

## 22.2.2014 HKAECT AGM

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Some have been published, some are under review or still in progress.

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# **Research and Publication: Getting Started**

**Jae Park**

**HKAECT 2014 AGM, 22 February 2014**

# The **3M** of academic CV

- Teaching
- Research
- Community projection ('Knowledge Exchange or Transfer')

# Research output


- Patterns
- Competitive grants
- Research ‘deliverables’: machines, art work, and publications



- Randy Schekman, Nobel Medicine 2013

- “I am a scientist. Mine is a professional world that achieves great things for humanity. But it is disfigured by inappropriate incentives [...] We all know what distorting incentives have done to finance and banking. The incentives my colleagues face are not huge bonuses, but the professional rewards that accompany publication in prestigious journals – chiefly *Nature*, *Cell* and *Science*.” (Randy Schekman. The Guardian, Monday 9 December 2013)

- <http://www.theguardian.com/commentisfree/2013/dec/09/how-journals-nature-science-cell-damage-science>

- 
- Adler, N. J., & Harzing, A.-W. (2009). When Knowledge Wins: Transcending the **Sense and Nonsense of Academic Rankings**. *The Academy of Management Learning and Education (AMLE)*, 8(1), 72-95.

# research – publication correlation

- Out of 1 research, how many do I publish?
- 1
- 0.5
- 2 or more
- Gap between research and publication



# This presentation...

my experience in publications:

- dilemma of theory versus practice
- where do I start?
- how do I spot and take up research problems
- writing design and plan
- 'negotiation' with publishers
- rejection-resubmission

## dilemma of theory versus practice

- The Myth of framework (Popper)
- A “corroboration” of existing knowledge is not progress
- Science advances by falsifying the existing knowledge
- So... there are two main ways to address a theory: to embrace or to criticize

# where do I start?

- daily life: hundred of problems
- 'field' or 'area' of study: hundred of interesting problems
- So, how do I take up a research problem?

[illegible]

Macro				Micro		

Adapted class note from Sadovnik, A. R. (2011). *Sociology of education : a critical reader (2nd ed.)*. New York: Routledge.

# Sociology of education

Macro			Micro			
Societal	(structure)	Institutional		Interactional	(process)	Intra psychic


Adapted class note from Sadovnik, A. R. (2011). *Sociology of education : a critical reader (2nd ed.)*. New York: Routledge.

# Sociology of education

Macro				Micro		
Societal	(structure)	Institutional		Interactional	(process)	Intra psychic
polity						
economy						
social strata (class)						
development						
geography						
gender						
race						
ethnic group						

Adapted class note from Sadovnik, A. R. (2011). *Sociology of education : a critical reader (2nd ed.)*. New York: Routledge.

# Sociology of education

Macro			Micro		
Societal	(structure)	Institutional		Interactional	(process) Intra psychic
polity		family			
economy		state			
social strata (class)		school			
development		media			
geography		religious			
gender		business			
race					
ethnic group					

Adapted class note from Sadovnik, A. R. (2011). *Sociology of education : a critical reader (2nd ed.)*. New York: Routledge.

# Sociology of education

Macro			Micro		
Societal	(structure)	Institutional		Interactional	(process) Intra psychic
polity		family			
economy		state		interpersonal rituals	
social strata (class)		school		pedagogical rituals	
development	↔	media	↔	teacher-student roles	
geography		religious			
gender		business			
race					
ethnic group					

Adapted class note from Sadovnik, A. R. (2011). *Sociology of education : a critical reader (2nd ed.)*. New York: Routledge.



# Sociology of education

Macro			Micro		
Societal	(structure)	Institutional	Interactional	(process)	Intra psychic
					cognitive
polity		family			* thinking
economy		state	interpersonal rituals		* reading
social strata (class)		school	pedagogical rituals		* explicit curriculum
development	↔	media	↔	↔	
geography		religious			
gender		business			
race					
ethnic group					

Adapted class note from Sadovnik, A. R. (2011). *Sociology of education : a critical reader (2nd ed.)*. New York: Routledge.

