Course Syllabus

EDUC 640:
ACADEMIC WORK AND THE ENGAGED INTELLECTUAL:
THE RESEARCH UNIVERSITY IN THE 21ST CENTURY

Fall, 2012

William G. Tierney (WPH 701)  Monday & Wednesdays, 1:30-3:30pm
Phone: (213) 740-7218  Location: WPH 403
E-mail: wgtiern@usc.edu  Teaching Asst.: Julia Duncheon
Office Hours: Tuesdays, 12-2, and by appt.  Email: duncheon@usc.edu
Administrative Asst.: Diane Flores
Email: dianeflo@usc.edu

Class Website: https://blackboard.usc.edu
& https://usc.ares.atlas-sys.com/

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 analyze a problem that vexes academic life.
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 and 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.

Required Texts

No Shame in My Game: The Working Poor in the Inner City – Katherine S. Newman
(Furnished Summer Text)
Fear of Knowledge: Against Relativism and Constructivism – Paul Boghossian
The Discovery of Grounded Theory – Barney G. Glaser & Anselm L. Strauss
Reclaiming Identity: Realist Theory & the Predicament of Postmodernism – Paula M. L. Moya & Michael R. Hames-Garcia
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
A New Culture of Learning: Cultivating the Imagination for a World of Constant Change – Douglas Thomas and John Seely Brown

The rest of the course readings will appear on ARES.

Class Participation
Course Syllabus

This class is discussion-based and students are expected to participate fully. Students are encouraged to ask questions, draw connections between texts, and think critically about the issues we discuss. Impromptu class discussions are welcomed so long as they forward the purpose of the class. Students also have the opportunity to participate in discussions electronically, via Blackboard, based on questions posted by their classmates.

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 Blackboard.

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

Students will also make class presentations on their final papers.

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.
Course Syllabus

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.

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

August 27  
*Overview*
Newman: No shame in my game: The working poor in the inner city
Tyack: Ways of seeing: An essay on the history of compulsory schooling

August 29  
*I: On Understanding Research*
Lincoln & Guba: Chapters 1-3
Weber: Science as a vocation
Durkheim: On education and society
Tierney: Portrait of higher education in the 21st century: John Henry Newman’s *The Idea of a University*

August 31  
*Please note! Friday class meeting from 9-11 (WPH 403)*
Lincoln & Guba: The only generalization is there is no generalization
Geertz: From the native’s point of view
Sutton & Staw: What theory is not
DiMaggio: Comments on “what theory is not”

September 3  
*Labor Day – University Holiday*

September 5  
**Guest Speaker: Professor Adrianna Kezar**
**Guest Speaker: Professor Robert Labaree**
Kezar: To use or not to use theory: Is that the question

September 12  
Glaser & Strauss: Chapters 1-2
Tierney & Clemens: Qualitative research and public policy
Smart: Attributes of exemplary research manuscripts

September 17  
Glaser & Strauss: Chapters 3-6
Boghossian: Chapters 1-5
Geertz: Thick description: Toward an interpretive theory of culture

September 19  
Glaser & Strauss: Chapters 7-11
Morrow & Smith: A Grounded Theory Study
Boghossian: Chapters 6-9
*Outline #1 Due*

September 24  
Geertz: Ideology as a cultural system
Geertz: Deep play: Notes on the Balinese cockfight
Small, Harding, & Lamont: Reconsidering culture and poverty

September 26  
Specter: The power of nothing
Wilson: Why both social structure and culture matter
Course Syllabus

Bowles & Gintis: Schooling in capitalist America revisited

**WRITING ASSIGNMENT #1 DUE**

**October 1**  
*II: On Understanding a Theoretical Framework: Social and Cultural Capital*

- Bourdieu: The forms of capital
- Coleman: Social capital
- Carter: Black cultural capital, status positioning, and schooling conflicts for low-income African American youth
- Stanton-Salazar: A social capital framework for understanding the socialization of racial minority children and youths

**October 3**  
Bourdieu: Cultural reproduction and social reproduction

- Lamont & Lareau: Cultural capital: Allusions, gaps, and glissandos
- Sandefur et al.: Family resources, social capital, and college attendance
- DiMaggio: Review: On Pierre Bourdieu

**October 5**  
*Please note! Friday class meeting from 9-11 (WPH 403)*

- Portes: Social capital: Its origins and applications in modern sociology
- Adler & Kwon: Social capital: Prospects for a new concept
- Dika & Singh: Applications of social capital in educational literature: A critical synthesis
- Enriquez: “Because we feel the pressure and we also feel the support”: Examining the educational success of undocumented immigrant Latina/o students

