



8/25/22-SUBJECT TO CHANGE

EDST-UE 1321 / POL-UA 994 003

FALL 2022

Political Economy of Education: Why Does College Cost So Much?

4 credits

Tuesday/Thursday 12.30-1.45PM Eastern Time

Online

INSTRUCTOR INFORMATION

Dominic J. Brewer, Dean Emeritus and Professor of Education, Economics and Policy, Department of Applied Statistics, Social Science and Humanities. Dominic.brewer@nyu.edu. I will respond to emails as quickly as possible. (Please note I am based in Los Angeles, i.e. on Pacific time.) Please call me “Dom”. You can read about my background here: <https://steinhardt.nyu.edu/people/dominic-brewer>.

Office: 204W Kimball Hall, 246 Greene Street, New York, NY 10003.

Zoom link for all-student synchronous sessions: Join URL: <https://nyu.zoom.us/j/94439211603>

Brightspace site: <https://brightspace.nyu.edu/d2l/home/199003>

Student hours: By request on Zoom or in person in New York. Student hours are for you...If you want to learn more about the topic, I am interested in your thoughts and connecting you with resources. If you are excited about something else you have learned and want to try to tie it to our content, I am interested in discussing. If you are struggling with the material, I am interested in trying to figure out where the roadblocks are. If you just want to chat about your career or interests, that is fine too. Bottom line, I am interested in your learning. Feel free to make an appointment as you need either with me or your CA.

Course Assistants (CAs): There are ten course assistants here to help you understand the course material and complete the assignments. Each student will be part of a CA-GROUP that will meet together via Zoom several times during the semester. You will be notified of your group at the beginning of the semester. (Please note that your group is allocated randomly and cannot be changed.) You can find your group on Brightspace: on the course site go to “More Tools > Groups > My Groups”. If you have any questions, please let us know! You can contact your CA with any questions about the course; they will do their best to get back to you within 24 hours during the work week and 48 hours on weekends.

CA-GROUP 1: Ramy Abbady (ra3208@nyu.edu);

CA-GROUP 2: Tim Carroll (tgc259@nyu.edu);

CA-GROUP 3: Andy Chae (akc288@nyu.edu);

CA-GROUP 4: Emilie Tumale (est296@nyu.edu);

CA-GROUP 5: Yitong Hu (yh3255@nyu.edu);

CA-GROUP 6: Laura Assanmal (lma502@nyu.edu);
CA-GROUP 7: Sara-Lee Ramsawak (slr444@nyu.edu);
CA-GROUP 8: Halimo Hassen (hyh288@nyu.edu);
CA-GROUP 9: Ben Le (bgl3705@nyu.edu);
CA-GROUP 10: Anna Hillary (ah1588@nyu.edu).

More details on each of the CAs can be found on Brightspace.

COURSE DESCRIPTION

College in the United States is expensive, *really* expensive. For 2022-23, a 120 credit undergraduate degree costs at least \$200,000 at many private elite universities (like NYU) – plus all sorts of miscellaneous fees, lodging and food charges, books and more. Why does it cost so much? Is it a good deal? Why do so many high school students apply to study at such expensive institutions when there are cheaper alternatives available? Who is able to attend, and who is excluded? Why do college costs keep rising so fast? Shouldn't college be free? The purpose of this course is to provide answers to these kinds of questions. It will introduce students to a range of economic concepts and empirical evidence that speaks to: the value of higher education for individuals and for societies; federal, state, and institutional financial aid policies; university budgets and spending priorities. We will consider individual student, institutional and societal perspectives.

Upon successful completion of the course, students will be able to:

1. Distinguish key economic concepts such as cost, price, human capital, private and social returns to education, investment and consumption;
2. Describe recent trends in access to college, financial aid, higher education tuition pricing, and labor markets in the United States;
3. Evaluate research into the key drivers of college costs and tuition pricing;
4. Identify some solutions to decrease the costs of college and improve access and effectiveness.

The *primary* focus of the course is on private non-profit 4-year universities and colleges in the United States, although we will occasionally consider other types of U.S. institutions, and welcome comparisons with other countries.

COURSE MATERIALS

All readings are found on Brightspace. The course site is at: <https://brightspace.nyu.edu/d2l/home/199003>. I have attempted to keep the amount of reading reasonable (in general no more than two hours per class); many are just a few pages long. There are several **required** readings for most classes (listed below in the order of importance) and some more **optional** (which really does mean optional) readings for those of you interested in a particular topic. Pay attention to the page numbers noted, as I have tried to pull extracts from longer pieces to reduce the workload. I have tried include both academic and nonacademic sources. Readings reflect multiple perspectives with which we may or may not agree! (Occasionally you will encounter some mathematical/statistical stuff but do not be concerned if you do not understand it, as we will take a non-technical approach in this course.)

COURSE MEETING SCHEDULE

This course is designed to be delivered in a **hybrid** format with synchronous and asynchronous components.

Synchronous: instruction that is done **via Zoom**. Classes will be of two basic types: (1) All students together led by the Professor with a guest speaker (typically a NYU University or Steinhardt leader) in Q and A format shown with (*) on the class schedule; (2) All students together led by the Professor typically followed by smaller group discussion for the second half of class, split into four assigned groups (A, B, C, D), one led by the Professor and three led by a CA, shown by (**) on the class schedule. You will receive a group assignment at the beginning of the semester. Use the Zoom link for your group when advised.

Attendance and active participation at synchronous classes is required. **CAs will take attendance** for their group and it will count towards your grade (see below). For those who miss the synchronous sessions or want to review them after the class, I will post a recording of the session on Brightspace shortly after the class ends. Any PowerPoints (and other links, e.g. to videos) used in these sessions will also be posted online either before or after the class.

Asynchronous: instruction that **does not** occur in the same place or at the same time, and includes a range of activities completed online on Brightspace. You may read/listen/watch content, post to discussion forums, and complete short quizzes and other assignments.

The schedule shown in the table is subject to change due to unforeseen circumstances. Please be sure to check your email regularly and use the Zoom links found on Brightspace (“Zoom > Upcoming Meetings”) for synchronous sessions.

We will have several **guest speakers** come to class. Please be courteous to our guests and respectful of their time. It would be much appreciated if you turn your cameras on for these class sessions.

All PAPER, FORUM and QUIZ deadlines shown in the detailed schedule are midnight Eastern time.

| Date | Type of Instruction | Topic |
|----------------------------|---------------------|---|
| (1) Thursday September 1 | Synchronous** | UNIT 1 FRAMING THE PROBLEM |
| (2) Tuesday September 6 | Synchronous** | |
| (3) Thursday September 8 | Asynchronous | |
| (4) Tuesday September 13+ | Asynchronous | |
| (5) Thursday September 15+ | Synchronous** | UNIT 2 INDIVIDUAL DECISIONS TO ATTEND COLLEGE |
| (6) Tuesday September 20 | Asynchronous | |
| (7) Thursday September 22 | Asynchronous | |
| (8) Tuesday September 27 | Synchronous** | |
| (9) Thursday September 29 | Asynchronous | UNIT 3 THE PRIVATE AND SOCIAL RETURNS TO COLLEGE |
| (10) Tuesday October 4 | Synchronous** | |
| (11) Thursday October 6 | Asynchronous | |
| (12) Thursday October 13 | Synchronous* | |
| (13) Tuesday October 18+ | Synchronous* | UNIT 4 INSTITUTIONAL REVENUE AND STUDENT AID |
| (14) Thursday October 20+ | Synchronous* | |
| (15) Tuesday October 25 | Asynchronous | |
| (16) Thursday October 27 | Synchronous* | |
| (17) Tuesday November 1 | Asynchronous | |
| (18) Thursday November 3 | Asynchronous | UNIT 5 INSTITUTIONAL COSTS |
| (19) Tuesday November 8+ | Synchronous* | |
| (20) Thursday November 10+ | Asynchronous | |
| (21) Tuesday November 15 | Synchronous* | |
| (22) Thursday November 17 | Synchronous* | |
| (23) Tuesday November 22 | Asynchronous | UNIT 6 SOLVING THE PROBLEM |
| (24) Tuesday November 29 | Synchronous* | |
| (25) Thursday December 1 | Asynchronous | |
| (26) Tuesday December 6+ | Synchronous* | |
| (27) Thursday December 8+ | Synchronous** | |
| (28) Tuesday December 13 | Synchronous | |

