



**Department of Sociology
Emory University**

**Graduate Handbook
2008-09**

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I. INTRODUCTION

This handbook outlines the requirements for students who seek advanced degrees in Sociology. These requirements include courses, a research apprenticeship, a research paper and/or dissertation, supervised teaching, and other intellectual and scholarly activities that are essential to becoming a competent, knowledgeable, and skilled sociologist.

Each student is responsible for knowing and fulfilling the department's and the university's requirements for a degree. These general requirements are only a part of an effective course of study. Students should consult with the Director of Graduate Studies, their advisors, and other members of the faculty to develop a course of study that reflects personal interests and growing intellectual maturity.

The department aids the intellectual development of its students, in part, through its commitment to scientific rigor. Reflecting that commitment, the curriculum emphasizes theory and methodology, which can be applied to many substantive areas. Data sets, an excellent library, and powerful computational facilities are among the resources available. Skill in using these resources is one of the most important assets a student can acquire and will be honed as students progress through the program.

As professional scholars, graduate students read beyond course assignments in the interest of general intellectual development and stimulation. The library offers tours of and instructions for the use of its collections and services. Also, students may apply at the circulation desk of Woodruff Library for a carrel for purposes of reading and studying (<http://web.library.emory.edu>).

In addition to our commitment to training student to conduct high quality research, the department also strives to develop the teaching skills of its students through comprehensive and extensive teaching training and development. This dual focus on research and teaching strengthens the department and the overall achievement and placement of its students. See: <http://www.sociology.emory.edu/pid/16/32/>

In addition to the skills acquired through research and teaching, the formal requirements of the program, one of the most important skills for a sociologist is the ability to work effectively with colleagues. The department offers two special seminars, one at the beginning of graduate training and one at the end to familiarize the student with working with others at Emory and beyond. During the first year, students participate in the **Pro-Seminar**, in which they learn about the university and also are provided tools (both academic and professional) to help students navigate through their first year. The department also offers a **Job Seminar** to prepare students for applying for academic and research positions. In addition, more advanced graduate students act as mentors to facilitate transition to graduate school. Throughout graduate school, participation in seminars and contributions to committees allow students to develop the abilities to offer incisive comments and to work harmoniously with students and faculty. Such skills are invaluable assets to employment in universities and governmental agencies. Moreover, the students and faculty with

whom one associates during graduate training are likely to remain colleagues throughout one's professional career.

In addition to the **Pro-Seminar** and **Job Seminar**, the department also conducts one-session seminars throughout the year for students in different stages of the program. For example, sessions may cover preliminary examination strategies, navigating through the dissertation proposal process, preparing for the job market in the early years of graduate school, and learning the ins and outs of acquiring external grants. Also, beginning Fall of 2009, the department will conduct a job seminar that focuses on non-academic placement, in addition to academic placement. This seminar will also be geared toward students early in their graduate careers, as well as those nearing the job market. In summary, in graduate school, students learn how to contribute to knowledge and the body of scholarly ideas through research and teaching. The program offers opportunities to learn from faculty and fellow students inside and outside the classroom, and to present ideas for constructive criticism and evaluation.

II. PLANNING A COURSE OF STUDY

The *Graduate School Catalog*, which may be obtained from the Graduate School Office (Administration Building, Suite 209), states the requirements for advanced degrees. The *Catalog* is also available on line from the GRADUATE SCHOOL home page. Students should read carefully and take full responsibility for understanding the regulations in the *Graduate School Catalog*. Each semester, students must anticipate requirements that affect them, particularly those involving preliminary examinations, change of graduate classification, and applications for admission to candidacy. Detailed information about these and other requirements, with the dates by which they should be fulfilled, is in the *Catalog* and in materials issued at registration each semester. Failure to meet deadlines may unnecessarily delay the completion of a degree. Whenever necessary, students may consult their advisor or the Director of Graduate Studies about any requirement.

A course of study has two goals: (1) to pursue personal interest in the intellectual content of the field, and (2) to meet the requirements of the degree. Special seminars offered by the Department, individual reading and research courses when the regular course offerings do not meet specific needs, invited speakers, and visiting scholars provide additional resources as parts of an integrated course of study. Students should share their interests with faculty members and seek guidance in developing these interests.

A. Registration

Students can be registered for course work, typically for credit (though in some cases, students may opt to audit a course, thereby earning no credit), or for "Graduate Residence," which carries no credit. Seminars, classes (such as the

Methods sequence), and directed readings are considered “course work.” Students cannot be simultaneously registered for course work and Graduate Residence.

Graduate Residence is for students who continue to study at Emory, receive assistantship and/or fellowship stipends, use the facilities, but are not enrolled in courses. Once a student reaches "tuition-paid status" (48 hours in residence while in Advanced Standing) he or she may register for courses or Graduate Residence Full-Time during summer semester and either 599R or 799R during the academic year. Students who have completed all credit requirements but need to maintain registration for various reasons must also be registered for either courses or residency.

Students register for coursework through OPUS (Online Pathway to University Students). This is the tool that Emory has implemented to allow students to register for classes and manage their personal university accounts online. With the help of his/her advisor, the student chooses the courses for the semester. It is important to have some idea of the departmental classification of its major areas (Comparative Political Economy and Global Analysis, Social Psychology, Stratification, and Culture) so that the student can take classes that relate to his/her field areas.

The Graduate Program Coordinator will be able to assist you with registration as long as fees are paid and there is no hold against your account; if not, you must speak to someone in the graduate school office. Students MUST be registered for courses or Graduate Residency during the summer, especially if they plan to use the library or computer facilities.

According to immigration regulations, all international students holding student visas (J1) must be enrolled as full-time students (12 hours or more per semester) and carry full health insurance.

B. Regulations Relating to Course Changes and Withdrawals

After the midpoint of the semester (Date of Record), a student will not be permitted to withdraw from a course unless there are clear mitigating circumstances beyond his or her control. The student must request that the Director of Graduate Studies send a letter supporting the proposed course change to the Graduate School. This letter must be accompanied by a request from the student explaining the reasons for the withdrawal. Absolutely no change in a student's registration can be made past the end of the semester. This is an absolute University regulation that cannot be waived under any circumstance. Tuition refunds are only partial in all cases of cancellation or withdrawal; after the fifth week of the semester, there is no refund. This applies regardless of the source of the tuition (*i.e.*, the tuition represented is lost to the department and Graduate School just as it is lost to an individual, self-funded student). Students may not change the letter grade (L/G) option to the satisfactory/unsatisfactory (S/U) option after the end of the L/G and S/U change period.

III. REQUIREMENTS FOR THE PH.D. IN SOCIOLOGY

The following five year plan is intended to give students a general idea of their expected progress. Of course, individual needs and departmental fluctuations will cause necessary variations from any suggested plan. Courses and requirements are explained in more detail in this Handbook. This plan will be referred to throughout this section. (See next page for plan.)

The Sociology program focuses primarily on doctoral training. The department awards a Master's degree when a student achieves Ph.D. candidacy after the completion of course work, research paper, preliminary examinations, TATTO requirements, and dissertation proposal. Graduate students, however, may opt to complete a Master's degree through a thesis option, as described in Section IV below. This option also constitutes the requirements for Emory College seniors participating in the department's B.A./M.A. program.

A. Residence Requirements

Full-time students must enroll for a minimum of 12 credit hours each semester to fulfill residence requirements, especially if they hold fellowships paid through Emory. Full Standing students must accumulate a minimum of 72 hours in course or seminar work. (Unless instructed otherwise by the department, once students complete 24 hours, the Graduate School automatically alters their status to "Advanced Standing.") Students enter "tuition paid" status, which indicates that students will only be charged student fees no matter what they register for, once they complete 72 hours. In order to keep using Emory's facilities, such as the library, computer center, or gym, a student must register for Graduate Residency or course work. All courses (except Sociology 767, "Teaching Sociology" and "Second Year Research Seminar") must be taken for letter grades, and a B average (GPA = 3.0) must be maintained.

