

*Doctoral Program in*  
*Critical Social/Personality Psychology*  
*The Graduate Center of the*  
*City University of New York (CUNY)*

**Student Handbook**

*SPRING 2013*

**Critical Social/Personality Psychology**  
The Graduate Center, The City University of New York

*There is nothing so practical as a good theory.*  
Kurt Lewin, 1951

## **OVERVIEW**

The Critical Social/Personality Program at the Graduate Center of the City University of New York has been designed in the spirit of the Lewinian tradition of theoretically rich applied research. We are well known for our intellectual commitments to history, theory, multiple methodologies, interdisciplinarity, and research for social action. The program provides strong preparation in classic, contemporary and critical foundations of social and personality psychology, qualitative and quantitative methodologies. From the first year forward, students engage intensive studies and collaborations with faculty and students from other cohorts. The goal of the program is to prepare critical social and personality psychologists who will contribute to the development of psychology and whose research will inform social theory, social policy, public cultural life, and organizing for social change. Our graduates have been well placed in academic positions, foundations, community organizations and policy think tanks.

Faculty are in residence at the Graduate Center and other CUNY campuses (e.g., Hunter, Queens, Brooklyn, and John Jay College). In addition, we often enjoy the company of varied visiting faculty from universities in the USA and abroad. All doctoral and visiting faculty participate fully in the life of the program, as advisors, teachers, and research supervisors for Ph.D. students. Doctoral students are invited to become actively involved in all phases of faculty research and are encouraged to develop their own research foci. Students are encouraged to work with several faculty members to enjoy a diverse range of research experiences.

We inhabit many communities – those concerned with social and environmental justice, place and public life, identity and community – and we are committed to the participatory power of our work. We are committed to the idea that, as psychologists, we can make real, immediate contributions to social inquiry for the purposes of social justice, human welfare, and doing so is a meaningful way to build a vital, engaged, and truly social psychology.

While we try to expose students to the classic, contemporary, and critical psychology canon, our program is organized around three strands:

- lives, selves, and identities
- intergroup relations and social policy
- justice and injustice studies

Our curriculum, brown bags, conferences, and distribution requirements reflect these three substantive strands of work. Across these areas, faculty and students are engaged with questions of intersectionality of gender, race/ethnicity, sexuality, disability, social class, and immigration status.

As this Handbook describes, the program is designed so that students develop deep discipline-based knowledge and skills along with a broad, interdisciplinary exposure to social science history, theory, and diverse methodologies. Often in seminars with doctoral students from sociology, urban education, public health, social welfare, anthropology, criminal justice or geography, our students recognize that the problems that social/personality psychologists will study in the coming decades will differ from those currently researched and may not be limited to the psychological arena.

Toward this end, students have the opportunity to take courses across psychology as well as other disciplines represented at the Graduate Center (e.g., history, sociology, English, geography, criminal justice, urban education, social welfare, public health, anthropology, women's studies); pursue an en-route Masters in Public Health; enroll in courses at other New York City universities through our Metropolitan Consortium, and/or pursue concentrations such as health psychology, Women's Studies, Africana Studies, New Media Studies, and/or take courses at the Center for Lesbian and Gay Studies. Doctoral candidates at the CUNY Graduate Center can gain certification in such interdisciplinary areas as: Women's Studies and Advanced Social Science Methods and can participate in research centers such as the Center for Human Environments (CHE), the Center for Urban Education, the Center for Lesbian/Gay/Queer Studies (CLAGS), the Center of African American and Caribbean Diaspora (IRADAC), Interactive Technology and Pedagogy, and the New Media Lab. Students are also invited to work with the Public Science Project and a range of critical participatory action research projects.

### **YOUR LIFE WITHIN THE PROGRAM**

*Pre-admission.* Prior to registration, a student's file at the admission office must contain:

- 1) A completed Graduate Center "Application for Admission."  
<http://www.gc.cuny.edu/admin%5Foffices/admissions/>
- 2) Three letters of recommendation (One more than required by the University).
- 3) GRE scores.
- 4) Official transcripts from all schools attended.
- 5) A completed "Application for Financial Assistance," for those seeking financial aid.
- 6) TOEFL scores for international students.

*First-Year.* Much of a student's time during the first year is devoted to required course work—the core integrated courses in Theoretical and Historical Foundations of Social/Personality Psychology, Research Lab, Research Methods & Design, Statistics, and Current Issues in Social/Personality. Students also are involved in research. Students are encouraged to participate in research apprenticeships, such as working with faculty advisors on some aspect of their current research; and, in the second semester, the formulation of a question and initial literature review for the Second Year Research Project. Students also participate in other events including Program Meetings, Program Committees, and gatherings with other programs.

During the first year, the student is assigned a *faculty advisor* who helps the student become socialized into formal and informal aspects of the program. During the first year, the advisor helps the student explore the research and publications of all the other faculty members in preparation for the student's decision to pick/select a research mentor at the end of the 2<sup>nd</sup> semester of the student's first year. In some instances, a student may declare that his/her 1<sup>st</sup> year advisor is the person she/he wants to be his

research mentor. Once selected, the student's *research mentor* is the student's primary advocate and performs all advising and mentoring functions.

Students in the first year can participate in research groups, enroll in an elective course, take one or more of the research modules, and participate in a subcommittee (e.g., Executive, Brown Bag, Curriculum, Admissions, House, Web).

During the spring of the first year, students are provided guidelines/instructions for the Program's First Doctoral Examination (see Appendix). With the assistance of their advisors, students begin preparing their conceptual examination during the spring term. Students submit their final examination about mid-June between their first and second years.

