

JOMC 701
Communication Research Methods
Fall 2016
11:00am-12:15pm, M/W Carroll 143

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Hours: 12:30pm-1:30pm, M/W
and by appointment

Course Goals

Social science is one powerful way that we understand and make sense of the world. We have a rich set of theories and tools for discovering why people think and act as they do and how important institutions function. Ultimately, our knowledge of the foundations of human thought, behavior, and social organization can inform everything from the policies that shape our democracy to the ways we educate our children.

The purpose of this course is to provide you with a broad introduction to the methodological foundations of and tools of inquiry in communication research. Much of the semester will focus on the fundamentals of quantitative and qualitative social science research, as well as applied research methods, including ethics, theory construction, hypothesis development, and the logic of causal claims. You will learn to formulate research interests, specify independent and dependent variables and mediators and moderators, check for the reliability and validity of studies, and design research projects. You will be exposed to the broad range of designs used in communication research, including laboratory and field experiments, surveys, content analysis, interviewing, and ethnography.

Throughout the course, we will periodically step back and take a deeper look at the practice of science. We will read research articles to evaluate the methodological choices of social scientists, understand the limitations of studies, and differentiate between reliable and unreliable work. In our final weeks, we will discuss the nature of scientific controversies and consensus, and encounter a set of readings about the role of science and expert knowledge in society - all with the aim of helping you vet the claims, evidence, and values of social scientists.

The School of Media and Journalism's accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here:

<http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps> Students taking this course will be able to think critically, creatively, and independently, learn how to conduct research and evaluate information, write correctly and clearly, critically evaluate their own work and that of others, apply basic numerical and statistical concepts, and contribute to knowledge appropriate to the communications professions in which they work.

Readings

There are four required books for this class. In addition, there are a number of journal articles and book chapters posted on the class Sakai site that can be accessed online using the UNC-Chapel Hill library system. The four required books are:

Aziz Ansari with Eric Klinenberg, (2015). *Modern Romance*. Penguin, New York.

Leslie A. Baxter and Earl Babbie. (2004). *The Basics of Communication Research*. Belmont, CA: Wadsworth Press.

Kristin Luker. (2008). *Salsa Dancing Into the Social Sciences: Research in an Age of Info-Glut*. Cambridge, MA: Harvard University Press.

Nikki Usher. (2014). *Making News at the New York Times*. Ann Arbor: University of Michigan Press.

In addition, your papers must be formatted according to MLA, Chicago, or APA style, or a style of your own choosing depending on your field. Abbreviated guides are available online at:

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.lib.unc.edu/instruct/citations/introduction/index.html>

Grades:

Graduate grades are H, P, L, F. I determine your grade by active participation in class, the quality of your assignments, and your work in relation to others.

The following is a general description of graduate grades:

- H means a truly outstanding performance in the class and on assignments.
- P is a solid performance overall in the class and on assignments.
- L is a performance in the class and on assignments that is below the acceptable level for graduate students. It means the student does not understand the course material very well, does not have a grasp of what is required in this area at the graduate level, is not participating in the class, is not handing in assignments on time, or is not participating in research basics or in-class exercises.
- F is failing.

Course Requirements

Participation 25%

IRB certification 5%

Peer review comments 15%

Class Assignments: 20%

Final Research Proposal 35%

Participation

This class is highly participatory and run as a seminar. I expect you to do the readings and contribute to the in-class discussion. Contributions include questions, thoughts, or responses to your peers. I especially value critical readings of the literature encountered in the course. In addition to active participation in class, you are responsible for posting a response to the readings *each class session* on the Sakai forum, or writing one response to a peer's post. I will often use these posts as the starting points for classroom discussion.

A note about laptops: Laptops are welcome in class, but I ask that you refrain from using them for purposes other than note taking, in-class assignments, or class-related research. Your participation in class will suffer if you are not fully present, and that will detract from the learning environment in the room as a whole.

