PhD Survival Guide by Ren Thomas, SCARP Alumni (M.A. 2007, Ph.D. 2011)

This PhD Survival Guide is intend to help you through the PhD programme at UBC School of Community and Regional Planning. SCARP's PhD is definitely an independent research endeavour. It's expected that you have a considerable amount of knowledge in your topic area and are self-directed enough to proceed with minimal supervision. You may be surprised to find that out of all the students and faculty here, you know the most about your particular topic...especially if you arrived here from another discipline, a popular route for planners. Completing the PhD involves the following milestones: the Comprehensive Exam, Completion of Coursework, the Research Prospectus, Doing the Research, Writing the Dissertation, and the Final Doctoral Exam. If you've been accepted into the PhD, you already have the skills to advance and complete your degree, even if it doesn't seem that way sometimes!

Every student's experience of the PhD is different, which is just plain annoying: every question we asked in our first year seemed to be answered, "Well...it depends!" It's generally accepted that students should figure things out for themselves, but I say if planning is collaborative, then we might as well work together on this one! This Guide is designed to answer questions that are not answered through SCARP's website or handbook, or those stalwarts of higher education: Wikipedia and Google. (Note: I am considerably less reliable than these sources, so please confirm important details with SCARP, UBC, and FOGS).

"Piled Higher and Deeper" by Jorge Cham, www.phdcomics.com

Top 10 Things to do A.S.A.P.

1. Enroll in any courses you'd like to take in other faculties—they fill up fast and the week of Labour Day is their first week of classes. SCARP classes don't fill up until the middle of the month, and the second week of September is a "trial" week until the add/drop deadline.
2. If you don't have a degree in planning, sit in on the first week of lectures at SCARP to see if any Masters courses would be worthwhile for you.
3. Meet with your supervisor.
4. Join the SCARP listservs: scarp-school (for important messages), scarp-students (for social events), and scarp-phd-students-only (PhD discussions not involving faculty). The PhD secretary has already added you to scarp-phd (all PhD students, faculty, and staff).
5. Get to know the UBC library website (see Links).
6. Go to any workshops you find relevant, like the Faculty of Graduate Studies (FOGS) grant-writing workshops. Even if you're not Canadian and not eligible for the major Canadian grants, workshops cover things relevant to other grant applications: how to organize referees, timelines, how to make your points, and what reviewers look for.
7. Start putting your SSHRC/UGF application together (see Financing).
8. Go to the bookstore to get your U-Pass.
9. Sign up for the ACSP Bowling League listserv (see Links).
10. Get excited. You're about to start the adventure of your life!

Your Supervisory Committee

Your supervisory committee members hold the keys to your progress and completion of the PhD. They can be accessible or hard to contact, aloof or supportive, but they are necessary allies in reaching each milestone.

The supervisory committee consists of your supervisor and two/three other professors. You are assigned an **introductory committee**: your supervisor and another SCARP prof. It is assumed that you will finalize your committee within the first year, at which point it is called your **supervisory committee**. Your third (and any additional) committee members can

be from any university, as long as your supervisor agrees. All can be from SCARP if suitable. These details are explained in full on the SCARP website and PhD Handbook. You should start looking for committee members as soon as possible.

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Your supervisor can help you with developing your reading list, choosing courses, and choosing committee members. However, at SCARP most supervisors are not very involved while you're preparing for the Comprehensive Exam. The quality of supervision varies considerably—some profs are more involved than others, and your area of research may fit perfectly or imperfectly with your supervisor's area, given the interdisciplinary nature of planning. Generally, it will be up to you to do most things yourself, so be assertive and self-disciplined! You need to set up meeting appointments with your committee, take real initiative in developing your reading list and make as many contacts as you can in your field of study.

Local profs at UBC and SFU, who can meet with you in person, are the best to begin with. This is one reason to take a course or two in another faculty: it provides a good way for you to get to know a prof and determine whether he/she might be a good committee member. But don't discount profs at distant universities with whom you can chat by e-mail, and who may be willing to provide you with some resources and readings. You can meet also profs at conferences, lectures, while travelling, and through courses at other universities. You can have adjunct profs and non-academic professionals on your committee. Some students have had more than three people on their committees, but the Final Doctoral Exam at the Faculty of Graduate Studies (FOGS) only allows three. FOGS has to provide their own representatives at the defense, so it gets too large. In the case where there are more than three, someone will have to sit in the audience, and not at the formal table with the rest of the committee. Most profs are more than happy to do this, but some are not.

