

Washington State University
MAJOR CURRICULAR CHANGE FORM - - NEW/RESTORE COURSE

- ☐ Please attach rationale for your request, a complete syllabus, and explain how this impacts other units in Pullman and other campuses (if applicable).
- ☐ Obtain all required signatures with dates.
- ☐ Provide original stapled packet of signed form/rationale statement/syllabus PLUS 10 stapled copies of complete packet to the Registrar's Office, campus mail code 1035.
- ☐ Submit one electronic copy of complete packet to wsu.curriculum@wsu.edu.

Requested Future Effective Date: Fall 2016 (term/year) Course Typically Offered: Every 3 semesters

DEADLINES: For fall term effective date: **October 1st**; for spring or summer term effective date: **February 1st**. See instructions.

NOTE: Items received after deadlines may be put to the back of the line or forwarded to the following year. Please submit on time.

☒ **New Course**

☐ **Temporary Course**

☐ **Restore Course**

AMER ST 515 The Neoliberal University

course subject/crosslist

course no.

title

3.0 (3.0 -) Graduate standing

Credit hrs

lecture hrs

lab or studio

prerequisite

per week

hrs per week

Description for catalog: Critically considers the pedagogical, professional, institutional, and social effects of neoliberalism on higher education

Additional Attributes: Check all that apply.

☐ Crosslisting (between WSU departments)*

☐ Conjoint listing (400/500): _____

☐ Variable credit: _____

☐ Repeat credit (cum. max. hrs): _____

Special Grading: ☐ S, F; ☐ A, S, F (PEACT only); ☐ S, M, F (VET MED only); ☐ H, S, F (PHARMACY, PHARDSCI only)

☐ Cooperative with UI

☐ Other (please list request): _____

The following items require prior submission to other committees/depts. (SEE INSTRUCTIONS.)

☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval.)

☐ Request to meet UCORE in _____ (Must have UCORE Committee Approval >> See instructions.)

☐ Special Course Fee _____ (Must submit request to University Receivables.)

Contact: Lisa Guerrero Phone number: 335-4182 Campus mail code: 4010

Email: laguerre@wsu.edu Instructor, if different: _____

D. L. I.
Chair/date

8-21-15
Dean/date

All-University Writing Com / date

Chair (if crosslisted/interdisciplinary)*

Dean (if crosslisted/interdisciplinary)*

UCORE Committee Approval Date

Catalog Subcommittee Approval Date

GSC or AAC Approval Date

Faculty Senate Approval Date

***If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.**

Rationale

In broader terms, the graduate program in American Studies is seeking to expand our course offerings for graduate students. We have realized that our current curriculum, while serving many fundamental needs of the students in our program, would benefit from the addition of several new courses. Collectively, these new courses: Writing and Research in American Studies, Cultural Studies, The Body, and The Neoliberal University will provide two important things to the program generally, and the students specifically.

1. They will invigorate the curriculum which, with the exception of the revisions made to the Core courses several years ago, has not been grown in many years. The relatively small number of permanent American Studies courses to choose from results in our reliance on “Topics” courses to inconsistently cover important ideas that are central to the field. Making some of these topics permanent will allow more students to gain these useful experiences, have more exposure to a diversity of American Studies graduate faculty within the classroom, and be able to fill out their programs of study with more department-specific courses.
2. They reflect important scholarly and professional trends in the field of American Studies which will put our students in a stronger position on the job market and will fortify our position amongst peer graduate programs in the field.

Specifically, The Neoliberal University provides an important intervention in our graduate curriculum. It is simultaneously a scholarly impactful course and a significant course toward professionalization. Increasingly, the trends in higher education are having dramatic effects on both the goals and profession of teaching in the university. Having chosen higher education as their career path we recognized the necessity of offering our students a sustained, intellectual examination of this transformation within academia so as to be more familiar with the terrain and better prepared to succeed in the profession. This course addresses several issues central to understanding the relationship between higher education and neoliberalism including: corporatization; labor trends; student debt crisis, and academic freedom. It introduces students to a range of perspectives and reference points of the neoliberal university allowing them to map the multiple and interrelated effects on higher education and position themselves within the phenomenon.

Impact: As with all of the courses offered in the American Studies graduate curriculum, the teaching is covered by the faculty of the Critical Culture, Gender, and Race Studies department as part of the regular teaching load. There is no impact to other units in Pullman or other WSU campuses.