* Guest speaker scheduled ** Including CA-GROUP led breakouts

+ Dom in NYC +/- 1 day: available for **in person** meetings by request (if there is a synchronous class that day it is still by Zoom)

UNIT 1: FRAMING THE PROBLEM

Full details of all activities, links to readings/videos/etc. are found on Brightspace.

Asynchronous classes for UNIT 1 can be started any time after *Monday August 29* and must be completed by *Tuesday September 20*.

(1) Thursday September 1. Let's Get Acquainted! Synchronous.

This class will include: Introductions of each other; examination of the syllabus; review of Brightspace; explanation of assignments and expectations for work; introduction to the major themes of the class.

In advance of class review the syllabus carefully and read the following brief introductory readings:

Required. Hillary Hoffower, "College is more expensive than it's ever been, and the 5 reasons why suggest it's only going to get worse", *Business Insider*, June 26, 2019. <https://www.businessinsider.com/why-is-college-so-expensive-2018-4#:~:text=College%20is%20expensive%20for%20many,years%20ago%2C%20one%20expert%20said.>

Required. Amanda Ripley, "Why Is College So Expensive in America?", *The Atlantic*, September 11, 2018. <https://www.theatlantic.com/education/archive/2018/09/why-is-college-so-expensive-in-america/569884/>

(2) Tuesday September 6. The \$250,000 Question. Synchronous.

This class will help frame the debate on college costs, provide a more detailed roadmap for the rest of the course and continue introductions.

In advance of class read:

Required. Chapter 1, pp.5-15, "The Landscape of the College Cost Debate", in *Why Does College Cost So Much?* Robert B. Archibald and David H. Feldman, Oxford University Press, 2011.

Required. Chapter 2, pp.29-44, "College is Too Costly", in *Restoring the Promise: Higher Education in American*, Richard K. Vedder, Independent Institute, 2019.

Optional. Chapter 2, pp.19-34, "Is Higher Education All That Unusual?", in *Why Does College Cost So Much?* Robert B. Archibald and David H. Feldman, Oxford University Press, 2011.

Optional. Chapter 12, pp.185-198, "The College Affordability Crisis?", in *Why Does College Cost So Much?* Robert B. Archibald and David H. Feldman, Oxford University Press, 2011.

(3) Thursday September 8. Demand, Supply And Other Fun Stuff. Asynchronous.

This course has no prerequisites. Some students come from economics, but many have different disciplinary backgrounds. We welcome all perspectives in this class, but the primary lens we will use is an *economic* one. This means we need to understand some basic economic concepts - like price and cost, demand and

supply, investment and consumption. The purpose of this class is to give you some basic familiarity with the economic concepts useful for answering the central question of the class: "Why Does College Cost So Much?" You may know most of this material already, or it may all be new to you.

Required readings are listed below. See Brightspace for a range of additional readings, videos and other activities. You can start this class any time after Thursday September 2 and complete by Tuesday September 21.

Required. Chapter 2, pp.9-17, 34-38, "Overview of Economic Reasoning and Terminology", in *Economics of Higher Education*, Robert K. Toutkoushian and Michael B. Paulsen, Springer, 2016. *Note page numbers.*

Required. Chapter 6, pp.103-122, "Why Fees and Costs are Rising So Fast", in *Restoring the Promise: Higher Education in American*, Richard K. Vedder, Independent Institute, 2019.

**(4) Tuesday September 13. A College for Everyone: The Basic Landscape of U.S. Higher Education.
Asynchronous.**

This course has students with differing levels of knowledge and understanding of U.S higher education. The purpose of this class is to give you some basic familiarity with the history and current state of higher education in the U.S. so that everyone is on the same page. You may know most of this material already, or it may all be new to you.

Required readings are listed below. See Brightspace for a range of additional readings, videos and other activities. You can start this class any time after Thursday September 2 and complete by Tuesday September 21.

Required. Chapter 5, pp.89-102, "Nearly Four Centuries of Learning", in *Restoring the Promise: Higher Education in American*, Richard K. Vedder, Independent Institute, 2019.

Required. Chapter 1, pp.1-33, "American Higher Education: Twenty-First Century Context", in *Financing American Higher Education in the Era of Globalization*, William Zumeta, David W. Breneman, Patrick M. Callan and Joni E. Finney, Harvard Education Press, 2012.

Required. Josh Moody, "A Guide to the Changing Number of U.S. Universities" *U.S. News and World Report*, April 2021. <https://www.usnews.com/education/best-colleges/articles/how-many-universities-are-in-the-us-and-why-that-number-is-changing>

Required. Review the graphic at: <https://www.visualcapitalist.com/the-top-100-u-s-colleges-ranked-by-tuition/>

Graded Assignments
(See Brightspace for details)

UNIT 1 DISCUSSION FORUM ON U.S. HIGHER EDUCATION and UNIT 1 QUIZ must be completed by *Tuesday September 20.*

UNIT 2: INDIVIDUAL DECISIONS TO ATTEND COLLEGE

Full details of all activities, links to readings/videos/etc. are found on Brightspace.

Asynchronous classes for UNIT 2 can be started any time after *Tuesday September 13* and must be completed by *Tuesday October 4*.

(5) Thursday September 15. The Best Years Of Your Life? The Costs and Benefits of College. Synchronous.

This class will explore the major costs and benefits of going to college, and how a “human capital” framework can help us understand educational decisions.

We will have a breakout session in this class to discuss the requirements and ideas for PAPER 1.

In advance of class read:

Required. Chapter 4, pp.68-73,76-79,80-85, “The Human Capital Model”, in Michael Lovenheim and Sarah Turner, *Economics of Education*, Worth Publishers, 2018. *Note page numbers.*

Required. Chapter 1, pp.13-23, “Why Go to College Anyway?”, in *Restoring the Promise: Higher Education in American*, Richard K. Vedder, Independent Institute, 2019. *Note page numbers.*

Optional. Chapter 9, pp. 311-337, “Investments in Human Capital: Education and Training”, in Ronald G. Ehrenberg and Robert S. Smith, *Modern Labor Economics: Theory and Public Policy*, 13th Edition, Taylor and Francis, 2017. *Note page numbers.*

(6) Tuesday September 20. Irritating Party Question #1: Where Do You Go To College? Asynchronous.

This class will look at the higher educational investment decision with a finer grain – specifically where we chose to go to college (type of institution) and what we study when we get there (major).

Required readings are listed below. See Brightspace for a range of additional readings, videos and other activities. You can start this class any time after Tuesday September 14 and complete by Tuesday October 5.

