

Prospectus Seminar
Mandatory PhD Course, Winter 2017/18

Instructor: Gabor Toka
Department of Political Science
Central European University

Credits: 2 CEU credits, 4 ECTS credits

Classes: 3:30-5:10 pm on Mondays and Tuesdays (see further details below)

Office hours: available time-slots can be booked through a link on my webpage at http://www.personal.ceu.hu/departs/personal/Gabor_Toka/ as well as at <http://gabortoka.youcanbook.me/>

Course Description

The objective of this seminar is to help preparing PhD dissertation proposals and think through related issues of career choice, research strategy, planning, and methodology. The course is structured around the research interests of probationary doctoral students, who present their prospectus plans in class, work together in identifying key issues in developing viable research plans, and revise their prospectus plans to reflect any feedback and insight gained in this process. The in-class discussions are to focus on the choice and formulation of the research question and the methodology; their justification in terms of relevance, timeliness, and tractability; implications in terms of workload, schedule and resources required, as well as the side-benefits offered; the translation of the research question into a manageable research agenda via hypotheses or other means; the identification of appropriate research methods; concept formation and measurement; the use of productivity enhancing tools; and last but not least presentation and publication strategy.

Learning outcome

- Ability to conceive, elaborate and defend a research plan; think through its implications for career planning, work schedule and possible side projects
- Reason analytically, applying abstract models to complex empirical situations and engage with different intellectual traditions, subfields, research designs and methodologies in the social sciences
- Ability to design, implement and write up a high quality original academic or applied research in a rigorous and consistent manner, and of sufficient quality to merit publication in peer-reviewed journals
- Ability for effective oral presentation of scholarly thoughts, developing listening and discussion skills with initiative and autonomy in various professional contexts
- Ability to harmonize the research plan with the empirical findings, to foresee the difficulties of empirical research, to integrate unexpected results

Evaluation

This course is meant to help developing your dissertation prospectus, and the prospectus will be separately graded anyway. Therefore your coursework in this seminar will be merely assessed with a pass/fail grade. To earn a pass grade you need to prepare and deliver your own two presentations thoughtfully and within the given time constraints; circulate a 500-word outline 24 hours before each of your presentations using the Dropbox folder created for this class; and help your peers with active participation at their presentations. Active participation means reading your peers' outlines beforehand as a preparation for the seminars, and making comments on them and their presentation as appropriate; i.e. personally contributing to the creation of a stimulating, engaging, focused, supportive, and yet challenging learning environment for all participants in the class.

If you miss the deadline for circulating your outline, you will have to make up for that by providing a 300-word written feedback on some other outlines in advance of their in-class presentation at a rate of one extra feedback for every three hours of missing the deadline (i.e. written feedback on eight outlines by your peers if you completely failed to circulate yours before the class). In addition, each of you will have to attend at least five of the first-presentation classes (between the third and seventh week of the term) and five of the second-presentation classes (between the eighth and twelfth week of the term), including those where you yourself present. You are of course welcome and encouraged to attend any or all events in the series beyond your mandatory quota.

Your assignments

The assignments create opportunities to improve your prospectus and its presentation. Each of you will do two in-class presentations and circulate a 500-word summary of each presentation (a highly structured handout, not a continuous text or the presentation itself) 24 hours before the event among all course participants. The presentation should be professionally prepared with slides and/or a hard-copy handout. We will have about 50 minutes for the in-class presentation and discussion of each talk. The schedule and topic of the presentations will be established via an **online booking system** that **will go live in December 2017**: watch out for an email from the instructor inviting you to edit a data sheet on Google Drive.

One of your two presentations will situate your planned dissertation work in current specialist debates very briefly, and then focus on what is new about your project and how you plan to do it. **We will allocate about 15 minutes for this type of presentations so that we have approximately 35 minutes for the discussion.** You should avoid getting into the kind of dry technical or logistical details that most of us will not be able to relate to anyway, and are better reserved for presentations in narrow circles of people working in closely related fields. Whether you work in political theory or on empirical research, make sure that you highlight what is specific about your questions, what possible answers you count with, and how your research aims at adjudicating between the truth claims of the various possible answers in a way that should look intelligible, sound and compelling for your fellow academics. Explain why you think that this project is doable with reasonable effort and the resources at your disposal, and how your professional development can benefit from it.

