

Education 622: Proseminar in Higher Education
Fall 2020
Center for the Study of Higher and Postsecondary Education
University of Michigan

Professor: Lisa R. Lattuca

Office: 2117D School of Education Building

Email: llatt@umich.edu

Class: Fridays, 9:00 to 12:00

Office hours by appointment: Please use this [calendar link](#) to set up an appointment

UNIVERSITY OF MICHIGAN LAND ACKNOWLEDGMENT

The University of Michigan is located on the traditional territory of the Anishinaabe people. In 1817, the Ojibwe, Odawa, and Bodewadami Nations made the largest single land transfer to the University of Michigan. This was offered ceremonially as a gift through the Treaty at the Foot of the Rapids so that their children could be educated. Through these words of acknowledgment, their contemporary and ancestral ties to the land and their contributions to the University are renewed and reaffirmed.

COURSE DESCRIPTION AND LEARNING OBJECTIVES

This course offers an introduction to Higher Education as a field of study and to educational research as source of knowledge and a genre of inquiry. As an applied field, Higher Education draws on multiple disciplines to explore and understand educational phenomena and issues, and at its best, translates the research and theory it generates into ways of understanding, informing, and evaluating practice and policy.

Two overarching learning objectives guide the design and conduct of your educational experiences in EDUC 662. The first of these broad objectives is to engage you as active participants in discussions about the foundations, nature, conduct, and quality of educational research to prepare you for further study leading to your post-graduate roles as faculty, administrators, educators, policy makers, researchers, evaluators, and members of the higher education community. The second overarching goal is to assist you in becoming an engaged member of the CSHPE and higher education communities by making apparent many of the norms and expectations of study in the Center for the Study of Higher and Postsecondary Education (CSHPE) and the field of higher education more generally. The norms and expectations related to research will become clear to you as this course (and others you will take) progress, but the expectations of your faculty and peers and the cultural norms of CSHPE and the SOE may not always be obvious. So, in addition to your reading, presentations, and written

assignments, your ongoing work is to observe, to reflect on your experiences, and to bring your questions to class as you learn more about all of us through interactions in your courses and elsewhere with others in CSHPE and the School of Education, and in the higher education research community more generally.

Objective 1: Develop a foundation of knowledge about social science/education inquiry, research approaches, design and methods, and views of quality of educational research

- Understand the evolution of social science inquiry and the basic commitments of past and current approaches to research.
- Examine and reflect on the affordances and constraints of current approaches to educational research
- Critically read and evaluate research in higher education

Objective 2: Prepare for productive engagement in the CSHPE, School of Education, University, and Higher Education communities

- Identify a) the norms and expectations of doctoral students in higher education (locally and beyond) and b) strategies for successful engagement in CSHPE and the field of higher education.
- Begin to a) explore a topic of great interest to you, b) organize your knowledge and thoughts about that topic of interest, c) identify important boundaries and questions related to this topic, and d) devise ways to deepen that knowledge and/or pursue research interests.
- Become familiar with the types of reading, thinking, inquiring, analyzing, and writing necessary for success in the Higher Education program and in your work after graduation.
- Begin to plan ways to enhance your knowledge and skills as you move through your doctoral program.

REQUIRED READINGS

All required chapters, articles and documents that appear in the syllabus will be posted on the Canvas course site or can be accessed via a specified webpage.

In this course, we will be reading texts *carefully and closely*, and referencing sections of articles and chapters in class. **Highlighting is not a sufficient approach for this kind of detailed and intensive reading.** Please be aware of how your reading and notetaking approaches support this work: you may be best able to read carefully and closely when you make notes on a paper or on a digital copy of the text. *I recommend that you either use an application that allows you to easily and effectively annotate digital texts (e.g., Zotero, Mendeley), or that you download and print readings posted on CANVAS so you can make marginal notes, pose questions, and summarize ideas in preparation for class discussions.*

EXPECTATIONS AND REQUIREMENTS

This is a small doctoral seminar that requires all students to actively participate in all class meetings. Although I have designed the course and selected readings, activities and assignments, the quality of the class sessions is our collective responsibility. To achieve our collective learning goals, I ask you to fully engage with the ideas presented in the readings as well as with each other's ideas. Please feel free to think out loud during class sessions, test and question ideas, and engage all of us in critical discussion. Expect to consider ideas that are new, and potentially challenging to your current ideas about knowledge, research, graduate school, and higher education as a field. Also expect to reconsider familiar ideas from different perspectives – from the authors and from one another. Our class discussions will be successful, satisfying, and mutually beneficial if we use our time together to raise questions, clarify, challenge ideas and opinions constructively, and learn about and from others' perspectives.

