

Department of Information Studies, University of California, Los Angeles

INF STD 298-C — Academic Work*

Draft, March 28 2106

Course information:

*Number: INF STD 298-C
Title: Academic Work
ID: 628-535-204
Quarter: spring 2016
Location: room 245, GSE&IS Bldg.
Time: Mondays, 9am-12h30pm
Web site: <http://ccle.ucla.edu/course/view/16s-infstd298C-1>*

Instructor information:

*Instructor: Jean-François Blanchette
Office: room 218, GSE&IS Bldg.
Phone: 310 267 5137
Fax: 310 206 4460
Email: blanchette@ucla.edu
Web: <http://polaris.gseis.ucla.edu/blanchette>
Office hours: M 13h00-15h00*

1. Motivation

The authority of scholarly knowledge depends not only on the observance of sound research methodologies, but on a number of other institutional mechanisms, including tenure, faculty governance, peer review, scholarly communication, public funding for ‘basic’ research, doctoral training, etc. Under the rubrics of teaching, advising, professional and university service, a significant portion of academic labor is devoted to the management of these mechanisms, and their successful performance is a requirement for promotion at all levels of the academic ladder. In recent years, these long-standing institutional structures of the scholarly experience have come under important pressures, among others:

- Growing reliance on contingent faculty and corresponding diminished relevance of faculty governance and academic freedom;
- Globalization of “knowledge economies”, and the role of the University as training facility for “flexible” workers and citizens;
- Rising costs of both scholarly communication and higher education and

* I am indebted to Richard Cox for advice, and for his syllabus for LIS 3000, “Introduction to the Doctoral Program” at the School of Information Sciences, University of Pittsburgh; Jens-Erik Mai, for his syllabus for INF 3001: “Research in Information Foundations” at the Faculty of Information, University of Toronto; to Johanna Drucker, Kavita Phillips, Susan Leigh Star, Geof Bowker, Blaise Cronin, Ron Day, Michael Wartenbe, Katie Shilton, Sandra Harding, Jonathan Furner for feedback, as well as to Kim Fortun for initiating this experiment several years ago. The views expressed in this syllabus are mine only.

corresponding calls for open access to public knowledge and greater user of technology in academic setting—e.g., online teaching, electronic textbooks;

- Growth of the academic-industrial complex, including concerns over the increasing encroachment of economic concerns on independent scholarly inquiry, perceived irrelevance of humanistic/liberal arts education to contemporary life, and general redrawing of the boundaries between publicly- and privately-funded knowledge;

This course will examine current critiques of the contemporary environment for scholarship as well as concrete instances of requirements for academic professional performance, as an opportunity for students to further their understanding of all dimensions of the scholarly experience. The course will complement methods courses concerned with the design epistemologically sound research in two ways: (a) provide participants with critical tools to analyze and proactively engage with the changes affecting the practice of scholarly inquiry and the institutions that support it; (b) enable future academic workers to identify and eventually develop the professional skills needed to conduct their preferred mode of scholarly inquiry.

2. Course outcomes

Upon satisfactory completion of this course, participants will have demonstrated their understanding of, and familiarity with:

- the historical evolution of the modern research universit, declined along the various configurations of governance, public and private funding, teaching and research duties, etc., that have characterized this evolution;
- the different expectations for professional performance in the areas of teaching, research, and professional service, across a range of academic institutions, including professional schools;
- How institutional structures relative to training, hiring, and promotion, may impact positively and negatively different groups and the mechanisms by which academic institutions attempt to ensure equitable access to the academic professions;
- publishing as a craft, activity, and productivity measure, and the role of peer evaluation in regulating the production, circulation, and communication of academic knowledge;
- the impact of private funding on the dissemination of public knowledge, and current debates over the role of faculty governance and tenure in the context of diminishing public funding for higher education.

3. Method

Readings will consist of historical material, research papers, critical scholarship, and actual policy documents defining the institutional landscape of academia.

Readings are available on the course website.¹

It's very important that everyone comes to class well prepared, ready to discuss the week's required readings. Your *participation* will be evaluated according to two principles: quantity and quality. Quantity addresses how often you engage in discussions, how often you start a discussion, how often you comment on other people's discussion contributions, etc. It is important to contribute often – but it is equally important that you don't dominate or take over the discussions. Quality is a matter of whether you offer insights that bring discussions forward, whether you ask questions that help the class think constructively about the issues, whether you offer insights when the discussion is stuck or off on a tangent, etc.

Discussion leads. Each student will lead one week's discussion. The goal is to highlight key elements of the assigned texts and to get the class to critically discuss them. You can assume that everyone in the class has read the texts so don't spend too much on presentation (a few minutes should be enough). Focus on the key elements and what makes the paper/chapter/book unique. The purpose of the discussion is to expand the class' understanding of the readings. How you do that is up to you. You can give the class a brief handout (no more than 1 page) to guide the discussion or frame questions, but remember that the goal is to get the class to critically discuss the reading (don't merely summarize the reading). Your discussion leads will be evaluated on how successful you were in getting the class engaged in discussions about the reading.

The *main assignment* will consist in identifying an academic position participants would like to hold at an existing department, and create an application packet for the position, including cover letter, research, teaching, and diversity statement, curriculum vitae, sample syllabus, etc.). Participants will also write a letter of recommendation for another other course participant. 70% of the final grade will be awarded on the basis of the packet and its presentation in class in the form of a job talk.

The due dates for the assignment are as follows:

- Week 3: choice of position/ department + justification;
- Week 4: draft of vitae;
- Week 5: draft of self-statement on research;
- Week 6: draft of self-statement on teaching and diversity;
- Week 7: draft syllabus;
- Week 9: draft letters of recommendations; comments due back;
- Week 11: job talks, full application packets due to instructor.