Required. Review the graphic at: <https://www.visualcapitalist.com/the-top-100-u-s-colleges-ranked-by-tuition/>

Required. Explore *College Scorecard*, U.S. Department of Education. <https://collegescorecard.ed.gov/>

Required. “New analysis shows just how false the reports are that it’s impossible to get into college”, *Inside Higher Education*, April 15, 2019. <https://www.insidehighered.com/admissions/article/2019/04/15/new-analysis-shows-just-how-false-reports-are-its-impossible-get>

(7) Thursday September 22. Irritating Party Question #2: What Is Your Major? Asynchronous.

This class will look at the higher educational investment decision with a finer grain – specifically what we study when we get there (major).

Required readings are listed below. See Brightspace for a range of additional readings, videos and other activities. You can start this class any time after Tuesday September 14 and complete by Tuesday October 5.

Required. “Top 100 Undergraduate Majors”, Rezcore, August 2018.

Required. Jeffrey J. Selingo, “Six Myths About Choosing a College Major”, *New York Times*, November 3, 2017. <https://www.nytimes.com/2017/11/03/education/edlife/choosing-a-college-major.html>

Required. Anna Rotrosen et al., “Where will your degree take you? Career paths after college”, The Brookings Institution, May 11, 2017. <https://www.brookings.edu/blog/up-front/2017/05/11/where-will-your-degree-take-you-career-paths-after-college/>

Required. Eide, E.R and M. J. Hilmer, “Do Elite Colleges Lead to Higher Salaries? Only for Some Professions”, *Wall Street Journal*, 1/31/16.

Required. Diane Schanzenbach, Ryann Nunn and Greg Nantz, “Putting Your Major to Work: Career Paths After College”, The Hamilton Project, May 2017. https://www.hamiltonproject.org/papers/putting_your_major_to_work_career_paths_after_college

(8) Tuesday September 27. Did I Really Learn ANYTHING Useful In College? (Or It’s All About The Diploma). Synchronous.

This class will explore an alternative to the human capital model, the idea of education as a “signal”. We will look at the evidence on whether you actually learn anything useful in college.

In advance of class read:

Required. “Signaling in the Labor Market”, M. E. Page, in Dominic J Brewer and Patrick McEwan, *Economics of Education*, Elsevier, 2010.

Required. Chapter 1, pp.36-53, “Why Do People with More Education Get Better Jobs? The Link Between Education and a Good Job”, in P. Cappelli, *Will College Pay Off? A Guide to the Most Important Financial Decision You’ll Ever Make*, Public Affairs Books, 2015.

Required. Chapter 1, pp.9-30, “The Magic of Education”, in *The Case Against Education: Why the Education System is a Waste of Time and Money*, Bryan Caplan, Princeton University Press, 2018.

Optional. Tom Wood, “The Sheepskin Effect”, National Association of Scholars. July 30 2009. https://www.nas.org/blogs/article/the_sheepskin_effect

Optional. Chapter 3, pp.45-53, 63-68, “Students Aren’t Learning Critical Knowledge and Employable Skills”, in *Restoring the Promise: Higher Education in American*, Richard K. Vedder, Independent Institute, 2019. Note page numbers.

Optional. “The World Might Be Better Off Without College for Everyone”, *The Atlantic*, January/February 2018. <https://www.theatlantic.com/magazine/archive/2018/01/whats-college-good-for/546590/>

Optional. Chapter 9, pp. 337-350, “Investments in Human Capital: Education and Training”, in Ronald G. Ehrenberg and Robert S. Smith, *Modern Labor Economics: Theory and Public Policy*, 13th Edition, Taylor and Francis, 2017.

Graded Assignments
(See Brightspace for details)

UNIT 2 QUIZ must be completed by *Tuesday October 4.*

PAPER 1 is due *Thursday October 13.*

Full details of all activities, links to readings/videos/etc. are found on Brightspace.

Asynchronous classes for UNIT 3 can be started any time after *Tuesday September 27* and must be completed by *Thursday October 20*.

(9) Thursday September 29. The Best Investment There Is? More On The Value Of Education. Asynchronous.

So do those with more education actually earn more in the labor market? This class will explore how economists measure the labor market payoff to going to college, in the form of the “rate of return” to education. There is robust evidence that college generates high rates of return for individuals on average, but the precise payoff is difficult to measure in practice.

See Brightspace for a range of readings, videos and other activities. Required readings are listed below. You can start this class any time after Tuesday September 28 and complete by Tuesday October 21.

Required. Chapter 4, pp.93-100,124-126, “Private and Social Returns to Higher Education”, in *Economics of Higher Education*, Robert K. Toutkoushian and Michael B. Paulsen, Springer, 2016. *Note page numbers.*

Required. Chapter 3, pp.89-105, “Does College Pay Off? It Depends”, in P. Cappelli, *Will College Pay Off? A Guide to the Most Important Financial Decision You’ll Ever Make*, Public Affairs Books, 2015. *Note page numbers.*

Required. “Returns to Education in Developed Countries”, M. Gunderson and P. Oreopolos, in Dominic J. Brewer and Patrick McEwan, *Economics of Education*, Elsevier, 2010.

Required. “Returns to Education in Developing Countries”, H.A. Patrinos and G. Psacharaopoulos, in Dominic J. Brewer and Patrick McEwan, *Economics of Education*, Elsevier, 2010.

Required. Listen to the *Freakonomics* podcast on “Why College Pays”.

<https://freakonomics.com/podcast/freakonomics-goes-to-college-part-2-a-new-freakonomics-radio-podcast/>

(10) Tuesday October 4. Dropouts, Doctors and Income Inequality. Synchronous.

This class examines how the labor market returns to college have changed over time, and what forces shape those trends – such as technological progress and globalization. We will look at growing income inequality and how it in part reflects a higher payoff to education than before.

In advance of class read:

Required. Katherine Schaeffer, “6 Facts about Economic Inequality in the U.S.” Pew Research Center, February 7, 2020. <https://www.pewresearch.org/fact-tank/2020/02/07/6-facts-about-economic-inequality-in-the-u-s/>

Required. Chapter 4, pp.77-83, “Outside Forces”, in *Unequal Colleges in the Age of Disparity*, Charles T. Clotfelter, Harvard University Press, 2017.

Required. Chapter 4, pp.49-62, “The Costs of Employing Highly Educated Workers”, in *Why Does College Cost So Much?* Robert B. Archibald and David H. Feldman, Oxford University Press, 2011.

Optional. Chapter 15, pp. 602-634, “Inequality in Earnings”, in Ronald G. Ehrenberg and Robert S. Smith, *Modern Labor Economics: Theory and Public Policy*, 13th Edition, Taylor and Francis, 2017.

**(11) Thursday October 6. Happier, Healthier and More Peaceful? Social Returns to Education.
Asynchronous.**

Education clearly provides many benefits to those who acquire it. It is also believed to have many social benefits – an educated society is a more prosperous one but also a happier, healthier and more peaceful one. This class will analyze these ideas, and what it implies about the right role of government in higher education.

See Brightspace for a range of readings, videos and other activities. Required readings are listed below. You can start this class any time after Tuesday September 28 and complete by Thursday October 21.

