

EMORY UNIVERSITY

Sociology 563

CULTURE & SOCIAL PSYCHOLOGY EMPIRICAL RESEARCH WORKSHOP

Spring 2017
1:30 – 4:30, Fridays
206 Tarbutton Hall

Dr. Timothy J. Dowd & Dr. Cathryn Johnson
231 Tarbutton Hall & 226 Tarbutton Hall
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Meetings by Appointment

PURPOSE OF CASPER

This workshop focuses on teaching graduate students how to produce research, ranging from the initial design of a study to eventual submission for publication. The following types of graduate students will be eligible for participation in the workshop: (a) those who specialize in culture and/or social psychology; *and* (b) those who are currently involved in some stage of the research process (e.g., beginning a project, revising a paper, conducting data analysis, working on a dissertation proposal). Throughout the semester, we will address the particular efforts of each student. Each workshop member will provide constructive comments at our meetings.

MOTIVATIONS AND GOALS OF CASPER

This workshop grew out of the experiences of the two faculty members. First, we had increasingly found an overlap in the students that we each advised – with the most notable development being those who worked at the intersection of culture and social psychology. We have also had a number of students publishing during this time frame, with these students increasingly seeking more publications. CASPER, then, provided (and still provides) an opportunity for us to address student projects in both areas in a collective context. (This is the ninth time CASPER has been offered.) We have found that hashing out ideas in a group context is highly productive and invaluable because it provides an opportunity to get feedback from individuals with different points of view and expertise (as the groups literature shows). In addition, CASPER provides a context where new and older graduate students share ideas and learn about the research process together.

Second, CASPER fills a notable gap in our graduate curriculum. We have venues for learning about research in a general sense (e.g., various methods courses and the second-year research

seminar) but not in ways that are specifically linked to the particular research agendas / areas of students.

Third, CASPER helps students go through the graduate program in a more timely fashion. By guiding students who are in the early years to students working on their dissertation proposals, we are helping students keep on track. As important, we know that graduate students are more successful on the job market if they have publications. CASPER aids in helping students to prepare their papers for publication.

Finally, CASPER has yielded dividends. The graduate student efforts in past installments of this course have resulted in successful dissertation proposals & chapters, national research fellowships, and publications in leading journals.

GRADING

Students are required to attend each session, provide comments, and participate in the discussion of each student's project. In addition, each student will present their own project and receive and respond to feedback provided by the workshop members. As long as they meet these criteria responsibly, they will receive high grades. If they don't meet those criteria, poor grades and academic stigma will follow....

COURSE SCHEDULE

(subject to revision)

The workshop will meet for three hours on a bi-weekly basis. One or two students will provide their papers/materials (e.g., outlines, preliminary drafts, revised drafts, questionnaires, transcribed interviews, and codebooks) to the workshop members a week before the Friday meeting (via an emailed attachment sent to all CASPER participants). All participants, in turn, will review the written materials and then provide comments/questions/suggestions to the presenter(s) at the workshop.

Moreover, as seen below, each meeting will include readings that address professionalization issues. All the materials will be available on our Blackboard site.

January 13th:

PLANNING

January 27th: Ryan Gibson & Ju Hyun Park

Howard S. Becker. 1983. "Freshman English for Graduate Students: A Memoir and Two Theories." *The Sociological Quarterly* 24: 575-588.

Gabrielle Ferralles and Gary Alan Fine. 2005. "Sociology as a Vocation: Reputation and Group Cultures in Graduate School." *The American Sociologist* 36: 57-75.

February 10th: Jennifer Hayward & Hyemin Na

Paul J. DiMaggio. 1995. "Comments on 'What Theory is Not.'" *Administrative Science Quarterly* 40: 391-397.

Roy Suddaby. 2006. "What Grounded Theory is Not." *Academy of Management Journal* 49: 633-642.

February 24th: Past Grad Student Publications

Kyle Siler and David Strang. 2017. "Peer Review and Scholarly Originality: Let 1,000 Flowers Bloom, but Don't Step on Any." *Science, Technology, & Human Values* 42: 29-61.

Laura Braden. 2016. "Collectors and Collections: Critical Recognition of the World's Top Art Collectors." *Social Forces* 94: 1483-1507.

Nikki Khanna. 2004. "The Role of Reflected Appraisals in Racial Identity: The Case of Multiracial Asians." *Social Psychology Quarterly* 67: 115-131.

Caitlin Killian. 2003. "The Other Side of the Veil: North African Women in France Respond to the Headscarf Affair." *Gender & Society* 17: 567-590.

Vaughn Schmutz and Alison Faupel. 2010. "Gender and Cultural Consecration in Popular Music." *Social Forces* 89: 685-708.

March 10th: SPRING BREAK (No Class)

March 17th: Ju Hyun Park & Michael Vaughn

Diogo Pinheiro, Julia Melkers & Jan Youtie. 2014. "Leaning to Play the Game: Student Publishing as an Indicator of Future Scholarly Success." *Technological Forecasting & Social Change*.

April 14th: Hyemin Na & Jennifer Hayward

Anne E. Lincoln, Stephanie Pincus, Janet Bandows Koster, and Phoebe S. Leboy. 2012. "The Matilda Effect in Science: Awards and Prizes in the US, 1990s and 2000s." *Social Studies of Science* 42: 307-320.

April 21st: Ryan Gibson & Michael Vaughn

Val Burris. 2004. "The Academic Caste System: Prestige Hierarchies in PhD Exchange Networks." *American Sociological Review* 69: 239-264.

April 28th: Presentations