

## Syllabus

### EDUCATION 9: *Higher Education in Crisis: Finance, Pedagogy and Policy*

Summer 2017

Tuesday, Thursday 10:10 – 12:00

Professor Jamshed Bharucha

Office: 455 Moore Hall

Office hours: Tuesday, Thursday 2:00 – 3:00

### Course description

Why does college cost so much? How do socio-economic factors affect access and success? What are the objectives of a college education, and how do we know if we are achieving them? Does the current model optimize how the brain learns? Will technology transform pedagogy? Not for half a century have these questions been debated as intensely as they are today. Readings will be drawn from economics, cognitive neuroscience and public policy.

### Readings and on-line materials

#### *Books:*

William G. Bowen, Martin A. Kurzweil & Eugene M. Tobin (2005). *Equity and Excellence*. Charlottesville: University of Virginia Press.

Ben Wildavsky (2010). *The Great Brain Race: How Global Universities are Reshaping the World*. Princeton: Princeton University Press.

#### *Articles and on-line materials:*

Ambady, N., Shih, M., Kim, A. & Pittinsky, T.L. (2001). Stereotype susceptibility in children: Effects of identity activation on quantitative performance. *Psychological Science*, 12, 385-390.

Bharucha, J. (2008). Cognitive dilemmas in higher education. In M.E. Devlin (Ed), *Futures Forum 2008*. Cambridge, MA: Forum for the Future of Higher Education and NACUBO.  
<http://net.educause.edu/ir/library/pdf/ff0813s.pdf>

Bharucha, J. (2012). The dirty little secret about learning, *TEDxCooperUnion*.  
<https://www.youtube.com/watch?v=nlzvM1wf8mc>

Bharucha, J., Goldstein, M., Grabois, N., Zimmer, R. & Van Zandt, D. (2012). Keynote Panel: What ought universities look like in 20 to 30 years? *Social Research*, 79 [Special issue on *The Future of Higher Education*], 551-572.

[https://www.jstor.org/stable/23350031?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/23350031?seq=1#page_scan_tab_contents)

Bharucha, J. (2013). Education in South Asia: Time bomb or silver bullet? In A. Najam & M. Yusuf (Eds.), *South Asia 2060: Envisioning Regional Futures*. NY: Anthem Press.

Bowen, W.G. (2012). The “Cost Disease” in Higher Education: Is Technology the Answer? *The Tanner Lectures, Stanford University*. Published by Ithaka.  
<http://www.ithaka.org/sites/default/files/files/ITHAKA-TheCostDiseaseinHigherEducation.pdf>

Christensen, C. & Eyring, H.J. (2012). The innovative university: Changing the DNA of Higher Education. In M.E. Devlin (Ed.), *Forum Futures 2012*. Cambridge, MA: Forum for the Future of Higher Education and NACUBO.  
<https://net.educause.edu/ir/library/pdf/ff1207s.pdf>

Kosslyn, S.M. (2015). *Minerva: A New Kind of Higher Education*.  
[https://wn.com/stephen\\_kosslyn](https://wn.com/stephen_kosslyn)

Metcalfe, J. (2009). Metacognitive judgments and control of study. *Current Directions in Psychological Science*, 18, 159-163.  
<http://www.columbia.edu/cu/psychology/metcalfe/PDFs/Metcalfe2009.pdf>

Richeson, J.A. & Trawalter, S. (2005). Why do interracial interactions impair executive function? A resource depletion account. *Journal of Personality and Social Psychology*, 88, 934-947.

Simon, D.A. & Bjork, R.A. (2001). Metacognition in motor learning. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 27, 907-912.

Spellings, Globalization of higher education M. et al (2006). *A Test of Leadership: Charting the Future of U.S. Higher Education*. (A report of the commission appointed by Secretary of Education Margaret Spellings).  
<https://www2.ed.gov/about/bdscomm/list/hiedfuture/reports/final-report.pdf>

Further readings as assigned.

