

Department of Information Studies, University of California, Los Angeles

INFS 298-C/289-4 — Academic Work* **PhD Seminar, Spring 2010**

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Instructor: Jean-François Blanchette

Department of Information Studies, UCLA

GSE&IS Bldg., Box 951520, Los Angeles, CA 90095-1520, USA

Tél: +1 310 267 5137 • Fax: +1 310 206 4460

Email: blanchette@ucla.edu • Web: <http://polaris.gseis.ucla.edu/blanchette>

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 service, teaching, and advising, a significant portion of the academic life 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 corresponding calls for open access to public knowledge and greater user of technology (online teaching, electronic textbooks, etc.)
- Growth of the academic-industrial complex, including 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

* 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; to Kavita Phillips, Ron Day, Michael Wartenbe, and Katie Shilton for feedback; as well as to Kim Fortun for initiating this experiment several years ago.

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.

Course Objectives

TBA

Method

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

Participants will identify an academic position they would like to hold at an existing department, and create an application packet for the position, including cover letter, self-statement, and supplemental material (curriculum vitae, publications, syllabi, teaching and advising philosophy, etc.). Participants will write letters of recommendation for two other course participants.

Participants will also prepare and lead class discussions.

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.

Required readings

Ken Bain, *What the Best College Teachers Do*. Harvard University Press, 2004.

Pierre Bayard, *How To Talk About Books You Haven't Read*. Bloomsbury, 2007.

C. L. Barney Dews & Carolyne Leste Law, *This Fine Place Far Away from Home: Voices of Academics from the Working Class*. Temple University Press, 1995.

Christopher J. Lucas, *American Higher Education: A History*. Palgrave Macmillan, 1996.

Corynne McSherry, *Who Owns Academic Work?: Battling for Control of Intellectual Property*. Harvard University Press, 2001.

Bill Readings, *The University in Ruins*. Harvard University Press, 1997.

Suggested readings

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.

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.

Some Academic Novels

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.

J. M. Coetzee, *Disgrace*. Viking, 1999.

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. *Small world : an academic romance*. New York: Penguin Books, 1995

Lurie, Alison. *Love and friendship*. London: Heinemann, 1962.

McCarthy, Mary. *The groves of Academe*. New York: Harcourt, Brace, 1952.

Nabokov, Vladimir Vladimirovich. *Pnin*. New York: Vintage Books, 1989.

Oates, Joyce Carol. *Unholy loves : a novel*. New York: Vanguard Press, 1979.

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.

Snow, C. P. *The masters*. New York: Scribner, 1951.

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.

Academic Memoirs

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.

There are also a number of movies taking place in academia or featuring academics, among them, *The Paper Chase*, *Dark Matter*, *Oleanna*, *Wonder Boys*. Again, the vast majority of them feature (womanizing, pot-smoking) English professors, with the notable exception of *Dark Matter*, which takes place in an astrophysics laboratory. With all the respect owed to David Foster Wallace, *Good Will Hunting* is just silly.

Schedule, readings, and due dates

Week 1 (March 29): Institutionalizing

Read: Lucas, *American Higher Education*

Policies:

A Master Plan for Higher Education in California, 1960-1975. California State Department of Education, Sacramento, 1960.

<http://www.ucop.edu/acadinit/mastplan/MasterPlan1960.pdf>

Additional materials/summary of the plan:

http://sunsite.berkeley.edu/~ucalhist/archives_exhibits/masterplan/

"Our Mission as a Public Research University", Strategic Plan, UC Irvine, 2006.

http://www.strategicplan.uci.edu/content/pdf/SP_mission.pdf

Week 2 (April 5): 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, 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: Baynes, *What the Best College Teachers Do*.

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!""

Policies:

"Remote And Online Instruction At The University Of California: A Report From The Academic Senate Special Committee On Remote And Online Instruction And Residency" UC Academic Senate, October 2009.

Additional Readings:

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.

