



## Course Syllabus

# **EDUC 640: ACADEMIC WORK AND THE ENGAGED INTELLECTUAL: THE RESEARCH UNIVERSITY IN THE 21<sup>ST</sup> CENTURY**

Fall, 2010

**William G. Tierney (WPH 701)**

**Phone: (213) 740-7218**

**E-mail: [wgtiern@usc.edu](mailto:wgtiern@usc.edu)**

**Office Hours: Tuesdays, 12-2, and by appt.**

**Mondays & Wednesdays, 1:30-3:30**

**Location: WPH 403**

**Admin. Asst.: Diane Flores**

**Research Asst.: Jonathan D. Mathis  
[jdmathis@usc.edu](mailto:jdmathis@usc.edu)**

**Class Website: <https://blackboard.usc.edu>**

## **Course Overview**

This course is one of four core classes for the Ph.D. in Urban Education Policy in the Rossier School of Education. I will run it as an intensive seminar that is intended for first year Ph.D. students.

### Class Goals

1. To analyze the challenges confronting the American research university;
2. To understand the requirements and demands made of faculty;
3. To gain hands-on research experience; and
4. To develop a personal philosophy about academic life.

## **Course Background and Requirements**

In this seminar, we will concentrate on a series of key issues that confront academics who work in research universities. These issues will focus on the work that faculty are required to do as engaged intellectuals in the American academy in general, and in Schools of Education in particular. The class will have distinct sections that enable us to focus intensively on some topic in short bursts of work as well as topics that extend over a period of months.

In particular, we will begin to come to grips with the meaning of “theory” and how it influences the research process. We will gain this understanding in three ways. First, we will read texts that provide the scaffolding for understanding abstract notions such as “research” and “knowledge production.” Second, we will spend a considerable amount of time coming to terms with one specific frame of knowing – that of social and cultural capital. Third, we will undertake a mini-research project.



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We will also consider teaching and service: what it is, how it is done, and how it might be improved. I particularly want us to consider different forms of teaching and how one's conception of knowing reflects how one teaches. We also will consider what "service" means in the academy.

Obviously, I have very particular notions about these issues. My job in this class, however, is not to convince you that my interpretation is right, or that your views are "right" or "wrong;" instead, I intend to help you clarify how you see yourself as an academic. Upon completion of the course you will have a better understanding of not only what tenure-track faculty need to do to succeed in the academy, but also how you intend to structure your professional career. Academic life ought not to be simply a series of hoops a candidate jumps through en route to tenure. Rather, an engaged intellectual ought to develop a research and teaching agenda that is of compelling intellectual and social concern that attempts to shed light on a particular issue or problem with the intent of solving some of society's most pressing concerns.

Consequently, this class will place many demands on you. We will write a great deal. Participation in every session of the seminar is essential, since specific learning experiences will occur in each one. Further, I will rarely, if ever, lecture. The vast majority of the seminars will be spent in discussion of the readings. Hence, you also will need to do the readings, alas. I expect, and encourage, a great deal of discussion and debate. Collegial debate demands that we have not only good speaking skills but also good listening skills.

### **Textbooks and other materials**

#### **Required:**

*Urban High School Students & the Challenge of Access: Many Routes, Difficult Paths*  
– William G. Tierney & Julia E. Colyar (Provided Summer Text)

*Fear of Knowledge: Against Relativism and Constructivism* – Paul Boghossian

*The Discovery of Grounded Theory* – Barney G. Glaser & Anselm L. Strauss

*Class and Schools* – Richard Rothstein

*Reclaiming Identity: Realist Theory & the Predicament of Postmodernism* – Paula M. L. Moya & Michael R. Hames-Garcia

*Spin Cycle*- Jeffrey R. Henig

*Save the World on Your Own Time*- Stanley Fish

*The Trouble with Ed Schools* – David F. Labaree

*Teaching to Transgress* – bell hooks

*Scholarship Reconsidered: Priorities of the Professoriate* – Ernest L. Boyer

There is also a course reader to be purchased at the bookstore.

(^B)= Articles found on Blackboard



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### **Class Participation**

Small group discussions will occur at every class meeting and students are expected to participate fully in them. Students are also encouraged to ask questions and actively participate in planned and impromptu class discussions so long as the discussion forwards the purpose of the class.

### **Grading**

#### Requirements and Grading

- 10% Class Participation
- 10% Class Exercises
- 80% 4 five- to seven-page papers & 3 one-page outlines due prior to paper deadline

Class participation involves active participation in the class as well as facilitating some of the readings and being a discussant/leader on the listserv.

