

**Sociology of Higher Education
(Penn State University)**

*Sociology 557
Higher Education 557
Educational Theory and Policy 557
(Fall 2011)*

Professor and Senior Scientist: Beverly Lindsay, Ph.D.

Office Hours: 1:15 to 2:15 & 5:30 to 6:30 (Wednesday)
12:15 to 2:15 p.m. (Wednesday)
By appointment

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Too often our search for 'Truth' becomes an escape device whereby we can divorce ourselves from the tough and dangerous controversies of the world (Ralph J. Bunche, "The Role of the University in the Political Orientation of Negro Youth," October 1940).

We are entering an era where fact-finding and scientific theories of causal relations will be seen as instrumental in planning social change (Gunnar Myrdal, *An American Dilemma*. 1942).

Our aim was not simply to criticize but to engage in a dialogue to see if, together, we could elevate reason above prejudice and myth. What if we go to Heaven and we, all our lives, have treated the Negro as an inferior, and God is there, and we look up and He is not white? What then is our response? (Robert F. Kennedy, 1968, *Look Magazine*)

Success is not measured by the position one has reached in life, rather by the obstacles overcome while trying to succeed (Booker T. Washington).

As soon as we [people of color] learn and play by the rules [of whites], the rules change (Karolyn Tyson, 2005 American Sociological Association Centenary Conference).

Required Text: Bonilla-Silva, *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*. Lanham, MD: Rowman & Littlefield Publishers, Inc. 2006.

Select Chapters from: Karbael, Jerome. *The Chosen: The Hidden History of Admission and Exclusion at Harvard, Yale, and Princeton*. Boston: Houghton Mifflin, 2005.

Preface and Chapters One and Two from Gumport, Patricia (ed). *Sociology of Higher Education*. Baltimore, MD: Johns Hopkins University Press, 2007.

As you may know, for a variety of reason, very limited (if any) support staff and graduate student assistance are available. Hence you will be responsible for retrieving and locating various readings, although many are online sources. Select pieces may be distributed in the seminars. Various course readings can be accessed directly via the appropriate websites. Required and supplemental readings are both included. [Some readings **will not** be specifically discussed during the seminars; however, they will be useful for background information and your individual task forces.] Select material may be added during the semester. Others can be accessed directly through the appropriate web sites, J-Stor, ProQuest, and the like. Given the request from previous Penn State graduate students, which I have taught, you may also order and/or retrieve books and other material (identified in the syllabus) from on-line web sites and sites like Amazon.com.

This seminar is designed to present historical, contemporary, and cutting-edge or pioneering conceptual views and policy perspectives regarding Sociology of Higher Education. It will move beyond subjects and objectives that were presented almost 15 years ago when the course proposal was developed and then submitted to the College of Education and Graduate School for approval. It is important that students and professionals be prepared for decades into the 21st Century and beyond.

Major Course Objectives:

- ❖ Explicate basic premises and purposes of sociology, including public sociology, in relation to higher education
- ❖ Explore standard conceptual perspectives of sociology of higher education and sociology of knowledge;
- ❖ Posit alternative progressive and/or new conceptual perspectives of sociology of higher education, particularly in light of historical and emerging sociocultural and global phenomena – rather than those solely of the 19th and 20th Centuries;
- ❖ Ascertain if and/or why there is an American dilemma and its particular relation to higher education;
- ❖ Garner insight into the sociocultural and historical phenomena contributing to *Brown v Board of Education* and its antecedents and ongoing relevance to contemporary university social conditions such as student access and graduation and the hiring and/or promotion of tenure of professional staff, faculty, and executives;
- ❖ Comprehend the salience of ongoing matters of discrimination, racial/demographics stratification, equity among demographic groups, and globalization vis a vis domestic higher education;
- ❖ Illuminate how sociological phenomena affect individuals in higher education and other formal and informal sociocultural and educational mileus;
- ❖ Present humanistic, equity, and social justice perspectives for new paradigms and applied policies and programs within the academy through biographical and case studies and via the tenets of the United States Declaration of Independence and Constitution and Universal Declaration of Human Rights. Therefore, individuals and domestic and global societies can move from their comfort perspectives toward innovative and multi- and interdisciplinary paradigms and public policies.

