

**Doctoral Program in
Critical Social/Personality Psychology**

**The Graduate Center
City University of New York**

Student Handbook

Fall 2019

PhD Program in 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 historic/classic, contemporary, and critical foundations of social and personality psychology, qualitative and quantitative methodologies, including participatory community-based research. From the first year forward, students engage in intensive studies and collaborations with faculty and students from other cohorts. Most students are also deeply involved with our community, community-based organizations, and social movements within and beyond CUNY and New York City. Our program's goal is to prepare critical social/personality psychologists who will contribute to the development of psychology and whose research will inform social theory, social policy, public cultural life, and societal change. Students prepare for post graduate work in policy, public scholarship, university life, organizing, advocacy, and teaching. Our graduates are well-placed in academic positions, foundations, community organizations, and public policy think tanks

Many faculty in residence at the Graduate Center are also faculty at other CUNY campuses (e.g., Hunter, Queens, Brooklyn, College of Staten Island, Kingsborough Community College and John Jay College) and draw from a number of disciplines and interdisciplinary programs (e.g., anthropology, sociology, American studies, gender/women's studies, and Africana studies). In addition, we often enjoy the company of visiting faculty from universities in the USA and abroad. All doctoral and visiting faculty can 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. We are committed to the idea that, as psychologists, our social inquiry can contribute to social justice and human welfare. By doing so, we hope to contribute to a vital and engaged social psychology.

As this Student Handbook describes, our program is designed so that students will develop deep discipline-based knowledge and skills along with a broad, interdisciplinary exposure to social science history, theory, and diverse methodologies.

Toward this end, students have the opportunity to take courses across psychology as well as in 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; collaborate with the Public Science Project; enroll in courses at several other universities via the Graduate Center's consortial arrangement with other universities in New York City (see p. 16); 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 Graduate Center-based 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.

We are fortunate to share our commitments to criticality, an invited speaker series, community meetings, and classes with Environmental Psychology with a larger program area ("cluster") called Critical Social/Personality and Environmental Psychology (CSPEP).

YOUR LIFE WITHIN THE CRITICAL SOCIAL/PERSONALITY PSYCHOLOGY PROGRAM

First Year

Much of a student's time during the first year is devoted to required course work that includes our core courses in Theoretical and Historical Foundations of Social/Personality Psychology, History Lab, Research Methods & Ethics, Statistics, and the Current Issues in Psychology colloquia series. Students develop and present a history project and are encouraged to participate in research apprenticeships, such as working with faculty advisors, on some aspect of their current research. In the second semester, students work on their First Doctoral Exam and formulate a question and initial literature review for their Student Research Project. Students also participate in other events including program meetings, program committees, and gatherings across programs at the Graduate Center.

During the first year, the student is assigned a student buddy and a faculty advisor who help the student engage with formal and informal aspects of the program. During the first year, the advisor helps the student explore the research of other faculty members in preparation for the student's decision to pick/select a research mentor at the end of the 2nd semester of the student's first year. In some instances, students may declare that their 1st year advisor is their research mentor. Once selected, the student's research mentor is the student's primary advocate and performs all advising and mentoring functions. Also in the first year, students participate in research groups, enroll in an elective course, take one or more research modules, and participate in our vibrant program subcommittees that shape and enliven our community: Executive, Website, Colloquium, Admissions, Space, and Social Committees (see page 16).

During fall of the first year, students are provided with guidelines/instructions for the Program's First Doctoral Examination (see Appendix A). With the assistance of their advisors, students begin developing ideas for this exam near the end of fall semester and begin preparing it during the spring semester of their 1st year. Students submit their final examination around the 3rd week of May in their first year.

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 PhD requirements. The PhD Program in Critical Social/Personality Psychology is designed so that it is possible to graduate within five years, although most students take six or seven years. Throughout their time at the GC, students are expected to participate fully in the life of the program, volunteer for committee work, and present their 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 masters course work at other institutions, the timeframe may be shorter. 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. The university specifies that the CUNY PhD is completed no later than 8 years after matriculation. Extensions may be requested if needed.