Since we seek to create an intellectual *community*, we are all expected to approach the ideas that we encounter with genuine respect and interest. Constructive, multi-perspectival dialogue is our best route to informed, well-reasoned, and defensible judgments and conclusions.

ASSIGNMENTS OVERVIEW

The assignments for this course are briefly described below. I will provide expanded descriptions of each assignment to guide your work, and we will also discuss the assignments in class well before they are due.

The course assignments are designed to build your ability to read and critique research. We will focus primarily on research conceptualization (problem statements and conceptualizations) and methods. An advanced theory course will provide opportunities to read theory and using it in research in your concentration area.

We begin by reading and discussing the foundations of social research (of which educational research is part). With this basic foundation, we will begin to examine elements of the research process (e.g., identifying significant research questions, reading the literature, conceptualizing research, collecting data), and we will use examples of educational research to anchor our explorations and discussions.

As we build this foundation, you will identify and *begin* to explore a research topic of interest to you. This project will be your major assignment for the course. You will complete it in phases so that I can give you feedback and guidance along the way. In short, you will a) select a research topic and frame a research question, b) identify a small set of relevant research articles related to the topic, c) read, summarize, and critique each article, d) synthesize what can be learned from these articles, and finally e) evaluate your learning and what it means for your pursuit of this research topic. By the end of the term, you should have a good idea of whether the topic is as interesting to

you as you thought when you began, whether it is a viable topic for further study, and identify next steps (i.e., additional readings, refined research directions, cognate and related courses, pilot studies) as you continue your studies in the program.

Class Participation

A seminar course places great responsibility on students, who must prepare and to engage with the readings and with colleagues each week. Please review the schedule of readings in advance and schedule sufficient, focused reading time to prepare for each class meeting. **Class participation will contribute 30 percent of your final grade.** A rubric explaining the participation grading criteria will be posted on Canvas (Rubric Folder: Class Participation Rubric). **Please let me know in advance if you will miss a class session so I may plan accordingly.**

Written Assignments:

Assignment 1: Journal Article Critique – Friday, October 9

A major goal of Proseminar is to provide guidance and opportunities to practice critical reading of educational research. In your first graded paper, you will apply what you are learning in a critique of a higher education journal article. This assignment, which is designed to help you prepare you for your final paper, is due on Friday, October 9. I will provide an assessment rubric for this assignment so you will understand my expectations and the criteria that I will use to evaluate your work.

Although I typically encourage you to talk with your peers on your assignments, I will ask you NOT to do so for this assignment; rather, think of the assignment as a way to check your understanding of what we have discussed in class to date. We will use your reviews as the basis for our class discussion on October 9 so we can share insights and ideas. This assignment is worth 10% of your grade.

Assignment 2: Proposal for Research Topic Exploration – Initial proposal due Monday October 19; revision due Monday, October 26

Initial proposal and reading list: Early in the fall term, I will ask you to identify a specific topical area that you will become the focus of your final paper for the course. This first step toward your topic area is an initial research proposal that 1) identifies the topic you want to explore, 2) explains its significance to higher education research, practice, policy, or theory, and 3) an initial list of readings. It is due Monday, October 12.

You might begin by reviewing the research statement you wrote for your application to Michigan. How much do you know about the topic(s) you identified in this statement – from your reading, work or personal experiences? Is there an aspect of this topic would like to explore for this course? By Friday, October 16, you and I will have met to discuss your proposed topic. In our meeting, we will discuss the scope and focus of the topic,

and ensure that you have a sufficient empirical research base from which to choose 8 - 10 articles to read, evaluate, and synthesize for your course paper.

Revised proposal and reading list: By Monday, October 26, you will submit your revised proposal, which will 1) address any refinements we discussed, and 2) include the final list of empirical articles that you will review.