# Sociology of education

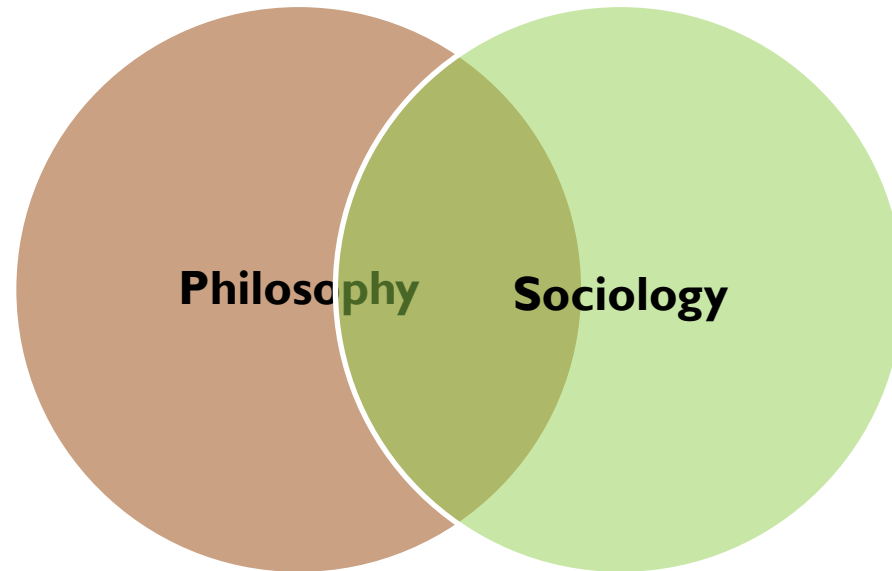
Macro			Micro		
Societal	(structure)	Institutional	Interactional	(process)	Intra psychic
					<b>cognitive</b>
polity		family			* thinking
economy		state	interpersonal rituals		* reading
social strata (class)		school	pedagogical rituals		* explicit curriculum
development	↔	media	↔	↔	<b>non-cognitive</b>
geography		religious			* values
gender		business			* ideologies
race					* hidden curriculum
ethnic group					

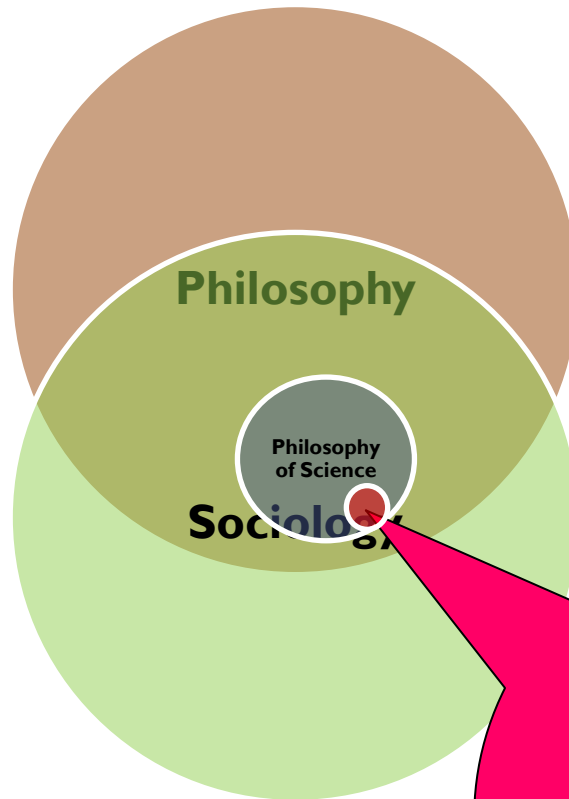
Adapted class note from Sadovnik, A. R. (2011). *Sociology of education : a critical reader* (2nd ed.). New York: Routledge.