Requirements and Evaluation:

1. Participate in all seminars and required co-curricular activities;
2. Engage in team projects to address concrete challenges in the academy – team projects will be assigned and commence after sufficient exposure to critical sociological matters and conceptual frameworks; and
3. Oral presentation and subsequent design and/or write innovative project submitted two weeks after oral presentation or **no later than December 1st** if individual presentation occurred less than two weeks before December 1st. Hard/print copy must be provided.

Each of the preceding items is evaluated as one-third of the seminar requirement. If it is necessary to miss one graduate seminar, the professor is to be notified. Missing multiple seminars will lower the overall course evaluation. For example, if a student's grade is an A- and s/he misses two seminars, the grade will become a B+. (Missing multiple seminars due to professional work assignments or dormitory problems are not valid reasons. Certainly, if someone has emergency surgery, H1-N1 flu, or a spouse/partner has a baby, then that is valid).

Regarding item 1), each individual student must interview a senior citizen (normally 65 years of age and/or normally defined in terms of Social Security via the Federal Department of Health and Human Services) who has, preferably, completed a baccalaureate degree and/or professional certification such as three-year registered nursing diploma and license. They must have undertaken some form of post-secondary education. The purpose is to understand the sociocultural conditions which existed when they were in the postsecondary setting. For example, perhaps someone was a male student during the Korean War and temporarily stopped attending postsecondary education due to the draft and later returned. Or perhaps a woman never returned to a college after being an Army Nurse during the Viet Nam War. The *raison d' etre* is to comprehend the dynamic relations between postsecondary education and external sociocultural, political, and economic phenomena. The interview results will be presented to the seminar.

For item 2, each team member must contribute to the development and writing of a Task Force project and must make notable oral statements during the group presentations. If a team member is not participating fairly and fully, the professor is to be notified of any serious infractions rather than complaints such as arriving at a team meeting 5 minutes late or copying 9 rather than 10 pages of an agreed upon team article. Item 2) Task Forces (Team Projects) will be assigned and commence after sufficient exposure to the literature and conceptual frameworks of sociology of higher education.

For items 2 and 3, the evaluation criteria will be based upon those of the American Sociological Association (ASA) and American Educational Research Association (AERA). The criteria are: a) objectives/purposes; b) significance/importance of problem/issue; c) conceptual/theoretical/policy framework; d) data sources; e) findings - conclusions –recommendations/summary; f) style of delivery – presentation – clarity; and g) responsiveness to comments and questions.

Seminar Format: Lectures, Socratic Modes, Discussions, and the like – In all seminars, co-curricular, and communications, rules of etiquette are to be observed. Material and readings not discussed in a

particular seminar will normally be discussed in the following one. Modifications of material will occur during the semester; and, as possible, notifications will occur one week ahead of time.

Guest lectures via video and/or other conference modes will be presented. *Such professionals have and/or are making significant contributions to matters of sociology of higher education. Students will be notified of these presentations at least one week in advance, normally two or more weeks notification will be the norm.*

The use of audio, visual, cyber, and the like technological mechanisms will be utilized for presentations and recorded within this graduate seminar. These recordings will be posted on a web site, if possible, for the seminar students and the guest presenters for viewing for approximately two weeks.

At this time, I still do not have access to Penn State e-mail. You may leave telephone voice mail messages that I check several times a week when at the University. If the questions regard class/seminars material and/or related topics, please include your phone number. Also, note there is insufficient space and related conditions in my current Penn State office. Hence you may/will have to stand during consultations.

For all endeavors in this course, see the attached statement on academic integrity. All inappropriate discriminatory, defamatory, or the like comments – that I hear or are reportedly directly to Professor Lindsay – will be reported to the Dean of the College of Education, David Monk, and/or other Pennsylvania State University officials, and appropriate others.

