The Economic Way of Looking at Life

*Assignments:*

Policy Analysis Paper # 1  
Thematic Reflection # 3

*Optional Readings:*

Gaus, Public and Private Interests in Liberal Political Economy  
Weintraub, The Theory and Politics of the Public-Private Distinction  
Gill, Knowledge, Politics, and Neo-Liberal Political Economy  
Lemke, The Birth of Bio-Politics  
Toutkoushian, Common Criticisms

February 10                      The Politics of Numbers

*Required Readings:*

Measuring Up: Florida  
BOG, Budget Committee Report  
Rose, Numbers  
Power, Auditing and the Reinvention of Governance  
Readings, The Idea of Excellence  
Woodward, Statistical Panic

*Assignments:*

Thematic Reflection # 4

*Optional Readings:*  
Power, The Audit Society—Second Thoughts  
Measuring Up 2008  
BOG, Accountability Report

February 17                      The Politics of Economic Inequality

*Required Readings:*  
Thompson, The Political Dimensions of Economic Inequality  
Marsh, The Path of Inequality  
Marsh, Which Supply Side Are You On

*Assignments:*  
Policy Analysis Paper # 2  
Thematic Reflection # 5

*Optional Readings:*  
Advisory Committee, The Rising Cost of Inequality

February 24                      Higher Education Policy in the United States I

*Required Readings:*  
Mumper et al., The Federal Government and Higher Education  
McGuinness, The States and Higher Education  
Spellings, A Test of Leadership  
Jackson, The Spellings Commission

*Assignments:*  
Thematic Reflection # 6

*Optional Readings:*  
Parsons, The Higher Education Policy Arena

March 3                              Higher Education Policy in the United States II

*Required Readings:*  
Kane, Has Financial Aid Policy Succeeded in Ensuring Access  
Mettler, Creating Degrees of Inequality  
Mettler, How Money Talks  
Flores and Jimenez Morfin, Another Side of the Percent Plan Story

*Assignments:*  
Policy Analysis Paper # 3  
Thematic Reflection # 7

*Optional Readings:*  
Mettler, College The Great Leveler

March 10                      Spring Break - No Class

March 17                      Higher Education Policy in the United States III

*Required Readings:*  
Espino and Cheslock, Considering the Federal Classification  
FIU, A New Era  
Huisman and Currie, Accountability in Higher Education  
Doyle, The Political Economy of Redistribution  
Slaughter and Rhoades, The Policy Climate for Academic Capitalism

*Assignments:*  
Policy Analysis Paper # 4  
Thematic Reflection # 8

*Optional Readings:*  
Scott, The Rhetoric of Crisis

March 24                      Higher Education and Globalization

*Required Readings:*  
Stromquist, The Twinning of Ideas  
Slaughter, National Higher Education Policies  
Schugurensky, Higher Education Restructuring  
Altbach, Education and Neocolonialism

*Assignments:*  
Thematic Reflection # 9

*Optional Readings:*  
Banya, Globalisation and Higher Education  
Marginson, Globalisation and Higher Education  
Miyoshi, Globalization, Culture, and the University

March 31                      The Internationalization of Higher Education

*Required Readings:*  
ACE, Measuring Internationalization at Research Universities  
de Wit, Rationales for Internationalization  
Stromquist, Internationalization as a Response to Globalization  
Matus and Talburt, Spatial Imaginaries

*Assignments:*

Policy Analysis Paper # 5

Thematic Reflection # 10

*Optional Readings:*

Samoff, Institutionalizing International Influence

Center for International Higher Education

April 7      Immigration and Higher Education

*Required Readings:*

Newton, The Power of a Good Story

Newton, Cases, Contexts, and the Puzzle of Policy Change

IHEP, Opening the Door

Kim and Diaz, Undocumented Students and Higher Education

*Assignments:*

Optional Draft of Comparative Policy Analysis Paper due

Thematic Reflection # 11

*Optional Readings:*

NCLS, Undocumented Students

Russell, In-State Tuition

Carlson, The Border Crossed Us

April 14      Higher Education Research Policy

*Required Readings:*

St. John, Finding Social Justice in Education Policy

Armstrong, Science, Enterprise and Profit

Metcalfe, Theorizing Research Policy

Baez and Boyles, Entrepreneurship and the Grants Culture

*Assignments:*

Thematic Reflection # 12

*Optional Readings:*

Baez, Private Knowledge, Public Domain

April 21      Social Movements

*Required Readings:*

Rhoads and Lin, Globalization, Social Movements

Stromquist, Women's Education

*Assignments:*

Thematic Reflection # 13

*Optional Readings:*

Hadley, ELT and the New World Order

April 24      No Class      Final Assignments Due

Comparative Policy Analysis Paper  
Self Assessment of Class Participation