IRB certification

All students need to complete the Institutional Review Board's (IRB) certification process. This means that you will do the Collaborative IRB Training Initiative course on the internet and print out the certification. This certification may take some time, so it may be helpful to do it in stages. **The certification must be completed by Wednesday, September 21st.** The course is available online here: <http://research.unc.edu/offices/human-research-ethics/getting-started/training/>

Research proposal or original research

Your final project will consist of a research proposal, or a piece of original research, that features research question(s), a literature review, the outline of a proposed study that could be conducted as part of your graduate work, and, in the case of original research, preliminary findings. The full proposal will include a title page, summary, introduction, section explaining the purpose and significance of your study, research questions and literature review, your hypotheses or anticipated findings, full discussion of the methods you will use, plan for carrying the study out, conclusion, and references.

Your research question(s) should be geared towards a study that would be suitable for a journal article, research project, or, at their most ambitious, for a thesis or dissertation. In other words, keep these questions narrow enough so that you could in theory actually conduct an empirical study answering them in the span of a year or two (i.e.: no large career-defining questions.) The goal is for this assignment to actually be useful for you academically or professionally. While there is no rule for how many sources need to be considered for your literature review, it is hard to imagine a quality piece of work that utilizes less than twenty scholarly sources. In other words, your research questions need to be grounded in the social scientific or applied professional literature. Then you need to propose a study to answer your research questions or explore your research interests. The methods and research plan sections will explain, in detail, how you plan to answer the questions you have asked and defend the methodological choices you make. You should also include a discussion of how you plan to operationalize variables, your key terms or concepts, and the limitations to the study you have identified.

Peer Review

To familiarize you with a core practice of the sciences, and help you improve your work, you must submit a three page draft prospectus for your final project by **Monday, November 14th**, which will be discussed in class, and a draft of your full proposal or the original research you have in-progress (along with your research plan) to the class for peer review by **Wednesday, November 23rd**. You are responsible for providing feedback on the work of your peers during class periods on **Monday, November 28th** and **Wednesday, November 30th**, which will provide you with a little more than a week to make revisions before you hand in the final paper.

Peer comments should engage critically with all aspects of the proposal or original work, from the literature review and research questions to the design of the study. By ‘critically,’ I mean that you should look for weaknesses in the work so the author can correct them and make it stronger as a result.

Assignments

We will discuss the periodic assignments throughout the course in greater depth in class. These assignments are designed to be opportunities for you to workshop your research ideas and aspects of your eventual proposal, in addition to encouraging you to see the same research interest from many different methodological angles.

Grading

I will grade all aspects of the research proposal or original work (including your peer review comments) based on originality, rigor, and the thoroughness of your review of the relevant literature. There is no page limit for the proposal or original work, although as a guideline it should be approximately 20 pages. There is no minimum or limit on peer review comments, but they should be thorough, thoughtful, and clearly identify areas for improvement.

Special Accommodations:

If you require special accommodations to attend or participate in this course, please let the instructor know as soon as possible. If you need information about disabilities visit the Accessibility Services website at <https://accessibility.unc.edu/>

Honor Code:

I expect that each student will conduct himself or herself within the guidelines of the University honor system (<http://honor.unc.edu>). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. If you have any questions about your responsibility or your instructor’s responsibility as a faculty member under the Honor Code, please see the course instructor or Senior Associate Dean Charlie Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

Seeking Help:

If you need individual assistance, it's your responsibility to meet with the instructor. If you are serious about wanting to improve your performance in the course, the time to seek help is as soon as you are aware of the problem – whether the problem is difficulty with course material, a disability, or an illness.

Diversity:

The University's policy on Prohibiting Harassment and Discrimination is outlined in the 2011-2012 Undergraduate Bulletin <http://www.unc.edu/ugradbulletin/>. UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.

Course Schedule

I. Introduction to the Research Process

Introduction to the course and each other

Wednesday, August 24th

Reading:

Paul Edwards, "How to Read a Book v4.0."

Available online at: <http://pne.people.si.umich.edu/PDF/howtoread.pdf>

A Fun (But Serious) Introduction to Thinking about Research

Monday, August 29

Readings:

Aziz Ansari, Introduction through Chapter 3

Assignment: In a page, tell me about something related to communication or media broadly that interests you and that you might want to explore or explain. Tell me why this interests you and why it is important. Everyone should read each others' pieces.