AMER ST 515: THE NEOLIBERAL UNIVERSITY
Spring 2017 W 1:10-4:10 pm

Professor Lisa Guerrero

Office: Wilson-Short 121

Office Hours: **Tuesday 10 am-12 pm, and by appointment**

Office Phone: 509-335-4182

Email: laguerre@wsu.edu

(E-mail is the preferred method for reaching the professor. It is also the method that will yield the quickest response.)

COURSE DESCRIPTION & OBJECTIVES:

While there is considerable debate over the definition of “neoliberalism” in the 21st century, the primary characteristic of economic liberalization remains central to most definitions. And since the 1980s, policies and attitudes buttressed by the economic philosophies of neoliberalism have had far-reaching, and often devastating effects, in every facet of society, both domestically and globally. Henry Giroux has stated that neoliberalism “legitimizes a culture of cruelty.” And Noam Chomsky has called “the very design of neoliberal principles” a “direct attack on democracy.” The mutually dependent systems of neoliberalism, capitalism, and globalization have created severe social and economic conditions in the 21st century and transformed the fundamental purposes and understandings of institutions that have historically been positioned to serve the social good, including higher education.

In this graduate seminar we will be thinking critically about the emergence of the neoliberal university and its attendant issues. What should the function of the university be? What has it become? Specifically, the seminar will introduce students to the debates surrounding the neoliberal university in the 21st century and ask them to engage critically with the myriad issues that make up the neoliberal university including: *the corporatization of public universities, the privatization of public higher education and its implications for democracy, performance-based budgeting and its implications for institutional governance, rising tuition rates and their implications for working class and minority students, the assault on ethnic studies and its implications for academic freedom and the curriculum, and flexible labor and the dramatic increase of adjunct faculty members.* As students prepare for a professional life in the institution of higher learning whose contours have changed radically over the last 40 years, perhaps most radically since the turn of the 21st century, it is professionally and pedagogically responsible to be able to think critically about their own positions within that institution, about what is at stake in investing in the future of that institution, both individually and more broadly.

REQUIRED READINGS (in alphabetical order):

1. Akeel Bilgrami and Jonathan R. Cole (eds.) –
Who's Afraid of Academic Freedom?
2. Piya Chatterjee –
The Imperial University: Academic Repression and Scholarly Dissent
3. Frank Donoghue –

- The Last Professors: The Corporate University and the Fate of the Humanities*
4. Roderick A. Ferguson –
The Reorder of Things: The University and its Pedagogies of Minority Difference
 5. Roger L. Geiger –
The History of American Higher Education: Learning and Culture from the Founding to World War II
 6. Henry A. Giroux –
Neoliberalism's War on Higher Education
 7. Lani Guinier –
The Tyranny of the Meritocracy: Democratizing Higher Education
 8. Matthew T. Lambert –
Privatization and the Public Good: Public Universities in the Balance
 9. Christopher Newfield –
Unmaking the Public University: The Forty-Year Assault on the Middle Class
 10. Ellen Schrecker –
The Lost Soul of Higher Education: Corporatization, The Assault on Academic Freedom, and the End of the American University
 11. Mitchell Stevens –
Remaking College: The Changing Ecology of Higher Education

All texts available at The Bookie.

In addition, throughout the semester there will be supplemental readings assigned by the professor. The professor will announce any such additions during class.

Course Requirements:

• General Requirement

Students are expected to do all course readings prior to class and come prepared to discuss the readings in depth. Class is run in a seminar-style with the expectation that students will actively engage in and drive the discussions. You can also expect to be called on by me at any time during class.

• Attendance

Though your attendance will not be formally used to calculate your final grade, your attendance at each meeting is required. You need to arrive on time and participate in an

informed and consistent matter. Anything less will not be tolerated and will result in problems in this class. Despite not being a formal component of your course evaluation, attendance does have the potential to affect your grade.

- **Participation (20% of final grade)**

You are expected to be **present intellectually as well as physically** in the classroom. This means that not only must you attend, but that you must endeavor to contribute to the flow and body of the course. You will be expected to prepare carefully for each class by completing the required readings by the day on which they are listed in the course schedule. This course asks you to read texts closely and responsively, and to participate actively in class discussion and debate. Additionally, your participation will be crucial in the reviewing and revising of each other's work. If you do not: 1) participate in an informed manner, (in other words, in a way that is not merely personal opinion or conjecture, but rather demonstrates you have both done the reading and critically considered it); 2) consider and comment on the work of your peers in a serious and constructive manner; or 3) participate at all, your grade will be significantly affected.

