



Graduate Handbook

Emory Sociology

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EMORY
UNIVERSITY

Department of Sociology

Graduate Handbook

2025 – 2027

The requirements described in the Sociology Graduate Handbook apply to member of the Fall 2025 and subsequent graduate cohorts. Members of prior cohorts are subject to the requirements in the 2016–2017, 2017–2018, 2021-2023, and 2024-2025 Sociology Graduate Handbook, with one exception: the provisions of the current Collective Bargaining Agreement (CBA) supersede previous requirements. For Sociology, this pertains to the number of assigned TAs.

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I. Introduction

The Department of Sociology Graduate Program trains students to become productive scholars, ready to pursue academic or other research-oriented careers. This Handbook outlines the program requirements.

They include:

- Courses in methods, statistics, and theory
- Specialization in a major area, typically culture & social psychology or health & inequality
- First-authored qualifying research paper (QRP I)
- Second qualifying research paper (QRP II)
- Teaching seminar
- Grant proposal
- Dissertation proposal
- Teaching a course
- Dissertation

Several of the requirements, including core courses in theory and methods, and learning to make proposals for research funding, aim to provide a strong basis for independent scholarship. Substantive courses, and the 2 QRPs help to build the students' expertise.

In addition to training students to conduct high-quality research, the department strives to develop their teaching skills, especially through a required seminar on teaching and at least one independently taught class. This dual focus on research and teaching strengthens student achievement and placement.

Two regular seminars organized by the Director of Graduate Studies guide students' professional socialization. During the fall semester, first year students participate in a Proseminar, which helps them navigate through the program and gain insight into the resources available to them through the department and the Laney Graduate School. In the spring semester the Proseminar is open to students in all years, and focuses on the job market and professionalization skills to prepare them to apply for academic and other research-oriented positions.

Excellent resources support our graduate training. Online databases, a great library, powerful computational facilities, and local institutions such as the CDC and Carter Center are among the resources available. The library offers tours of its main building and instructions for use of its services. (Students may apply at the circulation desk of [Woodruff Library](#) for a carrel for purposes of reading and studying.)

We expect all students to know the provisions in the Handbook and fulfill the department and the university's requirements for a degree. Since a successful graduate career involves more than meeting formal requirements, we also expect students to read widely, initiate independent research, engage in discussion with faculty and peers, attend departmental seminars and other events, and become active in the wider profession. In keeping with a tradition of active mentoring,

we encourage students to consult with the Director of Graduate Studies (DGS), their advisors, and other members of the faculty to develop a course of study that reflects their personal interests and growing knowledge.

II. Major Areas of the Department

The Department focuses on two areas containing four topics. Students may combine topics in whichever way best suits their research: Those topical areas are 1) culture, 2) social psychology, 3) health, and 4) inequality. Students may focus on any intersection of the four major topical areas, such as health and inequality, or culture and social psychology. In particular, faculty in the Department:

- Describe and explain how **culture** is “organized” – such as patterns of aesthetic tastes among socioeconomic classes across time and place; patterns in the business models of large-scale producers (e.g., record companies, universities) that shape the type of goods they offer (e.g., music, knowledge); and patterns in the diffusion of value-systems (“cultural repertoires”) among nations and amidst ongoing globalization. Put another way, we treat “culture” as collective cognition.
- Approach **social psychology** by describing and explaining how individual level processes arise and unfold – such as the development of an identity (and the memories that entails); the assessment of what is fair and legitimate; and the evaluation of who and what is worthy. In doing so, we complement the work of those in psychology by interrogating and demonstrating how small groups and ongoing social interaction contribute greatly to these individual-level processes.
- Describe and explain how social factors impinge upon (or “socially determine”) **health**. Thus, we complement a strictly biological approach by showing how socioeconomic class, education, religion, etc. matter for differential access to healthcare, for longevity, for mental health, and for the onset of various maladies (e.g., diabetes) and practices (e.g., smoking).
- Describe and explain **inequality** while attending to its social context. For instance, we focus on how racial and gender inequality plays out similarly *and* differently across various labor markets – delving into why returns to education experienced by women and minorities are greater in some labor markets than in others. In doing so, we treat such categories as race and gender not as fixed and essential, but rather, as malleable and shaped by context (or, to use a beloved phrase, as “social constructions”).

Further, we find that these four topics are overlapping in every possible combination, rather than “siloes” or separated. This is evident in the research of faculty members, as well as the work of graduate students. For example, while the sociological study of “culture” or “social psychology” each has distinct methods, theories and topics, they also have overarching methods, theories and topics that allow for dialogue between them. We therefore focus on the intersections between topics, in the combination that the student chooses.

This intersectional approach makes substantive sense. On the one hand, sociological study of both culture and social psychology are dealing, in essence, with cognition. Cultural sociologists often

address cognition at the meso-level (e.g., socioeconomic classes) and macro-level (e.g., nations), and social psychologists mostly do so at the micro-level (e.g., individuals and small groups). Thus, focusing on their intersection facilitates an investigation that links the micro with the meso and macro and, in the process, creates exciting intellectual opportunities. On the other hand, the sociological study of health often results in a consideration of “disparities” – those outcomes that are shaped by social inequalities. Hence, the intersection of health and inequality is a natural one to emphasize, but social psychology and culture are equally highly relevant to health research. This intersectional approach also gives the Department and our students something of a distinctive focus in the discipline.

III. Planning a Course of Study

NOTE: CHECKLISTS OF PROGRAM REQUIREMENTS, IN GENERAL AND FOR EACH YEAR OF THE PROGRAM, ARE PROVIDED IN THE APPENDIX. WE STRONGLY RECOMMEND THAT YOU USE THESE CHECKLISTS TO KEEP TRACK OF YOUR PROGRESS IN THE PROGRAM.

This Handbook, the *Laney Graduate School Handbook* and the *Laney Graduate School [website](#)* provide information on the requirements for advanced degrees. **Students should read them carefully and take full responsibility for understanding them.** Each semester, students must anticipate requirements that affect them, particularly those involving the Research Papers, the TATTO teaching requirements, the application for admission to candidacy, the dissertation proposal, and the defense of the dissertation. Detailed information about these and other requirements, with the respective dates by which they should be fulfilled, is located in these sources. Whenever necessary, students may consult their advisors, the Director of Graduate Studies, or the Graduate Program Coordinator about any requirement.

A. Registration

Students must be registered for course work, typically for credit. Seminars, classes (such as the Methods sequence), and Directed Readings are considered “course work.” If students are not enrolled in coursework they will be registered for 9 credits of 599 or 799 during both the academic year and the summer.

Students register for coursework through the Graduate Program Coordinator. With the help of the advisor, the student chooses the courses for the semester. Students may use the department’s classification of its major topics (Social Psychology, Social Inequality, Health, and Culture) to guide their choice of relevant courses.

The Graduate Program Coordinator assists with registration as long as fees are paid and there is no hold against the student’s account; in case of a hold or unpaid fees, the student must speak to someone in the Laney Graduate School (LGS) office.

Students must be registered for courses or SOC 599 or SOC 799 during the summer. ALL STUDENTS must be registered for 9 credits during the summer, usually SOC 599 or SOC 799. All students including international students must be registered for 9 credits during the summer.

Regulations Relating to Course 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 withdraw 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 a 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.

IV. Requirements for the Ph.D. in Sociology

The following ***Five-Year Plan (FYP)*** gives students a general idea of their expected progress. Of course, individual needs and departmental fluctuations will cause variations. Courses and requirements are explained in more detail in this Handbook. This plan will be referred to throughout this section.

The Sociology graduate 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 papers, grant proposal writing, and TATTO (teaching) requirements. Graduate students, however, may opt to complete a Master's degree through a thesis option, as described in Section IV below.

Five Year Plan of Graduate Student Progress

Revised Five Year Plan of Sociology Graduate Student Progress (new requirements highlighted in yellow. Eliminated requirements struck through).

