

# ARTEDUC 7711

## Designing and Writing Research Proposals

### Spring 2022

This course is designed to assist in understanding the nature and purpose of the dissertation proposal as well as the strategies necessary to conceive of it and construct it.

#### **General Information:**

Class meets Thursdays 1:00 PM-3:45 PM  
Sullivant Hall 131

*Should Class Meet Online, we will meet at:*

<https://osu.zoom.us/j/95090385165?pwd=aFZhQ21OUXJoYXo5QVdyNmxrY0RjZz09>

Meeting ID: 950 9038 5165

Password: 678750

#### **Professor:**

Dr. Rachel Skaggs  
Lawrence and Isabel Barnett Assistant Professor of Arts Management  
Arts Administration, Education, and Policy  
The Ohio State University  
Email: [skaggs.131@osu.edu](mailto:skaggs.131@osu.edu)

#### **Office Hours:**

Online by appointment. Schedule and include a Zoom link in the invitation on Calendly:

<https://calendly.com/rachelskaggs>

*NOTE: All students must come to office hours at least once during the semester as part of the participation grade. Office hours must be booked a minimum of one full business day before the meeting time, or the meeting will be cancelled.*

#### **Course Mission and Objectives:**

Broadly, the mission of this class is to understand the dissertation and proposal process, conceive of and develop your planned scholarly contribution, and write in a scholarly community.

- Understand university and departmental expectations and requirements for the dissertation process
- Confirm a dissertation advisor and identify a committee whose expertise and mentorship will contribute to your scholarly development
- Specify an appropriate scope and scale for your dissertation project
- Articulate what a contribution is and how a dissertation can make a contribution to an academic conversation
- Recognize the role of the dissertation within a scholar's publication pipeline
- Build community around shared writing practice and empathetic scholarly critique
- Draft a dissertation proposal within your scholarly community toward your anticipated contribution

## Required Readings:

*This semester we will be reading several actual dissertation proposals along with the published articles and/or books that have stemmed from these proposals. Dissertation and book proposals have been shared in confidence by their authors and should only be used for this class's purposes. You do not have permission to cite or share these beyond this class.*

### Books

- Gerber, Alison. 2017. *The Work of Art: Value in Creative Careers*. Stanford University Press.
- Leavy, Patricia. 2017. *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-based, and Community-based Participatory Research Approaches*. NY: Guilford Press.
- Wohl, Hannah. 2020. *Bound by Creativity: How Contemporary Art Is Created and Judged*. University of Chicago Press.
- Zerubavel, Eviatar. 1999. *The Clockwork Muse: A Practical Guide to Writing Theses, Dissertations, and Books*. Harvard University Press.

### Articles

- Chong, Phillipa. 2011. "Reading Difference: How Race and Ethnicity Function as Tools for Critical Appraisal." *Poetics* 39(1):64–84.
- Chong, Phillipa K. 2021. "Dilemma Work: Problem-Solving Multiple Work Roles Into One Work Life." *Work and Occupations*.
- Schaap, Julian, Jeroen Van der Waal, and Willem De Koster. 2021. "Black Rap, White Rock: Non-Declarative Culture and the Racialization of Cultural Categories." *Sociological Inquiry*.
- Schaap, Julian, Jeroen van der Waal, and Willem de Koster. 2019. "Improving Empirical Scrutiny of the Habitus: A Plea for Incorporating Implicit Association Tests in Sociological Research." *Sociology* 53(5):967–76.

Dissertation Proposal Documents: Phillipa Chong, Alison Gerber, Julian Schaap, Hannah Wohl.

### University and Departmental Documents

- Department of Arts Administration, Education, and Policy. *Appointments, Promotion, and Tenure Criteria and Procedures*.
- The Ohio State University College of Arts and Sciences. *Promotion and Tenure External Evaluator College Approval Process*.
- The American Sociological Association. *Counting Invisible Workload: A Resource for Faculty from Underserved Communities*

Curriculum Vitae: Phillipa Chong, Alison Gerber, Julian Schaap, Hannah Wohl.

### Recommended Supplementary Readings

#### Book

- Chong, Phillipa. 2020. *Inside the Critic's Circle: Book Reviewing in Uncertain Times*. Princeton University Press.

#### Dissertations

- Chong, Phillipa. 2014. *Understanding Critics: Evaluation from the Perspective of Book Reviewers*. PhD Dissertation, Department of Sociology, University of Toronto.
- Gerber, Alison. 2014. *Art Work?: Tradition, Rationalization, and the Valuation of Contemporary Artistic Practice*. PhD Dissertation, Yale University.
- Schaap, Julian. 2019. *Elvis Has Finally Left the Building: Boundary Work, Whiteness, and the Reception of Rock Music in Comparative Perspective*. PhD Dissertation, Department of Arts and Culture Studies, Erasmus University Rotterdam.
- Wohl, Hannah. 2017. *Creative Visions: Innovation and Style in the Production of Contemporary Art*. PhD Dissertation, Department of Sociology, Northwestern University.

