

**CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

SOCI 6101F

Doctoral Seminar

FALL 2026

Method of Delivery: In-Person

Time: Wednesday 11:35am – 2:25pm (Bi-Weekly)

Instructor: Dr. Carlos Novas

E-mail: carlos.novas@carleton.ca

Office hours: By appointment or drop in

Please send me an email and we can arrange to meet in-person or over Zoom. I'm in my office (Loeb C779) on campus most days – please feel free to drop by.

In this course, you are expected to learn from your texts, your teacher and from one another. This requires striving towards understanding each other but it does not imply striving towards finding agreement. Our class will be racially, religiously, politically, culturally, generationally, and economically diverse. We will be of different gender identifications and sexual orientations and our lived experiences and reactions to the course material will reflect this diversity. Sharing our perspectives and interpretations on the course material will enhance everyone's learning experience and you are encouraged to openly express any disagreements with the authors you will read, with your fellow classmates, or with the Professor in the different participation fora that are available for this course. However, you are expected to conduct yourself in such a way that shows the utmost respect to others who may – or may not – share your views. Derogatory comments and hateful behavior towards others (and their views) will not be tolerated.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

Course Description:

The aim of this course is to help students hone their skills in grant application writing, scholarly writing and conference presentations. It also aims to guide students in forming a supervisory committee, deciding on a comprehensive exam field, and preparing a reading list.

Required Texts:

There is no required textbook for this course. There are no costs for texts associated with this course. All readings will be provided for this course through links to essential course texts on Brightspace.

Formatting and Citation Style:

All assignments should be double-spaced and paginated. Use in-text citations in the body of your paragraph. For example: (Rose 2024), or Rose (2024).

The Chicago author-date citation style (17th edition) is to be used in the assignments and papers of this course. For more information, please see:

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

Method of Evaluation:

This course requires students to complete 3 assignments: SSHRC draft proposal, preliminary literature organization, and conference presentation.

The method of evaluation is SAT/UNSAT.

Course Schedule

Week 1: September 9, 2026

Course Introduction

Icebreaker exercise: getting to know one another

Elevator or cocktail party pitch: For our first seminar meeting, please prepare and bring your “elevator pitch” for your dissertation project, to be presented orally. Be prepared to share two versions of your project: the “1 -2 sentence version” and the 2–3-minute version that includes a description of what you are studying, why you are studying this topic, and how it is relevant.

Reflexive discussion on your intellectual biography/trajectories. Where did your research project topic come from? What are the personal and professional experiences, interests, observations, questions and/or scholarship that motivated your research? What are the large underlying or overarching questions that run through your intellectual biography?

Required Readings

Adler, Patricia A., and Peter Adler. 2005. “The Identity Career of the Graduate Student: Professional Socialization to Academic Sociology.” *The American Sociologist* 36 (2): 11–27.
<https://doi.org/10.1007/s12108-005-1002-4>.

Shulman, David, and Ira Silver. 2003. “The Business of Becoming a Professional Sociologist: Unpacking the Informal Training of Graduate School.” *The American Sociologist* 34 (3): 56–72.
<https://doi.org/10.1007/s12108-003-1021-y>.

Ferrales, Gabrielle, and Gary Alan Fine. 2005. "Sociology as a Vocation: Reputations and Group Cultures in Graduate School." *The American Sociologist* 36 (2): 57–75.
<https://doi.org/10.1007/s12108-005-1005-1>.

Week 2: September 23, 2026

Applying for grants:

Reading:

Friedman, Susan Stanford (nd) Writing Effective Grant Proposals for Individual Fellowships in the Humanities and Social Sciences

<https://www.carleton.edu/provost/faculty-resources/professional-support/grants/external-grants/writing-effective-proposals/>

Class Preparation: Prepare a draft of your SSHRC research proposal. For this exercise, pay attention to your introduction and how you enroll your reader into your research project. Your introduction is the first thing readers encounter, and you should aim to pique the interest of your reader and want them to move onto the second paragraph. A second element that you should focus on in this drafting exercise is being selective about what aspects of your research to focus on. Due to space limitations, you can't fully summarize all elements of your project. In thinking about which aspects to focus on, a good guide is to look at the SSHRC website for their thematic priorities. Once again, you don't need to tell the entire story of your project; focus on the aspects of your project that are timely and socially relevant.