Wednesday, August 31st

Guest Lecture: Introduction to the Library and Internet Services

Stephanie Willen Brown, JOMC Park Library

Please bring your laptop to class

Assignment: Complete the following assignment detailed here:
<http://guides.lib.unc.edu/mejo701/scenarios>

Readings:

Baxter and Babbie, Chapter 2

Monday, September 5th

Labor Day, No Class

Wednesday, September 7th

Aziz Ansari, Chapter 4 through Conclusion

Assignment: In a page, discuss at least three *different* ways that you might go about researching the phenomenon you identified earlier. Everyone should read each others' pieces.

What Do Communication Researchers Do? And, How Do They Do It?

Monday, September 12th

Robert Craig, "Communication Theory as a Field." *Communication Theory*, 9(2), 1999.

W. Russell Neuman and Lauren Guggenheim, "The Evolution of Media Effects Theory: A Six Stage Model of Cumulative Research," *Communication Theory*, 21, 169-196, 2011.

Lance Bennett and Shanto Iyengar, "A New Era of Minimal Effects? The Changing Foundations of Political Communication,." *Journal of Communication* 58, 707-731, 2008.

Recommended:

James Carey. "A Cultural Approach to Communication," in *Communication as Culture: Essays on Media and Society*, Unwin Hyman, Boston, pp. 13-36, 1989.

Todd Gitlin, "Media Sociology: The Dominant Paradigm," *Theory and Society* 6(2): 205-253, 1978.

Elihu Katz, "Communications Research Since Lazarsfeld," *The Public Opinion Quarterly* 51(2): S25-S45, 1987.

Leah Lievrouw, "New Media, Mediation, and Communication Study," *Information, Communication, and Society* 12(3): 303-325, 2009.

John Durham Peters, "Institutional Sources of Intellectual Poverty in Communications Research," *Communication Research* 13: 527-559, 1986.

Wednesday, September 14th

Baxter and Babbie, Chapters 1 and 3

Assignment: In a page, discuss at least three *different* theoretical traditions that may help situate or explain the phenomena that you find interesting. Everyone should read each others' pieces.

Monday, September 19th

Readings:

Luker, Chapters 1-5

Recommended:

Pablo Boczkowski and Leah A. Lievrouw. "Bridging STS and Communication Studies: Scholarship on Media and Information Technologies." In *The Handbook of Science and Technology Studies*, 3rd ed., edited by Edward J. Hackett, Olga Amsterdamska, Michael Lynch, and Judy Wajcman. Cambridge, MA: The MIT Press, 2008.

Gabriella Coleman, "Ethnographic Approaches to Digital Media." *Annual Review of Anthropology*. 39, 1-16, 2010.

Adam Fish, Luis F.R. Murillo, Lilly Nguyen, Aaron Panofsky and Christopher Kelty, "Birds of the Internet: Towards a Field Guide to the Organization and Governance of Participation," *Journal of Cultural Economy* 4(2): May 2011.

Marion Fourcade and Kieran Healy, "Moral Views of Market Society," *Annual Review of Sociology* 33, 285-311, 2007.

Shanto Iyengar, "The Method is the Message." *Political Communication*, 18, 225-229, 2001.

Michelle M. Kazmer and Bo Xie, "Qualitative Interviewing in Internet Studies: Playing With the Media, Playing With the Method," *Information, Communication, & Society* 11(2), 257-278, 2008.

Daniel Kreiss, Megan Finn, and Fred Turner, "The Limits of Peer Production: Some Reminders From Max Weber for the Network Society," *New Media & Society*, 13(2), 243-259, 2011.

Benjamin Peters, “And Lead Us Not Into Thinking the New is New: a bibliographic case for new Media History,” *New Media & Society* 11(1-2), 13-30, 2009.