¹ There is a lot of material out there diagnosing the various ailments of higher education, more than one can ever hope to even briefly survey in ten weeks. The syllabus is thus designed as a resource providing points of entry that may be explored beyond the lifetime of the course. If you want to take a look at some of the essays and collections listed in the syllabus, you may be able to borrow them directly from me.

At the end of the course, participants will have effectively engaged with essential professional skills, including written and oral self-presentation of their research and teaching interests, documentation of their work, evaluation of colleagues' research, development of teaching materials, and leading class discussions. Such engagement will provide participants with a map of their strengths, as well as the areas where they need to practice more extensively.

At the same time, academia is obviously a complex institution, with a rich history. This course is not meant to provide you with an exhaustive survey of all of its dimensions, and there are many additional topics that a 10-week course cannot hope to cover, including more extensive discussions of legislation, international issues, comparative research, discrimination, free speech on campus, scholarly communication, labor and governance issues, information technology and education, graduate training, faculty welfare, etc. An additional guide will be provided as a longer-term resource.

4: Course Requirements

- Come to class prepared to discuss the readings. See “How to Read a Book,” (<http://pne.people.si.umich.edu/PDF/howtoread.pdf>).
- Forfeit the use of your laptop and other electronic devices during class time.
- Participate in discussions. You are particularly encouraged to question the assumptions of the readings, the instructor, and your fellow students, as long as you do so respectfully. In doing so, you will sharpen your ability for critical thinking, innovation, debate, and public speaking, skills fundamental to your future professional life.
- Written work should be of high quality. If you have concerns about writing, address them early. A useful resource is UCLA's Graduate Writing Center (<http://gsrc.ucla.edu/gwc/>).
- Assignments must be turned in according to the scheduled due dates. In particular, no incompletes will be given.
- Electronic recording of lectures and class discussions is not permitted without the consent of all other class participants, including the instructor.
- If you feel that you may need an accommodation for a disability or have any other special needs, make an appointment to discuss this with the instructor. I will best be able to address special circumstances if I know about them early in the term. The website for the UCLA Office for Students with Disabilities (www.osd.ucla.edu) contains a wealth of useful information as well as official policies about this issue.

5. Required Textbooks

1. Helen Lefkowitz Horowitz, *Campus Life: Undergraduate Cultures: From The End Of The Eighteenth Century To The Present*, University of Chicago Press, 1987.
2. Pierre Bayard, *How To Talk About Books You Haven't Read*. Bloomsbury, 2007.
3. Corynne McSherry, *Who Owns Academic Work?: Battling for Control of Intellectual*

Property. Harvard University Press, 2001.

4. Julie R. Posselt, *Inside Graduate Admissions: Merit, Diversity, and Faculty Gatekeeping*, Harvard University Press, 2016.

5. Julie Schumacher, *Dear Committee Members*. Anchor Books, 2015.

6. Randy Martin, *Under New Management: Universities, Administrative Labor, and the Professional Turn*, Temple University Press, 2011.

7. Karen Kelsky, *The Professor is In: The Essential Guide to Turning your PhD into a Job*. Three Rivers Press, 2015.

Copies of these will be on sale at the University Bookstore.

6. Suggested readings

Academia is a complex institution, with a rich history. This course is not meant to provide you with an exhaustive survey of all of its dimensions, but rather, to bring to your attention the many institutional dimensions that shape scholarship proper. There are many additional topics that a 10-week course can simply not cover, including more extensive discussions of legislation, international issues, comparative research, discrimination, free speech on campus, scholarly communication, academic skills, etc, etc, etc. An additional guide is meant to serve as a long-term resource for you to further educate yourself as you progress further.

7. Schedule of readings

Week 1: Teaching

It is a unique feature of research universities that they expect professors to *both* conduct research and teaching activities. The two activities seem to involve very dissimilar set of skills: communicating basic ideas to laymen/laywomen and producing esoteric knowledge for consumption by other experts. Some of the most common complaints about the research university revolve around this issue, e.g., excellence in research does not automatically translate into teaching skills, and PhD programs often provide little or no training in pedagogy, and excellence in teaching is not rewarded in the same way that excellence in research is. These complaints have been heard ever since the late 1800s, after the German higher education model was imported by admiring American university administrators, and with it, the idea that scholarly investigation should be awarded priority over instruction.

Read: Horowitz, *Campus Life*.

Policies:

Online Education Taskforce, *UCLA Policy for Online Instruction (draft)*, December 20, 2012.

<http://www.senate.ucla.edu/documents/OnlineEducationTaskforce.pdf>

Additional Readings:

Phil Agre (1999), "The Distances of Education," *Academe* 85(5):37-41.

"For all the importance of prominent controversies such as multiculturalism, the major tension I encounter in undergraduate teaching is that students come to research universities looking for vocational educations. ... It's a dilemma. I want to teach things that my students want to learn, yet I believe that these students need to be capable of comprehending the institutional change they will face in their lives and careers. And so I have struck an elaborate compromise: giving critical analysis the shape and form of a vocational skill."

David L. Kirp, "The Market in Ideas: Columbia University and MIT", Chapter Nine, *Shakespeare, Einstein, and the Bottom Line: The Marketing of Higher Education*. Harvard University Press, 2004.

"During the 1990s, as president of the University of Michigan, James Duderstadt had tried to make that institution run more like a business, promoting the idea of responsibility center management. To this engineer-turned-administrator, the Internet marked the logical next stage in the transformation of higher education. In the wired academy, he declared, there would be a handful of academic celebrities, a larger number of "content providers," and a still larger number of "learning facilitators" to devise "learningware products" for "an array of for-profit service companies." "Quite a contrast," Duderstadt wrote, with evident relish, "with the current enterprise!""

