

**EDLPS 528 A
Fall 2012**

**Introduction to U.S. Graduate Education and Graduate Research for
International and U.S. Graduate Students**

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Prospectus

This course provides an introduction to U.S. graduate education, particularly doctoral education, in times of **globalization**. As new and continuing graduate students, it is important to understand the system you are studying in, how it functions, how it changes, and how you can best prepare to become successful scholars who can operate in and outside universities in the U.S. and worldwide.

The class will have several foci. First, it will familiarize you with the structure, process, and inner life of U.S. graduate education. Second, it will introduce you to the different lenses that are used to understand and research graduate/doctoral education. Third, we will focus on important academic practices, norms, values, and unwritten rules around adviser/advisee relationships, writing, publishing, and attending conferences. And lastly, we will explore and compare the different academic cultures in graduate education in the countries of the class participants by creating space in each class that fosters an interactive dialogue where U.S. students learn from international students and vice versa. Like anthropologists studying a foreign culture, this class will study graduate education in the U.S. viewed by U.S. and international students.

Learning Goals

1. Identify and understand the context of current issues in graduate education (macro view) and the importance of international graduate students in the U.S.
2. Become familiar with the different lenses and different methods through which graduate/doctoral education has been studied (research approach to graduate education including learning models on how to become a researcher).
3. Learn about U.S. graduate/doctoral education's structure, process, and its various informational resources.
4. Understand reasons for student attrition and learn about strategies for success in U.S. doctoral programs.
5. Gain new perspectives on academic practices such as writing (papers, dissertations), adviser-advisee relations, attending conferences that are relevant for successful completion of your graduate education (micro view).
6. Develop intercultural awareness.

Course Format

Learning is an interactive experience and it is therefore important that we become a learning community. The majority of the class sessions will be devoted to the discussion of literature juxtaposed with your **experiences** and **reflections** related to class readings, and short presentations based on the readings. You will be expected to present in front of the entire class and participate in group-work out of and in class. In each session we will engage in academic skills practices, professional competencies, and inter-cultural awareness.

Course Requirements

The course grade will be based on your contributions and performance in the following areas:

1. Class Participation (25%)

Participation depends on your careful readings in advance of each session. You will also lead one class discussion on the main concepts of the session. Come to class prepared to discuss the questions, experiences, and observations you had. Everybody is expected to contribute to the class meetings, group discussions and debates throughout the entire quarter.

ADVICE: Form reading groups (2-3 students) to discuss course readings and possible questions prior to class meetings.

2. Weekly analysis paper (30%)

In preparation for the discussion of the topic of the class, you are assigned readings and you are to write a 2-page critical analysis of the assignments and add to it your thoughts, experiences, and cultural reflections related to the topic.

Please, post it on the class gopost on Wednesday, the day before the class (until midnight).

Your weekly analysis paper will contain:

- i. Main arguments the author(s) made, method used, lens applied (historical, sociological, pedagogical, psychological), level of analyses (macro, micro).
- ii. Your dialogue with the text, i.e., what surprised you and why? What did you expect instead? What do you think were missing aspects? What questions do you have on the assigned readings? Any other ideas that come to your mind, connections you see with other readings, topics, classes, etc.
- iii. Your weekly experiences relevant to the class topics, if applicable.
- iv. Your reflections on your experiences of how these would be different in your country or at a different U.S university.

Writing this weekly 2-page analysis paper will be essential for:

- your class discussion,
- the writing of your term paper,
- the short end-of-class reflection paper,
- and your personal and professional development.

3. A term paper (40%)

1. Write a paper (8 pages double spaced) on a topic of your choice relevant to the class. (For advanced doctoral students this can be longer).

Possible types of papers:

- a. Discuss any topic related to the course in a more detailed way, using additional literature such as studying international students, international collaborations, doctoral attrition, quality assessment, ranking, world-class universities, doctoral career outcomes, authorship, mentoring.
- b. A paper based on interviews with graduate students and/or faculty about topics such as general exams, qualifying exams, the reasons for particular required courses, quality criteria for the dissertation, what students should expect from their dissertation advisor, authorship conventions, and etc.
- c. A comparison of the culture of higher education in your home country with what you encounter in the U.S.
- d. You may also propose to create something in a different format, such as a wiki, a video or movie.
- e. Selected term paper will be posted on the CIRGE (Center for Innovation and Research in Graduate Education) website with your permission. www.cirge.washington.edu

In preparing this term paper, you will hand in four preparatory assignments (Submit all your papers on gopost class and bring a hard copy to the class):

a) a paragraph on the topic of your paper and presentation
DUE October 25

b) detailed outline including the main concepts and an annotated review of the paper **DUE November 8** (Bring two or three hard copies to the class to share with the instructor and your peers)

c) first draft is **DUE November 15** (Bring one or two copies to the class to share with the instructor and your peers)

You will be asked to read and comment on a classmate's paper draft

d) presentation of the paper (depending on size of class, in small groups or in front of entire class) **Due November 29**

e) final paper **DUE December 3**

4. A short reflection paper (2 pages) (5%) about your learning in this class DUE December 5 (submit on gopost and be prepared to talk about it in class).

