

## **FIMS 9800: Introduction to Doctoral-Level Scholarship**

Winter 2020

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Wednesdays 9:00-12:00pm

FNB 4070

Office hours: By appointment

### **Short Course Description**

An introduction to the professional and intellectual challenges of doctoral work, including key skills (research, presentation, publication, peer review, ethics review, funding applications and thesis writing) and key resources (faculty and support personnel, library resources, university-wide communities and activities).

### **Introduction**

In the second half of this course will continue to consider some of the doctoral skills listed in the course description above, but we will also spend time considering some of the key debates in critical university studies, a field of thought that examines the role of higher education in contemporary society. As a doctoral student, your work forms a significant part of the larger mission of the university – an institution that has undergone a series of radical shifts since its inception in the in the context of medieval religious society, through the emergence of the modern scientific university in the 19<sup>th</sup> century, and the various crises of purpose that public institutions have faced more recently.

This strand of the course seeks to ask a series of questions about our responsibility as active participants in the university. What justifies the institution we call the university? What is the goal of it? Or as Jacques Derrida (2004) provocatively asked: “Where are we? And who are we in the university where apparently we are? What do we represent? Whom do we represent? Are we responsible? For what and to whom?” (83). There will also be opportunity for more introspective reflection on the nature of the experience of graduate school, which is to say, apart from the social and political conditions of the university, we will spend time thinking about the life of the mind of the academic.

### **SCHEDULE**

#### **January 15: INTRODUCTIONS / SCHOLARSHIPS**

**\*Assignment:** Bring your draft scholarship (SSHRC/OGS or other) applications to class. If you haven’t prepared a scholarship application, bring a two-page (single spaced) statement of your doctoral research project.

Readings:

- Danielle S. Allen, "Prologue: Why Think About Plato," *Why Plato Wrote* (West Sussex: Blackwell, 2010): 1-8
- Jeffrey J. Williams, "Deconstructing Academe: The birth of critical university studies" *The Chronicle of Higher Education*, February 19, 2012  
<https://www.chronicle.com/article/An-Emerging-Field-Deconstructs/130791/>
- Abigail Boggs and Nick Mitchell, "Critical University Studies and the Crisis Consensus" *Feminist Studies* 44 no. 2 (2018): 432-463  
<https://www.jstor.org/stable/pdf/10.15767/feministstudies.44.2.0432.pdf?refreqid=excelsior%3A98b23f9b62e9bd27b1c1ea85e81bc2bf>

**January 29: WHERE ARE WE? / WRITING** [Guest: Prof. Thomas Peace]

Readings:

- Thomas Peace, "Indigenous Peoples: A Starting Place for the History of Higher Education in Canada" *Active History* January 25, 2016:  
<http://activehistory.ca/2016/01/rethinking-higher-education-colonialism-and-indigenous-peoples/>
- Gurminder K. Bhambra, Dalia Gebrial and Kerem Nişancioğlu, "Introduction: Decolonising the University?" *Decolonising the University* (London: Pluto Press, 2018)
- Zadie Smith, "That Crafty Feeling" from *Changing My Mind: Occasional Essays* (New York: Penguin, 2010)
- Deborah Britzman, "The Untold Story of the Writing Block" from *A Psychoanalyst in the Classroom* (SUNY Press, 2015)

**Feb. 12: COMMUNITY ENGAGEMENT / PRESENTATION** [Guest: Prof. Sandy Smeltzer]

**\*Assignment:** Attend Dr. Shannon Mattern's presentation @ 4pm Feb 13<sup>th</sup> in the Creative Commons. Write a short (750 work) review of the lecture including a discussion of the style of presentation.

Readings:

- Pam Palmater, "Reconciliation with Indigenous Peoples in Universities and Colleges" <http://indigenousnationhood.blogspot.com/2019/05/reconciliation-with-indigenous-peoples.html>
- Mary-Beth Raddon & Barbara Harrison, "Is Service-Learning the Kind Face of the Neo-Liberal University?" *Canadian Journal of Higher Education*, Volume 45, No. 2, (2015): 134 – 153
- Edward James and Farah Mendlesohn, "How to give a conference paper" *SFRA Review*

## Feb. 26: MENTAL LIFE / PUBLICATION

### Readings:

- Samira Shackle, "The way universities are run is making us ill': inside the student mental health crisis" *The Guardian*, 27 September 2019  
<https://www.theguardian.com/society/2019/sep/27/anxiety-mental-breakdowns-depression-uk-students>
- Oliver Sacks, excerpts from *On the Road: A Life* (New York: Knopf, 2015)
- Rob Kitchin & Duncan Fuller, excerpts from *The Academic's Guide to Publishing*, (London: Thousand Oaks, 2015)

**March 11: THE ACADEMIC JOB MARKET** [Guests: Dr. Danielle Tashereau Mamers + Dr. Sonya DeLaat]

**\*Assignment:** Prepare a draft CV following the model set out in the readings for that day.

### Readings:

- Karen Kelsky, "Rules of the academic CV":  
<http://theprofessorisin.com/2016/08/19/dr-karens-rules-of-the-academic-cv/>
- Julia Miller Vick, Jennifer S. Furlong, and Rosanne Lurie, *The Academic Job Search Handbook* (Philadelphia: University of Pennsylvania Press, 2016)

## March 25: DEBT / GRATITUDE

**\*Assignment:** Write a short reflective essay (2000 words) about your first year as a doctoral student. You may focus on any one of the themes we have discussed, or reflect on a meaningful incident from the year. Apart from content, consider the voice you choose to deploy here.

### Readings:

- Kathryn Ruddy "The true costs of research and publishing" *The Times Higher Education* August 29, 2019:  
<https://www.timeshighereducation.com/features/true-costs-research-and-publishing>
- TBA

## **CLASS POLICIES**

**Attendance:** Students are expected to attend every class in the course. Students who need to miss a class for whatever reason should inform me beforehand if possible. Students who miss more than 2 classes may be in danger of failing the course.

**Academic Offences:** Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf) No plagiarism-checking software will be used in this course.

**Support Services:** Students who are in emotional or mental distress should refer to Health and Wellness at Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help. Also see the Mental Health and Wellness Resource Guide for additional information:

<https://www.uwo.ca/health/MHWRG2018.pdf>