

Government 1521
Bureaucratic Politics:
Government, Military,
Social and Economic Organizations

D. Carpenter

Lecture 21:
Politics and Management at a Modernizing Harvard

Announcements

Third paper Qs distributed later today; let us know if you want to write a research paper instead.

Regular Office Hours this week: Weds, 2-5, signup on Doodle.

Final Exam Due date: Saturday, May 8th, 9PM

Centralization – Weberian Style

1. Creation of tenure and ad hoc process [up-or-out in eight years, with Presidential veto]
Multiple interpretations: efficient selection, but also control over “periphery” of organization.
2. Separation of faculty from administration.
3. Overhead – grants are taxed by administration.
This is ~ 70% now. 25% in 1950s.
4. University begins to share patent revenues.

Nathan Marsh Pusey

Continues centralization begun under Conant.

Growth of Faculty and of College. Growth of dependence on outside grants.

Broadening of faculty and student recruitment from outside Harvard.

Each Tub on its Own Bottom

Translation: (1) no cross-subsidization, (2) no bailing out from general funds or surpluses derived elsewhere.

Gives discretion to Deans, but presents constraint.

Savings go into credit balance, not a general pool.

Are there some other orgs that operate in this way? Why don't most other orgs operate this way?

Grants and Micromanagement

Total revenues and share of revenues taken up by research grants (federal and private) increases greatly [20 % in 1958-59; 1.5% in 1941].

But this introduces new audiences: federal institutions, Congress, private philanthropic foundations.

- Want accounting, including of time ("Effort Reports")
- Want tangible return (news-making or prize-winning product). Bundy: "exceedingly few men of the first quality have escaped the attention of [government] granting agencies whose first greed is for the credit of backing first-rate men" [MHM, 214]
- Side question: why so many grants for research, less for teaching?

College

Lowering admission rates (80-90 percent to 50 and below)

Increasing rejection of "legacy" candidates.

Pressure to increase size of student body.

Slow increase in campus politics mirroring national politics (issue re war, economy, left-v-right)

New Rules of Faculty Recruitment

As of WWI: appr 50% of Harvard faculty have Harvard Ph.D.'s.

- Loyalty
- Familiarity
- Quality and broad intellectual/academic respect

Increasing percentage from other universities, esp from research universities (so-called R1's).

Reform of General Education Curriculum

Concept of Core (different from other Cores at Columbia and Chicago). Not a Great Books core (tho one could have that).

Modern research university comes to influence undergraduate teaching

Laments/complaints: "classics," earlier division of knowledge.

Before 1970s reforms

"Some of the titles of these courses should evoke their purpose:
Humanities 2: Epic and Novel;
Humanities 3: Crisis and the Individual—in drama and biography, and in history and fiction;
Humanities 4: Ideas of Good and Evil in Western literature;
Humanities 5: Ideas of Man and the World in Western Thought;
Humanities 6: Interpretations of Literature.
Social Studies 1: Western Civilization;
Social Studies 2: Western Thought and Institutions—perhaps the most celebrated long-term course, taught by Samuel Beer, which confronted major social science texts with important episodes of western history.
The Natural Science courses included differing approaches to elementary physics, or physics and chemistry, and biology. This was the structure that was finally overtaken a generation later by exceptions, entropy, and general restiveness" [Gen Ed Report Fall 2006]

Core Curriculum (1978)

- Historical Study (analysis)
- Social Analysis
- Music and Art
- Quantitative Reasoning
- Moral Reasoning
- Foreign Cultures
- Literature
- Science

Questions: What does this leave out? Is the Core a relic from a bygone organizational era?

Recent Reform Proposals

- Arts and Humanities
- Science and Technology
- Study of Societies

Distribution Requirement. Core to pass away.

Organizational explanations for these?

Another Facet:
Bureaucratization of Student Life

Older view: “in loco parentis”

1960s-70s: retreat from that model. Emphasize individualism.

1980s to present: Service provision through separate and multiplying organizations.