*Beyond the first year.* There is great variation in students' interests, intellectual goals, research projects, concurrent activities, and life demands. All these lead to variation among students in actual time required to complete the Ph.D. The Program in Critical Social/Personality is designed so that it is possible to graduate within five years, although most students take six or seven years. Throughout your time at the GC, students are expected to participate fully in the life of the program, volunteer for committee work, and present his/her work in some public event. In some cases more time is needed, for example, when the dissertation involves collecting longitudinal data or if the student is adding extra courses as part of an interdisciplinary concentration or certificate program. In other cases, such as those for students who have completed some course work at other institutions, the schedule of requirements may be shortened. Students work with advisors and mentors to establish and maintain the schedule that is best for them. What is important is that there are specified goals and a plan to achieve them. Also, students need adhere to the university-wide requirement that the CUNY Ph.D. is completed no later than 8 years after matriculation

Students follow a sequence such as:

**First Year:** Core required courses; Participation in Brown Bag Seminars, Program Meetings; Collaborative research with faculty

**Second Year:** Course work and participation in Brown Bags and Program Meetings; Design, conduct and write-up Second-Year Research Project; *Advancement to Level II* (this comes with successful completion of the First Doctoral Examination and 45 course credits, and brings a reduction in tuition -- see University Handbook for details)

**Third Year:** Course work and participation in Brown Bags and Program Meetings; Continued involvement in research; Write and defend the Second Doctoral Examination early in the Third Year

**Fourth Year:** Continued participation in program activities and optional course work; Submission of Dissertation Topic Proposal; *Advancement to Level III* (the comes with the completion of all course work, the approval of the Dissertation Topic, and it brings a reduction in tuition -- see University Handbook for details); Write and defend dissertation proposal Dissertation research

**Fifth Year and Beyond:**

Complete and defend Dissertation.

*Milestones*

Your life at the Graduate Center happens in classrooms but also in faculty offices, over coffee with friends, on committees, in brown bags, on email with international visiting scholars and through a series of academic milestones designed to scaffold your development as a scholar. These milestones are outlined below (**see Appendices A, B, and C for full description**):

**Log Project** - *First semester of first year*

The Logs are completed in the first semester of the first year that students are in the program. It is a project that is worked on for a required lab course that supplements the Theoretical and Historical Foundations of Social/Personality Psychology I core course taken concurrently. This project involves looking at a decade of the students' choosing and tracking developments and other happenings within social/personality psychology, another scholarly discipline or social/personality psychology outside of the United States, and one other area of interest alongside each other. Journals are kept over the course of the logs development in order to reflect on the research process and keep track of how and what elements are included or eliminated from the timeline that the log creates. These logs are developed over the course of the first semester in the lab and are presented at the beginning of the second semester to the program.

**First Doctoral Exam** - *Second semester into summer of first year*

This milestone is a paper that is begun as a part of a required lab course. It involves analytic writing about a concept of each student's choosing in social/personality psychology from the field's beginning, moving forward in time, depicting its development, critical turning points, and evolving methodological approaches in research. An original source for the concept is chosen (a book or article where the concept first appeared) and then five additional sources that depict the concept's advancement through time are chosen as the sources to be discussed in the paper. Ordinarily completed in June of the first year in the program, To remain in good standing in the program, students must successfully complete the First Doctoral Examination no later than the end of their second year in the program. (See Appendix B for details.)

**Second-Year Project** - *Second semester of first year to beginning of third year*

The Second Year Project is an opportunity for students to conduct their own research before getting to the dissertation stage. Some Second-Year Research Projects are part of larger ongoing research projects conducted with faculty. Thinking about this project typically begins in the second semester of the students' first year with students ranging in their start-times of actual research for it. Some collect data for it during the summer between their first and second years, while others collect the data during their second year. While the research, data collection, data analysis, and/or writing of the project is being done, students attend a required weekly Second Year Project seminar with their cohort. This seminar acts as a space for students and a professor to talk and support each other on their projects as they do them. (See Appendix B for details.)

### **Second Doctoral Exam - *Third year to beginning of fourth year***

This is a critical literature review that is typically begun after the second-year project is completed (first semester of the students' third year) and should be completed within the next eight months (i.e., the beginning of students' fourth year). Course electives, participation in research groups, and research involvement on faculty projects often frame the topic of the Second Doctoral Examination and even the Dissertation. For some students, the second doctoral paper becomes the literature review for the dissertation. For others the Second Doctoral Exam serves as a broader review of a topic that leads the student to a more specific question and literature for their dissertation, and for other students it bears no relationship to their dissertation research.

For their Second Doctoral Examination, Social/Personality Psychology students have the **option** of taking the examination as originally conceived (Option I) or have a second option of preparing and taking an oral examination (Option II):

- **Option I:** The second doctoral examination is a review paper that poses a conceptual or methodological research question in a topic area. In the attempt to answer that question, it reviews the literatures relevant to that question, and suggests new directions for future research and revisions of a particular theory or theories relevant to the topic.
- **Option II - Oral Examination:** Students will select two areas of scholarship within the field of social/personality psychology and generate a reading list for each in consultation with a faculty committee of three GC doctoral faculty chosen by the students. The Chair must be a member of the Social/Personality Doctoral faculty. (For additional information see Appendix C of this Handbook.)

### **Dissertation – *Fourth year to program completion***

Soon after completion of the Second Doctoral Examination, students prepare a brief proposal of a dissertation topic. If all other requirements are in place, the student is then advanced to Level III and candidacy. The next step is the preparation of the formal Dissertation Proposal and the selection of a three-member Dissertation Committee. The composition of the Dissertation Committee is of utmost importance and thus worth considerable reflection and consultation between the student and primary advisor. Ideally, the Dissertation Committee is Chaired by the student's intellectual mentor, who may change at this point, as well as two other faculty whose expertise complement those of the Chair and also provide necessary methodological support. If you would like to invite a scholar to be a member of your dissertation committee who is not on the GC Psychology doctoral faculty, you may petition to include this person, specifying his/her area of expertise and submitting a copy of his/her CV to the Executive Office.

The Dissertation Proposal must be approved by the three member faculty Dissertation Committee. Following this preliminary approval, the document is presented and discussed at a meeting of the student and her/his full Committee, which then confers formal approval of the Dissertation Proposal when they deem it ready. After the Dissertation Proposal is approved, the student must apply to the Graduate Center Institutional Review Board (IRB) for approval to conduct the proposed research, which must be granted before the student begins the dissertation research.

The student is then launched into the actual doing and writing of the dissertation. When a final draft is approved by all three members of the Dissertation Committee and Evaluation Approval forms are submitted, it is then sent for review to two outside faculty readers. A date for a Dissertation Hearing or Exam is set. At that meeting, the student presents her/his work and responds to questions posed by all the readers. At the end of the meeting, the Dissertation may be approved as is, or the student may be asked to make additional changes in the document. When all is finally approved, the student files the Dissertation with the Dissertation Librarian for the Graduate School.

