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MEMORANDUM

ATTENTION Senate

DATE April 29, 2021

FROM Jeff Derksen,
Chair of Senate Graduate Studies
Committee (SGSC)

RE: New Course Proposal



For information:

Acting under delegated authority at its meeting of April 6, 2021, SGSC approved the following new course, effective **Spring 2022:**

Faculty of Communication, Art, and Technology Publishing Program

- 1) New course: PUB 611 Making Knowledge Public: How Research Makes its Way into Society



MEMORANDUM

ATTENTION:	Senate Graduate Studies Committee
FROM:	Philippe Pasquier, Chair, FCAT Graduate Studies Committee
RE:	PUB New Graduate Course Proposal: PUB611
DATE:	March 1, 2021

FCAT GSC has voted to approve the following change(s) at the FCAT GSC meeting that occurred on February 25, 2021:

Publishing Program:

- New Graduate Course Proposal: PUB611
- ~~Program Change: MPUB calendar entry~~

Please add these items to the agenda of the SGSC meeting on April 6, 2021.

Philippe Pasquier, Ph.D.
Associate Dean, Academic, FCAT Chair,
FCAT Graduate Studies Committee

cc Hannah McGregor, Graduate Program Chair, PUB

stw/PP



MEMORANDUM

ATTENTION: Philippe Pasquier, Chair, FCAT GSC

FROM: Hannah McGregor, Graduate Program Chair, Publishing

RE: Approval of new Publishing course PUB611

DATE: February 25, 2021

On February 23, 2021, following a successful School vote, Stephen Collis, interim Director of Publishing, approved the following motions at the Publishing GSC meeting:

- That a new course, PUB411, be created following the successful offering of this course as a special topic in previous years.
- That PUB411 also be offered as a graduate course, PUB611.
- That the proposals for PUB411 and PUB611 be brought to the UCC and GSC meetings by the Undergraduate and Graduate Program Chairs.

The proposal for PUB411 was brought to the FCAT UCC meeting on February 11, 2021 to be voted on.

Sincerely,

A handwritten signature in black ink, appearing to read "Hannah McGregor".

Hannah McGregor
Graduate Program Chair, Publishing

New Graduate Course Proposal

Course Subject (eg. PSYC) PUB	Number (eg. 810) 611	Units (eg. 4) 4
Course title (max. 100 characters) Making Knowledge Public: How Research Makes its Way into Society		
Short title (for enrollment/transcript - max. 30 characters) Making Knowledge Public		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) See attached.		
Rationale for introduction of this course This course offers students an opportunity to explore academic publishing and the importance that this segment of the publishing industry plays in our society. It is cross-listed with PUB411 and will increase options for MPub students doing new course-based option.		
Term of initial offering (eg. Fall 2019) Spring 2022	Course delivery (eg. 3 hrs/week for 13 weeks) 3 hrs/week for 13 weeks	
Frequency of offerings/year 1/year	Estimated enrollment per offering 10	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)		
Prerequisite and/or Corequisite		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components * <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? 0	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students: This course is cross-listed at PUB411. The graduate option will include an additional assignment focused on students' own area of research.		

* See important definitions on the curriculum website.

RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Juan Pablo Alperin
Additional faculty members, space, and/or specialized equipment required in order to offer this course Hannah McGregor

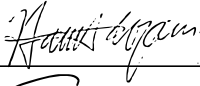

CONTACT PERSON

Academic Unit / Program Publishing	Name (typically, Graduate Program Chair) Hannah McGregor	Email hannah_mcgregor@sfu.ca
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ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

Graduate Program Committee Hannah McGregor	Signature 	Date February 9, 2021
Department Chair Stephen Collis	Signature 	Date February 9 2021

FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content


Overlap check done? YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee Philippe Pasquier	Signature 	Date 3/1/2021
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee Jeff Derksen	Signature 	Date April 29, 2021
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ADMINISTRATIVE SECTION (for DGS office only)
 Library Check: Yes
 Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

PUB 611
Course Description

Making Knowledge Public explores how knowledge produced at universities makes its way into society, the public value of this knowledge, and the diminishing attention given to this public mission. The course asks questions such as: how does research shape public policy? how is the public involved in science? and, how is research taken up by the public? The course is premised on the belief that, in today's climate, it is more important than ever for universities, researchers, and scholars to assert themselves in the public sphere in more purposeful ways. Students will have the opportunity to explore academic publishing and the importance this segment of the publishing industry plays in our society.