	FALL	SPRING	SUMMER
1 st YEAR	SOC 500 Substantive course (typically in major area)	SOC 501 SOC 506 Substantive course (typically in major areas) TA (TATT605) Begin QRP I	Begin QRP II TATTO training
2 nd YEAR	Fourth Methods Course (Fall or Spring) (509, 701 etc.) Substantive courses TA (TATT605) LGS JPE workshop Fall or Spring	SOC 590R (Research Seminar) Substantive courses SOC Theory class TA (TATT605)	Prepare one QRP for conference presentation
3 rd YEAR	SOC 767 (Teaching Seminar) (Fall or Spring) Electives LGS JPE workshop Fall or Spring	Grantwriting Directed Study with Advisor (SOC 597) Electives Present 2YP	Finalize QRPs for publication Work on dissertation Proposal
4 th YEAR	Submission of QRPs to journals by Sept. 1 Presentation of one QRP at a professional conference by Sept. 1 Candidacy by Sept. 15 Work on dissertation proposal Grant submission Teach course & TATT 610 (Fall or Spring) LGS JPE workshop Fall or Spring	Defend dissertation proposal by March 15 Dissertation Research	Dissertation Research

Complete dissertation and apply for degree within six years			
5 th year	Dissertation research Presentation of one QRP at a professional conference by Sept. 1 LGS JPE workshop Fall or Spring	Dissertation defense	

A. Residence Requirements

Full-time students must enroll for a minimum of 9 credit hours each semester to fulfill residence requirements, especially if they hold fellowships paid through Emory. Students must accumulate a minimum of 54 hours in course or seminar work at the 500 level or above to achieve candidacy (see below). Students enter "tuition paid" status, which indicates that students will only be charged student fees no matter what they register for, once they complete 54 hours. In order to keep using Emory's facilities, such as the library, computer center, or PE Center, a student must be registered for course work. Courses (except Sociology 767, "Teaching Sociology," and Sociology 590R, "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 an English language 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, consult the [English Language Support Program](#). (Note: This requirement means that international students will take JPE 600 (a mini ethics-seminar offered by the Laney Graduate School) in August of their second year.)

C. Advisor

Faculty advisors are mentors for graduate student research and teaching activities, and for career advisement.

Incoming students are assigned an initial advisor depending on research interests and current faculty advising loads. Students may change advisors at any time during their studies, and many -- if not most-- do so. Common times for changes to take place are when students are selecting an advisor for their Second Year Paper, or when forming a dissertation committee.

Advisors and advisees should plan on several meetings each semester. Meetings may be initiated by either the student or the advisor, may be in person or remote, or (at a minimum) by email check-in. A regular established meeting schedule is recommended.

Advisors are expected to read drafts of career-related documents on which a student seeks advice, including, for example: abstracts or papers to be submitted for conferences or publication; applications for grants or fellowships; and CVs, cover letters, and research/teaching statements for job applications. Advisors can expect that students have availed themselves of peer-review, LGS resources (see below), and the writing center for preliminary guidance on crafting these documents. An advisor may refer their advisee to other resources (e.g., LGS workshops, writing-center coaching) for guidance on career-related documents and to other faculty when topic-specific expertise is needed on a particular document. A two-week turn-around should be respected by both student and advisor. Students should share their timeline and needs for feedback prior to submission deadlines so advisors can plan for timely response. All student requests for feedback should be acknowledged by the advisor in a timely fashion, and a response time agreed upon.

For all students, the DGS is a good source of information on Graduate School or departmental rules and regulations. The Graduate Program Coordinator may also provide knowledge about forms that must be submitted and other details of the program. Any questions pertaining to Graduate School requirements that cannot be answered by someone in the department may be directed to Laney Graduate School staff members. See the Graduate Program Coordinator, for further information.

Advisors who are on sabbatical or other fellowship leave are expected to maintain regular contact with their advisees; to provide comments on papers/dissertations in a timely manner (ideally within two weeks and not later than one month); to participate in evaluating the QRPs; and to otherwise assure that their advisees make good progress in the program.

D. Required Courses

Students must take

- A.) Four required courses in methods and statistics
- B.) One required course in theory
- C.) Teaching Sociology
- D.) The Second-Year Research Seminar (also noted in the FYP).
- E.) Grant-Writing Requirement (may be SOC 597, taken with advisor)
- F.) At least five regular substantive courses (not Directed Study or Research) taught by Graduate Faculty in Sociology, at least four of which are in the student's 2 areas of concentration (culture, social psychology, health, inequality). At least one of the five substantive courses must be outside the student's major areas. The Major Area Committee in the student's exam areas will consider requests to have courses not taught by Graduate Faculty in Sociology count toward the required courses, determining whether these courses take a primarily sociological approach to the major area.

1. Methods and Statistics

- SOC 500 - Research Methods/Models: Statistics

- SOC 501 - Research Methods & Models: Design
 - SOC 506 - Applied Regression
 - 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.
2. Theory
One course in sociological theory, including SOC 540- Basic Theoretical Problems; SOC 741- Theory Construction; OR SOC 742- Recent Theoretical Developments.
 3. Research Seminar
SOC 590R –Writing a Qualifying Research Paper
 4. Teaching Seminar
SOC 767- Teaching Sociology
 5. Grantwriting Directed Study
SOC 597 – Directed Study (with advisor)
 6. Substantive Courses in the Four Major Areas in the Department
The following list classifies courses by each major area in the department. While the department strives to offer these courses on a regular basis, offerings and coverage will vary from year to year and some courses on the list may be offered infrequently.
 - A. **Social Psychology**
 SOC 551 - Interactionist Approach to Social Relations (Same as PSYC 532)
 SOC 552 - Structural Aspects of Social Interaction (Same as PSYC 533)
 SOC 553 - Evaluations in Social Interaction (Same as PSYC 534)
 SOC 759 – Interaction and Culture in Organizations
 SOC 563 - CASPER Workshop
 SOC 759R - Seminar in Social Psychology (Social Psychology of Race or Intergroup Relations)
 - B. **Social Inequality**
 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 XXX – Sociological Approaches to Intersectionality

SOC XXX – Sociology of Sex and Gender (in development)

SOC 711 - Sociology of Work and Industry

SOC 719R - Seminar in Social Inequality

C. **Culture**

SOC 514 - Bureaucratic Organizations

SOC 523 - Social Change

SOC 525 - Global Structures and Processes

SOC 560 - Sociology of Culture

SOC 561 - Sociology of the Arts

SOC 562 - Sociology of Mass Media

SOC 563 - CASPER Workshop

SOC 564 - Religion & Public Health

SOC 720 - Morality and Society

SOC 725 - Sociology of Religion

SOC 726 - Approaches in Contemporary Religious Study

SOC 769R - Seminar in Culture

D. **Health**

SOC 531 - Sociology of Health and Illness

SOC 532 - Perspectives on Mental Health

SOC 533 - Gender and Global Health

SOC 534 - Religion and Public Health

SOC 5xx - Social Inequality, Race, and Health [in planning stage]

SOC 5xx - Sociology of Health Care Organizations [in planning stage]

EPI 567 - Epidemiology of Aging

Students must earn at least a B- in all of 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 up to nine 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 (FYP) indicates how a student may combine the required and elective courses.

Often, students will find that work in one course complements work in another. It is possible for a student to work on one paper for multiple classes. However, should a student pursue this option, it is absolutely necessary to inform faculty of the 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. Qualifying Research Paper Requirements

Required and elective course work, along with development of research skills, provides the basis for completing the **two Qualifying** Research Paper Requirements (QRPs).

QRPs are:

- Intended for publication in peer-reviewed journals (or volumes like Annual Review of Sociology; petitions for publication in peer-reviewed edited volumes considered)
- Empirical (qualitative or quantitative), theoretical (targeted for publication in a journal like *Sociological Theory*), or constitute a systematic review
- Commenced as early as the first year, with remaining work unfolding during the second and third years of the program
- Eligible to contribute to a three-paper dissertation

Options to for QRPs include:

- Working independently on a paper
- Coauthoring with a faculty member or members
- Collaborating with up to two peers to produce a coauthored paper
- Taking a course with an instructor-led project to produce a coauthored paper (up to three students on a paper; with more enrolled students, instructor creates teams)

Standards for fulfilling the QRP:

- One QRP must represent an independent (i.e., "student first author/student led") project
- At least one QRP must be empirical
- Consultation with substantive area committees of the graduate program prior to undertaking a project to fulfill QRP
- Endorsement of a faculty coauthor of student's significant contribution to the QRP

- Completion of QRPs and submission to a scholarly journal by September 1 of a student's 4th year in the program; confirmation of journal submission submitted to the Director of Graduate Studies (DGS)
 - Presentation of each QRP at professional conferences, one by September 1 of the student's 4th year, and the other by September 1 of the 5th year
 - Review by the substantive area committees of the graduate program of each QRP to ensure meeting department standards (e.g., for demonstrating knowledge, making a significant scholarly contribution, and potential for appearing in a high-quality generalist or specialist journal)
1. Deadlines and Forms (available from Graduate Program Coordinator): Students will present one of their papers to the Emory Sociology Department at a gathering in February of the third year.
 2. Waiver of Research Paper Requirement: Students who have published a paper in a refereed journal in sociology or a related field can petition the Graduate Program Committee to have one of the research paper requirements 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 Workshop," where they will work on their other research paper-

Research Paper seminar: To support development of the skills for students to write papers for publication, students will take during their 2nd year in the program the "Research Paper" Seminar (Soc 590) that covers the mechanics of composing empirical papers and sharing them via presentation and publication with an audience of sociologists. The Soc 590 seminar facilitates progress on the drafting of the required independent, student-led paper, which is shepherded by an advisor and second reader. Moreover, students will be encouraged to gain feedback on their QRPs in the empirical review workshops like Culture and Social Psychology, and Race and Racism.