Above all, try to choose committee members that will get along together and work in your best interests. Meet with any potential committee members one-on-one to discuss research overlaps. Then set up a meeting with the potential member and your supervisor to see if they have similar views on your research and could have a productive working relationship. This seems to be even more important than their subject expertise or academic reputation, because a committee that does not get along will find it difficult to agree on the most simple things, and this will frustrate you and most likely lengthen the time it takes you to reach the next stage—particularly while writing your Prospectus and Dissertation.

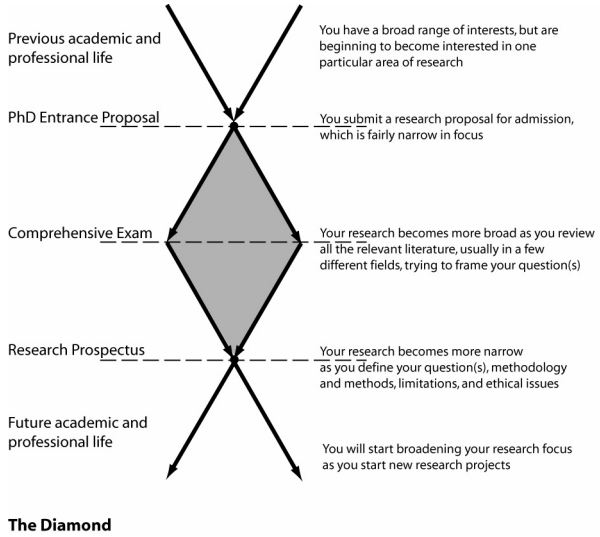
The Research Question

This is the most important aspect of your research, and therefore the most intimidating to most students. You will be told that the **Research Question**:

- has to be enough to sustain your interest for at least five, and maybe even ten, years
- will define your career, beginning with your first teaching job
- will impact you more than winning the Nobel Prize, etc. etc.

Don't listen to these scary predictions! Just use **The Diamond**. Think of the Research Question as one of many questions that will interest you over the years. While some profs develop an area of concentration early in their

careers and stick to it, many others develop and change their interests over the years. Research ideas occur to you at odd times, but many students say their best thesis ideas came to them within their first few months of beginning the PhD. Keep a **log or journal of possible research ideas.** Jot down the research question and do a little thinking about how you might answer it. A few lines is sufficient, along with the date.



The Diamond

Students approach the Research Question in a variety of ways, writing different versions even while they're actively engaged in data collection or field research. In part this is the nature of the work; you will find that you need to ask different questions to get at certain information, or a method doesn't work as well as you would have hoped. You might have a commitee member who is really picky about the wording of the question! Rather than getting intimidated by writing the Research Question, think of three general questions that you'd like to answer. Under each of these, create three sub-questions. Continue to mull these over and work with them while you're thinking about research design, preparing for your comprehensive exam, etc. It will also help you to talk things over with other students; each conversation makes things clearer in your mind. In a dissertation, most students have more than one research question, so don't get too hung up on it.

The Comprehensive Exam

Every SCARP student has had a different experience passing the Comprehensive Exam (known at SCARP as **"the comps"**, and at other schools as "the quals", or qualifying exams). So good luck trying to get any specifics out of them! It doesn't help that the comp is a closed-door session involving only the supervisory committee and the student, making it difficult to compare comps. During Colloquium, you will likely have a number of other SCARP students come and discuss their research process, which will help define the comps a bit more.

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Basically, the comps consist of you writing a major literature review (70-100pg) and critique of the main issues and concepts in your area of interest. The oral exam, which will consist of your supervisory committee asking you questions, will take place after they have read the paper.

