

Soc 94-09: THE SOCIOLOGY OF HIGHER EDUCATION

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Tufts University | Department of Sociology | Fall 2017
Mondays & Wednesdays 3-4:15 | 124 Eaton Hall

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Office Hours: Wednesdays 10:30-12 (drop-in), Thursdays 2-3:30 (drop-in), and by
appointment



Students standing outside Ballou Hall, ca. 1860 (from the Tufts Digital Collections & Archives)

Welcome. In 1985, after a decade of expansion and prosperity for the university, a Tufts faculty committee recommended a number of changes to the degree requirements. Above all, the committee emphasized that the goal of a Tufts education was to cultivate a “certain type of human being.” What was that? And has the vision of this ideal student changed? In this course, we’ll tackle these and other questions vital for U.S. higher education, including: How are college access and opportunity unequal? How have colleges been projects of nation building? How has neoliberalism impacted the college experience? Discussion topics include admissions policies, affirmative action, intercollegiate athletics, and campus sexual assault. Members of the Tufts community will visit as guest speakers. Throughout, we’ll pay special attention to the distinctive and not-so-distinctive place of Tufts in higher education. We’ll engage with cool historical materials from the Tufts Digital Collections and Archives, as well as Sol Gittleman’s exemplary history of the university, to chronicle things such as former Tufts President Jean Mayer’s determination to turn a sleepy university into a top-flight institution, the work of groups such as Students Concerned About Racism (SCAR) to fight campus oppression during the Civil Rights era, and the captivating role that Jackson College and its women have played in the university’s history.

Course Objectives. In this course, you will:

- Identify and engage key debates and areas of controversy for the field of higher education.
- Assess and perhaps reconcile the multiple competing aims of post-secondary education.
- Examine how colleges and universities stratify, empower, and exclude groups in the past, and how they do so today.
- Through several major projects, evaluate the place of Tufts University in the larger landscape of higher education.

Respect. Please engage respectfully with me and your classmates. Beyond basic matters of civility (e.g. raising your hand, not interrupting others when they're speaking), this means respectful *intellectual* engagement: considering others' (and opposing) perspectives in addition to offering yours, and directly engaging others' comments (which involves listening carefully to what others have to say, so that you can build on, praise, critique, etc. those comments).

Contacting Freeden. Feel free to email me, but check first to see if the answer to your question is on the syllabus. If you know you'll miss or be late to class, please send me an email.

Course Organization. I'll occasionally give short lectures, but this class will be largely discussion based, with opportunities for partner and group work, quiet writing assignments, and presentations.

Required Course Materials. A course reader is available for purchase (\$30) at Gnomon Copy Center at 348 Boston Avenue, at a date soon after the first class meeting. (I'll provide copies of required readings for the first three classes.) There is also one required book for the course, available at the bookstore and on reserve at Tisch Library:

- Stevens, Mitchell. 2009. *Creating a Class: College Admissions and the Education of Elites*. Cambridge, MA: Harvard University Press.

If securing these required texts poses a financial burden, please see me in person and we'll work something out.

Assignments.

- [20%] *Participation and Attendance.* You're expected to have read and/or watched what's assigned for that day, and to be ready to discuss the material. You may miss two class meetings without penalty. After that, you'll be docked 3 points off your *overall* grade for each missed class.

- [10%] *Discussion Memos*. 1 page memos for any 4 classes, due electronically to me by noon the day of class. The purpose of these is to have you generate ideas about an issue you'd like for us all to discuss in class. These will be graded on a check (full credit), check-minus (half credit), and check-plus (extra credit) basis. I'll give you written feedback on these, and will do my best to integrate your ideas into class discussion. At least two memos are due for class on Wednesday, October 25, or else you forfeit those.
- [25%] *Historical Campus Tour*. With two classmates, you'll give a "digital" tour of campus from an important year in Tufts' history, in class on either Monday, October 16 or Wednesday, October 18. You'll do research at the Digital Collections and Archives and create a script that guides us through Tufts from that year, and links Tufts to larger developments in higher education and society more generally. The 20-minute tour (15 minutes scripted, 5 minutes of Q&A) is worth 5% of this grade, and the approximately 5 double-spaced page script is worth 15%.
- [15%] *5-page short paper*. A paper on a topic to be determined later. This will help prepare you for the Due electronically 5pm on Wednesday, November 22 (no class meeting).
- [30%] *Final Paper: An Entrepreneurial University Revisited*. As a class, we'll jointly co-author a book that picks up where Sol Gittleman's *An Entrepreneurial University: The Transformation of Tufts, 1976-2002*, ends. For our class book, tentatively titled *An Entrepreneurial University Revisited: The Continuing Transformation of Tufts, 2002-2017*, you'll each select one important topic about Tufts campus life to write about. Your 10-page chapter [30%] is due at 5pm on Friday, December 15. Freedom (maybe with Sol) will write an introduction/preface to the book, and each of you will get an electronic copy of the book.