Grading of Performance

A superior graduate-level performance will yield a 4.0 grade, a satisfactory performance 2.8.

Percent allocation:

Class participation, reading, discussions	25%
Weekly analysis paper	30%
Term Paper	40%
Reflection paper	5%
Total	100%

UW policy: Plagiarism, submitting someone else's words or ideas as your own work, is a serious academic offense. Possible penalties range from disciplinary warnings to dismissal from the university. All students are expected to demonstrate academic integrity at all times, and to learn what constitutes plagiarism. A useful definition of plagiarism can be found at:

<http://depts.washington.edu/grading/issue1/honesty.htm#plagiarism>

Course Readings

GoPost Instructions

GoPost is used to distribute **course readings** and make course announcements (e.g., weather, readings, special events). It is also a space to **communicate** with the rest of the class. Please monitor the GoPost site for any course postings.

Please ensure as soon as possible that you can access this class website through the following steps:

1. In your web browser, type the following link of our gopost course:
<https://catalyst.uw.edu/gopost/board/mnerad/29265/>
2. When prompted, log in with your UW ID. Then you will be directed to the GoPost space for our course.
3. At the top of the page, click on the arrow next to your name and choose “Manage Profile”.
4. Once on your profile page, click on “notifications” under your login name.
5. Indicate that you would like to receive notification of postings either “immediately” or as a “daily summary”. If you opt for “daily summary”, please manually check the site before class for any last- minute announcements.

**CALENDAR, READINGS, AND ACTIVITIES
EDPLS 528 A Fall 2010**

Dates	Topics	Assignments (The reading and resources will be on gopost)	Assignments Due Date
Meeting 1 September 27	<i>Preparing PhDs for the 21th century: Overview</i>	Nerad (2010) Video "Doctoral Education and Forces"	Review the video and analyze the key concepts
Meeting 2 October 4	<i>Lenses & methods for understanding US graduate/doctoral education</i>	Nerad (2008) Nerad (2009) Golde, et al (2009)	Weekly analysis paper
Meeting 3 October 11	<i>Lenses & frameworks: How to become an interdisciplinary researcher</i> Peer learning models	Flores and Nerad (2012) Graybill et al (2006) Pallas (2001)	Weekly analysis paper Prepare questions for international students and faculty panel
Meeting 4 October 18	<i>Studying international students</i>	Takai (2011) Berry (1997) Andrade (2006) Ward et al (2009) Kuwahara (2008)	Weekly analysis paper
Meeting 5 October 25	<i>Strategies for Success in US PhD Programs: Retention and Career Paths</i>	Lovitts (2004) Lovitts (2008) Nerad and Cerny (1993) Videos	Weekly analysis paper Provide a paragraph of your paper topic with possible research methods. Submit it by October 24
Meeting 6 November 1th	<i>Advisor-Advisee / mentoring Relationships</i> Faculty Panel: <i>The View from the Other Side of the Desk.</i>	Lovitts (2001) Lovitts (2006)	Weekly analysis paper
Meeting 7 November 8th	<i>Research Methods Workshop on learning how to interview</i>	Workshop Instructions Look at the Human Subject protocol website http://www.washington.edu/research/hsd/	Read Workshop instructions Provide a detailed outline of your topic including the key arguments with an annotated literature review
Meeting 8 November 15th	<i>Writing and Constructive Feedback. Dealing with the emotions during the research process</i>	Herman (2008) Li X (2008)	Weekly analysis paper Submit a rough draft of your paper and share a copy with your partner(s)
November 22	HOLIDAY (Thanksgiving)	NO CLASS	
Meeting 9 November 29	Presentation of your paper. Provide feedback to your colleagues		Final paper due on December 3 by 9.00 am (Submit it on gopost)
Meeting 10 December 6	Synthesis and reflection paper due		Reflection paper due on December 5 (submit it on gopost and be prepared for the class)

Meeting 1 - September 27
Preparing PhDs for the 21th century: Overview

Introductions (name and 1 characteristic)

Your expectation and background for your graduate education & what does having a doctoral degree mean in your country? (in pairs)

Comparison of commonalities and differences between US and international students (in groups)

Syllabus

Lecture

Required Readings:

Nerad, M. 2010. Globalization and the Internationalization of Graduate Education: A Macro and Micro View. *Canadian Journal of Higher Education*, Volume 40, issue 1, pp.1-12.