B. English Language Assessment

All international students are required to take a proficiency test, and if necessary, language support classes to be eligible for Teaching Assistantships. The test is offered at the beginning of the Fall semester (first year), and should be taken at that time. For further information, please click on the following Graduate School link to English as a Second Language (ESL):

<http://www.graduateschool.emory.edu/resources/esl.php>

Five Year Plan of Graduate Student Progress

	FALL	SPRING	SUMMER
FIRST YEAR	- Statistics 500 - Methods 501 - Elective (typically in specialty area)	- Regression 506 - Theory 540 - Elective (typically in specialty area)	- Begin research paper - TATTO training
** B.A./M.A. Students Complete Thesis by April 6 of Senior Year **			
SECOND YEAR	- Fourth Methods Course (509, 701 etc.) - Theory 741 or 742 - Elective	- Electives - Research Seminar 585	- Work on Research Paper
THIRD YEAR	- 767 Teaching Seminar - Electives - Submit Research Paper	- Prelims - Electives - (Teach a course)	- Prelims
** Preliminary Exam Completed by Summer of Third Year **			
FOURTH YEAR	- Dissertation Proposal	- Dissertation Proposal	- Dissertation proposal - Defend dissertation Proposal
** Paper Accepted for Professional Presentation by Fall of Fourth Year ** ** Teach One Course, Typically during the Fourth Year ** ** Must be in Candidacy by August of 4th year to be eligible for 5th year funding. **			
FIFTH YEAR	- Dissertation	- Dissertation	- Dissertation

C. Advisor

During the summer before students begin their course of study at Emory, members of the incoming cohort select a faculty advisor (the DGS checks with the faculty member to make sure that s/he is willing to advise the student). This faculty member is considered the “preliminary advisor.” The topic of advising and mentoring is discussed with first year students as part of the **Pro Seminar** professionalization workshops. In the **Pro Seminar**, we address topics such as what to expect from a faculty mentor, how to work with faculty mentors, co-authoring with faculty, and the appropriate steps for changing advisors. Students are encouraged to take responsibility for their graduate education, and seek the advising that they require. Often, students decide to change advisors from their preliminary advisor when they identify a second year paper research topic or area of interest. Students must complete a form at the end of their first year to designate their advisor (this can be the preliminary advisor or a new advisor). This provides students with a comfortable procedure through which they can change advisors.

In subsequent years, students submit a form whenever they change advisors. The form requires signatures from the former advisor and the new advisor (see Appendix 2). The DGS is available to counsel students on how to implement an advisor change in a professional manner. Often, this occurs as students prepare for prelims and develop their dissertation topic. Dissertation chairs assist students in the job search process, reviewing materials in the dossier, contacting colleagues in departments across the country, and providing advice on all aspects of the job search process (e.g., preparing the job talk; negotiating salary).

If the faculty member you select is not familiar with all the Graduate School or departmental rules and regulations, the Director of Graduate Studies continues to be the best source of information on these topics. Also, never hesitate to ask the Graduate Program Coordinator, Maggie Stephens 404-727-7512, who has particular knowledge about the forms that must be submitted and other details about the process. She also keeps all the departmental forms and many of the graduate school forms.

Any questions pertaining to Graduate School requirements that cannot be answered by someone in the department may be directed to either the Financial Aid Coordinator (financial assistance -- fellowships, tuition grants, graduate assistants, and teaching assistantships, Theresa Kenney 404-727-6032) or the Students Records Coordinator (progress toward your degree, registration problems, and "check-ins" for theses and dissertations after departmental approval, Queen Watson 404-727-6170).

D. Required and Elective Courses

There are eight required courses in the program: four required courses in methods and statistics, two required courses in theory, Teaching Sociology, and the Second Year Research Seminar (also noted in the Five Year Plan on page 5).

The Methods and Statistics Requirement consists of four courses: Soc. 500 *Statistics*, Soc. 501 *Research Methods*, Soc. 506 *Applied Regression Analysis*, and a fourth course chosen by the student and approved by the student's advisor. This course may be one of the other methods courses offered in the department in advanced quantitative methods, qualitative methods and fieldwork, or historical methods. Students may also take this fourth course in another department, with the approval of their advisor and the Director of Graduate Studies.

The Theory Requirement consists of two courses: Soc. 540 *Basic Theoretical Problems* and either Soc. 741 *Theory Construction* or Soc. 742 *Recent Theoretical Orientations*.

In addition to these requirements, students must complete Sociology 767: *Teaching Sociology*, and Sociology 590R, *Second Year Research Seminar*. These requirements are described in more detail below.

Students must earn at least a B- in all these required courses. Students entering the department with an M.A. or M.S. in Sociology or a closely related field may, upon approval of the Director of Graduate Studies, count eight hours of work taken at the masters' level toward these requirements. To exempt a required course, students must receive the approval of the instructor for the course and petition the Director of Graduate Studies. The five year plan of study on page 5 indicates how a student may combine the required and elective courses.

Students must take at least two courses in one of the department's major areas of concentration: (1) **Comparative Political Economy and Global Analysis** (political sociology, political economy, social policy, religion, social change, revolution and world systems); (2) **Social Psychology** (interpersonal and group processes, social structure and personality, symbolic interactions); (3) **Stratification** (education, race and ethnicity, gender, complex organization, work and industry, religion, medical); and (4) **Culture** (media, religion, social change, music, literature and the arts, identity construction). Completion of this requirement is necessary before taking a major area preliminary examination.

Often, students will find that work in one class complements work in another. It is possible for a student to work on one paper for multiple classes. Should a student pursue this course, however, it is absolutely necessary to inform faculty of intention to do so and obtain their permission. If a paper is being revised for a subsequent class, there must be evidence of significant differences from the prior draft. Submitting the same paper concurrently or sequentially without a professor's consent constitutes an ethical violation.

E. Distribution of Courses by Principal Areas

The following classifies courses by each major area as a guide to preparing for the preliminary examinations. Some courses may appear under more than one area (although in the *Graduate School Catalog* the courses for areas appear mutually exclusive to conserve space in that publication). Students should consult with the chairs of the area committees to discuss courses and reading lists pertinent to the exams.

1. *Comparative Political Economy and Global Analysis*

- Soc. 517: Race and Ethnic Relations
- Soc. 520: Political Sociology
- Soc. 521: Social Movements and Revolutions
- Soc. 522: Public Policy and the Welfare State
- Soc. 523: Social Change
- Soc. 524: Political Economy of Development
- Soc. 525: Global Structures and Processes
- Soc. 526: Comparative and Global Political Economy (currently taught as Soc 729R, "Sociology of Development" proposed title change pending Graduate Executive Committee approval)
- Soc. 527: Gender and Global Health
- Soc. 729R: Seminar in the Dynamics of Societal Structures
- Soc. 739R: Historical Methods

2. *Social Psychology*

- Soc. 550: Socialization, Society, and the Life Cycle (proposed title change pending Graduate Executive Committee approval: "Social Structure and Personality")
- Soc. 551: Interactionist Approach to Social Relations (proposed title change pending Graduate Executive Committee approval: "Symbolic Interaction")
- Soc. 552: Structural Aspects of Social Interaction (proposed title change pending Graduate Executive Committee approval: "Status, Power and Legitimacy")
- Soc. 553: Evaluations in Social Interaction (proposed title change pending Graduate Executive Committee approval: "Justice, Cognition, and Emotions")
- Soc. 554: Causes of Crime
- Soc. 555: Controlling Crime
- Soc. 556: Social Psychology of Race (pending Graduate Executive Committee approval. Currently being taught as Soc. 759R)
- Soc. 557: Social and Religious Identities

- Soc. ____: Intergroup Relations (pending Graduate Executive Committee approval. Currently being taught as Soc. 759R)
- Soc. 563: CASPER
- Soc. 759R: Seminar in Social Psychology

3. *Stratification*

- Soc. 511: Comparative Social Organizations
- Soc. 513: Perspectives on Mental Health
- Soc. 514: Bureaucratic Organization
- Soc. 515: Social Stratification
- Soc. 516: Schooling and Society
- Soc. 517: Race and Ethnic Relations
- Soc. 518: Race, Gender, and Economic Inequality
- Soc. ____: Intergroup Relations (pending Graduate Executive Committee approval. Currently being taught as Soc. 759R)
- Soc. ____: Sociology of Gender (pending Graduate Executive Committee approval, same as WS ____)
- Soc. ____: Communities and Crime (pending Graduate Executive Committee approval)
- Soc. 711: Sociology of Work and Industry
- Soc. 719R: Seminar in Stratification

