

SOC 700: Introductory Proseminar for Graduate Students

Tuesdays 4:00-6:00

Sewell Social Science Rm. 4322

Prof. Monica Grant

4458 Sewell Social Science Bldg

grantm@ssc.wisc.edu

Office hours:

This course is designed to reveal the “hidden curriculum” of academia and provide you with a set of resources to help you succeed in graduate school. The schedule of guest speakers and panels will provide the opportunity to meet a range of faculty and advanced graduate students, become familiar with the processes and practices of our department, and learn more about the discipline. There is no one way to be a sociologist; this proseminar will expose you to different perspectives and approaches to our field and help you start to think about what professional identities you want to cultivate during your time at Wisconsin.

	4:00-5:00	5:00-6:00
Week 1 Sept 11	Introductions/Why are you in graduate school?	Creating your intellectual community at UW Grad student panel
Week 2 Sept 18	Managing mentor relationships Doug Maynard + grad student	Managing time and responsibilities Jordan Conwell and Christine Schwartz
Week 3 Sept 25	Funding mechanisms within the department Gary Green, Chaeyoon Lim, and Jenna Nobles	Applying for external grants and fellowships Grad student panel
Week 4 Oct 2	Literature reviews, citations, and citation managers Tom Durkin, social science reference librarian	
Week 5 Oct 9	Publications part 1 – How do journals work? Eric Grodsky and Mustafa Emirbayer	Publications part 2 – How do I decide where to publish? James Raymo and Chad Goldberg
Week 6 Oct 16	Research Ethics TBA, UW Institutional Review Board	Masters thesis Grad student panel
Week 7 Oct 23	Academic writing and writing center resources Brad Hughes, Director of the Writing Center	
Week 8 Oct 30	Getting the most out of coursework Marcy Carlson, Ivan Ermakoff, Felix Elwert	Staff relations Tina Hunter
Week 9 Nov 6	Culture and climate SGSA Culture and Climate Committee reps	Diversity in the Academy Monica White and Katherine Curtis
Week 10 Nov 13	Mental health in graduate school Andrea Lawson, University Health Service	
Week 11 Nov 20	Self-care during graduate school no guest	
Week 12 Nov 27	Building an academic CV no guest	Individual development plans Eileen Callahan, Director of Professional Development, Graduate School
Week 13 Dec 4	Public sociology Pam Oliver + grad students	Networking/professional communities Myra Marx Ferree
Week 14 Dec 11	Prelims Joe Conti + grad students	Life after grad school Bob Freedland and John Eason

Requirements

You are expected to attend and engage with all sessions. For many class sessions, this will take the form of interaction with the guest panel. For some sessions, however, you will be expected to participate in planned activities.

Assigned Readings

All readings for this course are posted on Canvas (canvas.wisc.edu). In almost all weeks, these are recommended readings; you are not required to complete these readings before class. However, I suggest that you hold on to these readings for your future reference. I also strongly recommend that you add the following books to your library.

Becker, Howard. 2007. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*
Billig, Michael. 2013. *Learn to Write Badly: How to Succeed in the Social Sciences*
Rockquemoore, Kerry Anne *The Black Academic's Guide to Winning Tenure without Losing your Soul*
Rojas, Fabio. 2011. *Grad Skool Rulz* (\$4.44 download)
Silvia, Paul *How to Write a LOT*
Silvia, Paul. 2014. *Write it Up: Practical Strategies for Writing and Publishing Journal Articles*

Detailed Schedule

Week 1: Introductions/Why are you in graduate school/Finding your intellectual community at UW

Suggested readings:

Jessica Calarco. 2018. "Grad school's hidden curriculum"
Pam Oliver. 1997. "Hoops and hurdles"
Victoria Reyes. 2017. "10 Tips for Thriving, not just Surviving, Graduate School"
Rojas. Grad Skool Rulz. Chapters 3-5
Karra Shimabujuro. 2016+. "How to Prep for Grad School If You're Poor"
Tressie McMillan Cottom. "Professor Cottom's Graduate School Guidance"
Tanya Golash-Boza. "Succeed in Graduate School and Have a Life Too"

Suggested exercise:

Identify and attend a brown bag. Even better, attend 2 or 3 brown bags and try to get a feel for which intellectual communities feel like the best fit for your interests. Some brown bags are more formal and focus on presentations by faculty and outside speakers (e.g. DemSem, the CDE brown bag), while others are more oriented toward presentations of student work in progress (e.g. FemSem, the gender brown bag, or the SECD brown bag).

Week 2: Managing mentor relationships/Managing time and responsibilities

Suggested readings:

Rojas. Grad Skool Rulz. Chapters 12-13, 20-21
Silva. *How to Write A LOT*
Zavattaro and Orr (eds.). 2017. "Graduate School: Reflecting on Everything from Choosing to Finishing"

Week 3: Funding mechanisms within the department/Applying for external grants and fellowships

Suggested readings:

National Science Foundation Graduate Research Fellowship Program FAQs
Ford Foundation Predoctoral Fellowship FAQs

Suggested exercise:

Investigate your eligibility for pre-doctoral grants and fellowships. If you are eligible for the National Science Foundation Graduate Research Fellowship, decide whether you will apply this year or next year. If you plan to apply this year, start working on your essays! If you are eligible for a Ford Foundation Predoctoral Fellowship, start working on your essays. I am happy to provide feedback on your essays for the application.

Week 4: Literature reviews, citations, and citation managers

Suggested readings:

<https://socopen.org/2016/07/09/announcing-the-development-of-socarxiv-an-open-social-science-archive/>

Jerry Jacobs. 2016. "Journal Rankings in Sociology: Using the H Index with Google Scholar." *The American Sociologist*. pp. 192-224.

