CAS/GRS New Course Proposal Form
This form is to be used when proposing a new CAS or GRS course.

This form should be submitted to Senior Academic Administrator Peter Law (617-353-7243) as a PDF file to pgl@bu.edu. For further information or assistance, contact Associate Dean Joseph Bizup (617-353-2409; jbizup@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: Political Science

DATE SUBMITTED: 9/28/16

GRS

COURSE NUMBER: CAS PO 408/608 A1

COURSE TITLE: Higher Education and American Political Development

INSTRUCTOR(S): Sapiro

TO BE FIRST OFFERED: Sem./Year: Spring/2017

SHORT TITLE: The “short title” appears in the course inventory, on the Link University Class Schedule, and on student transcripts and must be 15 characters maximum including spaces. It should be as clear as possible.

HIGHER EDUCATION & AP

COURSE DESCRIPTION: This is the description that appears in the CAS and/or GRS Bulletin and The Link. It is the first guide that students have as to what the course is about. The description can contain no more than 40 words.


PREREQUISITES: Indicate “None” or list all elements of the prerequisites, clearly indicating “AND” or “OR” where appropriate. Here are three examples: “Junior standing or CAS ZN300 or consent of instructor”; “CAS ZN108 and CAS ZN203 and CAS PQ206; or consent of instructor”; “For SED students only.”

1. State the prerequisites:

   Junior standing and a course in American politics or history.

2. Explain the need for these prerequisites:

   This is an upper level/graduate course that will require extensive reading and understanding of advanced materials. Students must have some prior college-level study of US politics or history to have sufficient background to integrate the study of the history of higher education into the larger framework.
CREDITS: (check one)

☐ Half course: 2 credits  ☐ Variable: Please describe.
☒ Full course: 4 credits  ☐ Other: Please describe.

Provide a rationale for this number of credits, bearing in mind that for a CAS or GRS course to carry 4 credits, 1) it must normally be scheduled to meet at least 150 minutes/week, AND 2) combined instruction and assignments, as detailed in the attached course syllabus, must anticipate at least 12 total hours/week of student effort to achieve course objectives.

The preparation time required is extensive, as noted on the syllabus, and justifies the credit.

DIVISIONAL STUDIES CREDIT: Is this course intended to fulfill Divisional Studies requirements?

☒ No.
☐ Yes. If yes, please indicate which division ______________________ and explain why the course should qualify for Divisional Studies credit. Refer to criteria listed here and specify whether this course is intended for “short” or “expanded” divisional list.

HOW FREQUENTLY WILL THE COURSE BE OFFERED?

☐ Every semester  ☐ Once a year, fall  ☐ Once a year, spring  ☐ Every other year
☐ Other: Explain:

NEED FOR THE COURSE: Explain the need for the course and its intended impact. How will it strengthen your overall curriculum? Will it be required or fulfill a requirement for degrees/majors/minors offered by your department/program or for degrees in other departments/school/colleges? Which students are most likely to be served by this course? How will it contribute to program learning outcomes for those students? If you see the course as being of “possible” or “likely” interest to students in another departments/program, please consult directly with colleagues in that unit. (You must attach appropriate cognate comments using cognate comment form if this course is intended to serve students in specific other programs. See FURTHER INFORMATION below about cognate comment.)

Our political science department is relatively lacking in courses in the field of American political development, a standard and important part of the study of American politics. A course in the department on K-12 educational politics and policy is very popular. Further, the School of Education has expressed strong interest in expanding its curriculum to include this topic.

ENROLLMENT: How many undergraduate and/or graduate students do you expect to enroll in the initial offering of this course?

I will limit the enrollment to 30.

CROSS-LISTING: Is this course to be cross-listed or taught with another course? If so, specify. Chairs/directors of all cross-listing units must co-sign this proposal on the signature line below.