Murray Sperberg, "The Faculty/Student Nonaggression Pact", Chapter 11 in *Beer and Circus: How Big-Time College Sport is Crippling Undergraduate Education*. Henry Holt and Company, 2000, pp. 112-121.

Becker, H. S. (1972), "A school is a lousy place to learn anything in", *American Behavioral Scientist* 16(1): 85-105.

"... we sometimes cannot specify our objectives clearly. We may believe that we are training people for an unknown future. We do not know what we want them to know, because we cannot specify the problems and situations they will have to cope with. This may be because the situations that lie ahead of them are too complicated for us to deal with in detail or because we believe the world is going to change so much that we cannot forecast how things will be and thus what a person will need to know to act effectively. Given such a diagnosis, we generally settle for inculcating proper orientations from which students will be able to deduce correct lines of action in specific circumstances, general skills which can be used in a variety of situations, and an ability to learn new material as it becomes available. (p. 104)

Nathan Glazer, "The School of Minor Professions," *Minerva* 12(3):346-364.

William Clark, "The Lecture and the Disputation", chapter 3 in *Academic Charisma and the Origins of the Research University*. The University of Chicago Press, 2006, pp. 68-92.

William Clark, "The Research Seminar", chapter 5 in *Academic Charisma and the Origins of the Research University*. The University of Chicago Press, 2006, pp. 141-182.

Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate*. The Carnegie Foundation for the Advancement of Teaching, 1990.

Donald A. Schön, "Knowing-in-Action: The New Scholarship Requires a New Epistemology." *Change*, November-December 1995, pp. 27-34.

“In the varied topography of professional practice, there is a high, hard ground overlooking a swamp. On the high ground, manageable problems lend themselves to solution through the use of research-based theory and technique. In the swampy lowlands, problems are messy and confusing and incapable of technical solution. The irony of this situation is that the problems of the high ground tend to be relatively unimportant to individuals or to society at large, however great their technical interest may be, while in the swamp lie the problems of greatest human concern. The practitioner is confronted with a choice. Shall he remain on the high ground where he can solve relatively unimportant problems according to his standards of rigor, or shall he descend to the swamp of important problems where he cannot be rigorous in any way he knows how to describe?”

David F. Labaree, “Teacher Ed in the Present: The Peculiar Problem of Preparing Teachers,” chapter 3 in *The Trouble with Ed Schools*, Yale University Press, 2006.

Jacques Rancière, *The Ignorant Schoolmaster: Five Lessons in Intellectual Emancipation*. Stanford University Press, 1991.

Matthew B Crawford, *Shop Class As Soul Craft: An Inquiry Into The Value Of Work*. Penguin, 2009.

Therese Huston, “The Growing Challenge,” in *Teaching What You Don’t Know*, Harvard University Press, 2009.

Week 2: Writing

Read:

Greg Myers, “The Pragmatics of Politeness in Scientific Articles”, *Applied Linguistics* **10**(1):1-35 (1989).

Michael Billig, “Mass Publication and Academic Life,” and “Learning to Write Badly,” chapters 2 and 3 in *Learn to Write Badly: How to Succeed in the Social Sciences*, Cambridge University Press, 2013.

Paré, A. (2011). Publish and flourish: Joining the conversation. In *Connecting the local, regional and global in doctoral education*. A. Lee & V. Mallan (Eds.).Kuala Lumpur, Malaysia: Universiti Putra Malaysia Press.

Paré, A. (2010). Slow the presses: Concerns about premature publication. In *Publishing pedagogies for the doctorate and beyond*. C. Aitchison, B. Kamler & A. Lee (Eds.). London, UK: Routledge.

Part IV: Job Documents that Work, *The Professor is In*, Kelsky.

Policies:

“Data Summary Form for Assistant Professor,” UCLA Academic Personnel Office.

<https://www.apo.ucla.edu/forms/data-summary-forms/assistant-professor-data-summary-form>

Additional Readings:

John M. Swales, “Occluded Genres in the Academy: The Case of the Submission Letter,” in Eija Ventola and Anna Mauranen (eds), *Academic Writing: Intercultural and Textual Issues*. John Benjamins Publishing Company, 1996.

“There are, in fact, quite large numbers of genres that operate to support and validate the manufacture of knowledge, directly as part of the publishing process itself, or indirectly by underpinning the academic administrative processes of hiring, promotion and departmental review. ... These latter have some interesting characteristics. On the one hand, they are typically formal documents which remain on file; on the other, they are rarely part of the public record.”

A. Suresh Canagarajah, “Publishing Requirements and Material Constraints” and “Literacy Practices and Academic Culture”, Chapters 5 and 6 in *A Geopolitics of Academic Writing*. U. of Pittsburgh Press, 2002.

John M. Swales, “Research Articles in English”, chapter 7 in *Genre Analysis: English in Academic and Research Settings*. Cambridge University Press, 1990.

James Axtell, “Twenty-Five Reasons To Publish”, Chapter Three, *The Pleasures of Academe: A Celebration and Defense of Higher Education*. University of Nebraska Press, 1998.

Greg Myers, “Strategic Vagueness in Academic Writing,” in Eija Ventola and Anna Mauranen (eds), *Academic Writing: Intercultural and Textual Issues*. John Benjamins Publishing Company, 1996.

Charles Bazerman and Paul Priot (eds.) *What Writing Does and How it Does It: And Introduction to Analyzing Texts and Textual Practices*, Lawrence Erlbaum, 2004.