Ethics and Institutional Review Boards

Wednesday September 21st

Readings:

Baxter and Babbie, Chapter 5

Skim: Association of Internet Researchers. “Ethical Guide.” Available online at:
<https://aoir.org/documents/ethics-guide/>

Read in sequence for discussion:

Kramer, Adam D.L., Jamie E. Guillory, and Jeffrey T. Hancock. “Experimental evidence of massive-scale emotional contagion through social networks.” *Proceedings of the National Academy of Sciences*. Available online at:
<http://www.pnas.org/content/early/2014/05/29/1320040111.full.pdf>

Kramer, Adam D.L. (Mea Culpa).
<https://www.facebook.com/akramer/posts/10152987150867796>

Meyer, Michelle. “How an IRB Could Have Legitimately Approved the Facebook Experiment—and Why that May Be a Good Thing.” *The Faculty Lounge*. Available online at:
<http://www.thefacultyounge.org/2014/06/how-an-irb-could-have-legitimately-approved-the-facebook-experimentand-why-that-may-be-a-good-thing.html>

Tufecki, Zeynep. “Facebook and Engineering the Public”. *Medium*. Available online at:
<https://medium.com/message/engineering-the-public-289c91390225>

Crawford, Kate. “The Test We Can – And Should – Run on Facebook.” *The Atlantic*. Available online at:
http://www.theatlantic.com/technology/archive/2014/07/the-test-we-canand-shouldrun-on-facebook/373819/?utm_content=bufferc258a&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer

Gray, Mary. “When Science, Customer Service, Human Subjects Research Collide. Now What?” *Culture Digitally*. Available online at:
<http://culturedigitally.org/2014/07/when-science-customer-service-and-human-subjects-research-collide-now-what/>

Recommended:

- Charlotte Allen, "Spies like us: When sociologists deceive their subjects." *Lingua Franca*, 31-39, 1997.
- Charles Bosk and Raymond De Vries, "Bureaucracies of Mass Deception: Institutional Review Boards and the Ethics of Ethnographic Research," *The ANNALS of the American Academy of Political and Social Science*, 595, 249-263, 2004.
- Christine Halse and Anne Honey, "Unraveling Ethics: Illuminating the Moral Dilemmas of Research Ethics," *Signs* 30, 2141-2162, 2005.
- Donna Eder and William Corsaro, "Ethnographic Studies of Children and Youth: Theoretical and Ethical Issues," *Journal of Contemporary Ethnography* 28(5), 520-531, 1999.
- Chih Hoong Sin, "Seeking Informed Consent: Reflections on Research Practice." *Sociology* 39, 277-294, 2005.
- John Van Maanen, "The Moral Fix: On the Ethics of Fieldwork," In Mark Pogrebin (Ed.) *Qualitative Approaches to Criminal Justice: Perspectives from the Field*. New York: Sage Publications, 2002.

II. Quantitative and Qualitative Research Methods

Monday, September 26th

Deductive and Inductive Approaches to Research

Readings:

Baxter and Babbie, Chapter 4

Haenschen, Katherine. "Social Pressure on Social Media: Using Facebook Status Updates to Increase Voter Turnout." *Journal of Communication*, 2016.

Motti Neiger and Keren Tenenboim-Weinblatt. "Understanding Journalism Through Nuanced Deconstruction of Temporal Layers in News Narratives." *Journal of Communication*, 2016.

David Karpf, Daniel Kreiss, Rasmus Nielsen, and Matthew Powers. "The Role of Qualitative Methods in Political Communication Research: Past, Present, and Future." *International Journal of Communication*. Available online at: <http://ijoc.org/index.php/ijoc/article/view/4153>

Daniel Kreiss. "Seizing the Moment: The Presidential Campaigns' Use of Twitter During the 2012 Election Cycle." *New Media & Society*. Available online at: https://danielkreiss.files.wordpress.com/2010/05/kreiss_seizingthemoment.pdf

Wednesday, September 28th

An Overview of Quantitative Research

Readings:

Baxter and Babbie, Chapter 6

Jonathan Bright, "The Social News Gap: How News Reading and News Sharing Diverge," *Journal of Communication*, 2016.

Amy Gonzalez, "Improving Health in Low-Income Communities With Group Texting," *Journal of Communication*, 2016.

Lucas Graves, Brendan Nyhan, and Jason Reifler, "Understanding Innovations in Journalistic Practice: A Field Experiment Examining Motivations for Fact-Checking," *Journal of Communication*, 2016.

Cristian Vaccari, Andrew Chadwick, and Ben O'Laughlin. "Dual Screening the Political: Media Events, Social Media, and Citizen Engagement." *Journal of Communication*, 2015.