It will be cross-listed with SED.
OVERLAP:

1. Are there courses in the UIS Course Inventory (CC00) with the same number and/or title as this course?
   - [X] No.
   - [□] Yes. If yes, any active course(s) with the same number or title as the proposed course will be phased out upon approval of this proposal.  
     NOTE: A course number cannot be reused if a different course by that number has been offered in the past five years.

2. Relationship to other courses in your program or others: Is there any significant overlap between this course and others offered by your department/program or by others? (You must attach appropriate cognate comments using cognate comment form if this course might be perceived as overlapping with courses in another department/program. See FURTHER INFORMATION below.)

It has no detectable overlap with other courses.

FACILITIES AND EQUIPMENT: What, if any, are the new or special facilities or equipment needs of the course (e.g., laboratory, library, instructional technology, consumables)? Are currently available facilities, equipment, and other resources adequate for the proposed course? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

None

STAFFING: How will the staffing of this course, in terms of faculty and, where relevant, teaching fellows, affect staffing support for other courses? For example, are there other courses that will not be taught as often as now? Is the staffing of this course the result of recent or expected expansion of faculty? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

It was always obvious that I would teach a course in this area when I returned to the faculty.

BUDGET AND COST: What, if any, are the other new budgetary needs or implications related to the start-up or continued offering of this course? If start-up or continuation of the course will entail costs not already discussed, identify them and how you expect to cover them. (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

None.

EXTERNAL PROGRAMS: If this course is being offered at an external program/campus, please provide a brief description of that program and attach a CV for the proposed instructor.

FURTHER INFORMATION THAT MUST BE ATTACHED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:

- A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the specifications of the course described in this proposal; that is, appropriate level, credits, etc. (See guidelines on “Writing a Syllabus” on the Center for Teaching & Learning website.) Be sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).
• Cognate comment from chairs or directors of relevant departments and/or programs. Use the form here under “Curriculum Review & Modification.” You can consult with Joseph Bizup (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.

DEPARTMENT CONTACT NAME AND POSITION:

DEPARTMENT CONTACT EMAIL AND PHONE:

DEPARTMENT APPROVAL: [Signature]  
Department Chair  
9/28/16  
Date

Other Department Chair(s) (for cross-listed courses)

Date
DEAN'S OFFICE CURRICULUM ADMINISTRATOR USE ONLY

CAS/GRS CURRICULUM COMMITTEE APPROVAL:
☐ Approved  Date:__________________________
☐ Tabled    Date:__________________________
☐ Not Approved  Date:_______________________

Divisional Studies Credit:
☐ Endorsed
  ☐ HU
  ☐ MCS
  ☐ NS
  ☐ SS
☐ Not endorsed

__________________________________________
Curriculum Committee Chair Signature and Date

Comments:

PROVISIONAL APPROVAL REQUESTED for Semester/Year __________________________

__________________________________________
Dean of Arts & Sciences Signature and Date

Comments:

CAB FACULTY: Faculty Meeting Date: __________________________  ☐ Approved  ☐ Not Approved

__________________________________________
Curriculum Administrator Signature and Date

Comments:
Dear Gina,

The History Department fully supports your proposed new course, *Higher Education and American Political Development*. We think it is a valuable addition that history majors and minor students might be interested in taking this spring. Best regards, Lou

Professor Louis Ferleger  
Chair, History Department  
Boston University  
226 Bay State Road  
Boston, MA 02215  
617-353-8311
Almost as soon as settlers and migrants from outside the North American continent formed stable communities, they developed institutions of higher education. For well more than the first two centuries, these institutions were often founded before there were schools to educate younger children. The history and development of institutions of higher learning reflected, interacted with, and sometimes drove key challenges and opportunities in the history and development of the larger society and state. It is unfortunately common to distinguish colleges and universities on the one hand, and “the real world” on the other. It is also common for people to express the view that higher education has been roughly the same for centuries, and is only now facing challenges that will require fundamental change. This course will lay both of those claims to rest. Institutions of higher education are now and always have been very much part of the real world of society and state. And throughout their history they have faced a constant set of core challenges that are linked to fundamental problems of society and state.

