

PROSEMINAR: SOCIOLOGY 7030
Fall 2015
Monday: 5:30 to 9:10, Room 0137 State Hall
Professor: Dr. Krista M. Brumley

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Office Hours: Wednesday, 10 to 11 a.m. or by appointment

Department of Sociology: 313-577-2930 (main office number; email is the best way to contact me)

Course Description and Learning Objectives:

This is a required course for M.A. and Ph.D. students in the Department of Sociology. The course objectives are (1) to prepare students to develop an independent sociological research project and (2) to provide professionalization into academia generally, and specifically into the discipline of sociology. We engage in a variety of assignments and workshop activities:

Academic development includes covering the steps of the research process: selecting a topic, turning the topic into a research question, writing a purpose statement, situating the question within the theoretical/empirical literature, selecting the appropriate method and data collection technique, and presenting the findings. The scholarly product for the course is a research statement that proposes a sociological project (essay, thesis, or dissertation). Students are expected to fit their project within one of the department's areas of specialization (broadly defined).

Professional development includes socialization into academia and the field of sociology. This goal is met through a series of workshop activities, including learning to prepare academic curriculum vitae (CV), to search for funding and data sources, and to publish in peer-reviewed journals and publishing books. There is also a presentation from WSU's Institutional Review Board (IRB). We focus on attending conferences and other types of activities graduate students are expected to attend, and joining professional organizations (e.g., ASA, SWS, SSSP, ABS, and WFRN, among many others). We also consider challenges in the academy like navigating built-in structural inequalities, social media, and teaching.

Required Readings: The four required books are available in the WSU bookstore or online.

Colón Semenza, Gregory. 2010. *Graduate Study for the 21st Century*. New York: Palgrave MacMillan. (NOTE: written specifically for Humanities, so a few points like foreign language or other specific course requirements are not applicable, but the book accurately captures graduate school generally.)

Creswell, John W. 2014. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th Edition. Thousand Oaks: Sage Publications.

De Welde, Kristine and Andi Stepnick. 2015. *Disrupting the Culture of Silence: Confronting Gender Inequality and Making Change in Higher Education*. Sterling VA: Stylus.

Luker, Kristin. 2010. *Salsa Dancing into the Social Sciences: research in an age of info-glut*. Boston: Harvard University Press.

Highly Recommended:

Becker, Howard S. 2007. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. Chicago: University of Chicago Press.

There are other required readings – available on course blackboard or through online links.

Additional resources on sociological methods and research design (not required):

Babbie, Earl. 2007. *The Basics of Social Research* (any edition). Wadsworth Publishing.

Chambliss, Daniel F., and Russell K. Schutt. 2006. *Making Sense of the Social World: Methods of Investigation*. 2nd Edition. Pine Forge Press/Sage Publications.

Converse, Jean M. and Stanley Presser. 1986. *Survey Questions: Handcrafting the Standardized Questionnaire (Quantitative Applications in the Social Sciences Series #63)*. Newbury Park: Sage Publications.

Becker, Howard S. 1998. *Tricks of the trade: How to think about your research while you're doing it*. University of Chicago Press.

Denzin, N. K., and Lincoln, Y. S. (Eds.) (2000). *Handbook of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.

Hesse-Biber, Sharlene Nagy and Patricia Leavy. 2011. *The Practice of Qualitative Research* (2nd edition). Sage Publications.

Holstein, James and Jabere Gubrium. 1995. *The Active Interview. (Qualitative Research Methods, Series #37)*. Thousand Oaks, CA: Sage Publications.

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. *Writing ethnographic fieldnotes*. Chicago: University of Chicago Press.

Esterberg, Kristin G. 2002. *Qualitative Methods in Social Research*. Boston: McGraw Hill.

Fetterman, David M. 2010. *Ethnography: Step-By-Step* (3rd edition). Sage Publications.

Johnson, William A., Jr., Richard P. Rettig, Gregory M. Scott, and Stephen M. Garrison. 2006. *The Sociology Student Writer's Manual*. 5th edition. Upper Saddle River, NJ: Pearson/Prentice.