Paré, A., Starke-Meyerring, D., & McAlpine, L. (2009). The dissertation as multi-genre: Many readers, many readings. In *Genre in a changing world*. C. Bazerman, A. Bonini, and D. Figueiredo (Eds.). Fort Collins, Colorado: The WAC Clearinghouse and Parlor Press.

Aitchison, C. & Paré, A. (2012). Writing as craft and practice in the doctoral curriculum. In *Reshaping doctoral education: Changing programs and pedagogies*. A. Lee & S. Danby (Eds.). London, UK: Routledge.

Week 3: Tenure-Tracking (and not)

Academic freedom is one of the best-known and most controversial aspects of the academic system. It is comprised of specific species of freedom of speech, i.e., freedom in research and publication, and freedom in teaching. In practice, it is accomplished through the institution of tenure. These freedoms are not absolute however, and their exercise is predicated on the observance of concomitant duties, e.g., controversial teaching material must be related to the course topic, personal opinions distinguished from professional ones, etc. There is no shortage of criticism of tenure — absolute job security is rarely an incentive for creativity, and granting special rights to freedom of speech is tricky business.

In any case, the defining contemporary trend in the organization of academic labor is a reduction in tenure-track faculty line, and a corresponding increase in reliance on adjunct/part-time faculty to carry on teaching duties: between 1969 and 1998, the number of full-time faculty grew by 60%, while the number of part-time faculty grew by 369%. Nationwide, traditional tenure-track faculty performs only about a third of the teaching in colleges and universities. As part-time faculty does not enjoy the incentives and freedoms in research and teaching associated with tenure, this shift has important implications on all other

dimensions of the academic system. Thus, the case for academic freedom must be made anew, in the face of the changing conditions for the professional practice of scholarship.

Read:

Part X: Leaving the Cult, *The Professor is In*, Kelsky.

Chapter 1 from John G. Cross and Edie N. Goldenberg, *Off-Track Profs: Non-Tenured Teachers in Higher Education* The MIT Press, 2009.

https://mitpress.mit.edu/sites/default/files/titles/content/9780262515986_sch_0001.pdf

Susan Basalla and Maggie Debelius, Will I Have to Wear a Suit? Rethinking Life after Graduate School, chapter 1 in *“So What Are You Going to Do with That?”: Finding Careers Outside of Academia*, The University of Chicago Press, 2007

Sharon O’Dair, “Stars, Tenure, and the Death of Ambition”, *Michigan Quarterly Review* 36(4): 607-627 (Fall 1997).

“What has happened, historically, is that a star system has been superimposed on a model of recruitment and compensation based on lifetime tenure and service that, even in this century and despite a good degree of professionalization, largely resembled that of the clergy. ... Currently, therefore, a gap exists between the realities of our market situation, and the ways we think about ourselves and our roles in higher education and in society. ... Acting like stars, we continue to think like quasi-monastic teachers, and such mental dissonance causes problems.”

Terry Caesar, “Getting Hired”, chapter 6 in *Traveling Through the Boondocks: In and Out of Academic Hierarchy*. Albany: State University of New York Press., 2000.

Policies:

American Association of University Professors, “1940 Statement of Principles on Academic Freedom and Tenure, with 1970 Interpretive Comments.”

Additional Readings:

Cary Nelson, “The Three-Legged Stool: Academic Freedom, Shared Governance, and Tenure” chapter 1 in *No University Is An Island: Saving Academic Freedom* New York University Press, 2010.

Frank Donoghue, “The Erosion of Tenure”, Chapter Three, *The Last Professors: The Corporate University and the Fate of the Humanities*. Fordham University Press, 2008.

Philip G. Altbach, “How Are Faculty Faring in Other Countries,” in R. P. Chait (Ed.) *The Questions of Tenure* (p. 161-181). Harvard University Press, 2002.

Jack Schuster and Martin Finkelstein, “Compensation and Academic Careers”, Chapter Eight, *The American Faculty: The Restructuring of Academic Work and Careers*. The Johns Hopkins University Press, 2006.

“The proportion of faculty members who today think of their own careers as bearing responsibilities one might associate with a “sanctified” vocation is unknown—although that age-old sense of a higher calling undoubtedly remains strong among many faculty members, perhaps especially at church-related colleges (to which, it might be argued, their customary very low pay attests).”

Sharon O'Dair, "Affiliation, Power, and Tenure in the Academy", in *Affiliation: Identity in Academic Culture*, Jeffrey R. Di Lio (ed.), University of Nebraska Press, 2003.

Week 4: Reproducing

Read: Julie R. Posselt, *Inside Graduate Admissions: Merit, Diversity, and Faculty Gatekeeping*, Harvard University Press, 2016

Policies:

"Code of Professional Rights, Responsibilities, and Conduct of University Faculty, and University Disciplinary Procedures" (a.k.a., UCLA Faculty Code of Conduct), last amended and approved by the Regents on July 17, 2003.

Additional Readings:

Sharon O'Dair, "Vestments and Vested Interests: Academia, the Working Class, and Affirmative Action", in *Working-Class Women in the Academy*, Michelle M. Tokarczyk and Elizabeth A. Fay (eds), The University of Massachusetts Press, 1993, pp. 239-250.

"Higher education is, perhaps, the best route out of working-class life; higher education also helps keep the majority of the working class firmly embedded there."

Terry Castle, "Desperately Seeking Susan," in *The Professor and other writings*. Harper Collins 2010, pp. 91-105.