This course examines the history of higher education in the United States, framed around a core set of challenges that have shaped their history and role in society, and public discussion and policy affecting higher education, its history, role, and impact. Rather than moving through the history chronologically, we will look at historical development in the context of these core challenges and themes.

This course will

- give you an understanding of the history of American higher education and its relationship to the larger society;
- develop your ability to analyze crucial contemporary issues of higher education in an informative and critical historical context;
- give you experience in studying the development of American state and society through the case study of one of its critical institutions;

Requirements

Class Attendance and Participation: All students are expected to attend all classes and come to class prepared, which means completing any assigned readings, activities, or other assignments.

I will usually spend some portion of the final hour of each class introducing the next week’s topic so that you are well-prepared to do the coming week’s reading assignments effectively. We will devote most of most class periods to discussion. All students are expected to remain engaged and participate in the full length of all class meetings – this means no use of the web or social media during class time that is unrelated to the current discussion. Not even under the table in your lap.

PO/SEDXXX Blog: Every student is required to participate in a class-wide blog posted on the course website and available to all participants in the course (only). All students should submit at least one significant entry each week (you can submit more). You may meet the minimum requirement either with a new topic or response to someone else. The entries should be thoughtful, well written (regular English, not twitter English or emoticons), and should address important issues, questions, or observations that come up in the course of your assigned reading and other class participation, class discussion, or other reading or documents you encounter with a bearing on the topic of the week.
We will start a new blog each week; the blog week runs Monday, noon through Monday 11:59 a.m.; that is, the new blog week starts the afternoon before the first class each week. Blog discussion should be lively and even contentious, but it must be civil, intelligent, and informed. If you are unsure about whether an entry you plan to write is acceptable for the blog, or if you want to write things you would prefer not to share with the whole group, you may use the journal format to write privately to Professor Sapiro, but you must participate in the collective blog as specified.

Your blog participation will be graded through crowd-sourced assessment, and you will be required to participate in the collective assessment process. This means peers will assess each others’ contributions over the course of the semester on how interesting and valuable their entries were.

**Two brief in-class exams:** Twice during the semester we will spend part of the class period on a brief essay exam in which you will demonstrate your understanding of the course material, including readings and discussion.

**Final Paper:** Every student will submit a final research paper on a topic of your choice relevant to the course. The papers are due no later than the scheduled final exam.

Your paper should be about 15 pages in length and use proper research paper form, including complete and accurate bibliography and foot/endnotes. (I don’t care which form you use as long as it is a standard one and you use it properly and consistently.)

You may do a joint final project with another student in the course. The paper should be double the size and all co-authors will receive the same grade regardless of what each individual put into the project.

You must submit a brief **paper proposal** no later than Wednesday 1 March at noon. Feel free to submit it as soon as you can -- that will give you more time to work on the paper. Your proposal should be brief -- no more than the equivalent of one page, 12-point font. It should include

- Tentative title of the paper.
- A one-paragraph description of the main question(s) or problem(s) your paper will address.
- A brief description of the major method(s) and types of sources you will use for your investigation.
- A brief statement about why this topic is worth pursuing.
- A list of any questions or problems for which you would like some help or advice.

To submit your paper proposal: Your paper should be composed in Word format with the document title, “YOURLASTNAME Paper Proposal Final” and submitted through the course website.

Your **final paper** is due no later than the date of the final examination. You may submit a draft for my consideration, but your draft must be submitted more than a week before your due date and you have to give me 2 days to get a chance to read your draft.

To submit your final paper: Your paper should be composed in Word format with the document title, “YOURLASTNAME Final Paper” and submitted to the course website.

