**INST800 - The Engaged Intellectual:
An Introduction to Academic and
Research Work**

Course Description

"The Engaged Intellectual" is a required, 3-credit seminar for first-year doctoral students in the College of Information Studies. Our goals for the semester are to help students identify their individual goals for graduate study and for the class as a whole to uncover the unwritten rules of higher education more generally, what education researchers call "the hidden curriculum", so as to set students of all backgrounds and goals up for short-, medium-, and long-term career success.

Students will explore a series of issues and topics that confront academic and professional life during and after the Ph.D. process, including (but not limited to) research, teaching, service, and public engagement. Students will also learn the process of acquiring knowledge and experiences to navigate various topics including mentoring, collaborating, networking, and building relationships with scholars, practitioners, and policy makers. We approach academic life as a job in a unique kind of long-lived institution, while recognizing that what brings us to this job and what we take from it is intimately linked to our own identity, goals, community, and interests.

By the end of the semester, students will have a better understanding of how the university functions and why, what paths are available after Ph.D., and how to navigate that institution and those paths with your own goals and values in mind. Students will also be able to reflect on their own interests and construct a future map of their professional trajectory as workers, thinkers, colleagues, researchers, teachers, designers, and public intellectuals.

After successfully completing this course you will be able to:

- Describe the structure and nature of the university;
- Develop a personal philosophy about professional life, as well as collective codes of conduct;
- Identify key pathways to success in your field(s), as a researcher and teacher;
- Explain the challenges and opportunities of post-PhD life in information studies;
- Explain how the process of research, including theory and methodology, reflects and informs your evolving development as scholars and professionals;
- Reflect on the significance of service and public engagement in advancing the field of information studies;
- Assess and reflect on your own academic writing.

Dr. Daniel Greene
dgreene1@umd.edu

Pronouns:
he/him/his

Class Meets:
Tuesdays – 2 to 4.45 PM
Atlantic Bldg 1106

Office Hours
By appointment:
https://calendly.com/dgreene1/

Office hours are online by default. I am happy to meet in person in 4105 HBK, please email to specify. We can go for a walk.

Required Text

Calarco, J. M. (2020). *A field guide to grad school: Uncovering the hidden curriculum*. Princeton University Press. ISBN # 9780691201092

Calarco will guide us through the semester. The book is abbreviated as *Field Guide* in the syllabus. Please purchase the book as soon as possible. Other articles will be assigned to support Calarco on specific topics, drawn from a range of fields connected to information studies in engineering, the social sciences, and the humanities. These will be available on ELMS or the open Web.

Relevant Course Policies

We are still in a pandemic, a crisis of public health and economic and social life, and we will be generous with each other because of it. At least 600,000 people have died in the US alone, and even those of us still standing have been traumatized by everything from lack of childcare to lack of food. UMD is getting back to normal and I could not be more excited to teach this class, but we all still bear the marks of the last two academic years and carry much baggage into this new one. This syllabus is designed for flexibility and engagement, with plenty of slack built in for those weeks when you're feeling overwhelmed. We may need to change things as we go and we will do so together. This may require moving certain sessions, or a whole chunk of the course online. This is not difficult to do for this class and we will figure out the best way to do it together. Make use of the resources below and never hesitate to reach out to me to discuss any issues.

Academic Integrity

The University is an intellectual community. Its fundamental purpose is the creation and dissemination of knowledge. Like all other communities, the University can function properly only if its members adhere to clearly established goals and values. Essential to the fundamental purpose of the University is the commitment to the principles of truth and academic honesty. The Code of Academic Integrity is designed to ensure that the principle of academic honesty is upheld. While all members of the University community share this responsibility, The Code of Academic Integrity is designed so that special responsibility for upholding the principle of academic honesty lies with students.

Accessibility and Accommodations

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The University of Maryland provides reasonable accommodations to qualified individuals. Reasonable accommodations shall be made in a timely manner and on an individualized and flexible basis. Discrimination against individuals on the grounds of disability is prohibited. The University also strictly prohibits retaliation against persons arising in connection with the assertion of rights under this Policy.

Accessibility & Disability Service (ADS) facilitates reasonable accommodations to qualified individuals. For assistance in obtaining an accommodation, contact ADS at 301.314.7682, or adsfrontdesk@umd.edu. More information is available from the Counseling Center.