Your other presentation will take the form of an intermedia-level lecture about a particular

research method that you will probably use in your own dissertation research (if you do not plan to use it in your dissertation, or are not sure yet what you will use in that context, no problem). You could focus on, e.g., a particular type of text analysis or formal model; particular ways of building a theoretical narrative like ideal vs. non-ideal theory; a fieldwork technique like elite interviews; a specific comparative method, say synthetic control; an experimental setup like, say, survey-embedded conjoint analysis; or a branch of statistical methods like time-series cross-section or propensity score matching. Think of this as a test of how you would do a sample method presentation at a job talk when applying for a teaching or research job at a university; or how you would try to convince a prospectus defense committee about your mastery of a method and that the method can actually deliver what you expect from it in the context of a research project. To keep your audience interested, your talk must go considerably beyond whatever may have been discussed regarding that specific method in the Research Design and Methods course or another mandatory course in your study track. At the same time, it should be a suitable introductory lecture for fellow-students outside of your study track, i.e. bright and highly educated people who may not be familiar with your particular method at all but do share with you a general understanding of the point and variety of social science research methods in general. You have to assure that you provide an engaging and informative presentation that convinces your audience that you are – or soon will be – a competent and thoughtful user of the method who can explain to intelligent lay people what it does and why that is valuable. The talk has to clarify how and why this method can advance knowledge, and what it can do better or more conveniently than other methods. That is to say, you will need to explain how this particular method generates more or less compelling inferences about a subject matter, and why the method is particularly suitable for exploring the research questions that you are asking. **We will allocate about 25 minutes for this second presentation type so that we have approximately 25 minutes for the discussion.**

For both your presentations keep in mind that most of your audience will not be specialists in your specific field and yet you should be able to use the occasion as an opportunity to see how a broad range of IR scholars, political scientists and policy analysts from different fields see the relevance, strengths, and weaknesses of your study questions, data, methods or theory. Since all scholars are preoccupied with their own work, there are not too many times in the life of academics when intelligent peers actually pay attention to their half-cooked ideas. So start to make the most of these – usually very-very brief – opportunities, and explore whether your ideas can expect resonance among a broad range of people, or are so esoteric that you cannot reach out with them beyond a very narrow circle of colleagues. If the latter is the case, maybe you should think again: is it really such a good idea to spend time with a study question or research method that even your classmates do not get excited about? After all, ideas that most people in the discipline find uninteresting rarely lead to notable publications. Or maybe you should just improve your ability to engage a broader audience and articulate your research agenda in a way that they can better grasp its rationale? If so, this might also be a valuable lesson from this seminar, because your works will only ever receive the attention that they deserve if you can communicate them to non-specialist academics. That said, chances are that what you learn from this presentation is more about specific strengths that you actually have but may not have known about before. The self-confidence that this knowledge should give you may in turn make you a better and more engaging presenter.

Course outline

First and second class (Monday class of the first and the Tuesday class the second week of the term; there will be one class only in both these weeks)

Apart from dealing with organizational matters, these classes will feature an introductory talk and discussion about the goals and norms of the course. The topics touched upon will include the place and role of the dissertation in a career; dissertation topics, attrition rates, placement stats in different doctoral schools. The composition and role of dissertation committees. Managing relations with supervisors; conference presentations, professional associations, summer schools, soliciting feedback: which one could be useful and why; criteria for choosing a dissertation topic: what can we get out of our dissertation project and what is to be avoided; career types, the assets that can advance them, and what you can do to help yourself; structuring a dissertation and structuring a proposal; the importance of reversing the textbook order of things and prepare your literature review only after all else were complete; the central role of scholarly journal publications in regulating the attention and recognition that your work will receive; choosing outlets and titles for your papers, writing abstracts; the review process; journal rankings, impact factors, tracking citations, and why all this matter; bibliographic performance indicators and their increasing use in administrative decisions; anticipating and incorporating publication targets in a dissertation.

All remaining classes:

Presentation and discussion of draft dissertation proposals. Every participant delivers two presentations and actively participates in the discussion of other presentations.

Readings

Below you find a set of recommended introductory readings on various topics that we will get to in class at one point or another. Some entries even got the Dewey shelf numbers in front of them to cut your library search shorter.

Epistemology

Wykstra, Stephanie. 2016. "What Do We Mean by "Reproducibility"?" Available from <http://www.stats.org/what-do-we-mean-by-reproducibility>.

Lin, Winston, and Donald P. Green. 2016. "Standard Operating Procedures: A Safety Net for Pre-Analysis Plans." *PS: Political Science & Politics* 49 (03): 495-500.

300./1 Martin, Michael, and Lee C. McIntyre, eds. 1994. *Readings in the Philosophy of Social Science*. Cambridge, MA: The MIT Press. (Especially Carl Hempel's "The Function of General Laws in History", Clifford Geertz's "Thick Description: Towards an Interpretive Theory of Culture", Charles Taylor's "Interpretation and the Sciences of Man," and Jon Elster's "The Nature and Scope of Rational Choice Explanation" and "Functional Explanations in the Social Sciences".)

300./1 HOL Hollis, Martin. 1994. *The Philosophy of Social Science*. Cambridge: Cambridge University Press.