**Final Examination:** This will be cumulative, covering the whole course. It will be held at the schedule examination time.
Grading
The weight of each element in the final grade:
- Final Paper (including 5% for the Final Paper Proposal): 30%
- Final Examination: 20%
- Each in-class Exam: 10%
- Class Participation: 15%
- Blog Participation: 25%

If you believe that the assessment I made of a particular piece of work -- for example, the answer to an exam question, or a comment on your paper -- was a mistake, I may reassess the entire piece of work from scratch, which means the grade could go up, down, or stay the same. But I do grade very carefully.

Please note that your work will not be assessed by a machine. I reserve the right to use my discretion in assessing the quality of your work and achievements in the course.

Expectations

Your work should be submitted on time. Plan now to make sure this happens without panic. If you find that you will submit an assignment late, you must submit it with a written excuse. I will grade both the assignment and the excuse, and the value of the assignment can be weighted down (only) by the quality of the excuse. "I was really busy" or "I had a lot of work" is not a good excuse. It is true of everyone else in class.

Civility is an essential ingredient in the process of learning in an academic environment, especially when the subject is as provocative, contentious, and occasionally uncomfortable as the topics that arise in the political and campaign world. Civility requires respect but not either being silent or silencing others. Conversations about contentious topics are not always very comfortable, nor should they be, but they must be respectful. Name calling, trolling, being quick to take offense, assuming one has “natural” knowledge that is better than other people’s knowledge are all toxic to civility.

Participation. There are no pure observers in the classroom (at least none who will do well here); everyone should participate.

Academic Integrity. By remaining in the course you are tacitly agreeing to follow standard principles of academic integrity in this course. Academic dishonesty is a serious offense because it undermines the bonds of trust and honesty among members of the community and defrauds those who may eventually depend upon our knowledge and integrity. Such dishonesty consists of cheating, fabrication, facilitating academic dishonesty, and plagiarism. Examples of academic dishonesty include using someone else’s words or ideas without proper documentation; copying some portion of your text from another source without proper acknowledgement of indebtedness; borrowing another person’s specific ideas without documenting their source; turning in a paper written by someone else, an essay "service," or from a web site. Any assignment that is generated in whole or part through academic dishonesty will be failed with no “do-overs.” If you think you may not understand what constitutes academic integrity or the lack of it, consult with me in advance. [Wording provided largely by Jeffrey Henriques years ago.] For the university policy on academic conduct, see http://www.bu.edu/academics/policies/academic-conduct-code/.

Disabilities. Students have a right to reasonable accommodations to take account of certain physical or cognitive disabilities and allow them to pursue success in their education at BU. Students who believe they require such accommodations must go through the formal process of application in a
timely way. For more information, see http://www.bu.edu/disability/policies-procedures/academic-accommodations/beginning-academic-program/.

**Readings**
Most readings are available through the course website on Blackboard. The books for purchase are:


More decisions later.

They will also be available at the library on reserve.

You will notice a lot of readings listed for many weeks. You are required to do a substantial amount of preparation each week – this is a 4-credit course, which means that standard expectations are that you would be spending at least 8 hours each week preparing. In some cases I will identify some readings each week that everyone should read, and will give the class individual flexibility in which others they read. Therefore, all students will be responsible for explaining, criticizing, and applying the readings they did to other students who did not read exactly the same assignment. Everyone is a teacher.

**Graduate Students:** Graduate students will be required to read more of the listed readings and will have somewhat different written assignments. I will work with you to make sure the course fits the needs of your graduate program, and it will include more attention to research design. *Needs GRS Conduct Code*

**Office Hours and Contact**
I have walk-in office hours Wednesdays, 2-4 pm in my office. Please let me know if you need to talk to me privately; otherwise, everyone who shows up is welcome to join in. Students can often learn from each others’ questions.

I am nearly always available by email and I respond quickly, but be patient and considerate. I want to meet with all students in the course individually, so please find excuses to come by.

**Week by Week Agenda and Preparation**

**Tues 1/24:** The History of American Higher Education: Introduction to the Subject and to the Course
How can the study of the history of American higher education help us gain insight into the development of American society and the state? What do we mean by “higher education?” How can we understand the history and development of American higher education? How did we get here?