Students follow a sequence such as:

First Year: Core required courses; participation in colloquia & program meetings; Collaborative research with faculty; Completion and presentation of the History Log Project; Completion of the First Doctoral Examination

Second Year: Course work and participation in colloquia and program meetings; Design, work on the Second-Year Research Project/Masters thesis

Third Year: Course work and participation in colloquia and program meetings; Continued involvement in research; write and defend the Student 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)

Fourth Year: Continued participation in program activities and optional course work; Develop and present Second Doctoral Examination; submit Dissertation Topic Proposal;

Advancement to Level III (this comes with the completion of all course work, initial approval of Dissertation Topic, which brings a reduction in tuition -- see University Handbook for details); develop dissertation proposal

Fifth Year and Beyond:

Defend Dissertation Proposal; Complete and defend Dissertation.

Many students are involved with teaching and various fellowships (Quantitative, Writing, Digital Media, and Mellon) and/or are supported by Graduate Center or external grants to facilitate completion of their dissertations.

MILESTONES

Your life at the Graduate Center happens in classrooms but also in faculty offices, over coffee with friends, on committees, in colloquia, 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 a fuller descriptions.)

History Log Project - *First semester of first year*

The History 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 as part of 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 in three parallel tracks: 1) within social/personality psychology; 2) within some discipline, movement, tradition, etc. that is of relevance to students' scholarly interests; and 3) one additional related theme of general historical interest. Students keep journals over the course of their log development in order to reflect on the research process and to keep track of how and what elements are included in or eliminated from the timeline that the log documents. These logs are developed over the course of the first semester in the lab and presentations based on the historical sources gathered in the log are developed and presented in a program-wide colloquium at the beginning of the spring semester.

First Doctoral Exam (Appendix A) -- *Second semester into summer of first year*

This milestone is a paper that students begin as a part of a required lab course. It involves analytic writing about a concept, of each student's choosing, starting from the beginnings of social/personality psychology and moving forward in time. The exam depicts the development, critical turning points, and evolving methodological approaches of the chosen concept. An original source for the concept is chosen (a book or article where the concept first appeared) and then each student chooses five additional sources that trace the concept's advancement through time and discusses them in the exam. Students typically complete their First Doctoral Examination by the end of their first year (at the end of May), but must successfully complete the First Doctoral Examination no later than the end of their second year in the program. (See Appendix B for details.)

Student Research Project / Masters Thesis (Appendix B) -- *Second semester of first year to beginning of third year*

The Student Research 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 actual start-times for data collection and/or analysis varying. Some students collect data for the project 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 Student Research Project seminar with their cohort. This seminar (a two-semester course,

spanning the Fall and Spring semesters of the 2nd year) acts as a space for students and a professor to talk with and support each other on their projects. (See Appendix B for details.)

Second Doctoral Exam (Appendix C) -- *Third year to fourth year*

This exam is a critical literature review that is typically begun after the second-year project is completed. 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.

The Second Doctoral Exam is an opportunity to students to immerse themselves in and critically review and analyze the literature(s) in one area of interest, by presenting materials from the classic social/personality psychology literatures, the contemporary mainstream literatures, and the critical/interdisciplinary literatures. In the past students have examined theoretical/conceptual/methodological questions as wide ranging as memory, sexual desire, individualism, racism, hyper masculinity, racial identity and genetic arguments, women's mental health and "hysteria," critical analysis of measures of satisfaction, radical love in the psychological literatures, how do we assess silence, work and professional identities. In this Exam, students read deeply, across genres and generations of scholarship to understand the roots, transformations, and varied enactments of their construct of interest.

The Second Doctoral Exam has two options. For Option I, the Exam is presented to committee members as a written document (25 – 30 pages) with a coherent argument, moving through the classic, contemporary and critical theoretical and empirical literatures. For Option II, the Exam is an annotated bibliography with three reference lists (10 citations each) with each accompanied by a short essay (ca. 5-7 pages). Note that both options involve written work and an oral presentation of the material to the committee. More specifically:

Option I: This Second Doctoral Examination is a review paper (25-30 pages) that systematically explores the literature on a conceptual or methodological research question in a topic area. In the attempt to answer that question, students:

- review relevant literatures for their question
- suggest new directions for future research,
- revise a particular theory or theories relevant to the topic.