"We made the first of several madcap car trips around Palo Alto and the Stanford foothills. While I drove, often somewhat erratically, she would alternate between loud complaints about her faculty club accommodation, the bad food at the Humanities Center, the "dreariness" of my Stanford colleagues (Terry, don't you loathe academics as much as I do? How can you abide by it?)—and her Considered Views on Everything (Yes, Terry, I do know all the lesser-known Handel operas. I told Andrew Porter he was right—they are the greatest of musical masterpieces). I was rapt, like a hysterical spinster on her first visit to Bayreuth."

Gregg Lambert, "What does graduate student want? John Guillory and that obscure object of desire", *The Minnesota Review* (issue on "Academostars") 52-54 (2000):249-262.

Kali Tal, " 'It's a Beastly Rough Crowd I Run With': Theory and the 'New University'" in *Day Late, Dollar Short: The Next Generation and the New Academy*, Peter C. Herman, ed., State University of New York Press, 95-111.

William Clark, "The Examination", chapter 4 in *Academic Charisma and the Origins of the Research University*. The University of Chicago Press, 2006, pp. 93-140.

Temple Grandin, *Emergence: Labeled Autistic*. Grand Central Publishing, 1986.

Juris Dilevko, "Reconsidering Library Professionalism," chapter 3 in *The Politics of Professionalism: A Retro-Progressive Proposal for Librarianship*. Duluth, MN: Library Juice Pres, 2009.

Week 5: Evaluating

Peer review is the fundamental and nearly universal scholarly mechanism for quality control in the production of knowledge, yet few dimensions of academia

are as maligned and decried. The evaluation of a scholarly product by competent peers of the author involves several tensions, for example, the peers most competent to evaluate the quality, veracity, and originality of a scholar's research are by definition either her competitors or her collaborators. As well, many other characteristics of the academic field participate in the peer-review process — f.ex., “halo” and “Matthew” effects, as described by Merton — and tend to reinforce the overall conservative force of peer-review on knowledge production. Whatever one's opinion on its merits, to be in an academic is to review and be reviewed.

Read:

Julie Schumacher, *Dear Committee Members*. Anchor Books, 2015.

Mario Biagoli, “From Book Censorship to Academic Peer Review,” *Emergences* 12:1, 2002, pp. 11-45.

Stanley Fish, “No Bias, No Merit: The Case Against Blind Submission”, in *Doing What Comes Naturally*, Duke University Press, 1989.

“ ... to be unprofessional is not simply to have violated some external rule of piece of decorum. It is to have ignored (and by ignoring flouted) the process by which the institution determines the conditions under which its rewards will be given or withheld. These conditions are nowhere written down, but they are understood by everyone who works in the field, and, indeed, any understanding one might have of the field is inseparable from (because it will have been produced by) an awareness, often tacit, of these conditions.”

Kristen Precht, “A Cross-cultural Comparison of Letters of Recommendation” *English for Specific Purposes*, 17(3), pp. 241-265, 1998.

“... in German and British LRs (which used a listing of facts as support), length does not seem to correlate to the writers' commitment. Offering support through a listing of facts, as in German and some British LRs, can come across as abrupt, unfriendly or stuffy, especially when compared to the more informal storytelling support of American letters. Lists of facts require careful attention inferring the evaluative statements in order to get the intended sense of the LR. The British LRs tend to include one criticism of the applicant in the body, although this criticism often does not cause any serious damage to the applicant.”

Part V: Techniques of the Academic Interview, *The Professor is In*, Kelsky.

Policies:

Office of the President, University of California, APM 210, “Review and Appraisal Committees”, *University of California Academic Personnel Manual*,

Additional readings:

Terry Caesar, “On Teaching at a Second-Rate University”, *South Atlantic Quarterly*, 90(3):449-467.

“Being second-rate is not a fraud—as long as one knows one's place, and keeps it. But, then, can there be something genuinely second-rate? The question is similar to that about whether there can be genuine kitsch, which usually receives the following answer: not if kitsch actually aspires to art.”

Kamler, Barbara (2010). *Revise and Resubmit: The Role of Publication Brokers*. In *Publishing pedagogies for the doctorate and beyond*. C. Aitchison, B. Kamler & A.

Lee (Eds.). London, UK: Routledge.

George B. Shepherd (ed.), “The Authors’ Perspective,” “The Editors Explain,” and “The Primers: Expert Guides to Publication Glory,” in *Rejected: Leading Economists Ponder the Publication Process*. Thomas Horton and Daughters, 1995.

Joshua S. Gans and George B. Shepherd, “How Are the Mighty Fallen: Rejected Classic Articles by Leading Economists,” *The Journal of Economic Perspectives*, Vol. 8, No. 1 (Winter, 1994), pp. 165-179.

Frances Trix & Carolyn Psenka, “Exploring the color of glass: letters of recommendation for female and male medical faculty,” *Discourse & Society* 14(2) 1991-220.

Jeffrey J. Williams, “Name Recognition”, *The Minnesota Review* (issue on “Academostars”) 52-54 (2000):185-208.

Michèle Lamont, “How Panels Work”, chapter 2 in *How Professors Think: Inside the Curious World of Academic Judgment*. Harvard University Press, 2009.

Marcel C. LaFollette, “Decision Making: Editors and Referees”, in *Stealing into Print — Fraud, Plagiarism, and Misconduct in Scientific Publishing*, University of California Press, 1996, pp. 138-136.

Science, Technology, & Human Values, Vol. 10, No. 3, Summer 1985, issue on “Peer Review and Public Policy.”

Nature’s Peer Review Debate, including discussion of “Open Peer Review”: <http://www.nature.com/nature/peerreview/debate/>

Michèle Lamont, “Considering Interdisciplinarity and Diversity”, chapter 6 in *How Professors Think: Inside the Curious World of Academic Judgment*. Harvard University Press, 2009.

