

SECOND-YEAR RESEARCH PAPER SEMINAR
(Tuesday, 2:30 – 5:30 p.m., Tarbutton 206 unless via Zoom)

Instructor: Dr. Karen A. Hegtvedt
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Hours: By appointment
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Course Objectives

“Research is formalized curiosity. It is poking and prying with a purpose.”

--Zora Neale Hurston

“The function of sociology, as of every science, is to reveal that which is hidden.”

--Pierre Bourdieu

As sociologists, we are given license to poke and pry with a purpose. In doing so, we may reveal that which is hidden, thereby creating new knowledge. The intent of the second-year paper (2YP) is to formalize the poking and prying that you have begun in one of your initial research investigations. No longer are you simply a consumer of knowledge; rather, with this endeavor you become a producer of it.

This seminar focuses on assisting you in completing your second-year research paper. Towards that end, the seminar covers issues inherent in packaging the research that you have undertaken for others to consume. We focus on the conceptual and pragmatic issues associated with empirical research. These fundamental issues include: identification of the contribution of a research project; construction of literature reviews and theoretical argument; translation of theoretically driven research questions into empirical projects; the design and implementation of empirical studies; presentation of results; and discussion of findings and implications.

To illustrate these issues, students share their own research projects. As we discuss the previously noted fundamental issues, students will present corresponding components of their own projects. The goal of doing so is to ensure that students make substantial progress on their 2YP. Throughout the course, students will receive feedback from classmates and the instructor on components of their research to ensure an ongoing dialogue about each project. By the end of the semester, students will be familiar with the research endeavor, have grappled with issues relevant to their projects, and finalizing their second-year research paper. In addition, students will gain experience in constructively critiquing others' work and have begun to contemplate how to present their work to the department and to audiences at conferences.

Course Resources

Course Website

All course materials (announcements, syllabus, readings, etc.) will be available via the Canvas website for this course. Students will use this website to post their materials (i.e., assignments) for discussion and may use it for communicating with each other.

Your Advisors

As you work on your 2YP, it is critically important to **keep your advisors in the loop**. You should have a main advisor and a second reader. Their expertise on your chosen topic will certainly exceed mine. While I can direct you in shaping the contribution of your paper, the structure of your literature review, the cogency of your theoretical argument, the completeness of your methodology, the clarity of your results presentation, and the completeness of your discussion, rely on your advisors for substantive issues and advice. You can ask your main advisor to read components of your papers as they are completed (and commented on by members of this class). Feedback from your main advisor certainly should be incorporated into the final paper as well. I will also liaise with advisors as necessary to ensure that you are making necessary progress.

Jones Program in Ethics

This course will touch upon several aspects of issues related to the responsible conduct of research. The Laney Graduate School's Jones Program in Ethics (JPE) is an integral part of the curriculum of doctoral programs at Emory. Both required elements of the program and unique events can be found on the [JPE](#) website. The syllabus highlights parts of the course relevant to the JPE curriculum.

Emory Writing Center

The mission of the Emory [Writing Center](#) is to support the development of writers of all levels, across all disciplines. A representative of the Writing Center will visit the class early in the semester to talk about writing research papers. If you feel the need for help with your writing as you are developing sections of your paper, please take advantage of the resources of the Writing Center. Students in the past have found their assistance very helpful.

Accessibility

Students with accessibility needs should contact us at the beginning of the semester and we will discuss necessary arrangements. The Emory [Office of Accessibility Services](#) (404-727-9877) can provide further information.

ASA Style Guide

Although I recognize that you may be submitting your manuscripts to outlets other than those published by the American Sociological Association, as sociologists you should all be familiar with the ASA style. The "Guide" is a small book ([Style Guide, sixth edition](#)) available for purchase. You can, however, get [Quick Tips for ASA Style](#).

Pandemic Allowances

With the late December announcement of opening spring 2022 using a remote teaching format, we will meet via Zoom January 11, 18, 25, and because I will be out of town, February 1. I recognize that this is not ideal, but I am hopeful that our online classroom community can

thrive regardless of the delivery method. It did so last year when the entire semester was online. All “virtual” sessions will be synchronous, but we will build in breaks, as necessary, to prevent Zoom fatigue. Each class session will unfold as if we are meeting in-person in Tarbutton 206. (I even have pictures of the seminar room, should you want to use one as a backdrop to pretend that we are all in the same room together!) Thus, you will not have any asynchronous materials to complete (outside of the activities required to move your 2YPs forward).