Required. Jennifer Ma, Matea Pender, and Meredith Welch, *Education Pays 2019: The Benefits of Higher Education for Individuals and Society*, College Board, 2019. See: <https://www.collegeboard.org/releases/2020/college-education-pays-off-new-college-board-report>. The full report (**Optional**) is at: <https://research.collegeboard.org/pdf/education-pays-2019-full-report.pdf>

Required. Chapter 6, pp.199-212, “The Role of the Government in Higher Education”, in *Economics of Higher Education*, Robert K. Toutkoushian and Michael B. Paulsen, Springer, 2016.

Note that there is no class on Tuesday October 11 (Monday classes are held that day)

(12) Thursday October 13. So Does It Really Matter Who Can Go To College? Access, Fairness and Affordability Synchronous.

This class will consider the evidence on who actually gets to go to college and who doesn't, and how differential access is or isn't affected by the costs of college. We will discuss whether the current patterns of college attendance and graduation by gender and race/ethnicity are what the U.S. needs.

Guest Speaker: Stella Flores, Professor of Education, University of Texas at Austin

Stella is an expert in the economics of higher education. In her research she employs quantitative methods to examine large-scale databases, grades K through 20, to investigate the effects of state and federal policies on college access and completion rates for low-income and underrepresented populations.

In advance of class read:

Required. Derek Thompson, “The Myth of American Universities as Inequality-Fighters”, *The Atlantic*, August 31, 2017. <https://www.theatlantic.com/business/archive/2017/08/universities-inequality-fighters/538566/>

Required. Raj Chetty et al., “Mobility Report Card: The Role of Colleges in Intergenerational Mobility”, The Equality of Opportunity Project, July 2017.

Optional. Caroline Hoxby and Sarah Turner, “The Right Way to Capture College ‘Opportunity’: Popular Measures Can Paint the Wrong Picture of Low-Income Student Enrollment”, *Education Next*, 19(2), 2019.

Optional. Raj Chetty et al., “Race and Economic Opportunity in the United States: An Intergenerational Perspective”, The Equality of Opportunity Project, March 2018.

Graded Assignments

(See Brightspace for details)

UNIT 3 DISCUSSION FORUM ON THE GOVERNMENT ROLE IN HIGHER EDUCATION and UNIT 3 QUIZ must be completed by *Thursday October 20*.

PAPER 1 is due *Thursday October 13*.

UNIT 4: INSTITUTIONAL REVENUE AND STUDENT AID

Full details of all activities, links to readings/videos/etc. are found on Brightspace.

Asynchronous classes for UNIT 4 can be started any time after *Thursday October 13* and must be completed by *Tuesday November 8*.

(13) Tuesday October 18. Where Does All The Money Come From And Where Does It Go? The University Budget. Synchronous.

This class explores the basic building blocks of a University budget including the main sources of revenues and the major expenditure categories. We will look at the NYU budget as an example. We will also begin to consider what drives university behavior.

Guest Speaker: Rebecca Brandriff, Vice Dean of Finance and Administration, NYU Steinhardt.

Becky has more than 20 years' experience in university finance and administration including at NYU and Yale. At Steinhardt she oversees approximately \$300 million budget including facilities, IT, and staff.

In advance of class read:

Required. Chapter 2, pp 9-24, "Getting to Know a Higher Education Budget", and Chapter 3, pp.29-34, "Revenue and Costs/Expenditure Structures in Higher Education", in Gabriel R. Serna and Spencer C. Weiler, *Higher Education, Fiscal Administration and Budgeting*, Rowman and Littlefield, 2016.

Required. Review the NYU "Fiscal 2021 Budget" including the "Operating Budget" ("Major Categories of Revenue", "Major Categories of Expense", "Expense By Purpose") and "Capital Budget". Found at: <https://www.nyu.edu/about/news-publications/budget.html>

(14) Thursday October 20. Wow, You're Paying Much More Than Me! Tuition Setting, Institutional Aid and Admissions. Synchronous.

This class will consider how universities decide on their "sticker price" tuition, and the levels of institutional aid or "discount" they give. The complex interrelationships between student admissions and "net tuition" is explored, with special attention to NYU.

Guest Speaker: MJ Knoll-Finn, Senior Vice President for Enrollment Management and Student Success, NYU.

MJ is a national leader in enrollment management with almost 30 years of experience. She is an expert in current trends in higher education and the strategic use of data in enrollment strategy and institutional positioning. At NYU she is responsible for all undergraduate enrollment functions for schools and colleges in New York as well as degree-granting campuses in Abu Dhabi and Shanghai.

In advance of class read:

Required. Chapter 9, pp.137--149, "Subsidies and Tuition Setting" and Chapter 10, pp.150-170, "List Price Tuition and Institutional Grants", in *Why Does College Cost So Much?* Robert B. Archibald and David H. Feldman, Oxford University Press, 2011.

Required. Abigail Johnson Hess, "It Costs \$76,614 to go to NYU – but here's how much students actually pay", CNBC.com, August 2019. [https://www.cnbc.com/2019/08/02/it-costs-76614-to-go-to-nyuheres-how-much-students-actually-pay.html#:~:text=NYU%20estimates%20that%20the%20total,is%20%24127\)%2C%20%242%2C758%20for%20personal](https://www.cnbc.com/2019/08/02/it-costs-76614-to-go-to-nyuheres-how-much-students-actually-pay.html#:~:text=NYU%20estimates%20that%20the%20total,is%20%24127)%2C%20%242%2C758%20for%20personal)

Required. *Reflections on 2020*, NYU Enrollment Management, May 2021, found at: <https://www.nyu.edu/about/leadership-university-administration/office-of-the-president/office-of-the-provost/enrollment-management.html>

Optional. Chapter 4, pp.115-144, "The Cost of Going To College", in P. Cappelli, *Will College Pay Off? A Guide to the Most Important Financial Decision You'll Ever Make*, Public Affairs Books, 2015.

(15) Tuesday October 25. Drowning in Debt! Federal/State Aid and the Student Loan "Crisis". Asynchronous.

This class will look at the various kinds of student financial aid offered by federal and state governments. We will see how aid programs came into existence, and how they have changed over time. We will also consider whether federal and state aid policies have contributed to the rising costs of college. Finally, we will consider the rise in use of student loans over the past few decades and the extent of the current student loan "crisis".

See Brightspace for a range of readings, videos and other activities. Required readings are listed below. You can start this class any time after Thursday October 14 and complete by Tuesday November 9.

Required. Chapter 11, pp.171-184, "Outside Financial Aid", in *Why Does College Cost So Much?* Robert B. Archibald and David H. Feldman, Oxford University Press, 2011.

Required. Chapter 8, pp.143-151, "The Federal Student Assistance Financial Debt Crisis", in *Restoring the Promise: Higher Education in American*, Richard K. Vedder, Independent Institute, 2019. *Note page numbers.*

Required. Donald E. Heller, *Does Federal Financial Aid Drive Up College Prices?* American Council on Education, 2013. <https://www.acenet.edu/Documents/Heller-Monograph.pdf> Read pages 1-2, 14-18

(16) Thursday October 27. Name That Building! University Fundraising and Endowments. Synchronous.

This class will consider other sources of revenue for universities, primarily fundraising. We will look at the mechanics of fundraising and how university endowments work.

Guest Speaker: Jeannine Starr, former Associate Vice President, University Development and Alumni Relations, NYU.

Jeannine has more than 20 years' experience as a fundraiser for non-profits, foundations and universities. At NYU she coordinated – until 2022 - fundraising for multiple schools including CAS, Steinhardt, Tandon and others. She previously was the Assistant Dean of Development at NYU Steinhardt.