The comp paper is intended to provide you with a research context in which to situate your own project. Some profs explain it as encompassing your three main fields, for example: sociology, planning, and public health. You will discuss its scope, and your main readings, with your committee during your first year and a half, and they will also give recommendations. It is generally understood that the scope is much broader than your specific interest or research question. Some profs see it as a slightly broader literature review than you will write in your dissertation, while others see it as very broad, developing your competency in areas that you might want to teach. You will prepare a **Terms of Reference,** a short (4-10pg) paper laying out the

scope of questions you will be dealing with for your comps, general research areas, and a bibliography. Once your supervisory committee agrees on this, you start preparing your comps paper.

Most students take from 1 to 4 months writing their paper, and most seem to write it somewhere between 1 and 2 1/2 years after starting the program. There seem to be two fields of thought on this. Some profs encourage you to begin writing your paper early (by the end of your first year) as a way to get into the literature, explore the previous research in the area and develop your questions. Other profs want you to have a fairly well-defined research question before beginning your paper. When exploring the literature, pay careful attention to the methods and methodologies used in the field(s) of study. If they are not commonly used in planning, examine them further and think about how they might work in a planning context.

Start to build a support network from the beginning of the PhD, whether in your committee, informal mentors, or supportive friends. Think about what you want and need out of your supervisory relationship. The most critical piece is that you need them to pass you; the rest is just an added bonus. Find a research team or set of colleagues who care about what you care about (at conferences, if nowhere else). Surround yourself with people who believe in higher education and think it is valuable for you to get a PhD. You don't need doubters around you; beginning, continuing, and completing a PhD are already major challenges.

Begin to develop discipline. A PhD takes years to complete, and it takes willpower to achieve your ultimate goal: passing the Final Exam and getting to change all your contact info to "Dr. Planningsuperstar".

Completing Coursework

At SCARP, there are only a few required courses: Advanced Planning Theory, Colloquium, a methods course outside of SCARP, and two others of your choice. SCARP students have created a list of methods courses you can choose from, so ask them. It's perfectly acceptable to take a Masters-level methods course; you'll find that PhD-level methods courses are hard to come by since most PhD programmes assume students already have expertise in the subject area. If you don't have a background or previous degree in planning, you would probably benefit from taking a few of the Masters courses at SCARP in your subject area. You are required to complete the Comprehensive Exam, complete coursework, and pass the Prospectus Defense by the end of your third year; the latter two can be done simultaneously.

You'll probably find that research ideas keep popping up during your coursework. Whenever possible, **use your classes to develop these ideas further**. For example, if you are taking a class on Water Resource Management, and it occurs to you that it would be really interesting to study how Vancouver deals with stormwater flow compared to Calgary, explore this idea in your final paper for the class. It doesn't mean this has to be your final research question, but at least you have gotten into some of the literature and discovered whether it really is interesting enough to hold your attention for a more in-depth study. And I stress: more in-depth study doesn't mean the rest of your life. Study what you want to study (within reason).

Beware: don't just choose a topic because your supervisory committee wants you to, or it will be more likely to be funded. These are models from the natural sciences, where a student often fits neatly under their supervisor's research interests and funded projects. In the social sciences, a PhD is an independent exercise: it is your research, you are responsible for it, and you alone will be working on it for years with little financial support. SCARP students who have chosen topics they weren't really interested in have inevitably become disenchanted with their topics when they reached the more advanced stages. This has made it much more difficult for them to reach milestones on time and finish their PhD. Between 25% and 70% of PhD starters in Canada do not finish, and over half of those leave after they have defended their proposals. The student who leaves after defending their proposal is a **PhD Candidate**, but has not written their dissertation. The

academic term for this is ABD (All But Dissertation). The reasons for leaving are jealously guarded and poorly researched. However, rates of failing are higher in the social sciences and humanities than in the sciences, where PhDs work in highly structured lab situations and are well funded. Remember: it's your research, so study what you want to study.

The Research Prospectus

Like the Comprehensive Exam, the **Research Prospectus** involves writing a paper and a formal defense of your research. The **Prospectus Defense** is public, so it is less mysterious than the comps; go and see a defense at SCARP and check out the guidelines on the website. There must be at least four months between getting your Terms of Reference approved and your Prospectus Defense. The prospectus defense carries more weight than the comps at SCARP; after passing this defense, you **advance to Candidacy**, provided you have completed the required coursework. At other schools you are considered a Candidate after your comprehensive exam. The timing of the prospectus varies considerably, but most students are ready to defend their prospectus within six months of their comps. This depends on many factors such as whether the student is doing research in another country, whether they need to make arrangements with a community group before defining their methods, etc.