Grading Scale. A+ (98-100), A (94-97), A- (90-93), B+ (87-89), B (84-86), B- (80-83), C+ (77-79), C (74-76) . . .

Paper Extension Policy. You have a 48-hour grace period that you can use, if you'd like, however you wish *across all 3 papers for the class*. So, you could take 1 extra day to work on 2 different papers; or 2 extra days on 1 paper, all without penalty. After you've exhausted your 48 hours, you won't be granted an extension and your paper will be subjected to the normal penalty (2/3 of grade docked per day the paper's late). To take advantage of the grace period, *you must let me know via email before that particular paper is due*. This policy pertains only to the papers and not to the memos.

Annotating. This is the process of engaging actively with a text by marking it up. Use whatever annotation system works best for you. A helpful online annotation guide is available at:

- <http://guides.hcl.harvard.edu/sixreadinghabits>.

Academic Honesty. Our course will abide strictly by the guidelines laid out in the Tufts Statement of Academic Integrity, available at:

- <http://ase.tufts.edu/biology/bguides/classes/tahonesty.htm>.

A comprehensive review of university policies is available at:

- <http://uss.tufts.edu/studentaffairs/publicationsandwebsites/AcademicIntegrity.pdf>.

This requires you to cite appropriately, understand what constitutes plagiarism, and consult me before submitting a paper in this class and another class. Possible violations of the policies outlined in the Statement of Academic Honesty will be reported to the Office of the Dean of Students.

Basic Needs Security. I urge you to contact Dean Robert Mack with the Office of Student Success and Advising, your alpha dean, or another campus official you trust, if you're having difficulties obtaining secure and stable housing, and sufficient food to eat, and especially if these difficulties are interfering with your academic performance. Please also feel free to reach out to me if I can help secure resources or put you in touch with others who can help.

Student Accessibility. Please reach out to me if you require any accommodations.

Emergencies and Illnesses. As a general rule, contact me if something comes up and you expect to miss class. Sports games, missed alarm clocks, and the like are not legitimate reasons for missing class. If you're sick, fill out the short-term illness notification on SIS. For extended absences (missing two or more consecutive classes), you must also provide medical documentation through the Health Center. In these instances, I'll consider giving you the option of completing make-up work for the course. For these and other major concerns, please also reach out to your Academic Dean and have them contact me.

Electronics. While you're free to use your laptop if you prefer to type up your class notes, I expect that you will not use class time to browse the internet, unless you're doing so for class purposes. Electronics are distracting. As for phones, unless you tell me before class that there's an emergency and you need to respond to a call, *please keep them out of sight* during class. I also recommend you keep them in a bag. If it's in your pocket, you might be tempted to sneak your phone out during class.

Trunk. This will have everything pertinent to the course including announcements and course materials. Make sure you can access it, and that you're set up to receive announcements from me via Trunk.

- <https://trunk.tufts.edu/xsl-portal>.

Office Hours. Students who make use of office hours tend to do better in class. Feel free to stop by with a classmate. The time will be more productive if you come prepared with specific concerns and questions. Office hours held before an assignment is due may require an online sign-up. You can also contact me to schedule a time to meet if you can't make my drop-in hours.

Writing. There are many excellent writing resources available. As a general rule, I won't read drafts of written assignments. However, I'm happy to discuss outlines or written brainstorming in office hours, if you send me these in advance.

Check out Purdue University's excellent Online Writing Lab (OWL), which covers all dimensions of writing. It has a great overview of ASA formatting and style, which you should use for papers in this class.

- <http://owl.english.purdue.edu/owl/>.

Gerald Graff and Cathy Birkenstein have excellent suggestions for writers. Check out their templates for basic rhetorical devices in writing:

- <http://www.csub.edu/eap-riap/theysay.pdf>.