PUB411/611: Making Knowledge Public

Instructor: Dr. Juan Pablo Alperin

Contact: jalperin@sfu.ca

Twitter: [@juancommander](https://twitter.com/juancommander)

Website: scholcommlab.ca/

Course Description

Making Knowledge Public explores how knowledge produced at universities makes its way into society, the public value of this knowledge, and the diminishing attention given to this public mission. The course asks questions such as: how does research shape public policy? how is the public involved in science? and, how is research taken up by the public? The course is premised on the belief that, in today's climate, it is more important than ever for universities, researchers, and scholars to assert themselves in the public sphere in more purposeful ways. Students will have the opportunity to explore academic publishing and the importance this segment of the publishing industry plays in our society.

Through lectures, readings, and discussions, the course aims to make emerging scholars (like you!) more aware of the public value of everything that happens at the university, including of your own work. At the same time, the course offers a very critical examination of how universities function, including the little value that is actually placed on making knowledge public. We will very purposely pull back the curtain on how universities function by exploring academic career incentives, the economies of prestige that govern them, and the role of education—including yours—plays in the institution.

Why is this a "PUB" course?

As you will come to learn, academic publishing (i.e., scholarly journals) plays a critically important role in defining what happens everywhere in universities, including how research is funded, what kind of academic work is most valued, and who hold positions of power.

Week-to-week Logistics

- On most weeks, we will have a class over Zoom only once, typically on **Thursday** between **10:30am-12:20pm**.
- On some (very few) weeks, we will also have a guest over Zoom, this may be on the **Tuesday** between **10:30am-12:20pm**.
- On some (most) weeks, you will have an additional lecture (a video by someone else) on complementary topics that can be watched on your own time.
- Every week there will be readings that need to be annotated before **9pm on the day before class** (typically, Wednesday). There are also two major assignments that have their own due dates (near the middle and at the end of the course).

- I will have office hours scheduled on our class time, whenever we are not meeting, but you must sign up at least 24 hours in advance. I am also available by appointment at other times.

Don't worry, class times and assignment due dates are all available in your Canvas Calendar.

Course Outline

For an overview of each week, your best bet is to look at the [Modules page](#). This page indicates weeks that have Zooms, readings, and assignments.

- [Week 1: Introduction to the course](#)
- [Week 2: Defining the public's right to know](#)
 - Willinsky, J. (2006). [The Access Principle](#). MIT Press. (Chapters 1, 2, 8, 10.)
 - Alperin, J.P. (2015). [The public impact of Latin America's approach to open access](#). *Doctoral Dissertation, Stanford University*. (Chapter 5).

Optional:

- Piwowar H, Priem J, Larivière V, Alperin JP, Matthias L, Norlander B, Farley A, West J, Haustein S. 2018. [The state of OA: A large-scale analysis of the prevalence and impact of Open Access articles](#). *PeerJ* 6:e4375
- [Open Access](#). *Wikipedia*.
- [Week 3: Value of research in public policy](#)
 - Cairney, P: [Webpage and related articles](#), e.g., “To Bridge the Divide between Evidence and Policy: Reduce Ambiguity as Much as Uncertainty” or “Evidence-based policymaking is not like evidence-based medicine, so how far should you go to bridge the divide between evidence and policy?”
- [Week 4: The Public's Understanding of Science](#)
 - Burns, T. W., O'Connor, D. J., & Stockmayer, S. M. (2003). [Science communication: a contemporary definition](#). *Public understanding of science*, 12(2), 183-202. [Academic paper]
 - Shapiro, A. (2020, March 9). [Looking back: A decade of Canadian science communication](#). *Medium*. [Blog post]
 - Tesfaye, R. (2019, March 11). [Intersectional approaches to community engagement](#) *Metcalf Institute*. [15 min YouTube Video]
 - Yammine, S. (2020). Going viral: How to boost the spread of coronavirus science on social media. *Nature*. <https://doi.org/10.1038/d41586-020-01356-y> [Short editorial]
- [Week 5: Calling bullshit on fake news](#)
 - [Frankfurt, H.](#) (1986). On Bullshit. *Raritan Quarterly Review* 6(2)
 - [Sagan, C.](#) (1996). The Fine Art of Baloney Detection. In Sagan, C. (1996), *The Demon-Haunted World* (Chapter 12).
 - Higgins, A., McIntire, M. & Dance, G. (2015). [Inside a fake news sausage-factory: 'It's all about income'](#), *New York Times*.
- [Week 6: Break! \(Reading Week\)](#)
- [Week 7: Citizen and Community science](#)

- Bonney, R., Phillips, T.B., Ballard, H.L. & Enck, J.W. (2015). [Can citizen science enhance public understanding of science?](#) *Public Understanding of Science*, 25(1).
- Dosemagen, S. & Parker, A. (Eds.). (2016). [Environmental protection belongs to the public: A vision for citizen science at EPA](#): A report for the EPA from the National Advisory Council on Environmental Policy and Technology. (Executive Summary and Chapter 1)
- [Week 8: The Business of Scholarly Publishing](#)
 - Larivière, V., Haustein, S. & Mongeon, P. (2016). [The oligopoly of academic publishers in the digital era](#), PLOS One.
 - Buranyi, S. (2017). [Is the staggeringly profitable business of scientific publishing bad for science?](#) *The Guardian*.

Optional:

- Guédon, J. C. (2001). [In Oldenburg's long shadow: Librarians, research scientists, publishers, and the control of scientific publishing](#). (Chapters 1 and 2; but it is all worth a read)
- [Week 9: Citations and Metrics](#)
 - Aksnes, D. W., Langfeldt, L., & Wouters, P. (2019). [Citations, Citation Indicators, and Research Quality: An Overview of Basic Concepts and Theories](#). *SAGE Open*.
- [Week 10: Publicness and Faculty Careers](#)
 - Alperin et al. (2018). [Do universities reward the public dimensions of faculty work? An analysis of review, promotion and tenure documents](#). (preprint of [How significant are the public dimensions of faculty work in review, promotion and tenure documents?](#))
 - Fitzpatrick, K. (2018). [Generous thinking: The university and the public good](#). (Chapters 4 and 5)
- [Week 11: The Future of the Public Mission of Universities](#)
 - Labaree, D. (1997). [Public Goods, Private Goods: The American Struggle Over Educational Goals](#). *American Educational Research Journal*, 34(1).
 - DeRosa, R. (2016). ["Open" for the public: Using open education to build a case for public higher ed](#). Presentation at the Digital Media and Learning conference at UC-Irvine.
- [Week 12: Global participation in knowledge production](#)
 - Vessuri, H., Guédon, J. C. & Cetto, A. M. (2013). [Excellence or quality? Impact of the current competition regime on science and scientific publishing in Latin America and its implications for development](#). *Current Sociology*, 62(5), 647-665.
 - OCSN Network. (2017). [Open science manifesto: Towards an inclusive open science for social and environmental well-being](#).
 - Hall, B.L. & Tandon, R. (2017). [Decolonization of knowledge, epistemicide, participatory research and higher education](#). *Research for All*, 1(1), 6-19.
- [Week 13: Changing how we do and share research](#)
 - Yong, Ed. [How Science Beat the Virus: And what it lost in the process](#). *The Atlantic*.
- [Week 14: Wrapping up](#)

Assignments

Write a science communication story

Pick an online outlet, such as CBC News, The Globe and Mail, The Atlantic, Vice, or any other website you like to read and then write a story that communicates the results of any research article of your choice.