You will produce a draft prospectus for Colloquium (twice: in first and in second year). These very preliminary stabs at your research design will be about as sophisticated as a chalk drawing while your prospectus will be a full-colour masterpiece. Nevertheless, first attempts can be quite useful. Here's a general prospectus outline that has been used in Colloquium:

Problem statement
- What is known?
- What needs to be known?
- Why is this research needed?

Research question
- The one overarching question, general enough that it can be broken down into components, but narrow enough to make it stand out from the problem statement
- How will you answer the research question?
- Define any critical terms to be used in your paper

Theoretical review/framework
- Overview of literature
- What major questions that have been asked?
- What theoretical perspectives that have been used?
- It's useful to put things in a graphic format to show how they interrelate

Scope of research
- What will/won't be covered in your study?
- What are the empirical contributions of your study?
- What are the theoretical contributions of your study?
- What are the limitations of your study?
- What are your expectations of the ethical review process?

Methodology and methods:
- By what means will the research questions be asked and answered?
- How does your proposed methodology relate to previous methodologies in your field(s)?
- How will data be collected/accessed?

Research timelines:
- Create a chart/table outlining your schedule
- Include funding considerations (deadlines) if applicable
- Include conferences you would like to attend and speak about your work, which could work as deadlines
- Include any other methods of disseminating your work

Bibliography
- Create one list, rather than sub-categories

Appendices
- Elaborate on your methods if necessary
- Include preliminary questionnaires, background data or information

One really clear guide to research design is: John Cresswell's *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (2003, Sage

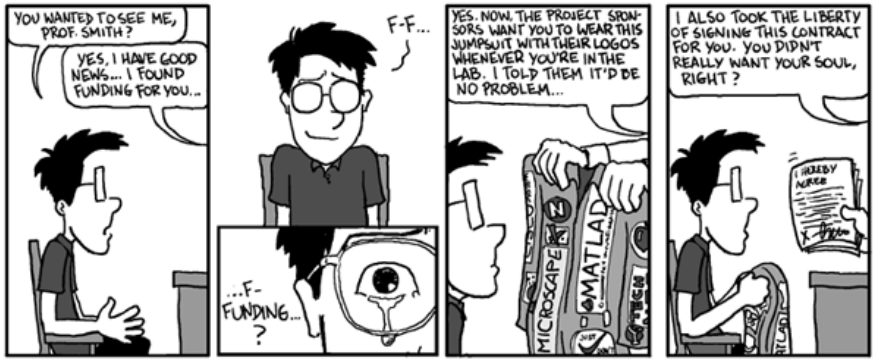
Publications). You should also have explored readings relating to the specific methods you're going to use, like grounded theory, regression analysis, or interviewing, so that you can justify why they are the most appropriate. Methodological questions rear their ugly heads all the way up to the Final Doctoral Exam, so consider them carefully.

Financing Your PhD

In my opinion, students who take unrelated jobs in order to support themselves proceed more slowly and are less likely to finish their PhDs. It is absolutely imperative that you concentrate on your research during the first few years of the PhD; do as little outside work as possible until you advance to Candidacy. The odd T.A. or R.A. position is fine, but students who have worked extensive hours during these stages found it very difficult to balance work with the mindset required to delve into dense academic literature. This is why SCARP hesitates in accepting PhD students who are unfunded.