Tanya Golash-Boza. 2011 "Writing a Literature Review: Six Steps to Get You from Start to Finish"

Suggested exercise:

Use Web of Science to construct a "network" around one journal article in your subarea however you choose to define it. Who cites this and whose work did it cite? how broadly or narrowly across journals and books does this area spread – interdisciplinary or not? Use forward and backward searching, and the "related references" function of WoS to construct your picture of the network in which your article (and maybe your own work) fits.

Week 5: Publications parts 1 and 2

Suggested readings:

Bartkowski, Deem, and Ellison. 2016. "Publishing in academic journals: strategic advice for doctoral students and academic mentors." *The American Sociologist*. 46(1): 99-115.

Badenhorst, Cecile and Xiaolin Xu 2016 "Academic Publishing: Making the Implicit Explicit"

Karen Cerulo. 2016. "Why Do We Publish?" *The American Sociologist*. 47(2-3): 151-157.

Clemens, Elizabeth, Walter W. Powell, Kris McIlwaine and Dina Okamoto, 1995. "Careers in Print: Books, Journals and Scholarly Reputations." *American Journal of Sociology*, 101(2): 433-494.

Rojas. *Grad Skool Rulz*. Ch. 26-28

Martin & Risman, "Preparing a paper" and G&S "article preparation guidelines"

Uggen and Eliason "preparing for peer review"

LaRossa, Ralph 2012 "Writing and Reviewing Manuscripts in the Multidimensional World of Qualitative Research" *Journal of Marriage and Family* 74 (August): 643 – 659

Suggested exercise:

What does a journal article in your area of research look like? Skim the recent tables of contents of the *American Sociological Review* or the *American Journal of Sociology* and find an article that uses the type

of methodology that you plan to use. How is the article structured? What sections does the article have? How much space is devoted to each section? What does each section accomplish?

Week 6: Research ethics/Masters thesis

Suggested readings:

Rojas. *Grad Skool Rulz*. Ch. 10

Barbara Dennis. 2009. "What does it mean when an ethnographer intervenes?" *Ethnography and Education*.

Vindu Goel. 2014. "As data overflows online, researchers grapple with ethics." *NY Times*

Judith Taylor and Matthew Patterson. 2010. "Autonomy and compliance: How qualitative sociologists respond to institutional ethical oversight." *Qualitative Sociology*

Mitch Smith. 2012. "Author provides inside look at IRBs" *Inside Higher Ed* (Q&A with Laura Stark, author of *Behind Closed Doors: IRBs and the Making of Ethical Research*)

Suggested exercise:

Complete the CITI Human Subjects Research Training (<https://kb.wisc.edu/gradsch/page.php?id=32559>)

You must complete the online training and be certified before you can submit an application to the IRB or conduct research at the university. I *strongly* encourage you to do this now and not postpone your certification.

Week 7: Academic writing

Suggested readings:

Raewyn Connell. 2015. *Writing for Research: Advice on Principles and Practice*

Lynn White. 2005. "Writes of Passage: Writing an Empirical Journal Article." *Journal of Marriage and Family*. 67(4): 791-798

Books by Becker, Billig, Silvia

Week 8: Getting the most out of coursework/Staff relations

Suggested readings:

Raul Pacheco-Vega. "Developing Research Questions"

Week 9: Culture and climate/Diversity in the academy

Suggested readings:

Mary Ann Mason, Nicholas Wolfinger, and Marc Goulden. "The Graduate School Years: New Demographics, Old Thinking" In: *Do Babies Matter? Gender and Family in the Ivory Tower*

Stephanie Shields. "Waking up to Privilege: Intersectionality and Opportunity." In: Gabriella Gutierrez y Muhs, Yolanda Flores Niemann, Carmen G. Gonzalez, and Angela P. Harris (Eds.) *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*

Serena Easton. "On Being Special" In: *Presumed Incompetent*

Constance G. Anthony. "The Port Hueneme of My Mind: The Geography of Working-Class Consciousness in One Academic Career" In: *Presumed Incompetent*

Week 10: Mental health in graduate school

Suggested reading:

Evans et al. 2018. "Evidence for a mental health crisis in graduate education."

Week 11: Self-care during graduate school

Suggested reading:

Katie Shives. 2016. "5 Tested Tips to Battle Burnout with Better Self-Care"

Academic Mental Health Collective. 2016. "Self-care for the PhD student"

Grace Cale. 2015. "An Important Caveat About Self-Care for Academics"

Zavattaro and Orr (eds). 2017. "Surviving and Thriving in Academic: Obtaining Balance, Health, and Clarity"

Required exercise:

Use this class period to take care of yourself. Go for a run. Play video games. Nap. Cook an elaborate meal. Go for a walk on the Lakeshore Path. Meditate. Go out for donuts with friends. Dedicate this time to finding time to relax and recharge. Happy thanksgiving!

Week 12: Building an academic CV/Individual development plans

****Required reading:* Before you come to class, look at the CVs of past UW graduates that are posted in Canvas

<https://grad.wisc.edu/professional-development/individual-development-plan/>

Suggested reading:

Zavattaro and Orr (eds.). 2017. "Developing a Research Agenda: Your Bread and Butter"

Week 13: Public sociology/Networking and professional communities

Suggested readings:

Michael Buroway. 2004. "Presidential Address: For Public Sociology"

Joe Feagin, Sean Elias, and Jennifer Mueller. 2009. "Social Justice and Critical Public Sociology"

Rojas. *Grad Skool Rulz*. Ch. 29

Week 14: Prelims/Life after grad school

Suggested readings:

Rojas. *Grad Skool Rulz*. Ch. 31-32, 34, 38, 41