**Philosophy**

**Sociology**





**Philosophy  
of  
education**

# Example

- Park, Jae (2013). Cultural artifact, ideology export or soft power? Confucius Institute in Peru. *International Studies in Sociology of Education*, 23(1), 1-16.
- DOI: 10.1080/09620214.2013.770205



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International Studies in Sociology of Education

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## Cultural artefact, ideology export or soft power? Confucius Institute in Peru

DOI: 10.1080/09620214.2013.770205

Jae Park<sup>a\*</sup>

pages 1-16



Publishing models and article dates explained

Received: 3 Apr 2012

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Article Views: 185

Alert me

### Abstract

This paper presents a critical analysis of the transnational interplay of cultural, educational and economic forces that culminated with the establishment of a Chinese language and cultural centre in Peru, the Confucius Institute. Confucius Institutes are government-sponsored cultural centres devoted mainly to Chinese language education around the world. They have been referred to as examples of China's soft power and subjected to criticisms. With a substantive theory of power as the departure point, this article analyses the power relations surrounding the case of Confucius Institutes in Latin America.

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### Keywords

power relation, transnationalism, soft power, Confucius Institutes, Latin America, Peru

Users also read

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Rui Yang

Volume 8, Issue 2, 2010

**Metamorphosis of Confucian Heritage Culture and the possibility of an Asian education research methodology**

Jae Park

Volume 47, Issue 3, 2011

**Born to fail? Some lessons from a national programme to improve education in poor districts**

Pedro Abrantes, et al.

Volume 23, Issue 1, 2013

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# Why this topic?

- Peru
- 90 000 - 100 000 Chinese coolies to Peru
- Sino-Latin American relation
- Education
- Sociology
- Political theories





# Unwritten assets of research

- Friendship
- Team project
- Finding problems by chance
- ‘Special Issues’

# writing design and plan

- Shortlist target journals (no random shooting)
- Select one target only
- ‘A’ or ‘A+’ journals; when I get a Nobel prize, I will consider “Open Journals” and emerging B & C journals
- In my case: Theoretical discussion is an important part

- G.S. Giroux in both these approaches of power
- new article in University of state power approaches discuss of
- Continuum Infants.

## Substantive Discourses of Power

- Aristotle: "mythology of idealism" (Five Constitutions, 1286)
- Plato: All power has always existed (Lysis, 212b)
- Spinoza: when others don't exist, the state will "extinguish"
- Barth: Production
- Barthes: power appetite dominates men.  
Men understand his entire world to be the sovereign  
in order to survive. Power appetite for power  
production war of everyone against everyone
- Locke: power exist for the defense of property
- Locke: social contract a subjectivity of will  
in order to have one's own  
freedom (natural)
- Walter (1994) outlines, domestic, domestic power
- Giroux (1991) legitimacy of demand groups  
personal interests into groups  
via cultural formation of families etc
- Foucault (1972/1981) ending power relation

## POWER

- power-substance (ownership of something  
power exists per se and it belongs to someone)
- power-relation (power exists in relation to someone in context (natural)  
- relational (Foucault))

- potestas → force + authority to impose obedience
- exercitium → includes "potestas"  
exercitium are legitimate  
differentiated for economic power for political power  
since for economic power requires only ownership  
of instrument (e.g. monopoly)

Although power is "discourse" → "Ideological state apparatus" → in "Ideology and Ideological State Apparatus"  
"Discourse" → "language forms" are played out in different social political & cultural  
arena (p. 3) → "many and effect of language usage"

## In Strong Interventionism of the state

e.g. fascists  
authoritarians

3 powers are in the  
hands of the same  
political class  
then Executive power  
dominates

so instead of "Principle"  
of division of power,  
only functions or  
technocratic know rent

Foucault  
Chinese (CI) soft power or  
process for executive power,  
merely. Participative power and as  
most visible dimension, which

