EDST 521
(2018-2019)
Foundations of Higher Education
(Winter 2 - Wednesday, 16:30-19:30. Break @ 18:00-18:15)

André Elias Mazawi, Professor, Adult Education and Learning Program (ALE)
Office: Ponderosa Commons, Room 3045 ; Tel.: 604-827-5537 ; Email: <Andre.Mazawi@ubc.ca>
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 Education*. Springer. [Referred to as Bengsten & Barnett]


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.


Background readings [all reserved & scanned]:


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 disjunctions/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):


  Background reading:

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]

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:


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 Humboldtian model of the university:


State- and nation-building and higher education:

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:


Modernity, Indigeneity, and Higher Education:


Land-grant universities in the USA:

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:


Background readings for Pierre Bourdieu:

State-university relations:


University-corporate capital markets relations:


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.


Background readings:


Academic capitalism in Canada:


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.


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:


Academic work and labour relations in higher education institutions:


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:

Aspects of academic freedom in Canada:

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?

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?


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*.


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 (@ubcnws). … 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)