In advance of class read:

Required. Chapter 5, pp.113-136, “The Inequality Dividend”, in *Unequal Colleges in the Age of Disparity*, Charles T. Clotfelter, Harvard University Press, 2017.

Required. Chapter 7, pp.123-137, “Why Endowments Don’t Lower the Cost of Tuition”, in *Restoring the Promise: Higher Education in American*, Richard K. Vedder, Independent Institute, 2019.

**(17) Tuesday November 1. We’re Number One! Unhealthy Competition, Rankings and Athletics.
Asynchronous.**

This class will consider other sources of institutional revenue such as athletics, as well as the phenomena of rankings and how they have affected student and university behavior.

See Brightspace for a range of readings, videos and other activities. Required readings are listed below. You can start this class any time after Thursday October 14 and complete by Tuesday November 9.

Required. Robert Morse and Eric Brooks, “How U.S. News Calculated the 2021 Best Colleges Rankings”, September 2020. <https://www.usnews.com/education/best-colleges/articles/how-us-news-calculated-the-rankings#:~:text=U.S.%20News%20measures%20financial%20resources,2018%20and%202019%20fiscal%20years.&text=A%20school's%20academic%20atmosphere%20is%20influenced%20by%20the%20selectivity%20of%20its%20admissions.>

Required. Laurence Peterson, “Is College Football and Expensive Luxury for Many Universities?” James G. Martin Center for Academic Renewal, September 2020. <https://www.jamesgmartin.com/2020/09/is-college-football-an-expensive-luxury-for-many-universities/>

Required. Benjamin Wermund, “How U.S. News college rankings promote economic inequality on campus”, *Politico*, September 10, 2017. <https://www.politico.com/interactives/2017/top-college-rankings-list-2017-us-news-investigation/>

Required. Chapter 2, pp.49-68, “The Rise of the Sorting Machine”, in *The Merit Myth: How Our Colleges Favor the Rich and Divide America*, Anthony P. Carnevale, Peter Schmidt and Jeff Strohl, The New Press, 2020.

Graded Assignments
(See Brightspace for details)

UNIT 4 DISCUSSION FORUM ON STUDENT LOAN CRISIS and UNIT 4 QUIZ must be completed by *Tuesday November 8.*

UNIT 5: INSTITUTIONAL COSTS

Full details of all activities, links to readings/videos/etc. are found on Brightspace.

Asynchronous classes for UNIT 5 can be started any time after *Tuesday November 1* and must be completed by *Tuesday November 29*.

(18) Thursday November 3. Terminally Ill But Always Wanting More? The Cost Disease and Cookie Monster Problems. Asynchronous.

Higher education is a service industry, and not unlike other sectors like health, the opportunities for productivity growth are limited. This has led to what is sometimes called “Baumol’s cost disease”. Additionally, most of the sector is non-profit and some have argued this means there is little or no incentive to control costs (sometimes called “Bowen’s revenue theory of cost”. This class will look at these ideas and how university costs seem to inexorably rise, but “productivity” does not.

See Brightspace for a range of readings, videos and other activities. Required readings are listed below. You can start this class any time after Thursday November 2 and complete by Tuesday November 30.

Required. Chapter 3, pp.35-46, “Higher Education is a Service”, and Chapter 5, pp.70--75, “Cost and Quality in Higher Education”, in *Why Does College Cost So Much?* Robert B. Archibald and David H. Feldman, Oxford University Press, 2011.

Required. “Barriers to Innovation in U.S. Higher Education”, Dominic J. Brewer and William G. Tierney, in *Reinventing Higher Education: The Promise of Innovation*, Harvard Education Press, 2011.

Required. Robert E. Martin, “The Revenue-to-Cost Spiral In Higher Education”, The John William Pope Center for Higher Education Policy, July 2009.

(19) Tuesday November 8. Snowflake Students? Student Services and Luxury Dorms. Synchronous.

The next series of classes deals with some of the cost drivers that underlie a university budget, and have been offered as an explanation for why colleges are forced to raise tuition to cover their rising costs. This class will look at the ways student needs and expectations have changed over time. Increasingly universities provide nice dorms, recreational facilities, mental health and career services, and a slew of other kinds of support for different kinds of students, all of which requires resources.

We will have a breakout session in this class to discuss the requirements and ideas for PAPER 2.

Guest Speaker: Delmy Lendof, Vice President for Student Affairs, Pratt Institute, NY.

Delmy has more than 20 years’ experience in student affairs including as Associate Dean for Student Affairs, NYU Steinhardt, and working in residential life at NYU and Rutgers.

In advance of class read:

Required. Alicia Kruisselbrink Flatt, “A Suffering Generation: Six factors contributing to the student mental health crisis in North American education”, *College Quarterly*, 16(1), 2013.

Required. Kellie Woodhouse, “Lazy Rivers and Student Debt”, *Inside Higher Education*, June 15 2015.

Required. Joe Pinsker, “Why Dorms Are So Nice Now”, *The Atlantic*, August 29, 2019.

<https://www.theatlantic.com/education/archive/2019/08/college-dorms-fancy/597070/>

Required. Stephanie Keaveney, “The Snowflake Generation: Real or Imagined?”, James G. Martin Center for Academic Renewal, December 2016.

**(20) Thursday November 10. Bureaucrats Everywhere!? Administrative Bloat and Regulation.
Asynchronous.**

An easy target to blame for increased college tuition levels is often termed “administrative bloat”, or the growth of middle level “bureaucrats” who don’t teach students. This class will examine whether and why such costs have risen, as well as the regulation of higher education which contributes to this problem.

See Brightspace for a range of readings, videos and other activities. Required readings are listed below. You can start this class any time after Thursday November 2 and complete by Tuesday November 30.

Required. Caroline Simon, “Bureaucrats And Buildings: The Case For Why College Is So Expensive”, *Forbes*, September 5, 2017. <https://www.forbes.com/sites/carolinesimon/2017/09/05/bureaucrats-and-buildings-the-case-for-why-college-is-so-expensive/#316ac13a456a>

Required. Robert Kelchen, “Is Administrative Bloat Really a Big Problem?”, May 10, 2018.

<https://robertkelchen.com/2018/05/10/is-administrative-bloat-a-problem/>

Required. Monique Rinere, “Why is College so Expensive? Is it Really Administrative Bloat? Yes, and at Least Some of it is Justifiable.” May 2019. <https://www.moniquerinere.com/why-is-college-so-expensive-is-it-really-administrative-bloat-yes-in-part/>

Required. Chapter 9, pp.169-187, “Universities’ Spending Perversities”, and Chapter 10, pp.189-197, “Nonacademic Activities and Rip-Offs”, in *Restoring the Promise: Higher Education in America*, Richard K. Vedder, Independent Institute, 2019. *Note page numbers.*

(21) Tuesday November 15 Do We Really Need Students? The Research Machine. Synchronous.

Elite universities are often judged by how much research they do – indeed research is touted as the *primary* mission even above teaching. As competitive pressures drive institutions towards more research, and seeking external funding for it, costs rise. We will look at this phenomenon and how “funded” research rarely implies full funding, meaning students effectively must subsidize the costs of research, be that good or bad.

Guest Speaker: Elise Cappella, Vice Dean for Research and Professor of Applied Psychology, NYU Steinhardt and Nancy Daneau, Associate Vice Provost for Research, NYU.