Donald Brenneis, “Discourse and Discipline at the National Research Council”, *A Bureaucratic Bildungsroman*, *Cultural Anthropology* 9(1):23-36.

“Participation in such decision making makes one, for the moment at least, an ‘equal.’ In peer review we jointly constitute an ephemeral peership, among ourselves as reviewers as well as vis-à-vis those whom we are evaluating.”

Week 6: Owning

Papers, research data, patents, presentations, syllabi, startups—academia is the site of much creative enterprise, for which a multitude of ownership models co-exist. In recent years, the economic relationships between various academics stakeholders have changed, as openness shakes up the publishing industry, online courses require considerable technical resources beyond pen and paper, and electronic publication platforms for textbooks offer new economic models for the dissemination of instruction materials. Less clear are the implications for the University as an institution devoted to the production of impartial knowledge that benefits the whole of society.

Read: McSherry, *Who Owns Academic Work*.

Policies:

Policy on Copyright Ownership, UC Office of the President, August 19, 1992.

http://www.ucop.edu/ott/genresources/policy_pdf/Copyrightpolicy.PDF

UCLA Office of Intellectual Property, “FAQ and Guide for UCLA Entrepreneurs,” 2013.

<http://www.research.ucla.edu/tech/entrepreneurFAQ.pdf>

Additional readings:

Steven Shapin, “The Scientific Entrepreneur,” chapter 7 in *The Scientific Life: A moral history of a late modern vocation*. The University of Chicago Press, 2008.

“The desire for a ‘free space’ in which to conduct the inquiries that one wants to conduct, that one might even feel oneself driven to conduct, is probably the major item in scientists’ motivational lexicon. However, the institutions in which such free spaces may present themselves map only problematically onto the divide between academia and industry.” (p. 263)

Week 7: Reading

Admission to a PhD program requires an important, yet rarely acknowledged transition for the aspiring scholar: reading as professional skill. With full-time course loads often requiring students to absorb 4-5 academic books a week, in addition to the readings required for their own research, reading in academic settings becomes a full-fledged professional activity, and “skimming,” a core survival skill. Faculty members are similarly faced with constant requests for simultaneously fast and deep reading, from evaluating promotion cases to peer review, administrative duties, grading, and the extensive literature reviews required by new research endeavors. Yet, we lack concepts to acknowledge and describe the various kinds of readings academics must, by necessity, perform on documents, beyond the pragmatic response of skimming.

Read:

Bayard, *How to Talk About Books You Haven’t Read*.

“What we preserve of books we read—whether we take notes or not, and even if we sincerely believe we remember them faithfully—is in truth no more than a few fragments afloat, like so many islands, on an ocean of oblivion.”

Rayner, Schotter, Masson, Potter, and Treiman, “So much to read, so little time: How do we read, and can speed reading help?” *Psychological Science in the Public Interest*, 17(1):4-34.

Additional readings:

Judith Butler, “Values of Difficulty”, in Jonathan Culler and Kevin Lamb (eds), *Just Being Difficult: Academic Writing in the Public Arena*. Stanford University Press, 2003.

“Oh Benjamin, he makes our heads hurt. Why does he torture us so?”

Week 8: No class, instructor at ISO meeting

Week 9: Governing

The daily running and long-term planning of a University requires massive amounts of decision making, from curricular decisions to hiring, maintenance, funding, long-term planning, etc, etc, etc. In American higher education, decision-making power is most often distributed between an external board (Trustees, Regents, Overseers etc.), administration (including the university president, deans, etc.), and faculty, who on some issues vote directly in departmental meetings, and on others, are represented by academic senates or unions. Staff and students also exercise various degrees of representation through unions and student associations. Specific equations for power sharing vary across institutions. In the UC system, “shared governance” delegates curriculum development, hiring and promotion issues to faculty while university administrators deal with budgetary issues, admission, and facilities.

Read

Randy Martin, *Under New Management: Universities, Administrative Labor, and the Professional Turn*, Temple University Press, 2011.

Policies

Regents of the University of California, “Duties, Powers, and Privileges of the Academic Senate,” Standing Order 105.2, April 18 1969 (includes amendments through March 19, 1971).

Additional Readings

Susanne Lohmann, “Darwinian Medicine for the University”, chapter 4 in *Governing Academia: Who’s in Charge at the Modern University?*, Ronald G. Ehrenberg (Editor), Cornell University Press, 2005.

Jacques Derrida, “Mochlos; or, The Conflict of the Faculties”, in Richard Rand (ed.), *Logomachia*. University of Nebraska Press, 1992.

“Kant asks of governmental power that it create, on its own, conditions for counter-power, that it ensure its own limitation and guarantee to the university, which is lacking in power, the exercise of its free judgment in deciding the true and the false. The government and the force it represents, or that represent it (civil society), should create a law limiting their own influence, submitting statements of a constative type (those claiming to tell the truth), or indeed of a ‘practical’ type (insofar as implying a free judgment), to the jurisdiction of university competence, and to something within it, we shall see, which is finally most free and responsible in respect to the truth: the philosophy faculty.”

Stanley Fish, “Don’t Let Anyone Else Do Your Job”, Chapter Five, *Save The World on Your Own Time*, Oxford University Press, 2008.

“Tell them everything: share every piece of information you have the moment you have it, and they will be quite happy to leave the governance to you, especially if as you distribute the information you invite them to talk about the issues it raises. They get to feel that they are part of what is going on; you get the benefit of hearing their views without having to promise that you will act in accordance with them. This is also the way to deal with students who always want to have a say in everything.”

