

**LEAD 8V09M 1600-22481.21350 and 22487.21350: Leadership
Inquiry: An Introduction to Doctoral Studies and
Interdisciplinary Research
Instructor: Adam Frank
Fall 2017
Mondays, 4-5 pm**

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Course Description

This course is designed to provide a forum for synthesizing the various forms of knowledge and skills necessary to become stewards of leadership. Students demonstrate understanding and ability in the area of leadership studies through discussions of timely topics and presentation of researched issues. The seminar enables students to move from holders of knowledge to communicators of knowledge to potential agents of change. Group discussions/oral and written presentations / guest speakers.

Required text

Repko, Allen F. 2012. *Interdisciplinary Research: Process and Theory, 2nd Edition*. Los Angeles: Sage.

Supplemental readings provided on Blackboard or in hard copy

Recommended texts

Clark, I.L. 2007. *Writing the Successful Thesis and Dissertation: Entering the Conversation*. Upper Saddle River, NJ: Prentice Hall.

Course Learning Objectives:

By the conclusion of the course, students will become familiar with the roles and responsibilities of being a doctoral student. Further, they will gain an understanding of how an interdisciplinary approach to research complements and balances a discipline-specific approach. Through in-depth reading, discussion, interaction with guest speakers, and writing, students in the course will recognize the importance of being a critical consumer of scholarly research. While there will be a

certain amount of skill building in the course, most of our focus will be on the various permutations of interdisciplinarity in past and present scholarship. Questions we will seek to answer include

- What does it mean to be a doctoral student (vs. an undergraduate or masters-level student)?
- What do we mean by an “interdisciplinary PhD” and how does my specific research agenda reflect interdisciplinarity vs. mastery of specific disciplinary theories, skills, and literatures?
- What does being in the LEAD program require of me? Specifically, what are my course requirements? How much freedom do I have to pursue my own research interests? To what degree am I expected to operate independently as a LEAD doctoral student?
- What does a research prospectus look like? What does a dissertation look like (in general, and specifically for LEAD), and how do I begin formulating a clear and driving research question?
- What specific academic journals should I be reading and/or aiming to publish in?
- To which conferences should I consider submitting panel or paper proposals? To which professional organizations should I belong?
- Which faculty members at UCA share my research interests and can help me to develop my research question, write my prospectus, and possibly sit on my dissertation committee?
- How will doctoral work in the LEAD program help me to become a more effective change maker locally, nationally, and globally?
- What is an “IRB” and what are the requirements at UCA for conducting human subjects research?

Assignments and Grading

Research paper 50%

Reading journal 40%

Seminar discussion 10%

Research paper. The 15-20 page research paper will be on a topic of your choice. It should focus on any question you are curious about answering. The assignment requires you to approach your question from at least two distinct disciplinary frameworks, demonstrable through the types of books and journals you draw your research materials from for your bibliography. I will provide a more detailed description of the assignment early in the term.

Reading journal. The journal is intended to help you build into your schedule a regular process of annotating and critically evaluating readings in and outside your field of expertise. I will provide a list of readings for you to draw upon, including both theoretical pieces on interdisciplinary scholarship and examples of interdisciplinary scholarship from many different fields. You are required to annotate and write journal entries on 20-25 readings (any combination of books and articles). These are in addition to readings assigned from the textbook (for which I am not requiring journal entries). I will review the

journal (in hard copy) midterm and at the end of the semester. I can tell you in advance my comments on these journal entries will be sparse, but I will talk to you about them when we meet one on one in the second half of the semester.

Seminar discussion. Each of you will be assigned a day to lead seminar discussion of a shared reading. I will start off the discussion with some brief remarks on the reading for the day and then hand it off to you. The purpose of this approach is to give everyone a chance to get into “teaching mode” in the seminar setting. However, I urge you to stay away from spending a lot of time rehashing the piece and focus instead on questions and discussion. Your job here is really to lead discussion as opposed to simply share your ideas or viewpoints. With that in mind, please stay away from PowerPoints. Don’t over prepare. Handouts/outlines are fine if you think they would be useful, but they are not necessary. Everyone will have read the reading for the day, so we should be able to jump right in to some interesting discussions. The seminar discussion grade also includes your participation in these weekly conversations when you are not leading the seminar.