Note the following weekly outline that may be modified as necessary. If readings or assignments are not completed in a particular session, normally they will continue in the following one, as written previously.. If notable modifications occur, usually students will be notified at least one week in advance.

August 24th-----

Explicating Basic Premises and Purposes of Sociology

- Introduction to Sociology of Higher Education
- Introduction of students and professor
- Presentation of syllabus, course evaluations, and evaluation of Dr. Lindsay

Christina Augilera and/or Marvin Gaye “The National Anthem”

DVD Presentation, “A Century of Progress: Presidential Reflection – 1905-2005 of the American Sociological Association”

Michele Obama May 2011 Commencement Address at Spelman College [www.youtube.com – Retrieved August 22, 2011]

Tom Brokaw at University of Iowa, May 15, 2010 – Commencement Speech [www.youtube.com – Retrieved August 22, 2011]

Videos and Readings:

“Where is the Public in Public Sociology” at the August 2010 Annual American Sociological Association Conference – [http://videoarchive.asanet.org/presentations/8_13_2010.html – Retrieved August 22, 2011]

“An Invitation to Public Sociology,” August 25, 2004 American Sociological Association Footnotes Newsletter Articles Series, Public Sociology Brochure” -- Note Presentations by Mary Robinson and Fernando Henrique Cardoso

August 31st-----

Explicating Basic Premises and Purposes of Sociology
Exploring Conceptual Perspectives of Sociology of Higher Education and Sociology of Knowledge

- Nature of Academic Knowledge
- Salience of Academic Disciplines
- Public Sociologies
- Initial Discussion of Individual Presentations and Seminar Team Projects [Team projects assignments likely made in mid/late October]

Podcast: “Admittance to a Better Life,” Michael Oatman. National Public Radio – *This I Believe*. Retrieved August 22, 2007 [www.npr.org/templates/story]

Reading by Beverly Lindsay – *The Chosen: The Jewish Problem at Harvard University* – Karabel, pp. 94-97.

Readings:

Clark, Burton. R. “Development of the Sociology of Higher Education,” in Gumport, Patricia (2007 – ed). *Sociology of Higher Education*: Baltimore, MD: Johns Hopkins University Press.

Gumport, Patricia, “ Sociology of Higher Education: An Evolving Field,” in Gumport, Patricia. *Sociology of Higher Education*.

Gumport, Patricia (2002) “Dynamic Nature of Academic Knowledge” *Academic pathfinder: Knowledge creation and feminist scholarship*. Westport, CT: Greenwood Press.

Mead, Margaret. “The Salzburg Seminar”
[www.salzburgseminar.org/2007/history.cfm?goto=overview]

Smith, Henry Nash. “The Salzburg Seminar,”
[www.salzburgseminar.org/2007/history.cfm?goto=overview]
: 56-63.

Merton, Robert K. (1972). Insiders and outsiders: A chapter in the sociology of knowledge. *American Journal of Sociology*, 78(1): 9-47.

Merton, Robert K. (1968). The Matthew effect in science. *Science* 159: 56-63.

You are required to attend the Penn State University Board of Trustees meeting on September 9th or November 11th. This may be in lieu of a future regularly scheduled time. Remember that Board meetings of other college or universities can also be used. Students may wish to attend a Board meeting of their alma mater or a university where they are currently working or were formerly employed. This must be a college and/or university-wide body, not for an entity within the college or university like an Advisory Board for a College of Health Sciences within an overall university.

For PSU meetings, normally you should arrive in the Board Room at the Nittany Lion Inn no later than 8:15 a.m. and stay until approximately 10 or 10:30, depending upon the presentations during that time. The precise times will be determined once the agenda for the meeting is public information.