501 KUH Kuhn, Thomas S. (1962) 1970. *The Structure of Scientific Revolutions*. 2nd enlarged ed. Chicago, IL: University of Chicago Press.

501 LAK Lakatos, Imre. 1970. "Falsification and the Methodology of Scientific Research

- Programs.” in *Criticism and the Growth of Knowledge*, ed. Imre Lakatos and Alan Musgrave. Cambridge: Cambridge University Press. Available at <http://www.philosophy.ru/edu/ref/sci/lakatos.html>
- 501 LAK Motterlini, Matteo, ed. 1999. *For and Against Method: Including Lakatos's Lectures on Scientific Method and the Lakatos-Feyerabend Correspondence*. Chicago, IL: University of Chicago Press.
- Newall, Paul *et al.* 2004-. *The Galilean Library on the History and Philosophy of Science*. URL: <http://www.galilean-library.org/hps.php#>
- 121 CET Knorr Cetina, Karin. 1999. *Epistemic Cultures: How the Sciences Make Knowledge*. Cambridge, MA: Harvard University Press.
- 320./072 Gerber, Alan S., Donald P. Green, and Edward H. Kaplan. 2004. "The Illusion of Learning from Observational Research." In *Problems and Methods in the Study of Politics*, edited by Ian Shapiro, Rogers M. Smith and Tarek E. Masoud. Cambridge, UK: Cambridge University Press, pp. 251-73.

Causality

- 122 Sloman, Steven. 2009. *Causal Models: How People Think About the World and Its Alternatives*. Oxford: Oxford University Press.
- 300./72 Morgan, Stephen L., and Christopher Winship. 2007. *Counterfactuals and Causal Inference: Methods and Principles for Social Research*. Cambridge: Cambridge University Press.
- Pearl, Judea. 2015. "Causes of Effects and Effects of Causes." *Sociological Methods & Research* 44 (1): 149-164.
- Gerring, John. 2005. "Causation: A Unified Framework for the Social Sciences." *Journal of Theoretical Politics* 17 (2): 163–98.
- Mahoney, James. 2008. "Toward a Unified Theory of Causality." *Comparative Political Studies* 41 (4–5): 412–36.
- Mahoney, James, Erin Kimball, and Kendra L. Koivu. 2009. "The Logic of Historical Explanation in the Social Sciences." *Comparative Political Studies* 42 (1): 114-146.
- Brady, Henry E. 2008. "Causation and Explanation in Social Science." in *The Oxford Handbook of Political Methodology*, ed. Janet M. Box-Steffensmeier, Henry E. Brady, and David Collier. Oxford: Oxford University Press.
- Elster, Jon, 1998. "A Plea for Mechanisms." In *Social Mechanisms: An Analytical Approach to Social Theory*, ed. Peter Hedström and Richard Swedberg. Cambridge: Cambridge University Press. pp. 45–73.
- Pierson, Paul. 2000. "Increasing Returns, Path Dependence and the Study of Politics." *American Political Science Review* 94 (2): 251–67.
- Bates, Robert H., Avner Greif, Margaret Levi, Jean-Laurent Rosenthal, and Barry R. Weingast. 2000. "The Analytic Narrative Project." *American Political Science Review* 94 (3): 696-702.
- Bates, Robert H., Avner Greif, Margaret Levi, Jean-Laurent Rosenthal, and Barry Weingast. 2000. "Analytic Narratives Revisited." *Social Science History* 24 (4): 685-96.
- 320./072 Levi, Margaret. 2004. "An Analytic Narrative Approach to Puzzles and Problems." In *Problems and Methods in the Study of Politics*, edited by Ian Shapiro, Rogers M. Smith and Tarek E. Masoud. Cambridge, UK: Cambridge University Press, pp. 201-26.
- 519.5 Freedman, David A., Collier, David, Jasjeet S. Sekhon, and Philip B. Stark, eds. 2009.

Statistical Models and Causal Inference: A Dialogue with the Social Sciences.
Cambridge: Cambridge University Press.

- 330./01/5195 Angrist, Joshua D., and Jorn-Steffen Pischke. 2008. *Mostly Harmless Econometrics: An Empiricist's Companion*. Princeton, NJ: Princeton University Press.
- Keele, Luke. 2015. "The Statistics of Causal Inference: A View from Political Methodology." *Political Analysis* 23 (3): 313-335.