Lofland, John and Lyn H. Lofland. 1995. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. 3rd edition. Belmont, CA: Wadsworth.

Neuman, Lawrence W. 2009. *Social Research Methods*. 6th Edition. Boston, MA: Pearson.

Strunk, William Jr., and E.B. White. 1959. *The Elements of Style*. New York: Macmillan.

Weiss, Robert S. 1994. *Learning from strangers: The art and method of qualitative interview studies*. New York: Free Press.

Yin, Robert K., and Donald T. Cambell. 2009. *Case study research: Design and methods* (2nd ed.). Thousand Oaks, CA: Sage.

Course Requirements:

Students are evaluated on a series of scholarly and professional activities. Below are brief descriptions. More detailed instructions are on the blackboard. I do not review drafts of assignments. I am always available to go over ideas with you if you contact me by 5:00 p.m. on the Thursday before an assignment is due the following Monday.

Class Participation: Class participation is essential to student success. As a seminar course, I expect students to be prepared to engage in discussions and demonstrate an understanding of readings and concepts. Active classroom participation means voicing ideas, asking questions, and carefully listening. I expect students to respond to questions I ask in class. Students should try to create an environment that encourages everyone's participation, regardless of ideology or personality. Your deeply held beliefs may be challenged by what you read and hear. I ask that you are non-judgmental towards others who may have different perspectives, are open to new ideas, and thoughtfully consider ways of expressing your ideas that are respectful of those who may disagree. Disrespect of the professor, students, or the academic environment will not be tolerated. Class participation is worth 10% of the course grade.

A note on attendance – Students must make their own decisions about learning. I think student learning improves when attending class regularly and actively participating in conversations. Excessive absences, tardiness, and leaving early will jeopardize students' participation grade.

Lead Discussion: This includes presenting a short (about 5 minutes) orientation to the week's readings and writing a list of questions focused on key themes and concepts to promote discussion. The student's role is not to lecture, but to facilitate a thoughtful and active discussion on the week's readings, while also connecting to previous material discussed in class. Students are encouraged to think of innovative ways to create discussion in large or small group activities (see "Guidelines for Facilitating Group Discussion" at end of syllabus).

Students must meet/consult with me regarding their plans for the class by the Friday before their assigned facilitation day. This means that team discussion leaders need to meet in advance to plan their duties so that there is no overlap and a logical flow to the class (whoever emails me must cc the other student). A list of 7 discussion questions and general class outline is due by Sunday at 5 pm. I will review your class plan and send comments via email. I expect students to be attentive to feedback and make appropriate changes. Students are penalized if they do not submit the class plan in advance and/or address my feedback. Email me the final class plan for grading purposes. Organizing and leading class discussion is worth 5% of the course grade. **Note: at a minimum each student facilitates discussion for a chapter in the *Disrupting the Culture of Silence* book. I may add other chapters/articles as well.**

Research Statement: The ability to write a research proposal is critical for success in sociology, both as a graduate student and later in your professional life. Many graduate classes require a research proposal, and students also write a proposal for the thesis or dissertation research to obtain approval on their project. While the MA essay track does not require data collection, students still need to propose a topic and "game plan." The essay is similar to a thesis or dissertation, but without data collection and analysis. The research statement is worth a total of 60% of the course grade. See below for each assignment's specific value.

Students develop a 5 -7 page research statement through a series of steps. This includes taking a research topic and turning into a viable research question. Students must identify where their question fits into the sociological literature (empirical/theoretical). The objective is to get students one step closer to their essay, thesis, or dissertation proposal.

Step one – the abstract: Students submit an abstract of no more than 300 words of their research idea. This abstract serves as the basis for your research statement. Abstract is worth 5% of the course grade.