I recognize that your situation regarding health, housing, or other matters may affect your ability to participate in class. Please contact the appropriate Emory student support organizations at the first sign of illness (see [Emory coronavirus FAQ](#)) or other problems and then reach out to me as soon as feasible. It is easier for me to address your needs if I know about them as soon as they arise. My goal is to do what I can to help you succeed in this course despite the constraints of the pandemic.

Course Requirements

1. Attendance

You are, of course, expected to attend (whether in person or via Zoom) class regularly. I know that Zoom meetings can be enervating and empathize with the desire to switch off the webcam on your computers. Please refrain from doing so, given the size of this class! Talking to black boxes with white names emblazoned on them or simply still-life pictures of your smiling faces will detract from the sense of community this course engenders. (Please contact me privately if your circumstances are such that you do not have the technical capacity to use your webcam).

If you should foresee missing a class session due to illness, please notify me so that we do not delay the start of class waiting for you. Missing more than two class sessions (for reasons other than illness) may jeopardize your grade for the class.

2. Participation

Everyone is expected to participate in this workshop style seminar. Active participation, of course, requires adequate preparation. Students must read the assigned materials before class and develop their own assessment of the material. Such careful preparation ensures greater quality in class discussion. The weekly reading material will often include the work of classmates, as described below. Class discussion should be both informed and respectful.

3. Readings

Given that this is neither a methodology nor a theory course, the readings are geared toward helping students as they complete their own research. As a result, the readings fall into three broad categories: 1) reflection pieces on different aspects of graduate training and research; 2) empirical articles from which we will focus on specific aspects or sections; and 3) sections of your own research papers. Additionally, as this is a “how to” workshop class in many respects, online guides summarize much writing on the topics we will cover. As noted in some sections below, the University of Southern California library has put together useful materials for writing in the social sciences: <http://libguides.usc.edu/writingguide/purpose>.

3. In-Class Presentations of Paper Sections

For most class sessions, students will present some draft section of his or her research paper in class: introduction, literature review, methods, findings, and discussion. **Students should post their files (in Word, not PDFs) to Canvas by noon on the Monday prior to the class meeting when the assignment is due.** (For example, if the syllabus indicates a due date of February 8, the Word document must be posted by February 7 to allow time for class members to review. If we discover that 24 hours in advance of class is an insufficient amount of time to allow review, we will shift to a Sunday deadline.) Please **label all your files** with your surname, followed by a description of the content, e.g., Hegtvedt, Outline, and be sure to also **put your name on the actual paper** (section) you are posting! Advisors are welcome to attend sessions when their student presents a critical part of his or her paper. We will set a schedule and determine the structure for these presentations early in the semester.

4. Critiques

Other students will serve as reviewers for their peers' presentations and paper sections. In the course of class discussion, students can raise questions, explore ideas, and express misgivings. The goal is to provide **constructive criticism** that ensures improvement of the paper. While most of the critiques will be delivered orally, sometimes reviewers will be asked to offer written critiques (e.g., in the form of marginalia on a paper or a list of summary comments). (I will routinely provide written feedback on your documents). We will determine: 1) who will act as reviewers for others (in a class of four, it might make sense for each of you to read everyone else's work) and 2) which critiques should be in writing. Composing written critiques facilitates the learning of skills necessary for reviewing journal submissions.

5. Presentations and Final Paper

As part of the 2YP requirements, each student must present their 2nd year paper projects to the department. These are typically **20-minute presentations** (including 5-minutes of discussion). In 2021, students from spring 2020 presented via Zoom over graduate recruitment weekend. We intend to replicate that procedure for recruitment weekend 2022, with the spring 2021 students presenting either in-person, or via Zoom, depending on what pandemic accommodations are in place. Thus, it is likely that your 2YP presentations will be in February 2023, though you will practice preliminary presentations at the end of this semester in class.

