

History 381/Public Affairs 388K Universities and National Policy

Wednesdays, 2pm-5pm
Spring 2014
University of Texas at Austin
SRH 3.124

Professor Jeremi Suri
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Office hours:
Tues., 10:AM-11:30AM, GAR 2.122
Wed., 1:PM-2:PM, SRH 3.378

Course Aims

Universities have played a critical role in the emergence of the United States as a world power, and the projection of that power at home and abroad. Universities have trained powerful national actors, they have pioneered policy-relevant fields of knowledge, and they have legitimized particular modes of policy-making. This course will examine the intersection between the history of American higher education and the changes in America's global standing since the nineteenth century. How have universities helped to increase the power and wealth of the United States? How have they shaped American priorities and blindspots? The course will also examine how this history should inform future higher education and national policy-making. What role should universities play in the future evolution of American government, economy, and foreign policy? How should universities govern themselves to maximize their positive impacts?

This course will not focus on the history of particular universities or policies. Instead, we will examine the nature of the university as an idea and an institution, and its evolution over time. We will closely analyze the historical, political, economic, and social forces that have shaped universities, as well as the ways universities have shaped these forces. In the end, our goal will be to situate universities in the national and global history of the modern world. This analysis will then provide a foundation (and perhaps an inspiration!) for thinking imaginatively about how universities must change in the twenty-first century to serve the national and global needs of our time.

Assigned Readings

Books for Purchase at the University Co-op

Books are also on reserve at UT's Perry-Castañeda Library

- Arum, Richard and Josipa Roksa. *Academically Adrift: Limited Learning on College Campuses* (Chicago: University of Chicago Press, 2011). Paperback.
- Bailyn, Bernard. *To Begin the World Anew: The Genius and Ambiguities of the American Founders* (New York: Alfred Knopf, 2003). Paperback.
- Burckhardt, Jacob. *The Civilization of the Renaissance in Italy* (New York: Penguin, 1990). Paperback.
- Christensen, Clay M. and Henry J. Eyring. *The Innovative University: Changing the DNA of Higher Education from the Inside Out* (San Francisco: Jossey-Bass, 2011).
- Cohen, Michael David. *Reconstructing the Campus: Higher Education and the American Civil War* (Charlottesville: University of Virginia Press, 2012).
- Engerman, David C. *Know Your Enemy: The Rise and Fall of America's Soviet Experts* (New York: Oxford University Press, 2011). Paperback.
- Haskins, Charles Homer. *The Rise of Universities* (Ithaca: Cornell University Press, 1957). Paperback.
- Menand, Louis. *The Marketplace of Ideas: Reform and Resistance in the American University* (New York: W.W. Norton, 2010). Paperback.
- Newman, John Henry. *The Idea of a University* (South Bend: University of Notre Dame Press, 2009). Paperback.
- Ross, Dorothy. *The Origins of American Social Science* (New York: Cambridge University Press, 1992). Paperback.
- Schrecker, Ellen. *No Ivory Tower: McCarthyism and the Universities* (New York: Oxford University Press, 1986). **Please order this book online. Not at Coop.**
- Suri, Jeremi. *Power and Protest: Global Revolution and the Rise of Détente* (Cambridge, Mass.: Harvard University Press, 2005). Paperback.
- Wildavsky, Ben. *The Great Brain Race: How Global Universities are Reshaping the World* (Princeton: Princeton University Press, 2012). Paperback.

Reading Assignments

This course includes a heavy load of weekly reading – generally a full book per week. Students are expected to read all of the assigned materials carefully and critically *before each seminar meeting*. Students should organize their thoughts after reading each book and prepare themselves for seminar discussion in the following ways:

1. Focus on each author’s key arguments and how they relate to larger debates about **intellectual innovation, education, and national policy-making**: *How does each author believe that societies should nurture new ideas and improved policies?*
2. Interrogate narrative strategies: *How does each author assemble the story for the purpose of convincing the reader?*
3. Pay close attention to sources: *How does the author “prove” his or her point?*
4. Most important, as the semester progresses think about how the assigned readings relate to one another: *How have visions of universities and national policy-making evolved over time? How should we expect these visions to evolve in coming years? Where should university and national leaders go from here?*

Weekly Response Essays

Each week by **5:PM** on the **Tuesday before class**, all students should post a short response essay on the UT Canvas course website: <https://utexas.instructure.com>.