How theories come about

- Giles, Jim. 2011. "Social Science Lines Up Its Biggest Challenges: 'Top Ten' Crucial Questions Set Research Priorities for the Field." *Nature* 470: 18-19.
- "Hard Problems in Social Science: Proceedings from the 7-week online discussion and poll following the Hard Problems in Social Science symposium on April 10, 2010 at Harvard University." URL:
http://www.wjh.harvard.edu/~kwn/Documents/SocSci/HardProbsSocSciSummaryResultsandPollText_22March2011.pdf
- Kristof, Nicholas D. 2013. "Warnings From a Flabby Mouse." *The New York Times*, January 19. URL: <http://www.nytimes.com/2013/01/20/opinion/sunday/kristof-warnings-from-a-flabby-mouse.html>
- 300.1 King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, NJ: Princeton University Press, pp. 12-22, 75-114.
- 300./72 Silverman, David. 2000. *Doing Qualitative Research: A Practical Handbook*. London: Sage, pp. 75-87.
- 300./72 BRE Brewer, John, and Albert Hunter. 2006. *Foundations of Multimethod Research: Synthesizing Styles*. Thousand Oaks, CA: Sage, pp. 125-68.
- Gerring, John. 2001. *Social Science Methodology: A Criterial Framework*. Cambridge: Cambridge University Press.
- Hedström, Peter, and Richard Swedberg, eds. 1998. *Social Mechanisms: An Analytical Approach to Social Theory*. Cambridge: Cambridge University Press, introductory chapter.
- Glynos, Jason, and David Howarth. 2007. *Logics of Critical Explanation in Social and Political Theory*. London: Taylor and Francis Ltd.
- 300./72 Glaser, Barney G., and Anselm L. Strauss. (1967) 1999. *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Hawthorne, NY: Aldine de Gruyter.
- Schmitter, Philippe C. 2009. "The Confessions of a Repeat Offending and Unrepentant Conceptualist." Paper presented at the Mattei Dogan Prize Ceremony at the 21st IPSA World Congress of Political Science, Santiago de Chile, 12-16 July 2009 (will be posted on the e-learning site).
- Cohn, Carol. 1987. "Sex and Death in the Rational World of Defense Intellectuals." *Signs: Journal of Women in Culture and Society* 12 (4): 687-718.
- 320./01 Parsons, Craig. 2007. *How to Map Arguments in Political Science*. Oxford: Oxford University Press.

Concept formation

- Sartori, Giovanni 1970. "Concept Misformation in Comparative Politics." *American Political Science Review* 64 (4): 1033-53.
- Collier, David, and Robert Adcock 1999. "Democracy and Dichotomies: A Pragmatic Approach

- to Choices about Concepts." *Annual Review of Political Science* 2: 537-65.
- Collier, David, and James Mahoney. 1993. "Conceptual 'Stretching' Revisited: Adapting Categories in Comparative Politics." *American Political Science Review* 87: 845-55.
- 300./72 Goertz, Gary. ed. 2006. *Social Science Concepts: A User's Guide*. Princeton, NJ: Princeton University Press.
- Adcock, Robert, and David Collier. 2001. "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." *American Political Science Review* 95 (3): 529-546.
- Bevir, Mark, and Asaf Kedar. 2008. "Concept Formation in Political Science: An Anti-Naturalist Critique of Qualitative Methodology." *Perspectives on Politics* 6 (3): 503-517.
- 300./72 ZEL Zeller, Richard A., and Edward G. Carmines. 1980. *Measurement in the Social Sciences: The Link between Theory and Data*. Cambridge: Cambridge University Press.

Key methodology textbooks and handbooks on the aspiring graduate student's shelf

- 320./072 Halperin, Sandra, and Oliver Heath. 2012. *Political Research: Methods and Practical Skills*. Oxford: Oxford University Press.
- Goertz, Gary, and James Mahoney. 2012. *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*. Princeton, NJ: Princeton University Press.
- 320./072 Box-Steffensmeier, Janet M., Henry E. Brady, and David Collier, eds. 2008. *The Oxford Handbook of Political Methodology*. Oxford: Oxford University Press.
- 300.1 King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, NJ: Princeton University Press.
- 300./72 Brady, Henry E., and David Collier. eds. 2004. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Lanham, MD: Rowman & Littlefield.
- 320.072 Evera, Stephen van. 1997. *Guide to Methods for Students of Political Science*. Ithaca, NY: Cornell University Press.
- 300.1 Ragin, Charles C. 1987. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Berkeley, CA: University of California Press.
- 320./072 Yanow, Dvora, and Peregrine Schwartz-Shea, eds. 2006. In *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. New York: M.E. Sharpe
- 327./072 Trachtenberg, Marc. 2006. *The Craft of International History: A Guide to Method*. Princeton, NJ: Princeton University Press.
- 300./72 Gerring, John. 2007. *Case Study Research: Principles and Practices*. Cambridge: Cambridge University Press.
- 300./722 George, Alexander L., and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences*. Cambridge, MA: MIT Press.
- 321.8 Lichbach, Mark I. 2013. *Democratic Theory and Causal Methodology in Comparative Politics*. Cambridge: Cambridge University Press
- 300./72 Beach, Derek, and Rasmus Brun Pedersen. 2013. *Process-Tracing Methods: Foundations and Guidelines*. Ann Arbor, MI: University of Michigan Press.
- 300./72 Ritchie, Jane, and Jane Lewis, eds. 2003. *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. London: Sage.
- 300./72 Seale, Clive, Giampietro Gobo, Jaber F. Gubrium, and David Silverman, eds. 2003. *Qualitative Research Practice*. London: Sage.
- 300./72 Silverman, David. 2000. *Doing Qualitative Research: A Practical Handbook*. London: Sage.