- **1000-1500 Word Op-Ed Essay (15% of final grade)**

Choosing ONE topic highlighted in the supplemental readings write your own "op-ed"-style piece that critically frames the issue, the ways in which it is impacted by neoliberal forces, policies, and/or ideologies, and the substantive effects it will have/is having on higher education and its role in society. While this assignment needs to be written as an editorial, it should be strongly and intelligently grounded in course texts and discussions.

- **Facilitation (20% of final grade)**

Two times during the semester each student will present that week's readings. These presentations should be approximately 15-20 minutes. The presentation should be directed towards the themes generated by the readings. (This is especially crucial if you are presenting the readings of an edited collection. **DO NOT** go through **EVERY** essay in the collection. Rather, present the themes generated by the project as a whole, using various examples and ideas from specific essays.) Please **DO NOT** summarize the readings, as we all will have read them. Instead, you should be prepared to discuss the theoretical and methodological insights you have gleaned from the readings. You should discuss the possibilities opened up by the readings as well as its problems. Your presentation should act as a catalyst for a larger group discussion. As such, your presentation should conclude with **TWO** questions you want to pose to the group to start discussion.

Additionally, you are responsible for writing a 1-2 page hand-out that accompanies each of your presentations. These hand-outs will be given to all students in the class and should unpack the readings in a critical and useful manner. There are no standard requirements for the hand-outs. Students may design them in whatever way they think best presents the work keeping in mind that the hand-out should be considered a pedagogical tool to help their classmates gain a deeper understanding of the readings in conjunction with the presentation. The hand-outs should be critical and reflective of the general ideas presented by the author(s), and should highlight the authors' arguments, their limits, their openings, and how they relate to other topics regarding neoliberalism

and higher education.

On the days that you are not presenting on the day's reading you are responsible for bringing TWO discussion questions to contribute to the class discussion. Your questions should be typed and will be turned in at the beginning of class.

- **Peer Review (10% of final grade)**

Each student will be responsible for submitting a "reader's report" on one of their peer's rough drafts of the final paper. A date will be set for the submission of rough drafts, and the reader's reports will be due back to the author **ONE WEEK** from receiving the draft. Guidelines for completing the reader's report will be discussed in detail during class. **The reader's report MUST be turned in with your final paper at the end of the term.**

- **Final Paper (35% of final grade = 10% for abstract; 25% for final paper)**

Each student will be responsible for writing a **15-25 page** paper that looks at a *specific* aspect of one of the following broad topics:

1. The corporate/customer service model of education
2. The adjunctification of university teaching
3. Student debt crisis
4. Academic Freedom
5. The objectification of "diversity" in the neoliberal university

10% of your grade for your final paper is for a **250-500 word abstract** of your paper topic that will be turned in during the early part of the semester.

The final paper should be appropriately formatted, proofread, use proper citation form, and include BOTH a "Works Cited" page and a "Bibliography." (NOTE: You may use any citation form you choose, but you must use it correctly. The most common citation forms used in academic publications are: MLA, Chicago style, and APA. The particular requirements of each style can be found online.)

The rough draft of the final paper will be due midway through the term. The rough draft **MUST** be a minimum of 10 pages.

Policies:

Written Work

- Written work to be graded should be typed using a 12-point font, double-spaced (unless otherwise specified), spell checked, and proofread.
- **I DO NOT ACCEPT ANY ASSIGNMENTS VIA E-MAIL. NO EXCEPTIONS.**

Late Assignments

No late assignments will be accepted unless negotiated with me **prior** to the original due date. If you do not discuss a late assignment with me prior to the original due date, the assignment will be marked down by a whole grade for each day it's late and will not be accepted after 1 week following the original due date, with the exception of the final paper which will not be accepted after 2 business days after the original due date.

Incompletes

I reserve “Incompletes” **ONLY** for students who are on their deathbeds or are experiencing a comparable catastrophic event. Everyone else will receive a grade in my class. **NO EXCEPTIONS.**

Communicating in the classroom

While it is obvious that we should avoid abusive and hateful speech, given that we must deal with plenty of that everywhere else, I also want to encourage you to exercise your academic freedoms in thoughtful, intellectually honest discourse. So, speak your mind. Just remember as you do so, people can disagree without being disrespectful.

