Department of Sociology

Guide to Graduate Study

Indiana University, Bloomington

INDIANA UNIVERSITY
BLOOMINGTON

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Introduction

The graduate program in Sociology at Indiana University ranked 16th in the most recent U.S. News and World Report's ranking, and consistently ranks among the top departments in research productivity and graduate student satisfaction. A measure of our success is the placement of our graduates in a wide range of employment opportunities. In recent years, Indiana Ph.D.'s have landed job offers in research universities (University of Chicago, Harvard University, Northwestern University, University of California, Boston University, University of Pittsburgh, University of Kentucky and Tulane), liberal arts colleges (Providence College, DePauw University, Pitzer College, Ball State University, Butler University, University of Denver), applied research settings and government agencies (ChildTrends, Centers for Disease Control, Westat) and in the business world.

The sociology faculty assembled in Bloomington consists of a congenial group of researchers and teachers, each with a national reputation in his or her specialty. Faculty members examine a wide range of sociological problems, using a variety of theoretical and methodological orientations.

We have a tradition of close collaboration between faculty and students. If you look at recent issues of major sociology journals, you will see that many of our students have co-authored articles with faculty members (*American Sociological Review*, *American Journal of Sociology*, *Gender and Society*, J*ournal of Contemporary Ethnography*, *Journal of Health and Social Behavior*, *Social Forces*, *Social Problems*, *Social Psychology Quarterly*, *Sociology of Education*, and *Teaching Sociology*). At Indiana, students learn sociology not just through formal course work, but also through active participation in faculty research projects. Moreover, our graduate students are well prepared for careers in teaching as well as research. Most will work as teaching assistants for faculty members, as preparation for teaching their own undergraduate courses at IU.

The quality of the research is matched by the award-winning teaching of both faculty and assistant instructors (AIs). Our graduate program is unique among the leading departments in offering excellent training in both scholarship and teaching. Most graduate students at Indiana teach their own courses from the third year on under the guidance of skilled teaching mentors. Our Preparing Future Faculty (PFF) program offers a three-course sequence on college teaching that provides information and support for students as they begin teaching, exposes students to theory and research on college teaching and the professorate,

and engages students in active scholarship on teaching and learning. Our graduate students have won more university-wide teaching awards in recent years than students in any other department at Indiana, and graduates have gone on to win teaching awards at such schools as Emory, Loyola, Wittenberg, Albion, and New York University. We were very pleased to have been awarded the Distinguished Contribution to Teaching Award of the American Sociological Association in 2001, the only graduate program to win this award.

Degree Requirements

Master of Arts Degree

Admission
>15 hours in sociology with a 3.5 GPA overall (may be waived for students with a strong undergraduate record in another field); satisfactory scores on the Graduate Record Examination; three letters of recommendation.

Course Requirements (See Appendix A)
>30 hours, including six hours of the Sociological Research Practicum (S566 and either S567 or S569), S554 (Fundamentals of Social Statistics I), and either S510 (Introduction to Social Organization) or S530 (Introduction to Social Psychology). An introductory undergraduate statistics course is a prerequisite for S554. Students must maintain a GPA of 3.5 in these required courses. No grades below a B (3.0) in Sociology will be counted toward the degree. See also the general statement regarding grade point average in the Graduate School Bulletin.

Essay
>The master's essay requirement is fulfilled by enrollment and participation in S566 and S567 (Sociological Research Practicum) and preparation of an acceptable research paper. The SRP is taught as a two-course sequence in the spring and summer of the first year, and must be taken by all entering students who have not already earned the M.A. degree. Students may elect to substitute S569 (M.A. Thesis) for S567 if they choose to write an "alternative" M.A. thesis that is independent from the SRP; this requires approval of the Director of Graduate Studies, the SRP Director, and an alternative faculty sponsor. Students are expected to complete the M.A. degree by the end of their second year in the program.

Doctor of Philosophy Degree

Admission

Completion of the M.A. degree (or equivalent training) in sociology at a recognized institution with a GPA of 3.5 or better (students with a master's degree in a related field may be admitted, but may need to make up deficiencies); three letters of recommendation; and satisfactory Graduate Record Examination scores.

Course Requirements   (See Appendix A)

Ninety hours of course work, of which up to 30 hours may be Ph.D. thesis credit (S869), including the 30 hours counting toward the M.A. Required courses include those for the M.A. degree, S500 (Pro-seminar in Sociology), S510, S530, S540 (Sociological Theory), S558 (Advanced Research Techniques), S650 (Statistical Techniques in Sociology II), one advanced methods course (S651, S652, S655, S656, S658, or S659), two 600-level substantive courses, one offering of S700, and one elective courses (chosen from the S500, S600, or S700 level). With permission of the Director of Graduate Studies, one of these electives may be satisfied by either S864 (Independent Readings) or S866 (Independent Research). It may also be satisfied by courses from outside the Department with approval of the Director of Graduate Studies. (These credits may not be used to fulfill the Outside Minor requirement).

A GPA of at least 3.50 must be maintained for all course work, and no grade below a B in Sociology will count towards the Ph.D. degree. Required courses that fail to meet this minimum grade standard may be re-taken once, if necessary.

Students may receive graduate credit for the 400-level courses that are listed in the Graduate School Bulletin, with permission of the instructor and of the Director of Graduate Studies.

Graduate students in such a course will be expected to achieve an appropriately higher level of performance than undergraduates also taking the course.