4. *Culture*

- Soc. 514: Bureaucratic Organizations
- Soc. 523: Social Change
- Soc. 525: Global Structures and Processes (pending Graduate Executive Committee approval)
- Soc. 557: Social and Religious Identities
- Soc. 560: Sociology of Culture
- Soc. 561: Sociology of the Arts
- Soc. 562: Sociology of Mass Media
- Soc. 563: CASPER
- Soc. 720: Morality and Society
- Soc. 725: Sociology of Religion
- Soc. 726: Research in Religion
- Soc. 769r: Seminar in Culture

F. Research Paper Requirement

Required and elective course work, along with development of research skills, provides the basis for completing the Research Paper Requirement (RPR). During the second year of the program (see five year plan on page 5), students must write a quantitative or qualitative research paper, which is suitable in substance and format for publication in a sociology journal. The paper should document, at the very least, good progress toward the science and art of investigating and writing for publication in a sociological journal. The topic of the paper is of the student's choosing with direction from his or her advisor. If the proposed research involves collecting data from human subjects, the student needs to contact the Departmental Human Subjects Committee, see instructions under III.J. The research paper must be completed by the end of the student's fifth semester in the program (December of the third year).

Generally, the topic results from extensive reading in an area of interest. The student should work closely with an advisor and, if he or she wishes, with others (which would constitute a committee as described on page 19 for the M.A. Thesis requirement). The student should complete the first part of the form, "Completing the Research Paper Requirement," (Appendix 1) and submit it to the Graduate Program Coordinator, once he or she has decided on a paper topic and chosen an advisor and/or committee. The form documents student's progress and provides the possibility of signing up for Sociology 599R Precandidacy, which allows students to enroll for credits to work on the research paper.

To assist students in preparing their research paper, all students will take the Soc. 590R *2nd Year Research Seminar* in the second semester of their second year. This seminar will focus on the ongoing revision of their research paper, with several sets of feedback being provided, and will provide instruction in the steps necessary to produce publishable papers.

Students are required to have their research paper approved by two faculty members and accepted for presentation at a professional meeting or publication in a refereed journal by the beginning of their fourth year. If a student's advisor is not one of the two faculty members, the two faculty members must consult with the advisor before approving the student's research paper. Papers or Master's Theses that students wrote in another program can be used for the Research Paper Requirement only if the student makes substantial revisions of the paper while at Emory. Although students who have published a paper in a refereed journal can petition the faculty on the Graduate Program Committee to have the research paper requirement waived, such students must still take the Research Seminar described above or one of the substantively focused research seminars in the department, such as the "CASPER seminar."

G. Professional Presentation/Publication

Generally, with the completion of the Research Paper Requirement, students are ready to present their work at a professional meeting. Usually, by fall of the fourth year (prior to achieving candidacy), students should have had one paper accepted for presentation at a professional conference or for publication in a professional journal. Approval from the student's advisor is necessary to ensure that the forum for presentation of the student's work meets high professional standards.

H. Preliminary Examinations

TIMING OF PRELIMS:

1. Each student is required to take a major-minor area prelim exam.
2. This major-minor prelim must be taken by the end of the student's third year in the program (that is, by August – see five year plan of study on page 5).

FORMAT OF THE MAJOR/MINOR EXAM:

1. Reading lists: The reading lists are comprised of approximately 90-100 total “book equivalents” for the major and minor areas (3-5 articles comprise one book). Roughly two-thirds of the reading list will cover the major area and roughly one-third of the reading list will cover the minor area. (The proportions depend on the amount of overlap in the major and minor areas.) The reading list and committee for the major area is designated by the department.

Students will develop the reading list for the minor area, in conjunction with the minor area committee members (see below).

2. Topic areas for minor prelim: Minor prelim areas should be sufficiently broad to enable a student to understand the main debates in the area and situate his/her research topic within these debates. The topic area for the minor prelim exam can be determined from one of three sources: a) the ASA sections; b) a list of minor topic areas developed by the major prelim committee; c) student petition, with approval by the major/minor prelim committee.
3. Committees: The prelim committee will consist of three faculty in the major area and two faculty from the minor area. One of the faculty for the minor area could also be a member of the major area. Therefore, the major/minor prelim committee will consist of a total of four or five members. All committee members will grade the major and minor prelim questions. Each student will meet with their major prelim chair

to discuss the composition of this committee.

4. Exam format: The exam consists of six questions from the major area of which students are required to answer three, and four questions from the minor area of which students are required to answer two. Students will receive all questions at the beginning of the exam, and will have three consecutive days (72 hours) to complete the prelim. We encourage students to integrate major and minor areas and we encourage faculty to write integrative questions on the minor exam.
5. Grading criteria: For each portion of the exam (major area and minor area), a student can receive a grade of “pass,” “rewrite” or “fail.” (See Appendix A)

Pass: A student receives a “pass” in an area if s/he passes all the questions. Students can also receive a “pass with distinction,” for exceptional performance.

Rewrite: A student receives a “rewrite” in an area if s/he fails one question and passes the other questions. *Students can only rewrite one question for the entire exam.* If a student fails one question on the major exam *and* one question in the minor area, then s/he can rewrite one of the failing questions and must retake the prelim in the other exam area the next time it is offered (August or January) or in May. The prelim committee will decide which area is a “rewrite” and which is a “fail.”

Students have one week to rewrite the question from the time they receive their prelim exam grade. The rewritten answer can be no longer than 10 pages, double-spaced (12-point font).

Fail: A student receives a “fail” on the exam area if s/he fails two or more questions in that area. A student who fails a prelim in January can retake the exam in May or in August of that year. A student who fails the exam in August must retake the exam the next time that the prelim is offered (in January). Students who fail the prelim twice in their minor or major area cannot continue in the program.

6. Page limits:
Each response to a prelim question must be no longer than ten, double-spaced typed pages (using 12 point type).
7. Dates for exams:
The major/minor prelim will be given in AUGUST and JANUARY of

every year. (The August prelim date will be either the week prior to the ASA meetings or the week following the ASA meetings). Students taking an exam in the same area will be taking the exam during the same week. Under extremely extenuating circumstances, students can petition the Graduate Program Committee to take the prelim on a different date than the regularly scheduled August or January dates.

ENFORCEMENT OF PRELIM EXAM PROCEDURES

1. A student who does not meet a deadline for a prelim will be placed on probation for a semester. When on probation, a student cannot teach and cannot receive travel or research money from the Department (unless the research money is needed to complete the research paper).
2. A student who does not complete the requirement in the probation semester will be terminated from the program.
3. Students experiencing exceptional circumstances can petition to be reinstated to the program or to extend the requirement deadline. (Here “petitioning on the basis of exceptional circumstance” is meant as an escape clause or safety valve – that makes the program more flexible and accommodating, not as a means to adding arbitrariness to threat.) The petition requires a letter of support from the student’s advisor and must be approved by the Graduate Program Committee.
4. Students who entered the program before Fall 2007 have the option to take prelim exams under the “old” system (two prelims: a major area prelim and a minor area prelim) or the new system described above (one major/minor prelim). Students taking the prelim under the “old” system must take at least one exam by May of their fourth year, and the second exam by August of their fourth year.

I. Departmental Teaching Apprenticeship

All students must complete a teaching apprenticeship. The apprenticeship provides the student with experiences assisting a faculty member in teaching and eventually co-teaching or teaching one's own undergraduate course. As detailed in Section V, a number of steps constitute this internship. The Graduate School offers a mandatory Teacher Assistant and Teacher Training Opportunities (TATTO) program for students. In addition, the department requires students to take a special seminar to train them to teach typically in their third year (Sociology 767). By the time students graduate, they will have had instruction in various teaching methods and syllabi construction, *etc.*, and will have taught at least one course. Faculty members supervise and evaluate the teaching apprenticeship. This requirement must be met before achieving candidacy.

A majority of students also teach one course in their fifth year and have the other semester dedicated solely to their research. If students do not teach a course in their fifth year, they are assigned TA/RA duties for both semesters.