David Foster Wallace, "American Usage", in *Consider the Lobster and Other Essays*, Back Bay Books, 2006.

William Clark, "The Lecture and the Disputation", chapter 2 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.

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

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)

Due: copies of your vitae.

Week 3 (April 12): Reproducing

Read: Dews and Law, *This Fine Place Far Away from Home*.

Lisa Harper, "In Theory / In Practice: On Choosing Children *and* the Academy", in *Mama, PhD*, Elrena Evans, Caroline Grant (eds), Rutgers University Press, 2008, pp. 222-230.

"I didn't understand why the two things I wanted most in life, mothering and writing, had to be so conflicted."

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."

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:

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.

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

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

Due: choice of position/department + justification.

Week 4 (April 19): Writing

Read:

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

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, "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."

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."

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.

Policies:

Academic Analytics: <http://www.academicanalytics.com/>

Faculty Scholarly Productivity Index: <http://chronicle.com/stats/productivity/>

Additional Readings:

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.

Bruno Latour, "The 'Pédofil' of Boa Vista: A Photo-philosophical Montage", *Common Knowledge* 4: 144-187 (1995).

Anne Lamott, *Bird by Bird: Some Instructions on Writing and Life*. Anchor Books, 1994.

"The first useful concept is the idea of short assignments. Often, when you sit down to write, what you have in mind is an autobiographical novel about your childhood, or a play about the immigrant experience, or a history of—oh, say—say women. But this is like trying to scale a glacier. It's hard to get your footing and your fingertips get all red and frozen and torn up. Then your mental illnesses arrive at the desk like your sickest, most secret relatives. And they pull up chairs in a semicircle around the computer, and they try to be quiet but you know they are there with their weird coppery breath, leering at your behind your back."

Week 5 (April 26): Tenuring

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:

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."

Frank Donohue, "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.

Policies:

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

Office of the President, University of California, APM 210, "Review and Appraisal Committees", *University of California Academic Personnel Manual*, Academic Bill of Rights (Wikipedia).

<http://www.studentsforacademicfreedom.org>

Additional Readings:

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 view 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.

Due: 1st draft, self-statement, research section.

Week 6 (May 3): Evaluating

Peer review is the fundamental and nearly universal scholarly mechanism for quality control in the production of knowledge. 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 induce bias 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.

Read:

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."

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

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."

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

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 or 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."

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

Policies:

UCLA Faculty Diversity & Development, "Faculty Search Committee Toolkit", October 2009.

Additional readings:

Due: 1st draft self-statement, teaching section.

Week 7 (May 10) Funding

A defining transformation of the academic landscape in the last 25 years has been the increasingly tight relationship between academic research and industry. One model of this relationship involves university professors performing research using funds from industry — for example, running clinical trials for drug makers. Another model involves professors entering into profit-sharing agreements with universities over the commercialization of their research. These arrangements seem profitable to all parties: researchers and universities gain access to important sources of research funds, in an era of diminishing public funding for higher education; industrials find a relatively cheap outlet for outsourcing their R&D activities, and in the process, benefit from the aura of neutrality of academic research. 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:

UCLA Office of Intellectual Property, "Guide To Faculty Consulting Activities

and Consulting," September 1, 2009

"Guidelines on Industry Activities for the David Geffen School of Medicine at UCLA and the UCLA Medical Enterprise", October 7, 2009.

Additional readings:

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."

Due: 1st draft self-statement, diversity section.

Week 8 (May 17): 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."

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?"

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.

Week 9 (May 24): Governing

In James Hynes's *The Lecturer's Tale*, Anthony Pescecane, the English department chairman at Midwest University, declares: "the finest thing in life is to take an academic department and bend it to one's will." To fully appreciate this fictional

remark, one must consider that 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:

Readings, *The University in Ruins*.

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:

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.

John Aubrey Douglass, *The California Idea and American Higher Education—1850 to the 1960 Master Plan*, Stanford University Press, 2000.

Week 10 (May 31): Class presentations

Due: application packets and letters of recommendation.