



Course Subject, Number and Title

SOC/C&E SOC 995, "Research: Methodology Trainees" (aka Demography Training Seminar)

Credits

1-3 credits

Course Description

Enroll Info: Method trainee or cons inst

Requisites

Graduate/ professional standing

Course Designations and Attributes

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Meeting Time and Location

Wednesday, 2-3:15pm SOC SCI 8417

Instructional Modality

Classroom Instruction

Instructor Title and Name

Jordan Conwell, Assistant Professor of Sociology and Educational Policy Studies

Instructor Availability

All office hour meetings for the semester will be virtual. You can sign up for my office hours here: <https://conwell.youcanbook.me/>. There is no need to e-mail me when you make, reschedule, or cancel an appointment. The online system will notify us both. You should only email me regarding appointments when you have a scheduling conflict that makes you unable to attend office hours at the day and time I am holding them during a given semester. In that case, I am happy to schedule a meeting at an alternative day and time.

Instructor Email/Preferred Contact

jaconwell@wisc.edu

Specify how Credit Hours are met by the Course

Sociology 955 is a training seminar for graduate students affiliated with the Center for Demography and Ecology and the Center for Demography of Health and Aging. Given its focus on graduate training and professionalization, the course does not have a regularly arranged list of readings and assignments although in any given semester there are weeks when students are required to complete readings (e.g. journal articles, manuscripts in progress, or other documents) or written and oral assignments (e.g. conference abstracts, presentations, or other exercises) before class discussions. You will receive advanced notification (usually 1-2 weeks) before readings and assignments are due. Regular attendance, constructive criticism of presentations and engagement with speakers, and reading assigned texts as necessary are all parts of the expected work of the seminar to be completed by all participants. **Please note that one credit is the normal load and does not require consent; registering for 2 credits demands consent of the instructor.**

Students registered for one credit are expected to attend regularly and engage in constructive criticism of the work being presented by faculty, fellow students and visiting scholars. They are also expected to participate in professional training exercises and make sure the coordinator for the seminar knows in a timely way which ones they are doing and with what additional faculty advising if any. Consistent with the course credits and the [UW-Madison Credit Hour Policy](#), the total time students will spend in course meetings (75 minutes weekly), reading, completing training exercises, and meeting with visiting scholars will total 45 hours for the semester.

Students registered for two credits are expected to fulfill all expectations of the one-credit course. In addition, they will be preparing and presenting their own research under development to the seminar and initiating and leading a relevant methodological discussion. Consistent with the course credits and the [UW-Madison Credit Hour Policy](#), the total time students will spend engaging in course learning activities will be 90 hours for the semester. **Registration for two credits requires consent of instructor.**

Course Learning Outcomes

Beyond the specific substantive and methodological content of this course, it also aims to achieve the following instructional objectives designated as priorities by the Department of Sociology:

- **Critically Evaluate Published Research:** Students will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.
- **Communicate Skillfully:** Students will write abstracts and make oral presentations that build arguments and assess evidence in a clear and effective manner.
- **Critically Think about Society and Social Processes:** Students can look beyond the surface of issues to discover the "why" and "how" of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.
- **Prepare for the Job Market:** Students use their social research skills to identify opportunities for employment or further study, assess their qualifications for these opportunities, and identify strategies for gaining the necessary knowledge and

experience to improve their qualifications. Students are encouraged to develop and maintain portfolios of their written work and educational experiences to aid them in preparing applications and to learn how to present their ideas.

- **Work Effectively in Groups:** Students will improve their skills in understanding group dynamics and working well with people from different backgrounds with different strengths and weaknesses.
- **Improve Project Management Skills:** Students will improve their skills in time management, ordering and executing a series of complex and inter-related tasks, and integrating distinct components of a project into a final product.

Grading

Grades for the course will be assigned on a Satisfactory/Unsatisfactory basis, contingent on attendance and participation in required activities.