Assignment 3: Student-led Journal Article Discussion (October 23 to November 6)

In late October and early November, we will be reading journal articles that I selected based on the research interests you identified in your application statements. If you have read this article previously, that's fine. If you would like to change the article because you have read it before, please talk with me about an option for a replacement (which I will ask you to identify) at least two weeks prior to your scheduled session.

This is a low-stakes assignment. It will not be formally graded; instead it will count toward your participation grade. My intention is to give you practice, in a supportive learning environment, to talk about the research you read. That includes not only what you understood, but what you may not have understood; your assessment of the alignment among the components of the article and the quality of the research; and the questions the article raises for you. Everyone in the course is required to read the same article(s) for the week so we'll all be joining you in the discussion that you will lead. See the syllabus reading lists for October 23 through November 6 for your assigned reading.

Assignments 4 through 7: Research Review in Four Phases

The major assignment for this course is a seminar paper that will focus your attention on a set of related articles that will allow you to explore a research topic of your choice. This assignment has two main goals: 1) to give you further practice in understanding, synthesizing, and critiquing literature; and 2) to *begin* to build your knowledge of a research area of your choice. This assignment should also help you think about a program of reading on this topic, coursework, cognate course selection, and ideas about potential approaches to your qualifying examinations. We will discuss these strategies and requirements along the way, and I will provide further written guidance.

I will provide assessment rubrics to guide your work and to provide feedback on the phases of this assignment. I am available to meet with you as needed. Here is a brief overview of each of the four phases (more detail will be posted on CANVAS).

In Phase 1 (Assignment 4) of your research review, you will summarize and evaluate two articles that you have identified for your paper using a template to aid you in developing your annotations. I suggest you use an Excel spreadsheet or similar software to do this assignment. I will review your summaries quickly to provide any feedback that is needed to ensure they are well focused and provide useful information. This phase is not graded. **Assignment 4 is due on Monday, November 9.**

In Phase 2 (Assignment 5), you will compare, contrast and integrate the information in two of the studies in your list of resources (likely the ones you just did for your annotation assignment). Phase 2 will give you some practice in summarizing and synthesizing information, and is intended to move you toward your final paper. I will provide feedback that you should incorporate into your final paper. **Assignment 5 will contribute 10% to your course grade and is due on Monday, November 16.**

To complete Phase 3 (Assignment 6), you must have read and annotated all the articles in your list of references so that you can write a short “categorization memo” about how you plan to group the articles, and possibly the components of these articles, in your final paper. This assignment is intended to facilitate your understanding of the similarities and differences in the articles you have read and thus what they can tell us about your topic. Phase 3 will contribute 10% of your course grade. **Assignment 6 is due on Wednesday, November 25.**

All this work culminates in Phase 4 (Assignment 7), your final course paper, which is **due 5 pm on Monday, December 14**. Your paper may not exceed 20 pages of text (12 pt Times Roman, one-inch margins, excluding title page, endnotes and references). This completed paper will contribute 30% to your course grade. Assignments 2 through 6 together account for 50% of your course grade.

Further instructions for each assignment will be provided on CANVAS as the due dates approach.

Assignment 8: Reflection on a selected session of the ASHE annual meeting

This year the annual meeting of the Association for the Study of Higher Education, one of several academic conferences that focus on higher education research, will be held virtually. The move to a virtual conference provides an opportunity for you to attend sessions of the conference that are of interest to you. Professional conferences are a means of building and sustaining a research community and I’d like you to reflect on this during this unique moment in higher education history as the format and perhaps the goals of in-person academic conferences are in flux, if not in question.

To enable your participation, CSHPE will pay your registration fee for the main conference and in lieu of class attendance on November 20, I ask that you attend at least one session of the conference. NOTE: We will review the conference schedule in advance – it will be somewhat different than in past years due to the move to a virtual format. It should be possible for you to attend at least one session and possibly more.