J. The Dissertation Proposal

Typically at the end of the third year or the beginning of the fourth year, a student should ask a department or associated faculty member to serve as dissertation advisor and committee chair. After the student selects a topic and makes a preliminary assessment of the research task, a proposal is submitted to the dissertation advisor. In conference with the dissertation advisor, the student will select a dissertation committee. The committee consists of at least four faculty members: the Chair, two additional regular members of the department, and one member from outside of the department. The chair could be a regular or an associated faculty member. If the chair is an associated member, then the committee must have two other regular faculty. If the chair is a regular member, then one of the other two members may be an associated. Adjunct and associated faculty may be considered as external or regular members. If an external member from outside Emory is desired, then the dissertation advisor requests the Director of Graduate Studies to appoint this external member to the committee by submitting a completed Dissertation Committee Form (page 2 at the following link):

<http://www.graduateschool.emory.edu/uploads/Academic%20Affairs/GS%20Candidacy%20and%20Committee%20Forms.pdf>

along with a CV of the outside member. This appointment, then, must be approved by the Dean of the Graduate School. The department requires students to obtain committee approval before defending the dissertation proposal by completing the Dissertation Committee Form mentioned (and linked) above.

The committee will meet and discuss the student's proposal. The student is expected to explain and defend the proposal to the committee members, and other faculty members who may attend. When the proposal is judged to be satisfactory, the committee notifies the Director of Graduate Studies by providing a copy of the "Dissertation Proposal Approval Form" (Appendix 3) signed by the chair of the committee and a copy of the proposal. The dissertation proposal must be defended by the end of the student's 4th year in the program (that is, by August – see five year plan on page 5). If the proposal is not defended by this time, the student will not be eligible for Candidacy OR fifth year funding.

If the proposed research requires the use of human subjects, the students must receive approval from the Emory Institutional Review Board (IRB) before recruiting subjects or collecting any data. The IRB application is submitted online through e-IRB. The student should follow these steps in preparing his/her IRB application materials:

1. Students must obtain certification in protecting human subjects by taking the online exam through the IRB website. The student's advisor must also be certified. (Certification is mandatory before submitting the application to the IRB).
2. The completed IRB application materials should be reviewed by the student's advisor.
3. The student should submit the completed application to the IRB through e-IRB. The IRB approval process can take up to 6 weeks, so students should prepare their application well in advance of beginning their research.

K. Admission to Candidacy

After meeting all requirements listed above and **immediately** following completion of the dissertation proposal defense, students must submit an application for Admission to Candidacy through the department to the Graduate School.

Once students achieve candidacy, they will be awarded the Master's Degree in Sociology when all required paperwork is submitted through the department to the graduate school office and the Application to Candidacy is approved by the Dean of the Graduate School. The student must be registered during the semester a degree is awarded, and complete the following steps in order to be awarded the Master's Degree. First, students must complete the Graduate School's form "Application for Admission to Candidacy," which is available on line.

<http://www.graduateschool.emory.edu/uploads/Academic%20Affairs/GS%20Candidacy%20and%20Committee%20Forms.pdf>

The Candidacy form must be approved by the Director of Graduate Studies, and submitted to the Graduate School by the department along with "Report of Completion of Requirements for the Master's Degree" form which is also on the Graduate School home page.

<http://www.graduateschool.emory.edu/uploads/Academic%20Affairs/Masters%20Complete.pdf>

Finally, the student submits an application for the degree to the Graduate School prior to the scheduled deadline posted each semester on the Graduate School home page. The department requests a copy of this form before it is submitted.

<http://www.registrar.emory.edu/pdf/Da.Degree%20Application%201.pdf>

Soc. 599R with the research topic listed as “Pre Candidacy” has been designated for enrollment purposes for students who have completed course work and begin to prepare for Candidacy. Upon entering Candidacy, students are then qualified to sign up for Soc. 799R, Dissertation Research in lieu of classes. Students must not enroll for this course until they achieve Candidacy.

L. Completing the Dissertation

Students may request suggestions on their research not only from the dissertation committee but also from other faculty members. Moreover, students should keep members of their dissertation committee informed of progress on the research. When students prepare outlines or a draft of chapters, they should submit them to their chair and possibly other committee members (chairs may coordinate with other committee members with regard to the review of early drafts).

The chair of the dissertation committee will determine an appropriate time for a defense of the dissertation. An oral defense of the completed dissertation is required. Ordinarily, the committee will hear the defense, but other members of the faculty may attend and participate. The Graduate School allows up to eight years for the completion of the Ph.D. Under special circumstances, it may grant up to three one-year extensions. Students seeking extensions must make their request for an extension through the Director of Graduate Studies. Students enrolled beyond their 8th year in Advanced Standing will be responsible for the payment of all tuition and fees.

M. Application for Ph.D. Degree

The Application for Degree should be submitted during the semester in which students anticipate receiving the degree. In addition, students must be registered during the semester that they expect to receive their degree. If the deadline for submitting the application (see the *Graduate School Catalog*) is missed, the Graduate School will assess a late fee.

<http://www.registrar.emory.edu/pdf/Da.Degree%20Application%201.pdf>

Please check the Graduate School web site for information regarding the electronic submission of theses and dissertations. Academic Year 2008-09 is the first year of this requirement.

The deadline each semester for the ETD submission of a dissertation is about five weeks before the end of the term. Usually, the Graduate School must also receive a "Degree Clearance" approximately at the same time as the dissertation (about five weeks before the end of the term). This form is filled out and signed by all committee members at the formal defense of the dissertation. Arrangements should be made to have a dissertation signature page at the formal defense so that you can obtain the committee members' signatures at that time.

For a schedule of deadlines for all of the paperwork that must be submitted to the Graduate School, follow the Academic Calendar published by the Graduate School. The student and advisor must work together to follow the guidelines and deadlines set up by the Graduate School.

The high points, then, in the dissertation process are these:

1. Select faculty member to be chair of dissertation committee and give dissertation proposal to chair.
2. Obtain approval from the IRB if necessary before proceeding with research.
3. Choose a committee of four, including the chair and at least two faculty members from the department and one faculty member from outside the department.
4. Request the Director of Graduate Studies to formally appoint committee.
5. Meet with committee on proposal, revise accordingly.
6. Defend proposal.
7. Submit a "Departmental Dissertation Proposal Approval Form" and a copy of the dissertation proposal to the Director of Graduate Studies when proposal is defended. The Application to Candidacy Form should be submitted to the Graduate School Office at this time.
8. Complete data collection and research.
9. Develop dissertation, **keeping in touch with the chair of the committee**, revise chapters according to comments.
10. Register the semester in which the student will receive the degree.
11. Have oral defense of dissertation.
12. Apply for degree through the Graduate School (within first couple weeks of semester).
13. Make sure Departmental Degree Clearance Form is submitted along with dissertation.
14. Submit dissertation (about five weeks before the end of the semester). Graduate School standards for submission are strict. Check their home page for ETD submission guidelines.

It is imperative that the student takes the initiative and finds a faculty member that will act as a dissertation advisor early in the process. It is also imperative that the students and dissertation advisor check the academic calendar for deadlines in the dissertation process carefully when planning its development. These deadlines and forms are posted at the Graduate School home page.

IV. REQUIREMENTS FOR THE M.A. DEGREE

As noted above, Ph.D. students typically receive the M.A. Degree upon achieving candidacy. If they so choose, they may opt to complete a formal M.A. degree prior to taking preliminary examinations and preparing a dissertation proposal. To do so, they must complete course work, as described below, and

write an M.A. thesis. Emory seniors participating in our B.A./M.A. program should follow the requirements specified below.

A. Residence Requirements

Full time students must enroll for a minimum of 12 credit hours each semester to fulfill residence requirements. If a student registers for fewer hours in a semester, he or she will earn a credit of part of a semester (*e.g.*, six hours would earn a credit of half a semester). Students must accumulate a minimum of 24 hours in course or seminar work, including no more than four hours of 599R. All courses must be taken for letter grades, and a B average must be maintained.