Outside Minor

All doctoral students are required to select an outside minor from an approved list. Approved minors include: African American and African Diaspora Studies, African Studies, Anthropology, Business, Cultural

Studies, East Asian Studies, Economics, Education, Gender Studies, Geography, History, History and Philosophy of Science, Human Sexuality, Latin American and Caribbean Studies, Latino Studies, Law, Political Science, Public Affairs, Religious Studies, Russian and East European Studies, Social Science Approaches to Health and Healing Systems, Social Science Research Methods, Statistical Science, or West European Studies. A field not listed may be chosen with approval of the director of graduate studies. Requirements for the minor are set by the outside Department, but usually range from 9-15 hours of course work. We need a document stating you have completed the requirements for the minor. This can be as simple as an email from the DGS or Chair of the minor department stating these requirements have been fulfilled. The Graduate Administrative Assistant can assist you in obtaining this.

Qualifying Examination

Students must demonstrate basic proficiency in sociological methods either by achieving a GPA of 3.5 or above in the required statistics and methods course sequence (S554, S558, S650, one advanced methods course) or by passing a qualifying examination in methodology.

Students must pass a written qualifying examination in a research specialty of their choosing. Details about this examination are available from the Graduate Program Coordinator.

These two requirements are expected to be completed by the end of the third year in the program.

Dissertation

Consult the Graduate School Bulletin for detailed requirements. A student advances to candidacy after passing the qualifying examination, completing 90 credit hours and all course requirements. In sociology, students must pass an oral defense of their dissertation proposal. The Final Examination, limited primarily to defense of the completed dissertation, is oral. Dissertation requirements must be completed within seven years from the date on which the qualifying examination is passed.

Note: The DGS and other faculty members will assist each graduate student in the selection of coursework and offer advice regarding meeting requirements for the degrees. However, students are ultimately responsible for ensuring that they are meeting the requirements of the department and the university. (Please see Appendix C for recommended milestones

Funding (Fellowships and Grants)

We provide financial support for almost all of our full-time students during their first five years in residence (and often after that). Most of our students receive fee remissions which cover most tuition costs. In addition, most students are provided a stipend to offset a significant portion of living costs. Most first- and second-year students are funded as Graduate Assistants, assigned for 20 hours per week to assist faculty members with large sections of undergraduate sociology courses. Students in their third through fifth years typically are funded as Associate Instructors, responsible each semester for teaching a course of up to 70 Indiana University undergraduates.

Additional financial support for graduate students in Sociology comes from a variety of other sources, both inside and outside the University. In recent years, our advanced graduate students have competed successfully for a number of University fellowships. In addition, the Department of Sociology, in conjunction with the College of Arts and Sciences, offers research fellowships to advanced students.

We encourage graduate students to apply for extramural support, when appropriate, from sources such as the National Science Foundation, the Social Science Research Council, the Fulbright-Hays program, the American Association of University Women, the Spencer Foundation, and the Ford Foundation. Faculty are available to assist with these applications. Information can be found through links on our Sociology Department Graduate Fellowships and Awards webpage found at:
https://sociology.indiana.edu/graduate/financial-support-fellowships/index.html.

Advanced students also are sometimes provided financial assistance through faculty members' research grants.

Faculty Advisors for Graduate Students

Each student in the graduate program will have a faculty advisor. The Director of Graduate Studies is the primary academic advisor for all students until a permanent advisor is chosen.

First-year students will also have a first-year faculty mentor to help them adjust to graduate school and facilitate the process whereby they can meet and interact with other Sociology faculty members.

The student's choice of a permanent advisor should be based in large part on finding a faculty member with similar substantive interests who is willing to serve in a long-term mentoring capacity with the student. This mentoring may include participation in the student's master's essay, being the chair or member of the qualifying exam committee, and being the chair or member of the student's dissertation committee.

After the first year, a student may choose his or her first-year advisor to serve as their permanent advisor with the faculty member's consent. Students may change their permanent advisor at any time, as long as the new advisor is willing to serve. All students in the graduate program must have a faculty advisor. The DGS will serve as a temporary advisor for students who are unable to find an advisor and will facilitate the process of choosing a permanent advisor.

Students and advisors are expected to meet at least once by the third week of each semester to discuss the student's progress in the program and his/her adjustment to graduate school life. It is anticipated that this contact will be extended to encompass a range of concerns and issues that graduate students might have as they navigate their way through the program. The scope of the advisor - advisee relationship will depend largely on the initiatives taken by students and advisors and the needs that develop as the relationship progresses.

Annual Review

At the end of each academic year, the Graduate Evaluation Committee meets to gauge the progress that graduate students have made during the previous academic year, and to identify the goals each graduate student needs to meet during the upcoming year. Following the committee's review, annual review letters are sent out to all graduate students.

In its review, the committee considers course grades, incompletes, and timely progress towards the degree. Time progress guidelines emphasize the following milestones:

- Completion of all MA requirements by the end of the summer of Year 2
- Completion of the qualifying examination by fall of Year 4
- Advancement to candidacy by spring of Year 4
- Defense of dissertation proposal by fall of Year 6

Students who fail to achieve the GPA standard, who carry more than one incomplete, or who do not meet timely progress guidelines are at risk of losing funding.

You will receive prior notification of each year's annual review and will be given an opportunity to provide the committee with additional information about your progress if you have not met the prior year's goals.

Teaching

All Sociology graduate students will receive extensive teacher training during their graduate career at Indiana University. In 2001, IU Sociology's teacher training program was recognized by the American Sociological Association with the Distinguished Contributions to Teaching Award.

The *required* elements of our teacher training include actual classroom teaching of undergraduate Sociology courses (classroom teaching will normally commence during your third year in the program) and completion of S506 (Teaching of Undergraduate Sociology).

The *optional* elements of our teacher training include participation in our Preparing Future Faculty Program, completion of S606 (Sociological Issues in College Pedagogy) and S706 (Sociological Research in Higher Education).

S506:   Teaching of Undergraduate Sociology (required course)

The basic goal of this course is to assist you in becoming a good undergraduate sociology teacher. More specifically, the course aims to help you: improve your skill at various teaching activities (including leading discussions, lecturing, and evaluating and motivating students); be sensitive to a number of sociological phenomena that appear in college classrooms; and to formulate a teaching style and philosophy that you can expand and refine with experience. This course will also provide you (as a new instructor) with a forum for sharing experiences, and obtaining support from your peers.