Step two – annotated bibliography: One of the most important skills for success in graduate school and beyond is the ability to comprehend, assimilate, and describe the literature in the specific subfield in which the student/researcher wishes to conduct research. Students will write an annotated bibliography summarizing some of the literature in their specific specialty area of sociology. I expect that the sources summarized are related to their research question. The annotated bibliography must have at least 10 sources from an approved list of journals listed at the end of this syllabus; no exceptions! These journals are available through the WSU library database; do not rely on Google Scholar! **Note: students must submit a revised version of their abstract with this assignment.** Annotated bibliography is worth 10% of the course grade.

Step three – draft one of statement: A two-page introduction to the research statement, including a purpose statement and justification with a narrative hook. Students should follow the formula in the Creswell book. This first draft will undergo a peer review process. Draft one is worth 10% of the course grade.

Step four – draft two of the statement: A full draft of the research statement, including previous components, additional paragraphs of literature, and the proposed research design (qualitative or quantitative). This second draft will undergo peer review. Students are expected to address my comments and those of their two peer reviewers. Students must also write a response letter explaining revisions to the statement according to feedback. Draft two is worth 10% of the course grade.

Step five – final statement: The revised five-seven page research statement. I expect students to respond to my comments and suggestions from peer reviewers. The final statement must include at least 10 peer-reviewed empirical articles from approved journals. Final draft is worth 10% of the course grade.

Step six – presentation of research statement: Students will design and present their research proposal in the form of a conference poster. (NOTE: we may have an event to invite other students and faculty to view the posters.) Poster is worth 15% of the course grade.

Peer Review: All students will read the research statements of two of their colleagues. Students should review the statement based on the assignment criteria – substantive content (flow and substance of argument), organization, and grammar/writing style. I will assess students' peer reviews in terms of the completeness, relevance, and timeliness of the feedback. I expect the reviews to be critical, but constructive and respectful. I will give you some examples. The peer review is worth 10% of the course grade.

Curriculum Vitae: Students create an academic CV (different than a professional resume). CV is worth 5% of the course grade.

Critique of Professional Presentations: Students will attend two presentations by scholars on campus, preferably from the Humanities Center brown bag presentations. I will post this schedule on the blackboard. If you decide to attend a talk that is not part of the Humanities Center brown bag series, you MUST get approval from me first. Students will write a one-page, single-spaced summary of the presentation, including a brief description of the talk, what

worked and what did not work in terms of presenting the information, and a brief statement that indicates what you substantively learned (i.e., new information or something that makes your rethink previous understandings of the subject matter). (**NOTE: current dates for Humanities Center Brown Bag Series: Dr. Brown 10/14, Dr. Montazer 10/21, and Dr. Swider 12/8.**) Presentation critiques are worth 5% of the course grade.

Institutional Review Board (IRB): All original research involving human subjects must abide by the guidelines set forth under an institutional review board. A representative from the University Institutional Review Board (IRB) will conduct a workshop on the guidelines and how to fill out the required paperwork. After this in-class presentation, students have until the last day of class to take the online training session. This training is required before any application to IRB is submitted, so once done you are covered for the next three years. IRB training is worth 5% of the course grade.

Department events: Students are expected to attend all Department events. This includes the Graduate Orientation (tentatively scheduled for September 9th), workshops organized by the Sociology Graduate Student Organization and/or Graduate Committee (comprised of faculty), and any potential events by candidates applying for open faculty positions (usually a job talk and meeting with graduate students). There may be other events; I will advise you accordingly and with enough notice so that you can make arrangements to attend. There is also an event on the University of Michigan, Flint Campus – Margaret Anderson will be in town either giving a talk and/or workshop. It is early September, about the 17 or 18. Not formally graded.

Final Grade:

1. Class participation/facilitation	15 points
2. Abstract	5 points (graded on 2 nd version)
3. Annotated bibliography	10 points
4. First draft of research statement	10 points
5. Second draft of research statement	10 points
6. Final draft of research statement	10 points
7. Poster of research statement	15 points
8. Peer review of draft #1 research statement	5 points
9. Peer review of draft #2 research statement	5 points
10. Professional activity I (CV)	5 points
11. Professional activity II (professional pres.)	5 points
12. Professional activity III (IRB online training)	5 points
TOTAL	100 points

Grade Chart:

100% = A+	88-89% = B+	78-79% = C+	68-69% = D+	0-59% = F
94-99% = A	84-87% = B	74-77% = C	64-67% = D	
90-93% = A-	80-83% = B-	70-73% = C-	60-63% = D-	

Course Policies:

I design and implement course policies to ensure a quality learning environment. I expect students to be responsible, respect the policies, and complete all assignments.