Students will need to submit a **nearly complete version of their papers by Tuesday, May 3, midnight** via the Canvas course website. Although this paper may not be the final version of the paper you will submit to fulfill the graduate program's research paper requirement, it should be a version that incorporates the feedback received throughout the semester and thereby represents significant movement towards completion of this requirement.

6. Assignments and Grading

The table below outlines the due dates for all course assignments and the 2YP requirement. Know, however, that I consider **flexibility** as a hallmark of this course, especially given its size. Thus, as necessary, we might adjust some of the due dates of the course assignments as the semester progresses.

All final grades will take the form of either “Satisfactory” or “Unsatisfactory.” If students meet the above requirements responsibly, they will receive “Satisfactory.”

Summary of Assignments	<i>Tentative 2022 Due Dates</i> (submit date/present date)
“Mentor text” for research paper	January 17/18
Outline of research paper	January 24/25
“Eleven sentences”	January 31/February 1
2YP Requirement Form, part 1	February 8
Introduction	February 7/8
Literature review, theory, hypotheses	February 21/22
Methods	March 14/15
Results	April 4/5
Discussion	April 11/12
Paper draft & preliminary presentation slides	April 18/19
Presentation to department	February 2023
Final course paper	May 3
2YP requirement: approval by advisor & reader	December 31
2YP requirement: submission to a journal	June 30, 2023

7. Timely Completion of 2YP Requirement

This course is only one element of the 2YP requirement. On page 9 of the Graduate Handbook you will find descriptions of and completion dates for other parts of the requirement (beyond this class). The main advisor and the second faculty reader must approve a student's paper by December 31 of the third year. Approval signals that the substance and quality of the paper indicate good promise for eventual publication in a refereed journal in sociology or a related field. The paper must be submitted for publication to a refereed journal by June 30 of the third year. Completion of these steps are key markers of adequate progress in the program. A form, attached to the end of this syllabus and found in the Handbook as Appendix 4, should be completed as each component of the requirement unfolds. (You will turn in a copy of the first component of the requirement—identifying the project title, main advisor, secondary reader—by February 8. I will make sure that the graduate program coordinator, Pat Hamilton, gets a copy.)

Course Outline

Most weeks, students will present assignments pertaining to materials covered in a previous week. For each date below, I describe the content of the class session and note the related assignment (and due date) for a subsequent session. For example, we discuss writing of an “introduction,” then students write their introductions, which the class reviews one or two weeks later.

January 11: via Zoom
Overview of the Course, Synopses of Research Papers, Academic Writing

Presentation: Overview of intended research projects

Assignment: Select a key published article/chapter to guide the creation of a manuscript from your research project. A “mentor text” serves as model to emulate in crafting your own empirical manuscript within your substantive domain. (Jan. 18)

“Research Paper Requirement” section of the Department of Sociology’s Graduate Handbook.

January 18: via Zoom
The Graduate Experience and Research Paper Outline
(JPE: Collaboration, Mentoring)

Presentation: “Mentor text” guiding your research paper

Assignment: Outline of research paper (Jan. 25)

Adler, Patricia A. and Peter Adler. 2005. “The Identity Career of the Graduate Student: Professional Socialization to Academic Sociology.” *The American Sociologist* 36:11-27.

Burawoy, Michael. 2005. “Combat in the Dissertation Zone.” *The American Sociologist* 36:43-56.

Calarco, Jessica M. 2020. *A Field Guide to Grad School: Uncovering the Hidden Curriculum* (pp. 177-94 “Writing about Your Research). Princeton: Princeton University Press.

January 25: via Zoom
Exploring Your Data and “Eleven Sentences”

Presentations: Outline of research paper

Assignment: Play with your data and write “Eleven sentences” to guide composition of your argument (Feb.1)

Singh, Anneliese A. and Lauren Lukkarila. 2017. *Successful Academic Writing* (pp. 167-86) “Grounding Your Voice in the Literature”). NY: The Guilford Press.

Petersen, James C. 2017. “Writing Sociology, Personal Reflections on What the Arts Can Teach Us.” *The American Sociologist* 48:208-14.