Course periods will be organized around mini-lectures, group or guest presentations, and discussions of readings and experiences relevant to the topic of the day. We will also leave time each class period to air questions and problems that come up during the course of your teaching that are not directly related to the topic of the day.

Classroom teaching observations will also be an integral part of S506. The S506 professor will observe (and evaluate) your teaching, as will the PFF Associate Instructor who is assisting with the course. You will also need to arrange with another member of the class to observe you in the classroom and evaluate your instruction. The evaluator will provide written and oral comments to the

evaluatee (these can be relatively brief and informal) and copies of the written evaluation will be submitted to the S506 professor and PFF AI.

For further information, point your web browser to https://sociology.indiana.edu/graduate/preparing-future-faculty.html. There you will find information on teaching for the first time, the most recent S506 syllabus, and links to various teaching related resources.

S606: Sociological Issues in College Pedagogy (optional course)

This is the second course in Sociology's Preparing Future Faculty Program, which is designed to continue the preparation of graduate students in Sociology to teach to a variety of audiences, including students, and to become active members of the university community.

In this course, students will be asked to take a reflective look at teaching, to become conversant with the larger issues and literature on college teaching and higher education, and to make connections to these issues outside their own classroom by engaging with larger debates.

At this point in your graduate student career, you are embarking on long-term professional activities in which the organization, presentation, and evaluation of information is central. In this course and with experience in teaching, students will be introduced to topics such as learning theory, learning and teaching styles and cognitive development. We will focus on assessment of teaching as well as the practice of teaching, putting both in larger social and historical context.

To that end, students will deal with challenges to higher education; issues in the balance of teaching, research, and service; and issues of ethics and professional responsibility in teaching.

In this course, you will be asked to prepare a contract for learning tailored both to your own goals and to standards set in this course. There are a set of minimal requirements that all students will be expected to fulfill. For example, as always, students will be required to maintain and update their dossier. In addition, as part of their individualized learning contract, for example, students may choose to develop a portfolio. We will also require you to begin to participate in the dissemination of materials on teaching and learning, for example, by preparing an article, note or book review for a higher education journal (e.g., *Teaching Sociology; Chronicle of Higher Education*). Through the course, you will be introduced to other members of the teaching community of sociologists and the community of teachers at Indiana University and across the country.

<u>S706: Sociological Research in Higher Education (optional course)</u>

This is the capstone course in Sociology's *Preparing Future Faculty Program*. With the focus in the first course on the "nuts and bolts" of teaching in conjunction with an initial experience in an independent class, and the focus in the second course on the research and theory of pedagogy, the students in this course stand in a unique position to bring together their experience, their substantive, research-based knowledge on teaching and learning, and their training in research methods at this point in their graduate careers, to engage in creative activity around these issues.

In this course, we will follow the seminar model, which will follow the progress of the research. We will work as a consulting team each week as each student discusses that aspect of their research, which follows the topic of the day (e.g., ethical considerations, substantive contribution, methodological rigor, analysis problems, and presentational issues).

The final paper or project, of publishable quality, must address an important issue of higher education. Potential topics include student learning, historical studies of changing profiles of higher education, the implication of gender, race, and class in higher education, or examining hypotheses about roles and rewards. However, taking seriously Ernest Boyer's call to rethink the meaning of scholarship, projects can also focus on the development of materials for teaching *as long as* they meet the criterion of being prepared for dissemination to a scholarly audience via publication.

Preparing Future Faculty (PFF) Program

"We have many champions among our IU graduate students who feel that the PFF experience was a very important part of their graduate education and helped in obtaining their first academic job."

--George E. Walker, Vice President for Research and Dean of the Graduate School

Preparing Future Faculty programs are designed to improve the ways graduate students are prepared for the entire range of faculty roles, in teaching, research, and service.

PFF programs build on and go beyond Associate Instructor orientation and development.

PFF programs are integrated into academic programs, rather than being add-ons.

One basis of the national PFF program is an awareness of the disconnect between the expectations of new faculty (desired knowledge & skills) and the graduate education of future faculty. This gap has achieved common understanding. To that end, the program urges "hiring institutions and departments" to make their expectations clear and known so that these might be shared widely within the graduate education community.

PFF CONCEPTS:

Graduate students should have mentoring that will help them in all aspects of academic life.

Graduate students need to be aware of changes taking place in teaching, and new concepts of learning.

Graduate students need to learn about teaching at institutions different from their doctoral-granting university.

PFF ACTIVITIES:

Offering mentoring in areas that go beyond research;

Providing hands-on experience to learn about faculty life in a variety of institutions;

Discussing the roles and expectations for faculty, and the academic missions and cultures at smaller colleges and universities;

Discussing the roles of teaching and service in a multicultural setting;

Supporting graduate students in attending professional meetings and making presentations;

Helping students develop their teaching philosophies and portfolios;

Explaining academic governance systems;

Inviting graduate students to attend faculty meetings and faculty development programs;

Revising doctoral program guidelines to encourage participation in PFF activities;

Inviting doctoral alumni to discuss how their careers do or do not connect with their graduate program;

Offering seminars on professional issues such as academic freedom, collective bargaining, and the impact of new technologies on teaching and research;

Exposing students to new teaching techniques, strategies, and technologies;

Creating forums to discuss faculty career paths and alternative professional lifestyles.

AT IU BLOOMINGTON:

In 1997, IUB was one of 15 Research I universities funded by a national PFF Grant. With support from the grant the University Graduate School:

Offers an "Academic Shadowing Program" in which students work with a faculty mentor at another campus, attend new faculty orientation workshops, visit classes, and sit in on faculty and departmental meetings.

