Department of Educational Studies

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EDST 521

(2018-2019)

Foundations of Higher Education

(Winter 2 - Wednesday, 16:30-19:30. Break @ 18:00-18:15)

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Course location: Orchard Commons, Room 4052, 6363 Agronomy Road, UBC Campus

A. COURSE OUTLINE

The course explores the historical, philosophical, sociological, cultural, political, and economic foundations of higher education. It critically examines various disciplinary and comparative perspectives on higher education operating in various regional, geopolitical, and national contexts. The course offers participants with an opportunity to reflect on the forces that shape higher education in general, and in Canada more particularly.

The course introduces key aspects and institutional dynamics of higher education. It focuses on the experiences of students, faculty, and staff from different social backgrounds. Attention is granted to dynamics of policy-making, governance, and organizational change. We will focus particularly on power intersectionalities that operate within and across higher education institutions and systems, and the extent to which they affect institutional growth, the politics of inclusion and exclusion, and the conflicts that shape the development of higher education in diverse economic, national, and regional contexts.

The course includes the screening of documentary and fiction films, the projection of PowerPoint-based works of art, and the playing of relevant musical pieces that speak to different historical, political, artistic, and literary aspects of higher education the course touches on. In addition, there will be at least two field trips on campus, out of class, where the session will be held and the relevant issues discussed. All these will be discussed in detail at the first session.

B. COURSE OBJECTIVES

EDST 521 is designed to assist participants:

- **familiarize** themselves with various intellectual and research traditions prevalent in the study of higher education, including major works in this area;

- **reflect** on the local, regional, geopolitical, and global forces and dynamics that shape the development and differentiation of higher education institutions;

- **develop** a critical understanding of multifaceted power dynamics underpinning the organization of the academic workplace, the stratification and mobility opportunities open academic labour, the visibility of disciplinary fields, and the experiences of students.

C. COURSE THEMES & READINGS

The following downloadable eBooks will serve us throughout the course. They are available full-text online via the UBC Library:

- Søren S.E. Bengsten & Ronald Barnett (Editors)(2018). *The Thinking University: A Philosophical Examination of Thought and Higher Educatio*n. Springer. [Referred to as Bengsten & Barnett]

- Brendan Cantwell, Hamish Coates, & Roger King (Editors)(2018). *Handbook on the Politics of Higher Education*. Edward Elgar Publishing. [Referred to as Cantwell et al.]

- Michael B. Paulsen (Editor)(2018). *Higher Education: Handbook of Theory and Research*, Volume 33. Springer International Publishing. [Referred to as Paulsen]

SESSION 1 (January 9, 2019)
Contrasting Approaches to the Study of Higher Education: A Brief Introduction

In this introductory session we start by reviewing the course syllabus and clarifying any aspect of the course and its assignments. We will also review the scholarly contours of the field of higher education and its multiple scholarly ramifications. The select set of readings provides an overview of some of the approaches prevalent in the field of higher education studies, their emergence, ontological and epistemic assumptions, and the research traditions they are associated with.

- Patricia J. Gumport (2007). Sociology of higher education: An evolving field. In *Sociology of Higher Education: Contributions and Their Contexts*, edited by Patricia J. Gumport, pp. 17-50. Baltimore, MD: Johns Hopkins University Press. [reserved/scanned]

- Leslie D. Gonzales, Dana Kanhai, and Kayon Hall (2018). Reimagining organizational theory for the critical study of higher education. In Paulsen, pp. 505-559.

- Vanessa de Oliveira Andreotti (2015). Postcolonial perspectives in research on higher education for sustainable development. In *Routledge Handbook of Higher Education for Sustainable Development*, edited by Matthias Barth, Gerd Michelsen, Marco Rieckmann, & Ian Thomas, pp. 194-206. London: Routledge.