Richard S. Ruch, “The Academic Culture of For-Profit Universities”, Chapter Five, *Higher Ed, Inc.* The Johns Hopkins University Press, 2003.

“Unless you live and work in a for-profit educational environment, it is almost impossible to know this culture from the perspective of traditional higher-education. The world of for-profit higher education is a unique environment that combines the hard edges of American capitalism and the altruistic vision of an educational institution serving society. For readers who have never set foot inside a for-profit university, I hope to provide a guided tour of what it’s like to live and work in these institutions from my perspective as someone who is also intimately familiar with the culture of several non-profits.”

Gary Rhoades and Sheila Slaughter, “Academic Capitalism, Managed Professionals, and Supply-Side Higher Education,” *Social Text* 51 (special issue on academic labor, Summer 1997): 9-38.

Week 10: Mentoring/Networking

Much professional and intellectual guidance in academia occurs through formal and informal relationships of *mentoring*. At every level of seniority, faculty both provide and receive guidance as to how to best achieve their intellectual goals, navigate complex ethical situations, address workplace inequities, and improve their professional skills.

Read

Randall Collins, “Coalitions in the Mind” and “Networks across the Generations,” chapters 1 and 2 in *The Sociology of Philosophies: A Global Theory of Intellectual Change*, The Belknap Press of Harvard University Press, 1998.

Gorelova, O., & Yudkevich, M. (2015). Academic Inbreeding: State of the Literature. in *Academic Inbreeding and Mobility in Higher Education: Global Perspectives*, Palgrave Macmillan, 2015, pp. 17-44.

Paré, A. (2010). Making sense of supervision: Deciphering feedback. In *The Routledge Doctoral Student’s Companion: Getting to Grips with Research in Education and the Social Sciences*. P. Thomson & M. Walker (Eds.). London, U.K.: Routledge.

Part X: Some Advice about Advisors, *The Professor is In*, Kelsky.

Policies: UCLA Council of Advisors, *Faculty Advising Handbook*.

<https://faculty.diversity.ucla.edu/resources-for/mentoring/FacultyCareerAdvisingHandbook042512.pdf>

Additional readings

Anthony Grafton, “The Republic of Letters”, Chapter 1 in *Worlds Made by Words — Scholarship and Community in the Modern West*, Harvard University Press 2009.

“For Erasmus, the scholar must school himself or herself to write, over and over again, professing friendship and concern to critics as well as supporters, to enemies as well as friends. By doing so, he or she would knit the raveled sleeves of particular relationships, but would also become a true friend, one genuinely devoted to and concerned for others. The vast series of letters that fill dozens of volumes in every great European library are the relics of a great effort, inspired by Erasmus and many others after him, to create a new kind of virtual community that was sustained not by immediate, direct contact and

conversation so much as by a decades-long effort of writing and rewriting.”

Paré, A., Starke-Meyerring, D., & McAlpine, L. (2011). Knowledge and identity work in the supervision of doctoral student writing: Shaping rhetorical subjects. In *Writing (in) the knowledge society*. D. Starke-Meyerring, A. Paré, M. Horne, N. Artemeva, & L. Yousoubova (Eds.). West Lafayette, IN: Parlor Press.

Paré, A. (2011). Speaking of writing: Supervisory feedback and the dissertation. In *Doctoral education: Research-based strategies for doctoral students, supervisors and administrators*. L. McAlpine & C. Amundsen (Eds.). Dordrecht, The Netherlands: Springer.

Week 11: Class presentations

Academic Work: Additional Materials

It should be noted that the vast majorities of the work cited pertain to the North American context (a notable exception is that of novels, which have inspired a number of English writers).

General Advice

The “Advice” columns of the *Chronicle of Higher Education* provide personal testimonies, commentaries, and insider knowledge on the formal and informal aspects of academic work.

Gary Lee Downey, Joseph Dumit, and Sharon Traweek, “Corridor Talk”, in Gary Lee Downey and Joseph Dumit (eds) *Cyborgs and Citadels: Anthropological Interventions in Emerging Sciences and Technologies*, School of American Research Press, 1998.

Phil Agre, *Networking on the Network: A Guide to Professional Skills for PhD Students*, March 20, 2002.

Wilson Smith & Thomas Bender (eds.) *American Higher Education Transformed, 1940-2005: Documenting the National Discourse*. Baltimore: The Johns Hopkins University Press, 2008.

Cary Nelson & Stephen Watt, *Academic Keywords: A Devil’s Dictionary for Higher Education*. New York: Routledge, 1999.

“Doctoral dissertations: [...] A person who writes a dissertation, one hopes, leaves graduate training with an understanding of the discipline based on deep, extended, even obsessional intellectual commitment. A person who writes a dissertation has ever thereafter a certain model of intellectual devotion, of in-depth study and reflection, as the only entirely appropriate and fulfilling way of coming to know anything well. It is that experience of thorough intellectual devotion that grants you the right to profess in front of a class.” (p. 120)

Some Academic Novels

Academic novels also offer a wealth of information about academic culture, often from personal experience. The vast majority of them take place in English departments. And of course, there are academic essays about academic novels, including Elaine Showalter, *Faculty Towers: The Academic Novel and Its Discontents*. University of Pennsylvania Press, 2005.

Amis, Kingsley. *Lucky Jim*. New York: Viking Press, 1958.

Bellow, Saul. *Herzog*. New York: Viking Press, 1964.

Brace, Gerald Warner. *The department, a novel*. New York: Norton, 1968.

Bradbury, Malcolm. *The history man : a novel*. Boston: Houghton Mifflin, 1976.