For your reflection, you may choose any session of the conference that is of interest to you. After your session, please write a brief reflection of one to three pages on the session you attended. Focus on the professional practices that you see, for example, how authors choose to present their work and perhaps variations among authors; how participants in the session interacted; the role of the discussant or chair; the ways in

which the papers presented in the session were linked; your overall assessment of the research, and so on. **Your reflection is due Friday, December 4 and counts for 5% of your grade.**

SCHEDULE OF ASSIGNMENTS

All assignments for the course are due on the dates posted in this syllabus. If you have a pressing commitment, please let me know as soon as possible so we can negotiate an alternative date. This discussion should be *no less one week in advance of the due date unless unexpected circumstances arise.*

<u>Course Requirements</u>	<u>Due Dates</u>	<u>% of Grade</u>
Class participation	ongoing	40%
1 Journal article review	Friday, 10/9	ungraded
2 Initial proposal for research paper	Monday, 10/19	ungraded
Revised proposal for research paper	Monday, 10/26	ungraded
3 Student-led journal article discussion	Oct. 23 – Nov. 6	counts for participation
4 Two annotations for final paper	Monday, 11/9	ungraded
5 Two article review	Monday, 11/16	15%
6 Categorization memo	Wednesday, 11/25	15%
7 Final course paper	Monday, 12/14	30%
8 ASHE conference reflection	Friday, 12/4	5%

Format: All written assignments will conform to APA (American Psychological Association) style for citations and references. Written assignments must be double-spaced, 12-point Times Roman, with one-inch margins.

EVALUATION

In general, assignments will be evaluated using the following criteria:

- demonstration of complex understanding of social research as a genre of inquiry, indicated by quality of discussion, analysis, argumentation, and elaboration of important ideas;
- organization (logical progression of ideas and arguments);
- clear and engaging writing;
- balanced and critical discussion of ideas or arguments;
- knowledgeable and effective use of relevant literature to support claims; and
- thoughtful integration of ideas across readings.

These criteria will be further explained in the assessment rubrics that I will use to evaluate your work, and that I will provide to you in advance of the due date of the

assignment. ***Please consult the rubric before you begin writing so you understand the expectations for each assignment.***

Deferred (or “incomplete”) grades for the course are not advisable, but can be requested if circumstances require. Please discuss the need for a deferred grade, and establish due date for completion with me *in advance* of the last day of class.

Grading Scale: The Rackham Graduate School has instituted a COVID grading scale for the Fall 2020 semester. The scale used for determining final course grades will be:

A	3.7 - 4.0	C+	NRC (No Record COVID)*
A-	3.4 - 3.69	C	NRC (No Record COVID)*
B+	3.1 - 3.39	C-	NRC (No Record COVID)*
B	2.8 - 3.09	D	NRC (No Record COVID)*
B-	2.5 - 2.79	F	NRC (No Record COVID)*

RACKHAM POLICY FOR COVID NRC GRADES: “Students who receive an NRC for grades of C-, C, or C+ may choose to earn course credit by converting to a letter grade. Letter grades of D+ or lower do not receive Rackham credit. Students will be able to view their letter grade through Wolverine Access Student Business before deciding whether to convert a notation of NRC. Converted letter grades will appear on the transcript and will be used to recalculate the GPA. Deadlines for converting NRC notations to letter grades will be posted in the updated [Rackham Academic Policies](#) as soon as they are available.” (Excerpted from an email from J. Godfrey, August 28, 2020)

ACADEMIC INTEGRITY:

You are expected to comply with the [Rackham Policy on Academic Integrity](#). Academic dishonesty includes, but is not limited to, falsifying or fabricating information, plagiarizing the work of others, facilitating or failing to report acts of academic dishonesty by others, submitting work done by another as your own, submitting work done for another purpose to fulfill the requirements of a course, or tampering with the academic work of other students. If you are unsure what constitutes a violation of academic integrity, please come talk with me.

ACCOMMODATIONS FOR STUDENTS WITH DOCUMENTED NEEDS

Please contact me if you require accommodation to support your learning in this course due to the impact of a disability, visible or nonvisible. Some aspects of this course and the way I teach may be modified to facilitate your participation and progress. If you have already established accommodations with Services for Students with Disabilities (SSD) regarding your needs, please let me know what your required accommodations are at your earliest convenience so we can work together to meet your needs in this course. If you have not yet established accommodations through SSD and you have a

temporary or permanent condition that requires accommodation, please contact SSD as soon as possible. I will treat any information you provide as private and confidential. See [this page](#) for more information about services for students with disabilities.

RELIGIOUS OBSERVATION

This class observes University defined holidays. Because other days may be of more significance to you than a University-designated holiday, please inform me as soon as possible if a class day or due date for a class assignment conflicts with your observance of a holiday that is important to you. I will work with you to accommodate your needs.