Faculty members should actively provide co-authorship opportunities for students. Students are encouraged to initiate conversations with faculty members about such opportunities as well. The DGS and department chair will facilitate co-authorship opportunities (e.g., by providing an inventory of potential research partnerships, helping to connect students and faculty), schedule the research class, and monitor students' progress on QRPs.

Faculty mentors will shepherd projects to publication and ensure that students make progress on each paper. Tracking of such progress will unfold at the annual graduate student review session.

F. Graduate Program Teaching Instruction

All students must complete teaching training. This training provides the student with experiences assisting a faculty member in teaching and eventually co-teaching or teaching his/her own undergraduate course. As detailed in Section VI, this comprises a number of steps. 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 (SOC 767), typically in their third year, to train them to teach. By the time a student graduates, he/she will

have had instruction in various teaching methods and syllabi construction and will have taught at least one course. Faculty members supervise and evaluate the teaching training. This requirement must be met before achieving Candidacy.

G. Grant Writing Requirement

In the spring semester of the third year, students will shift to a focus on independent research. In this semester students will take the first steps toward their dissertation project by preparing and submitted a proposal for external funding necessary for their intended research. This requirement seeks to improve the training of our graduate students by familiarizing them with the grant-writing process and reinforcing the expectation that they will need funding for their research throughout their careers. Grant writing is a necessary part of graduate training in sociology.

Students will be required to write a proposal for external grant funding, and to submit it to an external private or public organization at the first possible deadline. Potential sources of predoctoral research funding include the National Science Foundation, the Social Science Research Council, the Ford Foundation, and others. Students will register for Directed Research credits (597) with their advisor / chair of their dissertation committee. The Director of Graduate Studies will hold monthly meetings with all third year students to provide them with resources and allow students to share their progress with each other. Students will be required to attend relevant LGS grant writing workshops offered during the semester. Students will be encouraged to consult with The Writing Center as well.

This requirement has three main benefits. First, it will have students planning their dissertation research earlier and more concretely, with a focus on their research questions, aims, and methods. It is a clear sign that students are moving on to dissertation research. Second, it will allow them enough time in the funding cycles to submit, receive feedback, and then revise and resubmit the proposal. This should increase their chances of success, thereby benefiting the student as well as the Laney Graduate School. Third, it will enhance their professional profile and employability.

H. Admission to Candidacy and the Master's Degree

Immediately upon the successful completion of requirements A-H above (residency, required courses, 2 QRPs, Grant Writing), plus TATT 600, TATT 605, and JPE 600, students must submit an application for Admission to Candidacy through the department to the Graduate School (see the Graduate Program Coordinator). LGS requires that students complete 54 credits for candidacy. Sociology requires that 36 of those credits be taken for a letter grade. **Candidacy must be achieved by Sept 15, at the start of the fourth year. Students who do not achieve candidacy by this date will be placed on academic probation, will not be eligible for PDS funds, and may forfeit financial support. Students must also submit the "Report of the Completion of Requirements for Master's Degree" form through the department to the Laney Graduate School. This will ensure that you are awarded the Master's Degree in Sociology** when you achieve candidacy. You must be registered during the semester the degree is awarded, and submit an Application for Degree by the Laney Graduate School deadline.

- Complete the Graduate School's forms on the LGS web site.

- After achieving candidacy, submit an Application for Degree to the Graduate School prior to the scheduled deadline posted each semester on the Graduate School home page (with copy to the department via the Graduate Program Coordinator before it is submitted)

Note: Upon entering Candidacy, students are qualified to sign up for SOC 799 (Dissertation Research), in lieu of classes. Students must not enroll for this course until they achieve Candidacy. (SOC 599 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.)

Note: For Student Desiring the MA Degree before Candidacy. Most students get their MA degree upon achieving candidacy, but some students need to have a MA degree before candidacy. This may be because they are involved in a project, applying for a job (e.g., community college instructor), or are applying for a grant or other funding where the MA is necessary. If you need the MA before candidacy, you need to complete a MA Thesis (which your Research Paper functions as) (please see Section E above). Once you successfully defend the MA Thesis, you need to submit the “Report of the Completion of Requirements for Master’s Degree” form to the Laney Graduate School (note: that portion of the form involving the examination will be left blank).

Note: For Students Leaving with a Terminal MA. While we only admit PhD students, some students may leave with a terminal MA degree – perhaps because they have failed to make good progress in the program or for personal reasons. To leave with a terminal MA you must successfully complete a MA Thesis and satisfy the other requirements for the MA (please see Part V below). Once this is done, you must submit the “Report of the Completion of Requirements for Master’s Degree” form to the Laney Graduate School, leaving that portion of the form involving the examination blank.

I. The Dissertation Proposal

1. Getting started: The dissertation involves a book length research project or a set of three related research articles. Typically, during the Spring of the third year, a student should ask a member of the Graduate Faculty in the Department to serve as dissertation advisor and committee chair. It is an important *student responsibility* to find a suitable chair in a timely fashion. After the student selects a topic and makes a preliminary assessment of the research task, the student works in consultation with the chair to develop a proposal.
2. The Committee: In conference with the dissertation advisor, the student will select a dissertation committee. The dissertation committee should contain at least four faculty members: the Chair, two additional members of the department, and one member from outside the department. At least three of these people must be members of the LGS faculty. At least two, including the Chair, must be graduate faculty in the department. The third member must be a regular, graduate, adjunct, or associated faculty in the department. The fourth member from outside the department *may* be an adjunct or associated faculty. (Note: See the Department of Sociology website for a list of regular, graduate, adjunct, and associated faculty.) If the fourth member is from outside Emory, the Chair and LGS Dean must approve this member (see #3 below). Be sure to complete the Sociology “Dissertation Committee” Form and the LGS Dissertation Committee form – you cannot defend your proposal until doing so. It is LGS policy that this form must be submitted to the LGS by March 15 of the student’s fourth year or the

student will be placed on probation. The LGS form is available through the LaneyConnect Hub or in the Sociology Graduate Handbook.

3. External committee member: If an external member from outside Emory is desired, the dissertation advisor must approve the appointment of this external committee member. The student then must provide the Director of Graduate Studies with the following information: (a) a message stating that the advisor has approved this request; (b) a summary paragraph of the dissertation project; (c) a paragraph explaining why and how this external member will contribute to the dissertation project; (d) a listing of committee members, and (e) a recent CV (pdf) of the outside member. Upon receipt of this information, the DGS will then request the required approval of this appointment from the Dean of the Graduate School. The student then follows the submission guidelines found on the LGS website.
4. Form: The department requires students to obtain approval of their committee before defending the dissertation proposal by completing the Dissertation Committee Form by March 15th of the students' fourth year. Be sure to complete the Sociology "Dissertation Committee" Form and the LGS Dissertation Committee form – you cannot defend your proposal until doing so. The LGS form is available through the LaneyConnect Hub or in the Sociology Graduate Handbook.
5. The Dissertation Proposal: The dissertation proposal generally consists of a Literature Review and a Research Plan. The Literature Review should (a) be a comprehensive review of the student's area of research, (b) identify limitations in this body of research, and (c) describe how the student's research can enhance the field of sociology. The Research Plan should demonstrate the feasibility of the project. It should contain detailed information on (a) the research question, (b) sample size and selection methods, (c) method of data collection, including drafts of survey instruments, if applicable, (d) method of analysis, and (e) timeline for phases of the project. These elements are necessary for both quantitative and qualitative research projects. The proposal should specify if the format for the dissertation is to be the traditional or 3-paper format (see below). Examples of prior proposals are available on the Canvas Graduate Student site.
6. Process: The committee will meet to 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 proposal and of the "Dissertation Proposal Approval Form" (Appendix 5) signed by the chair of the committee. Dissertation proposal defenses are closed.
7. Deadline: The dissertation proposal must be defended by March 15 of the fourth year. Students who do not meet this deadline will be placed on academic probation, not be eligible for PDS funds, and may forfeit financial support.
8. Human subjects: If the proposed research requires data collection with human subjects, the student 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:

- A. 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.)
- B. The completed IRB application materials should be reviewed by the student's advisor.
- C. 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.