The 4 papers will be focused assignments that will expand on the ideas and issues for that section of the course.

Everyone will also make presentations.

### **Academic Accommodations**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.



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### Incompletes

IN – incomplete (work not completed because of documented illness or some other emergency occurring after the twelfth week of the semester; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam); IX – lapsed incomplete. *Please do not make me give you an incomplete. It's a drag for everyone. If you fall behind or a problem arises, please come and see me.*

**Conditions for Removing a Grade of Incomplete.** If an IN is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the twelfth week of the semester. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

**Time Limit for Removal of an Incomplete.** One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered "lapsed," the grade is changed to an "IX" and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.



## Course Syllabus

*All meeting times are 1:30 – 3:30 pm unless otherwise noted. Please be on time!*

Monday, August 23

### ***Overview***

Tierney and Colyar, Urban High School Students

- \* Tyack: Ways of seeing: An essay on the history of compulsory schooling
- \* Dobbie and Fryer: Are high quality schools enough
- \* Neild, Stoner-Eby, and Frustenberg, Jr.: Connecting entrance and departure

August 25

### ***I: On Understanding Research***

**^B** Lincoln & Guba, Chapters 1-3

**^B** Neumann, Pallas, & Peterson: Preparing education practitioners to practice education research

- \* Hutchins: The spirit needed for the times
- \* Weber: Science as a vocation

August 30

**^B** Lincoln & Guba, The only generalization is there is no generalization

**^B** Geertz, From the native's point of view

- \* Sutton & Staw: What theory is not
- \* DiMaggio: Comments on "what theory is not"

September 1

**^B** Tierney and Clemens, Qualitative research and public policy

**^B** Hammersley, Assessing validity in social research

Glaser & Strauss, Chapters 1-2

September 6

*LABOR DAY – UNIVERSITY HOLIDAY*

September 8

**Guest Speaker: Professor Adrianna Kezar**

Glaser & Strauss, Chapters 3-6

**^B** Kezar: To use or not to use theory: Is that the question?

September 13

Glaser & Strauss, Chapters 7-11

Boghossian, Chapters 1-5

Rothstein, Introduction-Chapter 2

September 15

Boghossian, Chapters 6-9

Rothstein, Chapters 3-conclusion

\* Smart: Attributes of exemplary research manuscripts

**OUTLINE #1 DUE**



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- September 20 **Guest Speaker: Robert Labaree**  
^B Geertz: Thick description: Toward an interpretive theory of culture  
^B Geertz: Ideology as a cultural system  
^B Geertz: Deep play: Notes on the Balinese cockfight
- September 22  
\* Boote & Beile: Scholars before researchers: On the centrality of the dissertation literature review in research preparation  
\* Maxwell: Literature reviews of, and for, educational research: A commentary on Boote and Beile's "Scholars before researchers"  
\* Boote & Beile: On "Literature reviews of, and for, educational research:" A response to the critique of Joseph Maxwell
- September 27 NO CLASS  
**WRITING ASSIGNMENT #1 DUE**
- September 29 NO CLASS
- October 4 ***II: On Understanding a Theoretical Framework: Social and Cultural Capital***  
^B Bourdieu: The forms of capital  
^B Coleman: Social capital  
^B Stanton-Salazar: A social capital framework for understanding the socialization of racial minority children and youths  
^B Carter: Achievement as resistance: The development of a critical race achievement ideology among Black achievers
- October 5 ***Please note! Tuesday class 9-11***  
\* Portes: Social capital: Its origins and applications in modern sociology  
\* Adler & Kwon: Social capital: Prospects for a new concept  
^B Dika & Singh: Applications of social capital in educational literature: A critical synthesis  
^B Horvat, Weininger, & Lareau: From social ties to social capital: Class differences in the relations between schools and parent networks
- October 6  
\* Lareau: Social class differences in family-school relationships: The importance of cultural capital  
^B Bourdieu: Cultural reproduction and social reproduction  
\* Kalmijn & Kraaykamp: Race, cultural capital, and schooling: An analysis of trends in the United States