Video: Toward a global PhD?

Address http://www.youtube.com/watch?v=1_zO_Dac_Ks

Meeting 2 - October 4
Lenses and Methods for Understanding US Graduate/Doctoral Education

Required readings:

Nerad, M. (2008). "Doctoral Education in the United States", (pp 278-299). In Nerad, M and Heggelund, M, eds. 2008. *Towards a Global PhD? Forces and Forms in Doctoral Education Worldwide*. Seattle: University of Washington Press.

Nerad, M. (2009) "Confronting Common Assumptions: Designing Future-oriented Doctoral Education," in Ronald Ehrenberg (eds.) *Doctoral Education and the Faculty of the Future*. Ithaka, NY: Cornell University Press.

Golde, C. et al, 2009 *Advocating apprenticeship and Intellectual Community: Lessons from the Carnegie Initiative on the Doctorate*. *Doctoral Education and the Faculty of the Future*. Ithaka, NY: Cornell University Press.

Resources:

Council of Graduate Schools (CGS) <http://www.cgsnet.org/>

UW Graduate School <http://www.grad.washington.edu/>

US Data on doctoral education <https://webcaspar.nsf.gov/>

CIRGE <http://depts.washington.edu/cirgeweb/c/>

Inside Higher Education newsroom@news.insidehighered.com (free news)

Recommended reading:

Path Career Track Social Science PhD 5 years

<http://depts.washington.edu/cirgeweb/c/research/phd-career-path-surveys/social-science-phdsfive-years-out/>

Assignment:

- Weekly analysis paper.

Meeting 3 - October 11
How to become an interdisciplinary researcher?

Required readings:

Flores, E., Nerad M. (2012). Peer in Doctoral Education: Unrecognized Learning partners. *New Directions for Higher Education*. No 157, Spring 201, pp.73- 83.

Graybill, J. K., Dooling, S., & Shandas, V. (2006). A Rough Guide to Interdisciplinarity: Graduate Student Perspectives. *Bioscience*, 56, 9, 757-63.

Pallas, A. M. (2001). Preparing education doctoral students for epistemological diversity. *Educational Researcher*, 30, 5, 6-11.

Resource:

Association for the Studies in Higher Education (ASHE).

Recommended reading:

Holley, K. A. (2009). Understanding Interdisciplinary Challenges and Opportunities in Higher Education. Ashe Higher Education Report, 35, 2, 1-30.

Assignment:

- Weekly analysis paper.

Meeting 4 - October 18
Studying International Students

Required readings:

Takai, J. (2011). Cross-cultural exchange: Intergroup or Intragroup? Presentation at the *Investigating the International Experiences in STEM Graduate Education and Beyond Workshop*, Portland.

Berry, J.W. (1997). Immigration, acculturation, and adaptation. *Applied Psychology: An International Review*, 46, 5-34.

Andrade, M. S. (2006). International students in English-speaking universities: Adjustment Factors. *Journal of Research in International Education*, 5(2), 131-154.

Ward, C. et al, (2009) Investigating Attitudes Toward International Students: Program and Policy Implications for Social Integration and International Education, *Social Issues and Policy Review*, Volume 3, Issue 1, 79–102.

Kuwahara, N. 2008. 'It's not in the orientation manual: how a first-year doctoral student learned to survive in graduate school' in C. P. Casanave and X. Li (eds): *Learning the Literacy Practices of Graduate School: Insiders' Reflections on Academic Enculturation*. The University of Michigan Press.

Resource:

Institute of International Education <http://www.iie.org/>

Recommended readings:

Myles, J., and Cheng, L. (2003). The social and cultural life of non-native English speaking international graduate students at a Canadian University. *Journal of English for Academic Purposes*, 2(3), 247-263.

Green M. and Koch K. (2010). Competition for International Students. *International Higher Education*, 59, spring, pp.11-13.
<http://www.bc.edu/research/cihe.html>

Douglass J. and Edelstein, R. (2010) The Global Market for International Students: American Perspectives. *International Higher Education*, 59, spring, pp.15-17.