J. Completing the Dissertation

1. Dissertation Formats: The Department of Sociology permits two options for completing the dissertation requirement: (1) a traditional dissertation, or (2) three manuscripts prepared for journal submission, plus an Introduction and a Conclusion/Discussion. Students should consult with their chair to jointly select the most appropriate format. Each of the two options is described below. Completed Sociology dissertations are archived in the Emory Library system here and may prove useful examples:

https://search.libraries.emory.edu/?f%5Bauthor_ssim%5D%5B%5D=Emory+University.+Department+of+Sociology&q=Dissertations&search_field=keyword

Format 1: Traditional Dissertation

The format of the dissertation shall follow Emory University guidelines. The traditional dissertation is comprised of the following sections.

Abstract. The abstract should be no more than 250 words (not counting the title and the name of the author).

The structure of a traditional dissertation is flexible. Both the number and type of chapters may vary, but should include (1) an introduction with the study goal, specific aims and research questions for the project; (2) a thorough review of the relevant literature and theories that are the basis for the research; the focus should be on integrating the research and theories to provide a justification for the research rather than on the details of the previous research; (3) the methods employed in the research including the study design, whether IRB approval was obtained (if required), the study sample, the recruitment strategies, and data analysis procedures to be completed; (4) the findings from the research including a description of the sample; for each study aim students should present data (e.g., figures and/or tables) to show the results of their analysis (more than one chapter may be necessary to present the results); (5) a discussion of the relation of the findings to the research question, the strengths and limitations of the research, and its implications for advancing the field; (6) references for every study that is cited in the text, in ASA formatting; (7) an appendix should include qualitative interview guides, questionnaires, or other relevant documents that facilitated data collection.

Format 2: Three Manuscripts

The Three-Manuscript Format is more structured than the Traditional Format.

Abstract: The abstract should cover the full dissertation and be no more than 250 words (not counting title and author's name).

Introductory Literature review: This section sets the stage for the three papers to follow. It should include an updated literature review that builds on the review developed as part of the dissertation proposal. Further, it should provide a rationale for the research, discuss gaps in the literature addressed by the research, and explain how the three papers are linked.

Three Manuscripts: The three manuscripts should all be formatted similarly, using ASA style references. Each should include an introduction, literature review, methods, results, discussion, and references. Students may use one or both of their QRPs as chapters in a three manuscript dissertation.

Conclusion: This section should include an overall discussion, including an integrative summary of findings, strengths, limitations, implications for research and practice, and explain how the three papers are thematically linked.

References: References should be listed at the end of each chapter using ASA reference style. Use of reference management software such as Endnote is strongly recommended.

Appendix: An Appendix should be included for supplementary materials.

2. **Dissertation Progress:** Keeping in close contact with the dissertation advisor is essential to successful completion of the program. Students should also keep other committee members informed of their progress. When students prepare outlines or a draft of chapters/articles, they should submit them to their chair and possibly other committee members. Typically, drafts go first to the committee chair. Chairs may coordinate with other committee members with regard to the review of early drafts.
3. **Dissertation Defense:** 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. The full committee will hear the defense, but other members of the faculty and graduate students may attend and participate. The department encourages advance notice of dissertation defenses to all faculty and students. Students are strongly encouraged to complete their dissertation in their fifth year of study or, if necessary, the sixth year. The Laney Graduate School allows up to seven years for the completion of the Ph.D., however. Under special circumstances, it may grant one, possibly two, one-year extensions. Students seeking extensions must make their request for an extension through the Director of Graduate Studies. Students enrolled beyond their seventh year will be responsible for some tuition.

K. Application for the 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.

Each semester the deadline for the Electronic Theses and Dissertations (ETD) submission is about five weeks before the end of the term. Usually, the Graduate School must also receive a [Report of Completion of Requirements for Doctoral Degree](#) approximately at the same time as the

dissertation. 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 all committee members can sign 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 in the dissertation process, after completion of the proposal (see steps listed in III.K. above), are these:

1. Calendars: Be fully aware of the academic calendar and all relevant deadlines throughout the process of completing the dissertation – this is the student’s responsibility.
2. Research and writing: Complete data collection and research. Develop dissertation, *keeping in touch with the chair of the committee*, revise chapters according to comments.
3. Registration: Register the semester in which the degree will be received.
4. Defense: In consultation with and with the approval of the chair, schedule oral defense, and defend the dissertation before the committee.
5. Degree application: Apply for degree through the Graduate School (within first couple of weeks of semester).
6. Submission: Submit dissertation (about five weeks before the end of the semester). Make sure Departmental Report of Completion of Requirements for Doctoral Degree is submitted along with dissertation. Laney Graduate School standards for submission are strict so be sure to check their home page for ETD submission guidelines.

V. 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, the student may opt to complete a formal M.A. degree prior to achieving candidacy and preparing a dissertation proposal. To do so, he/she/they must complete course work, as described below, and write an M.A. thesis.

A. Residence Requirements

Full time students must enroll for a minimum of 9 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 18 hours in course or seminar work, including no more than three 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 selected faculty member 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, students should not hesitate to ask the Graduate Program Coordinator who has particular knowledge about the forms that must be submitted and other details of the program.

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 – Research Methods & Models: Design, an elective statistics/methods course (e.g., SOC 506 - Applied Regression), and one sociological theory class (SOC 540, 741, or 742). The Five Year Plan (see § IV) indicates how a student may combine these classes with electives.

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 seek their advice. Students are expected to take the initiative in finding a suitable advisor. Since time to complete an M.A. thesis is limited, the topic must be reasonable in scope. The expectation for an M.A. thesis is a publishable paper in a scholarly sociology journal. Therefore, a student can use a sole-authored QRP as their MA Thesis. 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 guide the development of the research (Appendix 6, "Request for the Appointment of the Thesis Committee").

After selecting a topic, the student should review the relevant literature 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 proceeding 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" (Appendix 7), 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 IV.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 the chair judges the student to be ready, he or she 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 submissions are posted on the Graduate School home page. Follow these guidelines for thesis preparation and submission.

The high points in the thesis process are:

1. Be fully aware of the academic calendar and all relevant deadlines throughout the process.
2. Select topic and faculty member to be thesis advisor.
3. Choose committee with advisor's advice.
4. Request Director of Graduate Studies to formally appoint committee.
5. Review literature.
6. Write Proposal.
7. Defend proposal.
8. Obtain permission from Departmental Human Subjects Review Committee if necessary.
9. Submit a signed "Departmental Thesis" and a copy of the thesis proposal to the Director of Graduate Studies.
10. Complete research and data collection.
11. Write first draft of thesis.
12. Revise thesis according to advisor and committee's recommendations.
13. Register for the semester in which the degree is expected.
14. Apply for degree through the Graduate School (within first couple weeks of the semester).
15. Defend thesis.
16. 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).
17. Submit thesis and clearance form (also about four weeks before the end of the semester). Remember that the Graduate School standards are strict and complicated.

Optimally, students complete the thesis before the end of their second year.

VI. Learning to Teach: TATTO and Departmental Guidelines

A. TATTO Requirements

The Graduate School sponsors a Teaching Assistant Training and Teaching Opportunity (TATTO) program for graduate students. *All* Ph.D. students are expected to participate in TATTO. Students are **required** to have three one-semester teaching experiences in total, including assisting faculty in teaching, and teaching independently. TAs work up to 10-12 hours per week on average. TA assignments are made by the DGS and Chair, attempting to match requests by faculty and graduate students.

The LGS TATTO program has the following structure:

1. **Training Workshop (TATT 600):** Late August of first year, organized by the Graduate School.

The first assignment of the program is attendance at a training workshop in the summer prior to the second year in graduate school (exceptions may be made to delay attendance for a year). The workshop will normally last for two 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/mentoring offered by the Sociology Department.

Students act as a Teaching Assistant (TA) for two different courses within their first three years in the program. Students assist a faculty member in the teaching of a course. TA responsibilities may include attending class, assisting students, writing examination questions, grading exams or papers and leading discussions or labs.

