ADVANCED SCHOLARLY RESEARCH: Fall 2021
16:762:626:01

Bob Noland

Tuesday: 1:00-4:00.

Zoom links are on Canvas

OFFICE HOURS: by appointment (send email to schedule, rnoland@rutgers.edu).
tel: 848-932-2859, rm 449. I will also do some in-person office hours, but probably not till October.

The objective of *Advanced Scholarly Research* is to produce and present a draft formal dissertation proposal. The class will be run as a workshop where you will work on various elements of your proposal, discuss these with fellow students, and ultimately present a complete draft of your research proposal, similar to a formal proposal defense.

During the course of this semester I will serve as your guide to the basic process of thinking through the components of a proposal. While each of you will have your own specialty area and substantive topical interest, the *process* of composing a research proposal is similar. We will work together in class on various components of the dissertation, discuss and critique these, and you will present various pieces of work.

The key to a successful proposal and ultimately a successful dissertation is engagement with the literature on which your topic is built. This is a continuous process and I expect you to be studying the literature in your area throughout the semester. You should maintain an ongoing annotated bibliography (i.e., a brief summary) of each article you read. **You should read about 10 papers each week within your relevant literature, summarize these and note which ones are critical to your research path.** Your supervisor can provide guidance on relevant literature if you are unsure where to start.

It is important to ***actively involve your anticipated dissertation chair*** in the work related to this class. If possible, try to involve the other members of your dissertation committee. Their input is vital at *all* stages; they can provide guidance on the relevant literature as well as commenting on each of the sections of the dissertation proposal. One of the central objectives of this class is to catalyze ongoing, constructive dialogue with your dissertation chair and committee. If this is not happening, please come talk to me outside of class. I recommend scheduling weekly meetings with your Chair.

You will also benefit greatly from the comments and recommendations of your classmates. All of you will be asked to critically review your classmates' draft sections and to present constructive recommendations. Your presentation will benefit from seeing the work of others, and you will hone your "critical reader" skills. To make this work, **you must upload your work to Canvas – this should be done by Sunday evening each week**, to allow others adequate time to review and comment.

Letter grades are not assigned in this class; only "satisfactory" / "unsatisfactory". I expect you to participate in class. The bottom line is that I want you to benefit from this class and produce a draft dissertation proposal.

The highest standards of academic integrity are expected in this class and in all your work; this personifies an original dissertation proposal. Use citations extensively, following the *Chicago Manual of Style* or other standard social science citation guide. I would recommend that you use a citation manager, such as RefWorks or Endnotes, both of which are provided for free by the university. Zotero is an excellent citation manager and it is open source.

This is not an easy class—but it is crucial toward your progress as a doctoral student. With the draft proposal done, you should be able to formally propose your dissertation topic early in the next semester. Your proposal serves as a guide to what you will do on your dissertation – it is also a contract with your committee as to what you will produce.

During this class you will encounter periods of angst and sometimes near panic. It will sometimes not be clear what your specific topic is and how it builds from and adds to the extant literature. Deciding on your central and secondary hypotheses is also often a challenge. Methods and data are a work in progress. You will also experience the pleasure of "Eureka!" moments of intellectual achievement. All of the above is to be expected and is the companion of creative doctoral level study. Just forge ahead, speak to your chair (or other faculty), speak to me, and be confident in your skills. I hope that the format of this class provides all students with mutual support to get through this process. Things do fall into place in time; just do one step at a time. The goal is to finish in a timely fashion, to complete a solid body of work (your dissertation is not your last research), and to move on to an academic or other suitable research position befitting your doctoral training.

Schedule of activities and assignments

WEEK	TOPIC	PREPARATION	ASSIGNMENT
Prior to first class	List of relevant readings		Prepare a list of relevant papers and/or books that are relevant to your research interests
Sept 7	Introduction and Discussion	Be prepared to discuss what your research topic is. What is the motivation for you to do this research? Why is this an interesting topic?	Write a one-page summary of your **Problem Statement**
Sept 14	Problem Statement	Present your problem statement to the class. Bring enough hard copies for everyone. Discussion will focus on what the relevant **Research Questions** are.	Develop at least three **Research Questions**. Provide supporting evidence as to why these are interesting questions to pursue.
Sept 21	Research Questions	We will discuss your research questions and offer critical feedback.	Prepare an annotated bibliography of at least 10 papers relevant to your research.
Sept 28 @NOON with colloquim	Literature Review	ACSP presentations @noon Critical assessment of your bibliography and how it links to your research questions.	Analysis of a key paper in the literature
Oct 5	Analysis of the Literature	Present the paper	Data and Methods: Prepare a brief memo outlining what data and methods you think are needed for your research
Oct 12 @NOON with colloquium	Data, Methods, Preliminary Analysis	ACSP presentations @noon Discussion of data sources, methods, and link to research questions; discuss any preliminary analysis	Develop outline of key themes in your literature review
Oct 19	Literature Review	Discussion of issues that you are finding in the literature	
Oct 26	Literature Review	**ACSP practice presentations, invite your supervisor** Discussion of issues that you are finding in the literature	Complete literature review, including brief powerpoint presentation
Nov 2	Literature Review	Present key findings from your review of the literature	Continue to expand and refine your literature review
Nov 9	Research Questions and Hypotheses	Discussion of how you will devise testable hypotheses given your knowledge of the data and methods available to you.	Start putting the pieces together.
Nov 16	Draft presentation	We will critique and provide feedback on both your presentation skills and the substance of your topic	
Nov 23	Draft presentation Or possibly NO CLASS since Thanksgiving week	We will critique and provide feedback on both your presentation skills and the substance of your topic	
Nov 30	Final presentation	This will be a practice run of what could be your proposal defense – **INVITE YOUR SUPERVISOR** and any other faculty you would like feedback from.	
Dec 7	Final presentation		Submit draft of proposal