1. **Blackboard communication:** All course information is managed through Blackboard. Assignments and course syllabus are posted on Blackboard. Not checking Blackboard regularly is not an excuse for missing assignments or information relevant to this course. **There is now a WSU Blackboard app.** See: <http://computing.wayne.edu/blackboard/>
2. **Email etiquette:** All students have a WSU email account. If you use a different account, forward the WSU email to that alternate account, or minimally make sure my emails are forwarded. **I only use WSU email for communicating.** Emails should be professional, including punctuation, full sentences, correct spelling and grammar. Do not email as if you were sending a text message. Please indicate your name and what course you are enrolled in so I know who is sending the email. Do not address me as “Ms.” or “Mrs.” – these titles are for teachers in K thru 12. Use “doctor” or “professor.” I will not engage in discussions of substance via email, particularly grades. It is too easy for emails to be taken out of context; the “tone” and meaning received may not be what the sender intended.
3. **Cell phones:** Please turn them off in class. If you have specific needs (i.e., child care or elder care), set your phone to vibrate and simply walk out to take the call.
4. **Grades:** For most assignments, I use a grading rubric, typically with a 5-level grade scale: exemplary, very good, acceptable, needs improvement, and unacceptable. Generally, grades translate as follows: exemplary is an “A” (94-100%), very good is “A-/B+” (88-93%), acceptable is B (84-87%), needs improvement is “B-” (80-83%), and unacceptable is “C” or lower (79 and below). **NOTE:** Because this is a required course, students must **earn** a B or higher to avoid repeating this course. **I cannot stress enough that grades are earned, not given.** Graduate school is hard work and I expect that you will work hard this semester. To repeat a course, students must formally apply to do so with the Graduate School at Wayne State. To protect student privacy, I do not discuss grades before, during, or after class sessions. If you have grade questions, you must set up an appointment with me. I recommend you retain all graded assignments until receiving the final grade for this course.
5. **Plagiarism:** Students must abide by the academic honor code. If you use your own words, but the ideas are from someone else, give credit to the author(s). If you use someone’s exact words, use quotation marks and provide the author’s last name, year, and page number. I take plagiarism seriously and follow WSU procedures if a student violates the integrity of academics. At a minimum, the student receives a zero for the assignment (most likely failing the course); at a maximum I enforce WSU policies on academic dishonesty. See below for citation formats; also on blackboard.
6. **Student Disability Services:** If you have a documented disability requiring accommodations, you must register with Student Disability Services (SDS), located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department; telephone is [313-577-1851](tel:313-577-1851) or [313-577-3365](tel:313-577-3365) (TTY phone is for hearing impaired students only). Once accommodations are in place, I will be glad to meet with you privately during office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at WSU.
7. **WSU Registration/Withdrawal policies:** Students must complete registration by September 16th. After this date, students cannot add the course unless the professor and department approve it. The last day to drop the course is September 16th (with tuition cancellation). If dropped by this date, the course does not appear on the academic record. If dropped between September 17th and September 30th, the course does not appear on the academic record, but students are liable for tuition. Students can drop the course between October 1st and November 15th, but this requires professor approval (WP or WF will appear on the academic record, and students must go through SmartCheck on Pipeline). **ALL registration and withdrawals are initiated by students on pipeline.** After **November 15th** students cannot withdrawal from the course and will receive a grade. See for policies: <http://wayne.edu/students/calendar/2015-2016/>

Guidelines for bibliography/reference list (ASR/ASA/Chicago style):

Books:

Keck, Margaret E. and Kathryn Sikkink. 1998. *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca: Cornell University Press.