**October 8**  
Nash: Bourdieu, ‘habitus’, and educational research: Is it all worth the candle?

- Roscigno & Ainsworth-Darnell: Race, cultural capital, and educational resources: Persistent inequalities and achievement and returns
- Musoba & Baez: The cultural capital of cultural and social capital: An economy of translations
- Croninger & Lee: Social capital and dropping out of high school: Benefits to at-risk students of teacher’s support and guidance

**October 10**  
*III: On Understanding Schools of Education and the Research University*

- Moya & Hames-Garcia: Introduction-Chapter 1
- Labaree: Chapters 1-4
- Henig: Chapters 1-4

**OUTLINE #2 DUE**

**October 12**  
*Please note! Friday class meeting from 9-11 (WPH 403)*

- Moya & Hames-Garcia: Chapter 2-3
Course Syllabus

Labaree: Chapters 5-8
Schrecker: “So fragile and so indispensable”: What is academic freedom and why should we care about it?

October 15  Moya & Hames-Garcia: Chapters 6 and 8
Gould: The precedent that wasn’t
Lawrence: If he hollers let him go
Dewey: Academic freedom
Jaschik: A compilation of articles on “William & Mary controversy”

October 17  Fish: Chapters 1-3
Schrecker: Academic freedom under attack: Subversives, squeaky wheels, and “special obligations”
Tierney: The roots/routes of academic freedom and the role of the intellectual
O’Neill: Academic freedom: Past, present, and future beyond September 11
Finkelstein: Civility and academic life

WRITING ASSIGNMENT #2 DUE

October 19  Please note! Friday class meeting from 9-11 (WPH 403)
Fish: Chapters 4-7
Bourdieu: Social space and symbolic power.
Florida et al.: The university and the creative economy
Levin: Why is educational entrepreneurship so difficult?
Sternberg & Lubart: The concept of creativity: Prospects and paradigms

October 22  Guest Speaker: Vice Dean Dominic Brewer
Amabile: How to kill creativity.
Bullough: Developing interdisciplinary researchers
Anderson: Reflecting on research for doctoral students in education
Brewer & Tierney: Barriers to innovation in U.S. higher education
Christensen: Improving education research

October 24  Guest Speaker: Dr. Lloyd Armstrong, University Professor
Horn: Beyond good and evil
McKinsey: Wining by degrees

October 29  Note: Darnell uses these rdgs. Consider this day as the group mtg for all three classes on how to study innovation/entrepreneurial action, etc. and switch this w/ Lloyd’s class.
Feuer, Towne, & Shavelson: Scientific culture and educational research
Berliner: Educational research: The hardest science of all
Course Syllabus

Burkhardt & Schoenfeld: Improving educational research
Slavin: Evidence-based education policies
Erickson & Gutierrez: Culture, rigor, and science in educational research

OUTLINE #3 DUE

October 31  IV: On Understanding Teaching & Service
Guest Speaker: Dean Karen Gallagher
Boyer: Scholarship reconsidered: Priorities of the professoriate
Murray: Effective teaching behaviors in the college classroom

November 5  Guest Speaker: Professor Mark C. Marino
hooks: Introduction-Chapter 7
McKeachie: Good teaching makes a difference – and we know what it is
Froh & Hawkes: Assessing student involvement in learning
Boice: New faculty as teachers

November 7  Please note! Class meeting from 9-11
hooks: Chapters 8-14
Thomas & Brown: A new culture of learning
WRITING ASSIGNMENT #3 DUE

November 12  Guest Speaker: Vice Dean Melora Sundt
Menges & Rando: Feedback for enhanced teaching and learning
Atkinson: The scholarship of teaching and learning: Reconceptualizing scholarship and transforming the academy

November 14  Lewis: Interrupting patriarchy: Politics, resistance, and transformation in the feminist classroom
Maher & Tetreault: Inside feminist classrooms
Feldman: Reflections on the study of effective college teaching

November 19  V: On Understanding the Public Good and the Engaged Intellectual
Calhoun: The public good as a social and cultural project
Kezar: Obtaining integrity? Reviewing and examining the charter between higher education and society
Stiglitz: Knowledge as a global public good
Shaw: Education – A bad public good?
Tierney: The role of tertiary education in fixing failed states: Globalization and public goods

November 21  Thanksgiving – NO CLASS

November 26  Tierney: Public trust and the recreation of academic community
Marginson: The public/private divide in higher education: A global revision
Gilman: Inaugural address
Course Syllabus

Burawoy: Contradictions, dilemmas, and possibilities

Class Presentations

November 28  Class Presentations

December 5  WRITING ASSIGNMENT #4 DUE