

**Is College Worth It? Student Debt and Student Gain (2176)  
Fall Semester 2017**

**Professor Josh Klugman**

**Class Meeting Time:**

**MWF 1:00 – 1:50 pm**

**Class Location: Anderson Hall 006**

**Office Location: Gladfelter 763**

(when you step off the elevators and are facing the glass office, turn right and my office is seven doors on the left)

**Office Phone: Office Phone: 215-204-1452**

**Office Hours: MW 10:30-11:30 F 2-3**

**E-mail: [klugman@temple.edu](mailto:klugman@temple.edu)**

### **Course Description**

This course offers a sociological take on the costs and benefits of colleges. The first three quarters are about the college experience and how it affects students and alumni. We will look at what students get out of college in terms of learning, careers, extra-curricular activities, and socializing. We will look at the current state of research on whether or not the financial benefits of college are worth the costs. In the remaining time we will look at what students get out of different kinds of colleges (for-profit schools, selective colleges, and graduate schools), and the relationship between higher education and society.

### **Course Materials**

Two books are required for this course:

Armstrong, Elizabeth A., and Laura T. Hamilton. 2013. *Paying for the Party: How College Maintains Inequality*. Cambridge, MA: Harvard University Press.

Goldrick-Rab, Sara. 2016. *Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream*. Chicago, IL: University of Chicago Press.

### **Requirements**

*Position Paper*. Students will write a paper on a topic of their choosing, related to higher education. Students will stake out their own position and draw on course readings and five to seven outside scholarly readings. This paper should be 5-7 pages in length, 1 inch margins, in 12 pt. font.

There are a few intermediate products you will be turning in to help you build up your position paper:

*Paper Topic* (1-2 sentences)

*Thesis Statement and **four** Paper Sources* (a page). This will be your working thesis statement and argument. You will list **four** sources in ASA citation format with a paragraph summary explaining what the source contributes to your paper.

*Outline/Rough Draft* (1 page). You will hand in an outline of your paper. You will lay out your argument, and the major sections of your paper. You can go beyond this and give me a rough draft, but this is optional.

*Exams*—We will have an essay-and-short-answer midterm and final. The final will cover the whole semester but focus on the later half.

*Reaction Papers.* Students will write three reaction papers to the readings throughout the semester. Students should stake out a position and support it using evidence from the readings. These should be around 3 pages in length, with 1 inch margins and 12 pt. font. They must be turned in BEFORE we talk about the specific reading you address in your reaction paper. I do not accept late reaction papers.

*Quizzes.* Throughout the semester, I will give quizzes covering the readings as well as what was covered in prior lectures. Your quiz grade will be based on the best 80% of your quizzes.

*Attendance*—Students should come to class and they should bring the reading with them. Starting the second week of the semester, student attendance will be noted for each class. Students have two “free” absences. Starting with the third absence, students will receive .125 points  $((1/40)*5)$  off their final semester grade for every additional absence.

*In-Class Technology*--It is hard to imagine life without laptops and cell phones. While these devices can be excellent for finding, sharing, or storing information, they can also be distractions. For this reason, during class lectures and discussions all electronic devices should be turned off. EXCEPTION: You have a disability and I have personally exempted you from this policy OR we are doing in-class group discussions and you have stored the reading on your device. Otherwise, if I notice you using a device you will be counted as absent for that day.

*Final Grade Breakdown*

Position Paper	20%
Topic	1%
Thesis Statement	3%
Outline	3%
Reaction Papers (best 3 out of 4)	18%
Midterm	20%
Final	20%
Quizzes (based on best 80%)	10%
Attendance	5%

*Grade Cutoffs*

A	97 - 100	C	73 – 76.99
A-	90 – 96.99	C-	70 – 72.99
B+	87 – 89.99	D+	67 – 69.99
B	83 – 86.99	D	63 – 66.99
B-	80 – 82.99	D-	60 – 62.99
C+	77 – 79.99	F	<60.00

*Computing*—I may have to make special announcements outside of normal class hours via e-mail or Blackboard, so I strongly suggest you check Blackboard and your e-mail account daily.

*Communications Policy*—I will not answer general questions about course policies or content over e-mail. Such questions should be posted to the discussion board on Blackboard. Only questions specific to yourself (such as concerns about your grade or your service learning placement) will be answered via e-mail.