There are only some very basic criteria in how you approach this assignment:

- You story needs to communicate some findings from research, but the research itself does *not* need to be the main focus of your story
- You cannot base your story on a news story about research. That is, select the research you'll communicate by looking up research, not by looking up news.
- You can include research from as many articles as you want, it does not need to be a single source
- You need to link to the research article itself in your story

There is no word limit or recommended length for this story, but I suggest you set a word limit for yourself ahead of starting: are you doing something that is "long form" or a shorter newsier piece? How long are the pieces in the outlet you chose?

Stories that receive an A will be invited to submit to the [Making Knowledge Public](#) journal for peer review and publication.

Write an Op-Ed piece

Write an opinion piece describing a problem you see in academia and proposing how things should change. What, of the things we have read or of the things they have made you reflect on, do you find problematic about the current way in which universities function? Your piece does not need to tackle everything you find problematic, but should make a well-informed (researched) argument about at least one aspect of the themes touched upon in this course (i.e., the public mission of universities, the role of public knowledge, academic career incentives, etc.)

Again, there are only a few basic criteria you need to follow:

- You do not need to explain every details of the topic you're addressing, but you do need explain enough that your reader gets an accurate understanding and sees why it is problematic
- You don't need to formally cite everything you write (i.e., some things about how universities function can be taken for granted), but you do need to include some citations (in the form of links) to help support and strengthen your argument

As with your other assignment, there is no word limit or recommended length, but you should set a target for yourself before you start writing and work to that constraint. Again, think of where such a piece could be published and get a sense for how long their editorials are.

As with the other assignment, op-eds receiving an A will be invited to submit to the [Making Knowledge Public](#) journal for publication.

Learning Through Annotations

In this course we will use an online annotation tool, Hypothes.is. This tool serves several purposes, most of which help you learn. At the very least, they will shine a light on how each of you does critical reading.

Given that this course is online and in part asynchronous, annotations will be a key way in which you will learn. This does not mean instruction is delivered through annotations, but rather, that annotations will help you engage with the texts, with each other, and with me in ways that would not be possible if you were reading on your own. That is to say, you will learn by annotating (I promise!).

To annotate online, install the Hypothes.is Chrome Extension or bookmarklet and join our class group. Good annotations can take many different forms. At a minimum, I want you to use them to identify all the jargon and concepts that you are not familiar with, but your annotations should include some of all of the following: inserting new ideas for discussion, responding to other's ideas, posing questions, highlighting interesting passages, explaining a tricky concept, offering an informed opinion, and bringing in additional resources.

You will need to do this multiple times a week for each reading. First you will read and annotate, but as the week goes on, you should come back to the annotations and respond to one another. This component of the course is completely asynchronous, but it needs to be done on the assigned week so that you can engage with one another (that is, do it on your own time, but do not fall behind).

Plans for communicating your own research (PUB611 students only)

Graduate students enrolled in this course will also be required to write a knowledge mobilization plan similar to those that are [required by funding agencies](#). The plan should include, at a minimum, a list of relevant journals where they could submit their work along with their open access and self-archiving policies. Special attention should be given for how their work will be made available to the public.

All plans should be accompanied with a 'media pitch kit'. For this, students should first work to identify specific media outlets, as well as individual reporters, who might be interested in covering their work. They should then prepare an email that very briefly summarizes the aspects of their work that might be of interest to reporters, any images/figures that the media might be able to use, and an accompanying set of facts that and resources that reporters could use in their work.

Grade Breakdown

PUB411:

- Write a science communication story: 30%
- Write an Op-Ed piece: 30%

- Learning Through Annotations: 40%

PUB611:

- Write a science communication story: 25%
- Write an Op-Ed piece: 25%
- Learning Through Annotations: 35%
- Plans for communicating your own research: 15%