After receiving an Accommodations Letter from ADS, as a student, you are expected to meet with the course instructor, to share a copy of the Accommodations Letter via email, and to obtain their signature on the Acknowledgement of Student Request form. You and I will discuss a plan for how the accommodations will be implemented throughout the semester for the course. Please do this **before the second week of class.**

Campus resources:

Students who want help improving their writing are encouraged to visit UMD's Writing Center, where trained coaches will help you plan out assignments or edit drafts:
http://www.english.umd.edu/academics/writingcenter

Students seeking more general support on specific skills necessary to be successful in college, or just looking for general help on how to manage their workload, are encouraged to visit Learning Assistance Services:
https://lasonline.umd.edu/

Students encountering psychological problems that hamper their course work are referred to the Counseling Center (301-314-7651 or http://www.counseling.umd.edu/ for expert help. For more information on UMD's Student Services, see http://www.studentaffairs.umd.edu/student-life

If you or someone you know has trouble procuring food please visit the campus food pantry:
http://campuspantry.umd.edu/

If you or someone you know feels unsafe, the university has resources (see list below). Please note that instructors are mandatory reporters under the UMD sexual misconduct policy, meaning that if we hear about sexual misconduct we are required by law to report it to the University for further investigation. Students impacted by sexual assault should contact OCRSM (below) for administrative support and CARE to Stop Violence for counseling support: http://health.umd.edu/care

Counseling Center	301-314-7651 / www.counseling.umd.edu
University Health Center and Mental Health Services	301-314-8180 / www.health.umd.edu
University of Maryland Chaplains	thestamp.umd.edu/memorial_chapel/chaplains
Office of Civil Rights and Sexual Misconduct	301-405-1142 / www.ocrsm.umd.edu

Late Work

Late work is not accepted. However, the instructor is happy to work with any student who suspects they will have difficulty meeting the due date for any major scheduled grading event to make alternative plans in advance of that due date. Please contact me at least three business days prior to the deadline. For routine grading events (e.g., blogs, participation), there are 'freebie' days built in so that students need not stress if they need to miss a particular week's assignment.

Classroom Environment

As a graduate seminar, the classroom environment should be professional and respectful. Discussions should be based on your critical analysis of course readings. Others may have different perspectives on issues than you, but they still deserve your respect. Learning how to express constructive disagreement based on the evidence at hand is an important academic skill. Everyone is expected to contribute to discussion, but everyone will not do so in the same way. I encourage a policy of "step up, step back": If you haven't talked yet, that's a sign you should step up and present your unique analysis for us to benefit from; if you've talked a lot, that's a sign you should cede space to your peers.

Grades

The majority of students' grades is made up of weekly verbal participation and written reflections, with four additional major assignments due at different dates. Each major scheduled grading event will come with a prompt and rubric, visible on ELMS.

Learning Assessments	#	Points Each	Category Total
Weekly Class participation	14	25	350
Session leadership	1	100	100
Weekly blog posts	10	25	250
Virtual professional development attendance and reflection	1	150	150
Aspirational Research Statement	1	150	150
		Total Points:	**1000**

Each component is expected to reflect the highest professional standards, and both substantive and technical quality will be considered in determining your grade for each. Thoroughness, accuracy, salience, and effective organization are required; correct English grammar, spelling, punctuation, and usage are expected. Adherence to University policies on matters of intellectual integrity is also imperative.

Grades are calculated based on total points, so that you can track your progress as you go. Final grades correspond with the following points totals:

A+ 970-1000 points	A 930-969	A- 900-929
B+ 870-899	B 830-869	B- 800-829
C+ 770-799	C 730-769	C- 700-729
D+ 670-699	D 630-669	D- 600-629
F less than 600 points		

Assignments

Class Participation – 25 points each, 350 points total

Like most doctoral seminars, this class does not work without regular, considered, and collegial participation from everyone involved. The instructor will manage discussion and provide context when necessary but by and large will not lecture. Please bring copies of all readings to class every day (print or digital), along with your notes on them. Students must complete all assigned readings prior to the start of class to effectively participate in class. Effective participation can look like:

- Asking open-ended questions to seek clarity or prompt discussion
- Quoting or paraphrasing a reading to make a point
- Collaborating on small-group activities
- Providing your analysis of an issue or reading, or responding to a colleague's
- Giving context colleagues may need on a particular point of discussion

It is not necessary to master every point of every reading to effectively participate. Indeed, it is sometimes most helpful to arrive to class with questions in mind. If you show up and participate in a way that evidences your active engagement with those readings, you will receive 25 points for the day. **Only 14 of our 16 class sessions are graded for participation, meaning you have two "freebie" days.** These can be used in lieu of providing an explanation for an excused absence, or just as a moment to recharge during a crisis year. There is no need to contact the instructor to request permission to use a freebie day.

Session Leadership – 100 points, due date varies

Beginning in Week 3, each class session will have two assigned co-leaders who will run the first half of class. Co-leaders should tackle their week's readings in advance, research the authors' professional backgrounds, meet with each other (and the instructor if necessary), develop a plan for student engagement in the first half of class (e.g., activities, discussion prompts), review their peers' blog posts prior to class, and then serve as subject matter experts and discussion managers for the first half of class. Students will be polled on their choices for class sessions prior to their assignment. A full prompt and rubric will be provided on ELMS.

Weekly Blogs – 25 points each, 250 points total

Beginning in week 2, students will be required to respond to the instructor's weekly prompt with a blog post of approximately 500 words. Most blog posts will require students make an original argument, using the week's readings as evidence for their thesis. Some will diverge from this with a more focused activity (e.g., a peer review). **Only the highest-scoring 10 of a possible 14 blog posts are graded, meaning you have choice over which you complete—with the exception of Week 8's, due 10/19, which must be completed by everyone. All blog posts are due at midnight Monday, the night before class.** A full prompt and rubric will be provided on ELMS—the former will vary weekly, the latter will not.

Professional Development – 150 points, due November 30

Professional development is an important element in the career of a scholar. As a member of local, state, regional, national, and/or international professional organizations, scholars have the opportunity to participate in conferences, meetings, and workshops; receive print and online journals and newsletters; contribute to online discussions and listservs; mentor or be mentored by other professionals; and build and sustain valuable research and teaching networks. Through ongoing engagement in such activities, a scholar models a commitment to lifelong learning.

To demonstrate the value of ongoing professional development and to enable you to begin building professional networks, you will be expected to participate in and reflect upon at least ONE professional development meeting. This could be a disciplinary or topical conference, a think tank or government forum, or a training in teaching or research methods. The event should last at least four hours and should not take place within the iSchool. We will collaborate on a collective list of candidate events.

Students will be required to identify their professional development activity by September 21 and submit a 750-1000 word reflection by November 30—though they are encouraged to do so earlier. Memory fades quickly. Reflections will address both the implicit and explicit content of the event (i.e., what's on the program, and what's in the hidden curriculum). Reflections should address a mix of the following:

1) What was the goal of the event? Was that goal achieved?
2) Who was in the room? Who wasn't?
3) What did you personally gain from the event? What did the host institution gain?
4) How do you see the event contributing to your professional trajectory?
5) How do you see the community present at the event contributing to your professional trajectory?

A full prompt and rubric will be provided on ELMS.

Aspirational Research Statement – 150 points, due December 15

The research statement is a fixture of the academic labor market and "what are you working on?" is the single most common question asked at any academic event. There are many different things one can do with a PhD, but the path to one—coursework, comprehensive exam(s), and the dissertation—is premised on original research and your explanation of it. As a final assignment, students will write the research statement they hope to enter the job market with. This document is aspirational, imagining you have another few years of work under your belt, with the publications, awards, and collaborations that entails. The writing process will involve setting goals for your graduate career and then explaining how reaching those goals granted you a particular perspective. Examples of the genre from a variety of research traditions will be provided on ELMS, as will a full prompt and rubric.

Course Schedule

Hyperlinked readings are available on the open Web. Readings marked with [ELMS] have been uploaded to ELMS as a PDF. If an academic journal article is not on the open web or ELMS, then students are required to find it through the library's databases. This will increase your familiarity with our library's interface and its holdings.