Please post your SSHRC draft on the course Brightspace page as a MS Word docx file and as a double-spaced text-based post. As part of this assignment, you will be required to comment on the draft applications of classmates.

Week 3: October 7, 2026

We will be analyzing successful grant proposals in the first part of class. Some topics and strategies we will consider in class: organization of proposal, topic sentences, writing style, what makes a project "interesting"? We will also discuss strategies for easing into writing when you're stuck.

Assignment: Share a copy of your revised draft research statement for your SSHRC grant proposal on Brightspace. The aim of this assignment is to receive feedback on your revised SSHRC proposal to enable revisions prior to submission. To practice providing constructive feedback, please print or bring a laptop to class so we can read and comment on your classmates' draft SSHRC proposals.

Note: If you currently hold a SSHRC, you are not required to share a draft proposal. However, you can still participate in the workshop by providing feedback. Please consider sharing your successful application with your peers.

Week 4: October 14, 2026

Final Revisions of SSHRC Grant and Working with your supervisor and thesis committee

In the first part of this class, we will do some final revisions/proofreading of SSHRC grants. Please submit a near final version of your SSHRC grant to Brightspace for commentary.

In the second part of this class, we will focus on working with a PhD supervisor and thesis committee and how to ensure that that relationship is successful over the duration of your research project.

Required Reading:

Haggerty, Kevin D., and Aaron Doyle. 2015. "Supervisors" in 57 Ways to Screw up in Grad School: Perverse Professional Lessons for Graduate Students. Chicago: University of Chicago Press.

Burawoy, Michael. 2005. "Combat in the Dissertation Zone." *The American Sociologist* 36 (2): 43–56. <https://doi.org/10.1007/s12108-005-1004-2>.

Rojas, Fabio. 2011. "Chapters 12 & 13", *Grad Skool Rulz: What You Need to Know about Academia from Admissions to Tenure*.

Week 5: November 4, 2026

Thinking about comps... What is a literature review?

In this class, we will begin to think about comprehensive exams by discussing literature reviews. For this class, please go over the bibliography that you developed for your SSHRC application. Think about how that literature is relevant to your topic. How would you group together or put into categories the different authors that you employed in your SSHRC application.

Assignment: Based on the bibliography you developed for your SSHRC application, group together a range of authors based on categories that are employed in sociology and that are relevant to your research. Justify why you have selected these categories and why you have put particular authors into these categories. Post your bibliography and textual justification as a post on Brightspace.

Required Reading:

Efron, Sara Efrat, and Ruth Ravid. 2019. *Writing the Literature Review: A Practical Guide*. Guilford Press. Chapters 1, 2, 4.

Week 6: November 18, 2026

Conference Presentations

Conferences are essential to presenting your work to other scholars and meeting peers who are working in similar fields. An engaging conference paper is one way of getting other scholars interested in your work.

This session aims to develop your conference presentation skills in a supportive and non-judgemental environment. You should aim to develop a presentation that is 8-10 minutes long. You should incorporate the use of slides within your presentation to make it easier for your audience to follow along (not all your audience members will speak fluent English)

Instructions: Each student will be allocated a maximum of 30 minutes of which a maximum of 8-10 minutes will be dedicated to the student's informal presentation, followed by collegial seminar discussion. In the presentation component, you should: (1) briefly state the problem/puzzle/issue of your dissertation research (as you currently envision it); (2) state your emerging research question(s); (3) explain how the research question "gets at" the problem/puzzle/issue; and, (4) explain the purpose and significance of your proposed research. Finally, if you wish, (5) explore challenges that you faced in crafting your emerging research question and pose questions for the group to discuss how to address these challenges. There is no written submission

Week 7: December 2, 2026

Course Review and end of term social event

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (<https://students.carleton.ca/course-outline/>). For an accommodation request, the processes are as follows:

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC: <https://carleton.ca/pmc/>) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your *Letter of Accommodation* at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for October/November examinations is October 1, 2026 and November 15, 2026 for December examinations.