Elise's research focuses on understanding and promoting social-emotional and academic learning and behavioral and mental health among students in pre-k to 8th grade. Prior to overseeing all of NYU Steinhardt's research activities in the Dean's office, she served as the Director of one of NYU's largest cross-school research centers, the Institute of Human Development and Social Change (IHDSC).

In advance of class read:

Required. Ronald G. Ehrenberg, "Is the Golden Age of the Private Research University Over?", *Change*, May 29, 2013.

Required. Chapter 13, pp.236-251, "The Conundrum of Research", in *Restoring the Promise: Higher Education in America*, Richard K. Vedder, Independent Institute, 2019.

Optional. Chapter Five, pp.110-154, "Graduate Education and Research: Interdependence and Strain", by Patricia J. Gumpert, in *American Higher Education in the Twenty-First Century: Social, Political and Economic Challenges*, Michael N. Bastedo, Philip G. Altbach and Patricia J. Gumpert (editors), Johns Hopkins University Press, 2016, 4th edition.

Optional. Chapter 2, pp.31-58, "The Organization of Research Universities", in *Research Universities and The Public Good: Discovery for an Uncertain Future*, Jason Owen-Smith, Stanford University Press, 2018.

(22) Thursday November 17. Lazy Professors? Faculty Productivity and University Governance.
Synchronous.

This class looks at faculty salaries, workload and "productivity". We will delineate types of faculty and faculty roles, and consider how competitive pressure drives up costs. We will also examine the phenomenon of faculty governance and how it helps or hinders the ability of universities to change.

Guest Speaker: Charlton McIlwain, Vice Provost for Faculty Engagement and Development and Professor of Media, Culture and Communications, NYU.

Charlton advances NYU's academic excellence by supporting faculty recruitment, retention, and career advancement. His scholarly work focuses on the intersections of race, digital media, and racial justice activism. Before his current role he was Associate Dean for Faculty Development and Diversity at NYU Steinhardt.

In advance of class read:

Required. Chapter 4, pp.84-109, "Harsh Realities: The Professoriate in the Twenty-First Century", by Philip G. Altbach in *American Higher Education in the Twenty-First Century: Social, Political and Economic*

Challenges, 4th edition, Michael N. Bastedo, Philip G. Altbach and Patricia J. Gumpert (editors), Johns Hopkins University Press, 2016.

Required. Chapter 3, pp.53-63, “Students Aren’t Learning Critical Knowledge and Employable Skills”, in *Restoring the Promise: Higher Education in American*, Richard K. Vedder, Independent Institute, 2019.

Optional. Genevieve G. Shaker and William M. Plater, *The Public Good, Productivity and Faculty Work: Individual Effort and Social Value*, TIAA Institute, 2017.

https://www.tiaainstitute.org/sites/default/files/presentations/2017-02/institute_series_public_good_productivity_and_faculty_work.pdf

Optional. Alex Tabarrok, “Rising Education Costs Stem Primarily from More Teachers and Bigger Salaries, Not Administrative Bloat”, Foundation for Economic Education, May 30, 2019. <https://fee.org/articles/rising-education-costs-stem-primarily-from-more-teachers-and-bigger-salaries-not-administrative-bloat/>

Graded Assignments
(See Brightspace for details)

UNIT 5 DISCUSSION FORUM ON UNIVERSITY BUREAUCRACY and UNIT 5 QUIZ must be completed by *Tuesday November 29*.

UNIT 6: SOLVING THE PROBLEM

Full details of all activities, links to readings/videos/etc. are found on Brightspace.

Asynchronous classes for UNIT 6 can be started any time after *Thursday November 17* and must be completed by *Tuesday December 13*.

(23) Tuesday November 22. Let's Make Lots Of Money! Can For-Profits Help Solve The Cost Problem?

Asynchronous.

This class will look at the for-profit higher education sector – its rapid growth and recent collapse. Are there policies that can help increase competition as a way to slow rising tuition such as weakening accreditation and regulation, or would that backfire?

See Brightspace for a range of readings, videos and other activities. Required readings are listed below. You can start this class any time after Thursday November 18 and complete by Tuesday December 14.

Required. Demming, D. C Goldin and L. Katz, “The For-Profit Postsecondary School Sector: Nimble Critters or Agile Predators?”, *Journal of Economic Perspectives*, 26(1) pp.139-164. Reprinted as Chapter 2, pp.45-64, in *Economics and Finance of Higher Education*, John C. Weldman (editor), Pearson, 2014.

Required. Sarah Butrymowicz and Meredith Kolodner, “For-Profit Colleges, Long Troubled, See Surge Amid Pandemic”, *New York Times*, June 17 2020.

Required. Alia Wong, “The Downfall of For Profit Colleges”, *The Atlantic*, February 23, 2015.

Thursday November 24 – University Holiday (Happy Thanksgiving!)

(24) Tuesday November 29. Let's Cut Costs! Institutional Efforts to Slow Tuition Growth. Synchronous.

This class will look at ways universities have tried to cut costs, including NYU's recent focus on “affordability”.

Guest Speaker: Martin Dorph, Executive Vice President, NYU.

Marty is responsible for NYU's administrative and business operations including finance and planning, information technology, capital projects and facilities, human resources and public safety. He has more than 40 years' experience in University administration including at Temple and NYU.

In advance of class read:

Required. “A Presidential Commitment to Affordability.” NYU President's Office, December 9 2019.

Required. Shawn Hubler, “Colleges Slash Budgets in the Pandemic, With “Nothing Off-Limits”, *New York Times*, October 26 2020.

Required. Jenna Robinson and Stephanie Keaveney, “Cutting Costs Is Possible. These Schools Did It”. James G. Martin Center for Academic Renewal, February 5 2016.

Optional. Andre Dua et al., “Reimagining higher education in the United States”, McKinsey and Company, October 26, 2020. <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/reimagining-higher-education-in-the-united-states#>

(25) Thursday December 1. Government Please Help Us! Public Policy Options. Asynchronous.

This class will look at the various proposed public policy solutions such as reforming federal financial aid.

See Brightspace for a range of readings, videos and other activities. Required readings are listed below. You can start this class any time after Thursday November 18 and complete by Tuesday December 14.

Required. Chapter 13, pp. 201-13, “Federal Policy and College Tuition”, in *Why Does College Cost So Much?* Robert B. Archibald and David H. Feldman, Oxford University Press, 2011.

Required. Chapter 18, pp.319-332, “The Failure of Government Higher Education Policy”, in *Restoring the Promise: Higher Education in American*, Richard K. Vedder, Independent Institute, 2019.

Required. Sandy Baum, Douglas Harris, Andrew Kelly and Ted Mitchell, “A Principled Federal Role in Higher Education”, Urban Institute, September 2017.

(26) Tuesday December 6. Let’s Go Online! Technology as a Solution. Synchronous.

Technology – be it in the classroom or in the “back office” – is often posited as a panacea for ameliorating rising costs. In this class we will consider the possibilities and realities of technology in helping reduce cost and/or improve quality.

Guest Speaker: Clay Shirky, Vice Provost for Educational Technologies and Associate Professor at the Arthur L. Carter Center of Journalism and Associate Arts Professor in Tisch, NYU.

Clay designs, develops, and enhances all academic aspects of technology-based teaching and learning at NYU. He previously was Chief Information Officer at NYU Shanghai. Clay’s scholarship focuses on the social and economic impact of internet technologies.

