



# Sociology 6880

## Sociology Graduate Seminar

Fall 2015  
Tuesdays 9:00-11:30, rm AA4049D

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book meeting: <http://liamswiss.youcanbook.me/>

### 1 Course Overview & Objectives

The goal of the Sociology Graduate Seminar is to socialize students into the professional conduct of sociological research. In this course we collaboratively examine the skills, practices, and habits that contribute to success as graduate students and researchers. These skills will be useful not only in your academic career, but also transferrable into all manner of professional and personal contexts. Topics addressed include: research design, ethics, funding, writing, presentation, publishing, teaching, careers, and more. Classes will include a mix of group discussion in a workshop format along with presentations from a series of visitors speaking on areas of their expertise. The objectives in the seminar are threefold: (1) to prompt critical analysis and examination of graduate study in Sociology; (2) to explore the skills, practices, and habits of successful students and researchers; (3) to apply the same to students' own research and study.

### 2 Course Requirements

Requirement	Value	Due Date
1. Topic Statement	5%	Sept. 29
2. Research Tool Presentation	10%	Oct. 6
3. Research Proposal - 2 Pages	10%	Oct. 20
4. Syllabus	10%	Nov. 3
5. Abstract	5%	Nov. 10
6. Research Proposal - 6 Pages	15%	Nov. 17
7. Research Proposal Presentation	15%	Dec. 1
8. Full Research Proposal - 15-20 Pages	30%	Dec. 7

- 1. Topic Statement (5%):** *Due September 29th.* Write a one-paragraph statement of a research topic. State the topic, a research question, and why it matters.
- 2. Research Tool Presentation (10%):** *Due October 6th.* Prepare a short presentation and review of one of the assigned research tools/pieces of software. Outline how it is used, its strengths, and its limitations.
- 3. Research Proposal - 2 Pages (10%):** *Due October 20th.* Prepare a two-page research proposal for your continuity project for the class. Your two-page proposal should take the form of a two-page program of study typically used for application to the SSHRC Doctoral or MA fellowship competitions.
- 4. Syllabus (10%):** *Due November 3rd.* Based upon our in-class discussions and readings on teaching Sociology, prepare a mock syllabus for a 2000-3000 level Sociology course that could be, but is not yet offered here at Memorial. The syllabus should include all components of a regular course outline including course objectives, readings, assignments, other policies, etc.
- 5. Abstract (5%):** *Due November 10th.* Provide a maximum 200 word abstract for a potential paper based upon your research proposal continuity project. Include up to five keywords that relate to your paper.
- 6. Research Proposal - 6 Pages (15%):** *November 17.* Complete a six-page version of your research proposal for the continuity project based on the guidelines provided by the ISER Fellowship applications found here: <http://www.mun.ca/iser/funding/>. Follow the formatting guidelines provided by ISER. References and additional appendices do not count towards your six page limit.
- 7. Research Proposal Presentation (15%):** *Due December 1st.* A maximum 10-minute presentation of your research proposal. Use of visual aids is encouraged.
- 8. Research Proposal - 15-20 Pages (30%):** *Due December 7th.* This is the final, full version of your research proposal from the continuity project. This should take the form of a 15-20 page (double-spaced) proposal that includes all of the aspects of a research proposal required for an MA Thesis or Ph.D. Dissertation.

### 3 Course Readings

- Adler, Patricia A., and Peter Adler. 2005. "The identity career of the graduate student: Professional socialization to academic sociology." *The American Sociologist* 36(2):11-27.
- Bartkowski, John P., Carma S. Deem, and Christopher G. Ellison. 2015. "Publishing in Academic Journals: Strategic Advice for Doctoral Students and Academic Mentors." *The American Sociologist* 46(1):99-115.
- Bergstrand, Kelly, and Scott V. Savage. 2013. "The Chalkboard Versus the Avatar: Comparing the Effectiveness of Online and In-class Courses." *Teaching Sociology* 41(3):294-306.
- Booth, Wayne C, Gregory G Colomb, and Joseph M Williams. 2008. *The craft of research*. Chicago: University of Chicago press.
- Burawoy, Michael. 2005. "For Public Sociology." *American Sociological Review* 70(1):4-28.
- Campos, Paul. 2015. "Alice Goffman's Implausible Ethnography" *The Chronicle of Higher Education*.
- Cerulo, Karen A. 2015. "Why Do We Publish?" *The American Sociologist*:1-7.
- Carling, Jørgen. 2015. "The anatomy of an academic paper: a brief guide" v.2.0
- Firebaugh, Glenn. 2008. *Seven Rules for Social Research*. Princeton: Princeton University Press.
- Goffman, Alice. 2009. "On the run: Wanted men in a Philadelphia ghetto." *American Sociological Review* 74(3):339-57.
- Haggerty, Kevin D, and Aaron Doyle. 2015. *57 Ways to Screw Up in Grad School: Perverse Professional Lessons for Graduate Students*. Chicago: University of Chicago Press.
- Lubet, Steven. 2015. "Ethics on the Run" *The New Rambler*
- Massengill, Rebekah Peeples. 2011. "Sociological Writing as Higher-level Thinking: Assignments That Cultivate the Sociological Imagination." *Teaching Sociology* 39(4):371-81.
- MUN. 2012. "Memorial University's Public Engagement Framework, 2012-2020"
- Przeworski, Adam, and Frank Salomon. 1995. *On the Art of Writing Proposals*. Social Science Research Council.
- Silvia, Paul J. 2007. *How to write a lot: A practical guide to productive academic writing*. Washington, DC: American Psychological Association.
- Singal, Jesse. 2015. "The Internet Accused Alice Goffman of Faking Details In Her Study of a Black Neighborhood. I Went to Philadelphia to Check." *New York Magazine*.
- Tri-Council. 2010. "Tri-Council Policy Statement - Ethical Conduct for Research Involving Humans"