1. August 31: Introductions

2. September 7: Why are you here?

   - Burawoy, Michael (2004). "To advance, sociology must not retreat." *The Chronicle of Higher Education* 50 (49): B24-28.
   - Edwards, Paul. "How to read a book."
   - Flexner, Abraham (1939). "The usefulness of useless knowledge." *Harper's* (179): 544-552.
   - Selections from Florman, Samuel (1976). *The Existential Pleasures of Engineering.* St. Martin's. [ELMS]
   - Mitchell, Don (2008). "Confessions of a desk-bound radical." *Antipode* 40(3): 448-454
   - Moten, Fred, and Stefano Harney (2004). "The university and the undercommons: Seven theses." *Social Text* 22 (2): 101-115.

3. September 14: What is a PhD and how does it work?

   - *Field Guide* Introduction, Chapter 2: Building Your Team, and Chapter 5: Staying on Track in Your Program

- [iSchool PhD Program 2021-2022 Handbook](#)

4. September 21: What is a university and how does it work?

[Note: This week, readings are listed in suggested reading order, moving roughly chronologically]

- Wilder, Craig Steven (2013). "Ebony and Ivy" in *Ebony and ivy: Race, slavery, and the troubled history of America's universities*. Bloomsbury: 113-143. [ELMS]
- [High Country News (2020). "Land Grab Universities"](#)
- Geiger, Roger L. (1997). "What happened after Sputnik? Shaping university research in the United States." *Minerva* 35: 349-367.
- Newfield, Christopher (2010). "The End of the American Funding Model: What Comes Next?" *American Literature* 82(3): 611-635.
- Cottom, Tressie M. (2017). "Introduction: The Education Gospel" in *Lower Ed: The Troubling Rise of For-Profit Colleges.* The New Press: 1-27. [ELMS]
- Smith, Dean O. (2019). "University Budgets" in *How University Budgets Work*. JHU Press: 18-46. [ELMS]

5. September 28: Who is the university for?

- *Field Guide* Chapter 3: Deciphering Academic Jargon
- [How to Prep for Grad School if You're Poor (2016).](#)
  - This is a crowdsourced advice document. It is not necessary to read the whole thing. Find parts that are interesting and useful to you.
- Berman, Elizabeth Popp (2011). "Patenting university inventions" in *Creating the Market University*. Princeton University Press: 94-118.
- [Dinich, Heather (2021). "Maryland agrees to settle with family of Jordan McNair for $3.5 million." *ESPN.*](#)
- Magolda, Peter. (2016). "The custodial life" in *The Lives of Campus Custodians: Insights into Corporatization and Civic Disengagement in the Academy.* Stylus: 63-84. [ELMS]

6. October 5: Why iSchools?

- Dillon, Andrew. (2012). "What it means to be an iSchool." *Journal of Education for Library and Information Science*, 53:4, 267-273.
- Olson, Gary M., and Jonathan Grudin (2009). "The information school phenomenon." *Interactions* 16(2): 15-19.
- Patvardhan, Shubha D., Dennis A. Gioia, and Aimee L. Hamilton (2015). "Weathering a meta-level identity crisis: Forging a coherent collective identity for an emerging field." *Academy of Management Journal* 58(2): 405-435.
- Wiggins, Andrea, and Steven Sawyer (2012). "Intellectual diversity and the faculty composition of iSchools." *Journal of the American Society for Information Science and Technology* 63(1): 8-21.

7. October 12: Who is your academic community?

- *Field Guide* Chapter 4: Reading and writing about other people's research
- Barry, Andrew, Georgina Born, and Gisa Weszkalnys (2008). "Logics of interdisciplinarity." *Economy and society* 37(1): 20-49.
- Golde, Chris M. (2005). "The role of the department and discipline in doctoral student attrition: Lessons from four departments." *The Journal of Higher Education* 76(6): 669-700.

8. October 19: What are you working on?: Crafting a research agenda

[Note: This is the only **required** blog of the semester]

- *Field Guide* Chapter 6: Doing Research and Finding Funding
- Toor, Rachel (2008). "The 'So what?' problem." *The Chronicle of Higher Education*.
- Calarco, Jessica (2021). "Answering the 'So what?' question."
- Busl, Gretchen and Matthew Capdevielle (2012). "The elevator pitch: Presenting your research in conversation." University of Notre Dame Graduate School.
- Work through the One-Minute Pitchbuilder (a recreation of a famous HBS exercise).
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9. October 26: How do you research ethically?