*Dissertation Topic and Publication Policy:* In the not too distant past, dissertations were copyrighted and typically a student was the sole author for publications derived from the dissertation, except where at the student's initiative, joint authorships might be arranged (i.e., the person's chair and/or a member of one's committee). Generally speaking this remains the case. However, with the advent of CDC contract awards, large grants in health psychology and federal grants linked to medical schools, it is not uncommon for SP students to run into the case wherein (1) an original dissertation project linked to a larger ongoing project and/or (2) one based on secondary analysis of data linked to CDC contracts, health psychology private and/or federal grants, and data sets linked to medical schools may require an adjustment to sole authorship standards. That is, a student may be able to carve out a project that results in his/her dissertation; however, when the student goes to publish the protocol for the CDC grant, health psychology project, or med-school linked research may obligate the student to list co-authors. Note: The concern of the Critical S/P faculty is to have a paper trail documenting that the student is fully informed of publication protocol that guides research linked to such projects noted above.

Dissertation students should discuss publication credit issues with the dissertation committee at the time of the dissertation proposal meeting or earlier. If there are conditions under which sole authorship on publications would not be accorded, the student and dissertation chair should submit a *memorandum of understanding* regarding publication credit to the program head for the dissertation proposal to be approved. This memo should spell out authorship credit for publication of the dissertation research and be signed by the student, the three members of the dissertation committee, and if applicable, the PI(s) of the larger research project from which the dissertation data is drawn. The memo of understanding should include the exact wording to be used in the acknowledgement that identifies the PI, the data set, and the ongoing project. The memo of understanding will be retained in the student's academic file. For more information about the policy, click on the PDF file that accompanied the electronic version of this Handbook. The purpose of this policy is to make transparent any constraints related to issues of sole authorship and student publication rights and should prevent any misunderstanding that may arise between the student, chair, and various PIs. Note: The memo of understanding helps document that the student is fully aware of and is in full agreement with publication protocol that may frame the authorship of publications derived from his/her dissertation project.

## **ADVANCEMENT THROUGH THE PROGRAM**

*Level & Status.* Doctoral Students are considered by the Graduate Center to be "Level I" until the semester following their successful accumulation of 45 credits and successful completion of the First Doctoral Examination. Level I students are considered to be "Full-time" if they are registered for 7 or more credits and/or "Weighted Instructional Units" (WIUs). (WIUs are assigned for such student activities as teaching, exam preparation, and research.) Once a Doctoral Student passes beyond Level I to Level II (and Later to Level III), there is no minimum number of credits required for Full-time status. "Part-Time" status refers exclusively to those Level I Doctoral students who are registered for fewer than 7 credits and/or WIUs. Different rates of tuition are charged depending on a student's Level, and whether a student is a resident of New York State. Both Full-Time and Part-time students at Level I out-of-state and international students are billed at the per-credit rate for all credits/WIUs. See *The Graduate Center Student Handbook* for details.

*Course Requirements.* The Critical Social/Personality Psychology program requires that a minimum of 60 credits of Ph.D. level courses (i.e., 700 and 800 level courses) be completed. These credits are apportioned as follows:

- 1) 30 credits for the following *required* courses:
  - Theoretical and Historical Foundations of Social/Personality Psychology (3 credits)
  - Methods and ethics (3 credits)
  - Advanced Qualitative Methods (3 credits)
  - Advanced Quantitative Methods (3 credits)
  - Statistics (6 credits)
  - Lab (2 credits)
  - Second Year Project (6 credits)
  - Critical Issues in Social/Personality Psychology (4 credits)
- 2) 9 credits must be obtained through *elective* courses offered by the Program
- 3) Remaining credits for course work may be taken in any psychology area or related discipline (e.g., sociology) with the approval of the student's advisor. Social psychology and related courses may also be taken as part CUNY's consortial arrangement with other universities in New York City.
- 4) B or better must be obtained in all required courses.

*Requirements for Advancement to Candidacy.* Students must have completed the following to fulfill all requirements for advancement:

- 1) have taken and received a grade of "passed" on their first and second doctoral examination
- 2) have taken and "passed" with a "B-" or better grade, Statistics I, Statistics II, and Methods and ethics
- 3) have completed 60 credits.
- 4) have submitted an approved 'Topic Proposal Form'

*Degree Requirements.* Students must have completed the following to fulfill all requirements for final doctoral degree:

- 1) A full-time<sup>1</sup> course of study for each semester of enrollment
- 2) At least 60 credits of approved graduate work, of which at least 30 must be taken in residence.
- 3) Demonstrated competence in research skills shown through completion of two semesters of statistics with a grade of B or better in each semester
- 4) First and Second Doctoral Examinations in the chosen discipline
- 5) Completion of a Second Year Research Project
- 6) Completed and approved Dissertation

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<sup>1</sup>Full time status can be maintained for the purposes of financial aid, fellowships, and other requirements, by advanced students through the use of non-credit bearing weighted instructional units (WIU's), alongside of course credits. WIU's are noted on the registration form for research, teaching, exam preparation, and other activities relevant to training.



## **SAMPLE COURSEWORK**

*Theoretical and Historical Foundations of Social/Personality Psychology (Core I; 3 credits):* This is a required course for all first year Critical Social/Personality students. We will read and discuss materials that well exemplify the (a) the intellectual concerns of personality and social psychologists, (b) the need to approach human behavior through a variety of levels of analysis, from the individual through the cultural level, and (c) the importance of a critical and historical approach in research. Students will be introduced to classic as well as contemporary examples of psychological theory and research.

*Critical Psychology Lab (1 credit):* This is a required course for first year Critical Social/Personality students. Its aim is to help students develop the skills and knowledge to understand their work in its historical context. Course work involves examining aspects of the history of Critical Social/Personality Psychology, and framing this history in the context of other related scholarly endeavors and in the broader social context. The basic work of the lab is each student's preparation of an historical log. After choosing a particular 10 year period, students will record (a) the key studies, events, and persons from their sub-discipline of psychology for that period, (b) the important happenings from some other discipline or related social movement, and (c) the events and trends reflective of some theme capturing the social, political, or cultural dimensions of that period. Students will then write about and prepare a presentation of their analyses.