Byatt, A. S. *Possession : a romance*. New York: Random House, 1990.

Canetti, Elias. *Auto-da-fé*. New York: Continuum, 1982.

Chabon, Michael. *Wonder boys*. New York: Villard Books, 1995.

- Jonathan Coe, *The Accidental Woman*, 1987.
- Coetzee, J.M. *Disgrace*. Viking, 1999.
- French, Marilyn. *The women's room*. Jove Books, 1977.
- Godwin, Gail. *The odd woman*. New York: Knopf, 1974.
- Hynes, James. *Publish and perish : three tales of tenure and terror*. New York: Picador USA, 1997.
- . *The lecturer's tale*. New York: Picador USA, 2001.
- Lodge, David. *Trading Places*. Secker Warbug, 1975.
- Lodge, David. *Small world : an academic romance*. Secker Warbug, 1984
- Lodge, David. *Nice Work*. New York: Penguin Books, 1988.
- Lewis, Sinclair. *Arrowsmith*. Signet Classic, 1998 [1924].
- Lurie, Alison. *Love and friendship*. London: Heinemann, 1962.
- Alisson Lurie, *The War Between the Tates*, 1974
- Alisson Lurie, *Love and Friendship*, 1962
- Alisson Lurie, *Foreign Affairs*, 2006
- McCarthy, Mary. *The groves of academe*. New York: Harcourt, Brace, 1952.
- Nabokov, Vladimir Vladimirovich. *Pnin*. New York: Vintage Books, 1989.
- Narayan, Kirin. *Love, stars, and all that. A novel*. South Asia Book, 1994.
- Oates, Joyce Carol. *Unholy loves : a novel*. New York: Vanguard Press, 1979.
- Joyce Carol Oates, *Beasts*, 2002.
- Roth, Philip. *The human stain*. Boston: Houghton Mifflin, 2000.
- Russo, Richard. *Straight man*. New York: Random House, 1997.
- Smiley, Jane. *Moo*. New York: Knopf, 1995.
- Smith, Zadie. *On beauty*. Penguin, 2006.
- Snow, C. P. *The masters*. New York: Scribner, 1951.
- Williams, John. *Stoner*. New York Review Books, 2003.
- Tom Wolfe, *I Am Charlotte Simmons*, 2005.

Academic Mysteries

- Cross, Amanda. *Death in a tenured position*. Ballantine Books, 1994.
- Dobson, Joanne. *Death without tenure: A Karen Pelletier Mystery*, Poisoned Pen Press, 2010.
- Richard King, *That Sleep of Death*, 2002.

Academic Memoirs

Castle, Terry. *The Professor and other writings*. Harper Collins 2010.

Cronin, Blaise. *Bloomington Days: Town and Gown in Middle America*. 2012. (from a former Dean of the LIS school at Indiana – Bloomington).

Eagleton, Terry. *The gatekeeper : a memoir*. St. Martin's Press, 2002.

O'Toole, Simon. *Confession of an American Scholar*. U. of Minnesota Press, 1971.

Kermode, Frank. *Not entitled : a memoir*. Farrar, Straus, and Giroux, 1995.

Kernan, Alvin B. *In Plato's cave*. Yale University Press, 1999.

Lang, James M. *Life on the tenure track : lessons from the first year*. Johns Hopkins University Press, 2005.

Lentricchia, Frank. *Edge of night : a confession*. New York: Random House, 1994.

Pritchard, William H. *English papers : a teaching life*. Graywolf Press, 1995.

Snyder, Don J. *The cliff walk : a memoir of a job lost and a life found*. Little, Brown and Co., 1997.

In French

Clarisse Buono, *Félicitations du Jury*, Editions Privé 2006.

Pierre Christin, *Petit Crimes contre les humanités: Roman universitaire*. Métailié, 2006

Pierre Christin, *Légers arrangements avec la vérité*, Métailié, 2011

Movies

There are also a number of movies taking place in academia or featuring academics (the vast majority of them womanizing and pot-smoking English professors), among them:

Oleanna (David Mamet 1994)

The Paper Chase (James Bridges 1973). Law school.

The Squid and the Whale (Noah Baumbach 2005)

Smart People (Noam Murro 2008)

Wonder Boys (Curtis Hanson 2000)

The Gambler (original 1974 with James Caan, remake 2014 with Mark Wahlberg). Literature professor with serious gambling problem.

Two notable exceptions are *Dark Matter* (2007, with Meryl Streep), which takes place in an astrophysics laboratory, and *Good Will Hunting* (Gus Van Sant 1997) which recapitulates every bad cliché about mathematical genius, MIT, and equal opportunity in higher education.

For pure academic eye-candy, nothing beats *La Prima notte di quiete* (with Alain Delon).

R.P.M. (Stanley Kramer, 1970). Campus activism in the 1960s.

Tenure (Mike Million 2008).

Mona Lisa Smile (Mike Newell 2003). Life at Wellesley for a young female professor in the 1950s.

A Serious Man (Cohen Brothers 2009).

Malice (Harold Becker 1993). A college dean is conned by his favorite student.

In French: *L'étudiante* (Claude Pinoteau 1998); *Comment je me suis disputé ... (ma vie sexuelle)* (Arnaud Desplechin 1996).

TV Series

Two adaptations of David Lodge: *Small World*, 6 episodes, BBC, 1988, and *Nice Work*, BBC 1989.

Andrew Davis, *A Very Peculiar Practice*, BBC, 7 episodes 1986; 7 episodes 1988.

The character of Gary Shepherd in *Thirtysomething* (1987-1991), played by Peter Horton, was a college professor at Haverford College who is eventually denied tenure.