Sends students to national conferences such as the Association of American Colleges & Universities Annual Conference, the National Black Graduate Student Association Conference, and the Preparing Future Faculty Conference on Teaching and Research.

Provides for an annual PFF conference organized entirely by graduate students.

Presents workshops on topics such as writing the job application letter, succeeding in the job interview, balancing teaching and research, and teaching at liberal arts colleges and universities.

THE CLUSTER:

A "cluster" is the key to PFF–a formal, cooperative arrangement among a doctoral-granting Research I university and partner colleges and universities.

Cluster institutions work together to give students opportunities to experience faculty life in several institutional settings and to become aware of changing expectations for faculty.

IU BLOOMINGTON'S CLUSTER PARTNERS:

Butler University, DePauw University, Earlham College, IU East (Richmond), Indiana-Purdue Fort Wayne, Franklin College, IUPUI, IU Kokomo, Marion College, IU Northwest (Gary), IU South Bend, IU Southeast (New Albany), and Morehouse University (Atlanta, GA).

DEPARTMENTAL PFF PROGRAMS AT IU BLOOMINGTON:

In 1995, the University Graduate School funded nine IUB departments to create PFF-style programs including the Department of Sociology. Other funded departments were the Business doctoral program, Comparative Literature, Counseling and Educational Psychology, English, French & Italian, History, Journalism doctoral program, and Political Science.

Moving Through the Program

During the first year of graduate study, students typically take six courses, most of them required for the Ph.D. During the Fall Semester, most students will take S558 (Research Methods) and S554 (Statistical Techniques in Sociology I) along with a 600-level substantive seminar or S530 (Introduction to Sociology Psychology). During the Spring Semester, most will take S650 (Statistical Techniques in Sociology II), S510 (Introduction to Social Organization) or S540 (Sociological Theory) or a 600-level substantive seminar. During both semesters, students participate in the Sociological Research Practicum—the first opportunity to work hands-on with a faculty member on a continuing research project. Students also enroll in a proseminar in both semesters. Entering students who have already earned the M.A. degree will pursue a slightly different program of study, depending upon their previous coursework. (See Appendix B)

By the end of the second year, most coursework in Sociology is completed and some outside minor coursework is completed. You will be expected to have completed your Master's essay by the end of the summer following the second year as a requirement for suitable progress. (See Appendix C)

During the third year, graduate students typically complete the remainder of their Sociology coursework, begin teaching, and take their qualifying exam, or begin preparations to take their qualifying exam. (See Appendix C).

If the qualifying exam is not taken during the third year, it is taken during the fall of the fourth year. Students will continue to teach and working on their research. Generally, by the end of the fourth year, students have completed all requirements for PhD candidacy, and will have begun work on the dissertation proposal. (See [Appendix A] and [Appendix C])

At this point, most graduate students will have become PhD candidates and are considered "ABD" -- "all but dissertation." During the fifth year to completion of the program, students may continue to teach, will form their PhD research committees, will defend their dissertation proposals, will continue to work on research, and will complete and then defend the dissertation. (See [Appendix C])

Typically, students will go on the job market during their final year in the program. In most cases, during this final year, students are finishing their dissertations and preparing to defend.

Sociological Research Practicum (SRP) and Master's Essay

Purpose

The Sociological Research Practicum (SRP) is a research-oriented sequence of seminars and data collection project that culminates in the Master's paper in Sociology. Under supervision of the faculty member serving as Principal Investigator (PI), the SRP furnishes entering graduate students with an initial context in which research and data collection skills are acquired and applied to Master's research. For faculty PIs, the SRP provides an opportunity to collect new data and train students in the theories, methods, and writing skills common to their field. For graduate student participants, the SRP conveys such skills and provides intensive faculty supervision in the design and execution of the thesis. The SRP also provisions for 3-4 advanced graduate students to be employed as project supervisors; these students gain detailed experience working with both the faculty PI and graduate student participants. Some SRPs have made use of undergraduate student participants, offering an additional benefit to the larger project and to the undergraduate participants.

All graduate students who enter the sociology program without a Master's level degree are enrolled in the SRP during their first year in residence. Their participation culminates—at the end of their second year in residence—with submission of a research paper (required for the M.A. degree) making use of data collected through the SRP.

(See information about the Alternative Master's option below).

Student Requirements

All students who enter the graduate program without a Master's degree must enroll in the following courses to fulfill the SRP requirement:

- First Year (in residence), Fall Semester: S566 (two credits)
- First Year, Spring Semester: S566 (three credits)
- First Year, Summer Session I: S567 (three credits)
- Second Year, Fall Semester: S567 (one or two credits)

The content and requirements of SRP seminars generally vary in tandem with the nature of the PI's research field and particular project. Typically, students in S566 (Spring Semester) will write a prospectus for their M.A. paper, and a letter grade is assigned at the end of the semester. The prospectus usually includes identification of the research question, review of past scholarship, statement of theoretical approach, research design, and a schedule for the analysis.

During the summer in S567, students are involved in data collection under supervision of the faculty PI and graduate student assistants. Students must be in residence at Bloomington during the summer session in which SRP activities are scheduled.

For S567—both in the summer and fall semesters—a deferred grade of R is given until the student has successfully completed the M.A. paper. In order to continue to make timely progress in the graduate program, the M.A. paper should be completed by the end of the summer after the second year in residence. A student risks loss of departmental funding if the M.A. paper is not completed in timely fashion.