The paper covers classic, contemporary and critical literatures; is rooted in a psychological construct but/and will include an interdisciplinary literature base.

This paper is written, submitted to three reviewers, and defended orally. Two of the reviewers should be on the Critical Psychology faculty, a third can be outside the department or even the GC but student must submit their CV and a letter explaining their relation to the work.

Option II - Oral Examination: In Option II of the Second Doctoral Examination, students select an area of scholarship within the field of social/personality psychology and generate three reading lists, one each for the classic, contemporary, and critical literatures. Each reading list will be an annotated bibliography with about 10 scholarly works. Students will write an accompanying short essay (5-7 pages) for each annotated bibliographic list.

Second Doctoral Exam Committee: The Second Doc Exam committee is comprised of three faculty members chosen by the student. The Chair must be a member of the Critical Social/Personality Doctoral faculty. Committee members are advocates and guides who will provide intellectual and emotional support during the process.

For additional information on the Second Doctoral Examination, see Appendix C of this Student 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. Note that at least three members of the dissertation defense committee must be members of The Graduate Center doctoral faculty. Ideally, the Dissertation Committee is Chaired by the student's research 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. Students can invite a scholar not on the GC Psychology doctoral faculty to serve a member of your dissertation committee, by petitioning the Executive Officer to permit inclusion of this scholar on the doctoral committee. The petition should specify the topic of your dissertation, the scholar's area(s) of expertise, and include a copy of the scholar's CV.

The written dissertation proposal must be approved by the three-member faculty Dissertation Committee. Following this preliminary approval, the proposal is then presented and discussed at a meeting of the student and her/his full Committee which then confers formal approval of the Dissertation Proposal. 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 the advisor and then the three members of the Dissertation Committee, Evaluation Approval forms are submitted. Then the proposal is sent for review to two outside faculty readers. A date for a Dissertation Hearing or Exam is set. At that meeting, the student presents an overview of their dissertation project and responds to questions posed by each of 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 the Dissertation is finally approved, the student files the Dissertation with the Dissertation Librarian for the Graduate School.

For details, see the Graduate Center Student Handbook:

http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Publications/Student_Handbook_web.pdf

Dissertation Defense

A minimum of four weeks prior to the scheduled dissertation defense, the Psychology Executive Office should be provided with the following information to forward to the Provost, who then sends letters of invitation to the members of the committee: (1) Name of the student; (2) Title of dissertation; (3) Date, time, and place of the defense; and (4) Names of committee members, their affiliation, and addresses to which invitations are to be sent.

Depositing the Doctoral Dissertation

Students are required to deposit dissertations with the library electronically in PDF format via an online submission process. The library no longer archives print copies of dissertations (as of Feb. 2016). A preliminary review meeting with the Dissertation Librarian prior to deposit is optional. For further instructions regarding the deposit procedures, please see the library website: <http://libguides.gc.cuny.edu/dissertations>. Candidates must apply for graduation in the CUNYFirst system at least two weeks prior to submitting their work to the library (check on this as rules and processes change). Upon doing so, student records will be checked by the Bursar, the Registrar, the Office of Financial Aid, the Director of the Office of International Students (if applicable), and the Graduate Center library. Proof of graduation will be withheld until all account holds are cleared.

ADVANCING 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.) Tuition rates are based on a student’s level and whether or not 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 *Graduate Center Student Handbook* for details.

Course Requirements

The Critical Social/Personality Psychology program requires that a minimum of 60 credits be completed, through a combination of required and elective Ph.D. level courses (i.e., 700 and 800 level courses).¹ A grade of B or better must be achieved in all required courses. These credits are apportioned as follows:

- 1) 29 credits for the following required courses:

¹ Students with the Graduate Center Fellowship should check on specific requirements of their award.