- 300./72 Fairclough, Norman. 2003. *Analysing Discourse: Textual Analysis for Social Research*. London: Routledge.
- 327./1/01 Klotz, Audie, and Cecelia M. Lynch. 2007. *Strategies for Research in Constructivist International Relations*. New York: M.E. Sharpe.
- 320./072 Clarke, Kevin A., and David M. Primo. 2012. *A Model Discipline: Political Science and the Logic of Representations*. Oxford: Oxford University Press.
- 320./015 Morton, Rebecca B. 1999. *Methods and Models: A Guide to the Empirical Analysis of Formal Models in Political Science*. Cambridge: Cambridge University Press.
- Morton, Rebecca, and Kenneth Williams. 2010. *From Nature to the Lab: Experimental Political Science and the Study of Causality*. Cambridge: Cambridge University Press.
- McConville, Mike, and Wing Hong Chui, eds. 2007. *Research Methods for Law*. Edinburgh: Edinburgh University Press.
- K85.E67 2014 Epstein, Lee, and Andrew D. Martin. 2014. *An Introduction to Empirical Legal Research*. Oxford: Oxford University Press.
- Leopold, David, and Marc Stears, eds. 2008. *Political Theory. Methods and Approaches*. Oxford: Oxford University Press.

Academic writing, style sheets, prose, illustrations, reference managers

- 808./042 Swales, John M., and Christine B. Feak. 2004. *Academic Writing for Graduate Students: Essential Tasks and Skills*. 2nd ed. Ann Arbor, MI: University of Michigan Press.
- P301.T8 Turabian, Kate L. (revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and University of Chicago Press editorial staff). 2007. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 7th rev. ed. Chicago, IL: University of Chicago Press.
- 808./0663 Becker, Howard S., with Pamela Richards. 2007. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. 2nd ed. Chicago, IL: University of Chicago Press.
- 302.2/3 Tufte, Edward R. 2006. *Beautiful Evidence*. Cheshire, CT: Graphics Press.
- Cleveland, William S. 1993. *Visualizing Data*. Summit, NJ: Hobart Press. (Note that Stata, SAS and R/S-Plus textbook examples for this book are available from the UCLA Academic Technology Services, Statistical Consulting Group at <http://www.ats.ucla.edu/stat/stata/examples/vizdata/>)
- King, Gary, Michael Tomz, and Jason Wittenberg. 2000. "Making the Most of Statistical Analyses: Improving Interpretation and Presentation." *American Journal of Political Science* 44 (2): 347–361.
- Aschwanden, Christie. 2015. "Science Isn't Broken: It's Just a Hell of a Lot Harder than We Give it Credit for." URL: <http://fivethirtyeight.com/>, 19 August 2015.
- Kastellec, Jonathan P., and Eduardo L. Leoni. 2007. "Using Graphs Instead of Tables in Political Science." *Perspectives on Politics* 5 (4): 755-771.
- Lascher, Edward L. Jr., and Daniel Melzer. 2013. "Should 'I' Be Avoided or Embraced? Exploring Divergence between Political Scientist and Student Writing Norms." *PS: Political Science & Politics* 46 (04): 802-807.
- Association of College and Research Libraries. 2000. "Information Literacy Competency Standards for Higher Education." Available from <http://www.ala.org/ala/mgrps/divs/acrl/standards/standards.pdf>. Accessed on 12 August

2009.

<http://www.academicproductivity.com/> (A specialized site with lots of advice, including reviews of some of the many books about effective academic writing, including:)

Silvia, Paul J. 2007. *How to Write a Lot: A Practical Guide to Productive Academic Writing*. Washington, DC: American Psychological Association.

Billig, Michael. 2013. *Learn to Write Badly: How to Succeed in the Social Sciences*. Cambridge: Cambridge University Press.

Mason, Tony. 2009. "Approaching Academic Publishers." *European Political Science* 8 (3): 356-363.

Muldrow, Jason, and Stephen Yoder. 2009. "Out of Cite! How Reference Managers Are Taking Research to the Next Level." *PS: Political Science & Politics* 42 (1): 167-172.

Techniques for literature review and meta-analysis

300./72 Hart, Chris. 1998. *Doing a Literature Review: Releasing the Social Science Research Imagination*. London: Sage.