*Statistical Methods in Psychology I (3 credits):* This course introduces students to data analysis techniques that are suitable for experimental and field research projects. Heavy emphasis is given to regression models as well as univariate and multivariate analysis of variance techniques. Students are given experience using computer programs from SAS and SPSS. Statistics I and Statistics II are required by the Ph.D. Program.

*Research Methods and Ethics (3 credits):* This course provides a broad interdisciplinary overview of research methods and psychological ethics

*Research Methods I-Tutorial (3 credits):* This is a required tutorial that will accompany the Research Design and Methods course. This course will be tailored for Critical Social/Personality students.

*Critical Social/Personality Psychology II (Core II; 3 credits):* We want you to take a second theoretical course in social theory, environmental theory, or contemporary social psychology.

*Statistical Methods in Psychology II (3 credits):* This course introduces students to data analysis techniques that are suitable for field research projects. It emphasizes critical approaches to statistics along with regression models and univariate and multivariate analysis of variance techniques. Students use computer programs (e.g., SAS, SPSS).

*Lab in Social Psychology II (1 credit):* This is a required course for first year Critical Social/Personality students. Its purpose is to practice the "basics" of research by developing two basic

skills: (a) the selection and crafting of research problems and specific research questions, and (b) the collection and writing up of evidence for one small claim you are prepared to make about the phenomenon that you have chosen to study. These skills are intended to support second-year research projects and any research done in the future.

*Second Year Research Seminar I and II (6 credits):* This course serves to support the second program milestone, the second-year independent research project. In the first semester students develop and prepare a research proposal. Course content is organized according to the issues and written genres needed for developing a research proposal. This includes the research rationale, critical literature review, research questions, hypotheses, and methods including research design, sampling, and data analysis plan. We also attend to the IRB approval process. In the second semester, students work through literature, design, methods and preliminary data gathering. The second year research project will result in a report to the program on their research to the Program and a journal-length article.

*Research Seminars.* Research Seminars are organized around faculty and student research interests, with an emphasis on: *selves and identity, intergroup relations and policy, and justice and injustice.* For example, research seminars have concerned Theories of Social Injustice, Moral Exclusion, Critical Race Theory, Intergroup Relations, and The Study of Lives.

For Independent Research courses, a schedule of meetings and required work should be designed and agreed upon by the student and faculty at the beginning of the semester (again, by the end of September for Fall courses, and the end of February for Spring courses).

*Electives.* The Critical Psychology Cluster provides a rich offering of courses each semester. Most advanced courses are given as seminars for groups of 5 to 15 students. Students are also encouraged to take advantage of course offerings in the other Psychology programs and related disciplines, such as Sociology, Anthropology, Geography, Women's Studies, History, Urban Education, Public Health, Social Welfare and Criminal Justice. Students may also take courses offered by the many inter-disciplinary concentrations at CUNY such as Advanced Social Science Research and Cultural Studies.

*Transfer of Credit.* According to the Bulletin of the Graduate School a maximum of 30 acceptable graduate credits taken prior to admission to the doctoral program at the City University may be applied toward the degree provided the courses were completed with a grade of B or higher within an appropriate period preceding the time of application and are equivalent to comparable courses at the City University. Credit normally will not be transferred if courses were taken more than ten years prior to entry in the Critical Social/Personality Program, or the credit was originally granted for independent research or thesis work. Unusual situations will be evaluated on an individual basis. Typically students who enter with a Masters degree transfer in no more than 13 – 15 credits toward their doctoral degree.

The program uses the following guidelines to determine the number of course credits a student may transfer. The guidelines will enable applicants to make a reasonable appraisal of the transfer credits they are likely to receive. Requests for transfer of credit are typically made and acted on no later than the end of the first year of study.

*Transfer of credit for doctoral-level courses in psychology.*

**From within CUNY.** Psychology courses taken at CUNY for doctoral credit will normally be transferred if a grade of B or better was recorded, Where a graduate program at another institution sets a specific grade criterion for doctoral level work, credits will be transferred according to that criterion (e.g., if a grade of B+ is considered minimum acceptable doctoral work, or if an average of B+ or better is required for advancement to candidacy, courses with a grade of a B+ or better will be treated as doctoral courses and courses with a grade of B will be treated as master's courses).

**From other institutions.** Full credit will normally be transferred for psychology courses counted toward the Ph.D. in a bona fide doctoral program in psychology if they meet all the following criteria: the courses are substantive (i.e., not *practica*); the courses are judged relevant by the faculty to training in the Critical Social/Personality Program; and if a grade of B or better is recorded. Such courses will be transferred regardless of whether the student was matriculated for a master's degree or a Ph.D.

### **EVALUATION OF STUDENTS' PROGRESS/WORK**

A student's progress in meeting degree requirements is evaluated at the end of the 2<sup>nd</sup> semester of each academic year. Each student in the First and Second Year Cohort receives an end-of-year evaluation letter developed from input by faculty who have worked with the student during the course of that academic year. Students in the Third Cohort submits to her/his advisor or mentor a letter which reviews the student's perception of what she/he has accomplished across the last 9 to 12 months, along with an updated CV. Evaluations are used to monitor students' timely progress through the program, and to point out strengths as well as weaknesses.

*Grades.* Policies regarding course grades derive from three sources: the Graduate School; the Ph.D. Program in Psychology; Critical Social/Personality Psychology. Graduate school policies, which apply to all Ph.D. disciplines (programs), are stated in the *Bulletin* of the Graduate School. Note that a grade of B or better must be obtained in all Critical Social/Personality Program required courses.

*Incomplete grades.* To resolve incomplete grades students must fulfill their obligations *within the next two semesters* that they are in residence. After two semesters, an incomplete grade ("INC") will be automatically transformed into an "INP" (permanent incomplete). Exceptions can be made only with the permission of the Executive Officer and before the end of the second semester. Permanent incompletes will accrue no credit. Students will not normally be regarded as making satisfactory progress toward their degrees if they have two or more incomplete courses on their records. Students with more than two incomplete courses will be brought to the attention of the Executive Officer to determine whether or not they are making satisfactory progress.