M.A. Paper

The M.A. paper is expected to be a substantial piece of original empirical research. The SRP requires analysis of a source of high-quality data, usually (but not necessarily) involving previously collected data from cross-sectional or panel datasets. Analysis of data collected in earlier SRPs represents a further option, as is analysis of data collected by the current SRP project (if the data collection schedule were to permit timely incorporation of those data). A final and less frequent option is to

analyze data that a student has him/herself collected; in this exceptional case, a student may wish to recruit a new faculty supervisor as part of the alternative Master's option described below. Regardless of the data source and analysis details, an underlying expectation is that the M.A. paper conforms to the standards for research appearing in generalist and top specialty sociology journals. Typically, the length of the M.A. paper is approximately 30 - 35 pages. Some M.A. papers may ultimately be publishable in a sociology journal, and a number of past M.A. papers have been recipients of local, regional, and national awards. While students are encouraged to pursue publication and presentation at professional conferences, this is not a necessary attribute of the successful M.A. paper.

The SRP PI serves as the first reader, guiding the project and assisting in the selection of a second reader from Sociology faculty members. When the M.A. paper has been completed and approved by both readers, the student obtains instructions from the Graduate Program Coordinator on how to proceed with collecting signatures, providing an unbound copy of the M.A. paper to be kept on file, and initiating the applicable eDocs for graduating and being admitted into the PhD program.

All Sociology graduate students who are funded by the Department during their first year in residence will be paid for the subsequent summer (at the current Graduate Assistant rate) as SRP researchers. They are expected to be available for 20 hours per week during the first summer session. This includes students who enter the graduate program with an M.A. degree already completed, as well as those who choose to pursue an Alternative Master's.

It is common that some advanced graduate students at the post-M.A. career stage may have an interest in the SRP project and associated seminars. During the spring semester, these students may participate by registering for S660, thereby obtaining graduate credit for coursework. Advanced graduate students whose interests dovetail with those of the faculty PI are welcome to work on the summer data collection project as well, where funding is to be arranged by the PI. As noted in regards the 3-4 advanced graduate students employed directly by the SRP, participation by these students provides a further and flexible set of opportunities that tend to benefit all SRP members, enhancing the intellectual creativity and success of projects. As discussed above, all entering graduate students (including those who already have a M.A.) are expected to participate in the summer data collection project.

Alternative Master's

Alternative Master's Option

The SRP is intended to provide first-year graduate students with a chance to do social research, whether or not the project fits neatly with a student's evolving theoretical, methodological or substantive interests. The substantive focus of the SRP is not likely to match topics later chosen by a student for dissertation research. Rather, the SRP provides "generic" experiences relevant to sociological research of all kinds: formulating a research problem, anchoring it in theory and literature, designing data collection strategies, collecting and analyzing empirical materials, and writing the results.

Most students in the program will complete the M.A. paper by participating in an SRP throughout its two-year duration.

However, a few students who have well-defined interests (different from the focus of the SRP), and well-developed associations with another faculty member, may elect to satisfy the Master's paper requirement outside the SRP. Students who opt for an "alternative Master's paper" must meet following conditions:

1. Enroll in and satisfactorily complete S566, both in the fall semester (2 credits) and spring semester (3 credits) of their first year in residence; particular course requirements are determined by the SRP director.

2. By April 1 of the spring semester of the first year, submit a letter to the Director of Graduate Studies stating the desire to pursue an alternative M.A. The letter must provide a provisional title, brief description of the proposed research, and bear the signatures of both the SRP director and the faculty member who will serve as sponsor and first reader for the alternative M.A. paper (the second reader may be chosen later).

3. Students who do not provide the DGS with the above letter by April 1 must complete the M.A. paper through the SRP (unless given permission to do otherwise by the SRP director); only in the most unusual circumstances may students leave the SRP and begin an alternative Master's after that date.

4. In lieu of S567, students pursuing an alternative M.A. must register for S569 either in the summer after their first year or in the fall of their second year in the program; a grade of R is given for S569 until the M.A. is completed by the end of the summer after their second year in residence.

5. Students pursuing an approved alternative M.A. paper who desire Departmental funding during the summer after their first year must participate fully in data collection and other activities of the SRP.

Conferral of your Master's Degree

(1) Students must complete 30 hours of graduate course work. Hours of required course work in Sociology are made up of: S500, S501, S502, S510 or S530, S554, S558, S566 & S567 or S569, and S650. (See Appendix A)

(2) Completion of Master's essay requires a signature page signed by both M.A. readers:
   - o The first reader will always be the director of the SRP for the year the student entered the program (unless you complete an alternative Master's essay).
   - o The second reader will be decided/chosen based on topic.
   - o When the master's essay has been approved by both readers, the first reader should email the Graduate Program Coordinator. The Coordinator will remove the "R" grades for S566, S567, and S569.

(3) After your Master's essay has been approved by both M.A. readers, you will initiate the Master's Application for Advanced Degree eDoc. (Instructions are available: K/Grad/Current Grad Student Resources/eDoc Instructions)

(4) We will receive the Departmental Graduation List from the M.A. Recorder for each month in which an M.A. in Sociology is conferred. A copy of this list will go in your file. In addition, your graduate status will then be changed from M5 to D6; M5 is the Master's Level and D6 is Doctoral Level.

(5) Your M.A. diploma will be mailed to the home address listed in SIS and will take 3-6 months to arrive. Your M.A. degree will be reflected immediately on your official IUB transcript.

Procedures for Qualifying Exams

1. Graduate students progress to the Department of Sociology's qualifying examination after completing their Master's degree. Students must successfully complete the Qualifying Exam before being advanced to Ph.D. candidacy. Qualifying Exams may be attempted twice; a student who fails in a second attempt ordinarily will not be advanced to Ph.D. candidacy.

2. Students should take Qualifying Exams before the start of their fourth year in the program. Failure to complete the exams by this time jeopardizes a student's timely progress toward the Ph.D., and will be taken into account during Departmental evaluations and funding decisions.

3. Each student will form a Qualifying Committee made up of two faculty members from the Department of Sociology. The student will select one member as Chair. A third member-at-large ("generalist") will be appointed to each Qualifying Committee by the Director of Graduate Studies.

