

Course title: EUGLOH Open University 2027 spring	Credits: 3
Course classification: free elective	
Type and number of contact hours: lecture	
Assessment method: practical grade	
Position of the course in the curriculum: not linked to a specific semester	
Prerequisites (if any): none	
Course description: a concise yet informative description of the knowledge and material to be acquired. What is a university actually for? Is it mainly a place where students acquire qualifications for the job market, a public institution that preserves and creates knowledge, or a space where people learn to understand the world they live in? And who gets to decide what counts as valuable knowledge, useful education, or social benefit? Universities today are increasingly asked to demonstrate their “impact” through employment figures, rankings, innovation, knowledge transfer and other measurable forms of social value. At the same time, they are expected to educate citizens, preserve cultural knowledge and contribute to society in ways that are much harder to measure. This semester explores the tensions between these different expectations and asks what kind of relationship between the university, the state and society might allow universities to fulfil their public responsibilities without reducing them to economic performance. James C. Scott’s <i>Seeing Like a State</i> offers a particularly useful perspective: large institutions need simplified categories in order to understand and manage complex realities, but such simplification can also make important forms of local and practical knowledge invisible. What happens when universities begin to see students, knowledge and society primarily through numbers, categories and indicators? And what might it mean for a university to help students understand not only large-scale systems, but also the particular places, histories and communities in which they live?	
List of the 2–5 most important required and recommended readings (lecture notes, textbooks), including bibliographic details (author, title, publication data, [possibly page numbers], ISBN)	
Calhoun, C. (2006). <i>The University and the Public Good</i>. <i>Thesis Eleven</i>, 84(1), 7-43. https://doi.org/10.1177/0725513606060516 Greene, Gayle. <i>Immeasurable Outcomes: Teaching Shakespeare in the Age of Algorithm</i>. Johns Hopkins University Press, 2023. Scott, James C. <i>Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed</i>, Yale University Press, 1998. Slaughter, Sheila and Gary Rhoades. <i>Academic Capitalism and the New Economy: Markets, State, and Higher Education</i>, Johns Hopkins University Press, 2004.	
List of the prescribed professional competencies and competence elements (knowledge, skills, etc.; Section 7 of the Training and Outcome Requirements) to whose development the course substantially contributes.	
a) Knowledge Demonstrates knowledge of the historical, social, cultural, and economic roles of universities and the different expectations placed upon higher education institutions. b) Skills Critically analyses competing approaches to evaluate the value and impact of universities using qualitative and quantitative perspectives. c) Attitude Values the public mission of universities and appreciates the importance of diverse forms of knowledge, including local, practical, and community-based knowledge. Demonstrates openness to questioning assumptions about educational success, societal impact, and the role of higher education in contemporary society. d) Autonomy and Responsibility	

Independently reflects on the societal role of higher education and develops well-reasoned positions on issues affecting universities and public life.

Planned number of students: no limit

Additional information This online course is free of charge from EUGLOH. As the course is delivered online, participants need access to the necessary technology and internet to follow the programme.

Course coordinator: Ágnes Matuska

Instructors involved in the course (if any)