The reality is that funding at UBC is scarce. We're not a science programme at a big American school; like most Canadian universities, we're a public institution, and funding isn't automatic or plentiful in the social sciences. SCARP has a couple of very limited entrance scholarships for PhD students. Your tuition will usually be covered under the UBC Four-Year Fellowships. Teaching Assistant opportunities are rare because we have no undergraduate degree, and UBC does not allow PhD students to teach Masters courses. Everyone seems to agree that this is a silly rule, considering so many SCARP courses are taught by adjunct professors without PhDs, but there has been little progress towards changing it. Some profs have money for Research Assistant positions, so check with your supervisor. Otherwise, the bulk of your funding will come from the SSHRC (Social Sciences and Humanities Research Council, whose acronym sounds conveniently like "shirk") and UGF (University Graduate Fellowship). You apply for these with one application due at the end of September. They are fairly straightforward but you will need to provide reference letters and transcripts, so you should start getting these ready at the beginning of September. SCARP can only forward a certain number of applications to UBC, which can only forward a certain number to SSHRC. If you don't make it past UBC, you will still be considered for a UGF. Don't overlook scholarships specific to your area of research, which your supervisor may know about. Examples include scholarships from the Transportation Association of Canada, the Canadian Institute for Health Research (CIHR) and the Minerva Foundation (for women studying in non-traditional fields). They aren't as big as SSHRC/UGF but you can cobble together funding for a few years this way.

Be aware that almost every funding source available to PhD students in Canada **ends at the four-year mark**, which is a great reason to finish your dissertation, or at least your research, within that time frame. I'm living proof that this is actually possible!



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Developing your Networks: Conferences

Given the interdisciplinary nature of planning, your research may encompass several topic areas. Whether this is urban design, social planning, rural communities, environmental sustainability, or economics, try to alternate attending planning conferences with going to conferences in your specific area.

Why bother? Conferences are fun! Well, they're fun work, at any rate. Have UBC business cards ready (fill out the form at www.benwell.com/

bcardform1sided2col.php) and make the awkward small talk. Find people to introduce you to people, including other PhD students who will be your future colleagues. You can organize a session with several other students doing research on similar topics. Presenting a paper at a conference can also be the first step in preparing a paper for publication. Hunt for prospective journals at the conference; you may be invited to submit, but also look at journals advertising at the conference, upcoming special editions, and so on. Meet editors. You can get free publications on the last day of most conferences. After the conference, use feedback from your presentation to do revisions, and send emails to any contacts you want to maintain. Go to a conference a couple of times, and you'll find you run into other planning nerds who are excited by the same topics you are! A couple of conferences SCARP students have attended include:

American Collegiate Schools of Planning has an annual conference that includes profs and students from all over the US and Canada. It is usually in October, but every five or so years ACSP joins with AESOP, the European equivalent, for a major conference in the summer. Several SCARP PhD students present at ACSP every year.

Canadian Association of Geographers, despite the name, covers a vast range of topics, including gentrification, immigration, gender, and natural resource management. All that, and you get the added benefit of presenting to a Canadian audience. It is usually in June.

SCARP, FOGS and the College for Interdisciplinary Studies all offer small travel grants to help cover the cost of presenting at conferences. They won't go far in meeting all your travel expenses; considering Vancouver's location, you'll usually need to fly to conferences.

Crafting Your c.v.

Some profs suggest that by the time you finish your PhD, you should have some of the following accomplishments:

- One or two original or co-authored publications in press (articles that have been accepted, where you have been notified of the upcoming date of publication) or published. A secondary way of beefing this up is to also produce one or two book reviews, or one or two community publications.
- Some conference presentations with or without others.
- Some teaching experience, which can include invited presentations in classes, workshops, professional presentations, T.A.ing in your topic area or otherwise (you are eligible to apply anywhere on campus for T.A. positions). Teaching is scarce at SCARP because there is only one undergraduate course. To remedy this, take one of the Instructional Skills Workshops offered by Teaching and Academic Growth (TAG) at UBC or enroll in their Graduate Certificate Program.
- Some successful grant applications or awards.

There are plenty of great sources on writing a c.v., including the excellent University Affairs (www.universityaffairs.ca). Have a look graduating students' resumes in the ACSP Faculty Women's Interest Group (FWIG) Resume Book, published on www.acsp.org each October. Although SCARP is primarily a research PhD, not all PhDs lead to academic positions. Some SCARP PhDs work in the public service or consulting; you may be interested in working with an international agency. Think about this as you set up your networks and start putting together your c.v.