Chapters in an edited Book:

Pye, Lucian W. 1998. "Democracy and Its Enemies." Pp. 21-36 in *Pathways to Democracy: The Political Economy of Democratic Transitions*, edited by James F. Hollifield and Calvin Jillson. New York: Routledge.

Journal Articles:

Jafar, Afshan. 2007. "Engaging Fundamentalism: The Case of Women's NGOs in Pakistan." *Social Problems* 54:256-273.

Fitzgerald, Kathleen J. and Diane M. Rodgers. 2005. "Radical Social Movement Organizations: A Theoretical Model." *Sociological Quarterly* 41(4):573-592.

NOTE: When you find a journal article through a database such as JSTOR or Sociological Abstracts, do not include the internet site as part of the citation. You are only using the internet as a tool to access these journals.

Internet sites:

The World Bank. 2000. "Income Inequality." Retrieved March 15, 2006. (www.worldbank.org).

Willetts, Peter. 1996. "What is a Non-Governmental Organization." UNESCO: Encyclopedia of Life Support Systems. Section 1: Institutional and Infrastructure Resource Issues. Retrieved June 13, 2008. (www.staff.city.ac.uk/p.willetts/CS-NTWKS/NGO-ART.HTM).

ASR/ASA/Chicago Style Guidelines for citations in the text:

Paraphrasing an author(s):

Scholars of social sciences have begun to recognize the importance of non-governmental organizations, particularly as advocates for citizenship rights (Alvarez 1998; Lind 2000).

Direct quote using author's name in the sentence:

As Segarra (1997:489) argues the "apparent failure of the state-centered model of development has provoked increasing interest in the role that associations in civil society can play."

Direct quote NOT using the author's name in the sentence:

Former President Salinas (1988-1994) actively sought to diminish the power of NGOs by changing fiscal laws to allow the government "to treat NGOs as private profit-making corporations" (Piester 1997:486).

Journals: Students must articles from the journals listed below; no exceptions. If you want to use articles from other journal sources, they must be IN ADDITION to the 10 required. Be very careful when you select articles – not all articles published are empirical research articles. I also recommend searching for articles in the *Annual Review of Sociology*. The journal does not contain empirical articles, but the articles are topic-specific and provide you with a good overview of empirical and theoretical articles relevant to a particular topic. If you cannot find articles in these journals, revise your search terms! Build a list by reviewing references at the end of key articles!

Approved Peer-Reviewed Sociology Journals for Research Statement

Generalist Journals

American Journal of Sociology
American Sociological Review
British Journal of Sociology
Critical Sociology
International Sociology
Journal of Contemporary Ethnography
Qualitative Sociology
Social Science Research
Sociology
Social Forces
Sociological Focus
Sociological Forum
Sociological Inquiry
Sociological Perspectives
Social Politics
Social Problems
Sociological Quarterly
Sociological Spectrum

Area-specific Journals

Community, Work and Family
City and Community
Feminist Studies
Gender and Society
Gender, Work & Organization
Journal of Family Issues
Journal of Gender Studies
Journal of Health and Social Behavior
Journal of Marriage and the Family
Men and Masculinities
Mobilization
Sex Roles
Signs
Sociology of Education
Sociology of Health and Illness
Work, Employment, and Society
Work and Occupations
National Women's Studies Association Journal

***There are obviously more sociology journals, but these are ranked, and tend to publish mostly empirical research with a sociological focus.**

Guidelines for Facilitating Group Discussion:

On one designated day during the semester, each student will help discuss reading assignments. Students will direct our conversations about the books/articles we have read during the current week. Students' tasks include the following: (1) *briefly explain some of the key themes of the readings*; (2) *identify questions the articles raise so that we can carry out our group discussion*; and (3) *highlight confusing/problematic sections of the readings so that we can clarify their meaning*. Student facilitators are also encouraged to think of innovative ways to create discussion through large or small group activities. This assignment will give students experience in identifying critical issues and themes in scholarly works, and also presentation/teaching experience. Below are some questions to think about when preparing to facilitate discussion. These questions are simply guides; students may discover that there are more important questions to address than the ones I suggest.