February 1: via Zoom

Writing an Introduction and Framing the Paper

Presentations: What you learned from your data and “Eleven sentences”

Assignment: Complete 2YP Requirement Form (Feb. 8)

Assignment: Composition of introduction to research paper (Feb. 8)

<http://libguides.usc.edu/writingguide/introduction>

Singh, Anneliese A. and Lauren Lukkarila. 2017. *Successful Academic Writing* (pp. 186-92) “Grounding Your Voice in the Literature”). NY: The Guilford Press.

Calarco, Jessica M. 2020. *A Field Guide to Grad School: Uncovering the Hidden Curriculum* (pp. 194-211 “Writing about Your Research”). Princeton: Princeton University Press. (refer to her “formulas” as you construct sections of your papers)

Lareau, Annette. 1987. “Social Class Differences in Family-School Relationships: The Importance of Cultural Capital.” *Sociology of Education* 60:73-85. (to first main heading)

Correll, Shelley J. 2004. “Constraints into Preferences: Gender, Status, and Emerging Career Aspirations.” *American Sociological Review* 69:93-113. (to first main heading)

February 8:

Building an Argument I: Literature Review

Presentations: Introduction to research paper

Assignment: Composition of background sections and argument (February 22)

Howard Aldrich, “Using the Literature in Your Writing: Interpretive Notes, Not Summaries.”

<http://howardaldrich.org/2015/12/using-the-literature-in-your-writing-interpretive-notes-not-summaries/>

Singh, Anneliese A. and Lauren Lukkarila. 2017. *Successful Academic Writing* (pp. 192-97) “Grounding Your Voice in the Literature”). NY: The Guilford Press.

Correll 2004 (up to “Status Beliefs”)

Lareau 1987 (up to “Research Methodology”)

February 15:

Building an Argument II: Theorizing and Hypotheses

Presentations: None; discuss progress on background sections

Continuing Assignment: Composition of background sections and argument (February 22)

Correll 2004 (up to “The Experiment”)

Khanna, Nikki. 2004. "The Role of Reflected Appraisals in Racial Identity: The Case of Multiracial Asians." *Social Psychology Quarterly* 67:115-31. (up to "Data and Methods")

February 22:
Describing Data Collection

Presentations: Background sections and argument

Assignment: Composition of methods section of research paper (March 15)

<http://libguides.usc.edu/writingguide/methodology>

<http://libguides.usc.edu/writingguide/qualitative>

Lareau 1987 ("Research Methodology")

<http://libguides.usc.edu/writingguide/quantitative>

Correll 2004 ("The Experiment" up to "Results and Discussion")

Khanna 2004 ("Data and Methods")

Singh, Anneliese A. and Lauren Lukkarila. 2017. *Successful Academic Writing* (pp. 200-09 "The Writing Formula for Empirical Academic Writing"). NY: The Guilford Press.

March 1:
Considering the Art of Writing

Guest Presentation: Writing Center Fellow

Presentations: None; discuss progress on methods sections

Continuing Assignment: Composition of methods section of research paper (March 15)

Becker, Howard S. 1983. "Freshman English for Graduate Students: A Memoir and Two Theories." *The Sociological Quarterly* 24:575-88.

Vaughn, Diane. 1988. "Intimate Work: Teaching Sociologists to Write." *Teaching Sociology* 16:275-78.

Bobbitt-Zeher, Donna. 2007. "The Gender Income Gap and the Role of Education." *Sociology of Education* 80:1-22. (All)

March 8:
Spring break (no class!!)

March 15 & 22:

Tackling Analysis (JPE: Data Practices)

Presentations: Methods sections

Assignment: Composing preliminary quantitative/qualitative findings (April 5)

Singh, Anneliese A. and Lauren Lukkarila. 2017. *Successful Academic Writing* (pp. 210-13 “The Writing Formula for Empirical Academic Writing”). NY: The Guilford Press.

Quantitative

Correll 2004 (“Results and Discussion”)

Khanna 2004 (“Findings” up to “The Influence of Reflected Appraisals...”)

Schuman, Howard. 2002. “Sense and Nonsense about Surveys.” *Contexts* 1:40-47

Qualitative

Lareau 1987 (“Teachers’ Requests for Parental Involvement” to the “Discussion”)

Khanna 2004 (“Influence of Reflected Appraisals...” to “Discussion and Conclusions”)

Weiss, Robert S. 2004. “In Their Own Words: Making the Most of Qualitative Interviews.” *Contexts* 3:44-51.