*What is satisfactory progress?* At every stage of their doctoral training students should make satisfactory progress in meeting credit and other requirements (i.e., completion of core courses, completion of Second Year Research Project, passing of First and Second Doctoral Examinations, completion of Dissertation). They should do so within the prescribed time frame. Please note that: 1) University rules dictate that an incomplete course must be completed within one year; 2) Students with two or more incomplete courses on their records are not regarded as making satisfactory progress toward their degree. Unsatisfactory performance can result in probationary status for students in the subsequent semester, subject to reevaluation at the end of that term. In the absence of satisfactory progress for more

than a term, students may be advised to take a leave or withdraw from the program. A student may appeal any change in status to the Critical Social /Personality Executive Committee in a written petition.

*Standards for retention.* Students' records will be evaluated at the end of each academic year. Matriculation may be terminated for unsatisfactory scholastic performance: generally considered less than a "B" average and/or failure to meet other program requirements.

## **PHILOSOPHY OF MENTORING AND ADVISEMENT**

Students work with a primary advisor based on similar interests, but can choose another advisor at any time. In addition, students are strongly encouraged to work with multiple faculty members. In keeping with the spirit of the Report of the President's Task Force on Mentoring, it is important to distinguish between advisors and mentors. "An advisor typically serves students during the initial stages of study, when they are involved in taking courses; the advisor might help them choose courses, plan for examinations, and offer basic, "everyday" guidance.... A mentor, on the other hand, develops a much closer -- far more "professional-collegial-personal" relationship with the student.

Before the end of the first year, students select their own research focus and are ready to choose a research mentor to guide them through the Second Year Project and other program requirements. Students are encouraged to talk to many faculty members during the process of selecting a mentor. That mentor takes on the responsibility of academic advising as well as overall research supervision. Often, the mentor is the faculty member with whom the student collaborates on research, and during the early years of graduate school provides guidance on how to grow one's research resume. Collaborative work includes co-authorship of conference presentations and publications; students' involvement in preparation of grant applications; and, at times, faculty support for students to publish a single authored article based on his/her second year project or second doctoral examination.

Because students' research interests often change during the course of graduate training, many students change primary mentors at some point during graduate school. In fact, many students have more than one mentor during their years at CUNY. What is most important is that by the time dissertation preparation begins, each student has established a *close and comfortable* working relationship with a mentor. The mentor not only works closely with the student during the whole dissertation process, offering frequent critique, information, and support, but also is the person who guides the student's entry into a career, offering advice about professional issues, the job market, and preparing research for publication. As neatly summed up in the President's report, "In all, the mentor eases the journey from one side of the desk to the other."

## **OTHER SCHOLARLY & PROFESSIONAL OPPORTUNITIES**

*Masters of Public Health.* Graduate Center Psychology doctoral students who wish to receive an en-route MPH can apply to one of the following MPH Programs at the City University of New York School of Public Health: Community Health Education, Environmental and Occupational Health Sciences; Health Policy and Management; or Epidemiology and Biostatistics. Applicants will need to meet the existing Hunter College entrance requirements for the MPH and develop a plan with their assigned public health

adviser and their psychology adviser(s) to meet the MPH degree requirements that include 45 credits; 30 of these must be earned in Masters or doctoral level public health courses. With the approval of the public health adviser, up to 15 Graduate Center credits can be applied to the degree providing they meet the academic requirements for the MPH degree.

*Certificate Program in Women's Studies.* The Certificate Program in Women's Studies is an optional course of study to students already enrolled in a Ph.D. program at the Graduate Center. The Women's Studies Certificate Program offers course work, guidance in research, and participation in a wide range of student-faculty activities, such as lecture series and forums. Through coursework, the program offers students the opportunity to apply the theoretical and analytical approaches of women's studies to their "home" discipline and to do individual research. The sequence of courses is designed to provide historical, cross-cultural, and interdisciplinary perspectives on women, feminism, women's studies, and gay and lesbian studies, as well as gender studies. For more information consult the *Bulletin* of the Graduate School, or call the Women's Studies program office.

*Lesbian/Gay/Queer Studies.* The Center for Lesbian/Gay/Queer Studies (CLAGS) offers colloquia on a variety of topics with lesbian/gay/bisexual studies as well as symposia each semester with a focused theme. A number of programs at the Graduate Center offer courses in lesbian/gay/queer studies, including environmental psychology, sociology, English and history. There have been research seminars co-facilitated by Critical Social/Personality and Environmental faculty members.

*Inter-University Doctoral Consortium.* There is a consortial arrangement between the Graduate Center and four other New York City schools. After the first year of doctoral study, students may take a limited number of doctoral-level courses in Psychology at Columbia University (excluding Teachers College), Fordham University, the New School for Social Research, and New York University. This consortium arrangement allows students to take courses that are not regularly offered at the Graduate Center.

Cross registration must be approved by the course instructor and the Deans of the home and host institutions. This involves completing a form and obtaining signatures from the course instructor, your advisor, and the Deans of the home and host institutions. Forms and details may be obtained from the Office of the Vice President for Student Affairs. Note that the five institutions do not share the same academic calendar, and semesters at the other institutions may vary by a week or two. But it's well worth the arrangement: in recent years, students have taken courses in Attitude Theory, Social Cognition, Social Psychology of Aging, and Social Intervention and Change within the Social and Community Psychology programs at NYU and an advanced seminar in motivation at Columbia. Many students from Columbia, New York University and the New School enroll in coursework at the Graduate Center.

*Student membership on committees.* Student involvement in the running of the Program is encouraged and required. There are currently six standing Critical Social/Personality faculty/student committees:

- (1) The *Executive Committee* oversees program functions, plans, trouble shoots, and considers how to foster an excellent environment for our studies together. This committee plays an active role in the formulation of Program guidelines and requirements.

- (2) The *Admissions Committee* oversees the entire Admissions process, including recruitment of students, screening applications, interviewing prospective candidates and making recommendations to the Program Committee. Students participate in all meetings of the committee and are full voting members of the committee.
- (3) The *Curriculum Committee* reviews policy on curriculum offerings and degree requirements, and suggests changes and new courses. Students are full voting members of the committee and serve as the "voice" of the student population; for example, they conduct surveys of students' desires for new courses.
- (4) The *Brown Bag Committee* coordinates the brown-bag speaker schedule for the semester -- choosing and inviting speakers, arranging for publicity and introductions, and hosting the speaker that day.
- (5) The *House Committee* oversees the effective use of the Program's office space and infrastructure. The responsibilities of the committee include computer resources and maintenance, equipment, the journal library, office assignments, and other issues relating to the Program's physical environment.
- (5) The *Website* committee adds content to and updates the program's website

Students are elected to serve with faculty members on each of these committees. Elections are held at the beginning of every academic year for one year terms. Student representatives are regular voting members of these committees. Student participation is important for understanding how a department operates and learning how to be a critically engaged community member -- skills students need for later jobs, whether in or out of the academy.