September 7th-----

*Exploring Conceptual Perspectives of Sociology of Higher Education and Sociology of Knowledge
Ascertaining the Nature and Functions of the American Dilemma*

- The Carnegie Foundation Project
- An Objective Outsider from Sweden, Gunnar Myrdal
- The Negro Problem
- Denial or Dilemma
- Discussions from Previous Week

Readings:

Continue discussion and readings from August 31st

Myrdal, Gunnar, *An American Dilemma: The Negro Problem and Modern Democracy*
Preface; Introduction; Chapter One; pp. 893-897; 1015-1024

September 14th-----

*Exploring Conceptual Perspectives of Sociology of Higher Education and Sociology of Knowledge
Ascertaining the Nature and Functions of the American Dilemma – Contradictions between the creed
and laws, policies, and practices*

Continuation of readings and discussion from September 8th and Penn State University Board of Trustees meeting

Discussion of plans to interview senior citizens on their educational and sociocultural experiences

September 14th or September 21st

September 21st -----

Garnering Insight into the Sociocultural and Historical Phenomena Contributing to Brown v Board of Education

Student interviews and presentations (approximately 15 to 20 minutes per presentation plus 5 to 10 minutes of questions and comments for a total time limited to 30 minutes) of interviews from professionals who experienced secondary and postsecondary education during the Depression era, World War II, *Brown v Board of Education*, and/or The Civil Rights and Women’s Movement who are 65 years of age and older. Part of seminar participation evaluation.

- Separate and/or Equal
- Mentor Lawyers and University Presidents -- Mordecai Johnson, Louis Brandeis, Felix Frankfurter
- Lawyers at the Forefront – Charles Hamilton Houston, Thurgood Marshall, William Henry Hastie
- Social Scientists and Historians at the Cutting Edge – Society for Psychological Study of Social Issues, John Hope Franklin, C. Vann Woodward, Charles Black, Kenneth Clark

Audio Clip: This I Believe – Charles S. Johnson “Looking At Life Through Another Life,” (May 26, 2005 from Circa: 1951)

September 28th -----

Garnering Insight into the Sociocultural and Historical Phenomena Contributing to Brown v Board of Education

Audio Clip: This I Believe – Jackie Robinson, “Free Minds and Hearts at Work,” (April 4, 2005 from Circa: 1952)

Continuation of September 22nd discussion, interview presentation, and readings.

Reading: Select Portion of DuBois, W.E. Burghardt and Dill, Augustus Granville, *The College-Bred Negro American*. Atlanta, GA: The Atlanta University Press, 1910

October 5th-----

Exploring Conceptual Perspectives of Sociology of Higher Education and Sociology of Knowledge

Illuminating how sociological phenomena affect individuals in higher education and other formal and informal sociocultural and educational mileus;

- Higher Education and American Civilization
- Leadership and Management
- Alternatives to Inequities in American higher education
- Class Team Projects and Individual Assignments

Readings:

Wisniewski, Richard. "The Averted Gaze," *Anthropology of Education* Vol. 31 (1), 5-23.

Karabel, Jerome. Chapter Three – "The Big Three Before Selective Admissions"

Bonilla-Silva, Eduardo. Preface and Chapter One – "The Strange Enigma of Race in Contemporary America"

Shils, Edward, "The Writings of Max Weber on University Problems," "Florida High Education Accountability Project."

The Task Forces:

- ❖ Task Force Northwest University and/or Dartmouth College
- ❖ Task Force Pennsylvania State University and/or University of Massachusetts, Amherst
- ❖ Task Force Harvard University – if needed

Continuation of interview presentations

October 12th-----

Positing Alternative and/or New Conceptual Perspectives of Sociology of Higher Education, particularly in Light of Current and Emerging Sociocultural and Global Phenomena

- September 11th in the United States and July 7th (2005) in London and Social Stratification – Winter/Spring 2011 and August 2011 – Demonstrations by University Students and Faculty and Young People – Economics, Demographic Stratification, and New Modes of Post-secondary education stratification
- Domestic and International Matters and the Relationship to the Nature of Academic Disciplines and Paradigms
- Alternatives to Inequities in American and Higher Education -- Demonstrations, Strikes, Protests, Community and Political Influence
- Class team projects and individual assignments of interviews with senior citizens

Readings:

Karabel, Jerome. Chapter Three – “Harvard and the Battle over Restriction”