Almost all of your reading should be directly related to your proposal topic. However, I have produced a list of readings that you might find helpful and/or entertaining. I would recommend you also occasionally peruse the blog "The Professor is In" at https://theprofessorisin.com/pearlsofwisdom/

READINGS

This is a very useful guide to how to write academically, especially on how to engage the literature.

Gerald Graff and Cathy Birkenstein, 2010, They Say / I Say: The Moves that Matter in Academic Writing, 2nd edition, New York: W.W. Norton and Company.

Sword, Helen. Stylish academic writing. Harvard University Press, 2012. (pdf is on Canvas)

OTHER READINGS

These are a variety of papers that cover topics related to writing, presentations, and case studies. You will find some of these useful during the course. All are on Canvas.

James O. Wheeler. 1996. "Writing abstracts." *Urban Geography* 17: 283-285.

Michael Watts. 2001. *The Holy Grail: In Pursuit of the Dissertation Proposal.* UC-Berkeley, Institute of International Studies.

Barbara Lovitts. 2008. "The transition to independent research: who makes it, who doesn't, and why." *Journal of Higher Education* 79: 296-325.

Varun Grover. 2001. "10 mistakes doctoral students make in managing their program." *Decision Line*, May: 11-13.

Ann Forsyth. 2012. "Alternative cultures in planning research: from extending scientific ideas to exploring enduring questions." *Journal of Planning Education and Research* 32: 160-168.

Matti Siemiatycki. 2012. "The role of the planning scholar: research, conflict and social change." *Journal of Planning Education and Research* 32: 147-159.

Bent Flyvbjerg. 2006. "Five misunderstandings about case-study research." *Qualitative Inquiry.* 12: 219-245.

Lee Peter Ruddin. 2006. "You can generalize stupid! Social scientists, Bent Flyvbjerg, and case study methodology." *Qualitative Inquiry* 12: 797-812.

Thomas Kaplan. 1993. "Reading policy narratives: Beginnings, middles, and ends," in Frank Fischer and John Forester, eds., *The Argumentative Turn in Policy Analysis and Planning.* Durham: Duke University Press, pp. 167-185.

William Cronon. 1992. "A place for stories: nature, history, and narrative." *Journal of American History* 78: 1347-1376.

RECOMMENDED READINGS

Some of these readings may be useful.

Peg Boyle Single. 2010. *Demystifying Dissertation Writing.* Sterling, VA: Stylus Publishing.

Howard Becker. 1986. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article.* Chicago: University of Chicago Press.

Howard Becker. 1998. *Tricks of the Trade: How to Think About Your Research While You're Doing It.* Chicago: University of Chicago Press.

Gordon Davis. 2012. *Writing the Doctoral Dissertation: A Systematic Approach.* 3rd edition. Barron's Educational Series.

Glen Firebaugh. 2008. *Seven Rules for Social Research.* Princeton: Princeton University Press. William Germano. 2005. *From Dissertation to Book.* Chicago: University of Chicago Press.

David Krathwohl and Nick Smith. 2005. *How to Prepare a Dissertation Proposal: Suggestions for Students in Education and the Social and Behavioral Sciences.* Syracuse: Syracuse University Press.

Martin Krieger. 2013. *The Scholar's Survival Manual: A Road Map for Students, Faculty and Administrators.* Bloomington: Indiana University Press.

Lawrence Locke *et al.* 2000. *Proposals That Work: A Guide for Planning Dissertation and Grant Proposals.* Newbury Park, CA: Sage.

Margot Northey, Lorne Tepperman, and Patrizia Albanese. 2009. *Making Sense: A Student's Guide to Research and Writing.* NY: Oxford University Press.

Paul Silvia. 2007. *How to Write A Lot: A Practical Guide to Productive Academic Writing.* Washington, DC: American Psychological Association.

Kate L. Turabian. 2007. *A Manual for Writers of Term Papers, Theses, and Dissertations,* 7th ed. Chicago: University of Chicago Press.

Nicholas Walliman. 2011. *Your Research Project: Designing and Planning Your Work.* 3rd edition. Thousand Oaks, CA: Sage Publications.