4. In consultation initially with the Chair of the Qualifying Committee, and later with the other Committee members, each student will prepare a list of appropriate readings. The length of the reading list will vary by research area, but as a guideline, it should consist of about 30 books and 100 journal articles/book chapters. Reading lists must be approved by the Director of Graduate Studies, in consultation (if necessary) with the Graduate Recruitment and Evaluation Committee. Most reading lists will continue to evolve as a student prepares for the exam: new items may be added, unnecessary ones deleted. *Reading lists submitted to the Director of Graduate Studies for approval must be accompanied by the names of the first and second readers, preferred dates for the examination, and a 1-2 paragraph description/rationale for the proposed research area.*

5. The reading list should define a broad substantive area of sociological research, including both contemporary and classical literature. The broad substantive area should be roughly equivalent to a commonly recognized sociological specialty. In general, the reading list should adequately prepare the student to do research and to teach a graduate level substantive course in the chosen specialty. The Qualifying Exam is designed to serve as a bridge between graduate course work and preparation of a dissertation proposal. There are no pre-approved areas or reading lists.

Note: Examples of reading lists are available at K/Grad/Current Grad Student Resources/Sample Qualifying Exams.

6. A student may not devise a Qualifying Exam exclusively in theory or methods; however, the substantive literature should be linked to broader issues of theory and method in sociology as a whole.

7. Qualifying Exams are offered four times during the academic year: the third week of fall semester, the week after Thanksgiving break, the third week of spring semester, and the week after Spring break. The scheduled date must be mutually agreeable to the student, the Qualifying Exam Committee, and the Director of Graduate Studies (who is responsible for administering the exam). Qualifying exams are normally scheduled to be taken during the academic year. Students may only take exams in the summer if the date is approved by all committee members and the DGS. At least two months before the scheduled exam date, the student must provide the Director of Graduate Studies with a reading list for his or her approval. At that time, the third faculty member-at-large will be appointed to the Committee, and he/she will have an opportunity to propose changes in the reading list.

8. Students will answer three to five questions prepared by the Qualifying Committee, reflecting key sociological issues raised by the reading list as well as broader issues of theory and method that may be relevant to the area. The answers together may be no longer than 30 typed, double-spaced pages (references and/or bibliography are not to make up any part of these 30 pages), with one-inch margins, using an 11 or a 12-point font.

Students will have 72 hours (three days) to complete the exam. They may work at any site, and are free to use any books and personal notes during the exam period. Students are expected to work entirely on their own during the examination period. The Qualifying Committee may fail an examination without review if a student receives help from another person during the exam period or if a student shares the contents of the examination questions or responses with anyone during the exam period without the express permission of the Director of Graduate Studies. Plagiarism or collusion during the exam period are grounds for expulsion from the graduate program, as per University policy. If requested by the student, the Department will try to provide a quiet place to work and access to a computer.

Note: Examples of qualifying exam questions are also available at K/Grad/Current Grad Student Resources/Sample Qualifying Exams

A student who, just prior to or during the exam period, encounters an emergency that would affect his or her performance on the exam should contact the Director of Graduate Studies as soon as possible. The Director of Graduate Studies is

empowered to consider the situation, as well as other special circumstances outside of the student's or committee's control, to determine whether some special accommodation seems fair and reasonable, and, if so, to implement that accommodation.

9. If the exam is taken during the academic year, it will be evaluated by the Qualifying Exam Committee within three weeks. If it is taken during the summer, the Qualifying Exam Committee has until the third week of the fall semester to evaluate the exam. Available grades are honors, pass, and fail. A unanimous vote of the Committee is required for pass or honors. Students are encouraged to seek feedback from committee members about their performance on the exam.

10. A successful Qualifying Exam will demonstrate a student's mastery of chosen readings, as evidenced by an ability: to synthesize creatively diverse perspectives and findings in a way that has the potential to extend existing literature; to discuss relevant works at a detail sufficient to demonstrate that they have been read and understood; to think critically about the readings and to provide reasoned judgments about their worth and utility; and to write coherent and organized prose. Failed exams will display an absence of these qualities.

11. Qualifying Examination procedures and performances will be reviewed annually by the Graduate Affairs Committee and the Director of Graduate Studies. Suggestions for minor changes will go to the Executive Committee for approval, while suggestions for major changes will be considered by the full faculty.

12. Students who wish to take the Qualifying Exam during the next year should inform the Director of Graduate Studies and the Graduate Program Coordinator by the end of the first week of the Fall Semester.

Ph.D. Candidacy

The "Nomination to Candidacy for the Ph.D. Degree" eDoc (instructions available at K/Grad/Current Grad Students/eDoc Instructions) is initiated by the student after the following requirements have been met:

(1)   Successful completion of qualifying exam.

(2)   Completion of all required coursework for the Ph.D. degree.

(3)   Completion of doctoral "outside minor" (usually four courses--12 credit hours). Reminder: A minor memo from your outside minor department may be required prior to nomination to candidacy.

The "Nomination to Candidacy for the Ph.D. Degree" eDoc will be routed to your Advisor and the outside minor advisor for their approval. After faculty approval, the eDoc is routed to the University Graduate School for approval.

When the eDoc is approved by the University Graduate School, you will receive notification of your approved PhD candidacy, which will include the effective date you became a candidate.

INFORMATION ABOUT THE PHD CANDIDACY EXPIRATION DATE:

PhD candidacy expires seven (7) years from the date of passing your Qualifying Examination. (For example, if you passed your Qualifying Exam on 7/16/10, then your candidacy will expire on 7/16/17.)

PhD candidates can receive one (1) six-week extension of this expiration date (only). A memo is required from the DGS to the Associate Dean of the University Graduate School requesting the extension and providing reasons why it is needed. This is a one-time extension only. If your PhD candidacy expires, a reinstatement process is required to renew candidacy.