For Religious Obligations:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: www.carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

Generative Artificial Intelligence Tools (e.g. ChatGPT)

Unless explicitly permitted, either generally or for a specific assignment, any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards.

As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

Note: Students can also access resources related to citing Generative AI on the [MacOdrum Library website](#).

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Statement on Student Mental Health:

“As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>”

Emergency Resources ([on and off campus](#))

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

Important Information:

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Students must always retain a hard copy of all work that is submitted.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Date	Activity
FALL TERM 2026	
August 31, 2026	Last day for receipt of applications from potential fall (November) graduates.
September 2, 2026	Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses.
September 7, 2026	Statutory holiday. University closed.
September 8, 2026	Academic orientation (undergraduate and graduate students).
	Orientation for new Teaching Assistants.
	All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students, and other academic preparation activities will be held.
September 9, 2026	Fall term begins. Full fall, early fall, and fall/winter classes begin.
September 15, 2026	Last day for registration and course changes (including auditing) in early fall courses.
September 18-20, 2026	Full summer and late summer term deferred final examinations will be held.
September 22, 2026	Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.
	Last day to withdraw from early fall courses with a full fee adjustment.

Graduate students who have not electronically submitted their final thesis copy to Graduate Studies will not be eligible to graduate in fall 2026 and must register for the fall 2026 term.

September 30, 2026	Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.
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October 1, 2026	Last day for academic withdrawal from early fall courses.
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Last day to request Formal Examination Accommodations for Oct/Nov final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.

October 9, 2026	December examination schedule (fall term final and fall/winter mid-terms) available online.
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October 12, 2026	Statutory holiday. University closed.
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October 15, 2026	Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.
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October 16, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early fall term undergraduate courses, before the official Oct/Nov final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
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October 23, 2026	Last day of early fall classes.
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Last day for final take-home examinations to be assigned in early fall courses, with the exception of those conforming to the examination regulations in the Academic

Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

Last day that can be specified by a course instructor as a due date for term work for early fall courses.

October 26, 2026	Deadline for course outlines to be made available to students registered in late fall courses.
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October 26-30, 2026	Fall break, no classes.
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October 31- November 1, November 7-8, 2026	Final examinations in early fall undergraduate courses will be held.
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November 2, 2026	Late fall classes begin.
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November 13, 2026	Last day to withdraw from late fall term courses with a full fee adjustment.
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November 15, 2026	Last day for academic withdrawal from full fall and late fall courses.
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Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.

Last day for receipt of applications for admission to an undergraduate degree program for the winter term.

November 20-22, 2026	Early fall undergraduate deferred final examinations will be held.
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November 27, 2026 Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

November 30, 2026 Last day for receipt of applications from potential winter (February) graduates.

December 4, 2026 Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.

Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late fall term undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

December 11, 2026 Fall term ends.

Last day of full fall and late fall classes.

Classes follow a Monday schedule.

Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

Last day that can be specified by an instructor as a due date for term work for full and late fall courses.

Last day for receipt of applications for undergraduate degree program transfers for winter term.

December 12-23, 2026 Final examinations in full fall and late fall courses and mid-term examinations in fall/winter courses will be held. Examinations are normally held all seven days of the week.

December 23, 2026 All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

December 24, 2026 University closed.
at noon through
January 1, 2027
inclusive

Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.

In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).

Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>.