2. **Teaching Assistantship (TATT 605):** Students will register for TATT 605 the three semesters that they TA. The first two TAs are part of their TATTO requirement. The other TAs are considered employment that is compensated by the stipend. TATT 605 carries two credits, and is graded S/U.

In at least one of the TATT 605 courses the student will give a guest lecture, for which they are observed by faculty members who write a letter of evaluation. A faculty member (typically the instructor for the course) should guide, observe and evaluate the student's teaching performance and write up his/her evaluation, reviewing it with the student. The evaluator provides a copy to the Graduate Program Coordinator. It becomes part of the student's file and may be used for future fellowship applications. Students in the class may also provide evaluations using the TATTO form, "Instructional Observation for Students" (available from the Graduate Program Coordinator). These undergraduate student evaluations are not required; they are for the personal use of the student only and do not need to be submitted to anyone. The S/U grade will be assigned by the DGS following consultation with the faculty member for the course and/or the faculty member doing the observation.

3. **Teaching seminar (SOC 767):** Fall of third year (sometimes spring), departmental course Sociology 767 ("Teaching Sociology").

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 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, students teach the course they have designed.

4. **Teaching Associateship (TATT 610):** Fourth year (sometimes Spring of third year), independent teaching or co-teaching of a class, observed and *evaluated twice* by faculty, *requiring registration for TATT 610* in the relevant semester.

Typically, 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 should discuss the course they want to teach with the Chair of the department and their advisor when the “call for courses” is announced early in the previous semester. Students teach courses generally in their major area(s) of interest, although the Chair may ask students to teach particular classes given curricular needs. Graduate students are required to invite two faculty members to observe their classes, and who will provide written and oral feedback to the student. Copies of the written assessment go to the TATTO Coordinator and the Graduate Program Coordinator. It is the *student’s responsibility* to request and arrange these observations in a timely fashion, well before the end of the relevant semester. Graduate students should seek the evaluations of the students in their course *midway through the semester and at the end of the semester* using the TATTO form, “Instructional Observation for Students” (available from the Graduate Program Coordinator). Note: because this course requires a grade, the student and evaluator must make sure the DGS receives a copy of the faculty observation prior to the end of the semester grading period.

Occasionally, a student’s **Teaching Associateship** 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. In addition, Teaching Associates should have students in their course complete evaluations provided by the department about midway during the semester. A summary of these evaluations should be submitted to the departmental TATTO coordinator and to the Graduate Program Coordinator. In addition, students should have their class members complete the College and Departmental evaluation forms at the end of the semester.

NOTE: *Students who are doing a Teaching Associateship for the second time are not required to obtain a faculty observation, but it is recommended as an addition to the student’s teaching portfolio.*

IMPORTANT: The Graduate School expects students to *register* for the Teaching Assistantship and Teaching Associateship. The Graduate Program Coordinator **MUST** register you for these TATT classes. Those doing the Teaching Assistantship (giving a lecture) 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). Failure to register will affect the student’s status.

B. Teaching Evaluations of 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. As noted, *graduate students should make arrangements for faculty to observe* their classes. Similarly, students are also responsible for

arranging their own mid-year student evaluations. To compile a complete teaching portfolio, students will need the following:

1. Teaching Assistantship: *One written assessment* of the guest lecture, typically by the instructor for the relevant course.
2. Teaching Associates (teaching or coteaching for the first time): *Two written assessments* by faculty observers. Mid-semester and end-of-semester student evaluations.

For the mid-term evaluations, 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. These mid-terms evaluations need not be evaluative, but aim instead to elicit information from the students on what works and doesn't work. The goal is to be able to make adjustments that will improve the course and end-of-semester evaluations (which are crucial for future teaching experiences as well as teaching fellowships). Mid-term evaluations need not become part of the student's portfolio.

End-of-term evaluations use the qualitative evaluation forms provided by the department as well as the college-wide quantitative evaluation forms. Students are free to supplement them with other evaluation forms of their choice.

3. Other graduate student teaching: *One written faculty assessment* of students teaching their own course or co-teaching for the second and subsequent times.

The departmental TATTO Coordinator assists in record-keeping by reminding faculty to submit assessments. However, it is the student's responsibility to make sure faculty observers submit their written evaluations, which is necessary for a grade to be submitted. Copies should go to the student, the TATTO Coordinator (appointed annually), and the Graduate Program Coordinator. Students should retain the summary of the quantitative as well as all qualitative student evaluations for their records (provided by the Course Evaluation Coordinator).

C. Dean's Teaching Fellowships

Students who complete departmental teaching requirements and demonstrate exceptional teaching ability and dedication may be eligible for appointment as a **Dean's Teaching Fellow** (DTF) during their sixth year. The Graduate School requires that nominees 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, the Graduate School will solicit applicants for these positions. Fifth-year students with outstanding records 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, and 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 depends 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.

At times 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.

VII. 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 work in Sociology and/or other related disciplines; and (4) indicated interests that fit with those represented by faculty members in the department.

The base stipend is for a twelve-month period (for current amounts, see <https://www.gs.emory.edu/funding/scholarships/index.html>). Funding is guaranteed for a period of five years, unless the student fails to demonstrate adequate progress toward his or her degree. As noted below, failure to make such progress may threaten continuation in the program. Fifth year funding ceases when the Ph.D. is completed and the student is no longer enrolled.

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 in part on course grades. Students must maintain at least a 3.0 GPA and earn no grade less than B- in required course work. In research courses graded on an S/U basis, the criteria for an "S" is the equivalent of B-caliber work or better.

In addition, to assess progress in the program as a basis for continuation, 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 TAs), showing the aptitude necessary for independent teaching in TATTO, and developing independence as scholars by consistently demonstrating skills formulating research questions, compiling data, and writing up findings for publication. Early in the fall semester students in all years will complete an Individualized Development Plan and meet with their advisor to discuss. This is an important opportunity for students to set goals for the coming year, based on their current strengths and weaknesses. The student and advisor will discuss coursework and additional training opportunities, progress toward meeting requirements, and career goals and aspirations. Following the meeting

the advisor will add comments to the student's self-assessment and submit the signed form to the Graduate Program Coordinator.

In the spring semester, the Director of Graduate Studies sends out a request for each student to complete the departmental Graduate Student Progress Report. It is very important that this form, along with an updated 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 ensure that student and departmental records are correct and to assess whether students are making successful progress through the program. Once these forms are compiled, advisors will submit an evaluation of 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 Laney Graduate School guidelines, they should meet with their advisor to discuss their progress. In their letter, recommendations for improvement will be outlined. It is the student's responsibility to follow up on any recommendations. In some cases, continuation is contingent on satisfying certain conditions, such as passing a mid-year review in the following academic year. For general guidelines regarding "successful progress," refer to the Five Year Plan. The specific goal of the Graduate School is for each of our students to progress into Candidacy by the end of their fourth year. Fifth-year funding is awarded *only* if Candidacy has been achieved by this time.

Failure to make normal progress and grounds for discontinuation are indicated by the following conditions:

1. An "F" in any course.
2. 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. An incomplete that is not removed from the student's record within one year, which will turn into an "F."
4. A term GPA less than 2.7 ("B-").
5. Two consecutive failures on a QRP.
6. Failure to submit the two QRPs (qualifying research papers) for publication by Sept. 1 of the fourth year.
8. Failure to complete the Grantwriting Requirement, including submission, by the fall of the fourth year.
9. Failure to achieve candidacy by Sept. 15, at the start of the fourth year.
10. Failure to have a completed and approved dissertation proposal by March 15 of the student's fourth year of study.
11. Failure to complete successfully the dissertation after the seventh year of study.
12. Gross negligence in the fulfillment of RA or TA duties.
13. Evidence of serious difficulty in carrying out independent research at the expected level or preparing for independent teaching.

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. The faculty nominates 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.

VIII. Graduate Student Life

Social contact with faculty and fellow students makes graduate study more pleasant and productive. 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 for the first year and beyond. 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.

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. It 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, 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. As funds permit, COGS organizes and hosts events such as talks by outside speakers.

IX. 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, 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 the association's web site: <http://www.georgiasociology.com>.

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.

X. Finding a Job

The job market for sociologists includes positions in both academic and non-academic, typically research, settings. All students should expect their advisor/dissertation chair to be a primary source of information and support for the job market. This person knows the student's work the best, knows the specific opportunities in their area, knows colleagues in the area at other universities, and may know alumni students with whom students may network.

Advisors, dissertation committee co-chairs, and dissertation committee members should all be willing, if asked, to read and give feedback on cover letters, CVs, and research and teaching statements.