The formal requirements of the seminar include the following:

- 1) **Read articles and other materials circulated before discussion-based sections.** Materials will be circulated at least 6 days before each session.
- 2) **Complete an Individual Development Plan each fall.** Consider your current goals in terms of experience, skills, and research areas to be developed, and discuss plans and strategies for moving forward with your advisor. Use these conversations as an opportunity to formulate and regularly update your 5-years academic plan. Make sure you and your advisor share an understanding of your respective roles in funding, carrying out, writing up and publishing this research and place these in your IDP.
- 3) **Prepare at least one abstract for submission to the Population Association of America Meeting in the fall.** These abstracts will be subject to peer reviews and critiques at a dedicate seminar session each fall. Abstracts should follow the format recommended by PAA and discussed in seminar.
- 4) **If your abstract is accepted for presentation, prepare and give a practice conference talk at a designated session in the spring semester.** Your presentation should follow the PAA guidelines and be 12-15 minutes in length. You will have an opportunity to answer questions from faculty and fellow graduate students, and receive constructive comments about both the substance and delivery of your presentation.
- 5) **Get your IRB certification if you have not yet done so.** Go through the website for submitting a proposal and see what is expected. See also UW resources & contacts on *IRB Insider* <https://kb.wisc.edu/sbsedirbs/68245>
- 6) **If you are on the academic job market, give a practice job talk.** The date should be arranged with the instructor to coincide with the beginning of your discipline's interview season.
- 7) **If you are enrolled for 2 credits:** Prepare to lead a presentation on your research and a discussion on methodological issues or developments in your subarea in the seminar.

Schedule (Subject to Announced Change by Instructor

Canvas Course URL: <https://canvas.wisc.edu/courses/215757>

Any virtual course meetings will be held via Blackboard Collaborate, at the following link:
<https://us.bbcollab.com/guest/dcc7e57c7a2d46e7acf3293f8b0a895a>

Course schedule: <https://www.ssc.wisc.edu/cdha/seminars/training.html>

This semester's schedule is listed below. If you would like to present research in progress or suggest a topic for professional development in a future semester, please let me know. Requests received earlier, when the schedule is more flexible, are more likely to be accommodated.

Date	Topic	Speaker(s)
9/2	Introduction	
9/8, 4:30-6:30pm, James Madison Park	In-Person Meeting	
9/16	PAA Abstract Workshop	Jordan Conwell (UW Sociology), Michal Engelman (UW Sociology)
9/23	Online Academia: Presentations, Networking, Etc.	Jordan Conwell (UW Sociology), TBD
9/30	Online 'Market'ing: Personal Websites	Caitlin Tefft (UW SSCC)
10/7	Postdocs and Grants	Jayanti Owens (Brown University)
10/14	Non-Academic Jobs	Catherine Doren (Census), Esteban Quinones (Mathematica)
10/21	From ABD to Postdoc	Jess Meyer (University of North Carolina Population Center)
10/28	Practice Job Talks	Masoud Movahed (UW), Joanna Venator (UW)
11/4	COVID-19 and Survey Research	Kathryn Edwards (RAND)
11/11	From Dissertation to Publication	Jordan Conwell (UW Sociology)
11/18	<i>Ethics Session:</i> Restricted-Use Data Agreements and Sponsored Research	Matt Barron (UW Research and Sponsored Projects), Laura Conger (UW Institutional Review Board)
11/25	No class -- Thanksgiving recess begins next day	
12/2	WISCIENCE, topic TBD	Amber Smth and Liza Chang (UW WISCIENCE)
12/9	Job Market- CDE Chairs' perspectives	Christine Schwartz (UW Sociology), TBD
12/16	No class -- exam week	

STUDENTS' RULES, [RIGHTS & RESPONSIBILITIES](#)

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-MADISON [BADGER PLEDGE](#)

UW-MADISON [FACE COVERING GUIDELINES](#)

While on campus all employees and students are required to [wear appropriate and properly fitting](#) face coverings while present in any campus building unless working alone in a laboratory or office space.

Face Coverings During In-person Instruction Statement (COVID-19)

Individuals are expected to wear a face covering while inside any university building. Face coverings must be [worn correctly](#) (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

QUARANTINE OR ISOLATION DUE TO COVID-19

Student should continually monitor themselves for COVID-19 [symptoms](#) and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or

quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

COURSE EVALUATIONS

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

- See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

Consistent with University policy, all absences for religious observances will be excused.

ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

DIVERSITY & INCLUSION STATEMENT

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.