Monday, October 3rd

Content Analysis

Readings:

Baxter and Babbie, Chapter 10

Rodney Benson, Mark Blach-Orsten, Matthew Powers, Ida Willig, and Sandra Vera Zambrano. "Media Systems Online and Off: Comparing the Form of News in the United States, Denmark, and France." *Journal of Communication*. Available online at: http://rodneybenson.org/wp-content/uploads/benson_et_al-2012-media-systems-online-and-off.pdf

Teresa Lynch, Jessica E. Tompkins, Irene I. van Driel, and Niki Fritz, "Sexy, Strong, and Secondary: A Content Analysis of Female Characters in Video Games across 31 Years." *Journal of Communication*, 2016

Sarah Jackson and Brooke Foucault Welles, "Hijacking #myNYPD: Social Media Dissent and Networked Counterpublics." *Journal of Communication*, 2015.

Charles P. Smith. "Content Analysis and Narrative Analysis." In Harry T. Reis and Charles M. Judd (Eds.) *Handbook of Research Methods in Social Psychology*. New York: Cambridge University Press, 2002.

Available online at:

<http://www.webpages.uidaho.edu/css506/506%20Readings/Smith%202000.pdf>

Recommended:

Daniel Riffe, Stephen Lacy, Frederick G. Fico, *Analyzing Media Messages: Using Quantitative Content Analyses in Research*. New York: Lawrence Erlbaum, 2005 (2nd Ed.)

Wednesday, October 5th

Assignment: Design a sample content analysis study and codebook

Monday, October 10th

Network Analysis

Guest Lecture: Adam Saffer, Assistant Professor, School of Media and Journalism

Readings to be announced

Wednesday, October 12th

Experimental Design

Guest Lecture: Allison Lazard, Assistant Professor, School of Media and Journalism

Readings to be announced and Baxter and Babbie, Chapter 9

Monday, October 17th

Qualitative Field Studies

Readings:

Luker, Chapters 6, 7, 8

Daniel Kreiss, Laura Meadows, and John Remensperger, "Political performance, boundary spaces, and active spectatorship: Media production at the 2012 Democratic National Convention." *Journalism*, 2014.

Fred Turner, "Burning Man at Google: A Cultural Infrastructure for New Media Production." *New Media & Society*, 11: 73-94, 2009.

Wednesday, October 19th

Interviewing

Daniel Kreiss, "Methodological Appendix," in *Prototype Politics*

Lingel, Jessa, and Adam Golub. "In face on Facebook: Brooklyn's drag community and sociotechnical practices of online communication." *Journal of Computer-Mediated Communication* 20, no. 5 (2015): 536-553.

Anderson, Chris W. "Between creative and quantified audiences: Web metrics and changing patterns of newswork in local US newsrooms." *Journalism* 12, no. 5 (2011): 550-566.

Alice Marwick and danah boyd, "I tweet honestly, I tweet passionately: Twitter users, context collapse, and the imagined audience." *New Media and Society*. Available online at: http://is.muni.cz/el/1423/jaro2013/ZUR589f/um/marwick_boyd_2010_.pdf

Robert S. Weiss, *Learning from strangers: The art and method of qualitative interview studies*, Free Press, New York, 1995. Read Chapter 4, Interviewing, PP: 61-119. Available online at: <http://www.ssc.wisc.edu/~rturley/Soc357/Weiss%20pgs.%2061-119.pdf>

Monday, October 24th

Assignment: Develop an interview protocol and practice exercise

Wednesday, October 26th

Nikki Usher, *Making News at the New York Times*

Monday, October 31st

Overview of Surveys and Sampling

Readings:

Baxter and Babbie, Chapter 7

Andrews, Kenneth T., and Neal Caren. "Making the news: movement organizations, media attention, and the public agenda." *American Sociological Review* 75, no. 6 (2010): 841-866.

Penny S. Visser, Jon A. Krosnick, and Paul J. Lavrakas, "Survey Research." In Harry T. Reis and Charles M. Judd (Eds.) *Handbook of Research Methods in Social Psychology*. New York: Cambridge University Press, 2002.

Available online at: http://comm.stanford.edu/faculty/krosnick/Survey_Research.pdf

DiStaso, M. W., & Bortree, D. S. (2012). Multi-method analysis of transparency in social media practices: Survey, interviews and content analysis. *Public Relations Review*, 38(3), 511-514.