#### Book Prospectus

- Wohl, Hannah. *Creative Visions: Innovation and Style in the Production of Contemporary Art*. Book Prospectus.

## Course Policies

**Attendance:** Attendance is a requirement of this course, and there will be no make-up sessions if you are absent. Course slides and supplemental materials will be posted on Carmen within 24 hours after course meetings, and you may speak with your peers to clarify any missed material. Our class only meets once per week, so each absence is a full missed week of class. If you are absent more than two times, you will begin losing half a letter grade per absence. Please reach out to me via email if there are extenuating circumstances that you think should be an exception from this policy.

**IF YOU ARE EXHIBITING SIGNS OF ILLNESS, DO NOT COME TO CLASS.**

**Late Work:** Late work will be accepted but penalized 10% per day it is late.

**Academic Misconduct:** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

**Plagiarism:** Copying/claiming someone else’s words, ideas, or works (i.e., essays, term papers, in part or in full) as your own is considered plagiarism. A proper reference style should be used when using words or ideas of other people. Suspected cases of plagiarism will be reported immediately to the Committee on Academic Misconduct. The Committee regards academic misconduct as an extremely serious matter, with serious consequences that range from probation to expulsion. *If in doubt, credit your source.* Be sure to consult the course instructor if you have questions about plagiarism, paraphrasing, quoting, or collaboration. Consider using a citation manager like Zotero or Mendeley—using it now will help you immensely during graduate school and beyond in your writing and citation practices!

### Disability Services:

Students with disabilities that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue; telephone 292-3307, TDD 292-0901; [slds@osu.edu](mailto:slds@osu.edu)

The SLDS has additional policies and resources related to the COVID-19 pandemic and its impact on their services. These additional policies can be found on Carmen in the file titled SLDS COVID-19.

### Title IX Information:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the

appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

**Mental Health Services:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life's Counseling and Consultation Service (CCS)** by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).

#### **COVID-19 Contingency Plans:**

Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes *following university mask policies* and maintaining a safe physical distance at all times. Non-compliance will be warned first, and disciplinary actions will be taken for repeated offenses.

We must all be flexible and kind to ourselves and each other during this unprecedented time. It is possible that we will need to shift courses online for some or all weeks of the course, depending on OSU's orders and the evolving public health situation in Columbus and elsewhere. If that is the case, specific instructions will be sent to all students via Carmen.

Please act responsibly to protect yourself and others during this time. Consider how you can protect yourself and others by acting responsibly, social distancing, and always wearing a mask on and off campus when social distancing is not possible. **If you have symptoms of COVID-19 or have been exposed to someone with COVID-19 do not come to class—you will not be penalized for missing class.**

**Masks are required in class at all times.** This is not negotiable, and students who do not comply with this policy will be asked to leave class immediately. The instructor and all students will follow all OSU policies related to COVID-19 safety, and we will work together to make sure that your learning and progress in the course is minimally affected.

Resources and information will no doubt change throughout the semester, but students may refer to these sites for ongoing updates and information:

<https://safeandhealthy.osu.edu/>

<https://keeplearning.osu.edu/>

**We are all doing a hard thing, so let's all do our best and be kind to ourselves and to one another.**

## Assignments (Rubrics available on Carmen):

All assignments listed on the syllabus are due **before the next week's class begins**. This means that an assignment in week 1 will be due, submitted on Carmen, before the start of week 2's class.

### Participation in Class Discussions, IRB Certification, & Office Hours Visit

Students will be active participators in course discussions, having read and prepared themselves for each class session. Students are required to come to the instructor's virtual office hours at least once, to be scheduled individually via Calendly. Additionally, students are required to complete OSU's IRB ethics courses online, a prerequisite to conducting independent research; proof of completion of these modules is due by January 27<sup>th</sup> on Carmen as part of the participation grade.

### Leading Class (4)

Each student will be required to lead class, in pairs or trios, each week after the first week of class. The student-led portion of class should focus on, rather than on content alone, addressing the readings with a specific focus on what the readings tell us about how a proposal, dissertation, or published writing can teach us about how to plan, propose, execute, and publish scholarly research. Students will sign up for their presentation weeks during the first class. Students who present on Feb 10, 17, 24, March 3, 10, and April 7 will be responsible for generating the readings as specified on the schedule. Suggested readings for these weeks should be submitted by presenters before the prior class begins. The instructor will then post the readings on Carmen or reply with counter-suggestions if the suggested readings are not relevant, come from a non-reputable source, or are not empirically rigorous enough to be used as an instructive tool. While student class leaders are responsible for generating discussion about the readings, all students should come prepared to substantively contribute to the discussion.