Doing the Research

The real reason you're doing a PhD is that you want to do research, right? The SCARP PhD is for the most part a research degree. Doing the Research means implementing what you proposed in your Prospectus. This means submitting your project for the ethical review process if necessary, getting in touch with community organizations if you're doing fieldwork, and arranging use of datasets if you're planning to analyze data. If you're planning to do fieldwork in another city or country, this may take some time. SCARP students who have done research in China, India, and Japan, just to name a few, have often spent a year in the field and another year analyzing the data gathered through interviews, focus groups, participatory processes,

etc. Students who have done quantitative modelling or conducted statistical analysis using existing datasets also spent a significant amount of time getting permission to use data collected by an outside agency, working out publication rights, and cleaning the data before they can analyze it. Prepping for data collection and analysis is time consuming—there's no gettting around it.

Although you've passed the Prospectus Defense and your supervisory committee has approved your research design/methods, it's important to touch base with them while you're doing the research. Issues come up all the time: you may not be able to recruit as many interview participants as you'd hoped, the data may not be showing the trends you anticipated, or you may run into political or community barriers—it's planning, after all! Many students keep a field journal during fieldwork; it's a good idea to take notes even when doing statistical analysis because you will be asked why certain decisions were made when you are writing the dissertation and during the Final Doctoral Exam. Keep in touch with other students during this stage too—they've learned tricks and developed strategies you'll find useful.

Writing the Dissertation

Although **Writing the Dissertation** is often billed as the most difficult stage, this depends on the student. Some—including myself—have found the process of writing up the research quite satisfying; at the very least, writing is a signal that the end is in sight. Writing is also an important, though often overlooked, analytical process: as you begin to describe your research, discuss your methodology and results, you'll inevitably develop insights into your material that weren't possible while you were busy with the details of gathering and analyzing data. It's important not to believe the hype about writing the dissertation; for this reason, most of us have found that working in near-isolation is useful at this stage. The stress of answering questions like "How's the writing going?" on a regular basis can prove overwhelming, especially if your friends and family don't understand the lengthy writing process.

Approach writing the dissertation the way you've approached all the earlier stages: take it one step at a time. FOGS has a dissertation outline that provides a handy template for you to think about what to include and which chapter it would fit into. Many students have also used diagramming at this stage to help them understand how the different pieces of the dissertation will fit together. Once you have an outline, meet with your supervisory committee and discuss it with them to make sure you're all in agreement.

Develop a few good places to work: a café, an office, your attic, etc. This allows you to work in a variety of different ways: when you need absolute quiet, your home or office might be ideal. But if things at home are distracting (your kids, your home repairs, your noisy neighbour), you can always work in one of your alternate locations. You'll also be moving back and forth between your data and writing, which may require different softwares or types of workspaces. The point is to work regularly and in a way that works for you: whether you work best in the morning or evening, in four-hour stints or with music in the background, learn what works and stick to it.

The dissertation outline will help you set yourself deadlines, like finishing the methods chapter or editing the interview results. I cannot stress how important it is to **set yourself deadlines and meet them**. Those of you who have worked in the public or private sector know how rewarding and practical deadlines are. FOGS also provides guidance on dissertation formatting, so work out your format when you begin to write. While many students start at the introductory chapter (which can include some elements of your literature review), many have found it easier to start in other places. The methodology/methods chapter is often the easiest to write and quickly gets you into the habit of writing regularly. Established profs have echoed this sentiment, saying that it pays to write both the conclusion and introduction at the end. Part of this is because writing is in itself a thinking process: you won't know all the insights your research contains until you're dong writing up the results and the conclusions. This makes it hard to start with the introduction. Another reason to start in the middle is, of course, "the terror of the white page". **If you get stuck, move on to another section.**

Don't forget the lighter, but necessary components of your dissertation: images and maps, the acknowledgements, etc. These are elements you can work on during days when you just can't write...those days are inevitable!

Some students have found it easier to think of each chapters as the final papers for a course—they're about the same length—which makes it less intimidating. Some structure their chapters as potential articles for publication. Remember, this is only a first draft; you will submit it to your supervisory committee, sometimes chapter by chapter depending on what you've agreed on, and then get their comments. There's lots of time to edit the document and make it read as a continuous piece.

