This course explores philosophical, political, and policy issues surrounding an institution important to us all: the American university. Historically, the United States was the site of the creation of many aspects of the modern university; some elements were incorporated from British and especially German practice, but to a very great extent the development of the modern research-and-teaching university coexisting with a system of liberal arts colleges and public institutions devoted to skills development is specifically American. After World War II the developmental trend continued, to the point that by the 1960s the basic global model of a “university” was the American one. Today something like 80 of the 100 top ranked universities in the world are in the U.S.

At the same time, the lists are full of books proclaiming that the American university is in crisis. They may even have a point.

The readings for this course introduce questions about education from a philosophical perspective, then turn to the early history of American higher education. After that, we will spend individual weeks talking about particular issues. The readings will be a combination of books available in the bookstore, readings that I will distribute (or make available on moodle), and articles and news items that cross my desk during the course. I will also have a stack of copies of the Chronicle of Higher Education available just so you can see what the public discourse about universities looks like these days.

The work for the course will consist of three short (8-10 pages) papers and a final research paper (20-25 pages). In addition, students will be expected to present the readings one or more times during the course of the semester, including circulation of a 2-3 page critical synopsis (ungraded). The course grade will be based entirely on the papers, as follows: short papers, 20% each; final paper 40%.

COURSE CREDITS
This is a 3-credit course. In accordance with university policies, that means there are expected to be 3 contact hours plus at least 6 hours of time spent out of class, and at least 30 pages of written work over the course of the semester. (The university policy is available here: https://kb.wisc.edu/vesa/page.php?id=24558). "Contact hours" includes time spent out of class meetings. For this class, these requirements are satisfied by the scheduled seminar meetings and writing assignments described above.

LEARNING OBJECTIVES
The goal of this course is to give students a broad knowledge of issues relating to American higher educational institutions, including political, economic, and philosophical concerns relating to institutional purposes, admissions standards, tuition, the economics of public education, free speech and academic freedom on campus. Students are expected to develop a basic level of knowledge about these topics across the range of the syllabus, and be prepared to conduct more advanced research on any of the covered topics. Students will
become familiar with a substantial body of policy debates and practices relating to American higher education, and in the process will develop skills of analytical reading, critical reasoning about social scientific and philosophical arguments, expository writing, and analysis.

**ACADEMIC INTEGRITY**
By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**
McBurney Disability Resource Center syllabus statement: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform Prof. Schweber and Rebecca Anderson of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. We will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.”

**DIVERSITY & INCLUSION**
The UW has adopted the following institutional statement on the subject of diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.”
I. What is college for?

1/23 Historical views

Rush 1786 (Canvas)
Emerson 1837 (Canvas)
Wayland 1854 (Canvas)
Snow, “Two Cultures” (1959) (Canvas)

1/30 Educating Citizens?

Cattell, AAAS Address 1914 (Canvas)
Thomas, “Teaching for Deliberative Democracy” (Canvas)
Colby, “Educating Undergraduates for Responsible Citizenship” (Canvas)
Hersh, “A Well Rounded Education for a Flat World” (Canvas)

2/6 Introduction to the System of American Higher Education Institutions (“HEI’s”)

Bok, Higher Education in America
Kerr, The Uses of the University excerpt (Canvas)

II. What Are We Teaching?

2/13 Failed Visions or Expanded Horizons?

Bloom, Closing of the American Mind
Levine, The Opening of the American Mind

***First Paper Due***

2/20 Undergraduate curricula

Almond, “The Crisis of the University Curriculum” (Canvas)
Robinson, “The Rise of Choice” (Canvas)
Galatas, “Teaching About America’s Fiscal Future” (Canvas)
American Association of Colleges and Universities reports:
  “Integrity in the College Curriculum”
  “Core Curriculum and Cultural Pluralism”
  “General Education Maps and Markers” (all on Canvas)
Ivory, “The Social Context of Applied Science” (Canvas)
III. What Are You Learning?

2/27

Deresiewicz, “Excellent Sheep” (Canvas)
Arum, *Academically Adrift* (Canvas)
CAE Reports (Canvas):
  “Does College Matter”
  “Three Principles”
*Accountability in Higher Education* excerpts (Canvas)
LEAP – College Learning for the New Global Century” – exec sum (Canvas)

IV. Getting in

3/6

Power-point presentation, “History of College Admissions in the United States” (Canvas)
NACAC 2018 Report (review the executive summary) (Canvas)
Goldin, *The Price of Admission*, excerpt (Canvas)
Massey, *The Source of the River*, excerpt (Canvas)
Harvard lawsuit stories and editorials (Canvas)
Appiah, “The Myth of Meritocracy” (Canvas)
Gladwell, “Getting In” (Canvas)

***Second Paper Due***

V. Paying for college: tuition

3/13

Goldrick-Rab, *Paying the Price*
“Average Freshman Tuition Discount Nears 50 Percent” (Canvas)
Ripley, “Why Are American Colleges So Ridiculously Expensive?” (Canvas)
NCES Tuition table – at https://nces.ed.gov/fastfacts/display.asp?id=76

***Spring Break***

VI. College sports

3/26

Bowen and Levin, *Reclaiming the Game*
VII. Free Speech and Academic Freedom

4/3

*Unlearning Liberty: Campus Censorship and the End of American Debate*
Greg Lukianoff and Jonathan Haidt
Sachs, “There Is No Campus Free Speech Crisis” (Canvas)
Moynihan, “Who’s Really Placing Limits on Free Speech?” (Canvas)
Nwanevu, “When Campus Free Speech is a Marketing Ploy” (Canvas)
Weigel, “Political Correctness: How the Right Invented a Phantom Enemy” (Canvas)

4/10

Fish, *Versions of Academic Freedom*
Lukianoff and Haidt, “The Coddling of the American Mind” (Canvas)
Singal, “The Myth of the Ever-More Fragile College Student” (Canvas)
Kramer, “The Petition: Israel, Palestine, and a Tenure Battle at Barnard” (Canvas)

***Third Paper Due***

VIII. Sexual Assault on Campus

4/17

Kipnis, *Unwanted Advances: Sexual Paranoia Comes to Campus*
AAUP Report on Title IX (Canvas)
Campus Sexual Assault Study, 2007

IX. The Economics of Higher Education

4/24

Zameta, et. al., *Financing American Higher Education in the Era of Globalization*
Bastedo, et. al. *American Higher Education in the 21st Century* excerpt (Canvas)
Blumenstyk, “American Higher Education in Crisis?” excerpt (Canvas)
X. The Future of Higher Education in the U.S.

5/1

Gavazzi, et. al., Designing the New American University: Land Grant Universities for the Future
Lye, “The Humanities and the Crisis of the Public University” (Canvas)
Jeffrey Selingo, “Rebuilding the Bachelor’s Degree” (Canvas)
Mumper, “The Future of College Access” (Canvas)
Steck, “Corporatization of the University” (Canvas)
Benjamin, “The Environment of American Higher Education” (Canvas)

*Extra session with pizza: discussion of final paper topics. Date and time TBD.*