In addition, students are elected to serve as representatives to the *Graduate Council*, *Psychology Council*, *Doctoral Students' Council*, and *Executive Committee of the Critical Social/Personality Program*

## APPENDIX A -FIRST DOCTORAL EXAM

### First Year Doctoral Examination: Tracing the Course of an Idea

This examination is an opportunity for first year students to develop their current research interests through a connection with historical aspects of social and personality psychology. Students are asked to identify and state a research idea presented in the work of a “classic” and “very influential” scholar from social/personality psychology’s past. They trace, across the decades to the present, what has happened to that idea as it has been carried forward by *other* psychological writers; specifically, by researchers in five later publications (e.g. a journal article, chapter, book). Students select five later works that reflect a balance of theoretical and empirical coverage of the idea.

For this essay students read and characterize that “classic” statement of the idea and then follow (via social science citation index or any other strategy they find suitable) how this idea has been expanded, narrowed, applied, and/or amended over time by subsequent generations of writers and researchers *within psychology*. The following list of classic or influential writers from which students can choose includes psychologists and other prominent intellectuals of the 20th century. For students’ five later choices, they follow their idea across and through the 20<sup>th</sup> and into the 21<sup>st</sup> century in the works of published psychologists. Students document the theoretical and methodological evolution, or turns, of a key psychological idea across time.

Students choose the initial statement of the research idea from the work of scholars such as the following:

Gordon Allport; Max Weber; Karl Marx; W.E.B. DuBois; George Herbert Mead; Jean Paul Sartre; William James; Sigmund Freud; Karen Horney; Melanie Klein; Kurt Lewin; Mamie and Kenneth Clark; Erving Goffman; Adorno; F.C. Bartlett; Carolyn Sherif and Muzifer Sherif; Robert White; Henry Murray; Herbert Kelman; Otto Klineberg; Henri Tajfel; Serge Moscovici; Donald Campbell; Solomon Asch; Claire Seltiz; Horace Mann Bond; Fritz Heider; Lev Vygotsky; Leon Festinger; Charles Darwin; Stanley Milgram; Stanley Schachter, Mort Deutsch; William McGuire; Robert Zajonc

Students may choose someone not on this list but need to consult their advisors and program head about their choice.

Students produce a well-documented paper ranging in length from 30 to 35 pages (double spaced, 12 pitch font, 1” margins all around, including a bibliography). Faculty will not read more than 35 pages. Students should clearly (a) articulate the idea they are tracing: how it was originally conceived and how it has been studied across several decades; (b) evaluate on conceptual and methodological grounds how the idea has been handled in research; and (c) forecast the research issues on the horizon for the next decade. *Please submit along with the paper one copy of each of the 6 basic texts that you used for your examination.*

## The Essay

Your essay, organized as you see fit, needs to do all of the following:

1. Identify and state a research idea that interests you. Students depict the idea as it was stated by their “classic” theorist and present their own understanding of it. In selecting a research idea to read and write about, students are helped by the exercise they’ve learned from the Booth, Colomb, and Williams (2003) text:

Topic: I am reading and writing about \_\_\_\_\_

Question: because I want to find out who/how/why \_\_\_\_\_

Rationale: in order to understand how/why/what \_\_\_\_\_

At the start of their essays, students present to the readers how they filled in these blanks during the initial stages of their reading and writing. Also, students describe what was at stake theoretically and, if appropriate, how methods and empirical research shaped the first writer’s presentation of the idea. By empirical, we mean research from a qualitative or quantitative stance that collects data to elaborate a theory or idea. Spend at least two to four pages developing the argument that s/he originally authored. When considering what was “at stake,” students may focus on the scholar’s specific point/thesis in the context of previous theory and research. Explain why the author’s statement is significant. Feel free to comment also on the significance of the author’s thesis about your idea in relation to public issues, policy, and/or practice, if stated by the original scholar.

2. Give the readers an overview of the five articles/books that you will bring into your essay. Describe the methods used to select the pieces: Why these five and not others? These five should be distributed chronologically across the decades, from the date of the original publication to the present. Summarize the transformations that the idea has taken in the selected readings over the course of its intellectual lifespan with which you are working. The works will, when seen as a set, cover conceptual and empirical contributions. At least three of the five pieces will contain an empirical (qualitative or quantitative) contribution. Research writing that is empirical typically states why and how data were examined systematically, according to the standards of some research paradigm (see, for example, Alford). Name that paradigm, and discuss how the empirical method operationalized the focal idea. This should take three to four pages.
3. Review each of the five articles/books in enough depth so that readers can see how the original idea has been refined through empirical and conceptual efforts. This requires more than a summary. Readers are looking for an analytic and critical review. With regard to empirical efforts, for each of the pieces that includes an empirical contribution, be sure to cover the kinds of methodological issues raised by each empirical piece, and discuss how methodological decisions and results have affected the shape of the idea. Evaluate the (a) fit or appropriateness of the specific methods chosen to the study’s conceptual framework and research questions, and (b) the effectiveness of the research design and the interpretation of evidence for the nature of knowledge stated or presumed in the study. (Ten to fifteen pages)



In the course of the review of the five articles/books, key moments are identified in which the idea takes a critical turn. Clarify any obvious revisions – revisions in definition, methodology, or scope, in contrast to the presentation of the idea with which you began. “Critical turns” include transformations of the idea through changes in (a) one or more of the concepts with which the idea is associated, (b) the ways in which the concepts relate to the contexts in which the idea has been examined, and/or (c) methods that affect the nature and/or operationalization of the idea, d) identify ‘roads not taken’ - research that is not covered that might (or might not) be relevant, and e) potential future directions of this research. (Three to five pages).