GENDER IDENTITY

All people have the right to be addressed and referred to in accordance with their personal identities. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed. Remember that all students can and should indicate their personal pronouns via Wolverine access, using the *Gender Identity* tab under *Student Business*. I will do my best to address and refer to all students accordingly and support your classmates in doing so as well.

MENTAL HEALTH AND STUDENT WELL-BEING

During their academic careers, students experience stressors and issues ranging from academic concerns to personal crises (including, but not limited to: alcohol/drug use, anxiety, depression, difficulty eating/sleeping, family worries, loss/grief, sexual assault, or strained relationships). These mental health concerns and/or personal events may affect your well-being and lead to diminished academic performance and ability to fully engage with those around you. If the source of your stressors is academic, please approach me so that we can find solutions together. Seeking help is a courageous thing to do for yourself and those who care about you.

In order to support you, the University of Michigan offers a number of resources to all enrolled students, including:

[Counseling and Psychological Services \(CAPS\)](#) – 734-764-8312 CAPS offers [After-Hours Urgent Support](#) – 734-764-8312 (press “0” to speak to a licensed mental health professional)

[Services for Students with Disabilities](#) – 734-763-3000, ssdoffice@umich.edu

[Sexual Assault Prevention and Awareness Center](#) – 734-764-7771

24-hour crisis line – 734-936-3333

[University Health Service](#) – 734-764-8320, contactuhs@umich.edu

UHS provides [nurse advice](#) by phone, day or night – 734-764-8320

[Well-being](#) for students website – for wellness course, coaching, recovery support

Houses comprehensive list of campus resources for well-being

[Wolverine Wellness](#) – 734-763-1320, contactuhs@umich.edu

SCHEDULE OF READINGS AND ASSIGNMENTS

Week 1: September 4

Introduction to the Course, Doctoral Study, and Research in Higher Education

ASSIGNMENTS DUE: Introduction (Sept. 1) and Biographical Info Form (Sept. 4)

CANVAS

Hall, L. A., & Burns, L. D. (2009). Identity development and mentoring in doctoral education. *Harvard Educational Review*, 79(1), 49-70.

Loseke, D. R. (2017). Exploring the world of social research design. In *Methodological Thinking: Basic Principles of Social Research Design* (2nd ed.) (pp. 1 -16). Los Angeles: Sage.

Week 2: September 11

Foundations, Part 1: Research Methodologies

CANVAS

Creamer, E. G. (2018). Recognizing paradigmatic assumptions. In *An Introduction to Fully Integrated Mixed Methods Research*, (pp. 41-58). Los Angeles: Sage.

Also on Canvas: Gasson & Waters (2013), which is the example that Creamer uses in her chapter (*for your information; not required*)

Galvez, S. M-N., Heiberger, R., & McFarland, D. (2020). Paradigm wars revisited: A cartography of graduate research in the field of education (1980–2010). *American Educational Research Journal*, 57(2), 612–652. DOI: 10.3102/0002831219860511

Loseke, D. R. (2017). Chapter excerpt 2 - Foundation III: Philosophies of science. In *Methodological Thinking: Basic Principles of Social Research Design* (2nd edition), (pp. 26 – 33). Los Angeles: Sage.

Patton, L. D., Harper, S. R., & Harris, J. (2015). Using critical race theory to (re)interpret widely studied topics related to students in US higher education. In A.M. Aleman, B. Pusser, & E.M. Bensimon (Eds.), *Critical Approaches to the Study of Higher Education*, pp. 193-219. Baltimore: Johns Hopkins University Press.

Tuck, E. & Yang, K. W. (2019). Series editors' introduction. In L. T. Smith, E. Tuck, and W. Yang (Eds.), *Indigenous and Decolonizing Studies in Education* (pp. x – xxi). New York: Routledge.

Continued on next page

Tight, M. (2012) Higher education research 2000–2010: Changing journal publication patterns. *Higher Education Research & Development*, 31(5), 723-740. DOI: 10.1080/07294360.2012.692361

Week 3: September 18
Foundations, Part 2: Conceptual and Theoretical Frameworks

CANVAS

DiMaggio, P. J. (1995). Comments on “What theory is *not*.” *Administrative Science Quarterly*, 40, 391-397.