Attendance and Preparation

Doctoral students are expected to be present at all seminar meetings. Given that we meet only one hour per week for this course, it’s particularly important that you arrive prepared for class and on time. We’ll only be able to touch upon a very small portion of the reading and writing you engage in for this course in class, so I encourage you to contact me outside of class with questions or concerns. Phone, e-mail, or text message are all good ways to reach me.

UCA’s Academic Integrity Policy:

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

On recognizing and avoiding plagiarism, please follow these links:

<http://uca.edu/academicaffairs/files/2012/08/Plagiarism.pdf>

<https://owl.english.purdue.edu/owl/resource/589/01/>

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at <http://uca.edu/mysafety/bep/>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

Title IX. If a student discloses an act of **sexual harassment, discrimination, assault, or other sexual misconduct** to a faculty member (as it relates to “student-on-student” or “employee-on-student”), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: <https://uca.edu/titleix>. *Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.*

UCA and Disability Support Services:

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Disability Resource Center, 450-3613.

Campus Concealed Carry. As per the UCA President’s office, “Act 562 allows a concealed-carry licensee with a newly created concealed-carry endorsement to carry a concealed handgun on the campus and in the buildings of a public university and various other places including state offices. Act 859 prohibits a concealed-carry licensee from carrying a handgun in a public daycare facility or in firearm-sensitive areas at a ‘collegiate athletic event.’ The effective date for the Acts is September 1, 2017, but the Department of Arkansas State Police (Department) must first promulgate rules to design a training program within 120 days of the effective date. A person cannot carry a concealed handgun on campus and in buildings pursuant to these Acts until the Department designs the training program and begins issuing the endorsement.” [underlining my own]

A Q and A document pertaining to campus concealed carry is available on the [General Counsel website](#). Counsel will also host open forums on the following dates during "X-period":

- September 14, 2017 @ 1:40 (COB Auditorium);
- November 14, 2017 @ 1:40 (COB Auditorium); and
- January 23, 2018 @ 1:40 (COB Auditorium).

DATE/TOPIC		READINGS	ASSIGNMENTS
8/28 Intro- Entering the Conversation – What does it mean to be a doctoral student in general? What does it mean to be a doctoral student in LEAD?		<p>Prior to class, review</p> <p>-LEAD “Program of Study” at http://uca.edu/phdleadership/program-of-study/ and http://uca.edu/phdleadership/files/2012/07/Program-of-Study-20151.pdf</p> <p>-LEAD “Student Handbook” at http://uca.edu/phdleadership/files/2012/07/handbook-2016-2017-1.pdf</p> <p>-LEAD faculty research interests at http://uca.edu/phdleadership/research-sources-for-current-students/</p> <p>-Your motivations, preconceptions, and visions regarding your doctoral program.</p>	<p>Prior to class: Jot down answers to the following two questions. (Not to be turned in, but you will be asked to respond in class):</p> <p>-What is your major area of interest and how would you state it in terms of a research question you’re trying to answer?</p> <p>-Why do you want a Ph.D. (While you may not be able to answer these questions precisely at this point, give it your best shot. Consider this the very beginning of a conversation you’re going to have with yourself for the next several years!)</p> <p>In class: Sign up for seminar discussion leadership starting next week.</p>
9/4	Labor Day	Enjoy your day off!	
9/11 What does the “interdisciplinary” mean in the “interdisciplinary PhD in Leadership”?		<p>Repko, Ch. 1, pp. 1-30; also, Sumner, “Relations of Suspicion” at http://www.ucalgary.ca/hic/issues/vol3/7/; and Jacobs and Frickel, “Interdisciplinarity: A Critical Assessment” at https://proseminarcrossnationalstudies.files.wordpress.com/2009/11/interdisciplinarity_ars_2009.pdf</p>	<p>Handout: Term paper instructions</p> <p>Student-led discussion on Jacobs and Frickel (MICHAEL) and Sumner (JOYCE)</p> <p>Complete journal entries for this week’s assigned readings. (Journal will be turned in in hard copy twice during the semester – at midterm and at the end of the term.)</p>
9/18 Case studies in Interdisciplinary Scholarship: Economics and Philosophy - Adam Smith’s <i>The Wealth of Nations</i>		<p>Repko, Chs. 9 and 10, pp. 261-320</p> <p>Excerpt from <i>The Wealth of Nations</i> (on Blackboard)</p>	<p>Student-led discussion on Smith (LAURA)</p> <p>Complete journal entries on Repko and Smith</p>