Finding Themes in the Articles You Read:

1. What is/are the major research question(s) or theme(s) of the work(s) you have read? Define the theme(s) and come up with an example of each theme you define.
2. What is/are the key findings or conclusions of the book chapters/articles in recent weeks? Can you summarize these findings in one or two sentences? Are these findings controversial and debatable at all?
3. What is/are the connection(s) between readings and lecture topics?

When Thinking of Questions to Discuss with the Class, Perhaps Try to Answer the Following:

1. Can you identify ways in which the researcher(s) could have gone farther in exploring this particular topic?
2. What implications do the authors' findings have for our use of certain research methods?
3. Why did I pick this reading for a "methods" course? Do you think the subject of the readings is appropriate to discuss, or are there more important subjects that we should be discussing?
4. What is most interesting to you about this reading? What is most controversial? Does it make you think differently about methods/certain types of methods?
5. How does your reading fit with or contradict all the other readings assigned for this week/prior weeks?? How are the readings similar to each other and how are they different? Are there any common themes? Do authors of these readings contradict each other?
6. Given the argument that the author(s) present(s), could you play "devil's advocate?" In other words, could we argue the opposite viewpoint?
7. Is the author presenting a biased view? If so, how do you know? Would you discuss it differently?
8. Who is the audience for this reading? How does this impact the author's arguments or presentation of the topic?
9. In what ways does this reading make you think deeper about the subjects covered in this class?
10. What might be the most interesting aspect of this reading for individuals in the class – i.e., grad students at Wayne State? How is this reading relevant for us?
11. What argument/theme in the readings did you dislike and why?
12. Based on the readings you have done, do we need to do more research in order to understand sociological methods? In other words, does the research push our knowledge far enough?
13. How can we take authors' conclusions and learn from them? What should we take away from this reading?
14. Based on this reading, what kind of question(s) could appear on the sociology methods exam?

Ideas for Small/Large Group Activities:

1. Have students draft research questions or statements of purpose for their research.
2. Have students actually participate in some sort of data analysis activity.
3. Have students participate in a focus group activity during class.
4. Have students critique a set of existing survey questions or an article's findings.
5. Bring in current event articles that relate to course material for that week, and discuss connections.
6. Brainstorm about how to study a particular topic using certain methods.
7. Pair up students and have them interview each other on a common question and then compare answers/experiences.
8. Bring in examples of research topics that need study, and discuss the pros and cons of research these topics, and using certain methods to study the topics.
9. Make students talk about how they would deal with certain research situations/problems.
10. Come up with your own idea!
~ See me if you have problems or questions about facilitating discussion on your designated day. ~

Course Schedule (DRAFT; subject to change)