  Background readings [all reserved & scanned]:
- Burton R. Clark (2007). Development of the sociology of higher education. In *Sociology of Higher Education: Contributions and Their Contexts*, edited by Patricia J. Gumport, pp. 3-16. Baltimore, MD: Johns Hopkins University Press.
- Marvin W. Peterson (2007). The study of colleges and universities as organizations. In *Sociology of Higher Education: Contributions and Their Contexts*, edited by Patricia J. Gumport, pp. 147-184. Baltimore, MD: Johns Hopkins University Press.
- John W. Meyer, Francisco O. Ramirez, David John Frank, & Evan Schofer (2007). Higher education as an institution. In *Sociology of Higher Education: Contributions and Their Contexts*, edited by Patricia J. Gumport, pp. 187-221. Baltimore, MD: Johns Hopkins University Press.

SESSION 2 (January 16, 2019)
"Putting the house of wisdom in order":
Philosophical Traditions and pursuit of Knowledge & Wisdom – Snapshots I

Central to the study of higher education studies stands the question of knowledge and power, and their multifaceted ramifications. In this session, we will review some of the scholarly schools of thought and traditions concerned with knowledge, its generation and classification across different world regions and cultures and at different points in human history. The aim is not to offer a comprehensive review of these schools of thought, an effort that lies well beyond the objectives of this course and specific session. Rather, the aim is to provide – over two sessions – a select illustration of scholarly traditions concerned with the generation of knowledge, its "classification", and its political articulations. The objective is to show how intellectual traditions concerned with the generation and classification of knowledge operated and institutionalized in different ways, within different societies, at different points in human history. This review aims to provide some historical and philosophical pointers that would capture the major shifts – and disjunctures/disruptions – that played out in relation to the generation, institutionalization, and bureaucratization of activities related to the pursuit of knowledge and wisdom.

The first part, in the present session, briefly reviews scholarly traditions operating under different political conditions across Asia and Europe and the ways in which they intersect to inform the emergence of institutional settings – whether formal or informal – focused on the pursuit of knowledge and wisdom.

The classification of knowledge: The Epistles of the Brethren of Purity (Iraq, 9th-10th century):

- Godefroid de Callataÿ (2005). *Ikhwan al-Safa': A brotherhood of idealists on the fringe of orthodox Islam*. Oxford: Oneworld Publications. Read chapters 1 & 5. [PDF will be distributed]

   Background reading:
   Osman Bakar (1998). *Classification of Knowledge in Islam: Studies in Islamic Philosophies of Science*. Cambridge, UK: The Islamic Texts Society. [Read: Conclusion, pp. 263-270].

Learning in Islam and the West:

- George Makdisi (1981). *The Rise of Colleges: Institutions of Learning in Islam and the West*. Edinburgh: Edinburgh University Press. [Read Chap. 4 + Conclusion] [PDF will be distributed]

- Peter Burke (2017). Orders of knowledge in early modern Europe. *Asiatische Studien*, 71(3): 993-1002.

SESSION 3 (January 23, 2019)
"Putting the house of wisdom in order":
Philosophical Traditions and the pursuit of Knowledge & Wisdom – Snapshots II

Refer to the abstract of the previous session. In this second part, attention will be granted to more recent institutionalized scholarly formations centred around the emergence of the university as a cultural and political organization concerned with national identity, nation-state-building, and the political organization of society.

Chinese scholarly cultural traditions and higher education in contemporary China:

- Rui Yang (2018). Transformations of higher education institutions in the Chinese tradition. In Cantwell et al., pp. 66-78.

- Qiang Zha & Wenqin Shen (2018). The paradox of academic freedom in the Chinese context. *History of Education Quarterly*, 58(3): 447-452.

Cardinal Newman's *The Idea of a University*:

- John Henry Newman (1891). *The Idea of a University* (Defined and Illustrated I. Through Nine Discourses to the Catholics of Dublin, II. In Occasional Lectures and Essays addressed to the Members of the Catholic University). London: Longmans Greens. Read: Preface (pp. i-xxiii) + first 3 'Discourses' under "University Teaching" (pp. 1-70)]
  [Listen to Alasdair MacIntyre lecture on Newman's idea of a university.]

Bildung and the Humboltian model of the university:

- Thomas Karlsohn (2018). Bildung, emotion and thought. In Bengtsen & Barnett, pp. 103-118.

- Peter Uwe Hohendahl (2011). "Humboldt revisited: Liberal education, university reform, and the opposition to the neoliberal university", *New German Critique*, 38(2): 159-196.