This response essay should include 3 basic paragraphs. The first paragraph should summarize the key arguments in the readings and their significance. The second paragraph should analyze how the week’s readings relate to other course and outside texts. The third paragraph should offer the student’s critical assessment of the week’s readings: What was most persuasive? What was least persuasive? Which are the issues and questions that need more attention? What kind of new research and thinking do the readings inspire?

Students are expected to read each other’s weekly essays before class. They are also expected to comment substantively on each other’s essays. The weekly essays and comments will provide a starting point for each week’s class discussion.

Grading

Weekly Response Essays and Comments	35%
Weekly Class Discussion Participation	35%
Final Project	30%

Academic Accommodations and Academic Integrity

Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259 or 471-6441.

Academic integrity is central to the mission of the university. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person without proper acknowledgement of that source. This means that you must use footnotes and quotation marks to indicate the source of any phrases, sentences, paragraphs, or ideas found in published volumes, on the Internet, or created by another student. For more information about the university's expectations for academic integrity, see:

http://deanofstudents.utexas.edu/sjs/acint_student.php.

Final Project: Past and Future of the University (due 5/7 at 1pm)

For the final project, each student should imagine that he/she is the president of a leading public research university in a large, populous state facing extensive demands on a limited state budget. As university president, you are charged to give a televised 50-minute speech (roughly 25 pages) to the state legislators, the governor, alumni, and other leading individuals. The speech should accomplish four goals:

1. Place the current moment in a *historical context*. Explain how modern universities emerged and what roles they have played in American society over the last two

- centuries. Describe university contributions to policy-making and other national achievements.
2. Address the long-standing *limitations* of universities. Describe some of the recurring criticisms of universities, their sources, and their merits. Analyze why these criticisms continue to fester and how universities have responded over time.
 3. Explain the most difficult *contemporary challenges* facing universities and their diverse stakeholders. Describe how university leaders, like yourself, are trying to address these challenges. Assess successes and failures for contemporary universities.
 4. Articulate a *vision* for the future of universities and their role in American society. Your vision should be specific about the future structure of universities, funding sources, the nature of the faculty and student body, teaching, research, and practical contributions to the public good. Your vision should be aspiration and realistic. It should be creative and it should be tangibly different from the status quo. Most of all, your vision should inspire listeners of all kinds who are concerned about the future of American wealth and power. Your vision should comprise at least 10 pages in your speech. This is the most important part of your speech!

Since members of the media and other listeners will want to check your evidence, please cite all sources in detailed footnotes. Please also include a bibliography of suggested readings for more background about your main arguments.

Please submit your polished 25-page speech in hardcopy to Professor Suri in his LBJ School office (SRH 3.378) by **1:PM on Wednesday, May 7**.

1/15 Introduction: What is the relationship between universities and national power and prosperity?

Part I: Why do Universities Matter?

1/22 Wildavsky, *The Great Brain Race*.

Part II: What are Universities?

1/29 Haskins, *The Rise of Universities*.

2/5 Burckhardt, *The Civilization of the Renaissance in Italy*.

2/12 Newman, *The Idea of a University*.

2/19 Newman, *The Idea of a University*, Part II.

Part III: What is the American Experience with Universities?

2/26 Bailyn, *To Begin the World Anew*.

3/5 Cohen, *Reconstructing the Campus*.

3/12 Spring Break – NO CLASS.

3/19 Ross, *The Origins of American Social Science*.

3/26 Engerman, *Know Your Enemy*.

- 4/2 Suri, *Power and Protest* and
Clark Kerr, *The Uses of the University*, available on Google Books:
http://books.google.com/books/about/THE_USES_OF_THE_UNIVERSITY.html?id=KJ_2yq7K2E0C

Part IV: What is the Future of Universities?

- 4/9 Arum and Roksa, *Academically Adrift*.
- 4/16 Menand, *The Marketplace of Ideas*.
- 4/23 Christensen and Eyring, *The Innovative University*.
- 4/30 Discussion of Final Projects – especially student visions for the future of universities.
- 5/7 Final Projects Due in Hardcopy by 1:PM in Professor Suri's Office (SRH 3.378)**