- *Theoretical and Historical Foundations of Social/Personality Psychology* (3 credits)
 - A second theoretical course in social theory, environmental theory, or contemporary social psychology (3 credits), such as *Comparative Participatory Democracy and Social Movements* or *Critical Psychology: History, Theory and Methods* among others
 - *Research Methods and Ethics* (3 credits)
 - A course in advanced qualitative methods (3 credits), such as *Methods of Qualitative Research II* or qualitative *Methods Modules*, among others
 - A course in advanced quantitative methods (3 credits), such as *Hierarchical Linear Models*, or *Critical Statistics* among others
 - *Statistical Methods in Psychology I & II* (two semesters, 6 credits)
 - *Critical Psychology Lab* (two semesters, 2 credits)
 - *Student Research Seminar I and II* (two semesters, 6 credits)
 - *Current Issues in Psychology* (5 semesters, 0 credits)
- 2) 9 credits must be obtained through *elective* courses offered by the Program (or co-listed with the Program)
- 3) Remaining credits for course work may be taken in any psychology area or related discipline with the approval of the student's advisor (e.g., sociology, Africana studies, gender/women's studies, critical theory, urban education, social welfare, etc.). Social psychology and related courses may also be taken as part CUNY's consortial arrangement with other universities in New York City (see p. 16).

Although individual schedules may vary due to transfer credits (typically up to 15) and other circumstances, an example course progression is as follows:

First year, first semester:

- *Theoretical and Historical Foundations of Social/Personality Psychology*
- *Research Methods and Ethics*
- *Statistical Methods in Psychology I*
- *Critical Psychology Lab I*
- *Current Issues in Psychology*

First year, second semester:

- *Statistical Methods in Psychology II*
- *Critical Psychology Research Lab II*
- A second theoretical course in social theory, environmental theory, or contemporary social psychology
- An elective
- *Current Issues in Psychology*

Second year:

- *Student Research Seminar I and II* (two semesters)
- One qualitative and/or one quantitative methods course (one of each is required)²
- *Current Issues in Psychology* (two semesters)

²This is a recommendation; students may also take these courses in their first or third year.

- Electives

Third year:

- Any remaining required courses
- Electives

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

- 1) Students have taken and received a grade of “passed” on their first and second doctoral examination
- 2) Students have taken and “passed” with a “B” or better grade, Statistics I, Statistics II, and Research Methods and Ethics
- 3) Students have completed 60 credits.
- 4) Students have submitted an approved ‘Topic Proposal Form’

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

- 1) A full-time³ 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 Student Research Project
- 6) Completed and approved Dissertation

CORE COURSE DESCRIPTIONS

Theoretical and Historical Foundations of Social/Personality Psychology (3 credits):

This is a required course for all first year Critical Social/Personality students. We 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 I (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

³Full 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 (WIUs) alongside of course credits. WIUs are noted on the registration form for research, teaching, exam preparation, and other activities relevant to training.

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 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 then write about and prepare a presentation of their analyses.

Statistical Methods in Psychology I & II (two semesters, 6 credits total): This two-part required course introduces students to data analysis techniques that are suitable for experimental and field research projects. It emphasizes critical approaches to statistics along with regression models and univariate and multivariate analysis of variance techniques. Students are given experience using computer programs for statistical analysis (e.g., SAS and SPSS). Statistics I and Statistics II are required by the Ph.D. Program.

Research Methods and Ethics (3 credits): This required course provides a broad interdisciplinary and critical overview of research methods and psychological ethics, providing students with skills to design multiple approaches to research questions.

Current Issues in Psychology (4 semesters, 0 credits): This required course operates as a colloquium series, providing a forum for research presentations by guest speakers and fellow students, as well as an opportunity for internal and external networking.

Critical Psychology Lab II (1 credit): This is a required course for first year Critical Social/Personality students. Its purpose is to work both on the principle elements of the First Doctoral Examination and on some of the skills necessary to create a basic research proposal. These skills include crafting a research question, reviewing literature, and designing research. This course is intended to support students in preparing and completing the First Doctoral Examination and in beginning to prepare for the Student Research Project.

Student Research Seminar I and II (two semesters, 6 credits): This required two-semester 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 Student Research Project will result in a report to the program on their research and a journal-length article.

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.

TRANSFERRING CREDITS

According to the Graduate School Bulletin, 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 by the faculty to be relevant to the core skills and knowledge 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.