Tufekci, Zeynep, and Christopher Wilson. "Social media and the decision to participate in political protest: Observations from Tahrir Square." *Journal of Communication* 62, no. 2 (2012): 363-379.

Van Dalen, A., De Vreese, C. H., & Albæk, E. (2012). Different roles, different content? A four-country comparison of the role conceptions and reporting style of political journalists. *Journalism*, 13(7), 903-922.

Xenos, Michael, Ariadne Vromen, and Brian D. Loader. "The great equalizer? Patterns of social media use and youth political engagement in three advanced democracies." *Information, Communication & Society* 17, no. 2 (2014): 151-167.

Wednesday, November 2nd

Assignment: For class, using Qualtrics, design a survey

Monday, November 7th

Field Experiments

Readings:

Baxter and Babbie, Chapter 8

Ivory, Adrienne Holz, Jesse Fox, T. Franklin Waddell, and James D. Ivory. "Sex role stereotyping is hard to kill: A field experiment measuring social responses to user characteristics and behavior in an online multiplayer first-person shooter game." *Computers in Human Behavior* 35 (2014): 148-156.

Jeffrey Conroy-Krutz and Devra C. Moehler, "Moderation from bias: A field experiment on partisan media in a new democracy," *Journal of Politics*, 77(2), 575-587

Nyhan, Brendan, and Jason Reifler. "The Effect of Fact-Checking on Elites: A Field Experiment on US State Legislators." *American Journal of Political Science* 59, no. 3 (2015): 628-640.

Review the following websites:

GOTV, Yale University Institution for Social and Policy Studies
<http://gotv.research.yale.edu/?q=node/49>

James Irvine Foundation, California Votes Initiative
<http://irvine.org/evaluation/program-evaluations/californiavotesinitiative>

Wednesday, November 9th

Focus Groups

“Guidelines for Conducting Focus Groups.” Available online at:

http://assessment.aas.duke.edu/documents/How_to_Conduct_a_Focus_Group.pdf

Javier Lezaun, (2007) “A market of opinions: the political epistemology of focus groups.” *The Sociological Review* 55: 130-151.

Monday, November 14th

In-progress paper proposal discussions

Wednesday, November 16th

In-progress paper proposal discussions

Monday, November 21st

Computational Methods

González-Bailón, Sandra, and Ning Wang. "Networked discontent: The anatomy of protest campaigns in social media." *Social networks* 44 (2016): 95-104.

Bail, Christopher A. "The fringe effect civil society organizations and the evolution of media discourse about Islam since the September 11th attacks." *American Sociological Review* 77, no. 6 (2012): 855-879.

Freelon, Deen, and David Karpf. "Of big birds and bayonets: hybrid Twitter interactivity in the 2012 Presidential debates." *Information, Communication & Society* 18, no. 4 (2015): 390-406.

Deen Freelon, Charlton D. McIlwain, and Meredith D. Clark, Beyond the Hashtags, Available at: <http://cmsimpact.org/resource/beyond-hashtags-ferguson-blacklivesmatter-online-struggle-offline-justice/>

Wednesday, November 23rd

No Class, Thanksgiving Holiday

Monday, November 28th

Paper proposal peer critiques

Wednesday, November 30th

Paper proposal peer critiques

Monday, December 5th

The Practice of Science

Bruno Latour. *Science in Action: How to Follow Scientists and Engineers Through Society*. Cambridge, MA: Harvard University Press, 1994.

Wednesday, December 7th

Fabio Rojas, Grad School Rulz, Available online at:
<https://www.smashwords.com/books/view/93455>

Recommended:

Thom Brooks. "Publishing Advice For Graduate Students," 2008. Available online at:
http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1085245&http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1085245

Department of History and Philosophy of Science, Cambridge University. "How to Publish and Article," 2011. Available online at: <http://www.hps.cam.ac.uk/students/training/publish.html>

Jonathan Sterne's professionalization resource page at: <http://sternetworks.org/academe/>

Emmett Winn. "Advice to Graduate Students Preparing for Their First Conference Presentation." Available online at: <http://sternetworks.org/Winn.html>