B. Advisor

An advisor will provide necessary guidance to plan courses and information about what is expected of a graduate student in the Sociology Department. Students may seek out their own advisor, whose interests correspond with their own, or ask the Director of Graduate Studies to appoint one. A student must have an advisor for the M.A. thesis requirement.

If the faculty member you select is not familiar with all the Graduate School or departmental rules and regulations, the Director of Graduate Studies continues to be the best source of information on these topics. Also, never hesitate to ask the Graduate Program Coordinator (Maggie Stephens, 404-727-7512) who has particular knowledge about the forms that must be submitted and other details about the process. This person also keeps all the departmental forms and many of the graduate school forms. See Section III.C. for further sources to obtain answers to questions.

C. Required and Elective Courses

The M.A. program requires students to take the following four-credit courses: Soc. 500 *Introduction to Statistics*, Soc. 501 *Methods*, an elective statistics/methods course (Soc. 506, *Applied Regression*), and Soc. 540 *Basic Theoretical Problems*. The five year plan of study on 5 indicates how a student may combine these classes with electives. B.A./M.A. students may make the following substitutions: (1) if they have already completed Soc. 356 *Social Research II* they need not take Soc. 500; (2) they may substitute Soc. 457 *Development of Sociological Theory* for Soc. 540. For elective courses, students may consult the list under Section III.E.

D. The M.A. Thesis

The selection of a topic and soliciting a member of the faculty to serve as a thesis advisor is the student's responsibility. Students should discuss ideas for the thesis with faculty members and other students and solicit their advice. Limitation of time and effort require the choice of a topic that is reasonable in

scope. The expectation for an M.A. thesis is a publishable paper in a scholarly sociology journal. When the student has selected a topic, any member of the Graduate Faculty may be asked to oversee progress on the thesis. With the advisor a student should select a committee consisting of two additional faculty members to advise the development of the research (Appendix 2). The student then requests the Director of Graduate Studies to formally appoint the committee. These forms may be obtained from the Graduate Program Coordinator.

When a topic has been selected, the relevant literature should be reviewed to refine the focus of the study and determine the research design. A thesis proposal, incorporating the design, is submitted to the committee for review and approval **before preceding further** with any research. The committee will meet and discuss the student's proposal. The student is expected to explain and defend the proposal to the committee members, and other faculty members who may attend. When the proposal is judged to be satisfactory, the committee notifies the Director of Graduate Studies by providing a copy of the "Thesis Proposal Approval Form" signed by the chair of the committee and a copy of the proposal. If the research involves human subjects, the student must follow procedures listed in Section III.J. to obtain the approval of the Human Subjects Review Committee.

Students should continue to work on their research in close contact with their advisors. When deemed ready, students will defend the completed thesis before their committee and others, if warranted.

The deadline each semester for the submission of a thesis is about four weeks before the end of the term. Students must fill out an Application for Degree and submit it directly to the Graduate School during the semester in which a degree is to be conferred. The Graduate School requires that a student be registered for the semester in which a degree is awarded. Additionally, the Graduate School must receive an M.A. Degree Clearance Form ("Report of Completion of Requirements for Master's Degree") approximately five weeks before the end of the term. This form is filled out and signed by all committee members at the formal defense of the thesis. For a schedule of deadlines for all of the paperwork that must be submitted to the Graduate School, follow the Academic Calendar published by the Graduate School. The student and advisor must work together to follow the guidelines and deadlines set up by the Graduate School.

The guidelines for thesis submission is located at the Graduate School home page. Follow these guidelines for thesis preparation and submission.

The high points in the thesis process are:

1. Select topic and faculty member to be thesis advisor.
2. Choose committee with advisor's advice.

3. Request Director of Graduate Studies to formally appoint committee.
4. Review literature.
5. Write proposal.
6. Defend proposal. Obtain permission from Departmental Human Subjects Review Committee if necessary.
7. Submit a signed "Departmental Thesis/Dissertation Proposal Approval Form" and a copy of the thesis proposal to the Director of Graduate Studies.
8. Complete research and data collection.
9. Write first draft of thesis.
10. Revise thesis according to advisor and committee's recommendations.
11. Register for the semester in which the degree is expected.
12. Apply for degree through the Graduate School (within first couple weeks of the semester).
13. Defend thesis.
14. Make certain the Graduate Program Coordinator submits the "M.A. Degree Clearance Form" which is completed and signed by all committee members at the oral defense (about five weeks before the end of the semester).
15. Submit thesis and clearance form (also about four weeks before the end of the semester). Remember that the Graduate School standards are very complicated.

Optimally, students complete the thesis before the end of their second year or end of their senior year, in the case of B.A./M.A. students. It is imperative that students take the initiative and find a faculty member that will act as a thesis advisor early in the process. It is also imperative that the student and thesis advisor check the academic calendar for deadlines in the thesis process carefully when planning its development.

V. LEARNING TO TEACH: TATTO AND DEPARTMENTAL GUIDELINES

The Graduate School sponsors a Teaching Assistant Training and Teaching Opportunity (TATTO) program to provide training for graduate students. All Ph.D. students, including Woodruff Fellows and Emory Diversity Graduate Fellows and other prestigious fellowship holders, are expected to participate in TATTO. Students who are admitted to graduate study with tuition scholarships only are also expected to participate in the program. Students who are candidates for B.A./M.A. degrees only are exempt from TATTO.

The first assignment of the program is attendance at a training workshop in the summer prior to their second year in graduate school (exceptions may be made to delay attendance for a year). The workshop will normally last for three to four days prior to the week in which fall semester begins. After completing the

workshop, students are expected to complete several types of teaching assignments. These assignments dovetail with the additional teacher training offered by the Sociology Department.

The Departmental teaching requirements include the following. In the fall of the third year, students must take Sociology 767 ("Teaching Sociology"). The design of the course provides students with opportunities to discuss the context of teaching, characteristics of good teachers, diversity in the classroom, problems of instruction, and issues of evaluation. In addition, students begin to develop substantive and non-substantive goals, as well as lecture and discussion materials, assignments, and exam questions, for a course that they intend to teach. Requirements for the course, such as guest lecturing, coincide with expectations of the TATTO program. Ultimately, as described below, students teach the course they have designed.

The TATTO program specifies that in their first teaching opportunity following the training workshop (typically in the second year of study), students will assist a faculty member in the teaching of a course (**Teaching Assistants or TAs**). Students may be leaders of discussion sections or lab sections. Thus TA duties during the second year often involve attending class, assisting students, writing examination questions, and grading exams or papers. In addition, the student should give at least one guest lecture. A faculty member (typically the instructor for the course) should observe and evaluate the student's teaching performance and write-up his/her evaluation. The faculty member should provide the student with his/her evaluation and together they should review it. Also, the evaluator provides a copy to the Director of Undergraduate Studies as well as the student's file. It is also a good idea to receive feedback from students. After giving a lecture, the graduate student should have students complete the TATTO form, "Instructional Observation for Students" (available from the Graduate Program Coordinator). The student is responsible for calculating mean scores on each item.

Occasionally, students' second teaching opportunity will involve co-teaching a course with a regular faculty member. As a **TATTO Teaching Associate**, the student will collaborate with the faculty member in the design and teaching of the course. Co-teaching faculty should provide written evaluations as outlined above. In addition, Teaching Associates should have students in their course complete evaluations provided by the Graduate School about midway during the semester. A summary of these evaluations should be submitted to the Director of Undergraduate Studies and to the student's file. In addition, students should have their class members complete the College and Departmental evaluation forms at the end of the semester.

More often, the Sociology Department has fourth year students (and occasionally third year students) serve as Teaching Associates by teaching their own course (usually the specialty course developed in Sociology 767). Students

wishing to teach such courses should submit course proposals to the Chair and the Director of Undergraduate Studies. In conjunction with the instructor of Sociology 767, they will ascertain the student's ability and willingness to teach the class. Graduate students are required to invite two faculty members to observe their classes who will provide written and oral feedback to the student and his or her file. And, as outlined above, graduate students should seek the evaluations of the students in their course midway in the semester and at the end of the semester.

The Teacher Assistant Training and Teaching Opportunity program at Emory consists of activities conducted by both the Graduate School and the department. These activities are detailed below.