Gerring, J. (1991). What makes a concept good? A criterial framework for Understanding concept formation in the social sciences. *Polity*, 31(3), 357-393.

Jaccard, J. & Jacoby, J. (2010). The nature of understanding. In *Theory Construction and Model Building Skills: A Practical Guide for Social Scientists*, (pp. 6-21). NY: Guilford Press.

Ravitch, S. M. & Riggan, M. (2017). Introduction to conceptual frameworks. In *Reason and Rigor* (2nd ed.), (pp. 1-19). Los Angeles: Sage.

Sutton, R. I. & Staw, B. M. (1995). What theory is *not*. *Administrative Science Quarterly*, 40: 371-384.

Recommended, Not Required

Gerring, J. (2010). Causal mechanisms: Yes but... *Comparative Political Studies* 43(11), 1499–1526.

Week 4: September 25
Foundations, Part 2: Qualitative Research

CANVAS

Milner, H. R. (2007). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. *Educational Researcher*, 36(7), 388-400.

Oppland-Cordell, S. (2014) Urban Latina/o undergraduate students’ negotiations of identities and participation in an Emerging Scholars calculus 1 workshop. *Journal of Urban Mathematics Education*, 7(1), 19-54.

Continued on next page

Slaton, A. E. & Pawley, A. L. (2018). The power and politics of engineering education research design: Saving the 'small n', *Engineering Studies*, 10 (2-3), 133-157. DOI: 10.1080/19378629.2018.1550785

Suter, W. N. (2014). Qualitative data, analysis, and design. In *Introduction to Educational Research: A Critical Thinking Approach* (pp. 342-386). Thousand Oaks, CA: Sage.

Tracy, S.J. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851.

Week 5: October 2
Quantitative and Mixed Methods

TO DO: Please schedule a meeting with me between October 5 and 16 to discuss your proposal for your term paper.

CANVAS

Alise, M. A., & Teddlie, C. (2010). A continuation of the paradigm wars? Prevalence rates of methodological approaches across the social/behavioral sciences. *Journal of Mixed Methods Research*, 4(2), 103–126.

Bastedo, Michael N., Nicholas A. Bowman, Kristen M. Glasener, and Kelly, J. L. (2018). What are we talking about when we talk about holistic review? Selective college admissions and Its effects on low-SES students." *Journal of Higher Education* 89, 782-805.

Lee, J., Weis, L., Liu, K. & Kang, C. (2017). Which type of high school maximizes students' college match? Unequal pathways to postsecondary destinations for students from varying high school settings. *The Journal of Higher Education*, 88(4), 529-560, DOI: 10.1080/00221546.2016.1272327

Week 6: October 9
Significant Research Questions

Due October 9: *Journal Article Critique*

CANVAS

Hyman, J. (2017). ACT for all: The effect of mandatory college entrance exams on postsecondary attainment and choice. *Education Finance and Policy*, 12(3), 281-311.

Continued on next page

Weis, L., Eisenhart, M., Cippollone, K., Stich, A. E., Nikischer, A. B., Hanson, J., Leibrandt, S. O., Allen, C. D., & Dominguez, R. (2015). In the guise of STEM education reform: Opportunity structures and outcomes in inclusive STEM-focused high schools. *American Educational Research Journal*, 52(6), 1024-1059.

Week 7: October 16

Literature Reviews

Due October 19: Initial Research Paper Proposal

CANVAS

Boote, D. & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15.

Harris, J.C. & Patton, L. D. (2019). Un/doing intersectionality through higher education research, *The Journal of Higher Education*, 90(3), 347-372, DOI: 10.1080/00221546.2018.1536936

Kolluri, S. (2018). Advanced placement: The dual challenge of equal access and effectiveness. *Review of Educational Research*, 88(5), 671-711.

Maxwell, J. A. (2006). Literature reviews of, and for, educational research: A commentary on Boote and Beile's "Scholars before researchers." *Educational Researcher*, 35(9), 28-31.