The DGS organizes an annual proseminar on "Advice for the Job Market" that features the newest faculty in the department, recent alumni, and senior faculty members who have recently been involved with hiring.

The DGS organizes proseminars concerning employment including: panels of alumni with tenure track positions/postdocs; panels of alternate career pathway alumni; and LGS resources for the job market such as Imagine PhD.

The DGS and Graduate Program Coordinator send out announcements for tenure track and postdoctoral positions from ASA Sections, alumni, and other sources.

Students are encouraged to use LGS' many job market resources, including workshops on CV preparation, negotiating a new position, alternate career pathways, and individualized career coaching, etc.

Students also are encouraged to use the University Writing Center for advice on drafts of CVs, research and teaching statements, cover letters, and other career-related documents as a first step if needed to refine their work. Students also are encouraged to use online writing tools, like the Grammarly and Hemingway apps, to self-critique their own writing.

Perhaps the most important document for a sociologist is their Curriculum Vitae. The CV is an academic résumé. 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 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 (most recent listed first)
 Other papers in progress, under review
 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 vita. Other resources can be found at the [LGS writing center](#).

The major source of information about academic jobs is the online [ASA Job Bank](#). 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 that 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 and the Career Center 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. 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 <https://jobs.cdc.gov/index.html>. 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.

XII. 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 Sub-Committee on Grievances via the Dean of the Graduate School. Guidelines for this procedure are found in the Laney Graduate School Handbook.

XIII. Parental Accommodation Policies and Other Student Support

We adhere to the LGS policies on parental accommodations and other support services. See the LGS Handbook:

<https://gs.emory.edu/guides/students/support.html>

XIV. Honor Code and Conduct Code

Students are expected to abide by the Emory Honor Code and Code of Conduct. These codes are detailed on pp. 34-46 of the LGS Handbook: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://gs.emory.edu/_includes/documents/sections/handbook/handbook.pdf

Appendix 1

Sociology Graduate Requirements Checklist (Check if Requirement Satisfied)

Register for classes each semester through the Graduate Program Coordinator
Grade of B- or higher in ALL graduate classes ____

TYPICALLY COMPLETED DURING FIRST YEAR OF STUDY

1. Methods/Stat Courses: 500____ 501____ 506 ____
2. One Soc Theory Course (540, 741, 742) _____ (indicate course number(s)) 3.
TATTO Requirement: Summer TATTO course at end of first year _____.
3. LGS Jones Program in Ethics: Take JPE 600 ____.
4. Begin QRP I or II.

TYPICALLY COMPLETED DURING SECOND YEAR OF STUDY

1. Advanced methods/stat course (e.g., 509, 701) _____ (indicate course number)
2. Soc 590R, QRP Seminar ____
3. TATT 605 for one semester (enroll via Kim) (with faculty teaching observation sent to DGS and Graduate Program Coordinator) ____
4. At least four regular courses in 2 MAJOR areas (e.g. culture & social psy) ____
5. At least one regular substantive course outside major area ____
6. LGS Jones Program in Ethics: Complete JPE 610 (See LGS Handbook/Website, LGS keeps track).

TYPICALLY COMPLETED DURING THIRD YEAR OF STUDY

1. One QRP presented at departmental seminar in Feb (submit form) ____
2. Soc 767, Teaching Sociology ____ (some may take in 4th year)
3. Teach or coteach own course in third or fourth year ____
4. When teaching or coteaching, take TATT 610 (enroll via PA) (with TWO teaching observations by separate faculty sent to DGS and Graduate Program Coordinator) ____
5. Submit Research Paper for publication by Dec. 15 (submit form)____
6. Prepare grant proposal for external research funding
7. LGS Jones Program in Ethics: Complete JPE 610 (See LGS Handbook/Website, LGS keeps track).

TYPICALLY COMPLETED DURING FOURTH YEAR OF STUDY

1. Submit 2 QRPs for publication by Sept. 1 of fourth year
2. Apply for candidacy NO LATER than September 15 of the Fourth Year ____
3. Form Dissertation Committee (see Soc Graduate Handbook) (submit form) ____
4. Submit grant proposal for dissertation research to external agency ____
5. Defend dissertation proposal NO LATER than March 15 of the Fourth Year (submit form)____
6. LGS Jones Program in Ethics: Complete JPE 610 (See LGS Handbook/Website, LGS keeps track).

TYPICALLY COMPLETED DURING FIFTH YEAR OF STUDY

1. Teach or co-teach own course and send faculty evaluation of teaching to DGS and Graduate Program Coordinator OR TA one semester ____
2. Present both QRPs at a professional conference (typically, at least one presentation will occur in the third or fourth year)
3. Submit "Application for Degree" form the semester you anticipate receiving your PhD ____
4. Defend your dissertation (submit form) ____
5. LGS Jones Program in Ethics: Complete JPE 610 (See LGS Handbook/Website, LGS keeps track).

**Requirements for 1st Year Graduate Students
Emory University Department of Sociology**

- Know the provisions in the Department of Sociology Graduate Handbook.
- Take at least 9 credit hours (3 courses) each semester, including Soc 500 and Soc 501 in the fall and Soc 506 and Soc Theory in the spring, the remaining two courses will typically be electives in your major area. You must earn at least a B-in all courses. The Graduate Program Coordinator will enroll you in your classes.
- Attend the Proseminar for first year students (schedule to follow).
- Begin at least one of your QRPs.
- If you wish to bypass required classes, please see the Graduate Program Coordinator for the appropriate form.
- If enrolling in a Directed Study course, get permission form signed by both the instructor and DGS (see the Graduate Program Coordinator for the proper form).
- Take the Laney Graduate School (LGS) TATTO (teacher training) course at the end of the summer before your second year in the program.
- Satisfy the requirements for the LGS Jones Program in Ethics, including enrollment in JPE 600 (most of you have already completed JPE 600, some of you will take it at the end of the summer before your second year in the program)
- (For international students) Take the English Language Proficiency test at the beginning of the fall semester.
- Fulfill your TATTO TA responsibilities spring semester (talk to the faculty member you have been assigned to before the start of each semester to get a clear idea of your responsibilities). When doing a TA, enroll in TATT 605.
- Know the provisions in the LGS Handbook and browse the LGS website (consult at the start of each academic year).

STRONGLY RECOMMENDED:

- Meet periodically with your faculty advisor to discuss courses, research, and plans. (See the DGS if you would like to change your advisor).
- Read widely, beyond your coursework. Discuss your interests with relevant faculty and fellow students.
- Regularly attend the departmental seminars and job talks.
- Participate in the LGS "First Year Grant Forum" in the fall or spring.
- Join the American Sociological Association (ASA) and other relevant organizations (e.g., Southern Sociological Society (SSS), specialty organizations)

For further info, see the Sociology Graduate Handbook and the Sociology Graduate Program site on Canvas. Please contact the Director of Graduate Studies if you have any questions, concerns, or problems. Contact the Graduate Program Coordinator, for administrative assistance (404 727-7512, Tarbuton 225)

**Requirements for 2nd Year Graduate Students
Emory University Department of Sociology**

- Know the provisions in the Department of Sociology Graduate Handbook (consult at the start of each academic year).
- Take at least 9 credit hours (3 courses) each semester, including a fourth methods course (e.g., Soc 509, 701) in the fall or spring, and Soc 590R (Research seminar) in the spring. The fourth methods course may be outside the department, with the approval of your advisor and the DGS. The remaining courses will include electives in your major area. Please note that you must take at least five regular (not Directed Study or Research) substantive courses taught by Graduate Faculty in Sociology, at least four of which are in your major areas (e.g., Health, Inequality, Culture, Social Psychology) and at least one of which is outside your major areas. You must earn at least a B- in all courses. See the [Graduate Program Coordinator](#) to enroll in classes.
- Complete one of your QRPs research paper (see the Sociology Graduate Handbook) and submit it for presentation at a professional conference.
- Enroll in TATT 605 in the each semester that you are TA'ing. In the Fall or Spring, give a guest lecture in the course for which you are TAing; obtain a written evaluation of the lecture by one of our faculty, typically the course instructor; and have the students complete the "Instructional Observation for Students" evaluation form, available from the [Graduate Program Coordinator](#), immediately after the lecture. Make sure the faculty evaluation of your lecture is submitted to the Director of Graduate Studies and the [Graduate Program Coordinator](#); this is necessary in order to receive a grade (S/U) for TATT 605.
- If taking a Directed Study course, get permission from the instructor and DGS (see the [Graduate Program Coordinator](#) for the proper form).
- Fulfill your TA responsibilities.
- Know the provisions in the Laney Graduate School (LGS) Handbook and examine the LGS website (consult at the start of each academic year).
- Attend an event to complete JPE 610 (See LGS Handbook/Website, LGS keeps track).