### **Data Sources**

Students will use quantitative tools to analyze data from large public data sources, including:

*National Center for Education Statistics (NECS): Integrated Postsecondary Education Data System (IPEDS)*  
<https://nces.ed.gov/ipeds>

UNESCO Institute of Statistics  
<http://data.uis.unesco.org/>

This course will involve the use of data in ways that the instructor will cover. Prior knowledge of statistics or data analysis is not expected.

## Requirements

We will seek to maximize class discussion rather than lecture. To this end, students should show up for class prepared to answer questions about the assigned reading before discussion gets under way. When data assignments are due, students should be prepared to present their results to the class.

Three quizzes, each worth 20%

A final report and presentation based on the analysis of public data: 30%

Data assignments and class preparedness: 10%

## Schedule

June 22: Higher education in crisis.

June 24 (8:00 a.m. special day of classes): Aspects of the crisis.

Overview of the IPEDS data system.

Reading: Spellings *et al.*

June 27: Why does the cost of college increase so fast?

Reading: Bowen (2000), "The 'Cost Disease' in Higher Education", Part 1.

DATA ASSIGNMENT #1 DUE

June 29: Is technology a cure for cost disease?

Reading: Bowen (2000), "The 'Cost Disease' in Higher Education", Part 2.

July 4: HOLIDAY

July 6: First half of class, QUIZ #1.

Second half of class: Examination of data on socio-economic access.

July 11: Excellence

Reading: Bowen *et al*, *Equity and Excellence*, chapters 1-3.

July 13: Access, socio-economic status and race

Reading: Bowen *et al*, *Equity and Excellence*, chapters 4-6.

July 18: Admissions, financial aid, and government support.

Reading: Bowen *et al*, *Equity and Excellence*, chapters 7, 8.

July 20: The science of learning and its implications for pedagogy.

Reading: Bharucha (2009)

Simon & Bjork (2001)

Metcalfe (2009)

Video: Bharucha (2012)

July 25: First half of class, QUIZ #2.

Second half of class: Data analysis problems.

July 27: Affect of stereotypes on learning.

Readings: Ambadi *et al* (2001)

Richardson & Trawalter (2005)

August 1: Globalization of higher education

Reading: Wildavsky, *Great Brain Race*, chapters 1-3.

Bharucha (2013)

August 3: Globalization of higher education (continued)

Reading: Wildavsky, *Great Brain Race*, chapters 4-6

August 8: Innovations in higher education

Reading: Christensen & Eyring (2012)

Bharucha *et al* (2012)

Video: Kosslyn (2015)

August 10: QUIZ #3

August 15: Problem session for data analysis

August 17: Project presentations

August 22 (LAST CLASS): Project presentations

August 25: FINAL PROJECT PAPERS DUE

### **Dartmouth's Academic Honor Principle**

The Academic Honor Principle depends on the willingness of students, individually and collectively, to maintain and perpetuate standards of academic honesty. Each Dartmouth student accepts the responsibility to be honorable in the student's own academic affairs, as well as to support the Principle as it applies to others. The Honor Principle is stated in full at:

<https://students.dartmouth.edu/judicial-affairs/policy/academic-honor-principle>

### **Student Accessibility Needs**

Students with disabilities who may need disability-related academic adjustments and services for this course are encouraged to see me privately as early in the term

as possible. Students requiring disability-related academic adjustments and services must consult the Student Accessibility Services office (205 Collis Student Center, 646-9900, [Student.Accessibility.Services@Dartmouth.edu](mailto:Student.Accessibility.Services@Dartmouth.edu)). Once SAS has authorized services, students must show the originally signed SAS Services and Consent Form and/or a letter on SAS letterhead to me. As a first step, if you have questions about whether you qualify to receive academic adjustments and services, you should contact the SAS office. All inquiries and discussions will remain confidential.

### **Religious Observances**

Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.