<p>9/25 Case studies in Interdisciplinary Scholarship: History and Cultural Anthropology – Adam Frank’s <i>Taijiquan and the Search for the Little Old Chinese Man</i></p>	<p>Repko, Ch. 7, pp. 193-224</p> <p>Frank, excerpt from <i>Taijiquan and the Search for the Little Old Chinese Man</i> (on Blackboard)</p>	<p>Student-led discussion of Frank; Q and A (LARISSA)</p> <p>Complete journal entries on Repko and Frank</p>
<p>10/2 Mentoring</p>	<p>Readings TBA</p>	<p>Paper topic due:</p>
<p>10/9 Case Studies in Interdisciplinary Scholarship: Consciousness Studies</p>	<p>Can Quantum Physics Explain Consciousness? https://www.theatlantic.com/science/archive/2016/11/quantum-brain/506768/</p> <p>The Strange Link Between the Human Mind and Quantum Physics http://www.bbc.com/earth/story/20170215-the-strange-link-between-the-human-mind-and-quantum-physics</p>	<p>Student-led discussion (EMILY)</p> <p>Complete journal entries on today’s readings.</p>
<p>10/16 Nuts and bolts, Part II: What’s a dissertation and how do I research and write the thing?</p>	<p>Clark, <i>Writing the Successful Dissertation</i> (TBA) (on Blackboard).</p>	<p>Complete journal entries on today’s readings.</p> <p>-Paper outline and bibliography due -Turn in reading journal to date</p> <p><i>Writing Assignment to bring to class:</i> If you were to write your dissertation today, devoid of substantive research, think time, and debate, it would be a superficial product full of thinly supported claims. Based on your major interest area (or at least what you think</p>

		your research interest will be), write that “dissertation” in 250 words. (Note that you will <i>not</i> be awarded the PhD for this version of your dissertation.)
10/23 Nuts and Bolts, Part II: What does it mean to be a professional academic/academic professional?	<p>How to Become an Academic in 15 steps (with pictures): http://www.wikihow.com/Become-an-Academic</p> <p>Why We Need Ph.D. Career Fairs http://www.chronicle.com/article/Why-We-Need-PhD-Career-Fairs/240409</p> <p>Choose one reading from this site: https://chroniclevitae.com/news</p>	<p>Complete journal entry on today’s readings (except for the wikihow).</p> <p><i>Prior to class:</i> First, identify one academic/professional conference you’d like to attend in the coming year – and the requirements for submitting a proposal to the conference. If already regularly attend one or more, choose something new.</p> <p>Second, identify one scholarly or professional journal you can envision publishing your work in. What are the requirements for submitting an article?</p>
10/30	Poulos <i>et al</i> , “The World through an Interdisciplinary Lens” (find through Torreyson Library search by title)	<p>Student-led discussion (JORDAN)</p> <p>Complete journal entry.</p>
11/6	Latour, “From Multiculturalism to Multinaturalism: What Rules of Method for the New Socio-Scientific Experiments?” (find through Torreyson Library search by title)	<p>Student-led discussion (TOM)</p> <p>Complete journal entry.</p>
11/13 Mentoring	Readings TBA	
11/20	Flores, “Private Visions, Public Culture: The Making of the Alamo” (find through Torreyson Library search by title)	<p>Student-led discussion (DANIEL)</p> <p>Complete journal entry</p>
11/27	Student generated case study TBA	<p>Student-led discussion (STEPHANIE)</p> <p>Complete journal entry</p>
11/28	Student generated case study TBA	Student-led discussion (ANDREW)
12/4 Wrap up		Final papers and journals due

