

Futures of NYC: Higher Education

MHC 20401 | HNR2 20621

Macaulay Honors College, CCNY

Spring 2024

Meeting Time: Fridays, 10:00am – 12:30pm

Location: NAC 4/222

Professor: Dr. Jean Park (jpark8@ccny.cuny.edu)

Office Hours: via Zoom; email to schedule

Class site: <https://futuresnyc24.common.gc.cuny.edu/>

Course Description

Having examined a variety of important aspects of the past and present of New York City in the previous seminars, in this fourth and final seminar students analyze the interplay of social, economic, and political forces that shape the physical form and social dynamics of New York City and its residents.

In this seminar, students will research, investigate, propose, and present historical context and policy recommendations on current higher education issues at local, state, and/or national levels. In their research, students will contextualize how religious, cultural, political, and international dynamics have contoured American higher education since the origins of the first colonial colleges to present-day. Through critical reading of texts and empirical analysis of primary materials, students will 1) synthesize how the historical development of higher education has been affected by broader social forces; 2) consider who has been included and excluded from American higher education; and 3) understand how the development of an American higher education system shapes the mission and role of 21st-century institutions.

As an honors seminar course, students are expected to complete all the required readings and be prepared to actively participate in classroom discussions. Students will have the opportunity to participate in class instruction as discussion leaders and are encouraged to introduce and share materials, readings not included in the syllabus to spark further conversation and dialogue.

Requirements/Grading

Attendance & Participation*	30%
Institutional History	20%
Exhibit Review**	20%
Final Paper***	30%

<i>Course Grades</i>	
4.0 = A+	2.7 = B-
3.7 = A-	2.3 = C+
3.3 = B+	2.0 = C
3.0 = B	1.0 = D

* Includes close-reading introductions

** Indicate which exhibit to review by March 1

***Topic statement and brief list of sources for paper due March 8

Attendance/Absence/Tardiness Policy

Students are expected to attend all classes and be prepared to discuss the readings. Requests for excused absences must be submitted prior to the scheduled class period. Absences and persistent tardiness without prior approval will result in a lower course grade. The entire portion of the final grade designated for attendance and participation will be forfeited for 2 or more absences.

Written Assignments

All written assignments must use 12-point font (Times New Roman or Garamond) with 1” margins. Assignments must follow the format guidelines in the 17th edition of the *Chicago Manual of Style (CMOS)*. Cover pages, page numbers, and footnotes or endnotes should be included for any written work unless otherwise specified. Assignments are to be proofread thoroughly, free of spelling, grammatical, and typographical errors.

All assignments are due on the date assigned. Late assignments will not be accepted unless prior arrangements have been made with Prof. Park. Written assignments must be submitted by 9:00am on due date via BlackBoard unless stated otherwise,

Technology

Laptops use should be limited, but is permitted for retrieving materials and information related to class, i.e. readings, eportfolios. To respect the learning environment of others, please refrain from checking email, accessing social media sites, and/or using instant messaging platforms during class. Cell phones should be silenced and put away during class.

ACADEMIC POLICIES

Academic Integrity

Academic dishonesty is prohibited in The City University of New York. Students found to violate policies of academic integrity by cheating, plagiarizing, forging documents, or obtaining unfair advantage, will be reported to the College’s Academic Integrity Officer and subject to accordant sanctions and penalties. As Macaulay Honors students, you are expected to abide by the [Macaulay Honors Pledge](#), as well as adhere to CUNY’s [Policy on Academic Integrity](#).

Information for Students with Disabilities: The AccessAbility Center/Student Disability Services ensures equal access and full participation to The City College of New York's programs, services, and activities by coordinating and implementing appropriate accommodations. If you are a student with a disability who requires accommodations and services, please visit the office in NAC 1/218, or contact AAC/SDS via email (services@ccny.cuny.edu), or phone (212-650-5913 or TTY/TTD 212-650-8441).

REQUIRED TEXTS

Thelin, J. R. *A History of American Higher Education*. (2nd ed.). Baltimore, MD: The Johns Hopkins University Press, 2011.

COURSE ASSIGNMENTS

Close-Reading Introductions & Notes (Sign up for preferred week [here](#))

In a 10-minute introduction to an assigned chapter/reading, take us to one or more words, phrases, passages that struck you as significant with regards to deepening our understanding of the author's overall inquiry. Consider and include materials and resources outside this class that we could connect to the week's topic, e.g. current events, film, music, sports, etc. Notes/slides/files are to be submitted on class eportfolio before class.

Institutional History & Mission Statement, Macaulay Honors College* *Due: February 23

- By whom, when, why was the institution founded?
- What is Macaulay's current mission statement and/or motto? Does it reflect the purpose of the college?
- What are strengths and weaknesses of the institution? Consider how one can determine and assess what those are, i.e. quantitative data, qualitative data; self-reported data; anonymous surveys
- How would you revamp/revise the mission statement and purpose of the college to accurately reflect your experience (for better or worse)?

Online Exhibit Review, CUNY Digital History Archive* *Due: March 22

<https://cdha.cuny.edu/> (Indicate which exhibit you'd like to review by **March 1**)

- What is the collection about? What are the sources? Who is the intended audience?
- How does the collection relate to broader issues in American higher education?

