

## CIRP/URPA 6301 Theoretical Foundations and Ph.D. Workshop

University of Texas at Arlington • School of Urban & Public Affairs

Fall 2013 • Mondays 7:00 p.m. - 9:50 p.m.

University Hall 16

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Fall 2013 Office Hours (scheduling an appointment is best):

Wednesday 2:00-4:00 p.m.

### ☞ Description of Course Content

This course explores the development and function of theoretical models and frameworks, and examines major theories of knowledge from the social sciences designed for framing issues in urban planning, administration, and public policy. It is designed to assist doctoral students in preparing their research for dissertation, and includes opportunities to present work in progress, share ideas, and interact with faculty. It is intended as a complement to, not substitute for, the role of the dissertation committee. As such, the course provides guidance for getting started on the dissertation proposal but advises students to work closely with their committee chair to ensure that individual committee standards are met.



### ☞ Student Learning Outcomes

- Formulate and identify research topic and question
- Recognize different theoretical frameworks in the social sciences and apply these to research question
- Choose dissertation committee chair
- Recognize and apply the typical organization and contents of a dissertation proposal
- Produce professional-quality draft of dissertation proposal
- Express research topic in written and verbal form
- Be familiar with some technical aspects of the dissertation process such as funding options, IRB procedure, correct formatting of text, etc.

### ☞ Requirements

The overall goal and requirement is to complete a professional-quality draft of the dissertation proposal. To achieve this goal, a number of particular objectives and weekly assignments are required. See **Descriptions of Major Assignments with Due Dates** for more information about specific weekly assignments.

A dissertation proposal typically includes the following sections, and the specific weekly assignments are aimed at producing a proposal draft that includes, more or less, these sections:

SECTION OF PROPOSAL	DESCRIPTION OF WHAT IS INCLUDED
<b>Front Matter, including:</b> Title Page Abstract Table of Contents List of Figures and Tables	The title should convey the topic and type of study of your Dissertation. For now, the title is a working title; a better title may well occur to you as you proceed with your work. The abstract should be no more than roughly 400 words (for point of comparison, ACSP conference abstracts are a maximum of 600 words). The abstract should summarize: <ul style="list-style-type: none"> <li>• your central theme, background, and research question.</li> <li>• your approach, procedures, and methodology.</li> <li>• the relevance of your work and contribution to the relevant literature.</li> </ul>
<b>Section 1: Introduction including background, clear problem statement, purpose, aims, rationale, expected contributions, etc.</b>	The Introduction sets the stage, and should include: <ul style="list-style-type: none"> <li>• background information — describe the foundations, contexts, and/or background of your study; explain to the reader where your study is coming from.</li> <li>• clear statement of the problem or research question — the research question, or problem statement, should be clearly stated in its own paragraph.</li> <li>• relevance or rationale of your study — explain the “so what?” of your research question. How is your specific research question linked to the foundations, contexts, and setting in which the research is situated, including references to relevant literature and empirical situations (although remember the literature review section is the place for detailed explanation of the literature).</li> <li>• expected contributions — your study should make an original contribution — explain how your study is different from previous studies on this topic, what you hope to add to existing knowledge or practices. BE MODEST! You are not going to solve the world’s problems with your dissertation. Use language that is appropriate to the contributions you <i>hope</i> or <i>aspire</i> to make.</li> <li>• limitations of your study — identify important parts of your topic that your study does not address.</li> <li>• include an overview of the sections of your Proposal.</li> </ul>
<b>Section 2: Review of Literature including identification of an issue, debate, or lacuna in the literature and how your topic intends to address, intervene in, or contribute to this issue, debate, or lacuna. Situating your topic in the existing literature becomes the framework that guides your empirical work</b>	The Literature Review considers previously-published research that is relevant to and should both inform, and set the framework for, your research. The Literature Review should: <ul style="list-style-type: none"> <li>• categorize the literature into recognizable approaches, positions, theoretical frameworks, or schools of thought, on your topic. It should devote a separate subsection to each different school of thought.</li> <li>• look for silences or absences in the literature (lacunae), or controversies or debates to which you can contribute on one side or the other, or studies or arguments with limited assumptions. These instances provide openings for you to make an original contribution to the existing literature.</li> <li>• explain where your work expects to contribute to the existing literature and how your work is different from what has already been done.</li> <li>• avoid focusing on individuals (e.g., “Dr. Bigname says X, while Dr. Important says Y”). Instead, discuss individual authors as part of their respective schools of thought.</li> <li>• avoid including everything you’ve ever read, or everything ever published, on your topic. Instead, filter which literature to review based on what is directly relevant to your narrowed topic.</li> <li>• avoid stating your opinion. Instead, review the different schools of thought from within their own perspective. If you want to offer criticism of a position, describe how that position has been criticized from alternative positions within the existing literature (if criticism from alternative positions is scarce, perhaps you’ve found a lacuna to which you can make an original contribution).</li> </ul>
<b>Section 3: Methodology, including how you propose to conduct or achieve your original contribution, what you expect to find, and the expected significance and/or implication of your findings</b>	The Methodology section describes the techniques and procedures by which you propose to achieve or accomplish your original contribution. The original contribution of most dissertations is empirical, and the methodology thus involves some kind of “data” acquisition, analysis, and interpretation (how “data” is identified and defined varies study to study). An effective methodology section should: <ul style="list-style-type: none"> <li>• describe your overall methodological approach(es), including qualitative and/or quantitative, and any specific approaches you are using, such as action research, regression analysis, textual analysis, etc.</li> <li>• provide background and rationale for any methodology, especially if it is unusual or not normally used in your area of research, and cite supporting literature.</li> <li>• indicate how your methods are related to your research question and suited to your stated objective.</li> <li>• describe the specific methods of data collection you intend to use, such as surveys, interviews, participant observation, archival research, etc. Explain how you intend to select the data, such as how you plan to select people to interview or archival texts to analyze, etc.</li> <li>• explain how you intend to analyze and interpret your results, including which theories from your literature review you expect to draw on to inform your findings.</li> <li>• address potential limitations (for example, explain how you intend to control for potential confounding variables and errors, or how you propose to triangulate your findings through multiple methods), and explain why pursuing this methodology outweighs any limitations it may present.</li> </ul>
<b>Section 4: Conclusion including an overview of dissertation chapters and work timeline</b>	The Conclusion wraps things up and includes: <ul style="list-style-type: none"> <li>• a summary of the previous sections.</li> <li>• description of expected outcomes, implications, and/or limitations of your study.</li> <li>• a proposed chapter outline of your Dissertation and brief description of what is included in each chapter.</li> <li>• a work timeline — this should include a list of specific tasks and intermediate deadlines necessary to complete your Dissertation (work backwards from your defense deadline in the semester you intend to graduate to develop your timeline). Become aware of important deadlines that the UTA Graduate School may have, as well as timing constraints of your committee chair.</li> </ul>
<b>Bibliography</b>	This, along with the rest of the proposal, should be formatted according to Turabian.

## ☞ Required Textbooks and Other Course Materials

Textbooks — these textbooks are required and available for purchase from the UTA Bookstore:

1. Foucault, Michel. 1980. *Power/Knowledge: Selected Interviews and Other Writings 1972-1977*. New York: Vintage Books. ISBN: 039473954X.
2. Moser, Paul K., Dwayne H. Mulder, and J.D. Trout. 1998. *The Theory of Knowledge: A Thematic Introduction*. Oxford: Oxford University Press. ISBN: 0195094662
3. Turabian, Kate, et al. 2013. *A Manual for Writers of Research Papers, Theses, and Dissertations, 8<sup>th</sup> Ed.* Chicago: University of Chicago Press. ISBN: 0226816389.
4. (optional — we will do some work from this book but it is not available from the bookstore): Dunlap, Louise. 2007. *Undoing the Silence: Six Tools for Social Change Writing*. Oakland, CA: New Village Press. ISBN: 097660549X.

Other Course Materials — all other assigned readings listed in the syllabus, which are not in these texts, are available for download from the instructor's MavSpace (see link to "MavSpace" in Blackboard <https://elearn.uta.edu/>).

## ☞ Descriptions of Major Assignments with Due Dates:

1. **In-class participation:** Each student is expected to participate in and make quality contributions to in-class discussions and activities. This participation involves four things:
  - i) participate in the various in-class activities in a prepared way. **Due: weekly and various — see course calendar for specific due dates.**
  - ii) once per semester, (co)lead the in-class discussion of the week's substantive readings ("substantive readings" are indicated by a \* on the Course Calendar). **Due: see due dates on sign-up sheet**
  - iii) complete two take-home peer reviews during the semester of a classmate's proposal draft — each peer review involves two things: a) write a 1-2 page supportive critique of your peer's paper, and b) using proofreader marks which are downloadable from Blackboard, proofread and edit your peer's paper directly on the draft. All students are expected to complete all aspects of the peer review. **Due: October 28 and November 18.**
  - iv) make two professional-quality in-class presentations of your dissertation proposal research. Presentations should be roughly 10 minutes, and visuals (such as PowerPoint) are welcomed but not required. A 10-minute presentation is equivalent to reading 4 double-spaced pages, so please prepare accordingly, and rehearse and time your presentation in advance. **Due: October 21 and December 2.**
2. **Occasional interpretation of substantive readings:** On some weeks, as indicated in the Course Calendar, students write and submit a 1-2 page, double-spaced interpretation (not summary) of the week's substantive readings ("substantive readings" are indicated by \* on the Course Calendar). Use the writing techniques described in the other assigned readings to help write the interpretation. **Due: September 23, October 7, October 14, November 4, November 18, and November 25.**
3. **Identify and formalize your Dissertation committee chair:** By end of September, each student should identify a potential committee chair and schedule a meeting with this faculty to discuss their dissertation idea and confirm the faculty's interest. By the end of the semester, each student should have a confirmed chair of their Dissertation Committee. **Due: December 2.**
4. **Personal journal:** Throughout the semester, each student must maintain a personal journal, making at least 2-3 entries per week (daily entries are recommended to keep constant engagement with your ideas). Entries can be either electronic or handwritten. Entries should practice the writing strategies discussed in the assigned readings. Entries should focus on experiences that arise as you take the course, such as ideas or insights about your dissertation topic, reflections on your life in graduate school, struggles with making sense of things you've read or with fitting them into your framework, etc. The journal is an opportunity to write and work privately, knowing that no one else will read it, to experiment with different "voices," ideas, lines of argument, etc. There are also weekly opportunities for in-class entries into your journal. The journal is private and does not need to be handed in. **Due: daily but never submitted to instructor.**

5. **Description Summary of personal journal:** At the end of the course, each student submits a brief (no more than 4 double-spaced pages) Description Summary of their journal. The Description Summary should include interesting or illuminating excerpts, summaries, reflections, learning experiences, etc. from the journal. The writing in the Description Summary must be of professional quality and properly formatted according to the style and formatting guidelines in Turabian. **Due: December 2.**
6. **Draft dissertation proposal:** A major aim of the course is to produce a draft dissertation proposal, which is accomplished progressively in steps, via various assignments, throughout the semester. The writing techniques, as well as the substantive theories and frameworks, discussed in the course, along with your independent reading on your topic, should inform the writing of the proposal. **Due: Specific assignments are due weekly (see course Calendar for descriptions of specific assignments and due dates). Polished draft of Sections 1 + 2 due October 21. Polished draft of Sections 1, 2, +3 due November 11. Polished full draft due December 2.**

### ☞ Grading Policy:

In-class participation	15%
Selection and formalization of Dissertation committee chair	10%
Description Summary of personal journal	15%
Occasional interpretation of substantive readings	30%
Polished full draft of dissertation proposal	30%

### ☞ Attendance Policy:

- Regular class attendance is expected of all students (of course, real life is tolerated; if you must miss a class due to a conflict, please let the instructor know ahead of time)
- Students are responsible for all course information, content, and assignments that may be missed due to absence

### ☞ Academic Integrity

Academic dishonesty includes, but is not limited to, cheating on a test or other coursework, plagiarism (offering the work of another as one's own), and unauthorized collaboration or file sharing with another person. Detailed descriptions of cheating, plagiarism, and collusion are found on the Office of Student Conduct website, <http://www.uta.edu/conduct/>. Academic dishonesty is prohibited by UTA (see <http://grad.pci.uta.edu/about/catalog/current/general/regulations/#dishonesty>).

Students sometimes plagiarize because they do not know how and when it is appropriate to cite the work of others. The most common examples of plagiarism include:

- word for word copying of sentences or paragraphs without quotation marks and clear citation of the source
- closely paraphrasing sentences or paragraphs without clear citation of the source (rewrite ideas in your own words and also then cite the source)
- drawing upon or using another person's ideas, work, data, or research without clear citation of the source

**"It wasn't intentional" is NOT an excuse.**

UTA offers a tutorial on plagiarism and it is strongly advised that all SUPA students take this tutorial (<http://library.uta.edu/plagiarism/index.html>). In addition, there are many useful websites and books that provide more information about plagiarism (see, for example, <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>).

Before submitting your proposal for this course, you must run it through the SafeAssign feature of Blackboard for plagiarism detection. Please review your Originality Score and Report. You are looking for an Originality Score of 15% or less. Even if your score is less than 15% — but especially if it is NOT — please review the matches one by one to be sure: i) all your sources are properly cited, ii) paraphrasing is completely in your own words, and iii) all verbatim quotations are set off by quotation marks. You should make revisions and run your paper through as

many times as necessary to generate a clean Originality Report (“clean” = 15% or less and all matches taken care of).

### ☞ Course Calendar:

**The course is organized into four modules, corresponding more or less to the four sections of the proposal.**

**August 26: Introductions** — review syllabus, course purpose, expectations, requirements, etc.

#### MODULE 1 — Section 1 Introduction: Formulating the Topic, Research Question, and Your Original Contribution

### September 9: First Steps Toward the Proposal

Readings due:

1. Turabian, chs. 1, 2, 5, and 6: “What Research Is and How Researchers Think about It,” “Moving from a Topic to a Question to a Working Hypothesis,” “Planning Your Argument,” and “Planning a First Draft”
2. Turabian, consult Parts II & III on an as-needed basis, *pro re nata (prn)*, as you write
3. Dunlap, chs. 1, 2, 3, and 7: “We Are the Second Superpower,” “Understanding the Silence: What Keeps Us from Writing to Make a Difference,” “The Free Writing Tool,” and “The Feedback Tool”

Preparation for Class	Assignment Due In Class	In-Class Activities
1. Write a 1-2 page, double-spaced, paper on your dissertation topic as you’ve figured it out thus far. Cite sources as appropriate. In your paper, address the following items: <ul style="list-style-type: none"> <li>• Frame your topic in terms of a conceptual or applied research question (see Turabian, ch. 1).</li> <li>• Try to find a question in your topic (see Turabian, ch. 2)</li> <li>• Develop a working hypothesis or <i>argument and claim</i> (see Turabian, ch. 2, and ch. 5)</li> </ul> 2. Think about a chair for your dissertation committee	Bring your 1-2 page double-spaced paper to class. <b>Bring enough copies for the instructor plus everyone in class.</b>	<ul style="list-style-type: none"> <li>• First 10 minutes of class: Free Writing in your journal about readings and experiences this week (<b>bring your journal to class</b>)</li> <li>• Remainder of class: Engage in modified version of Dunlap’s Feedback Tool</li> </ul>

### September 16: First Steps Continued

Readings due:

1. Creswell, J. 2009. Chs. 5 and 6, “The introduction” and “The purpose statement” in *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3<sup>rd</sup> ed. Thousand Oaks: Sage. pp. 97-126
2. Montell, G. 2005. “Is it whom you know?” *Chronicle of Higher Education*. July 1.
3. Cassuto, L. 2012. “The advisor and the committee.” *Chronicle of Higher Education*. July 15.
4. Foss, K. & S. Foss. 2008. “Accomplishing the mission: Creating a partnership with your advisor.” In S. Morreale and P. Arneson (eds). *Getting the Most from Your Graduate Education: A Student’s Handbook*. Washington, D.C.: National Communication Association, pp. 59-70.

5. Turabian, consult Parts II & III *prn*, as you write

Preparation for Class	Assignment Due In Class	In-Class Activities
1. Revise and expand your 1-2 page Introduction on your dissertation topic based on feedback and this week's readings.  2. Continue to think about a chair for your Dissertation committee and set up a meeting with them to discuss your topic and their interest.	Bring your (revised) 1-2 page double-spaced paper to class. <b>Bring enough copies for the instructor plus everyone in class.</b>	<ul style="list-style-type: none"> <li>First 10 minutes of class: Free Writing in your journal about readings and experiences this week (<b>bring your journal to class</b>)</li> <li>Remainder of class: Continue modified version of Dunlap's Feedback Tool</li> </ul>

### September 23: Writing and Knowing

Readings due:

- \*Orwell, G. 1946. "Politics and the English language." *Horizon*, April 13(76): 252-265.
- \*Moser, Mulder, and Trout, ch. 1 "Epistemology: A first look," and ch. 2 "Explaining knowledge"
- \*Friedmann, J. 2011. ch. 2 "The epistemology of social practice," in *Insurgencies: Essays in Planning Theory*. New York: Routledge, pp. 29-50.
- \*Rankin, E. 1998. "Changing the hollow conventions of academic writing." *Chronicle of Higher Education*, April 3, p. A64.
- UT Arlington Graduate School. N.d. *Basic Stylistic Requirements for Thesis/Dissertations*. Arlington, TX: UTA, [http://grad.uta.edu/resources/pdf/Thesis\\_Part\\_I.pdf](http://grad.uta.edu/resources/pdf/Thesis_Part_I.pdf).
- Turabian, consult Parts II & III *prn*, as you write

Preparation for Class	Assignment Due In Class	In-Class Activities
1. Read assigned readings and write a 1-2 page double-spaced interpretation (not summary) of the week's substantive readings.  2. Continue to revise and expand your Introduction on your dissertation topic based on feedback and the assigned readings.  3. Continue to think about a chair for your Dissertation committee and set up a meeting with them to discuss your topic and their interest.	Your 1-2 page, double-spaced interpretation (not summary) of the week's substantive readings.	<ul style="list-style-type: none"> <li>First 10 minutes of class: Free Writing in your journal about readings and experiences this week (<b>bring your journal to class</b>)</li> <li>Remainder of class: In-class discussion of substantive readings</li> </ul>

## MODULE 2 — Section 2 Literature Review: Engaging Previous Research on Your Topic

### September 30: Getting Started on the Literature Review

Readings due:

1. Turabian, chs. 3 and 4, "Finding useful sources," and "Engaging sources"
2. Turabian, consult Parts II & III *prn*, as you write
3. Dunlap, chs. 4 and 5, "The process tool," and "The thinking tool"
4. Forsythe, A. 2008. "Skills in planning: Writing literature reviews." *Planetizen Blog*, December 20, <http://www.planetizen.com/node/36600>.
5. Creswell, J. 2009. Ch. 2, "Review of the literature" in *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3<sup>rd</sup> ed. Thousand Oaks: Sage. pp. 23-47.
6. Blum, S. 2009. "Academic Integrity and Student Plagiarism: A Question of Education, Not Ethics." *Chronicle of Higher Education*, February 20.

Preparation for Class	Assignment Due In Class	In-Class Activities
<p>1. Conduct a library search to determine some key texts (article, books, book chapters, etc.) on your topic.</p> <ul style="list-style-type: none"> <li>Always write as you read, rather than reading first and writing it up later.</li> </ul> <p>2. Begin your Literature Review with a 1-2 page paper based on your initial literature search.</p> <ul style="list-style-type: none"> <li>Write about, as you've discerned them thus far, the broad schools of thought, or frameworks, or positions, in the existing literature on your topic.</li> <li>Every time you consult a source, make a complete bibliographic entry, so that you don't need to go back later to trace down the source.</li> <li>In reading and writing about the literature, pay attention to the following questions and issues: Identify a weakness, or a debate, or an oversight/lacuna in the literature, and consider how you can contribute to it through your own original research.</li> <li>In preparation for your Methodology section, notice the various methods in the existing literature that have been deployed to address your topic — do the methodological approaches tend to be qualitative or quantitative, and what particular technique(s) tend to be used?</li> <li>Experiment with and figure out your voice as a writer</li> </ul> <p>3. If you have not yet met your potential Dissertation chair, do so now</p>	<p>Bring two copies of your 1-2 page Literature Review to class.</p>	<ul style="list-style-type: none"> <li>First 10 minutes of class: Free Writing in your journal about readings and experiences this week (<b>bring your journal to class</b>)</li> <li>Remainder of class: Trade paper with a partner and read their paper, highlighting the <i>metaphors</i> (Dunlap, p. 41; and p. 111) and <i>code words</i> (Dunlap, p. 95-96). Use Dunlap's Feedback Tool to give your partner feedback.</li> </ul>

### October 7: Belief and Truth, Persuasion and Writing

Readings due:

1. \*Moser, Mulder, and Trout, chs. 3 and 4, "Belief" and "Truth"
2. \*McCloskey, D. 1994. "How to do a rhetorical analysis of economics, and why," ch. 15, pp. 318-342. In R. Backhouse, ed., *New Directions in Economic Methodology*. London: Routledge.
3. \*McCloskey, D. 1985. "Economical writing." *Economic Inquiry*, 23(2): 187-222.
4. \*Toor, R. 2010. "How do you learn to edit yourself?" *Chronicle of Higher Education*, September 27.
5. \*Toor, R. 2010. "Bad writing and bad thinking." *Chronicle of Higher Education*, April 15.
6. Turabian, consult Parts II & III prn, as you write

Preparation for Class	Assignment Due In Class	In-Class Activities
<ol style="list-style-type: none"> <li>1. Read assigned readings and write a 1-2 page double-spaced interpretation (not summary) of the week's substantive readings.</li> <li>2. Continue to revise and expand your Literature Review based on feedback and additional research and readings.</li> </ol>	Your 1-2 page, double-spaced interpretation (not summary) of the week's substantive readings.	<ul style="list-style-type: none"> <li>• First 10 minutes of class: Free Writing in your journal about readings and experiences this week (<b>bring your journal to class</b>)</li> <li>• In-class discussion of substantive readings</li> </ul>

#### October 14: Rationalism, Knowledge, and Critique

Readings due:

1. \*Moser, Mulder, and Trout, ch. 5 "Justification and Beyond"
2. \*Bordo, S. 1987. ch. 6, "The Cartesian masculinization of thought and the seventeenth-century flight from the feminine," in *The Flight to Objectivity: Essays on Cartesianism and Culture*. Albany: SUNY Press, pp. 97-118.
3. \*Latour, B. and S. Woolgar. 1986. chs. 4 (pp. 174-184 only) and 6, "The microprocessing of facts," and "The creation of order out of disorder," in *Laboratory Life: The Construction of Scientific Facts*. Princeton: Princeton University Press., pp. 174-184 and 235-261.

Preparation for Class	Assignment Due In Class	In-Class Activities
<ol style="list-style-type: none"> <li>1. Read assigned readings and write a 1-2 page double-spaced interpretation (not summary) of the week's substantive readings.</li> <li>2. Continue to expand your Literature Review based on feedback and additional research and readings. Elaborate how your work expects to contribute to the existing literature and how your work is different from what has already been done.</li> <li>3. Separate the "Introduction" and "Literature Review" into distinct sections with section titles, and be sure you have a distinct subsection within the Introduction that states your claim and research question.</li> </ol>	Your 1-2 page, double-spaced interpretation (not summary) of the week's substantive readings.	<ul style="list-style-type: none"> <li>• First 10 minutes of class: Free Writing in your journal about readings and experiences this week (<b>bring your journal to class</b>)</li> <li>• In-class discussion of substantive readings</li> </ul>

**October 21: Final Draft of "Introduction" and "Literature Review" Submitted for Peer Review**

Readings due:

1. Turabian, chs. 7, 9, 11, and 13, "Drafting your report," "Revising your draft," "Revising sentences," and "Presenting research in alternative forums"
2. Turabian, consult Parts II & III *prn*, as you write
3. Munger, M. 2010. "10 tips on how to write less badly." *Chronicle of Higher Education*, September 6.
4. UT Arlington Graduate School. N.d. *UT Arlington Graduate School Manual of Style: Overview of the Thesis and Dissertation Process and General Advice*. Arlington, TX: UTA, [http://grad.uta.edu/resources/pdf/Manual\\_Of\\_Style.pdf](http://grad.uta.edu/resources/pdf/Manual_Of_Style.pdf)
5. UT Arlington Graduate School. N.d. *Dissertation Template*. Arlington, TX: UTA, [http://grad.uta.edu/resources/office/Part\\_L\\_Dissertation.pdf](http://grad.uta.edu/resources/office/Part_L_Dissertation.pdf)
6. Please download "Proofreaders Marks" from **Blackboard**

Preparation for Class	Assignments Due In Class	In-Class Activities
<ol style="list-style-type: none"> <li>1. Combine your "Introduction" and "Literature Review" sections into one paper that is roughly 10-12 page double-spaced.</li> <li>2. Proofread and revise this integrated version of your paper, into a well-worked and fairly polished draft that is properly formatted, including a properly formatted bibliography (bibliography is in addition to the 10-12 pages). <ul style="list-style-type: none"> <li>• The writing techniques discussed in the course thus far, along with your independent reading on your topic, should inform the content and structure of your paper. Style and format should conform to Turabian.</li> </ul> </li> <li>2. Prepare a 10-minute oral presentation on your paper.</li> </ol>	<ol style="list-style-type: none"> <li>1. Bring one copy, typed double-spaced with properly formatted bibliography, to submit for peer review.</li> <li>2. Make a 10-minute oral presentation on your paper.</li> </ol>	<ul style="list-style-type: none"> <li>• First 10 minutes of class: Free Writing in your journal about readings and experiences this week (<b>bring your journal to class</b>)</li> <li>• 10-minute oral presentation on your paper (a 10-minute presentation is roughly the equivalent of reading four double-spaced pages out loud, so prepare accordingly)</li> </ul>

**MODULE 3 — Section 3 Methodology:  
How You Will Make Your Original Contribution**

**October 28: Getting Started on the Methodology**  
**Guest speaker, Robin Dickey, on UTA IRB process**

Readings due:

1. Turabian, chs. 8, 12, and 14, "Presenting evidence in tables and figures," "Learning from your returned paper," and "On the spirit of research"
2. Blackwell, A. H. 2000. "Reviews of journal manuscripts: nasty, petty, arrogant." *Chronicle of Higher Education*, June 2.
3. Brainard, J. 2008. "Incompetence tops list of complaints about peer reviewers." *Chronicle of Higher Education*, August 27.

4. Cabin, R. J. 2010. "Skim this article (or just skip it)." *Chronicle of Higher Education*, March 7.
5. Wisker, G. 2007. "Choosing appropriate research methodologies and methods." From *The Postgraduate Research Handbook*, 2<sup>nd</sup> ed. Basingstoke: Palgrave Macmillan. **MavSpace**
6. U.S. Department of Health, Education, and Welfare. 1979. *The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research*. Washington, DC: OPRR Reports.
7. UT Arlington Regulatory Services. N.d. *Guidance to Criteria for Institutional Review Board (IRB) Approval*. Arlington, TX: UTA, <http://www.uta.edu/ra/oric/human/criteriaforapproval.htm>.

Preparation for Class	Assignment Due In Class	In-Class Activities
<ol style="list-style-type: none"> <li>1. Edit and proofread your peer's paper using proofreader marks. Also write a short review essay (1-2 double-spaced pages) evaluating the paper's content.</li> <li>2. Review various methodologies from your methods classes, as well as from the literature on your topic, and narrow down the methodological approach(es), as well as data sources and analytical techniques, you propose to use in your dissertation.</li> <li>3. Write a 1-2 page, double-spaced, paper explaining your methodology(ies) as you've figured it out thus far. In your paper, address the following questions and issues as you've figured it out thus far: <ul style="list-style-type: none"> <li>• data source(s)</li> <li>• methods of data collection</li> <li>• analytical techniques</li> <li>• why you would argue these methods are suited to your project</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Bring both your Peer Review essay and your peer's marked-up manuscript to class to return to the author.</li> <li>2. Bring 2 copies of your 1-2 page Methodology paper to class.</li> </ol>	<ul style="list-style-type: none"> <li>• Return your peer review</li> <li>• Guest speaker, Robin Dickey, on UTA IRB process</li> <li>• Remainder of class: Trade paper with a partner and read their paper, highlighting the <i>metaphors</i> (Dunlap, p. 41; and p. 111) and <i>code words</i> (Dunlap, p. 95-96). Use Dunlap's Feedback Tool to give your partner feedback.</li> </ul>

#### November 4: Subjugated Knowledges

Readings due:

1. \*Foucault, chs. 5 and 6, "Two lectures," and "Truth and power"

Preparation for Class	Assignment Due In Class	In-Class Activities
<p>1. Read assigned readings and write a 1-2 page double-spaced interpretation (not summary) of the week's substantive readings.</p> <p>2. Continue figuring out your research methodology(ies). Revise and expand your paper from last week to include the expanded understanding and information you're becoming aware of. As you think about and write your methodology section, pay attention to the following issues and questions:</p> <ul style="list-style-type: none"> <li>• indicate how your methodological approach fits the overall research design</li> <li>• describe the specific type(s) of data and methods of data collection you are going to use (e.g. surveys, interviews, questionnaires, observation, archival research, census data, etc.)</li> <li>• explain how you intend to analyze and interpret your results (e.g., statistical analysis? textual analysis? any particular software? etc.)</li> <li>• provide background and rationale for methodologies that are unfamiliar</li> <li>• address potential limitations.</li> </ul> <p>3. Create a "Methodology" section in your proposal and integrate your written work on methods into your proposal.</p>	<p>Your 1-2 page, double-spaced interpretation (not summary) of the week's substantive readings.</p>	<ul style="list-style-type: none"> <li>• First 10 minutes of class: Free Writing in your journal about readings and experiences this week (<b>bring your journal to class</b>)</li> <li>• In-class discussion of substantive readings</li> </ul>

**November 11: Final Draft of "Introduction," "Literature Review," and "Methodology" Submitted for Peer Review**

**Guest Speaker, Angelita Winter, on Grants and Funded Research**

**Readings due:**

1. Turabian, ch. 10, "Writing your final introduction and conclusion"
2. Bentley, L. P. 2010. "Grant-writing tips for graduate students." *Chronicle of Higher Education*, November 11.
3. Henson, K. T. 2003. "Debunking some myths about grant writing." *Chronicle of Higher Education*. June 26.
4. Kiparsky, M. 2006. "How to win a graduate fellowship." *Chronicle of Higher Education*, May 11.
5. National Science Foundation. 2006. SBE Doctoral Dissertation Research Improvement Grants. Arlington, VA: NSF, <http://www.nsf.gov/pubs/2006/nsfo6605/nsfo6605.pdf>.
6. Please review this website: <http://www.uta.edu/ra/GCS/grantwriting.htm>

Preparation for Class	Assignment Due In Class	In-Class Activities
Revise and expand your paper into a roughly 15-20 page (double-spaced) revised version, which now includes well-worked and fairly polished Sections 1, 2, and 3: "Introduction," "Review of Literature," and "Methodology," plus a properly formatting bibliography (bibliography is in addition to the ±15-20 pages). The feedback, peer reviews, writing techniques discussed in the course, along with your independent reading on your topic, should all inform the content and structure of your paper. Style and format should conform to Turabian.	Bring one copy, typed double-spaced with properly formatted bibliography, to submit for peer review.	<ul style="list-style-type: none"> <li>First 10 minutes of class: Free Writing in your journal about readings and experiences this week <b>(bring your journal to class)</b></li> <li>Guest Speaker on Grants and Funded Research</li> </ul>

**MODULE 4 — Section 4 Conclusion:  
Summarizing It All and Timeline for Staying on Track**

**November 18: Author-ity, Power, and Knowledge**

Readings due:

- \*Foucault, ch. 10 "The History of Sexuality" Foucault, ch. 3, "Body/Power"
- \*Hall, S. 2003. Ch. 1, (pp. 41-64 only), "The Work of Representation," in S. Hall, ed., *Representation: Cultural Representations and Signifying Practices*. Thousand Oaks: Sage.

Preparation for Class	Assignment Due In Class	In-Class Activities
<ol style="list-style-type: none"> <li>Read assigned readings and write a 1-2 page double-spaced interpretation (not summary) of the week's substantive readings.</li> <li>Edit and proofread your peer's paper using proofreader marks. Also write a short review essay (1-2 double-spaced pages) evaluating the paper's content.</li> <li>Begin writing your "Conclusion" section, and pull together and revise your entire proposal. Begin writing your timeline for completing the Dissertation, including significant milestones you must achieve to stay on schedule for the date you plan to graduate.</li> </ol>	<ol style="list-style-type: none"> <li>Your 1-2 page, double-spaced interpretation (not summary) of the week's substantive readings.</li> <li>Bring both your Peer Review essay and your peer's marked-up manuscript to class to return to the author.</li> </ol>	<ul style="list-style-type: none"> <li>Return your peer review</li> <li>First 10 minutes of class: Free Writing in your journal about readings and experiences this week <b>(bring your journal to class)</b></li> <li>In-class discussion of substantive readings</li> </ul>

**November 25: What is knowledge?**

Readings due:

- \*Sokal, A. 1996. "Transgressing the boundaries: Toward a transformative hermeneutics of quantum gravity." *Social Text*, 14(1 & 2): 217-252.
- \*Sokal, A. 1998. "What the *Social Text* affair does and does not prove." *Critical Quarterly*, 40(2): 3-18.
- \*Sehy, D.W. 1990. "A Kubler-Rossian analysis of the stages of self-deception in the completion of master's and doctoral theses." *Journal of Polymorphous Perversity*, 7(2): 5-9.
- \*Moloney, M. E. 2010. "Just stay there." *Chronicle of Higher Education*, April 4.

Preparation for Class	Assignment Due In Class	In-Class Activities
1. Read assigned readings and write a 1-2 page double-spaced interpretation (not summary) of the week's substantive readings.  2. Continue writing and revising your "Conclusion" section and your timeline for completing the Dissertation.  3. Integrate, revise, and pull together your entire proposal. Consult p. 2 of the syllabus to be sure each section of the proposal includes the major components.	Your 1-2 page, double-spaced interpretation (not summary) of the week's substantive readings.	First 10 minutes of class: Free Writing in your journal about experiences this week ( <b>bring your journal to class</b> ) In-class discussion of substantive readings

## December 2: Final Draft Of Complete Proposal

Readings due:

- White, S. S. 2010. *Preparing a Good ACSP Abstract: Advice for PhD Students*. Tallahassee, FL: Association of Collegiate Schools of Planning, <http://www.acsp.org/sites/default/files/ACSP%20-%20Ph%20D%20%20student%20abstract%20advice.pdf>.
- ACSP. 2009. *Sample of a Good Abstract Submission for the ACSP Conference*. Tallahassee, FL: Association of Collegiate Schools of Planning, <http://www.acsp.org/sites/default/files/GoodAbstractSample.pdf>.
- Templeton, E. 2010. "How to deliver an effective conference paper." *Chronicle of Higher Education*, December 22.

Assignment Due In Class	In-Class Activities
1. The 20-30 page final draft of your complete proposal with all sections.  2. Description Summary of your Journal.  3. A 10-minute oral presentation on your paper.	<ul style="list-style-type: none"> <li>First 10 minutes of class: Free Writing in your journal about readings and experiences this week (<b>bring your journal to class</b>)</li> <li>10-minute oral presentation on your paper (a 10-minute presentation is roughly the equivalent of reading four double-spaced pages out loud, so prepare accordingly)</li> </ul>

## ☞ The Stuff at the End of the Syllabus

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at <http://www.uta.edu/disability> or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/resources>.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days

before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located up the stairs. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.