EVALUATING STUDENT PROGRESS

Students' progress in meeting degree requirements is evaluated by faculty at the end of the 2nd semester of the 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 year cohort and above submit their CV to their advisors or mentors along with a letter that reviews their accomplishments across the last 9-12 months. Evaluations can monitor students' timely progress through the program and point out strengths as well as areas needing further work.

Grades. Graduate Center policies, which apply to all PhD programs, are articulated in the Graduate Center Student Bulletin. 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 are not normally be regarded as making satisfactory progress toward their degrees if they have two or more incomplete courses on their records, and their processs will be reviewed by the Executive Officer.

What is satisfactory progress? At every stage of their doctoral education, students are expected to make satisfactory progress in meeting credit and other requirements (i.e., completion of core courses, completion of Student Research Project, passing of First and Second Doctoral Examinations, completion of Dissertation). They will be expected 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 Student Research 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 single authored articles based on their Student Research Project, Second Doctoral Examination, or other scholarly work.

Because students' research interests often change during the course of a graduate education, 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."

CONCENTRATIONS & AREAS OF STUDY: SCHOLARLY & PROFESSIONAL OPPORTUNITIES

CSP Area(s) of Study

Area(s) of Study are intended to enable students in Critical Social/Personality Psychology to represent on their CVs topic or methodological areas of focused and substantial work they have pursued (see requirements below), within and beyond the field of Critical Psychology. The Area of Study helps ensure that students can effectively represent the range of areas in which they have developed mastery, particularly useful for areas that might map onto employment possibilities. Topic and methodological Areas of Study each have a distinct set of requirements (see below). Students may pursue more than one Area of Study.

Examples. Students may pursue such topic Areas of Study as: criminal justice, sexuality studies, youth studies, participatory action research, environmental justice, housing policy, childhood studies and globalization, etc. Students may pursue such methodological Areas of Study as quantitative methods, qualitative methods, mixed methods, etc.

Process. In order to develop and pursue a topic and/or methodological Area of Study, students will meet with their advisor to create a plan. This may be done at any point during doctoral study, including retroactively if sufficient requirements have been met. By graduation, the advisor and student will confirm in writing that requirements for the Area(s) of Study have been met.

Requirements⁴:

- **Topic Areas of Study** – students must satisfy three requirements:
 1. *Coursework*: at least 2 elective courses in the field/topic area
 2. *Dissertation*: a dissertation that focuses on the topic
 3. *Comprehensive exam/milestone*: at least one of their comprehensive examinations addresses this area of study
- **Methodological Areas of Study** – students must satisfy three requirements:
 1. *Coursework*: at least 4 additional courses in the methodology (in addition to the Program's introductory *Statistical Methods in Psychology I & II* courses and the

⁴ Audited courses may count towards requirements, but the student will need to obtain documentation from the professor verifying that the student has successfully completed all of the work for the course.

Research Methods & Ethics course). Students are encouraged to plan these courses with the advice of faculty who have expertise in the area.

2. *Dissertation*: a dissertation that uses this methodology in a central way (potentially as one of multiple methodologies).
 3. *Other research*: at least one other major research project in which the student uses this methodology. For example, this includes: consulting projects, the 2nd year project, and other major research.⁵
- **Recommended** – For both topic and methodological Areas of Study, it is recommended, if feasible, that students teach a course related to their Area of Study at the undergraduate level and as assistant for a graduate-level course.

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

⁵ In order for a consulting project to contribute to Area requirements, students must obtain a description of the work completed in a letter from the consultancy supervisor that documents the student's ability to use the method.

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.

For additional information see: Interuniversity Doctoral Consortium at:

<https://www.gc.cuny.edu/Degrees-Research/Doctoral-Programs/Interuniversity-Doctoral-Consortium>

STUDENT MEMBERSHIP ON PROGRAM COMMITTEES

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

The ***Executive Committee*** oversees program functions, plans to provide an excellent environment for our studies together. This committee plays an active role in formulating and reviewing our program guidelines and requirements.

The ***Website*** committee adds content to and updates the program's website. This committee periodically revisits the website to assess the accuracy and presentation of its structure and content.

The ***Admissions Committee*** oversees the 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 voting members of the committee.

The ***Colloquium 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.