Writing Tutoring. Take advantage of the writing tutoring available through the Academic Resource Center:

- <http://uss.tufts.edu/arc/writingtutoring>.

Citing and Referencing. Use the American Sociological Association's style guide:

- http://www.asanet.org/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf.

Schedule. A full bibliography with all the course readings will be uploaded to Trunk before the historical campus tour assignment.

PART I: DEMOCRACY & MARKETS

Introduction	
W 9/6	<ul style="list-style-type: none"> ▪ Review syllabus and course objectives. ▪ College of Liberal Arts and Jackson College of Tufts University, "Recommendations for the Revision of Degree Requirements" (1985). ▪ Mitchell Stevens and Ben Gebre-Medhin, "Association, Service, Market" (selections).

Becoming Campus Tour Guides	
M 9/11	<ul style="list-style-type: none"> ▪ Peter Magolda, "The Campus Tour." <p>**Guest speaker: Annie Bricker (Class of 2019), former Tufts campus tour</p>

	guides coordinator.
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Reflections on Today's Elite College Students	
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W 9/13	<ul style="list-style-type: none"> ▪ William Deresiewicz, <i>Excellent Sheep</i>. <ul style="list-style-type: none"> ○ Ch. 1, "The Students." ○ Ch. 5, "What is College For?" ○ Ch. 7, "Leadership."
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Doing Research for the Historical Campus Tour, Part I	
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M 9/18	No reading. Meet at the Digital Collections and Archives in the basement of Tisch library.
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Doing Research for the Historical Campus Tour, Part II	
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W 9/20	Some homework to complete with your partners. Meet at the Digital Collections and Archives in the basement of Tisch library.
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Democracy and Meritocracy	
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M 9/25	<ul style="list-style-type: none"> ▪ Lani Guinier, <i>The Tyranny of the Meritocracy</i>. <ul style="list-style-type: none"> ○ Ch. 1, "Adonises with a Pimple." ○ Ch. 2, "Aptitude or Achievement?" ○ Ch. 3, "From Testocratic Merit to Democratic Merit." ○ Ch. 6, "Democratic Merit in the Classroom."
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The University Meets the Market, Part I	
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W 9/27	<ul style="list-style-type: none"> ▪ David Labaree, <i>A Perfect Mess</i>. <ul style="list-style-type: none"> ○ Ch. 1, "A System without a Plan."
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	<ul style="list-style-type: none"> ▪ Sol Gittleman, <i>An Entrepreneurial University</i>. <ul style="list-style-type: none"> ○ Ch. 1, “Tufts and the New American University.” <p>**Have you been writing memos?</p>
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The University Meets the Market, Part II

M 10/2	<ul style="list-style-type: none"> ▪ Sol Gittleman, <i>An Entrepreneurial University</i>: <ul style="list-style-type: none"> ○ Ch. 2, “The Coming of Jean Mayer” (selections). ▪ Henry Giroux, <i>Neoliberalism’s War on Higher Education</i> <ul style="list-style-type: none"> ○ Ch. 2, “At the Limits of Neoliberal Higher Education.” <p>Guest speaker: Sol Gittleman, Alice and Nancy Gantcher University Professor, and former Provost, Tufts University.</p>
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PART II: ELITE ADMISSIONS

Inside Admissions

W 10/4	<ul style="list-style-type: none"> ▪ Mitchell Stevens, <i>Creating a Class</i>. <ul style="list-style-type: none"> ○ Introduction ○ Ch. 1, “A School in the Garden.” ○ Ch. 2, “Numbers.” ○ Ch. 3, “Travel.”
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W 10/11	<p>**No class on Monday, October 9 (Indigenous People’s Day).</p> <ul style="list-style-type: none"> ▪ Mitchell Stevens, <i>Creating a Class</i>: <ul style="list-style-type: none"> ○ Ch. 6, “Decisions” ○ Ch. 7, “Yield” ○ Ch. 8, “The Aristocracy of Merit.”
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PART III: HISTORICAL CAMPUS TOURS

Historical Campus Tours

M 10/16	Group #1 Tours.
W 10/18	Group #2 Tours.