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- October 8 ***Please note! Friday class 9-11***  
\* DiMaggio: Review: On Pierre Bourdieu  
^B Nash: Bourdieu, 'habitus', and educational research: Is it all worth the candle?  
\* Ream: Toward understanding how social capital mediates the impact of mobility on Mexican American achievement  
\* Roscigno & Ainsworth-Darnell: Race, cultural capital, and educational resources: Persistent inequalities and achievement and returns  
**OUTLINE #2 DUE**
- October 11 ***III: On Understanding Schools of Education and the Research University***  
Moya & Hames-Garcia, Introduction-Chapter 3  
Labaree, Chapters 1-4  
Henig, Chapters 1-4
- October 13 \* Sallee & Tierney: The transformation of professors of education  
Labaree, Chapters 5-8  
\* AAUP: 1940 Statement of principles on academic freedom and tenure  
^B Haskins & Sawhill: Expanding Educational Opportunity
- October 18 Henig, Chapters 5-8  
^B Gould: The precedent that wasn't  
^B Lawrence III: If he hollers let him go  
\* Dewey: Academic freedom  
\* Schrecker: Academic freedom: The historical view  
**WRITING ASSIGNMENT #2 DUE**
- October 25 \* Marsden: The elusive ideal of academic freedom  
\* Tierney: The roots/routes of academic freedom and the role of the intellectual  
\* Jaschik: A compilation of articles on "William & Mary controversy"  
\* Nichol: Statement from Gene Nichol: Feb. 12
- November 1 Fish, Chapters 1-3  
\* Muir: They blinded me with political science  
\* Greene & Peterson: Should public discussion of political science research be controlled?  
\* Greene & Peterson: If the peer review attack fails, attack something else  
\* Muir: Social science should be a process, not a bloody shirt  
\* Smith: Data don't matter? Academic research and school choice



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- November 3 \* Bullough: Developing interdisciplinary researchers  
\* Anderson: Reflecting on research for doctoral students in education  
Fish, Chapters 4-7
- November 8 **Guest Speaker: Dr. Lloyd Armstrong, University Professor**  
\* Tierney & Holley: Inside Pasteur's quadrant  
\* Christensen: Improving Education Research  
\* USC Strategic Plan  
^B Brewer & Tierney: Barriers to innovation in U.S. Higher Education  
\*\*Nikias: Pullias Lecture 2009; Beyond the ivory towers
- November 10 \* Feuer, Towne, & Shavelson: Scientific culture and educational research  
\* Berliner: Educational research: The hardest science of all  
\* Burkhardt & Schoenfeld: Improving educational research  
\* Slavin: Evidence-based education policies  
\* Erickson & Gutierrez: Culture, rigor, and science in educational research  
**OUTLINE #3 DUE**
- November 15 ***IV: On Understanding Teaching & Service***  
Boyer, Scholarship reconsidered: Priorities of the professoriate  
^B Murray: Effective teaching behaviors in the college classroom
- November 17 **Guest Speaker: Dr. Lawford Anderson**  
hooks, Introduction-Chapter 7  
\* McKeachie: Good teaching makes a difference – and we know what it is  
\* Bryson & Hand: The role of engagement in inspiring teaching and learning  
\* Jackson: "Serving time": the relationship of good and bad teaching
- November 22 **Guest Speaker: Professor Mark Marino**  
hooks, Chapters 8-14  
^B Froh & Hawkes: Assessing student involvement in learning  
\* Boice: New faculty as teachers  
**WRITING ASSIGNMENT #3 DUE**
- November 24 Thanksgiving – NO CLASS
- November 29 ^B Menges & Rando: Feedback for enhanced teaching and learning  
\* Atkinson: The scholarship of teaching and learning: Reconceptualizing  
scholarship and transforming the academy  
^B Perry, Menec, & Struthers, Student motivation from the teacher's perspective



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- December 1 **Please note that this is a Wednesday class**  
**Guest Speaker: Dean Karen Gallagher**  
\* Lewis, Interrupting patriarchy: Politics, resistance, and transformation in the feminist classroom  
\* Maher & Tetreault: Inside feminist classrooms  
^B Ropers-Huilman: Feminist teaching in higher education  
^B Feldman: Reflections on the study of effective college teaching
- December 6 ***V: On Understanding the Public Good and the Engaged Intellectual***  
\* Calhoun: The public good as a social and cultural project  
^B Benson, Harkavy, & Hartley: Integrating a commitment to the public good into the institutional fabric  
^B Kezar: Obtaining integrity? Reviewing and examining the charter between higher education and society  
\* Burawoy: Contradictions, dilemmas, and possibilities  
\* Stiglitz: Knowledge as a global public good
- December 8 Moya & Hames-Garcia, Chapters 6 and 8  
\* Tierney: Academic vantage points  
\* Tierney: Public trust and the recreation of academic community  
\* Vaknin: Is education a public good?  
^B Gilman: Inaugural address  
**Class Presentations**
- December 10 **Class Presentations**  
**WRITING ASSIGNMENT #4 DUE**