

Doing Academic Work: Workshop on the Nuts and Bolts

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What is this little talk about?

Doing academic work

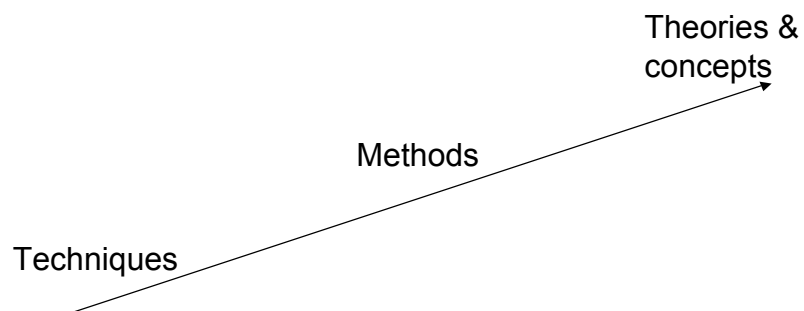
- I. The incomplete apprenticeship model
- II. General principles
- III. Concrete ideas
- IV. Really concrete examples

Apprenticeship

- Bad interpretation: the production of clones
 - Good interpretation:
 - emulation
 - modification
 - rejection
- ...of *styles* of doing work

Some Principles

- Be curious and open to new ideas.



Some Principles

- Be active in creating your own workflow.
- You can control your own work environment.
- Expect to solve your own problems.
- Live it or leave it.

Stuff that is slightly more concrete than Principles

- “A writer is one who writes.”
- Write every day, a little at least.

Stuff that is slightly more concrete than Principles

- Journal = RAM
- ...but scholarly work requires a searchable long-term storage.

Stuff that is slightly more concrete than Principles

- Corollary: Writing must occur...
 - during the reading or data collection or design;
 - during the analysis.
- So: don't wait to write.

Stuff that is slightly more concrete than Principles

- Corollary: Document your work:
 - ...comment your code, and
 - ...take “meta-notes.”

Stuff that is slightly more concrete than Principles

- Corollary: How to read?
 - Balance analyticity...
 - and emotion.
- So: Tell a story *you* care to tell.
 - Derivative dissertations destroy

Stories from Our Lives

- The Idea
 - What does it mean to be avant-garde?
 - Perils of strategy: The Hog Cycle
 - Size and scope

Stories from Our Lives

- **What do we do?**
 - Ideal writing day?
 - Using a timer or clock.
 - Restricting distractions.
 - Ergonomy matters.