State- and nation-building and higher education:

- André Elias Mazawi (2005) Contrasting perspectives on higher education governance in the Arab states. *Higher Education: Handbook of Theory and Research*, 20: 133-189.

SESSION 4 (January 30, 2019)
Modernity, Colonialism, and the University

The emergence of the contemporary university – in its different organizational appellations and bureaucratic formations – cannot be understood outside the context of colonial expansion. In that sense, the pursuit of knowledge needs to be understood in relations to the conditions – political, economic, cultural and hegemonic – under which that knowledge is produced. In relation to that, higher education expansion – both within and outside of the European context – remains implicated in modalities of domination, subjugation and epistemic oppression. In this session, we will consider the implications of higher education systems within the wider contexts of European colonialism and expansion. Central to this discussion stands a concern with the ways in which higher education institutions were implicated in the dissemination of visions of modernity and political organization framed within the wider context of the enlightenment under the guise of universal notions of progress and science.

Colonialism and African higher education:

- Ali A. Mazrui (1975). The African university as a multinational corporation: Problems of penetration and dependency. *Harvard Educational Review*, 45:91-210.

  Ali A. Mazrui (2003). Towards re-Africanizing African universities: Who killed intellectualism in the post colonial era?. *Alternatives: Turkish Journal of International Relations*, 2(3-4): 135-163.

  Jacob Aliet (2007). Convergence and glocalization – not counter-penetration and domestication: A response to Prof. Ali Mazrui. *Alternatives: Turkish Journal of International Relations*, 6(1-2): 1-14.

  Yusef Waghid & Nuraan David (2018). Towards an African university of critique. In Bengsten & Barnett. In Bengtsen & Barnett, pp. 61-73.

Modernity, Indigeneity, and Higher Education:

- Rauna Kuokkanen (2007). "Hospitality, and the concept of the gift in the academy", in: *Reshaping the University: Responsibility, Indigenous Epistemes, and the Logic of the Gift*, pp. 128-155. Vancouver, BC: UBC Press.

Land-grant universities in the USA:

- Sharon Stein (2017). A colonial history of the higher education present: Rethinking land-grant institutions through processes of accumulation and relations of conquest. *Critical Studies in Education*. DOI: 10.1080/17508487.2017.1409646

SESSION 5 (February 6, 2019)
Higher Education Between State, Civil Society, and Corporate Markets

Ever since Burton Clark introduced his analytical model for the study of higher education, understanding higher education systems requires attention to the tensions that operate between dynamics of "entreprise" and dynamics of "discipline". These dynamics play out within the wider context of shifting state authority, the reconfiguration of market forces associated with capitalism, and the ways in which they impact the status of academics (and the work they perform) and the role of higher education institutions. Understanding how these forces operate at the interfaces between higher education, state authority, market dynamics, and civil society movements, becomes a corner piece in any attempt to analyse the shifts in the emergence of new higher education formations and platforms of knowledge delivery and dissemination. In this session, we delve on these forces in an attempt to capture how their intersection underpins the shifting boundaries that delimit higher education and its roles in contemporary societies.

"Academic tribes and territories", the field of power, and the relative autonomy of higher education:

- Tony Becher & Paul R. Trowler (2001). *Academic tribes and territories*. Second Ed. Philadelphia, PA: Open University Press. Read chapter 1. [Reserved or hyperlink]

- Pierre Bourdieu (1996 [1989]). *The state nobility: Elite schools in the field of power*. Translated by Lauretta C. Clough. Stanford, CA: Stanford University Press. Read chapter 1 of part IV (pp. 263-299). [Reserved or hyperlink]

  Background readings for Pierre Bourdieu:
  Pierre Bourdieu (1984). *Homo academicus*. Translated by Peter Collier. Stanford, CA: Stanford University Press. Read chapters 1-3. [Reserved or hyperlink]

State-university relations:

- Brian Pusser (2018). The state and the civil society in the scholarship of higher education. In Cantwell et al., pp. 11-29.

University-corporate capital markets relations:

- Christine Musselin (2010). Universities and pricing on higher education markets. In *Changing Educational Landscapes*, edited by Dimitris Mattheou, pp. 75-90. Springer.