Course Schedule (subject to change as we progress through the semester):

Week	Days	2176 Topics / Readings
1	8/28-9/1	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Newman, Katherine, &amp; Hella Winston. 2016. "The Limits of the 'College Solution'". Pp. 13-27 in <i>Reskilling America; Learning to Labor in the Twenty-First Century</i>. New York: Metropolitan Books.</li> </ul>
2	9/4-9/8	<p><b>PAPER TOPIC DUE FRIDAY, 9/8</b></p> <p><b>The Relationship Between School and Work</b></p> <ul style="list-style-type: none"> <li>Cappelli, Peter. 2015. "Why Do People With More Education Get Better Jobs? The Link Between Education and a Good Job." Pp. 5-46 in <i>Will College Pay Off? A Guide to the Most Important Financial Decision You'll Ever Make</i>. New York: PublicAffairs.</li> </ul>
3	9/11-9/15	<p><b>REACTION PAPER 1 DUE MONDAY 9/11</b></p> <p><b>Theory: Social and Cultural Capital</b></p> <ul style="list-style-type: none"> <li>McCabe, Janice. 2016. "Friends With Academic Benefits." <i>Contexts</i> 15(3):22-29. <a href="http://dx.doi.org/10.1177/1536504216662237">http://dx.doi.org/10.1177/1536504216662237</a></li> <li>Thiele, Megan. 2016. "Resource or Obstacle?: Classed Reports of Student-Faculty Relations." <i>The Sociological Quarterly</i> 57(2): 333-355. <a href="http://dx.doi.org/10.1111/tsq.12117">http://dx.doi.org/10.1111/tsq.12117</a></li> </ul>
4	9/18-9/22	<p><b>Methods: Making Comparisons</b></p> <ul style="list-style-type: none"> <li>Attewell, Paul, and David E. Lavin. 2007. "Mass Higher Education and Its Critics." Pp. 154-184 in <i>Passing the Torch: Does Higher Education for the Disadvantaged Pay Off Across the Generations?</i> New York: Russell Sage Foundation.</li> <li>Wheelan, Charles. 2013. "Program Evaluation: Will Going to Harvard Change Your Life?" Pp. 225-240 in <i>Naked Statistics: Stripping the Dread From The Data</i>. New York: W.W. Norton.</li> </ul>
5	9/25-9/29	<p><b>Financial Aid</b></p> <ul style="list-style-type: none"> <li>Goldrick-Rab 1-82, 265-276</li> </ul>
6	10/2-10/6	<p><b>MIDTERM MONDAY 10/2</b></p> <p><b>Inequalities in Getting In and Getting Through College</b></p> <ul style="list-style-type: none"> <li>Goldrick-Rab 83-192</li> </ul>
7	10/09-10/13	<p><b>REACTION PAPER 2 DUE MONDAY 10/9</b></p> <p><b>Paying the Price</b></p> <ul style="list-style-type: none"> <li>Finish Goldrick-Rab 192-260</li> </ul>
8	10/16-10/20	<p><b>THESIS STATEMENT AND SOURCES DUE FRIDAY 10/20</b></p> <p><b>Be prepared to discuss your thesis with the class.</b></p> <p><b>Political Economy of Public Education: Rising Spending and Decling State Support</b></p> <ul style="list-style-type: none"> <li>Armstrong &amp; Hamilton 1-93</li> </ul>
9	10/23-10/27	<p><b>Gender, Class, and Higher Education</b></p> <ul style="list-style-type: none"> <li>Finish Armstrong &amp; Hamilton 94-179</li> </ul>
10	10/30-11/3	<p><b>REACTION PAPER 3 DUE MONDAY 10/30</b></p> <p><b>Paying For the Party</b></p> <ul style="list-style-type: none"> <li>Armstrong &amp; Hamilton 180-254</li> </ul>
11	11/6-11/10	<p><b>Education and Race / Ethnicity</b></p> <ul style="list-style-type: none"> <li>Wilkins, Amy C. 2014. "Race, Age, and Identity Transformations in the Transition From High School to College for Black and First-Generation White Men." <i>Sociology of Education</i> 87(3): 171-187. <a href="http://dx.doi.org/10.1177/0038040714537901">http://dx.doi.org/10.1177/0038040714537901</a></li> </ul> <p><b>Finding a Job</b></p> <ul style="list-style-type: none"> <li>Arum, Richard, and Josipa Roksa. "Making It in the Labor Market." Pp. 53-82 in <i>Aspiring Adults Adrift: Tentative Transitions of College Graduates</i>. Chicago, IL: University of Chicago Press.</li> </ul>