STRONGLY RECOMMENDED:

- Begin your second QRP
- Meet periodically with your faculty advisor to discuss courses, research, and plans. (See the DGS if you would like to change your advisor).
- Read widely, beyond your coursework. Discuss your interests with relevant faculty and fellow students.
- Regularly attend the departmental seminars and job talks.
- Participate in relevant Laney Graduate School workshops, etc., especially those involving grants.
- Maintain membership in the American Sociological Association (ASA) and other relevant organizations (Southern Sociological Society (SSS), specialty organizations)

For further info, see the Sociology Graduate Handbook and the Sociology Graduate Program site on Canvas. Please contact the Director of Graduate Studies if you have any questions, concerns, or problems. Contact the Graduate Program Coordinator, for administrative assistance (404 727-7512, Tarbutton 225)

**Requirements for 3rd Year Graduate Students
Emory University Department of Sociology**

- At the start of each academic year, familiarize yourself with the provisions in the Department of Sociology Graduate Handbook and the Laney Graduates School (LGS) Handbook (and website).
- Take at least 9 credit hours each semester, including Soc 767 (Teaching Sociology). (Students typically teach or coteach their own course in the 4th year and sometimes in their 3rd year, after taking Soc 767. If you teach or coteach your own course, you must register for TATT 610, have two faculty evaluate your teaching, and have your students complete mid-semester and end-of-the-semester evaluations. The Soc Grad Handbook provides further info). The remaining courses will typically be electives in your major area. Please note that you must take at least five regular (not Directed Study or Research) substantive courses taught by Graduate Faculty in Sociology, at least three of which are in your major area (e.g., Health & Inequality, Culture & Social Psychology) and at least one of which is outside your major area. You must earn at least a B- in all courses. See the [Graduate Program Coordinator](#) to enroll in classes.
- Complete one of your QRPs
- Work on your second QRP
- Complete Grantwriting Requirement with advisor in spring semester (Register for SOC 597 Directed Study).
- Consult with your advisor and other relevant faculty and peers about beginning work on your dissertation proposal and selecting the Chair of your dissertation committee (typically your Advisor). The Chair should be appointed by the end of your third year or beginning of your 4th. NOTE: You MUST successfully defend your dissertation proposal no later (and ideally earlier) than March 15 of your fourth year.
- If taking a Directed Study or Research course, get permission from the Instructor and DGS (see the [Graduate Program Coordinator](#) for the proper form).
- Students have the *option* of completing a formal M.A. degree prior to achieving candidacy (see Soc Handbook for further info). Otherwise, students receive the M.A. degree when they are admitted to candidacy for the Ph.D. (and submit the required form).
- You may submit your application for candidacy once you have achieved 54 credits, (36 graded credits), and have written your 2 QRPs and grant requirements. You MUST apply and achieve candidacy by Sept. 15 of your fourth year.
- Attend an event to complete JPE 610 (See LGS Handbook/Website, LGS keeps track).

STRONGLY RECOMMENDED:

- Meet periodically with your faculty advisor to discuss courses, research, and plans. (See the DGS if you would like to change your advisor).
- Read widely, beyond your coursework. Discuss your interests with relevant faculty and fellow students.
- Regularly attend the departmental seminars and job talks.
- Participate in relevant Laney Graduate School workshops, etc., especially those involving grants.
- Maintain membership in the American Sociological Association (ASA) and other relevant organizations (Southern Sociological Society (SSS), specialty organizations)

For further info, see the Sociology Graduate Handbook and the Sociology Graduate Program site on Canvas. Please contact the Director of Graduate Studies if you have any questions, concerns, or problems. Contact the Graduate Program Coordinator for administrative assistance (404 727-7512, Tarbuton 225)

Requirements for 4th Year Graduate Students
Emory University Department of Sociology

- At the start of each academic year, review the Sociology Graduate Handbook (and Canvas site) and the Laney Graduate School (LGS) Handbook (and website).
- Submit your 2 QRPs for publication by Sept. 1.
- Apply for candidacy by Sept. 15.
- Teach or coteach your own course in the 4th year (after having taking Soc 767), unless you have done so in your 3rd year. If you teach or co-teach your own course, you must register for TATT 610 and have two faculty evaluate your teaching and have your students complete mid-semester and end-of-the-semester evaluations. See the Soc Grad Handbook for further info.
- Register for courses, Directed Research, or Soc 599R or 799R during the Fall and Spring semesters, and Soc 599R or 799R during the summer. If taking a Directed Study or Research course, get permission from the instructor and DGS (see Graduate Program Coordinator for the proper form). See Graduate Program Coordinator to enroll in classes.
- Work on your dissertation proposal. YOU MUST DEFEND YOUR PROPOSAL BY MARCH 15TH IN YOUR 4th TO RECEIVE 5th YEAR FUNDING - you should ideally defend in the fall or early spring, prior to March 15, of your 4th year.
- After successfully defending your proposal, complete the "Dissertation Proposal Approval Form" and submit the form to LGS by March 15.
- Note: Your dissertation committee should contain at least four faculty members: the Chair, two additional members of the department, and one member from outside the department. At least three of these people must be members of the LGS faculty. At least two must be *regular* members of the department. The third member must be a regular, adjunct, or associated faculty in the department. (Note: the Chair must be a regular or associated faculty in the department). The fourth member from outside the department *may* be an adjunct or associated faculty. If the fourth member is from outside Emory, the Chair and LGS Dean must approve this member (see the Soc Handbook and DGS for further information). Be sure to complete the "Dissertation Committee" Form -- you cannot defend your proposal until doing so.
- Attend an event to complete JPE 610 (See LGS Handbook/Website, LGS keeps track).

STRONGLY RECOMMENDED:

- Meet periodically with your faculty advisor to discuss your research and plans. (See the DGS if you would like to change your advisor).
- Regularly attend the departmental seminars and job talks.
- Participate in relevant Laney Graduate School workshops, etc., especially those involving grants.
- Maintain membership in the American Sociological Association (ASA) and other relevant organizations (Southern Sociological Society (SSS), specialty organizations).

For further info, see the Sociology Graduate Handbook and the Sociology Graduate Program site on Canvas. Please contact the Director of Graduate Studies if you have any questions, concerns, or problems. Contact the Graduate Program Coordinator, for administrative assistance (404 727-7512, Tarbuton 225)

Requirements for 5th Year Graduate Students
Emory University Department of Sociology

- At the start of each academic year, review the Sociology Graduate Handbook (and Canvas site) and the Laney Graduate School (LGS) Handbook (and website).
- Teach OR TA/RA. A) Teach your own course in the 5th year, and have a faculty member evaluate your teaching, and have your students complete mid-semester and end-of-the-semester evaluations. Take the other semester as a writing/research semester (no teaching or RA/TA duties). OR B) TA one semester. You will receive an email from the DGS asking which option you prefer.
- Register for courses and/or Directed Research (799R) during the Fall and Spring semesters, and Graduate Residence full-time during the summer. If taking a Directed Study or Research course, get permission from the instructor and DGS (see the Graduate Program Coordinator for the proper form). See the Graduate Program Coordinator to enroll in classes.
- Work on your dissertation. Be sure to maintain regular contact with your Dissertation Chair and committee members.
- Submit the "Application for Degree" form the semester you anticipate receiving your degree, submit the "Departmental Report of Completion of Requirements for Doctoral Degree" form as soon as you successfully defend the dissertation. Submit to the Graduate Program Coordinator in the department, who will in turn send them to the LGS.
- Attend the department's Jobs Seminar, geared toward those who are seeking both academic and non-academic jobs.
- Ideally, you will complete your dissertation sometime during your 5th year.
- If you anticipate finishing during your 6th year, apply for grant support and investigate competitive funding options for the sixth year, such as the Dean's Teaching Fellowship. Info on grants and the competitive options for 6th year funding is described on the Laney Graduate School website (click on "Professional Development" and also on "Financial Support," then "Advanced Student Fellowships."). INVESTIGATE THESE OPTIONS AS EARLY AS POSSIBLE since the deadlines for application are often in the fall semester or earlier.
- Attend an event to complete JPE 610 (See LGS Handbook/Website, LGS keeps track).