Bonilla-Silva, Eduardo. Chapters 2 – “The Central Frames of Color-Blind Racism” and Chapter 3 – “The Style of Color Blindness: How to Talk Nasty about Minorities without Sounding Racist”

October 19th-----

Positing Alternative and/or New Conceptual Perspectives of Sociology of Higher Education, particularly in Light of Current and Emerging Sociocultural and Global Phenomena

- Continuation of Readings and Discussion from October 12th seminar
- Former Princeton Student’s Sociology Thesis
- Individual Student Presentations

Readings:

Robinson, Michelle LaVaughn. “Princeton-Educated Blacks and the Black Community,” Princeton University: Department of Sociology: Senior Honors Thesis, 1985.

Karabel, Jerome. Chapter 5 – “Harvard’s Conant: The Man and His Ideals”

Bonilla-Silva, Eduardo. Chapter 5 – “Peeking Inside the (White) House of Color Blindness: The Significance of Whites’ Segregation”

Continuation of interview presentations

October 26th-----

Comprehending the Salience of Ongoing Matters of Social Stratification, Equity among Demographic Groups, and Globalization vis a vis Domestic Higher Education

Illuminating how sociological phenomena affect individuals in higher education and other formal and informal sociocultural and educational mileus;

- Modern History and Its Impact on Social Stratification
- The Nature of Knowledge for the Public *and* Schools/Colleges and Departments within Universities and/or Colleges
- Individual Student Presentations
- Preliminary Team(s) Presentations

DVD: *By Invitation Only*, Features the pre-Katrina Social Class/Stratification Activities Associated with Mardi Gras – University-age Women Student Debutantes

Video: Gloria Steinem, Transgressing Distinctions of Gender and Race Plenary Session – Speech “Breaking Out of Invisible Prisons,” American Sociological Association 2006 Annual Conference [http://videoarchive.asanet.org/presentations/2006_d4.html – Retrieved August 22, 2011]

Readings:

Sandler, Bernice. “Too Strong for a Woman – The Five Words that Created Title IX” Click on www.BerniceSandler.com, click publications, click on “Too Strong for a Woman.” {Retrieved August 22, 2011}

Lindsay, Beverly and Scales Williams, Tara. “Historically Black Colleges and Universities in New Orleans,” in Beverly Lindsay and Wanda Blanchett (2011). *Universities and Global Diversity*. London and New York: Routledge.

November 2nd -----

There may likely not be a complete seminar in lieu of attendance of Board Meeting. Informal meetings of Task Forces.

November 9th -----

Comprehending the Saliency of Ongoing Matters of Social Stratification, Equity among Demographic Groups, and Globalization vis a vis Domestic and International Higher Educational and Sociopolitical Matters

- U. S. Supreme Court Decision *Plessy v Ferguson* (1896)
- U.S. Supreme Court Decision *Brown v Board of Education* (1954)
- U.S. Supreme Court Decision *Gratz v Bollinger* (2003)
- U.S. Supreme Court Decision *Grutter v Bollinger* (2003)
- U.S. Supreme Court Decision *Lawrence v Texas* (2003)
- Bakke Case Summary
- Individual Student Presentations
- Preliminary Team Presentation(s)

DVD: “The Reader” with Kate Winslett and Ralph Finnes

Audio Tape: American Council of Education (ACE) University Presidential Panel on forthcoming University of Michigan Cases Before U.S. Supreme Court

[Do the presidential perspectives match the subsequent Court decision?]

The 2003 Supreme Court decisions should be downloaded from the web.

Readings:

Steinberg, Jacques. "Harvard to Endow Chair in Lesbian, Gay, Bisexual and Transgender Studies," *The New York Times-The Choice*. June 3, 2009. [<http://thechoice.glogs.nytimes.com/2009/06/-0>]
GayProf, "Gay in the Academy," *Inside Higher Education*, May 18, 2009 [Retrieved June 2, 2009]
Jaschik, Scott. " 'Resilience'" *Inside Higher Education*. April 30, 2009.
Feminist Daily News Wire, "Ledbetter Fair Pay Act Applied to Tenure Case, May 8, 2007.
[feminist.org]
Lane, Charles. "In a 5 to 4 Vote, Justices Approve U-Michigan Law School Plan,"
Kiehl, Stephen. "Black Graduation Gap Grows at Maryland Universities," *Inside Higher Education*.
March 11, 2009. [Retrieved April 14, 2008]
Jaschik, Scott. "10% Admissions – the Full Impact," *Inside Higher Education*, April 6, 2009.
Jaschik, Scott. "Texas Limits '10%' Admissions, *Inside Higher Education*. June 1, 2009.