- Cortes, Luis A. (2020). Human Subjects Research: UMD Institutional Review Boards in a Nutshell [Video].
- Review the following sections of the UMD iSchool Research Guide: IRB, Participant Incentive Information Resources for Inclusive and Equitable Research, Plan for Data Collection and Management
- Logue, Josh (2016). "Spoiled milk." *Inside Higher Ed*, April 4.
- TallBear, Kim (2014). "Standing with and speaking as faith: A feminist-indigenous approach to inquiry." *Journal of Research Practice* 10(2): 1-7.
- Letters to the editor on policing collaborations in mathematics (October 2020). *Notices of the American Mathematical Society* 67(9): 1293-1294.
- Sadowski, Jathan, Salome Viljoen, and Meredith Whittaker. (2021). "Everyone should decide how their digital data are used—not just tech companies." *Nature* 595: 169-171.

10. November 2: How do you write and where?

- *Field Guide* Chapter 7: Writing About Your Research and Chapter 8: Publishing and Promoting your Research
- Sword, Helen (2017). "How academics survive the writing grind: Some anecdotal advice." *Literary Hub.*

11. November 9: How and where do you talk about your research?

- *Field Guide* Chapter 9: Talking about Your Research and Chapter 10: Going to Conferences
- Edwards, Paul (2014). "How to give an academic talk."

12. November 16: Why do we teach, and how?

- Arum, Rich and Josipa Roksa (2011). "College cultures and student learning" in *Academically Adrift.* University of Chicago Press: 1-31. [ELMS]
- Elmqvist, N. (2018). *The myth of the infallible professor*.
- Nelson, Craig E. (1999). "On the Persistence of Unicorns: The Tradeoff Between Content and Critical Thinking Revisited." In B.A. Pescosolida and R. Aminzade, eds., *The Social Worlds of Higher Education: Handbook for Teaching in a New Century*. Pine Forge Press: 168-184. [ELMS]
- Wiggins, Grant and Jay McTighe (2002). "What is Backward Design?" in *Understanding by Design.* ASCD: 13-34. [ELMS]

13. November 23: "What is 'service?'"

[Note: We will not meet in person this week, or blog.]

- Lampe, Cliffe (2016). "Why I love academic service"
- June, Audrey W. (2015). "The invisible labor of minority professors." *The Chronicle of Higher Education.*
- Pfeifer, H. (2016). "How to be a good academic citizen: the role and importance of service in academia." *Journal of Criminal Justice Education,* 27:2, 238-254.
- National Academies of Sciences, Engineering, and Medicine (2018). "Summary" *in Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine*. The National Academies Press: 1-12 [ELMS]

14. November 30: How do you navigate the academic job market?

- *Field Guide* Chapter 11: Navigating the Job Market
- Das, Sauvik (2017). "You are not prepared: some advice I've received on how to be a professor."
- Sterne, Jonathan (2009). "The pedagogy of the job market." *Communication and Critical/Cultural Studies* 6(4): 421-424.
- Flaherty, Colleen (2014). "So much to do, so little time." *Inside Higher Ed.*

15. December 7: What's it like working with a PhD outside of academe?

- Athey, Susan, and Michael Luca. (2019). "Economists (and economics) in tech companies." *Journal of Economic Perspectives, 33 (1): 209-30.*
- Das, Sauvik (2016). "Academia or industry? A brief guide to jobs after the PhD."
- Ko, Amy (2017). "Most PhDs aren't professors."
- Turk-Bicakci, L., Berger, A. & Haxton, C. (2014). *The non-academic careers of STEM Ph.D holders.*

16. December 15: How do you do it all and survive?: Work-life balance

- *Field Guide* Chapter 12
- Ahn, Sun Joo, Emily T Cripe, Brooke Foucault Welles, Shannon C McGregor, Katy E Pearce, Nikki Usher, Jessica Vitak (2021). "Academic Caregivers on Organizational and Community Resilience in Academia (Fuck Individual Resilience)" *Communication, Culture and Critique* 14(2): 301-304.
- Vitak, Jessica. (2017). "Embracing failure: Here's my CV of academic rejections."