



# *The Hebrew University of Jerusalem*

## *Syllabus*

### *Higher Education and Academia: A Sociological Perspective - 53702*

*Last update 20-07-2017*

*HU Credits: 2*

*Degree/Cycle: 1st degree (Bachelor)*

*Responsible Department: sociology & anthropology*

*Academic year: 0*

*Semester: 2nd Semester*

*Teaching Languages: Hebrew*

*Campus: Mt. Scopus*

*Course/Module Coordinator: Prof Gili S Drori*

*Coordinator Email: [gili.drori@mail.huji.ac.il](mailto:gili.drori@mail.huji.ac.il)*

*Coordinator Office Hours: Tuesday 11:00-12:00*

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Teaching Staff:

Prof Gili S Drori

Course/Module description:

Higher education, academia and science are acknowledged as the foundations of the innovation and knowledge economy, which won Israel the recognition as “start-up nation.” The success of Israel’s knowledge and innovation economy highlights Israel’s uniqueness, due to the founding of its education and science institutions prior to the founding of The State of Israel, due to its strong ties with the military and security apparatus, due to its reliance on the Israeli and Jewish diaspora and alike characteristic. Still, global comparative look at such characteristics and patterns reveals that Israeli higher education and academia face similar challenges to those globalization-driven trends experienced in other countries. Among them rapid expansion of the higher education system, fierce competition among institutions, high mobility of faculty, students and funding, valorization of advanced education and training as necessities for social progress and individual success, and the high costs of advanced science and education which burdens policy-making.

This course brings a historic review of changes to the systems of higher education and academia, in Israel and other countries and regions, by combining conceptual perspectives with the application of such theories towards analysis of phenomena related to the governance, management and policy-making of higher education and academia. Class discussions will integrate thorough reading of classic scholarship on such matters and contemporary empirical analysis of characteristics and patterns, also globally. We shall also combine conceptual discussions with close examination of empirical research. These will touch upon a range of specific issues, such as inequality in access to, and success emergent from, higher education; academic organizational culture; structural features of the higher education, academic and science systems; global impact on national policy-making; etc.

Course/Module aims:

Course is intended to introduce the field of study of higher education and academia/ Among the issues reviewed and discussed will be: the complexity of the governance and management of higher education and academia, in Israel and other countries; governance formats and policy designs; inequality in access to, and success emergent from, higher education; relations between academia and industry, military, education and other national sectors. With such “tools” students are expected to be able to analyze features and patterns related to higher education and academic systems, in Israel and globally, and to place such analysis within the theoretical and research contexts.

Learning outcomes - On successful completion of this module, students should be

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able to:

- To understand the complexity of the governance system of higher education and academia; to place such patterns within their global context
- To learn conceptual and theoretical approaches applicable to the governance, management and policy-making of higher education and academia; to learn current empirical research on these matters
- To analyze (summarize, assess and offer examples for) on these matters
- To compose scholarly review and assessment essays, in the appropriate academic style

Attendance requirements(%):

Mandatory; graded.

Teaching arrangement and method of instruction: - Course is set as a seminar, with weekly discussions that rely on comprehensive probing into the preparatory reading material. (Lack of preparation is unacceptable, also since familiarity with reading material will be assumed and no summary of such material will be offered in class.)

- Students are expected to participate in the learning process: to present work in class, to raise issues for class discussion, to participate in in-class exercises, and to express their (substantiated) opinion in the essays.
- The written assignments (reframing exercise, 2 review and assessment essays, final exam) require applying an analytic approach to course material: worthy essays include a probing analysis anchored in core terminology and theoretical themes, rather than a rudimentary summary of descriptive matter or basic definitions.
- Overall, pedagogy fits with advanced learning by requiring preparatory reading, participation in discussions, and thoughtful/analytic approach to discussion topics.

Course/Module Content:

Among the topics of in-class learning are:  
the complexity of the governance and management of higher education and academia, in Israel and other countries; governance formats and policy designs; inequality in access to, and success emergent from, higher education; relations between academia and industry, military, education and other national sectors

Required Reading:

- \* The reading list combines theoretical material with current empirical studies
- \* No more than 2 papers are required per week (a total of about 50-60 pages)
- \* Students are offered some choice among reading items, so that students can advance according to their thematic preferences

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- A full reading list is a part of the course syllabus
  - Exemplary reading (includes only English-language items):
- Ayalon, Hanna, and Abraham Yogev. (2005). "Field of study and students' stratification in an expanded system of higher education: The case of Israel." *European Sociological Review*, 21(3): 227-241.
- Hanna Ayalon, and Abraham Yogev. (2006) *Stratification and Diversity in the Israeli Expanded System of Higher Education*. *Higher Education Policy* 19: 187-293.
- Hanna Ayalon, Rina Shapira, and Rona Shavit. (1992). "A second chance for higher education: Academic preparatory programs in Israel." *Research in Higher Education* 33(4): 497-510.
- Ben-David, Joseph. (1962). *Scientific endeavor in Israel and the United States*. *The American Behavioral Scientist* 6: 12-16.
- Drori, Gili S. (ed). (2013). *The Helix Model of Innovation in Israel: The Institutional and Relational Landscape of Israel's Innovation Economy*, Bat Drora Publishing (Hebrew and English).
- Drori, Gili S., Giuseppe Delmestri, and Achim Oberg. (2016) "The Iconography of Universities as Institutional Narratives." *Higher Education* 71(2): 163-180
- Drori, Gili S. and Avida Netivi. (2013) *STEM in Israel: The Educational Foundation for 'Start-Up Nation'*, Australian Council of Learned Academies (ACOLA), Strengthening Australia's Future project.
- Feniger, Yariv, Oded Mcdossi, and Hanna Ayalon. (2015) "Ethno-Religious Differences in Israeli Higher Education: Vertical and Horizontal Dimensions." *European Sociological Review*, 31(4): 383-396.
- Guri-Rosenblit, Sarah. "Trends in access to Israeli higher education 1981-96: From a privilege to a right." *European Journal of Education* 31.3 (1996): 321-340.
- Katz, Shaul. (2004). "Berlin Roots-Zionist Incarnation: The ethos of pure mathematics and the beginnings of the Einstein Institute of Mathematics at the Hebrew University of Jerusalem." *Science in Context* 17(1-2): 199-234.
- Katz, Shaul and Joseph Ben-David. (1975) *Scientific Research and Agricultural Innovation in Israel*. *Minerva* 13(2):152-182.
- Menahem, Gila. (2008). "The transformation of higher education in Israel since the 1990s: The role of ideas and policy paradigms." *Governance* 21(4): 499-526.
- Shwed, Uri and Yossi Shavit. (2006) "Occupational and Economic Attainments of College and University Graduates in Israel". *European Sociological Review* 22(4): 431-442.
- Troen, S. Ilan. (1992) *Higher education in Israel: A historical perspective*. *Higher Education* 23(1): 45-63.
- Toren, Nina, and Vered Kraus. (1987). "The effects of minority size on women's position in academia." *Social Forces* 65(4): 1090-1100.

Additional Reading Material:

- \* Suggestions for additional reading are offered for most topics.
- A full reading list is a part of the course syllabus

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Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 0 %

Participation in Tutorials 0 %

Project work 0 %

Assignments 0 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 100 %

see additional information

Additional information:

50% 5 weekly short discussion essays

40% 2 expanded discussions essays, in response to specified questions

10% Attendance and participation

Enrollment open for managerial staff of HUJI