4. Analyze the current debates/splits/camps of research involved in work on this idea and project what research in the area might look like over the next decades. Be sure to cover both conceptual and methodological possibilities. Finally, restate the Booth et al model at the end of your essay, showing how you have now come to think about your research concern, given all the reading, thinking, and writing you have done about your idea. (Three to five pages)

### **Evaluation of the First Doc**

The first doc receives three possible grades: pass, fail, or revise. If a paper receives a grade of ‘revise,’ the committee will determine who will be involved in the revisions and the appropriate timeline.

Your paper will have three readers. The student selects the first and second reader from the social personality psychology faculty. The Program chair selects a third reader (i.e., an outside reader; not an advisor) to complete the committee.

As indicated in the timeline (see appendix), students are strongly encouraged to discuss the paper with the first reader and second reader as it develops over spring term. Once the silent period begins, students cannot discuss the paper with faculty.

Students submit to each of the 3 readers the first doc exam along with each of the five scholarly works you discuss. Please consult with your readers to ascertain how they would like to receive the exam during the summer (GC mailbox, snail mail, email, etc.).

Please note: Students are welcome to meet with the exam’s readers after receiving an evaluation of the exam and after fall semester begins.

### **Criteria for grading:**

Does the paper show a:

1. Clear understanding of the original emergence of the idea. What were the critical elements as initially conceived? What was the role of methods in this original presentation?

2. Thorough description of how you tracked the thesis through the literature. What was your method for “tracing?” Be specific about what was included and what was left out (i.e., roads not taken).
3. Well-substantiated critical analysis of the five articles/chapters/books and demonstration of how the given references relate to each other and how they develop/amend the original idea.
4. Careful tracking of the ways in which the idea has retained its original form and the ways in which it has been transformed across the years. What of the original notion is still “current?” What issues have been dropped along the way? What issues have been added?
5. Scholarly treatment of the conceptual and methodological concerns, including the extent to which the student traces how methodological decisions have affected the development of the idea; and perhaps applied and ethical concerns that surround work in this area.
6. Creative consideration of the next decades of research that might emerge in the field.
7. Complete bibliography of all relevant citations.

**Critical Social/Personality Psychology First Doctoral Examination**

**Spring, 2013**

Briefly state the research idea that you have taken from your “original” source and will trace over five later publications:

Your original source: \_\_\_\_\_

Please list the five later publications:

- 1.
- 2.
- 3.
- 4.
- 5.

First Doc contract

Approved by

\_\_\_\_\_

**FIRST DOC APPENDIX:****Tools for Preparing Exam Analysis**Grounding in your work

As a way of helping you identify and clarify the research idea and questions with which you will contend in the First Doc, the faculty ask you to begin filling in the blanks in the Booth et al (2003) model as soon as you start your work. This model is a good guide on “how to find your interests in a topic, how to find in that topic questions to research, and then how to signal the significance of your answer by describing its rationale:”

Topic: I am reading and writing about \_\_\_\_\_

Question: because I want to find out who/how/why \_\_\_\_\_

Rationale: in order to understand how/why/what \_\_\_\_\_

With this rationale in place, identify an argument/statement/hypothesis about your key idea in writing by your chosen focal “classic” scholar. This argument/statement/hypothesis should make a claim about some psycho-social phenomenon relevant to your idea in ways that have been subject to examination over the years.

### Example of First Doctoral Examination Preparation Matrix

Use a form like this one to help you in your selection of texts for the exam. As you fill in the boxes in the matrix, you will complete key steps in your examination preparation. You want to be sure each article gives you something with which to fill in the cells. Also, the completed matrix enables you and your faculty advisors to see that you have chosen texts that are appropriate for the exam -- texts that will enable you complete the critical steps in the exam and meet the faculty's expectations for the exam. This is just one way this form might look. Feel free with your advisors to use it or one you construct for yourself to help you in your preparations.

|           | Conceptual Framework | Research Question or Hypothesis | Methods | Evidence Reported | How Methods Shape Theory/<br>How Theory Shapes Method | “Critical Turns:”<br>How Your Idea Changes, Given the Evidence | Effectiveness of Design & Interpretation |
|-----------|----------------------|---------------------------------|---------|-------------------|---|--|--|
| Article 1 |                      |                                 |         |                   |   |  |  |
| Article 2 |                      |                                 |         |                   |   |  |  |
| Article 3 |                      |                                 |         |                   |   |  |  |
| Article 4 |                      |                                 |         |                   |   |  |  |
| Article 5 |                      |                                 |         |                   |   |  |  |

### Process and Timeline for First Doctoral Examination

|                                       |  |
|---------------------------------------|--|
| January                               | Distribution of exam instructions  |
| February 1 –<br>March 14th            | Meetings with faculty members to formulate the key idea for the examination and the initial “classic” text   |
| March 15th                            | Written statement of idea for the examination – the topic area in which you are working, the questions you are asking, and the rationale for that question – submitted to at least one faculty advisor |
| March 16 <sup>th</sup> —<br>April 6th | Meetings with faculty to identify texts along the path and refine the thesis   |

|   |   |
|---|---|
| April 6 <sup>th</sup>                             | Selection and approval of “short list” of texts for the exam by two faculty advisors                |
| April 6 <sup>th</sup> –<br>April 19 <sup>th</sup> | Meetings with faculty around text selection   |
| April 30 <sup>th</sup>                            | Draft of completed matrix or a comparable form to the two faculty readers                           |
| April 30 <sup>th</sup> —<br>May 23 <sup>nd</sup>  | Continued discussions with faculty  |
| May 24 <sup>th</sup>                              | Contract signed by two faculty advisors and submitted to Program Head’s Office (Prof. Susan Opotow) |
| June 14 <sup>th</sup>                             | First doc exam is due   |

*[Updated 15 Feb 2013]*

## APPENDIX B: SECOND YEAR PROJECT

The Second Year Project is designed by the student in consultation with advisor(s), as an empirical investigation of a theoretical question. Empirical investigation may involve any variety of methods including experimental design, large scale survey, secondary analysis of existing data base, life study, archival analysis of historic material, interviews, focus groups, participatory designs, ethnography, etc. While students begin to conceptualize the project during their first year in the S-P lab, the research is typically conducted during the second year of doctoral training and completed by the first semester of a student's third year. Students enroll in the Second Year Research Project course in year 2 of doctoral training and independent study with their advisor.

The paper should be written up in standard APA format, with literature review section, methods, results, and discussion, unless student and advisor determine another format. The paper should range in length from 25-40 pages.