In advance of class read:

Required. Clay Shirky, “Inexpensive Online Degrees”, https://docs.google.com/document/d/e/2PACX-1vT2krnsSIYHR1qFlzu9d58wlbTsWxPK38PKqCX0fugR61iKuKgalsa36rc-wChDzZ3OpnCz93ihkPd1/pub?urp=gmail_link

Required. Chapter 15, pp.432-461, “Technology: The Solution to Higher Education’s Pressing Problems?” by Laura W. Perna and Roman Ruiz, in *American Higher Education in the Twenty-First Century: Social, Political and Economic Challenges*, Michael N. Bastedo, Philip G. Altbach and Patricia J. Gumpert (editors), Johns Hopkins University Press, 2016, 4th edition.

(27) Thursday December 8. Let’s Just Make It FREE! Synchronous.

Building on class (11) and class (25), we consider whether the societal benefits of encouraging higher education, should lead us to “free college” as a public policy option. We will look at some recent proposals and their pros and cons.

In advance of class read:

Required. Chapter 10, pp.233-258, “Making College Affordable”, in *Paying The Price: College Costs, Financial Aid and The Betrayal of the American Dream*, Sara Goldrick-Rab, University of Chicago Press, 2016.

Required. Adam Harris, “America Wakes Up from its Dream of Free College”, *The Atlantic*, September 11, 2008. <https://www.theatlantic.com/education/archive/2018/09/where-did-americas-dream-of-free-college-go/569770>

Required. Beth Akers, “Don’t Ruin College By Making it Free”, *Education Next*, March 9, 2020. <https://www.educationnext.org/dont-ruin-college-by-making-it-free-threats-quality-innovation/>

Optional. *Free for All? Investigating Who Would Get Free College*, Urban Institute, February 20, 2020. <https://apps.urban.org/features/free-college/>

Optional. Claudia Goldin, “The Human Capital Century: Has U.S. Leadership Come to an End?”, *Education Next*, 3(1), July 2006. <https://www.educationnext.org/the-human-capital-century/>

(28) Tuesday December 13. So...Why DOES College Cost So Much? Synchronous.

In advance of class: **complete the course evaluation** on Albert. It provides critical feedback on ways to improve the course for future students. Thank you!

In this final class we will wrap things up and see if we can actually answer the question posed at the start of the course. We will also complete course evaluations and say “goodbye”.

Graded Assignments
(See Brightspace for details)

PAPER 2 is due *Tuesday December 13*.



GRADED ASSIGNMENTS

Grades for the course are based on the following:

1. Attendance and participation in synchronous classes and **completion of all asynchronous classes**. 60% of total grade based on ATTENDANCE (10%), five QUIZZES (35%) and four DISCUSSION FORUMS (15%) (details below);

2. Written Work. 40% of total grade based on two short PAPERS described below (details below).

Letter grades will be assigned based on the following fixed scale.

| Grade | Scale | Grade | Scale |
|-------|-----------|-------|-----------|
| A | 94 - 100 | C | 73 - 76.9 |
| A- | 90 - 93.9 | C- | 70 - 72.9 |
| B+ | 87 - 89.9 | D+ | 67 - 69.9 |
| B | 83 - 86.9 | D | 63 - 66.9 |
| B- | 80 - 82.9 | F | Below 63 |
| C+ | 77 - 79.9 | | |

Attendance and participation in synchronous classes. Attendance and participation in synchronous classes (both all student and CA-GROUP breakouts) are worth 10% of your grade, and is awarded by your CA. ATTENDANCE is tracked automatically through Zoom and will be *checked randomly five times throughout the semester*. **Each unexcused absence will result in a 2-point deduction from your final grade.** If you need to miss a class, you *must* contact your CA before the session begins.

Please turn your camera on if you are able. Mutual respect, considerate and thoughtful interactions with your peers and your instructor, preparation, attendance and participation are expected of all students. We will try to establish an intellectual community where every student's voice and experiences are welcomed. Students are expected to complete all of the assigned readings/activities before class and arrive prepared for class discussions.

Completion of all asynchronous classes is required by the stated completion date. We will track completion on Brightspace.

There are five QUIZZES, one for each of the first five Units of the course. Each QUIZ is worth 7% of your grade (5 x 7 = 35% of the total grade) and has a minimum of 10 questions. The QUIZZES are designed to be straightforward, but *you will need to have carefully done the readings for (and attended) the synchronous classes, and reviewed all the asynchronous material* to be able to answer all the questions. You can attempt the quiz multiple times (up to 10 times); the quiz does not have an enforced time limit. Individual feedback is **not** provided, but all the answers are found in the asynchronous materials online or covered in the synchronous classes. Use Google Chrome to take the quizzes. *Do not open multiple browser windows or the QUIZ may not grade properly. QUIZZES must be completed by the dates shown below (generally one week after a UNIT has finished) after which time they will no longer be available.*

| QUIZ | Complete By (Midnight Eastern Time) |
|-------------|--|
| UNIT 1 QUIZ | <i>Tuesday September 20</i> |
| UNIT 2 QUIZ | <i>Tuesday October 4</i> |
| UNIT 3 QUIZ | <i>Thursday October 20</i> |
| UNIT 4 QUIZ | <i>Tuesday November 8</i> |
| UNIT 5 QUIZ | <i>Tuesday November 29</i> |

There are four DISCUSSION FORUMS. Each DISCUSSION FORUM is worth 3.5% of your grade (4 x 3.5 = 15% of the total grade). You will get full credit for posting *at least a paragraph* (minimum four sentences) in each forum, either as a new thread, or replying to an existing thread. You must post to the DISCUSSION FORUM by the date below to receive credit. Points will be deducted for posts that are not responsive to the question posed (-1), are overly short (-1), or are late (-1).

| DISCUSSION FORUM | Complete By (Midnight Eastern Time) |
|--|--|
| UNIT 1 DISCUSSION FORUM ON U.S. HIGHER EDUCATION | <i>Tuesday September 20</i> |
| UNIT 3 DISCUSSION FORUM ON THE GOVERNMENT ROLE IN HIGHER EDUCATION | <i>Thursday October 20</i> |
| UNIT 4 DISCUSSION FORUM ON THE STUDENT LOAN CRISIS | <i>Tuesday November 8</i> |
| UNIT 5 DISCUSSION FORUM ON UNIVERSITY BUREAUCRACY | <i>Tuesday November 29</i> |

2. Written Work

There are two short PAPERS worth 40% of your Total Grade. ***Please read the detailed instructions for each PAPER carefully.***

| PAPER | QUESTION | DUE DATE (Midnight Eastern Time) |
|---------------------------------|---|---|
| PAPER 1 (15% of Total Grade) | How And Why Did You Choose NYU? Data Driven Reflection On Your College Decision Making | <i>Thursday October 13</i> |
| PAPER 2 (25% of Total Grade) | How Can We Solve the College Cost Problem? An Examination of <u>One</u> Approach | <i>Tuesday December 13</i> |

PAPER 1
How And Why Did You Choose NYU?
Data Driven Reflection On Your College Decision Making
(4-5 pages)
Please follow the detailed instructions carefully.