- Michelle Stack (2016). *Global University Rankings and the Mediatization of Higher Education*. New York: Palgrave McMillan. Read chapters 1, 3, 6 & Conclusion.

SESSION 6 (February 13, 2019)
Globalization, Academic Capitalism, and the Entrepreneurship of Higher Education Institutions

Over the backdrop of the discussion in the previous session, we move to examine the synergies between market forces and organizational attributes of higher education institutions with the rise and intensification of a global market economy. In this regard, we will examine the core concept of "academic capitalism" (Slaughter & Leslie, 1997) and unpack its implications for higher education management and governance, and the emergence of new formations of higher education. We will grant particular attention to the intersections between market driven neoliberal economies and the ways in which they mediate the rise of the entrepreneurial university and its "knowledge-intensive transnational economic practices" (Kauppinen, 2012) emerge as a recognizable feature. The implications of these dynamics on the organizational culture and organization of disciplinary fields will be discussed.

- Brendan Cantwell & Illka Kauppinen (2014). Academic capitalism in theory and research. In *Academic Capitalism in the Age of Globalization*, edited by Brendan Cantwell & Illka Kauppinen (pp. 3-9). Baltimore, MD: Johns Hopkins University.

- Sheila Slaughter (2014). Retheorizing academic capitalism: Actors, mechanisms, fields and networks. In *Academic Capitalism in the Age of Globalization*, edited by Brendan Cantwell & Illka Kauppinen (pp. 10-32). Baltimore, MD: Johns Hopkins University.

- Jude Walker (2014). Exploring the academic capitalist time regime. In *Academic Capitalism in the Age of Globalization*, edited by Brendan Cantwell & Illka Kauppinen (pp. 55-73). Baltimore, MD: Johns Hopkins University.

- Illka Kauppinen (2012). Towards transnational academic capitalism. *Higher Education*, 64(4): 543-556.

  Background readings:

  - Sheila Slaughter & Larry L. Leslie (1997). Academic Capitalism: Politics, Policies, and the Entrepreneurial University. Baltimore, MD: Johns Hopkins University.
  - Sheila Slaughter & Gary Rhoades (2004). Academic Capitalism and the New Economy: Markets, state, and higher education. Baltimore, MD: Johns Hopkins University.

Academic capitalism in Canada:

- Amy Scott Metcalfe (2010). Revisiting academic capitalism in Canada: No longer the exception. *Journal of Higher Education*, 81(4): 489-514.

- Glen A. Jones & Julian Weinrib (2011). Globalization and higher education in Canada. In *Handbook on Globalization and Higher Education*, edited by Roger King, Simon Marginson, & Rajani Naidoo, pp. 222-240. Cheltenham, UK: Edward Elgar Publishing Limited.

Reading break – No class session held on February 20, 2019

SESSION 7 (February 27, 2019)
Internationalization and Higher Education

Internationalization of higher education is a multifaceted phenomenon, whose articulations should be understood over political and economic dynamics of the entrepreneurial drive in higher education, discussed in the two previous session. Internationalization concerns student recruitment, in as much as it concerns the design of new programs, the hiring of faculty members, and the reconfiguration of institutional governance. In this session we will focus on the internationalization of higher education as it pertains to Canada, more specifically. The aim is to situate internationalization in relation to wider political questions of hegemony (branding), economic competitiveness (recruitment of faculty) and the delimitations of new markets and of new forms of political and cultural influence.

- Glen A. Jones & Anatoly Oleksiyenko (2011). The internationalization of Canadian university research: A global higher education matrix analysis of multi-level governance, *Higher Education*, 61(1): 41-57.

- Sharon Stein (2018). National exceptionalism in the 'EduCanada' brand: Unpacking the ethics of internationalization marketing in Canada. Discourse: Studies in the Cultural Politics of Education, 39(3): 461-477.

- William Yat Wai Lo (2011). Soft power, university rankings, and knowledge production: Distinctions between hegemony and self-determination in higher education. *Comparative Education*, 47(2): 209-222.