Chow P. and Chambers J. (2010) International Enrollment in the United States. *International Higher Education*, 59, spring, pp.17-18.

Assignment:

- Weekly analysis paper.

**Meeting 5 – October 25th
Strategies for Success in US PhD Programs
Retention and Career Paths**

Required readings:

Lovitts, B. (2004). Research on the Structure and Process of Graduate Education: Retaining Students. In D. H. Wulff, A. E. Austin &

Associates, *Paths to the Professoriate: Strategies for Enriching the Preparation of Future Faculty* (pp.115-136). San Francisco, CA: Jossey-Bass.

Lovitts, B. (2008). The Transition to Independent Research: Who Makes It, Who Doesn't, and Why. *Journal of Higher Education*, vol 79 (3) 296

Nerad, M. and Cerny, J. (1993). From Facts to Action: Expanding the Graduate Division's Educational Role, *Communicator, Special Edition* May 1991. Reprinted in *Increasing Graduate Student Retention and Degree Attainment*, Leonard L Baird (ed) New Directions for Institutional Research No 80, Winter 1993, Jossey-Bass.

Check video about Career Path Track available on gopost.

Recommended readings:

Gardner, S. (2010). Contrasting the Socialization Experiences of Doctoral Students in High- and Low-Completing Departments: A Qualitative Analysis of Disciplinary Contexts at One Institution. *Journal of Higher Education*, v81 n1 p61-81.

Golde, C. (2005). The Role of the Department and Discipline in Doctoral Student Attrition: Lessons from Four Departments. *Journal Higher Education*, Vol 76, number 6, p 669-700

Assignments:

- Provide a paragraph of your topic with possible research methods. Submit your paragraph on gopost by **October 24** and bring a hard copy to the class.
- Weekly analysis paper.

Meeting 6 – November 1th Advisor – Advisee Relationships

Invited Faculty Panel: “The View from the Other Side of the Desk”

Required readings:

Lovitts, B. (2001). *Leaving the ivory tower: The causes and consequences of departure from doctoral study*, “Advisers’ Interactions with Their Students,” (pp. 142-156) and “Appendix: Most and Least Successful Advisor/Advisee Relationships from the Point of View of the Faculty,” (pp. 279-289). Lanham, MD: Rowman and Littlefield.

Lovitts, B. (2006). Making the Implicit Explicit: Faculty’s Performance Expectations for the Dissertation. In P. L. Maki, L. Peggy & N. A. Borkowski (Eds.), *The Assessment of Doctoral Education: Emerging Criteria and New Models for Improving Outcomes* (pp. 163-187). Stealing,

Virginia: Stylus.

Assignment:

- Weekly analysis paper.

Meeting 7 - November 8
Research Methods. How to do an anthropological interview?

Workshop session

Required readings:

Instructions Guide about how to do anthropological interviews

Human protocol.

<http://www.washington.edu/research/hsd/>

Assignments:

- Develop questions inquiring about the experience of international students in the USA.
- Provide a detailed outline of your topic including the key arguments with an annotated literature review.

Meeting 8 - November 15
Writing process and constructive Feedback

Required readings:

Li, X. (2008). Learning to write a thesis with an argumentative edge. In Casanave, C.P. and Li, X. (Eds.) *Learning the literacy practices of graduate school: Insiders' reflections on academic enculturation*, pp. 46-57. Ann Arbor, MI: University of Michigan Press

Herman, C. (2008). Negotiating the emotions of change: Research, restructuring and the doctoral student. *University of South Africa Press*, SAJHE 22, pp 101-117.

Resources:

Dean Dad (2009) Editing and Intimacy. A blog

http://www.insidehighered.com/blogs/confessions_of_a_community_college_de

Peg Boyle Singleton in her column "Demystifying the Dissertation," a regular feature of Inside Higher Ed, find it at the url:

<http://www.insidehighered.com/advice/dissertation/single>
<http://www.insidehighered.com/content/search?SearchText=Peg>

Assignment:

- Rough draft – Read, prepare constructive feedback for your partner, (send to your partner on **November 15**, submit your paper on gopost.)

November 22 – HOLIDAY
No classes

Meeting 9 - November 29th
Term Paper Presentations
Synthesis

Presentation in class. Share the resources that you will use in your presentation with the class. (Submit the material on gopost.)

Assignment:

- Final paper due **December 3**. (Submit your final paper on gopost.)

Meeting 10 - December 6
Final Class

Assignment:

- Reflection paper due **December 5** (Submit your paper on gopost.) Be prepared to share your reflection about your learning process with the class.