November 16th and/or 9th -----

Comprehending the Salience of Ongoing Matters of Racial and/or Social Stratification, Equity Among Demographic Groups, and Globalization vis a vis Domestic Higher Education

- Preliminary Presentations by Student Team(s)
- Individual Student Presentations
- Continuation of Class Discussion of October 27th

DVD: *Get In, Stay In*, Features: Meyerhoff Scholars Program at University of Maryland, Baltimore County; Puente Project of California; and 21st Century Scholars Program for Indiana's low and moderate-income families

Readings:

"The Supreme Court, by a Vote of 6 to 3 Declared the University of Michigan's Undergraduate Admission System Invalid"
"Milestones"
"Report: Higher the Degree, Wider the Gender Pay Gap"
Jaschik, Scott. "Matches and Mismatches in Producing Ph.D's," *Inside Higher Education*, April 15, 2009.
Jaschick, "Testing for 'Mismatch,'" *Inside Higher Education*. April 20, 2009.

November 30th-----

Comprehending the Salience of Ongoing Matters of Social Stratification, Equity Among Demographic Groups, and Globalization vis a vis Domestic Higher Education

- Final Presentation(s) by Student Team(s) Begin on December 4th
- Domestic and International Affects on Higher Education
- Dumbarton Oaks Conference and Harvard President James B. Conant

Readings:

Bonilla-Silva, Eduardo. Chapter 8 – “E Pluribus Unum or the Same Old Perfume in a New Bottle? On the Future of Racial Stratification in the United States”

Continue discussions and readings from previous two seminars.

December 7th-----

Presenting humanistic, equity, and social justice perspectives for new paradigms and applied policies and programs within the academy

Readings:

Bonilla, Silva, Eduardo. Chapter 9 – Conclusion: “The (Color-Blind) Emperor Has No Clothes: Exposing the Whiteness of Color Blindness,” Chapter 10 – Queries: Answers to Questions from Concerned Readers,” and “Postscript: What is to Be Done (For Real)”

Baber, Lorenzo and Lindsay, Beverly 2008). “Lingering Intellectual and Scholarly Imprints at Liberal Arts Colleges.” In Lindsay, Beverly (2008) (Senior Author/Editor). *Ralph Johnson Bunche: Public Intellectual and Nobel Peace Laureate*. Urbana, Illinois: University of Illinois Press.

DVD: Obama, Barack. “A More Perfect Union,” at Philadelphia Constitution Center – March 18, 2008 [Retrieved August 22, 2009].

Reminder: All individuals’ projects or due on December 1st, if oral presentation occurred within the past two weeks. If the oral presentation occurred before December 1st, then it is due no later than two weeks from date of presentation.

December 7th-----

Presenting humanistic, equity, and social justice perspectives for new paradigms and applied policies and programs within the academy. Therefore, individuals and domestic and global societies can move from their comfort perspectives toward innovative and multi- and interdisciplinary paradigms and public policies.

Continuation of December 4th Readings and Discussions

Audio Clip: NR *This I Believe* – James Loney “All Beings are Interconnected,” (July 2, 2007)

- Final Presentation(s) by Student Team(s) Conclude on December 7th
- Summary and Synthesis of Seminar
- Evaluation of Professor Lindsay
- Reception by/for Seminar Students

Reminder: Written Task Force Projects are due on December 7th by the end of the seminar. Late assignments will not be accepted unless there is some compelling reason such as a spouse having a baby, a broken leg, or a massive snow storm and the University is closed.