300./72 Hart, Chris. 2001. *Doing a Literature Search: A Comprehensive Guide for the Social Sciences*. London: Sage.

300./72 Cooper, Harris. 1998. *Synthesizing Research: A Guide for Literature Reviews*. 3rd ed. London: Sage. (A 4th edition came out in 2009 under the title *Synthesizing Research: A Guide for Literature Reviews*, and contains up-to-date tips on search etc.).

808./0665 Harmon, Joseph E., and Alan G. Gross, eds. 2007. *The Scientific Literature: A Guided Tour*. Chicago, IL: University of Chicago Press.

300./72 O'Leary, Zina. 2004. *The Essential Guide to Doing Research*. London: Sage, chapter 6.

300./72 Lipsey, Mark W. and David B. Wilson. 2001. *Practical Meta-analysis*. Thousand Oaks, CA: Sage.

Miscellaneous readings about doing a PhD and the social fabric around the process

Levecque, Katia, Frederik Anseel, Alain De Beuckelaer, Johan Van der Heyden, and Lydia Gisle. 2017. "Work Organization and Mental Health Problems in PhD Students." *Research Policy* 46 (4): 868-879.

Taylor, Mike. 2017. "Every Attempt to Manage Academia Makes it Worse." Entry on the Sauropod Vertebra Picture of the Week blog, 17 March 2017. URL:

<https://sympow.com/2017/03/17/every-attempt-to-manage-academia-makes-it-worse/>

Vlasits, Anna. 2017. "The Rogue Neuroscientist on a Mission to Hack Peer Review." *Wired*, 1 March 2017, URL: <https://www.wired.com/2017/03/rogue-neuroscientist-mission-hack-peer-review>

Ritzen, Jo. 2016. "European Universities During the Crisis: A Public Policy Perspective, with a Brief Excursion to the United States." *PS: Political Science & Politics* 49 (4): 822-827.

Afonso, Alexandre. 2016. "Varieties of Academic Labor Markets in Europe." *PS: Political Science & Politics* 49 (4): 816-821.

Klarner, Carl, et al. 2016. "Profession Symposium: Beyond the Ivory Tower: Political Science Careers Outside Academia." *PS: Political Science & Politics* 49 (03): 501-534.

[The Economist]. 2010. "The disposable academic: Why doing a PhD is often a waste of time." *The Economist*, 16 December. URL: <http://www.economist.com/node/17723223>

Rothman, Steven B. 2008. "Comparatively Evaluating Potential Dissertation and Thesis Projects." *PS: Political Science & Politics* 41 (2): 367-369.

- 300./72 Brewer, John, and Albert Hunter. 2006. *Foundations of Multimethod Research: Synthesizing Styles*. Thousand Oaks, CA: Sage, pp. 39-58.
- 300./72 O'Leary, Zina. 2004. *The Essential Guide to Doing Research*. London: Sage, chapter 3.
- 808./02 Dunleavy, Patrick. 2003. *Authoring a PhD Thesis: How to Plan, Draft, Write and Finish a Doctoral Dissertation*. Houndmills: Palgrave Macmillan.
- Rothgeb, John M., Annemarie Spadafore, and Betsy Burger. 2007. "Faculty Training in Political Science: Results from a Survey of Department Chairs." *PS: Political Science & Politics* 40 (4): 759-763.
- Masuoka, Natalie, Bernard Grofman, and Scott L. Feld. 2007. "The Production and Placement of Political Science Ph.D.s, 1902-2000." *PS: Political Science & Politics* 40 (02): 361-366.
- Stefuriuc, Irina, Peter Mair, Jan Erk, Lori Thorlakson, and Erin K. Jenne. 2009. "Symposium: Building an Academic Profile – Considerations for Graduate Students Embarking on an Academic Career in Political Science in Europe." *European Political Science* 8 (2): 138-74.
- Tonge, Jonathan. 2005. "The Last Bastion of Ad Hocery? Research Supervision from Idea to Viva." *European Political Science* 4 (2): 230-7.
- Muiznieks, Nils. 2009. "A Political Scientist's Experience in the Real World of Politics." *European Political Science* 8 (1): 68–78.
- Keohane, Robert O. 2009. "Political Science as a Vocation." *PS: Political Science and Politics* 42 (2): 359-363.
- Jump, Paul. 2015. "Public engagement means 'sacrificing' academic career." *Times Higher Education*, 9 July. URL: <https://www.timeshighereducation.co.uk/news/public-engagement-means-sacrificing-academic-career>
- Goldsmith, Michael, ed. 2005. *Doctoral Studies in Political Science – A European Comparison*. Budapest: espNet. Available from http://www.epsnet.org/mem_only/Doctoral%20Studies%20in%20Europe.pdf, accessed on 7 August 2009.
- APSA Task Force on Graduate Education. 2004. "2004 Report to the APSA Council." Washington, DC: The American Political Science Association. Available from <http://www.apsanet.org/imgtest/Final%20Report%20Formatted%20for%20Distribution.pdf>, accessed on 7 August 2009.
- Leijenaar, Monique, and Emiliano Grossman. 2000. "Doing a PhD in Political Science in Europe: Information, Facts, Debate." Paris: Thematic Network Political Science. Available from <http://www.epsnet.org/publications/4%20Brochure%20PhD.pdf>. Accessed on 7 August 2009.
- Thorlakson, Lori, Michael Laver, Max Kaase, Jean-Michel Eymer, and Paul M. Heywood. 2005. "Symposium: Debating the Future of Doctoral Training in European Political Science " *European Political Science* 4 (1): 79-125.
- 300./72 Silverman, David. 2000. *Doing Qualitative Research: A Practical Handbook*. London: Sage, pp. 113-8, 221-56, 266-71.
- 808./0663 Becker, Howard S. 1998. *Tricks of the Trade: How to Think About Research While You're Doing It*. Chicago, IL: University of Chicago Press.
- Wasby, Stephen J. ed. 2001. "Symposium: Advisors and the Dissertation Proposal." *PS: Political Science and Politics* 34 (December): 841-58.
- Schwartz-Shea, Peregrine. 2003. "Is This the Curriculum We Want? Doctoral Requirements and Offerings in Methods and Methodology." *PS: Political Science and Politics* 36 (3): 379-