## 4 Course Calendar

### Week 1 - September 15 – Why are we here?

So you are a grad student in Sociology: Now what? Why are you here? What are your objectives?

*Readings:*  
Adler & Adler;  
Haggerty & Doyle Ch. 1-19,  
22-24, 26-29

### Week 2 – September 22 – Be prepared: Research Design

Designing and implementing your own research.

*Readings:*  
Booth et al. Pts. I-III;  
Firebaugh Ch. 1-2

### Week 3 – September 29 – Do no harm: Research Ethics

Ethical research considerations and practices.

**Visitors:** Ms. Theresa Heath & Dr. Russell Adams, ICEHR

*Readings:*  
Tri-Council;  
Goffman;  
Campos; Lubet; Singal;  
Booth et al. Pt. V

### Week 4 – October 6 – Be a Research MacGyver: Research Tools

What tools do we have to make research happen?  
How are they used?

*Readings:*  
Firebaugh Ch. 3-7

### Week 5 – October 15 – Show me the MONEY: Research Funding

You have a research project - now who will pay for it?

*Visitor:* TBD.

*Readings:*  
Przeworski & Salomon  
Sample SSHRC Proposals

### **Week 6 – October 20 – Infinite Monkey Theorem: Writing**

Writing it all down. Writing for different audiences.

*Readings:*  
Booth et al. Pt. IV;  
Silva;  
Haggerty & Doyle Ch. 30–35

### **Week 7 – October 27 – Pass it on: Teaching**

Teaching tips and practices.

*Visitor:* Mr. Albert Johnson, DELTS

*Readings:*  
Bergstrand & Savage;  
Massengill;  
Haggerty & Doyle Ch. 20–21

### **Week 8 – November 3 – Death by PowerPoint: Presentations**

Presenting your research - the dos and don'ts of professional presentations and academic conferences.

*Visitor:* Dr. Eric Tenkorang

*Readings:*  
Haggerty & Doyle Ch. 25

### **Week 9 – November 10 – Publish or perish?**

Publishing your research. The ups and downs of the publication process.

*Visitor:* Dr. Rose Ricciardelli

*Readings:*  
Bartkowski et al.;  
Carling;  
Cerulo;  
Haggerty & Doyle Ch. 30–31

### **Week 10 – November 17 – Get out there: Public Sociology**

Taking your research public. Community engagement. Collaborative research.

*Visitor:* Dr. Max Liboiron

*Readings:*  
Buroway;  
MUN

### **Week 11 – November 24 – Get to work: Careers**

Putting your degree to work? What's next?

Visitor: Ms. Julie Bowering, CDEL

Readings:

Haggerty & Doyle Ch. 47–57

### **Week 12 – December 1 – Research Presentations**

End-of-term Student research symposium.

No Readings.

## **5 Timely Submission of Course Assignments**

Assignments are due when specified on the course outline above. No extensions will be granted except in the case of a documented medical issue or emergency. Late assignments will be penalized by 5% of the overall assignment value per day late.

If you require a deferred final exam or assignment/paper etc. for medical reasons, please inform me in a timely manner. If a medical condition persists for longer than 5 days, please secure documentation from a medical professional.

## **6 Academic Misconduct**

Academic misconduct is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic misconduct is neither accepted nor tolerated by the University. Anyone found guilty of academic misconduct is liable to severe academic sanctions. Some examples of academic offences include:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored by the student; or
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

For more information, please refer to Section 4.12 of the MUN Calendar regarding “Academic Misconduct” of Graduate Students:

<http://www.mun.ca/regoff/calendar/sectionNo=GRAD-0029>

## 7 Student Services on Campus

A number of student support services exist on campus that may be of use to you throughout the course of the term:

1. **The Commons (QEII library)** provides access to print, electronic and technology resources.
2. **The Counselling Centre (UC-5000)** helps students develop their personal capabilities, ranging from study strategies to assisting distressed students.
3. **Student Affairs and Services (Answers, UC-3005)** answers questions about such things as courses, housing, books, financial matters and health.
4. **The Writing Centre (SN-2053)** is a free, drop-in facility for students and to help you become a better writer and critical thinker.
5. **The Glenn Roy Blundon Centre (UC -4007)** serves students whose disabilities involve conditions affecting mobility, vision, hearing, learning (disabilities), chronic illness, or mental health; support is also provided to students with documented temporary illnesses and injuries.