During this stage, you should **learn the rules and regulations** at SCARP and FOGS around the Final Doctoral Exam. There are lots of useful workshops through FOGS on these steps, and the people dealing with doctoral exams are very helpful. I swear, nothing seems to stress them out! FOGS also has a timeline template that you can fill in so that you can see how long each stage takes—it is a long process. Once you are nearing completion of your final (exam) draft, your supervisory committee needs to nominate people to be the External Examiner and University Examiners, you need to submit the exam copy of the dissertation, and then submit copies to the entire committee once it's finalized and a date is set. If you need to graduate by a certain date to start a job or a post-doc, you need to plan accordingly. Most students are working part-time, consulting, or even beginning post-docs by this time, so they juggle writing and work.

The Final Doctoral Exam

The **Final Doctoral Exam** is the ultimate challenge for any PhD Candidate. However, rest assured that if you've made it this far, your chances of completing the final stage of the PhD are very high. In order to proceed to the doctoral exam, the dissertation must be approved by your supervisory committee and the External Examiner, an expert in your field of study. The External Examiner's job is to ensure the dissertation is ready to be examined, and (s)he provides questions to your supervisor to be asked during the exam. Your University Examiners (2) can be from SCARP but often come from other departments at UBC. The Chair of your exam is responsible for all the formal elements of the exam: they introduce the proceedings, let each examiner ask questions in turn, and conclude the exam, but do not ask any questions themselves, as they are often from a discipline outside your area of expertise.

The format of the exam is explained in detail on the FOGS website. The student has thirty minutes to present their work, usually in the dreaded PowerPoint format. At this stage, you've probably done a few presentations at conferences, so you should be used to speaking about your work and answering questions about it. Practice your presentation at home, and in the exam room. The questions take up the remainder of the two hours, and tend to focus on methods, theoretical framework, and the contributions of this research to the field(s). Just like the Prospectus Defense, the Final Doctoral Exam is public, so go to a couple to overcome your terror/support your friends. After the question period, the Chair will ask the audience members and the student to leave the room while they discuss the outcome. Passing with no revisions is exceedingly rare; most students pass with minor revisions and fewer pass with substantive revisions. Failing is a distinct, but rare, outcome. Odds are that you will be successful, and just need to finish revisions and hand in your final dissertation in to FOGS.

At this point, you're no longer a Candidate—you're "Dr. Planningsuperstar"! Whatever your future career, you'll find that the skills you developed during the PhD will serve you very well.

Links to Libraries and Research Indexes

UBC Library

www.library.ubc.ca is a mammoth website with access to electronic journal databases, census information, and much more. To get access to UBC's electronic databases from home, you'll need to connect using EZ-Proxy or

myVPN. You can find instructions on the UBC website on how to set these up on your computer.

Paula Farrar is the planning librarian, and she can be found in Barber Library. Phone: (604) 822-4474 Email: pfarrar@ubc.ca. Mary Luebbe can answer all your Statistics Canada and Census questions, and can be found at Koerner Library. Phone: (604) 822-6742 E-mail: mary.luebbe@ubc.ca

Lexis-Nexis
Connect through the UBC Library using EZ-Proxy/myVPN to browse newspaper articles worldwide.

Web of Science/Web of Knowledge
Connect through the UBC Library using EZ-Proxy/myVPN to browse academic articles from a wide range of disciplines. Excellent search features help you find exactly what you're looking for.

Links to Other Resources on PhD Life

These are predictably slim pickings, which is one reason this Survival Guide was created. However, here they are, in no particular order:

University Affairs www.universityaffairs.ca has tons of information on higher education in Canada, including how to write a comprehensive paper, how to present your research and how to write a c.v. and interview for academic jobs.

Why and When Ph.D. Students Finish, Inside Higher Ed. (www.insidehighered.com/layout/set/print/news/2007/07/17/phd)

American Collegiate Schools of Planning: PhD Bowling League listserv. www.acsp.org/students/Bowling_league.htm
A great resource for networking with other PhD planning students across the US. Also handy for job postings, journal submissions, conference deadlines.

Ten Simple Rules for Doing Your Best Research, According to Hamming
http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=2041981
This is geared towards science students, but it is still useful after twenty years.

This Week's Finds in Planning blogs.usc.edu/sppd/krieger/
A weekly column on planning scholarship, written by Dr. Martin Krieger (University of Southern California). It's a little stream-of-consciousness, but still interesting.