12	11/13-11/17	<p><b>Is College Worth It?</b></p> <ul style="list-style-type: none"> <li>• Cappelli, Peter. 2015. "Does College Pay Off? It Depends" Pp. 89-114 in <i>Will College Pay Off?</i></li> </ul> <p><b>For-Profit Colleges</b></p> <ul style="list-style-type: none"> <li>• Cottom, Tressie McMillan. 2017. "Credentials, Jobs, and the New Economy." Pp. 157-178 in <i>Lower Ed: The Troubling Rise of For-Profit Colleges in the New Economy</i>. New York: New Press.</li> </ul>
13	11/27-12/1	<p><b>OUTLINE / ROUGH DRAFT DUE FRIDAY 12/1</b></p> <p><b>Selective Colleges</b></p> <ul style="list-style-type: none"> <li>• Rivera, Lauren A. 2011. "Ivies, Extracurriculars, and Exclusion: Elite Employers' Use of Educational Credentials." <i>Research in Social Stratification and Mobility</i> 29(1): 71-90. <a href="http://dx.doi.org/10.1016/j.rssm.2010.12.001">http://dx.doi.org/10.1016/j.rssm.2010.12.001</a></li> </ul> <p><b>Graduate School</b></p> <ul style="list-style-type: none"> <li>• Mullen, Ann L., Kimberly A. Goyette, and Joseph A. Soares. 2003. "Who Goes to Graduate School? Social and Academic Correlates of Educational Continuation After College." <i>Sociology of Education</i> 76(2): 143-169. <a href="http://dx.doi.org/10.2307/3090274">http:// dx.doi.org/10.2307/3090274</a></li> </ul>
14	12/4-12/8	<p><b>REACTION PAPER 4 DUE</b></p> <p><b>Higher Education and Society</b></p> <ul style="list-style-type: none"> <li>• Baker, Peter. 2014. "Minds, Politics, and Gods in the Schooled Society: Consequences of the Education Revolution." <i>Comparative Education Review</i> 58(1): 6-23. <a href="http://dx.doi.org/10.1086/673973">http://dx.doi.org/10.1086/673973</a></li> <li>• Brown, Philip, Hugh Lauder, and David Ashton. 2011. "A New Opportunity." Pp. 147-164 in <i>The Global Auction: The Broken Promises of Education, Jobs, and Incomes</i>. Oxford, UK: Oxford University Press.</li> </ul>
15	12/11	<p><b>FINAL PAPER DUE MONDAY 12/11</b></p> <p><b>Catch-Up</b></p>
16	12/15	<p><b>FINAL EXAM FRIDAY 10:30-12:30 in AH006.</b></p>

**Disability Statement:** This course is open to all students who met the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 to coordinate reasonable accommodations for students with documented disabilities.

**Statement on Academic Freedom:** Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: <http://policies.temple.edu/PDF/99.pdf>.

**Policy on Academic Honesty:** The section in italics is quoted verbatim from the Temple University Bulletin for 2017-2018.

*Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Essential to intellectual growth and the university's core educational mission is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect.*

*Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, another person's assistance. Normally, all work done for courses -- papers, examinations, homework exercises,*

*laboratory reports, oral presentations -- is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media -- these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism.*

*Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person.*

*Refer to the Student Conduct Code (policy # 03.70.12) for more specific definitions of cheating and plagiarism.*

*The penalty for academic dishonesty can vary from receiving a reprimand and a failing grade for a particular assignment, to a failing grade in the course, to suspension or expulsion from the university. The penalty varies with the nature of the offense, the individual instructor, the department, and the school or college.*

*Students who believe that they have been unfairly accused may appeal through the school or college's academic grievance procedure. For more information see Grievances.*