Plagiarism

Really? I would hope that in a graduate seminar I would not have to remind people that academic dishonesty of any sort, particularly plagiarism, will **NOT** be tolerated. The penalty for academic dishonesty is at the professor’s discretion. In the case of my graduate seminars, if any academic dishonesty is discovered it will result in an automatic “F” in the course. No discussion. Period. Accordingly, make sure you are familiar with the university’s policies on plagiarism and other forms of academic dishonesty so you are well informed as to what constitutes a violation. Finally, be aware that plagiarism includes not providing proper citation for **ANY** work including information found on any website, book, pamphlet, etc., as well as copying in full or part someone else’s work, (including fellow students **AND** yourself from a previous essay or project without proper citation.).

University instructors have the authority to intervene in all situations where students are suspected of academic dishonesty. In such instances, responsible instructors retain the authority to assign grades to students considering, from an academic standpoint, the nature of the student action. More information regarding responding to academic integrity violations can be found at: <http://conduct.wsu.edu>.

Grade Problems

During the semester use my office hours to talk to me about any problems you are having with your progress and/or evaluations for the course so we can try to fix any bad situation **early**, before it’s too late. You must communicate any problems you may be having that are affecting your coursework early on so that I am aware of the situation as I continue to evaluate your work. Any explanations for poor performance, relevant or not, will not be accepted at the end of the semester and will have no effect on your final grade. Please do not come to ask me to change your grade after you have failed the course. Also, do not come to ask me to give you an “I” because you are failing or have failed the course.

Disability Accommodation

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations **MUST** be approved through the Access Center. Please notify me

during the first week of class of any approved accommodations needed for the course.

Campus Safety

Washington State University is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. In support of our commitment to the safety of the campus community the University has developed a Campus Safety Plan, <http://safetyplan.wsu.edu>. It is highly recommended that you visit this web site as well as the University emergency management web site at <http://oem.wsu.edu/> to become familiar with the information provided.

[Your continued enrollment in this course after the first week means that you have read and understand the information contained within this syllabus, and that you agree to follow the procedures and rules explained within it.]

• Grade Breakdown:

By Grade Point:

A = 4.0

A- = 3.8

B+ = 3.5

B = 3.0

B- = 2.8

C+ = 2.5

C = 2.0

C- = 1.8

D = 1.0

By 100 Point Grading Scale:

94-100 = A

90-93 = A-

87-89 = B+

83-86 = B

80-82 = B-

77-79 = C+

73-76 = C

70-72 = C-

60-69 = D

0-59 = F

Course Learning Goals:	This objective will be assessed primarily by:
Demonstrate an understanding of the concepts connected to neoliberalism and corporatization in higher education	In-class discussions; Facilitation and discussion questions
Demonstrate an understanding of the different components of neoliberal forces and structures that mediate and construct student learning and higher education work environments in a sociocultural and socioeconomic context	In-class discussions; Facilitation and discussion questions; Op-ed assignment
Explore the role of higher education and its relationship to broader society from different theoretical and historical perspectives	In-class discussions
Engage the multiple locations within academic institutions impacted by neoliberal policies and	In-class discussions; Op-ed assignment; Final paper

ideologies	
Critique and analyze contemporary issues in higher education contexts based on concepts mentioned above	Final paper
Engage in critical self-reflexivity, identifying one's own position and the purpose of higher education in light of the concepts mentioned above	In-class discussions; Op-ed assignment; peer review

Course Schedule:

Week 1: Introduction to class

Week 2: *The History of American Higher Education (1st half)* – Geiger

Week 3: *The History of American Higher Education (2nd half)* – Geiger

Week 4: *Neoliberalism's War on Higher Education* – Giroux
DUE In-class: 250-500 word abstract for final paper

Week 5 : *Unmaking the Public University* – Newfield

Week 6: *Remaking College* – Stevens

Week 7: *The Tyranny of the Meritocracy* – Guinier

Week 8: *The Lost Soul of Higher Education* – Schrecker
DUE In-class: Rough draft of final paper

Week 9: View “Ivory Tower” in class
DUE In-class: Reader's report

Week 10: *The Imperial University* – Chatterjee

Week 11: *Who's Afraid of Academic Freedom?* – Bilgrami and Cole

Week 12: *The Last Professors* – Donoghue

Week 13: *The Reorder of Things* – Ferguson
DUE Op-Ed Essay

Week 14: *Privatization and the Public Good* – Lambert

Week 15: Course Wrap-up

FINAL PAPER due in professor's mailbox during finals' week