TATTO Requirements:

All graduate students must complete the four stages of the TATTO program:

- 1) A 3 1/2 day TATTO course, normally taken the summer after the first year of graduate study.
- 2) A "teaching assistantship" (TA), where you give at least one lecture that is evaluated by a faculty member, normally done during your second year. Second-year students will register for TATT 605 the semester they assist in a class and give the guest lecture. The faculty mentor will observe you and provide written feedback (an evaluative letter) that will become part of your file, with your option to use it for fellowship applications in the future.
- 3) The Teaching Sociology seminar (Soc 767), normally taken during the third year.
- 4) The "teaching associateship," in which you teach or co-teach your own course, and are evaluated twice by faculty, normally done during the Spring of the third year or the Fall of the fourth year. These 3rd or 4th year students will register for TATT 610 the semester they (co)teach. You should solicit two separate faculty members to observe you in the classroom and write evaluations/recommendations, again for your file and future use.

The Graduate School expects students to register for the teaching assistantship and teaching associateship. To repeat: Those doing the teaching assistantship should register for TATT 605 (a 2 credit course graded S/U), while those doing the teaching associateship should register for TATT 610 (also a 2 credit course graded S/U).

Teaching Evaluations of Graduate Students:

Expectations for faculty mentors:

Please provide your TAs with the appropriate guidance and teaching experience, consistent with their year in the program. Also, please accept willingly the graduate students' requests to evaluate their teaching as future teaching fellowship opportunities and potential employers will consider these teaching evaluations. Please provide a total of **4 copies** of your evaluation, on letterhead: Two copies go to the Graduate Program Coordinator, in addition to a copy for the student, and one for the TATTO coordinator.

Expectations for graduate students:

When students give lectures as part of their assistantship or teach their own courses, faculty should be invited to observe a class session and to write an evaluation. This evaluation process is detailed in the department's Graduate Handbook and summarized below.

Graduate students should make their own arrangements for faculty to observe in their classes. Similarly, students are also responsible for arranging their own mid-year student evaluations.

- 1) Typically, 2nd year graduate students will act as TAs and give at least one lecture in the course for which they are a TA. This lecture should be evaluated, in writing, by a faculty member (usually the course instructor).
- 2) Graduate students teaching their own course or co-teaching a course for the first time should have **two** faculty members observe their classes. Also, they should conduct mid-semester *and* end-of-the semester student evaluations.
 - a. For the midterms, students are free to use the departmental and/or college-wide forms, and/or the form provided by the Graduate School's TATTO program, and/or to construct their own (which, depending on the course you teach, might make more sense). These mid-terms evaluations need not be evaluative, but aim instead to elicit information from the students on what works (and how to adjust techniques etc. that don't work as well). Regarding these mid-term evaluations, the ultimate goal is that adjustments made half-way through will improve end-of-semester evaluations (which are crucial for future teaching experiences as well as teaching fellowships).
 - b. For the end-of-term evaluations, you need to use the qualitative evaluation forms provided by the department as well as the college-wide quantitative evaluation forms. Feel free to supplement them with other evaluation forms of your choice/making.

- 3) Remind your faculty mentors to submit their written evaluations (see above). Retain the summary of the quantitative as well as all qualitative student evaluations for your records. The Course Evaluation Coordinator (Kimberly Hall) will provide them.
- 4) Graduate students teaching their own course or co-teaching for the second and subsequent times should be observed by at least one faculty member. Copies of the evaluation should be submitted to the student, to the TATTO coordinator (one copy) and to the Graduate Program Coordinator (two copies).

Please see the Departmental TATTO Coordinator (Regina Werum for 2008-09) or consult the Graduate Student Handbook if you have any questions.

Students who complete departmental teaching requirements and demonstrate exceptional ability and dedication in the teaching enterprise in the first two phases of the TATTO program (Teaching Assistants and Teaching Associates) may be eligible for appointment as a **Dean's Teaching Fellow (DTF)** during their sixth year. In addition, to be considered for such a position, the Graduate School requires that students have completed all program requirements except the dissertation and must have been admitted officially into Ph.D. Candidacy. Awards of the DTF's are competitive throughout the university. During the spring semester of their fifth year, the Graduate School will solicit applicants for these positions. Students should ask a close faculty teaching mentor to write a letter of nomination. In addition, they should prepare a package of teaching materials to submit with the nomination letter typically written by their advisor (*e.g.*, statement of teaching philosophy, syllabi of courses taught, evaluations). These materials are submitted electronically by the department. The Director of Graduate Studies composes a general cover letter to accompany all application materials to support the nomination of each candidate, and, when relevant, to rank the applicants from the department. The number of these DTF's depend upon funding resources for a particular year.

Students who receive the DTF will be responsible for developing and teaching one course in the academic year. In effect, the DTF provides a sixth year of funding for talented students committed to teaching.

Often the department will ask graduate students to teach courses usually taught by faculty who are on leave. Thus, even if students do not compete for or receive a DTF, they may have the opportunity to teach courses in the department **after** their first five years of funding. Opportunities to teach will depend upon the availability of College funding and are not guaranteed.

VI. FINANCIAL, TEACHING, AND RESEARCH AWARDS

A. Financial Awards to New Students

Students admitted to the Sociology program with full funding (tuition waiver and stipend) have: (1) demonstrated excellence in academic work as indicated by scores on the Graduate Record Examination, and by grade point average at the students' undergraduate institutions; (2) received recommendations from their advisors indicating their readiness and potential for graduate work; (3) taken appropriate course background in Sociology and other related disciplines; and (4) indicated interests that coincide with those represented by faculty members in the department.

The base stipend of \$16,500 is for a nine month period. It carries with it a 15 hour/week work obligation. Funded graduate students will be assigned a faculty member with whom to work as a teaching assistant or as a research assistant. Funding of this sort is guaranteed for a period of five years, unless the student fails to demonstrate normal progress toward his or her degree. As noted below, failure to make such progress may threaten continuation in the program.

B. Continuation of Aid through Assessment of Progress

The department will ensure continued funding of graduate students on the basis of the faculty's evaluation of their academic performance and progress in the program. Assessment of academic performance focuses on course grades. Students must maintain at least a 3.0 GPA and earn no grade less than B- in required course work. In addition, to assess progress in the program, the faculty examines whether students are completing requirements in a timely fashion ("normal progress" as defined by the five year plan), fulfilling the responsibilities of their graduate assistantships (including teaching assignments), and developing independence as a scholar by demonstrating skills formulating research questions, compiling data, and writing up findings for publication.

Graduate Student Annual Review

Specifically, in the Spring semester, the Director of Graduate Studies will submit a request for each student to complete the departmental Graduate Student Progress Report. It is very important that this form, along with a completed CV, be submitted to both the DGS and the Graduate Program Coordinator after being signed by the advisor. Students will be preregistered for summer or the next fall semester once these forms are received by the Graduate Program Coordinator. The Department uses these materials to insure that student and departmental records are correct along with confirming students are making successful progress through our program. Once these forms are compiled, advisors will submit an evaluation on each of their students to the DGS. These comments will be summarized by the DGS for use at the annual Graduate Student Progress Meeting in May. After the meeting the DGS will prepare a letter to each of our students with information regarding the faculty's recommendations. If a student is

progressing successfully, nothing else will need to be done. If it is recommended that a student may need guidance as determined by departmental and Graduate School guidelines, they should meet with their advisor to discuss their progress. In their letter, recommendation for improvement will be outlined. It is up to the student to follow up with any recommendations. For specific guidelines regarding “successful progress,” refer to the Plan of Study on page 5. The specific goal of the Graduate School is for each of our students to progress into Candidacy by the end of their 4th year. Fifth Year Funding is awarded **only** if Candidacy has been achieved by this time.

Failure to make normal progress is indicated by the following conditions (the first four are dictated by the Graduate School's guidelines for financial assistance and the remaining items are designed by the Sociology Department):

1. The receipt of an "F" in any course.
2. The receipt of more than one incomplete in one academic term. (If a student has two incompletes on his or her record, one of the incompletes must be removed by the end of the following semester).
3. The receipt of an incomplete that is not removed from the student's record within one year, which will turn into an "F."
4. Receipt of a term GPA less than 2.7 ("B-").
5. Two consecutive failures on a prelim exam.
6. Failure to complete the research paper requirement by December of the student's third year.
7. Failure to complete the prelim exams by the summer semester of the student's third year of study.
8. Failure to have a completed and approved dissertation proposal by the summer semester of the student's fourth year of study.
9. Failure to complete successfully the dissertation after the eighth year of study.
10. Gross negligence in the fulfillment of RA or TA duties.