Students present their second year projects to the full Critical Social/Personality Psychology community in the Fall of their third year and then are expected to complete the write up. There is no formal defense of the second year project, but two advisors must approve the final paper. Many students decide to revise their second year projects to submit for publication.

Initial conceptualization of the research project begins during the spring semester of the first year, in the Lab for Social/Personality Psychology. For the Lab, students prepare an initial literature review on their selected research topic. Students are advised to select a research mentor for the project during that spring semester. In their second year in the program, students take a Second Year Project Tutorial (2 credits each semester) with their second year research mentor as well as the Second Year Research Seminar (1 credit each semester). During the fall semester of the second year, students design their research projects. The final paper for that semester is a formal research proposal. This is reached through the writing of many drafts for which the students receive critique and suggestions for revision throughout the semester. During the spring semester, students carry out the research project (data collection and/or data analysis), and prepare a written manuscript describing the results.

### *Frequently Asked Questions (FAQ)*

*Is there a preferred design for second year project?*

No. Student and advisor should determine the skills to be developed and what kind of research project could be undertaken to support a student's methodological development and resonate with theoretical interests.

*How do I select a second reader?*

Students typically work with an advisor and then select a second reader based on theoretical interest, methodological expertise or applied/policy relevance.

*If I enter the program with a Master's thesis, might that "count" as my second year project?*

Perhaps. If your Master's thesis is an empirical investigation that satisfies the criteria of doctoral faculty, it is possible to submit your Master's thesis as your second year project. This has been done a few times,

although typically students who enter with a Master's thesis decide, nevertheless, to pursue a Second year project at the Graduate Center in order to develop theoretical, methodological and writing skills appropriate to doctoral level work prior to undertaking their dissertation.

*Can the Second Year Project be written as a paper to be submitted to a journal?*

Absolutely! It is strongly encouraged that students, in consultation with their advisor(s) submit the second-year project for publication.

*Do Students ever publish from their second year projects?*

Yes, sometimes as sole authors and sometimes in collaboration with an advisor or collaborators.



## **APPENDIX C - SECOND DOCTORAL EXAM**

*(Third year to beginning of fourth year)*

For their Second Doctoral Examination, Critical Social/Personality Psychology students will have the **option** of taking the examination as originally conceived (see Option I ) or have as a second option for preparing and taking an oral examination (see Option II).

### **Option I**

The second doctoral examination is a review paper that poses a conceptual or methodological research question in a topic area. In the attempt to answer that question, it

- reviews the literatures relevant to that question, and
- suggests new directions for future research and revisions of a particular theory or theories relevant to the topic.

*Overview.* The paper can take the form of a meta-analysis, a research-informed policy paper or a conceptual analysis of a social/personality construct or debate.

*Length.* The final paper should be no more than 25 double-spaced pages *including* references. Students should take no more than 8 months to write their paper.

*Purpose.* For some students, the second doctoral paper becomes the literature review of the dissertation; for others it serves as a broader review of a topic that leads the student to a more specific question and literature for their dissertation; and for other students it bears no relationship to the dissertation research. Each student should select his/her topic and frame the paper in consultation with their committee.

*The Second-Doc Committee.* The Committee consists of three faculty members: a chair and two members. The Committee, in particular the Chair, works with the student to choose and frame a topic, consults with the student as the paper is being written and revised, and constitutes the examining committee for the oral examination of the paper. Students choose members of their committees for their areas of expertise: Committee members are advocates and guides, who will provide intellectual and emotional support during the process.

The Chair of the Examining Committee must be appointed to the doctoral faculty in Critical Social/Personality Psychology. If a student wants to invite a member from outside the GC doctoral faculty to serve on the committee, s/he must provide justification for the choice by submitting the person's C.V. for approval to the Executive Officer for Psychology. It is suggested that approval of an outside member be obtained early in the process.

*Approval of the Second-Doc Exam.* The Chair of the examining committee must approve the written paper prior to scheduling the oral examination. The written paper should demonstrate competence in presenting the state of the science in the topic area, critical reflection, and academic writing that conveys mastery of the chosen area(s) of the literature.

The oral examination is a 2-hour discussion between the student and committee members in which all three committee members ask questions of the student pertaining to the material in the document. The oral examination may include questions on any area of psychology related to the paper.

### **Option II –*Oral Examination***

Students will select two areas of scholarship within the field of critical social/personality psychology and generate a reading list for each in consultation with a faculty committee of three GC doctoral faculty chosen by the students. The Chair must be a member of the Critical Social/Personality Doctoral faculty.

- The two areas may be a topic, question, method, or construct.
- Each area will be reviewed through a bibliography of no less than 20 citations (articles and books) which must include three domains of relevant literature: historic, mainstream, and critical social/personality psychology; appropriate interdisciplinary texts should be included as needed.
- Students will build the bibliography in consultation with their faculty committee of three members. Students may decide if specific faculty members are responsible for posing questions within one area or both.
- Students will write 2 papers of no more than 10 pages each. Each paper will review the themes, debates, and intellectual currents that cut across each bibliography. The first half of the paper would annotate the key arguments, and the second half would articulate the key debates, turns, currents, and future directions.
- The bibliographies and papers will be submitted to the full committee.
- In a two hour second doctoral examination, faculty and student will engage in a conversation about both fields of inquiry.
- The second doctoral examination should be held by the end of the student's third year in the program. Should extenuating circumstances prevent the student from meeting that deadline, the exam must be held absolutely no later than the opening weeks of a student's fourth year.

*The Second Doc Committee:* The Committee consists of three faculty members: a chair and two members. The Committee, in particular the Chair, works with the student to choose and frame a topic; consults with the student as the exam is being developed, written, and revised; and constitutes the examining committee for the oral examination of the papers. Students choose members of their committees for their areas of expertise. There is no obligation to keep any faculty member of the second doctoral examination committee on the dissertation committee.

*The Chair of the Examining Committee* must be appointed to the doctoral faculty in Critical Social/Personality Psychology. If a student wants to invite one member from outside the GC doctoral faculty to serve on the committee, she or he must provide justification for the choice by submitting the person's C.V. and appropriate paperwork for approval to the Executive Officer for Psychology. Note that approval for an outside committee member should be obtained early in the process.

*Updated: 15 May 2013*