

# SYLLABUS

## GENERAL INFORMATION

Course Title: *Higher Education and Public Policy*  
Course Number: EDH 7401C  
Course Term: Spring 2016

Instructor: *Benjamin Baez*  
364A ZEB  
(305) 348-3214 (voice)  
Email: baezb@fiu.edu

Office Hours: TBA

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

Location: 222 Owa Ehan

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. and elsewhere. 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 one or more policy frameworks;
- 3) Critique how specific state, national, or international higher education policies are formulated and to propose 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 means than by their 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:

While Master’s students are welcome, this is considered a doctoral-level course, and students’ writing skills should reflect that they are in such a course. 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**

Please see Course Calendar and Blackboard for due dates.

<u>Assignments</u>	<u>Points</u>
Class Participation and Attendance	20
Self-Assessment of Participation	
10 Thematic Reflections	20
5 Policy Analysis Papers	30
Final 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) required readings for each answer [if there are less than three (3) required readings in a given week, please refer to all the required readings], and you must cite a direct page citation for reference to 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.

To receive full credit for this assignment, you are expected to complete 10 reflections (out of 13 opportunities). 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 at least 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 for 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) offer an analysis of how your framework explains what is happening with regard to the policy (i.e., explain your framework’s strengths);

and (4) offer an analysis of 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 five (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! Please number your pages.

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.

### **Final 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 an analysis of the policy using at least two (2) policy frameworks discussed in class; doctoral students must apply at least three (3) frameworks. 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 (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 the theoretical frameworks you will be using to analyze the policy (again, the short policy papers should help in this regard);

- (d) An analysis of the policy in terms of your frameworks, and in which you also discuss your framework(s)' strengths and weaknesses in helping you understand the policy; and
- (e) A conclusion in which you discuss which of your frameworks offers the best explanation of the policy and its outcomes, actual or potential.

In essence, this paper is much like the short policy analysis papers you are required to complete, except that here you are required to use more than one framework and are not subject to constraints, which means that you will be able offer a depth of analysis not permitted in the short papers. You need not choose the United States at all for this assignment.

Your paper must be scholarly; that is, your arguments must be supported 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. You should consider, however, that this assignment is worth 30 percent of your overall grade. Please number your pages.

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 formats, transitions, 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 its final submission, provided you submit it to the Blackboard by the due date for this draft (see Course Calendar and Blackboard). For such a draft, I will 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 read and have questions about them.]

### January 12                      Introduction to the Course

*Required Readings:*

Syllabus  
US Constitution  
School House Rock, I'm Just a Bill (video)  
OECD in Figures (2008)

### January 19                      What Is Policy?

*Required Readings:*

Dye, Policy Analysis  
Dye, The Policymaking Process  
NCCE, A Nation at Risk  
DeMarris, The Haves and Have Mores

*Assignments:*

Thematic Reflection # 1

*Optional Readings:*

Birkland, The Study and Practice of Public Policy

### January 26                      Frameworks for Policy Analysis

*Required Readings:*

Dye, Models of Politics  
Ball, Policy Matters!  
Stone, Causal Stories  
Roe, What are Policy Narratives?  
Hofstadler, The Paranoid Style in American Politics  
Fleming, The Eisenhower College Silver Dollar Legislation

*Assignments:*

Thematic Reflection # 2



*Optional Readings:*

Birkland, Putting it All Together  
Dye, The Policymaking Process  
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  
Roe, Introduction to Narrative Policy Analysis  
Roe, Methods for Narrative Analysis

February 2                      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  
Lemke, The Birth of Bio-Politics  
Toutkoushian, Common Criticisms  
Baez, Schools and the Public Good

February 9                      The Politics of Numbers/The Politics of Economic Inequality

*Required Readings:*

\*Measuring Up: Florida  
\*BOG, Budget Committee Report  
\*Rose, Numbers  
\*Power, Auditing and the Reinvention of Governance  
\*Woodward, Statistical Panic  
#Winfrey, Analyzing Economic Mobility  
#Marsh, The Path of Inequality  
#Marsh, Which Supply Side Are You On

*Optional Readings:*

Readings, The Idea of Excellence  
Power, The Audit Society—Second Thoughts  
Baez, Database  
Measuring Up 2008  
BOG, Accountability Report  
Thompson, The Political Dimensions of Economic Inequality  
Advisory Committee, The Rising Cost of Inequality

February 16                      No Class

*Assignments:*

Thematic Reflection # 4 [For 2/9 readings marked with \*]  
Thematic Reflection # 5 [For 2/9 readings marked with #]  
Policy Analysis Paper # 2

February 23                      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

February 25                      Extra Credit Opportunity

Attend the “UnKoch our Campus, Student Debt Crisis” Event – Thursday, February 25, 2016 – 5:00 – 7:00 PM – 110 Labor Center.

March 1                              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 8 Higher Education Policy in the United States III

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

*Assignments:*  
Thematic Reflection # 8

*Optional Readings:*  
Scott, The Rhetoric of Crisis

March 15 Spring Break - No Class

March 22 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:*  
Policy Analysis Paper # 4  
Thematic Reflection # 9

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

March 29 Higher Education Funding, Internationally Speaking

*Required Readings:*  
Johnstone, Worldwide Trends in Financing Higher Education  
Gill, Knowledge, Politics, and Neo-Liberal Political Economy  
Olssen and Peters, Neoliberalism, Higher Education

*Assignments:*  
Thematic Reflection # 10

*Optional Readings:*  
International Finance Project

April 5                      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  
Samoff, Institutionalizing International Influence

*Assignments:*  
Policy Analysis Paper # 5  
Thematic Reflection # 11

*Optional Readings:*  
Matus and Talburt, Spatial Imaginaries  
Center for International Higher Education

April 12                      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:*  
Thematic Reflection # 12

*Optional Readings:*  
NCLS, Undocumented Students  
Russell, In-State Tuition  
Carlson, The Border Crossed Us

April 15                      No Class

Optional Draft of Comparative Policy Analysis Paper due, if you are submitting one.

April 19                      Higher Education Research Policy

*Required Readings:*

St. John, Finding Social Justice in Education Policy  
Armstrong, Science, Enterprise and Profit  
Metcalf, Theorizing Research Policy  
Baez and Boyles, Entrepreneurship and the Grants Culture

*Assignments:*

Thematic Reflection # 13

*Optional Readings:*

Bush, Science: The Endless Frontier  
Baez, Private Knowledge, Public Domain

May 1                      No Class                      Final Assignments Due

*Assignments:*

Comparative Policy Analysis Paper  
Self Assessment of Class Participation