C. Teaching and Research Awards

Each year, the department announces two graduate student awards: one for excellence in teaching and one for excellence in research. Faculty nominate students for each of these awards. For the first award, a committee consisting of the Director of Undergraduate Studies, the Director of Graduate Studies, and the previous two student award winners review students' teaching evaluations, etc., to choose the award winner. For the Maureen Blyler Research Award, a committee consisting of the Director of Graduate Studies, the two former student winners, and another faculty member review papers of the nominated students. Awards are presented at the end of spring semester at the End of Year Awards Ceremony.

VII. GRADUATE STUDENT LIFE

Not the least in importance among the experiences in graduate school are social contacts with the faculty and the other graduate students. Casual get-togethers are important aspects of intellectual development. Informal seminars and discussions provide an opportunity to exchange and test ideas.

Departmental Pro-Seminar. As noted in the introduction to this handbook, during the first year, entering graduate students take a non-credit, informal seminar. The seminar introduces students to the research facilities of the university, and provides helpful tips to get you through the first year. Members of the seminar also discuss, in more detail, aspects of the graduate program, professionalism, etc., often with select members of the graduate student community and faculty.

Departmental Seminars and Brown Bag Series. During the regular academic year the department has a series of seminars and brown bag luncheons given by outside speakers, faculty and graduate students. These seminars are devoted to current research or a matter of important intellectual or professional concern to the sociological community. They are an important part of a student's educational experience and every student is expected to attend and participate in them.

Alpha Kappa Delta is a national honorary scholastic fraternity in sociology. At some institutions undergraduates with exemplary academic records become members of A.K.D., as they do at Emory. Students who are already members should make their membership known to the graduate student officers of A.K.D. Students who are not members should await an invitation to join by election of the present members. A.K.D. has a program that varies from year to year, including seminars, discussions, and social affairs. Every other year, A.K.D. sponsors the Southeastern Undergraduate Sociology Symposium, which attracts students from campuses throughout the region who come to present their research.

The Graduate Student Council is a formal graduate student organization at Emory set up by the Graduate Student Association for Arts and Sciences. Each department elects a graduate student to represent its interests on the Council. The Council considers and takes action on matters of concern to graduate students.

The Coalition of Graduate Sociologists (C.O.G.S.) was formed in the Spring of 2008 to better meet the needs of graduate students in our department. Cohorts came together to form an organization that serves as an organizing structure for graduate students in the Department of Sociology at Emory University. The organization serves as a forum for communication across cohorts of graduate students, and promotes cohesion, unity, and camaraderie among graduate students. COGS strives to provide broad representation for all voices within the

graduate student community (e.g., international students, students with children, students of color), and provides a formalized structure for communication between faculty, staff, alumni, and graduate students. COGS membership is open to all graduate students enrolled in Sociology and participation is encouraged throughout the year.

The Graduate School presents a copy of the Graduate School Student Handbook to all students. It serves to acquaint students with the committees and agencies that regulate academic life and discusses duties and responsibilities as a member of the academic community. Students are responsible for knowing and abiding by the codes and regulations.

VIII. BECOMING A PROFESSIONAL SOCIOLOGIST

To become a professional sociologist, students should participate in as many sociological activities as possible to improve their knowledge of sociology and to expand their network of friends and acquaintances within the profession. Joining regional and national sociological associations gives access to many professional activities and helps the development of a professional library because subscriptions to professional journals are included in many memberships as part of the dues.

The **American Sociological Association**, 1430 K Street, NW, Suite 600, NW, Washington, DC 20005, holds an annual meeting in late August. The subscriptions for *American Sociological Review* or another ASA sponsored journal are part of membership dues. Membership in the ASA entitles individuals to join sections representing their areas of specialty. ASA's homepage may be located at: <http://www.asanet.org/>.

The **Southern Sociological Society** meets annually in April. Typically, every third year the meeting is held in Atlanta. Students and faculty from throughout the Southeast and from other regions attend these meetings. A subscription to the journal *Social Forces* comes with the student membership dues of \$15.00. Applications are available at www.southernsociologicalsociety.org/

The **Georgia Sociological Association** meets annually in the Fall. The meetings are well attended by students and faculty from Georgia colleges and universities. They provide opportunities for graduate students and faculty to present papers and meet other professionals. Information can be obtained from Robert Agnew.

The **American Association of University Professors (AAUP)** serves the academic profession by publishing a journal, promoting improvements in salaries, by forming local committees to protect university professors' rights from

infringement, particularly where academic freedom is involved, and providing valuable services such as charter air travel at reduced rates. The Association invites graduate students to apply. Please use the link www.aaup.org/aaup to apply for membership or contact: Current Secretary, American Association of University Professors, 1012 14th Street, NW, Suite 500, Washington, DC 20005.

IX. FINDING A JOB

The job market for sociologists includes positions in both academic and non-academic, typically research, settings. Students who are nearing the completion of their dissertations participate in a **Job Seminar** beginning the summer of their last year at Emory. The seminar meets regularly throughout the course of the year to discuss applying for jobs, developing application materials, working on job presentations, issues that arise in interviewing, and other strategies/issues relevant to securing employment. In addition, beginning Fall 2009 the department will offer a **Job Market Workshop** that will focus on the availability of non-academic jobs, in addition to academic jobs. This workshop will be provided for students in all cohorts.

Perhaps the most important document for a sociologist is his or her curriculum vitae. The vita is basically an academic resume. Students should prepare a vita by the end of their first year in the program and add to it as they present papers at professional meetings and submit papers for publication. Information basic to the vita includes:

- Name and current address, home and office telephone numbers, E-mail address
- Present degrees, dates, institutions granting them
- Status of graduate study: completed prelims, completed dissertation, writing dissertation, *etc.*
- Dissertation topic, advisor, and expected date of completion
- Areas of interest in research and teaching, specifying the courses the student is prepared to teach
- Awards, grants, scholarships
- Teaching experience
- Research experience
- List of publications
- List of papers presented at professional meetings
- Service activities
- Names of references

Because the vita is the prospective employer's first introduction to a job candidate, its preparation is of the utmost importance. Students should consult with the Director of Graduate Studies and their faculty advisors in preparing their vitae.

The major source of information about academic jobs is the online *ASA Job Bank*, located on ASA's homepage: <http://www.asanet.org/>. Students who are actively looking for a job should subscribe to ASA and review the *Job Bank* carefully. The *Job Bank* also advertises some non-academic jobs and post-doctoral positions. In addition, the department receives announcements of job openings which are relayed by E-mail to all graduate students on a regular basis. Faculty members should also be consulted about job opportunities. The University Placement Office may be a useful source of information about openings in non-academic positions in industry, government, and the private service sector. This Department is located in the North Decatur Building: Pre-Professional Office at the Career Center, 1784 North Decatur Road, Suite 200, Atlanta, Georgia 30322, (404) 727-6053

Preparation for the job market begins early in the student's graduate career, not when the student actually begins looking for a job. Students' choice of areas of concentration, their academic record in graduate school, and their record of presentation and publication of scholarly work, their teaching skills and areas of teaching interests are all important factors in securing a position. Students should consult with their faculty advisor and the Director of Graduate Studies early in their graduate career for advice on structuring their career that will facilitate a successful job search (see also discussion of **Job Market Workshop** on page 29). During the job search, faculty members should be consulted for advice on all aspects of applying and interviewing for jobs. Once students obtain an interview, they should give a practice job talk to selected faculty and fellow students.