We will begin class by viewing the Frontline production, *College, Inc.*, and pick out themes questions for further investigation throughout the course. We will then examine the goals, process, requirements, and expectations for this course.

**Tues 1/31:** American Political Development (APD) and the History of American Higher Education (AHE). *Plus* Beginning Team Projects on Investigating AHE
(1) Lecture and discussion on understanding the idea of “American political and social development” and its relationship to higher education. (2) Beginning team projects using Sapiro, *A Timeline and Genealogy of American Higher Education* to develop coherent sub-stories of the history of American higher education using the timeline of the history of individual institutions, policies, and other developments.


Tues 2/7: The Long History: Phases, Eras, Twists and Turns, from the Ground Up (I)
The class period will be spent on the team projects developing coherent sub-stories of the history of American higher education using the timeline of the history of individual institutions, policies, and other developments. You will dive into the details and try to develop interesting stories, I will wander around and answer questions (to everyone) that these details raise for you.


Tues 2/14: The Long History: Phases, Eras, Twists and Turns (II)
The class period will be spent completing and presenting team projects developing coherent sub-stories of the history of American higher education using the timeline of the history of individual institutions, policies, and other developments. You will dive into the details and try to develop interesting stories, I will wander around and answer questions (to everyone) that these details raise for you. Then, each group will share its findings.


Tues 2/28: American Communities and the Founding and Support of Universities, Pre-20th Century
The patterns and rationales for establishment; Westward expansion; community differentiation by ethnicity, religion, and language; community support and “private” education. The role of the need for leaders (especially religious) and teachers.
Prepare by reading the histories of some early institutions as examples, emphasizing ones you may never have heard of:

  [https://archive.org/stream/historyofchurcho00crai#page/n3/mode/2up](https://archive.org/stream/historyofchurcho00crai#page/n3/mode/2up)

  [https://archive.org/details/ahistorydartmou01lordgoog](https://archive.org/details/ahistorydartmou01lordgoog)

  [https://archive.org/stream/historyofcarleto00leon#page/n7/mode/2up](https://archive.org/stream/historyofcarleto00leon#page/n7/mode/2up)

  [https://archive.org/stream/historyofeurekac00eureuoft#page/n5/mode/2up](https://archive.org/stream/historyofeurekac00eureuoft#page/n5/mode/2up)

- Gilfillan, John B. 1908. *History of the University of Minnesota.*
  [https://babel.hathitrust.org/cgi/pt?id=umn.31951p01033333b;view=1up;seq=7](https://babel.hathitrust.org/cgi/pt?id=umn.31951p01033333b;view=1up;seq=7)
Tues 3/14: The State, the Nation, and the Federal Government to World War I
More about the debate about a national university; federal land-grant programs, 1789, 1862, 1890; slavery politics, the Civil War, and Reconstruction; supporting the growth of agriculture, industry, and the military.


Selections from:


Tues 3/28: The State, the Nation and the Federal Government: After World War I
Selections from:


Selections from:
Angell, James B. 1879. The Higher Education: A Plea for Making it Accessible to All: An Address Delivered at the Annual Commencement of the University of Michigan, June 26, 1879. Ann Arbor, MI: Board of Regents.  
http://babel.hathitrust.org/cgi/pt?id=mdp.39015012374636;view=1up;seq=3

https://babel.hathitrust.org/cgi/pt?id=coo.31924002642845;view=1up;seq=7

Fisher v. University of Texas at Austin, and commentary at SCOTUSblog,  


Tues 4/11: Bearing the Cost of Higher Education: Public and Private Priorities and the Politics and Economics of Who Pays
Selections from:


Tues 4/18: Students’ Impact on Universities
Selections from:


Tues 4/25: Changing Pedagogies and Institutional Arrangements for Teaching
Selections from:


**Tues 5/2: Governance and Accountability**

Selections from:


