



**RESEARCH IN COMMUNITY & ENVIRONMENTAL SOCIOLOGY  
C&ES 985  
FALL SEMESTER 2018**

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**Credits:** One credit; For each hour (50 minutes) of classroom instruction, students are expected to spend a minimum of two hours of out of class work per week.

**Course Description:** C&E Sociology is a training seminar. As such, it does not have a regularly arranged list of readings although semester by semester there may be weeks when a presenter requires reading a paper before discussing it in class. Attendance, constructive criticism of presentations, reading presenter's papers as necessary are all parts of the expected work of the seminar to be completed by all participants. Please note that one credit is the normal load and does not require consent.

**Course Designation:** Graduate

**Meeting Time and Location:** 11:00-12:00 Wednesdays/ Room 354 Agricultural Hall

**Instructional Mode:** Seminar

**Requisites:** Graduate Standing

**Learning Objectives:** Upon completion of this course, I expect students to be able to:

1. Students will demonstrate a broad understanding of major theories, methodologies, and research findings in the community and environmental sociological literature.
2. Students will develop analytical thinking skills that enable them to evaluate information pertinent to their research question.
3. Students will communicate in a clear, organized engaging manner, using language, methods, and critical tools appropriate to the social sciences.
4. Students will understand, recognize, and apply principles of ethical and professional conduct.

**Grading:** Students registered for one credit are expected to attend regularly and participate as a constructive critic of the work being presented by faculty, fellow students and visiting scholars. They are also expected to choose from among the listed professional training exercises and make sure the coordinator for the seminar knows in a timely way which ones they are doing and with what additional faculty advising if any. The assignment is due on the last day of class. Choose **one** of the following exercise:

**Exercise 1** – develop and post a five-year plan (see <http://theprofessorisin.com/2014/05/09/in-response-to-popular-demand-more-on-the-5-year-plan/> as a one-page model) Consider your current goals in terms of experience, skills, and research areas to be developed.

**Exercise 2** – Using Web of Science 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.

**Exercise 3** –What are “your” journals? Using citations, bibliographies in some recent articles you like, the *2014 ASA Guide to Publishing in Journals* and WoS Journal Citation Reports put together a list of journals in which you can imagine publishing your work (should be at least ten such journals listed) and annotate each as to its apparent selectivity and impact and (if available on the web) typical review times.

**Exercise 4** – Have a serious conversation with YOUR major advisor about your MA and your 5-year plan. Discuss the research planned and how it will be used for publication (yours? Co-authored?) and the details of the next year’s work. Make sure you and your advisor share an understanding of your respective roles in funding, carrying out, writing up and publishing this research and place these in your IDP. Turn your IDP in officially to Charlotte, your major advisor and unofficially share it here.

**Exercise 5** -- Write and practice delivering your “elevator speech” about your current research. What are you doing and how are you doing it and what difference will it make, all in 1-2 minutes. Write up the one-page (double spaced) version that is your draft “script.”

**Exercise 6** -- Get your IRB certification if you have not yet done so. Go through the website for submitting a proposal and see what is expected. See also UW resources & contacts on *IRB Insider* <https://kb.wisc.edu/sbsedirbs/68245>

**Exercise 7**-Reverse outline one published paper in your own field in the journal you are aiming for getting into. Take the “engine” apart and examine how it works – what are the headings, the number of words in each subsection, the way the figures or tables look. How do the authors discuss what they present in quotes or tables? What do you like and dislike about the prose? The

uses of citation? The clarity of the results? Write an outline of it and a 500 word assessment of what it does well/poorly and discuss this with at least one faculty member of your choice.

**Exercise 8** -- Do a “shadow review” with your advisor or someone else with whom you closely work, who is reviewing a submission for some journal. Compare your review of the paper with theirs and discuss differences in content or tone. Ask later to see the full set of reviews for that paper

**Exercise 9** – write a revision memo outlining how you have responded to the specific feedback you have gotten on any paper of your own. Feedback can be from fellow grad students, department faculty or outside reviewers. Discuss this memo with any faculty member of your choice.

**Exercise 10** – write a 500-800 word policy brief based on your current research.

**Exercise 11** -- write a blog post on some collaborative sociological blog, either associated with the department or not.

**Exercise 12** -- Volunteer to do a presentation at this training seminar or in another venue, on or off campus and/or develop a practice job talk.

**Exercise 13** -- Research book publishers, starting with your own book shelves. What ranges of publishers in terms of type, prestige, location can you see as characterizing your purchases? How do you use ASA book exhibits to decide what to buy, how do you decide what to read from the library rather than buy? Do you research the cost of textbooks you assign to your students? Write up about 250 words of assessment of your book strategy and a question you can't answer about publishers.

**Exercise 14** -- Write up your current cv and an imaginary future cv (assuming 3-5 years have passed) geared to the type of job you are (or think you want to be) applying for. Put your own, professional looking cv online. Share with us a draft for your cv for 5 years from today. And do your future cv as realistically as you can be about intermediate steps/time line (year you first present a paper, year you submit for review, year it appears; where/what audiences you speak to; how you are drawing in faculty or peers as coauthors); how your research and teaching are combined.

**Exercise 15** -- review your current cv in relation to your IDP and make sure that you have posted an accurate short bio to the seminar website.

**Academic Integrity:** By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to [studentconduct.wiscweb.wisc.edu/academic-integrity/](http://studentconduct.wiscweb.wisc.edu/academic-integrity/).

**Accommodations for Students with Disabilities: McBurney Disability Resource Center syllabus statement:** “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.”

**Diversity & Inclusion: Institutional statement on diversity:** “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

**Student Rights & Responsibilities:** Every member of the University of Wisconsin-Madison community has the right to expect to conduct his or her academic and social life in an environment free from threats, danger, or harassment. Students have the responsibilities to conduct themselves in a manner compatible with membership in the university and local communities.