The ***Social Committee*** plans social events, working with Environmental and Developmental Psychology.

The ***Space Committee*** works in collaboration with Environmental Psychology to oversee the effective use of the Program's office space and infrastructure. The responsibilities of the committee include computer resources and maintenance, equipment, office assignments, and other issues relating to the program's physical environment.

Students are elected to serve with faculty members on each of these committees. Elections are held at the beginning of every academic year for a one year term. Student participation is important for our community but also offers important governance experience for understanding how an academic program within the larger university setting, and for learning how to be an engaged community member. These are skills students can bring to positions they will hold within or outside 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***CRITICAL SOCIAL/PERSONALITY PSYCHOLOGY*****First Doctoral Examination: Tracing the Course of an Idea** *Fall 2018 – Spring 2019*

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 some specific work of a “classic” and “very influential” scholar from social/personality psychology’s past. They then 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*. For students’ five later choices, they follow their idea across and through the 20th and into the 21st 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; Else Frenkel-Brunswik; Evelyn Gentry Hooker; Mary Henle; Inez Beverly Prosser; W.E.B. DuBois; George Herbert Mead; Gertrude Stein; Jean Paul Sartre; William James; Sigmund Freud; Karen Horney; Melanie Klein; Kurt Lewin; Mamie Clark; Kenneth Clark; Erving Goffman; Theodor Adorno; F.C. Bartlett; Carolyn Sherif; 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; Marie Jajoda

Students may choose someone not on this list (these are only examples from a much larger set of possibilities) but, whomever they choose, students need to consult their advisors and program head about that 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 (i.e., articles, chapters) 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. 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. 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. Also feel free to comment on the author's thesis in relation to public issues, policy changes, and/or practice. Spend two to four pages discussing the argument the theorist originally authored.
2. Following your discussion of the original idea, give your readers a brisk overview of the work that will follow. Briefly summarize the gist of the five articles/books you will bring into your essay. Describe the methods you 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 first publication to the present. Briefly summarize the transformations that research has taken in the selected readings over time, noting conceptual and empirical contributions of these works as a set. **Note that 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, 19986). Name that paradigm and briefly note how empirical methods examined the focal idea. This introductory section should be no longer than 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, given the study's conceptual framework and research questions, and (b) the effectiveness of the research design and the interpretation of evidence for advancing the kind of knowledge stated or presumed in the study. (Ten to fifteen pages)

⁶ Alford, R.R. (1998). *The craft of inquiry: Theories, methods, evidence*. New York: Oxford University Press

In the course of the review of these 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 conceptualization of the idea. Also identify ‘roads not taken’ - research that is not covered that might (or might not) be relevant, and 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 your understanding of your chosen idea 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. (Three to five pages)

Evaluation of the First Doctoral Examination

The first doctoral examination 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.

The student, in consultation with the first doc coordinator (as well as with potential readers), selects the first and second reader from the critical social and personality psychology faculty. As indicated in the timeline (see appendix), students are required to discuss the paper with the first reader and second reader as it develops over Fall and Spring term. Once the silent period begins, students cannot discuss the paper with faculty. There are four dates (see timeline for specifics) when those discussions with faculty are marked by the submission of specific materials. The first three of these are submitted to, and approved by, readers. These are: a written statement of your topic; a short list of texts to be covered in the exam; and a completed preparation matrix (see appendix). On April 10th, 2019, students will turn in to Professor Joshua W. Clegg their First Doctoral Examination Contract (see p. 5), signed by the 1st and 2nd readers.

On May 20th, 2019, students will submit to each of the readers the first doctoral exam along with each of the 6 scholarly works discussed. Students should consult with their readers to ascertain how they would like to receive the exam (GC mailbox, snail mail, email, etc.).

After May 2019, students will be welcome to meet with the exam’s readers after receiving the first doctoral examination evaluation.

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 the student tracked the thesis through the literature. What was the method for “tracing?” Students should 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, including key texts cited as well as other texts included in the analysis.

Social/Personality Psychology First Doctoral Examination, Spring, 2019

Contract (Due April 10th, 2019)

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.