Reinstatement involves taking a new Qualifying Exam and once again applying for candidacy (by submitting a memo requesting reinstatement/revalidation). To avoid this process, you must successfully defend your dissertation and your dissertation accepted by the PhD Recorder prior to the expiration date.

Students must be continuously enrolled in the program each Fall and Spring semester, without interruption, after passing their qualifying exam. Students may register for S869 or G901. (Please note that S869 and G901 have different health insurance plans so you may be a new deductible if you switch from one course to the other.)

S869 and G901

S869

S869 hours are "PhD thesis" hours that Sociology graduate students will begin to accumulate from the very first semester in the program. Students receive an "R" (deferred) grade each time they enroll in S869. All "R" grades will be automatically changed to "A" grades upon completion of the dissertation.

Students may count 30 hours of S869 towards the 90 credit hours needed for the Ph.D. degree. (The typical student has 30 hours of master's level coursework, 12 hours of minor coursework, 18 hours of Ph.D. coursework, and 30 hours of S869).

G901

G901 hours are "Advanced Research" hours that students will begin taking only after they have become PhD candidates. This means that the graduate student has completed all course requirements; has completed the MA degree; has passed the doctoral qualifying examination; and completed their outside minor and other coursework. It is at this point only that students are authorized to enroll in G901.

Students will be allowed to enroll in a total of 6 semesters of G901. G901 is automatically worth six credit hours. Students can enroll in G901 only during the fall and spring semesters. (Students only register for G901 in the summer if they will be depositing their Dissertation to ProQuest. Special permission must be obtained by the Graduate Program Coordinator from the Dean of the University Graduate School before students may enroll in G901 in the summer.)

G901 has a flat fee of $150.00 and is not eligible to be paid by the SAA fee remission. Students should save their G901s for those semesters in which they do not have funding or have funding that does not provide tuition benefits.

Enrollment in G901 indicates that the advanced graduate student is working exclusively on their dissertation, and the six semesters of G901 is considered adequate for completion of the PhD. If the dissertation is not complete within this time frame, students may enroll in 1 hour of S869 each semester until completion of the degree in order to maintain "active status" in the program.

Dissertation Proposal Defense

Only those who have become PhD candidates can defend dissertation proposals. To be a candidate you need to complete your MA, successfully pass your qualifying exam, complete required course work and outside minor, and have your nomination to PhD candidacy approved by the Graduate School. (Once your PhD candidacy nomination is approved, you are a PhD candidate.)

At this point, you officially form your PhD research committee, normally comprised of four members (3 in Sociology and 1 in your minor). A waiver is required if you are requesting that no faculty member from your outside minor department be represented on your PhD research committee. You may unofficially begin the process of forming your research committee as you approach this point in your program. You may wish to seek the advice of the DGS. Be sure to speak with each of the faculty selected to ensure they have time to commit to your project before placing them on your committee.

A 1-2 page dissertation proposal summary (abstract) will be required along with your Human Subjects approval forms from the Human Subjects Committee. YOU CANNOT DEFEND YOUR PROPOSAL WITHOUT HUMAN SUBJECTS APPROVAL.

Once you have successfully defended your proposal, you will then initiate the "Nomination of Research Committee for the Ph.D." form. (Instructions for this eDoc may be found at K/Grad/Current Grad Student Resources/eDoc Instructions)

Once the Nomination of Research Committee eDoc is approved, you be on the way to completing your dissertation.

Please review the Guide to the Preparation of Theses and Dissertations online at https://graduate.indiana.edu/thesis-dissertation/index.html

Human Subjects

The procedures for review of research involving human subjects have become increasingly complex. All students must educate themselves about relevant procedures: https://research.iu.edu/compliance/human-subjects/index.html

Review procedures differ depending on the type of research being conducted. All students who will conduct Human Subjects research must complete a Conflict of Interest disclosure https://research.iu.edu/compliance/conflict-interest/index.html and pass the Collaborative Institutional Training Initiative (CITI) test (https://research.iu.edu/training/citi/index.html). The Institutional Review Board must review all research involving human subjects.

Dissertation Defense

Dissertation Defense (Final Examination for the Ph.D./Oral Defense of Ph.D. Dissertation):

(1)   Must be at least 6 months after Dissertation Proposal Defense. (In certain cases, this requirement may be waived via memo request to the Associate Dean of the University Graduate School.)

(2)   You should generate your "Ph.D. Defense Announcement" eDoc. (Instructions may be found at K/Grad/Current Grad Student Resources/eDoc Instructions). This form must be approved at least 30 days in advance of your defense date (in certain cases this can be waived with a memo to the Associate Dean).

(3)   Contact the Graduate Program Coordinator to make arrangements for the Defense event. This may involve a room reservation and/or remote access processes.

Note: As you prepare for your dissertation defense, ensure formatting is in compliance with University Graduate School requirements: https://graduate.indiana.edu/thesis-dissertation/index.html

(4)   **ON THE DAY OF THE DEFENSE**:
- You will initiate a "Defense Signature College" eDoc via One.IU. This will be approved by each of your research committee members **after** they accept your final revisions.
- You will defend your dissertation.
- Sometimes your committee will sign off right away; sometimes more revisions will be required before the final approval of the Ph.D. research committee can be obtained.

(5)   Once your final dissertation is approved, inform the Graduate Program Coordinator so he/she can change the "R" grades for S869 and G901 credit hours.

SUBMITTING FINAL COPY OF DISSERTATION:

Once the final revision of your dissertation has been approved by all members of your research committee, you may deposit it to ProQuest. (See instructions at: https://graduate.indiana.edu/thesis-dissertation/submission/doctoral.html)

You must be registered at the time you submit your dissertation - even if it is during the Summer.