386.

- Bennett, Andre, Aharo Barth, and Kennet R. Rutherford. 2003. "Do We Preach What We Practice? A Survey of Methods in Political Science Journals and Curricula." *PS: Political Science & Politics* 36 (3): 373-8. Also available from <http://www.apsanet.org/imgtest/PreachWhatWePractice-Bennett.pdf>
- King, Ronald F., and Cosmin Gabriel Maria. 2008. "Defining Political Science: A Cross-National Survey." *European Political Science* 7 (2): 207–219.
- 378.1/2 DeNeef, A. Leigh, and Craufurd D. Goodwin, eds. 1995. *The Academic's Handbook*. 2nd ed. Durham, NC: Duke University Press. (*By the time you check a more recent edition may also be available in the library.*)
- Fuerstman, Daniel, and Stephan Lavertu. 2005. "The Academic Hiring Process: A Survey of Department Chairs." *PS: Political Science and Politics* 38 (4): 731-6.
- Rothgeb, John M., and Betsy Burger. 2009. "Tenure Standards in Political Science Departments: Results from a Survey of Department Chairs." *PS: Political Science & Politics* 42 (3): 513-9.
- Klingemann, Hans-Dieter. 2008. "Capacities: Political Science in Europe." *West European Politics* 31 (1): 370-96.
- 378 Delamont, Sara, and Paul Atkinson. 2004. *Successful Research Careers: A Practical Guide*. Maidenhead: Open University Press
- Klingemann, Hans-Dieter, and *et al.* 2009. "Political Science in Central and Eastern Europe: National Development and International Integration." Berlin, Mannheim: Gesis - Leibniz-Institut für Sozialwissenschaften. Available from <http://www.cee-socialscience.net/archive/politicalscience/article1.html>. Accessed on 7 August 2009.
- Sabine Hikel. 2009. "When Should You Quit?" *Inside Higher Education*, July 20, 2009. Available at http://www.insidehighered.com/advice/leaving_academia/hikel2
- Mary Jane Hurst. 2009. "Mentor Yourself." *Inside Higher Education*, July 29, 2009. Available at <http://www.insidehighered.com/advice/2009/29/hurst>
- Piss Poor Prof. 2009. "Can You Afford to Be an Adjunct?" *Inside Higher Education*, August 3, 2009. Available at <http://www.insidehighered.com/advice/2009/06/15/adjunct>
- Piss Poor Prof. 2009. "Adjunct Survival." *Inside Higher Education*, August 3, 2009. Available at <http://www.insidehighered.com/advice/2009/08/03/adjunct>
- Rhodes, Martin. 2006. "Young People in the European Political Science Profession." *European Political Science* 5 (3): 232–4.
- Oprisko, Robert L. 2013. "Honor, Prestige, and the Academy: A Portrait of Political Science Tenured and Tenure-Track Faculty in Ph.D.-Granting Institutions (2012-2013)." APSA 2013 Annual Meeting Paper. Available at SSRN: <http://ssrn.com/abstract=2303567>
- Hassner, Ron E. 2008. "Trial by Fire: Surviving the Job Talk Q&A." *PS: Political Science & Politics* 41 (4): 803-8.
- Wuffle, A. 2006. "Uncle Wuffle's Advice on Job Talks." *PS: Political Science & Politics* 39 (4): 883-6. Available from <http://www.socsci.uci.edu/~bgrofman/Wuffle-Advice%20on%20job%20talks.pdf>
- Mathews-Gardner, Lanethea, Michelle D. Deardorff, Grant Reeher, William Hudson, MaryAnne Borrelli, and Glen Halva-Neubauer. 2008. "Getting a Job at a Teaching Institution and Then Succeeding: A Q&A with Experienced Teacher-Scholars." *PS: Political Science & Politics* 41 (3): 575-8.
- Wuffle, A. 1993. "Uncle Wuffle's Advice to the Assistant Professor." *PS: Political Science &*

