PPD 710a Doctoral Research Seminar. Fall 2014 Martin H. Krieger, RGL 317, available by appointment usually within 24 hrs, email or call: [krieger@usc.edu](mailto:krieger@usc.edu) 213 740 3957

12-1:50 Thursday, RGL 304 20Ag14

The PhD is a professional degree, the profession being teaching and research, in general a bureaucratic professional role (in a university, in government, in a research institution, in a consulting firm). (If you teach, keep in mind that much of your life may be spent with late adolescents, some with adults, and some with colleagues of undetermined maturity.) Besides all the regular courses, you will do an extensive research project, in part to train you to do more such projects over your career. The craft skills involved in doing such a project are not well-denominated by being smart or the like: often they involve showing up on time, doing what you are supposed to do, and not getting yourself in trouble. See my *The Scholar’s Survival Manual* (Indiana, 2013).

While you will be taking courses on research, and one on teaching, what you need to do as well is to find a model that suits you, probably from the USC faculty. You won’t be the same, but that takes much of the abstraction of methods courses and makes it real.

Our main activity will be reading papers by our faculty, ahead of their presenting their work to us for about 20 minutes. Then you will be asking them questions, and it is *vital* that you come to class having done the reading and with several questions. Please write out one or two questions, and please hand them in at the end of the class. See below. After an hour, the speaker will leave and we can continue the discussion. What we want to learn is how to read, how to be usefully critical, what makes for good research, and how to learn to get better.

Each week you will hand in a one page memorandum saying what you take to be the main point or two of the paper and your questions. These must be handed in on time. They will count for about 75% of your grade and that includes your asking questions of the speaker in class. I also want you to spend some time looking over journals in your field of interest, say the last three years of three journals. Often, but not always, you can do this through the USC electronic portal. Otherwise, the Libraries. You will also write a 3-5 page memorandum and the kind of problem you may want to work on for your dissertation and provide from the scholarly literature (those journals) a model for the research you want to do. We’ll spend time on your research agendas.

Don’t plagiarize. If you use someone’s words (say more than 5 in a row) use quotation marks and give a reference. By the way, if we admitted you, we are sure that you are more than capable of doing well here, and doing a quite respectable dissertation. Moreover, we are committed to your future professional success, and will train and guide you. Your success is our success.

Schedule

1 28-Aug Introduction MK

2 4-Sep Jennifer Miller

3 11-Sep Fynwyn Prager

4 18-Sep Alice Chen

5 ~~25-Sep~~ moved to another day—your thesis topics

6 2-Oct Kathleen Dougherty

7 9-Oct Nick Duquette

8 16-Oct Darius Lakdawalla

9 23-Oct Julie Zissimopolous

10 30-Oct Bill Resh

11 6-Nov Annette Kim

12 13-Nov Emma Aguila

13 20-Nov OPEN

14 27-Nov Thanksgiving

15 4-Dec Summary of course

**Statement for Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: <http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html>, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) [ability@usc.edu](mailto:ability@usc.edu).

**Statement on Academic Integrity**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include  the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, ([www.usc.edu/scampus](http://www.usc.edu/scampus) or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

**Emergency Preparedness/Course Continuity in a Crisis**

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.