Week 8: October 23

Student-led Journal Article Discussions: Bo-Kyung and Cassie

DUE: Revised Proposal for Course Paper due Monday, October 26

CANVAS

Cortes, K. E. & Lincove, J. A. (2019). Match or mismatch? Automatic admissions and college preferences of low- and high-income students. *Educational Evaluation and Policy Analysis*, 41(1), 98–123. DOI: <https://doi.org/10.1353/csd.2019.0037>

Evans, B. J., Boatman, A., & Soliz, A. (2019). Framing and labeling effects in preferences for borrowing for college: An experimental analysis. *Research in Higher Education*, 60(4), 438-457. DOI:10.1007/s11162-018-9518-y

Week 9: October 30

Student-led Journal Article Discussions: Amber and Laura Lee

CANVAS

Alvesson, M. & Sandberg, J. (2011). Generating research questions through problematization. *Academy of Management Review*, 36, 247-71.

Foste, Z. (2020). The enlightenment narrative: White student leaders' preoccupation with racial innocence. *Journal of Diversity in Higher Education*, 13(1), 33–43.

George Mwangi C. A., Daoud, N., Peralta, A. & Fries-Britt, S. (2019). Waking from the American dream: Conceptualizing racial activism and critical consciousness among black immigrant college students. *Journal of College Student Development*, 60(4), 401- 420.

Week 10 – November 6

Student-led Journal Article Discussion: Jarell

Due: Two annotations for final paper due Monday, November 9

CANVAS

Abrica, E. J. & Hatch-Tocaimaza, D. K. (2019). Exploring students' agentic and multidimensional perceptions of oppressive campus environments: The development of a transformational impetus. *The Review of Higher Education*, 43(1), 483-517. [doi:10.1353/rhe.2019.0103](https://doi.org/10.1353/rhe.2019.0103).

CSHPE Annual Assessment for Doctoral Students

Call for Proposals from ASHE and AERA

Week 11 – November 13

Research Integrity

DUE: Two Article Review, Monday, November 16

CANVAS

AERA Code of Ethics

Butler, C. (2010). Journals step up plagiarism policing: Cut-and-paste culture tackled by CrossCheck software. *Nature* 466, 167, doi:10.1038/466167a.

Continued on next page

Hill Collins, P. (2000). Black feminist epistemology. In *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment* (2nd Ed.). New York Routledge.
<https://doi-org.proxy.lib.umich.edu/10.4324/9780203900055>

Steneck, N. H. (2006). Fostering integrity in research: Definitions, current knowledge, and future directions. *Science and Engineering Ethics*, 12(1), 53-74.

Websites

Indiana University (via UM libraries): How to recognize plagiarism: Tutorials and Tests
Set of tutorials:

<https://www.indiana.edu/~academy/firstPrinciples/tutorials/index.html>

The Certification test:

<https://www.indiana.edu/~academy/firstPrinciples/certificationTests/index.html>

P-Hacking & the Replication Crisis:

Susan Dominus, [When the Revolution Came for Amy Cuddy](#)

James Hamblin, [A Credibility Crisis in Food Science](#)

Andrew Gelman, [Everyone Is Missing the Point...](#)

Andrew Gelman, [Statistics and Research Integrity](#)

Week 12 – November 20

No Class – ASHE Conference Attendance

DUE: Categorization memo, Wednesday, November 25

CANVAS

ASHE Program

Week 13 – December 4

Preparing for the next stages, Part 1

CSHPE Student Panel: Preparing for QPA and B

CANVAS

Baker, V. L., Pifer, M. J., & Flemion, B. (2013). Process challenges and learning-based interactions in stage 2 of doctoral education: Implications from two applied social science fields. *Journal of Higher Education*, 84 (4), 449-476.

QPA and B Guidelines and Rubrics

Continued on next page

Wilkinson, A. (2015). The rules of the game: a short guide for PhD students and new academics on publishing in academic journals, *Innovations in Education and Teaching International*, 52(1), 99-107. DOI: 10.1080/14703297.2014.978350

Week 14 – December 11

Preparing for the next stages, Part 2

DUE: Wednesday, December 14 - Final Paper

CSHPE Student Panel: Planning your doctoral experience

CANVAS

Grant, A. & Pollock T. (2011). Publishing in AMJ – Setting the hook. *Academy of Management Journal*, 54, 873-79.

Pollock, T. G., & Bono, J.E. (2013). Being Scheherazade: The importance of storytelling in academic writing. *Academy of Management Journal* 56, 629-34.

Healy, K. 2017. "F*** nuance." *Sociological Theory*, 35, 118-127.