Politics 26 (1): 89-90. Available from:
<http://web.archive.org/web/20040212123359/www.apsanet.org/PS/march93/wuffle.cfm>

Advice on the reasons that may lead editors to reject your manuscripts

- Lupia, Arthur, Colin Elman (eds.). 2016. "Symposium: Data Access and Research Transparency." *PS: Political Science and Politics* 19 (1): 19–83.
- Neuman, W. Russell, Roei Davidson, Sung-Hee Joo, Yong Jin Park, and Ann E. Williams. 2008. "The Seven Deadly Sins of Communication Research." *Journal of Communication* 58 (2): 220-237.
- Johnson, Teresa Pelton. 1991. "Writing for International Security: A Contributors' Guide." *International Security* 16 (2): 171-80.
- Bonjean, Charles M., and Hullum, Jan. 1978. "Reasons for Journal Rejection: An Analysis of 600 Manuscripts." *PS: Political Science and Politics* 11 (4): 480–3.
- Wolfinger, Raymond E. 1993. "Tips for Writing Papers." *PS: Political Science* 26 (1) 87-8.
- Thunder, David. 2004. "Back to Basics: Twelve Rules for Writing a Publishable Article." *PS: Political Science and Politics* 37 (3): 493-5.
- Van Cott, Donna Lee. 2005. "A Graduate Student's Guide to Publishing Scholarly Journal Articles." *PS: Political Science and Politics* 38 (4): 741-3.
- Shatz, David. 2004. *Peer Review: A Critical Inquiry*. Lanham, MD: Rowman and Littlefield
- Jeydel, Alana S., Julie Dolan, David S. Meyer, Robert J. Spitzer, and Peter Labella. 2005. "A Guide to Publishing Your First Book." *PS: Political Science* 38 (3): 745-8.
- 808./02 Germano, William. 2005. *From Dissertation to Book*. Chicago, IL: University of Chicago Press.
- 808./02 Germano, William. 2001. *Getting It Published: A Guide for Scholars and Anyone Else Serious about Serious Books*. Chicago, IL: University of Chicago Press.

Uses of bibliographic performance indicators

- Pepinsky, Tom, Edmund J. Malesky, Nathan Jensen, and Mike Findley. 2014. "Can Greater Transparency Lead to Better Social Science?" Monkey Cage blog hosted by the Washington Post. 24 September. Available from <http://www.washingtonpost.com/blogs/monkey-cage/wp/2014/09/24/can-greater-transparency-lead-to-better-social-science/>.
- LSE Public Policy Group. 2011. "Maximizing the Impacts of Your Research: A Handbook for Social Scientists." London: LSE Public Policy Group.
- Masuoka, Natalie, Bernard Grofman, and Scott L. Feld. 2007. "The Political Science 400: A 20-Year Update." *PS: Political Science & Politics* 40 (1): 133-45.
- Hix, Simon. 2004. "A Global Ranking of Political Science Departments." *Political Studies Review* 2: 293-313. (See a related paper at <http://www.essex.ac.uk/ECPR/publications/eps/onlineissues/spring2004/profession/hix.htm> and a debate about this ranking in *European Political Science* Volume 4 (2005), No. 1. Note too that Hix counted 30 full time political scientists at CEU in a period when there were only 20, which reduced our per capita scores and CEU's position in the ranking by 20 places in his chart.)
- Masuoka, Natalie, Bernard Grofman, and Scott L. Feld. 2007. "Ranking Departments: A Comparison of Alternative Approaches." *PS: Political Science & Politics* 40 (3): 531-537. (Note that a correction of their data was published in *PS: Political Science &*

- Politics* 40 (4): 629.)
- Giles, Micheal W., and James C. Garand. 2007. "Ranking Political Science Journals: Reputational and Citational Approaches." *PS: Political Science & Politics* 40 (4): 741-751.
- Moed, Henk F. 2005. *Citation Analysis in Research Evaluation*. Dordrecht: Springer.
- David, Miriam E. 2008. "Research Quality Assessment and the Metrication of the Social Sciences." *European Political Science* 7 (1): 52-63.
- Grofman, Bernard. 2009. "Determinants of Political Science Faculty Salaries at the University of California." *PS: Political Science & Politics* 42 (04): 719-727.