Final Paper (10-12 pages)* *Due: May 10

Examine a current problem, policy, trend in higher education and trace its historical development. Be sure to include how the various government branches – legislative, executive, judicial – bear on the issue(s) in terms of responsibility and impact.

Statement of topic and list of 5 or more sources due on eportfolio by **March 8**

- What are current perspectives on the issue?
- What is the history of the issue? (Consider context and how issue evolved over time)
- If applicable, what are relevant legislative or court decisions?
 - What impact have these decisions had on the American higher education system?
- Who are the various stakeholders concerned with the issue? (e.g., students, parents, policy makers, companies, etc.)

- Who might be helped? Harmed? Included? Excluded? How?
- How might the issue be resolved?
- Elaborate on higher education's role in society and how the discussed issue helps elucidate or complicate this role.

Note: Portions of class time in April will be allocated for working on Futures of NY Conference presentations and final papers

COURSE SCHEDULE

** Available on Blackboard

Jan 26 *Introductions; Syllabus; Expectations*

Feb 2 *State of Affairs*

- ** Douglas Belkin, "Why Americans Have Lost Faith in the Value of College," in *Wall Street Journal*, Jan. 19, 2024
- ** -----, "Harvard Crisis Signals Broader Fight Over What a University Should Be," in *Wall Street Journal*, Jan. 4, 2024
- ** Agnes Callard, "I Teach the Humanities, and I Still Don't Know What Their Value Is," in *New York Times*, Dec. 2, 2023
- ** David A. Fahrenthold and Billy Witz, "The Best Teams That Money Could Buy," in *New York Times*, Dec. 31, 2023
- ** Bryan Caplan, "What's College Good For?" in *The Atlantic Monthly* (1993), 2018, vol 321. (1) p 11-21
- ** Nicholas Confessore, "'America Is Under Attack': Inside the Anti-DEI Crusade" in *New York Times*, Jan. 20, 2024
- ** Melissa Korn, "Wanted: New College Presidents. Mission: Impossible" in *Wall Street Journal*, Jan. 6, 2024

Feb 9 *Colonial Colleges*

- Thelin, *History of American Higher Education*, Introduction and chapter 1
- ** Vine, P. "The Social Function of 18th Century Higher Education," *History of Education Quarterly*, Vol. 16, No. 4 (Winter, 1976), pp. 409-424
- ** Wilder, *Ebony & Ivy*, chapter 2
- ** Wright, B. The "Untameable Savage Spirit:" American Indians in colonial colleges. *The Review of Higher Education*, 14(4), 1991. 429-452.

Feb 16 *Antebellum Colleges & Reconstruction*

- Thelin, Chap 2-3
- ** Drewry and Doermann, *Stand and Prosper*, chapters 2-4
- ** Solomon, *In the Company of Educated Women*, chapters 2-4

AGE OF THE UNIVERSITY

Feb 23 ***Captains of Erudition*** **(Information Literacy Workshop, Cohen Library)**

- Thelin, chapter 4

DUE: Institutional History and Mission Statement, Macaulay Honors College

March 1 ***Testing, Testing 1-2-3***

- ** Nicholas Lemann, *The Big Test*, chapters 2-3, 6-10
- ** Wechsler, Harold S., “Eastern Standard Time” in *A Faithful Mirror* (Johanek, 2001)

DUE: Choice of online exhibit to review at CUNY Digital History Archive

March 8 ***Intercollegiate Spirit***

- Thelin, chapters 5-6
- ** Bok, *Universities in the Marketplace*, chapter 3
- ** Shulman and Bowen, *The Game of Life*, chapter 1

DUE: Statement of Topic & Sources

March 15 ***Postwar Higher Education*** **(Guest Speaker, Prof. Ira Bloom)**

- Thelin, chapter 7
- ** Loss, *Between Citizens and the State*, chapters 4-5
- ** Anderson, J. D. (1993). Race, meritocracy, and the American academy during the immediate post-World War II era. *History of Education Quarterly*, 33(2), 151-175.

March 22 ***Student Activism***

- Thelin, Chapter 8
- ** Alexander Astin, et al. *Ashe Reader*, “Overview of the Unrest Era”
- ** Bloom, *Closing of the American Mind*, “The Student and the University,” and “The Sixties”
- ** Nguyen, T-H & Gasman, M. “Activism, identity, and service: The influence of the Asian American movement on the educational experiences of college students.” *History of Education*, 44(3), 2015. 339-354.

DUE: Online Exhibit Review

21st CENTURY HIGHER EDUCATION

March 29 **NO CLASS**

April 5 ***Diversity & Equity***

- ** Drewry and Doermann, chapter 17
- ** Wang, L. L-C. Meritocracy and diversity in higher education: Discrimination against Asian Americans in the post-Bakke era. *The Urban Review*, 20(3), 189-209.

April 12 ***Knowledge/Gig Economy***

- Thelin, chapter 9
- ** Bok, *Universities in the Marketplace*, chapters 1, 5
- ** Karabell, *What's College For*, chapters 5, 8

April 19 ***Post-pandemic Higher Education***

- ** Bok, *Universities in the Marketplace*, chapter 11
- ** Solomon, *In the Company of Educated Women*, chapter 12

April 26 **NO CLASS**

May 3 ***FUTURES OF NYC Conference Run of Show (5/4 & 5/5)***

May 10 ***What was [higher education] made for?***

DUE: Final Paper