Date	Readings, Assignments, and Events
So, you're in graduate school, now what?	
September 9	<p>Graduate Student Orientation (4:00-6:00, with social afterwards)</p> <p>*Department picnic is Friday, September 11th (if you can make it)</p>
September 14	<p><u>Professional Development – entering/surviving grad school:</u></p> <ul style="list-style-type: none"> ▪ Semenza, introduction and chapters 1-5 ▪ Oliver, “Hoops and Hurdles” – see link: http://www.ssc.wisc.edu/~oliver/sociology/hoopsandhurdles.htm ▪ Rockquemore, May 20, 2015 post – see link: https://www.insidehighered.com/advice/2015/05/20/essay-issues-facing-young-academics-social-media ▪ Grollman, July 9, 2015 post – see link: http://conditionallyaccepted.com/2015/07/09/attack/ <p>One paragraph of research idea DUE by 9:00 a.m. via email to professor (No more than 300 words)</p> <p>Be prepared to make comments on colleagues' paragraphs in class (I'll send them to you by email once I receive them.)</p> <p>Bring a blank copy of the annual report form – on department website.</p>
Beginning the Research Process	
September 21	<p><u>Academic Development:</u></p> <ul style="list-style-type: none"> ▪ Creswell, chapters 1-4 ▪ Salsa, chapters 1-5 ▪ Billsberry, “Justifying Studies for Gaps in the Literature,” <i>Journal of Management Education</i>.”
The Front End: Purpose Statement, Research Questions, and Hypotheses	
September 28	<p><u>Academic Development:</u></p> <ul style="list-style-type: none"> ▪ Creswell, chapters 5-7 <p><u>Professional Development – entering/surviving grad school:</u></p> <ul style="list-style-type: none"> ▪ Semenza, chapters 7-8 (Exams and The Dissertation) ▪ Adler and Adler, “Identity Career of the Graduate Student.” ▪ Gardner, “Fitting the Mold of Graduate School,” <i>Innovations in Higher Education</i>. <p>Draft of Curriculum Vitae DUE in CLASS (bring two copies) (see the department website for CV exemplars; do not use the WSU template)</p> <p>Recommended Reading:</p> <ul style="list-style-type: none"> ▪ Burawoy, “Combat in the Dissertation Zone,” <i>The American Sociologist</i>.
Academic Structure: Blocked Advancement, Marginalization, and Resource Inequalities	
October 5	<p><u>Professional Development:</u></p> <ul style="list-style-type: none"> ▪ Disrupting the Culture of Silence, Part I, chapters 1-4 ▪ Margolis & Romero, “The Department is very Male,” <i>Harvard Educational Review</i> ▪ The Economist, “The Disposable Academic.” <p>Annotated Bibliography DUE via email</p>

Academic Structure meets Culture: Work-Family Conflicts	
October 12	<p>Professional Development – balancing competing demands:</p> <ul style="list-style-type: none"> Disrupting the Culture, Part II, chapters 5-7 Semenza, chapters 6, 9, and 11 (Teaching, Conferences, and Service)
October 19	NO CLASS – First Draft of Research Statement DUE (1-2 pages, double-spaced); send electronically to peer reviewer and professor
Methodology/Data Collection	
October 26	<ul style="list-style-type: none"> Creswell, chapters 8-10 (pp. xx-xx) Salsa, chapters 6-11 <p>Peer Reviewer Feedback DUE to student and professor Power point presentations by students on research statement</p>
Exclusionary Cultures: Intellectual and Identity Inequalities	
November 2	<p>Professional Development:</p> <ul style="list-style-type: none"> Disrupting the Culture, Part III, chapters 8-12 Karides, et. al, “Representing the Discipline,” <i>The American Sociologist</i>.
November 9	NO CLASS – INDIVIDUAL MEETINGS WITH PROFESSOR
Ethics	
November 16	<p>Second Draft of Research Statement DUE (5-7 pages, double-spaced); send electronically to peer reviewer and professor</p> <p>Professional Development:</p> <ul style="list-style-type: none"> Institutional Review Board Creswell, review chapter 4 (just ethics section)
Reporting Results and Publishing	
November 23	<p>Analysis of findings AND Publishing</p> <ul style="list-style-type: none"> Writing up the research Semenza, chapter 10 (Publishing) Bird and Bastian – see link below and download PDF of presentation http://www.hsrdr.research.va.gov/cdp/cda-041415.cfm Lovitts, “Transition to Independent Research,” <i>Journal of Higher Education</i>. <p>Peer Reviewer Feedback DUE to student and professor</p>
Hostile Climates: Harassment and Incivility	
November 30	<p>Professional Development:</p> <ul style="list-style-type: none"> Disrupting the Culture, Part IV, chapters 13-15
Bringing it all together: Disrupting structures and cultures from grad school to professor	
December 7	<p>Professional Development:</p> <ul style="list-style-type: none"> Disrupting the Culture, Part V, chapters 16-17 Semenza, chapter 12 (The Job Market) <p>ALL Professional Presentation Critiques DUE (if not already submitted)</p>
December 14	FINAL Draft of Research Statement DUE (5-7 page paper) Poster Presentation; displayed in department (possibly) and in conjunction with GSO semester-end event (to be determined)