Approved by:

First reader

Second Reader

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

As a way of helping you identify and clarify the research idea and questions with which you will contend in the First Doctoral Exam, the faculty ask you to begin filling in the blanks in the Booth et al.(2003) 7 model as soon as you start your work. This model is a good guide for “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.

⁷ Wayne C Booth, W.C., Colomb, G.G., & Williams, J.M. (1995). *The craft of research*. Chicago : University of Chicago Press, ©1995.

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.

First Doctoral Examination Preparation Matrix						
	Original Source	Source 1	Source 2	Source 3	Source 4	Source 5
Conceptual Framework						
Research Question or Hypothesis						
Methods						
Evidence Reported						
How Methods Shape Theory, How Theory Shapes Method						
“Critical Turns:” How Your Idea Changes, Given the Evidence						
Effectiveness of Design & Interpretation						

Process and Timeline for First Doctoral Examination

Nov – Dec, 2018	Distribution of exam instructions
Nov – Dec, 2018	Meetings with faculty advisor (and other faculty members) to formulate the key idea for the examination and the initial “classic” text
February 11th, 2019	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 of your faculty advisors
Feb 11 th –	Meetings with faculty to identify texts along the path and to refine the thesis

March 11 th	
March 11th, 2018	Selection and approval of “short list” of texts for the exam by two faculty advisors
March 11 th – March 25 th	Meetings with faculty around text selection
March 25th, 2019	Submit draft of completed matrix or a comparable form to your two faculty readers
March 25 th – April 10 th	Continued discussions with faculty as your exam continues to take shape
April 10th, 2019	Contract signed by two faculty advisors and submitted to First Doc Administrator (Prof. Joshua W. Clegg)
April 29th, 2019	First doc examination period begins
May 20th, 2019	First doc examination is due
May 30th, 2019	Faculty feedback due to First Reader

APPENDIX B: STUDENT RESEARCH PROJECT

The Student Research Project is designed by the student in consultation with one or more advisors, 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 an existing database, 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 study and completed by the first semester of a student's third year. Students enroll in the Student Research Project course in year 2 of doctoral study and independent study with their advisor.

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

Students present their Student Research 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 Student Research Project, but two advisors must approve the final paper. Many students decide to revise their Student Research 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 Student Research Project Tutorial (2 credits each semester) with their second year research mentor as well as the Student 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 proposal is reached through the writing of many drafts on 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 the Student Research 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 and professional development and that will resonate with a student's 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 Student Research 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 Student Research Project. This has been done a few times, although typically students who enter with a Master's thesis decide, nevertheless, to pursue a

Student Research 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 Student Research 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 Student Research Projects?

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

APPENDIX C - SECOND DOCTORAL EXAM

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). Students should take no more than 8 months to write their paper.

Purpose. The second doctoral examination is a review paper that poses a conceptual or methodological research question in a topic area. 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.

Option I

In the attempt to pose and answer a conceptual or methodological research question in a particular topic area, the Second Doc Exam will answer that question, by:

- reviewing the classic, contemporary mainstream and critical literatures relevant to that question, and
- suggesting new directions for future research and revisions of a particular theory or theories relevant to the topic.

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. It should be no more than 25 double-spaced pages *including* references.

Option II

Students will select an area of scholarship within the field of critical social/personality psychology and generate a reading list for the classic, contemporary/mainstream and the critical/interdisciplinary 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.

Students will present committee members with three annotated bibliographies along with three short papers reflecting on each bibliographic list, attending to theoretical, conceptual, epistemological, and methodological turns in the literature. The bibliographies and papers will be submitted to the full committee.

- The exam will focus on one topic, question, method, or construct.
- Each annotated bibliographic list will include no less than 10 citations (articles and books); appropriate interdisciplinary texts should be included as needed.
- Each bibliographic list will be accompanied by a short essay (5-7 pages).

The student 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.

The Second Doc Committee – Applies to both Options I and II

The Committee consists of three faculty members: a chair and two members. 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.

The Second Doc Committee Chair works with the student to choose and frame a topic, consults with the student as the paper is being written and revised, and convenes the examining committee for the oral examination when the paper is deemed complete.

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 paper. The oral examination may include questions on any area of psychology related to the paper.

*CSP Student Handbook --
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