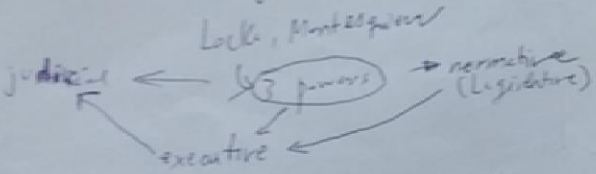
## Co-participative power

- representation
- indicates
- professional enthusiasm

p. is distributed

functionalities  
technologies of power (Foucault)

Let's see... Participative authority  
are at the core of the power  
apparatus. Participative power has  
no role to play. It is not  
"important" cuz it lacks  
bottom up dynamic interaction.  
It is professional enthusiasm  
in both directions.



e.g. 3 powers of state

yet every weak relevance of power of state  
on its subjects. This class of is illiberal  
but does not decide the  
distribution of power in China

Classes  
tendency to  
be combined

need to limit power  
(Justifable limitations)

Locke, Montesquieu

# By 'frameworks'

produces war of every

- Locke: power exist for the defense of property
  - Rousseau: social contract → subjectivization of will  
in order to save one's own  
freedom (natural) Class
  - Weber (1914) authorities, dominance, corrective power ten
  - Gramsci (1971) hegemony of dominant groups  
persuade subordinate groups  
via cultural formation of families etc. be
  - Foucault (1977, 1980) evolving power relation need
- (A



# Details in red

power appetite dominates men.  
 Man surrenders his entire will to the sovereign  
 in order to survive because appetite for power  
 produces war of everyone against everyone  
power exist for the defense of property

social contract → subjectivity of will  
 in order to save one's own  
 freedom (natural)

(1914) authorities, dominance, coercive power

(1921) hegemony of dominant groups  
 persuade subordinate groups  
 via cultural formation of families etc.

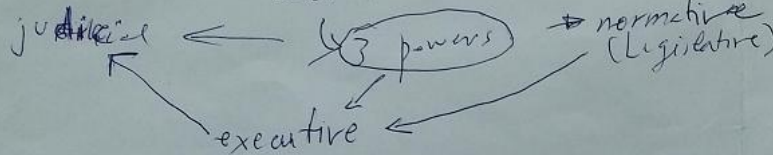
ult (1977, 1990) evolving power relation

Classics:

tendency to  
 be unlimited.

need to limit power  
 (Aristotle: Constitutions)

Locke, Montesquieu



e.g. 3 powers of state

yet very weak relevance of power of the state  
 on its subjects. This classif. is illustrative  
 but does not describe the  
 situation of power in China

Power

In strong Interventionism  
 of the state

e.g. fascists  
 Absolutists

3 powers are in the  
 hands of the same  
 political class  
 And Executive power  
 dominates

so instead of "Principles"  
 of division of power,  
 only functions or  
 technicalities become real

Foucault.

Chinese (CIs) soft power

Althusser (1971) Ideological state apparatus  
 "Discourse" → 'language forms' are played out in different social, political  
 arenas (p. 5). "meaning and effect of language usage"

Co-participative power

- regionalism  
 - syndicates  
 - professional o

p. is distributed

fundamentalities  
 technology of power

Chinese state is  
 attempting to move  
 from patrimonial  
 to authoritarian

State I. ~~State II~~ ~~State III~~  
 are at the service of  
 expansion. Participative  
 no role to play. It is  
 "inaction" cuz it is

## ‘negotiation’ with publishers

- Avoid annoying editors, even if they are wrong
- Comply their demands as much as possible
- Be aware of “known editors”
- Get jobs done punctually without special arrangement request by installments

# rejection-resubmission

- 2 Types of rejections : polite and impolite
- All feedbacks are useful
- Every resubmission- the chance gets higher to have it published
- Never leave a rejected work in the drawer—it will go all the way to the coffin



Thank you !

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