March 29:

Submitting for Publication and Responding to Reviews (JPE: Authorship & Peer Review)

Presentations: None; discuss progress on results for quantitative and qualitative studies

Guest Presentations: The paper submission process and experience

Continuing Assignment: Composing preliminary quantitative/qualitative findings (April 5)

Bartkowski, John P., Carma S. Deem, and Christopher G. Ellison. 2015. “Publishing in Academic Journals: Strategic Advice for Doctoral Students and Academic Mentors.” *American Sociologist* 46:99-115.

Calarco, Jessica M. 2020. *A Field Guide to Grad School: Uncovering the Hidden Curriculum* (pp. 212-48 “Publishing and Promoting Your Work”). Princeton: Princeton University Press.

Agarwal, Rajshree, Raj Echambadi, April M. Franco, and M. B. Sarkar. 2006. “Reap Rewards: Maximizing Benefits from Reviewer Comments.” *Academy of Management Journal* 49:191-96.

Seibert, Scott E. 2006. "Anatomy of an R&R (Or, Reviewers are an Author's Best Friends)." *Academy of Management Journal* 49:203-07.

April 5:
Heading into the Discussion

Presentations: Preliminary results for quantitative and qualitative studies
Assignment: Composition of the discussion/conclusion sections of research paper (April 12)

Lareau 1987 ("Discussion" to end)

Correll 2004 ("Summary" to end)

Khanna 2004 ("Discussion and Conclusions")

Singh, Anneliese A. and Lauren Lukkarila. 2017. *Successful Academic Writing* (pp. 213-19 "The Writing Formula for Empirical Academic Writing"). NY: The Guilford Press.

April 12:
Putting Together Research Presentations

Presentations: Discussion sections
Assignment: Revisions of discussion/conclusion sections for preliminary full draft and preliminary slides for ASA style meeting presentation (April 19)

<https://howardaldrich.org/2018/04/papers-into-powerpoint-help-your-students-turn-their-papers-into-powerpoint-slides/>

<http://libguides.usc.edu/writingguide/oralpresentation>

Calarco, Jessica M. 2020. *A Field Guide to Grad School: Uncovering the Hidden Curriculum* (pp. 265-84 "Talking about Your Research" and skim 285-301 "Going to Conferences"). Princeton: Princeton University Press.

April 19:
Workshopping Presentations, Finalizing Papers

Discussion: Preliminary paper drafts and ASA style meeting presentations

TBD – but likely February 2023
Presenting Your Research and Moving Forward

Department presentations: ASA style meeting presentations with discussion

Final papers are due Tuesday, May 3 at midnight (per instructions)

Appendix 4

Department of Sociology

COMPLETION OF THE RESEARCH PAPER REQUIREMENT

To fulfill the research paper requirement, commonly known as the second-year paper (2YP), students choose a topic and work under the direction of faculty members to write a paper suitable in substance and form for publication in a sociology journal. This four-part form documents students' progress toward that end. **Part I** identifies the paper topic and 2YP faculty advisor and second reader, thus entitling the student to sign up for research credit under Sociology 599R "Pre-candidacy hours." **Part 2** indicates that the student has presented his or her paper to Sociology Department faculty and students. **Part 3** reveals that the two faculty members have judged the paper to meet the form and substance requirements to conclude that the paper is sufficiently complete and holds promise for future publication in refereed journal. **Part 4** documents that the paper has been submitted to a refereed journal in Sociology or a related field for publication. Completion of all parts of this form demonstrates that the student has fulfilled the Research Paper Requirement.

PART 1: Research Paper Topic

Student: _____

Tentative Paper Title:

Faculty Advisor Signature: _____

Second Reader Signature: _____

PART 2: Oral presentation to Sociology Department faculty and students

Date of Presentation: _____

Faculty Advisor Signature: _____

PART 3: Completion of the Paper (holds promise for future publication in a refereed soc or related field journal)

Date: _____

Current Paper Title:

Faculty Advisor Signature: _____

Second Reader Signature: _____

PART 4: Paper Submitted for Publication (to a referred journal in sociology or a related field)

Date: _____

Name of Journal: _____

Faculty Advisor Signature: _____