The "Yellow Book": How (Not) To Get Ahead In Academia, 2nd ed. 2003. This hilarious guide is available to download on the ACSP website and gives you tips on finishing your PhD and entering the job market.

PhD Comics.com have kept us going when all else fails, and added a lot of life to this Guide—thanks, Jorge Cham, for letting me use the comics!

Planetizen is a great source for all sorts of planning news the world over. Subscribe to their e-newsletter at planetizen.com.

Spacing.ca is a fantastic resource on urban issues in Canada.

Recommended Reading

A short list of my favourite planning classics (note: I'm biased). For more subject-specific reading, course outlines or course reading lists are a great resource because they emphasize the texts that are considered crucial in your particular subject area. Profs' web pages often list their publications, which are useful if your topic overlaps theirs.

Planning theory

Fainstein, Susan and Campbell, Scott (eds.) 2002. *Readings in Urban Theory, 2nd ed.* Blackwell.
Forester, John. 1999. *The Deliberative Practitioner*. MIT Press.

Friedmann, John. 1987. *Planning in the Public Domain*. Princeton University Press.
A classic look at planning in the context of politics, administration, and social change

Grant, Jill (ed.) 2007. *A Reader in Canadian Planning: Linking Theory and Practice*. Nelson College Indigenous.
A compilation of articles from *Plan Canada*, the Canadian Institute of Planners' journal, bringing together the concerns of practicing and academic planners.

Jacobs, Jane. 1961. *The Death and Life of Great American Cities*. Vintage.
Described as "perhaps the most influential single work in the history of town planning" thirty years after its publication, it's worthwhile for anyone interested in neighbourhoods, urban structural change, and insurgent social action.

Sandercock, Leonie (ed.) 1998. *Making the Invisible Visible*. University of California Press.
A modern classic, tackling the insurgent histories of planning through essays on feminist, multicultural, and indigenous planning practice.

Urban planning

Bunting, Trudi and Filion, Pierre (eds.) 2010. *Canadian Cities in Transition, 4th ed*. Oxford University Press.
An excellent introduction to immigration, economic, and demographic issues shaping Canadian cities.

Frumkin, Howard; Frank, Lawrence; and Jackson, Richard. 2004. *Urban Sprawl and Public Health*. Island Press.
A true interdisciplinary contribution, merging three previously separate fields: public health, planning, and transportation planning.

Hanson, Susan and Giuliano, Genevieve. 2004. *The Geography of Urban Transportation*. The Guildford Press.
The best complete handbook on transportation and land use, including the history of transportation planning in the US, an explanation of models and theories, and even a chapter on social implications.

Hodge, Gerald and Gordon, David. 2007. *Planning Canadian Communities, 5th ed.* Nelson College Indigenous.
This is "the" text on Canadian planning, exhaustive on the role of planners, the Official Community Plan process, and many other details of planning practice.

Lorinc, John. *The New City.* 2006. Penguin Canada.
An journalistic read on the governance structures, funding, and politics influencing urban planning in Canadian cities from the 1980s to the present.

Punter, John. 2004. *The Vancouver Achievement.* UBC Press.
An in-depth study of Vancouver's urban planning agenda.

Sancton, Andrew and Young, Robert (eds.) 2009. *Foundations of Governance: Municipal Government in Canada's Provinces.* University of Toronto Press.
Essential reading for every planning student; this book shows how municipal governments implement policies, deliver services and fund infrastructure under provincial and federal jurisdictions.

Social planning

Putnam, Robert. 2000. *Bowling Alone*. Simon & Schuster.
A modern classic on social capital.

Hayden, Dolores. 1982. *The Grand Domestic Revolution*. MIT Press.
An intriguing look at how female social reformers, architects, planners, and intellectuals shaped cities, neighbourhoods, and homes in the US from the 1800s to the 1930s.

Writing the dissertation

Bolker, J. 1998. *Writing your Dissertation in Fifteen Minutes a Day: A guide to Starting, Revising and Finishing your Doctoral Thesis*. Henry Holt and Co.

Phillips, E. M., & Pugh, D. S. 2005. *How to Get a Ph.D.: A Handbook for Students and their Supervisors, 4th ed*. Open University.

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