PART IV: DIVERSITY, INCLUSION, & EXCLUSION

A History of Racial and Ethnic Exclusion	
M 10/23	<ul style="list-style-type: none"> ▪ Jerome Karabel, <i>The Chosen</i>. <ul style="list-style-type: none"> ○ Ch. 4, “The Jewish Problem at Yale and Princeton” (selections). ▪ Tufts Committee on Undergraduate Education report (1973). <ul style="list-style-type: none"> ○ “Diversity in Student Body” and “Minority Students.” ○ Various responses to the report.
W 10/25	<ul style="list-style-type: none"> ▪ Mitchell Stevens, <i>Creating a Class</i>. <ul style="list-style-type: none"> ○ Ch. 5, “Race.” ▪ Natasha Warikoo, <i>The Diversity Bargain</i>. <ul style="list-style-type: none"> ○ Ch. 4, “Merit and the Diversity Bargain.” <p>**At least two memos due by this class.</p>

Admissions Preferences	
M 10/30	<ul style="list-style-type: none"> ▪ Tara Yosso, Laurence Parker, Daniel Solórzano, and Marvin Lynn, “From Jim Crow to Affirmative Action and Back Again.” ▪ John Palmer, letter on the Tufts affirmative action program (1974).
W 11/1	<ul style="list-style-type: none"> ▪ Alia Wong, “The Thorny Relationship Between Asians and Affirmative Action.” ▪ Michael Omi and Dana Takagi, “Situating Asian Americans in the Political Discourse on Affirmative Action.”
M 11/6	<ul style="list-style-type: none"> ▪ Daniel Golden, <i>The Price of Admission</i>. <ul style="list-style-type: none"> ○ Ch. 2, “Recruiting the Rich.”

	○ Ch. 4, “Enduring Legacies.”
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Student Debt and Universal College	
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W 11/8	<ul style="list-style-type: none"> ▪ Martha Steinbaum, “A Brown v. Board for Higher Ed.” ▪ (Possibly other readings.)
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Political Diversity	
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M 11/13	<ul style="list-style-type: none"> ▪ Neil Gross, <i>Why are Professors Liberal and Why do Conservatives Care?</i> <ul style="list-style-type: none"> ○ Ch. 1, “The Politics of American Professors.” ○ Ch. 6, “The Campaign against “Liberal Bias.”
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PART V: VARIED PATHWAYS

Undocumented Students	
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W 11/15	<ul style="list-style-type: none"> ▪ Roberto Gonzalez, <i>Lives in Limbo.</i> <ul style="list-style-type: none"> ○ Ch. 2, “Undocumented Young Adults in Los Angeles.” ○ Ch. 7, “College-Goers.”
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Sports	
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M 11/20	<ul style="list-style-type: none"> ▪ Mitchell Stevens, <i>Creating a Class.</i> <ul style="list-style-type: none"> ○ Ch. 4, “Sports.” <p>**Guest speaker: Michael Schmidt, Assistant Coach for Men’s Cross-Country and Track & Field.</p>
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****Short Paper due by 5pm on Wednesday, November 22 (no class).**

The Party Pathway	
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M 11/27	<ul style="list-style-type: none"> ▪ Elizabeth Armstrong and Laura Hamilton, <i>Paying for the Party</i>. <ul style="list-style-type: none"> ○ Ch. 1, “The Women.” ○ Ch. 2, “The Party Pathway.”
W 11/29	<ul style="list-style-type: none"> ▪ Elizabeth Armstrong and Laura Hamilton, <i>Paying for the Party</i>. <ul style="list-style-type: none"> ○ Ch. 3, “Rush and the Party Scene.” ○ Ch. 4, “The Floor.”

PART VI: TITLE IX & SEXUAL ASSAULT

Survivors	
M 12/4	<ul style="list-style-type: none"> ▪ “The Hunting Ground” (video available on Trunk). <p>Content notice: this film discusses sexual assault.</p>

Consent	
M 12/6	<ul style="list-style-type: none"> ▪ Readings to be determined. <p>**Guest speaker: Max Farber, Intern with Tufts Center for Awareness, Resources, and Education (CARE).</p> <p>**All memos due today.</p>

PART VII: AN ENTREPRENEURIAL UNIVERSITY REVISITED, 2002-2017

End-of-Semester Celebration	
M 12/11	<ul style="list-style-type: none"> ▪ End-of-semester celebration. ▪ Semester in review / Last call.

Final Paper due Friday, December 15 at 5pm.