### Research Process Memos (7)

Students will write seven research process memos throughout the semester. These memos should fully address the prompt as directed on Carmen.

### Peer Review & Response Memos (7)

In class, we will learn how to be empathetic critical reviewers of scholarly writing. Critique and peer review are key to writing in a scholarly community and making a contribution through research. Students will peer review each other's writing drafts via Google Docs, providing substantive critique, comments, and suggestions for relevant ideas that will help the writer improve the substance and style of their work. Once students have received their peer review comments, they will draft a one-page memo detailing if and how they plan to address substantive comments. Peer reviewers should complete their review by Monday at midnight (unless they make other arrangements with the person whose work they are reviewing) to allow the writer time to think about the critique and write a response memo before the beginning of the next class session. The instructor will also provide peer review in this format, on the same google doc by Monday at midnight unless other arrangements are made.

### Dissertation Proposal Draft and Final Peer Review

The final assignment is to write a complete draft of your dissertation according to the university, department, and advisor guidelines that you have come to understand throughout the semester. Each student is also responsible for peer reviewing two of their peers' proposals. The instructor will also provide peer review in this format.

## How do the assignments align with course objectives?

	Understand the dissertation and proposal process	Conceive of & develop your planned scholarly contribution	Build a scholarly community	Grade %
<b>PARTICIPATION</b>	X		X	10%
<b>LEADING CLASS (4)</b>	X		X	10%
<b>RESEARCH PROCESS MEMOS (7)</b>	X	X		35%
<b>PEER REVIEW AND RESPONSE MEMOS (7)</b>		X	X	20%
<b>DISSERTATION PROPOSAL</b>		X		15%
<b>FINAL PEER REVIEW</b>			X	10%

## OSU Grading Scale:

	A (93%-100%)	A- (90% - 92%)
B+ (87%-89%)	B (83% - 86%)	B- (80% - 83%)
C+ (77% - 79%)	C (73% - 76%)	C- (70% - 72%)
D+ (67% - 69%)	D (63% - 66%)	E (62% - 0%)

## Course Schedule

*Course schedule is subject to change with notice from instructor.*

Date	Theme	Readings	Assignments
January 13	How Dissertations and Proposals Fit into Scholarly Communities	University and Department Guidelines	Research Process Memo 1
January 20	Social Research Peer Review	Leavy Chapter 1 Wohl 2021	Peer Review & Response Memo RPM1
January 27	Content, Theory, Method	Wohl Dissertation Proposal Gerber 2017	Case Context Ethics Training
February 3	Planning for Research	Leavy Chapter 2 & 3 Gerber Dissertation Proposal	Case Context Peer Review & Response Memo
February 10	Contributions in Research Quantitative Research	Leavy Chapter 4 Student-selected readings (2)	Research Process Memo 2
February 17	Qualitative Research	Leavy Chapter 5 Student-selected readings (2)	Peer Review & Response Memo RPM2
February 24	Mixed Methods Research	Leavy Chapter 6 Student-selected readings (2)	Theory (added to edited Case Context)
March 3	Arts-based Research	Leavy Chapter 7 Student-selected readings (2)	Theory Peer Review & Response Memo
March 10	Community-based Participatory Research	Leavy Chapter 8 Student-selected readings (2)	Research Process Memo 3
March 17	Spring Break – Class Does Not Meet		
March 24	Setting Yourself Up for Success	Schaap Proposal Schaap, van der Waal, and de Koster 2019 Schaap, Van der Waal, and De Koster 2021	Peer Review & Response Memo RPM3
March 31	Executing your plan	Chong Proposal Chong 2011 Chong 2021	Research Design (added to edited Case Context & Theory)
April 7	How to Publish Research	Journal Publication Requirements (2) Conference Submission Requirements (2) Book Submission Requirements (2)	Research Design Peer Review & Response Memo
April 14	The Dissertation's Role in Scholarly Careers and The Publication Pipeline	<i>AAEP Appointments, Promotion, and Tenure Criteria and Procedures</i> <i>OSU ASC Promotion and Tenure External Evaluator College Approval Process</i> <i>ASA Counting Invisible Workload: A Resource for Faculty from Underserved Communities</i> CVs: Wohl, Gerber, Schaap, Chong	Research Process Memo 4
April 21	Where Do We Go from Here? Writing Habits, Processes, and Practices	Zerubavel 1999	Peer Review & Response Memo RPM4 <b>DUE BY April 25!</b>

**Final writing due April 28; Final peer reviews due April 30**