PhD candidates interested in pursuing a position at the Centers for Disease Control (CDC) should look at the GS-12 or GS-13 level jobs. Information about jobs and job announcements are on the web at: <http://www.usajobs.gov/>. In addition, some of our students have entered CDC through a fellowship program that partners with CDC called ORISE. Their website is: <http://www.orau.gov/cdc/>. Other students have initiated their work at CDC through the EIS officer training program. Their website is <http://www.cdc.gov/eis/index.html>. Also, students can join the public health commissioned corps, another form of employment in the department of Health and Human Services. Their website is: <http://www.usphs.gov/student/>. Finally, some students have entered CDC as a contractor on projects. See the Director of Graduate Studies for more details about opportunities at CDC

For sociologists starting on a career, GS-9 or 11 will be the entering professional levels depending on training and experience. College and university students considering a career in the Federal Government should be especially alert to the opportunities afforded by early qualification on the Federal Service Entrance Examination and its "Management Internship Option." Also see the Civil Service Commission's publication, "Federal Career Directory--A Guide for College Students." Sociologists with several years of career experience will be interested in the broad

entrance opportunities offered by the "Mid-Level Position" and "Senior Level Position" Examinations as well as in the specialized examinations for which they may qualify.

X. GRIEVANCE PROCEDURES

If a student has a problem or grievance that cannot be resolved through informal discussions with a professor or the department chair, the student should present the grievance to the Graduate Program Committee through the Director of Graduate Studies. If a grievance cannot be resolved by the Graduate Program Committee, the student may present the grievance to the Graduate School Subcommittee on Grievances via the Dean of the Graduate School. Guidelines for this procedure are found on page 40 of the Graduate School Handbook (<http://www.graduateschool.emory.edu/uploads/2008-09%20GS%20Handbook.pdf>)

APPENDICES

Appendix 1
Department of Sociology
COMPLETION OF THE RESEARCH PAPER REQUIREMENT

To fulfill the research paper requirement, students choose a topic and work under the direction of a faculty member(s) to write a paper suitable in substance and form for publication in a sociology journal. This form documents students' progress toward that end. The first part of the form indicates the choice of topic and advisor, thereby entitling the student to sign up for research credit under Sociology 599R—"Precandidacy hours." The second part indicates that the student has taken the second year research seminar or its equivalent. The third part of the form indicates that two faculty members have judged the paper to meet the form and substance requirements to present the work at a professional conference. The fourth part indicates that the paper has been presented at a professional conference or accepted for publication. When all parts of this form have been completed, the student has fulfilled the Research Paper Requirement.

Part 1: Choosing a Research Paper Topic

Student: _____

Proposed Paper Title: _____

Advisor: _____ Signature: _____ Date: _____

Part 2: Completion of the Second Year Research Seminar

Course name/number: _____

Semester: _____ Course grade: _____

Part 3: Completion of the Paper

Date: _____

Current Title: _____

Faculty Signature: _____

Faculty Signature: _____

Part 4: Presentation or Publication of the Paper

Conference or Journal: _____

Date: _____ Location: _____

Appendix 2
Department of Sociology
REQUEST FOR CHANGE OF ADVISOR

Instructions:

Students: Use this form for the purpose of notifying the DGS if/when you wish to change Advisors. You must obtain the signature of both your previous and new Advisor. You may change advisors at any time, but this is especially likely to occur at certain stages in the program (i.e., when beginning work on your Research Paper Requirement [RPR] or dissertation proposal under the guidance of a faculty member who was not already your advisor).

Faculty: By signing below, you acknowledge the student's change of Advisor.

Student's Name: _____

Previous Advisor's Name: _____

Previous Advisor's Signature: _____

Date: _____

New Advisor's Name: _____

New Advisor's Signature: _____

Date: _____

Student's Signature: _____

Date: _____

DGS's Signature: _____

Date: _____

Appendix 3
Department of Sociology

REQUEST FOR THE APPOINTMENT OF THE THESIS COMMITTEE

Name of student: _____

Title of Thesis: _____

Committee Members: * _____

The proposal is expected to be ready for examination by the committee around _____.
(Date)

Date

Chair of Committee

Date

Director of Graduate Studies

*A minimum of three members is required for the Master's Thesis Committee.

Appendix 4
Department of Sociology

THESIS PROPOSAL APPROVAL

The thesis committee of _____ met on
_____ to examine the proposal entitled:

The proposal has has not been approved.

(Circle one)

(Date)

(Chair, Thesis Committee)

Appendix 6
Request for Bypassing Course Requirement
In the PhD Program in Sociology
Emory University

Instructions:

- A doctoral student who took a graduate course in another institution in methods, statistics or theory can request that he or she be allowed to “bypass” a course requirement in the Emory PhD program in Sociology that covers the same material. Credits from a course from another institution which has been approved for bypass will be transferred to the student’s Emory transcript.
- A student can request to bypass a maximum of 2 course requirements.
- Students must complete a separate form for each course bypass request.

Please complete the information below:

Your Name: _____

Emory Course Requirement:

Indicate the course you are requesting to bypass:

- _____ Statistics (Soc 500)
- _____ Applied Regression (Soc 506)
- _____ Research Methods and Models: Design (Soc 501)
- _____ Advanced Methods Course
- _____ Basic Theoretical Problems (Soc 540)
- _____ Theory Construction (Soc 741)

Equivalent graduate course in another institution:

Semester/year course taken: _____

Institution course taken:

Instructor:

Course name:

Course number: _____

Number of credits: _____

Grade: _____

Please attach a course description and syllabus to this application. You may be asked for supplemental materials as well (such as papers and exams).

TO BE COMPLETED BY DGS:

Date: _____

Reviewed by: _____

Appendix 7
Petition for Transferring Credit
From Another Graduate Program to
The Emory Sociology PhD Transcript

Instructions:

- A doctoral student who took a graduate course in another institution that is similar to a course offered in the Emory PhD program in Sociology OR is central to the student's research may petition to transfer the credits to his/her Emory transcript.
- A student can request to bypass transfer credits for a maximum of 3 courses. Credits cannot be transferred for courses already taken at Emory.
- Students must complete a separate form for each course transfer credit request.

Please complete the information below:

Your Name: _____

Emory Course Requirement:

Indicate the course for which you are requesting to transfer credits:

Course number: _____ Course name: _____

Instructor: _____

If the course is not offered in the Emory Sociology Department, provide a one-page explanation of how the course is central to your research.

Equivalent graduate course in another institution:

Semester/year course taken: _____

Institution course taken: _____

Instructor: _____

Course name: _____

Course number: _____

Number of credits: _____

Grade: _____

Please attach a course description and syllabus to this application. You may be asked for supplemental materials as well (such as papers and exams). Submit the completed petition to the DGS, and give a copy to Maggie Stephens.

TO BE COMPLETED BY DGS:

Date: _____

Reviewed by: _____

Approved/not approved: _____

Appendix 8
Department of Sociology

Application for Graduate Research Hours

Name of Student: _____ ID: _____

Course (circle one)

SOC 599R, Pre-Candidacy Research

SOC 799R, Ph.D. Dissertation Research

Semester: _____ Year: _____ Hours: _____

Brief description of research work:

Instructor's Signature

Director of Graduate Studies

cc: student's file
instructor
final grade roll file

Appendix 9
Department of Sociology
APPLICATION FOR DIRECTED STUDY

Name of Student: _____ ID: _____

Course (circle one)

SOC 597R, Directed Research (MA level)

SOC 797R, Directed Research (Ph.D. level)

Semester: _____ Year: _____ Hours: _____

Brief description of research work:

Instructor's Signature

Director of Graduate Studies

cc: student's file
instructor
final grade roll file

**PRELIMINARY EXAMINATION APPLICATION
New Format (Major/minor prelim)**

Name: _____ **Exam Period:** _____

Format: The major/minor exam will consist of 3 questions in the student's major exam area and 2 questions in the student's minor exam area. The student has 72 consecutive hours during the exam week to complete all five of the questions. Each answer to a prelim question is not to exceed 10 pages.

Major exam area:

Minor exam area:

_____ Stratification

_____ Social Psychology

_____ Comparative Political Economy
And Global Analysis

(Reading list for minor exam must be submitted by July 6, 2009.)

_____ Culture

**Committee Members
(Major area)**

**Committee Members
(Minor area)**

SIGNATURE:

(Chair, Prelim Examination Committee)

SIGNATURE:

(Chair, Director of Graduate Studies)