STRONGLY RECOMMENDED:

- Regularly attend the departmental seminars and job talks.
- Participate in relevant Laney Graduate School workshops.
- Maintain membership in the American Sociological Association (ASA) and other relevant organizations (Southern Sociological Society {SSS}, specialty organizations)

For further info, see the Sociology Graduate Handbook and the Sociology Graduate Program site on Canvas. Please contact the Director of Graduate Studies if you have any questions, concerns, or problems. Contact the Graduate Program Coordinator, for administrative assistance (404 727-7512, Tarbuton 225)

Appendix 2
 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: _____

After consulting with the Course Instructor, describe in moderate detail the work to be performed over the semester (at least 300 words). Include a discussion of A) the major goals of the Directed Study; B) the literature you will review (in general terms, specific material does not need to be cited); C) the data collection to be performed, if any; D) the data analyses that will be conducted, if any; and E) the written materials that will be produced. Provide a course calendar, indicating approximately when major tasks will be completed during the semester. And describe how you will be graded noting what products you will turn in for grading. This description should be attached to this form BEFORE asking for the Instructor and DGS signatures.

 Instructor's Signature

 Director of Graduate Studies

cc: student's file
 instructor
 final grade roll file

Appendix 3
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 4

Department of Sociology

**COMPLETION OF THE RESEARCH PAPER REQUIREMENTS
(PLEASE USE A SEPARATE FORM FOR EACH QRP)**

To fulfill the research paper requirements, students choose a topic and work under the direction of a faculty member(s) to write a 2 papers suitable in substance and form for publication in a sociology journal. This form documents students' progress toward that end. **Part I** of the form indicates the choice of topic, advisor, and second reader, thereby entitling the student to sign up for research credit under Sociology 599R—"Pre-candidacy hours." **Part 2** indicates that the student has presented his or her paper to Sociology Department faculty and students. **Part 3** of the form indicates that two faculty members have judged the paper to meet the form and substance requirements conclude that the paper is sufficiently complete and holds promise for future publication. **Part 4** documents that the paper has been submitted to a referred journal in Sociology or a related field for publication by Sept 1. When all parts of this form have been completed for 2 research papers, the student has fulfilled the Research Paper Requirement.

Basic Information

Student: _____

QRP I or QRP II: _____

PART 1: Research Paper Topic

Tentative Paper Title: _____

Faculty Advisor Signature: _____

~~Second Reader~~ Area Chair Signature: _____

PART 2: Oral presentation to Sociology Department faculty and students

Date of Presentation: _____

Faculty Advisor Signature: _____

PART 3: Completion of the Paper (paper holds substantial promise for future publication in a referred journal in sociology or a related field)

Date: _____

Current Paper Title: _____

Faculty Advisor Signature: _____

Area Chair Signature: _____

PART 4: Paper Submitted for Publication (to a referred journal in sociology or a related field)

Date: _____

Name of Journal: _____

Faculty Advisor Signature: _____

Appendix 5
Department of Sociology
DISSERTATION PROPOSAL APPROVAL

The dissertation committee of _____

met on _____ to examine the proposal entitled:

The proposal has has not been approved.

(Circle one)

(Date)

(Chair, Dissertation Committee)

Appendix 6
Department of Sociology
Doctoral Degree Completion Report

This form should be presented to the Director of Graduate Studies / Program Director along with a dissertation approval sheet signed by the full committee, indicating that the committee has approved the dissertation.

Submit this signed form and the signed approval sheet to the Laney Graduate School along with other items required to complete your degree.

Doctoral Candidate *(to be completed by the student)*

I hereby attest that I have completed all requirements for the degree of Doctor of Philosophy.

Last name: First name:

Graduate program: Email:

Dissertation title:

Candidate's Signature: _____ Date: _____

Director of Graduate Studies / Program Director

This candidate has successfully completed all requirements for the PhD, including the dissertation and oral examination.

Name:

Signature: _____ Date: _____

Division Director *(for candidates in the GDBBS or the GDR)*

Name:

Signature: _____ Date: _____

Laney Graduate School Staff

Committee Reconciliation

- The Chair / Co-Chairs and all committee members on this dissertation (listed on the signed approval sheet) are the same as those listed on the candidate's Dissertation Committee or Change of Dissertation Committee form.

Appendix 7
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 8
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 9
 Department of Sociology
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 10
 Department of Sociology
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 the Graduate Program Coordinator.

TO BE COMPLETED BY DGS:

Date: _____

Reviewed by: _____

Approved/not approved: _____

Appendix 11
Department of Sociology
Report of the Completion of
Requirements for Master's Degree

Master's Candidate *(to be completed by the student)*

I hereby attest that I have completed all requirements for the master's degree I am seeking.

Last name: First name: EmplID:

Graduate program: Email:

Candidate's Signature: _____ Date: _____

Director of Graduate Studies / Program Director

Type of Degree

- This is a terminal master's degree. It completes the candidate's studies in this program.
- This is an interim master's degree, and the candidate remains enrolled in this doctoral program.

Credit Hour Requirement

- The candidate has completed at least 30 credit hours as specified in section 1.1.2(B) of the Laney Graduate School Handbook, and has no outstanding grades of Incomplete or In Progress.

Basis of the Degree

- This degree is awarded on the basis of a thesis. An approval sheet signed by the advisor and the committee members (if applicable) is included.
- This degree is awarded on the basis of candidacy. An application for candidacy has been approved or is being submitted concurrently.
- This degree is awarded on the basis of a project, coursework and/or other requirements.

Subject to the satisfactory completion of the courses (if any) in which the candidate is now enrolled, the candidate has completed all requirements for the degree. If the candidate is now enrolled in courses, I will notify the professors concerned that the grades MUST be sent to the Registrar before the usual deadline to ensure that the candidate may receive the degree at the end of the current semester.

Name:

Signature: _____ Date: _____

Division Director *(for candidates in the GDBBS or the GDR)*

Name:

Signature: _____ Date: _____

Department of Sociology Individualized Development Plan 2025-2026

Sociology PhD students should set academic and professional goals for their doctoral training on an annual basis. The Sociology Department's Individual Development Plan (IDP) is for students in their first year and up; students and advisors should meet each Fall to discuss these goals and the means to achieve them. This IDP is part of the students' professional responsibility to assist with ensuring timely progress in the PhD program.

ALL students must submit this completed form by **September 29, 2023**.

Procedure (Please contact the DGS for any questions regarding this process):

1. Prior to the due date, each student should
 - a. Download and complete a first draft of the IDP form.
 - b. Make an appointment with your faculty advisor/dissertation chair to have a discussion about professional goals and training plans.
 - c. Provide a completed form, along with a current CV, and the previous year's Progress Report (if applicable), to your advisor/dissertation chair in advance of the meeting.
 - d. Revise the form as needed after the meeting
 - e. Provide the advisor/dissertation chair the opportunity to provide feedback and sign the form (electronic signatures acceptable)
 - f. Sign the final version
2. Submit an electronic copy to the Graduate Program Coordinator no later than the relevant due date above. The document should be saved as "LastName_IDP_2022_2023."

Name:	Date:	Advisor:
-------	-------	----------

Professional Goals (Long-Term)	
What are my career goals?	
How have these goals changed over the past year?	
How does my participation in the Sociology PhD program help me to achieve my goals?	

Talents, Strengths and Weaknesses

What are my most important talents and strengths that will help me to achieve my goals?	
What are potential weaknesses in skills or abilities that may be a barrier to achieving my goals? What are opportunities to overcome these?	

Key Plans (Short-Term)

Key Plans and Short-Term Goals for the next year. This should include some or all specific actions to achieve goals listed above. Provide deadlines for these actions (such as conference or grant submission deadlines).	
---	--

Key Plans (Long-Term)

Key Plans and Long-Term Goals for the next year and beyond. This should include some or all specific actions to achieve goals listed above.	
---	--

Additional Training Needs

Do I need additional training that I should seek outside the Department of Sociology?	
---	--

Comments from Faculty Advisor

Specific feedback from advisor re:
progress, barriers, concerns, plans

*I discussed this with my advisee
through:

Email In-person meeting
 Did not discuss

Future Funding and Fellowship Opportunities

Plans for support in 2023-2024 and
beyond.

External funding and fellowship
opportunities you plan to apply for,
and deadlines for those applications.

Internal funding and fellowship
opportunities you plan to apply for,
and deadlines for those applications.

Target Month/Year for Dissertation
Proposal OR Dissertation Defense if
you are ABD.

Signatures

Date

Student

Advisor