SESSION 8 (March 6, 2019)
Shifting terrain of academic Labour relations - I

How has the rise of the entrepreneurial and research-intensive university, and its internationalization, affected the status, authority, and role of the professoriate? How have these processes reshaped labour relations within higher education institutions, the rise of new categories of academic labourers, the very meanings of academic labour, and the political economy in relation to which research is conducted? Equally important, what issues regarding academic freedom(s) have these processes triggered and amplified? In the present and next session we engage these questions, first with regard to international contexts, and secondly in Canadian higher education.

Introduction:

- Joseph C. Hermanowicz (2018). The professoriate in international perspective. In Paulsen, pp. 239-293.

Academic work and labour relations in higher education institutions:

- Adriana Kezar & Tom DePaola (2018). Neoliberalism and faculty roles: The politics of academic work. In Cantwell et al., pp. 449-467.

- Christine Musselin (2013). Redefinition of the relationships between academics and their university. *Higher Education*, 65(1): 25-37.

SESSION 9 (March 13, 2019)
Shifting terrain of academic Labour relations - II
-- See abstract of previous session (continued).

Aspects of academic labour relations in Canada:
- Njoki Nathani Wane & Zuhra Abawi (2018). Disposable academics: Neoliberalism, anti-intellectualism, and the rise of contingent faculty in Canadian universities. In *Contextualizing and Organizing Contingent Faculty: Reclaiming Academic Labor in Universities*, edited by Ishmael I. Munene, pp. 207-218. Lexington Books.

Aspects of academic freedom in Canada:

- Kandice Chuh (2018). Pedagogies of dissent. *American Quarterly*, 70(2): 155-172.

- Howard Woodhouse (2017). The contested terrain of academic freedom in Canada's universities: Where are we going? *American Journal of Economics and Sociology*, 76(3): 618-647.

- Kenneth D. Gariepy (2016). The singularity of academic freedom. In his *Power, Discourse, Ethics: A Policy Study of Academic Freedom*, pp. 109-124. Rotterdam: Sense Publishers.

- Kenneth D. Gariepy (2016). Academic freedom, social relations, and the regime of truth. In his *Power, Discourse, Ethics: A Policy Study of Academic Freedom*, pp. 75-96. Rotterdam: Sense Publishers.

SESSION 10 (March 20, 2019)
Expansion and massification of higher education – I: Dynamics, politics, and economies

Higher education has expanded massively and dramatically, both in terms of the emergence of new institutional types and in terms of recruiting social groups that have been previously excluded from higher education or which remained under-represented. What underpins this expansion in terms of the democratization of higher education? How did such an expansion impact the reproductive role of higher education, yet also its social transformative potential? How did this expansion shape the life course of students and the relevance of higher education for different life stages of the individual? Most importantly, what cultural implications does such an expansion carry both for the politics of affiliation and citizenship?

- John Brennan (2018). The social dimension of higher education: Reproductive and transformative. In Cantwell et al., pp. 79-88.

- Richard A. Settersten, Jr. & Barbara Schneider (2018). The future of higher education: What's the life course got to do with it? In *Handbook of the Sociology of Education in the 21st Century*, edited by Barbara Schneider, pp. 457-471. Springer.

- Ross Finnie, Richard E. Mueller, & Arthur Sweetman (2016). The cultural determinants of access to post-secondary (higher) education in Canada: Empirical evidence and policy implications. In *Access and Expansion Post-Massification Opportunities and Barriers to Further Growth in Higher Education Participation*, edited by Ben Jongbloed & Hans Vossensteyn, pp. 150-177. London: Routledge.

SESSION 11 (March 27, 2019)
Expansion and massification of higher education – II: Diversities, equity, and equality

This section continues the previous discussion on massification and expansion. More particularly, it asks how did massification play out in relation to the higher education access and cursus of members of Indigenous groups, people, and communities in Canada? How was this expansion reflected at the level of policy and institutional discourses and practices? How can this expansion be positioned in relation to the publication of the Truth and Reconciliation Commission of Canada and its call for action in relation to Indigenous equitable opportunities?

- Leah Hakkola & Rebecca Ropers-Huilman (2018). A critical exploration of diversity discourses in higher education: A focus on diversity in student affairs admissions. In Paulsen, pp. 417-468.