PAPER 1 is a *personal reflection paper* on how you chose to apply to and attend NYU, grounded within the concepts and context covered in Class (1) – (10). The PAPER should:

- (i) Outline your motivation and thought process on choosing to attend college (e.g. When and why did you decide? What information went into the decision and where did you get it from? Parents, friends, campus visits?);
- (ii) Include a table of NYU plus at least four other colleges or universities with five characteristics (for example, size, regional/country location, urban/rural, *U.S. News and World Report* or other ranking, tuition, selectivity, graduation rates, facilities, availability or reputation of specific majors, distance from home, etc.) that were important in your choice and explain why you chose these characteristics;
- (iii) Did you choose your likely major first, or your type of college? How much did you know about potential earnings or other rewards of certain majors?
- (iv) Discuss how and why (or why not) tuition (sticker price), likely financial aid, likely loan debt and likely employment outcomes after graduation affected your final decision;
- (v) Why you ultimately decide to attend NYU and trade-offs did you make?

Be sure to include references to some of the key concepts covered in Class (1) – (10) such as human capital, rate of return to education, labor market trends, etc. using the readings/materials from synchronous and asynchronous classes. Do not simply *describe* the process but present an analysis of your process embedded within the materials used for the course. (Note for this assignment, you are not obligated to reveal any information you might regard as sensitive, e.g. whether a college rejected your application, or your family's financial status.)

We will discuss PAPER 1 in Class (5). You are welcome to submit an **outline** of your PAPER to **your CA** but can do so only once and must do so at least 72 hours prior to the PAPER deadline to receive feedback.

Submit the paper on Brightspace, typed, double-spaced, in 12-point font, in .doc or .docx format (not .rtf or PDF) and formatted according to the *APA Manual*, 7th Edition, by Thursday October 13 midnight Eastern time. Remember that both the content and the quality of your writing will be assessed. Written assignments should show: (a) Understanding and use of relevant readings, (b) Scholarly use and citation of theoretical and methodological literature, (c) Critical engagement with the idea presented, (d) Clear organization and structure and (e) Fluent and accurate writing.

PAPER 2
How Can We Solve the College Cost Problem?
An Examination of One Approach
(5-10 pages)
Please follow the detailed instructions carefully.

PAPER 2 is a research paper that explores in more depth one particular aspect of the college cost problem, and a potential solution, that is of interest to you. The PAPER should:

- (i) Identify one particular aspect of the college cost problem and explain why it is important in the bigger context of the overall question (e.g. labor market shifts, student recreational facilities or services, student financial aid, loan debt, faculty workload, faculty salaries, research infrastructure, bureaucracy, rankings, etc.);
- (ii) Identify possible ways (if any) to fix your chosen aspect of the college cost problem. You can include specific examples of proposals, implemented institutional changes, lessons learned from other countries, as well as conceptual rationales for the approach selected.

A good paper makes a clear argument, based on specific evidence. Try to pick a *narrow* topic that interests you. Do not attempt to answer the question in general, expansive terms and do not simply reproduce the readings or class discussions.

Be sure to include references to some of the key concepts covered in the course. You must include multiple citations to both materials used in the course and relevant additional sources you find that are not part of the course.

We will discuss PAPER 2 in Class (19). You are welcome to submit an **outline** of your PAPER to **your CA** but can do so only once and must do so at least 72 hours prior to the PAPER deadline to receive feedback.

Submit the paper on Brightspace, typed, double-spaced, in 12-point font, in .doc or .docx format (not .rtf or PDF) and formatted according to the *APA Manual*, 7th Edition, by Tuesday December 13 midnight Eastern time.

Remember that both the content and the quality of your writing will be assessed. Written assignments should show: (a) Understanding and use of relevant readings, (b) Scholarly use and citation of theoretical and methodological literature, (c) Critical engagement with the idea presented, (d) Clear organization and structure and (e) Fluent and accurate writing.

Each PAPER is graded with a numerical score (using one decimal point) that reflect the following letter grade:

A-/A These are exceptionally good papers that demonstrate substantial effort and achievement in critical thinking and scholarship. They demonstrate a high level of analysis and offer a consistent point of view with appropriate examples. In papers receiving these score, previous scholarship is consistently acknowledged, organization is sound, writing is clear, polished and free of grammatical errors.

B/B+ These are very good papers. Papers at this level offer a clear point of view and a fairly consistent argument. They are thoughtful, logical, and well-organized responses to the assignment that demonstrate critical thinking. Minor grammatical and editorial errors may be present, but do not impede clarity in the paper.

C+/B- These are average papers that demonstrate some success in analysis, critical thinking, and the use of sources in response to the assignment. However, weakness in formulating and supporting an argument, in structure and organization, and significant grammatical errors impede the reader's understanding of the author's intention.

C-/C These papers adhere only minimally to the general guidelines of the assignment in terms of subject addressed, page length, and formatting. Written work receiving this score may be a simple restatement of fact or existing scholarship, contain obviously contradictory points of view and contain serious organizational and grammatical errors.

D+/D/F The failing score is given for required work that is not submitted, or for incomplete assignments.

STATEMENT ON ACADEMIC INTEGRITY

"Your degree should represent genuine learning"

The relationship between students and faculty is the keystone of the educational experience in The Steinhardt School of Culture, Education, and Human Development at New York University. This relationship takes an honor code for granted. Mutual trust, respect and responsibility are foundational requirements. Thus, how you learn is as important as what you learn. A university education aims not only to produce high quality scholars, but to also cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do; from taking exams, making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you:

1. Cheat on an exam;
2. Submit the same work for two different courses without prior permission from your professors;
3. Receive help on a take-home examination that calls for independent work;
4. Plagiarize.

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning and discovering knowledge, plagiarism cannot be tolerated. Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score and/or other materials, which are not your original work.

You plagiarize when, without proper attribution, you do any of the following:

- Copy verbatim from a book, an article or other media;

- Report from other's oral work;
- Paraphrase or restate someone else's facts, analysis and/or conclusions;
- Copy directly from a classmate or allow a classmate to copy from you.

Consult the American Psychological Association (APA) guidelines for accepted forms of documentation, including information on using electronic sources. When in doubt about whether your acknowledgment is proper and adequate, consult your instructor. The obligation to demonstrate that work is your own rests with you, the student. You are responsible for providing sources, copies of your work, or verification of the date work was completed.

For a very helpful self-test on what constitutes plagiarism, please visit <http://www.indiana.edu/~istd/practice.html>

DISCIPLINARY SANCTIONS

When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action may be taken following the department procedure or through referral to the Committee on Student Discipline.

Please be sure to read the whole Statement: http://steinhardt.nyu.edu/policies/academic_integrity

NYU MOSES CENTER FOR STUDENT ACCESSIBILITY

Any student attending NYU who needs an accommodation due to chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with NYU's Moses Center for Student Accessibility. The Center provides comprehensive services and programs for NYU undergraduate and graduate students with hearing and visual impairments, mobility impairments, learning disabilities and attention deficit disorders, chronic illnesses, and psychological impairments. The Moses Center functions to determine qualified disability status and to assist students in obtaining appropriate accommodations and services. Services provided are designed to encourage independence and self-advocacy, backed by a comprehensive system of support.

The Center is located at 726 Broadway, 2nd Floor, New York, New York 10003.

Phone and TTY: 212-998-4980; Fax: 212-995-4114;

<https://www.nyu.edu/students/communities-and-groups/student-accessibility.html>

NYU and NYU STEINHARDT POLICIES

NYU Steinhardt's Grading Policies

http://steinhardt.nyu.edu/registration/standards#grading_policies

Statement on Academic Integrity:

http://steinhardt.nyu.edu/policies/academic_integrity

Policy on Religious Holiday Observance:

<http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html>

Student Complaint Procedure:

http://steinhardt.nyu.edu/scmsAdmin/media/users/student_affairs/Steinhardt_Student_Guide_2013.pdf