ASH-GE.3011: Department of Applied Statistics, Social Science, and Humanities
Doctoral Seminar
Fall 2018, Tuesdays, 4:55 – 6:35 p.m.

Professor Lisa M. Stulberg
E-mail address: lisa.stulberg@nyu.edu
Phone number: (212) 992-9373
Office: 246 Greene Street, 3rd floor
Office Hours: By appointment

This course will investigate the history, development, and dilemmas of educational research in the United States. Designed as an introductory seminar for new doctoral students in Steinhardt, the course will examine how different disciplines have approached the study of education; how educational research has influenced public policy, and vice versa; and how the next generation of scholars might alter the research landscape. The course will emphasize important new directions in education research from disciplines represented across Steinhardt, with a particular focus on our department of Applied Statistics, Social Science, and Humanities. Finally, the course will serve as an introduction to doctoral study and the beginnings of an academic and professional community for incoming doctoral students. Students will write weekly responses to assigned readings as well as a term paper that analyzes the existing research on a specific educational subject or problem.

GRADED REQUIREMENTS

- Class Participation: 20% of grade
- 10 Weekly Responses: 40% of grade (due each week, except one, by the beginning of class; weighted equally)
- Final Paper/Proposal: 40% of grade (due on Friday, December 14th at 5:00 p.m.)

COURSE REQUIREMENTS & POLICIES

1. Office Hours: I am happy to meet and am available by appointment. I also am regularly accessible by e-mail and by phone. I will make every effort to respond as promptly as possible to all e-mails. E-mail is always the best way to reach me initially.

2. Class Attendance and Participation: Class attendance is required for this course. If you must miss or arrive late to a class for any reason, please let me know in advance. I expect that everyone will participate in class discussion. I also expect that this participation will be based on an informed familiarity and thoughtful engagement with the assigned reading and our guest speakers. Completing the reading each week is required.
3. **Weekly Reading Responses:** Each week, please submit a short (2-3 pages double-spaced, 12-point font) response to the assigned reading. There are 11 total weeks when you could submit these assignments over the course of the semester, and you are responsible for submitting 10 responses. In other words, you will have one week during the course of the semester – which you can choose – during which you do not need to submit a response (and you do not need to let me know about this week in advance). These responses are due – by email to me – by 4:55 p.m. each Tuesday, starting on week two of the semester. Rather than simply summarizing the work, the response should identify and evaluate the most important claim(s) of the work. Why did the author write it? How does it try to contribute to educational knowledge? Does it succeed and why (or why not)?

4. **Final Paper:** By Friday, December 14th at 5:00 p.m., please submit a research proposal, of 15-20 pages (double spaced, 12-point font) that reviews the state of educational research in a subject area of your choice and proposes a new line of research that would improve our knowledge of the topic. The subject area might be an educational institution (e.g., kindergartens, museums, some aspect of the media); instruction in a given discipline (e.g., the teaching of history or math); a set of actors in the educational arena (e.g., teachers or parents); or the state of knowledge about a pressing public controversy (e.g., “social promotion” or school choice). The paper should aim not simply to “review” research in your chosen area, but also to comment about its strengths, deficiencies, and – most of all – possible avenues for improvement and development. Students will share their research and perspectives in brief classroom presentations near the end of the term.

5. **Proofreading, etc.:** All assignments should be thoroughly spellchecked and proofread before they are submitted to me. Please allow time to do this before assignments are due. I reserve the right to lower grades on assignments that are turned in with excessive spelling, formatting, and other proofreading errors.

6. **Citation Style:** Please use APA style for your work. Please consult a manual for citation help. A good online resource can be found here: https://owl.english.purdue.edu/owl/resource/560/01/

7. **Deadlines:** All paper deadlines are firm. *I will not grant extensions*, except in the case of absolute emergency. For each day that a paper is late, the final grade will be lowered by one-third of a grade (e.g., an A- becomes a B+ if a paper is one day late). Papers are also considered late if they do not meet the time deadline (e.g., a paper due at 5:00 p.m. is due promptly by 5:00 p.m.).

8. **Academic Integrity:** All students are responsible for understanding and complying with the NYU Steinhardt Statement on Academic Integrity. A copy is available at http://steinhardt.nyu.edu/policies/academic_integrity

9. **Students with Disabilities:** Students with physical or learning disabilities are required to register with the Moses Center for Students with Disabilities, 726 Broadway, 2nd
Floor, (212-998-4980) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation. Please see: https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html

REQUIRED READINGS

Most readings will be articles that will be available as PDFs through our NYU Classes site. The following three books are also required reading:


COURSE OUTLINE

September 4: Course Introduction

September 11: Teaching & Learning with Fabienne Doucet and Reflections on Pursuing a Ph.D., Doing Research, and Contributing to Knowledge


Additional reading TBA

September 18: Sociology/International Education with Sebastian Cherng


September 25: Economics with Joseph Cimpian


October 2: Sociology with Sean Drake


October 9: NO CLASS. LEGISLATIVE DAY (CLASSES MEET ON A MONDAY SCHEDULE)

October 16: Sociology with L’Heureux Lewis-McCoy


October 23: Philosophy with René Arcilla


October 30: Psychology with Hirokazu Yoshikawa


November 6: Applied Statistics with Daphna Harel

November 13: Applied Statistics with Ravi Shroff


November 20: NO CLASS

November 27: International Education with Dana Burde


December 4: History with Mike Amezcua


December 11: Presentations of Final Papers