- Blair Stonechild (2006). *The New Buffalo: The Struggle for Aboriginal Post-Secondary Education in Canada*. Winnipeg, MB: University of Manitoba Press. [Chaps. 1-2, 5]

- Jacqueline Ottmann (2017). Canada's Indigenous peoples' access to post-secondary education: The spirit of the New Buffalo. In *Indigenous Pathways, Transitions and Participation in Higher Education: From Policy to Practice*, edited by Jack Frawly, Steve Larkin, & James A. Smith, pp. 95-117. Springer.

SESSION 12 (April 3, 2019)
Whither Higher Education?

What present, and what future, for higher education institutions in contemporary societies? In this session, we will critically review the major lines of discussion taken along the course and consider their implications for research on higher education. We will also consider their implications for the purposes of higher education, and of knowledge generation and dissemination, within the context of pluralistic and diverse societies, questions of human rights, and social justice. In this discussion, we will grant particular attention to the Canadian contexts of higher education, and more specifically to the questions related to the Indigenization of Canadian academe in the period that follows the Truth and Reconciliation Commission of Canada's *Call for Action*.

- Sonja Arndt & Carl Mika (2018). Dissident thought: A decolonising framework for revolt in the university. In Bengtsen & Barnett, pp. 47-60.
- Ronald Barnett (2018). The thinking university: Two versions, rival and *complementary*. In Bengtsen & Barnett, pp.
- Boaventura de Sousa Santos (2007). Reinventing social emancipation: Toward new manifestos. In *Democratizing democracy: Beyond the liberal democratic canon*, edited by Boaventura de Sousa Santos (pp. vii-xxiii). London & New York: Verso.
- Adam Gaudry & Danielle Lorenz (2018). Indigenization as inclusion, reconciliation, and decolonization: Navigating the different visions for Indigenizing the Canadian academy. *AlterNative*, 14(3): 218-227.

D. ASSIGNMENTS & THEIR MARKING

Three interlocked requirements count towards the final course mark (maximum 100%):

1. Active participation in the course: attendance, pro-active undertaking of readings, effectively contributing to group work and to plenary discussions and weekly presentations. Participants will keep a personal diary of their notes, observations and learning, to be used for the final assignment (Refer to point 3, below).

2. Leading one classroom discussion in pairs, starting from Session 4 on January 30, 2019. The details of will be discussed in class at the first session. This requirement counts for 50% of final mark.

   In 30 minutes, each pair of students introduces the readings for their section, the main ideas, concept(s) and problematic(s), followed by 30 minutes of facilitation of a classroom discussion.

3. A written final critical review essay that focuses on one of the themes touched upon during the course. This assignment counts for 50% of the final mark. Further details regarding this assignment will be discussed in class and in individual meetings.

   Assignment formatting:
   Font Times New Roman 12;
   Length: Up to 10 pages, double-spaced and numbered, carrying a title and the author's name. This length excludes references and footnotes.
   Referencing: APA conventions. See "Evaluating and Citing Sources".
   The essay will be submitted, as a PDF, on a date to be agreed upon in class.

   ■ UBC marking policy: "The Faculty of Graduate Studies considers 60% as a minimum passing grade for graduate students". For further details, refer to EDST Graduate Course Grading Policy, and there consult the "Order of Marking Standards".

E. UBC REGULATIONS, POLICIES, & PROCEDURES

Inter alia, the following policies apply:
UBC Calendar for 2017-2018. Refer more specifically to: Policies & Regulations

UBC Faculty of Graduate and Postdoctoral Studies. Policies and Procedures.

UBC Policies.
     Policy # 65: Religious Holidays.
     Policy # 68: Disruption of Classes/Services by Snow. Also, see "campus emergencies", below.
     Policy # 73: Academic Accommodation for Students with Disabilities.
     Policy # 85: Scholarly Integrity.

Campus emergencies.
- "In the event of an emergency, messages will be posted at and Twitter (@ubcnews). … Should there be a closure, we recommend you check [the] mentioned locations."

Advisory: Scents in the Workplace
"Exposure to scented products can adversely affect a person's health. In high concentrations, scented products may trigger a negative response for those with allergies or chemical sensitivities." (UBC Advisory)