COMMENCEMENT

To participate in Commencement, follow the instructions at: https://commencement.indiana.edu/

Academic Job Placement

As you near the end of the program (this normally means you are approaching your final year, your dissertation defense is not far off, and an academic position is your goal), you will go on the job market, and begin your job search. Much of the preparation for your search will already have been completed as part of your graduate training, for example, the preparation of your curriculum vita, attending and presenting at various Sociology conferences and meetings, etc.

Your dissertation advisor (PhD research committee chairperson) typically provides much of your advice regarding the job market, and the Director of Graduate Studies will provide job market workshops and ongoing advice.

Workshops are held each spring for those of you who are going on the market during the upcoming academic year.

The Graduate Program Coordinator will collect and organize your letters of recommendation and will assist you in creating a GoogleDoc to track your job search activities.

Nearly all of the job postings are now contained online through the American Sociological Association's official website. Students should certainly be members of the ASA before going on the job market. If you are not a member, you do have to pay in order to view job postings that are in the ASA Job Bank, but you can get a monthly subscription for a reasonable rate.

You can view the *ASA Job Bank* on-line by visiting the official website of the American Sociological Association:
https://asa.enoah.com/Job-Bank-Information .

In addition, as the Department of Sociology learns of other postings, you will receive email notification as well.

Sample materials are available on the student K drive: K>Grad>Current Grad Student Resources>On The Market

Non-Academic Job Placement

Your dissertation advisor and the Director of Graduate Studies will also provide on-going advice if your job placement goal is directed towards applied research and/or strictly non-academic positions.

The Graduate Program Coordinator will also provide the same level of office support for this type of job search as the academic job search.

Schuessler Institute of Social Research (SISR) and
Center for Survey Research (CSR)

Schuessler Institute of Social Research (SISR)

The Institute of Social Research at Indiana University was established in 1963 to promote and facilitate research in sociology. It operates as an arm of the Department of Sociology, although its services extend to other units of the Campus and the University. The Institute's funds come from the College of Arts and Sciences.

The mission of the Institute is to assist sociology faculty in conducting their research, provide office space and computing facilities for externally-funded research projects, train sociology graduate students to conduct sociological research using a variety of methodologies, house the offices of professional journals in sociology, serve as a locus of computer services to the sociology department and its units, host presentations of sociological research by faculty at IU and other universities, assist sociology faculty in obtaining funding for their research, provide access to computers and technical assistance to sociology graduate students, and serve as a repository for widely used public-access data sets as well as for data gathered by the Schuessler Institute and the Center for Survey Research.

Center for Survey Research (CSR)

The primary mission of the Center for Survey Research (CSR) is to provide research services to academic and public policy researchers and to facilitate educational and experiential opportunities for researchers, graduate, and undergraduate students. The CSR is a social science research facility that focuses on academic, social science, and public policy research.

The CSR staff adhere to the highest quality academic and government research standards and procedures. CSR staff are committed to using the most current technology possible to continuously improve the quality and efficiency of our efforts as researchers. We practice and promote the highest ethical standards.

At the CSR, all staff contribute to the research process, as all are essential in making a research project successful. Our success is measured by our ability to collect high quality survey data that are timely, accurate, and reliable while maintaining an environment that promotes and nurtures the professional and personal growth of each staff member.

The Center provides the management, staff, and facilities required to conduct all phases of telephone, mail, and web surveys. In these surveys, which may involve local, state, regional, national, targeted, or elite populations, the sample and study design are tailored to researchers' needs. The Center staff assist researchers in formulating questions and designing questionnaires as needed. The expertise and experience of the Center staff are provided to researchers so that they need not be concerned with the day-to-day operations of the survey.

The Center employs individuals trained in all aspects of survey research: questionnaire design, sampling, interviewing, conducting focus groups, coding, data entry, and data analysis. Spanish language interviews are conducted when appropriate.

Graduate Student Association

The Sociology Graduate Student Association (GSA) is the representative of the graduate students in the Sociology Department at Indiana University, Bloomington. Through various elected positions, and elected and volunteer committees, the GSA communicates with the faculty and staff on issues of importance to graduate students such as faculty hiring and departmental policies.

In addition, the GSA coordinates social activities and the recently established mentoring award that is presented to a faculty member each year. All graduate students in the sociology department are automatically members of the GSA.

Departmental committees on which graduate students serve each year include:

Executive Committee, Graduate Affairs Committee, Undergraduate Affairs Committee, and Personnel Committee (All). Sociology GSA elected positions and committees include:

President
Secretary
Treasurer
Executive Committee (2)
Personnel Committee (2)
Graduate Affairs Committee (2)
Undergraduate Affairs Committee (2)
Research Infrastructure Committee (1)
GPSO Representative
Social Committee (4)
Graduate Recruitment Committee (4)
Public Sociology Forum (2)
Race and Ethnic Relations Committee (2)
IIDS Coordinator (1)

Important Sources of Information

Current Grad Student Resources on the K: Drive
K:>Grad>Current Grad Student Resources
Collection of documents suggested by previous grad students to make life easier. Materials include instructions for completing eDocs, sample qualifying exam reading lists and questions, job hunting materials, etc. If you have suggestions of other things to include, please share your ideas with the Graduate Program Coordinator.

Student Central
https://studentcentral.indiana.edu/
centralized source of information regarding your Bursar account, financial aid, registering for classes, updating your personal information, transcripts, etc.

University Graduate School Bulletin
https://bulletins.iu.edu/iub/

APPENDIX A – Departmental Tracking Sheet

Name:	SID:	Year Started:	updated
	Required Courses		
Course	Semester	Grade	Credits
S500: Proseminar			1
S501: Sociology as a Vocation			1
S502: Launching Your Career			1
S510: Social Organization			3
S530: Social Psych			3
S540: Social Theory			3
S558: Advanced Research			3
S566: Research Practicum I			1
S566: Research Practicum I			3
S567: Research Practicum II			2
S567: Research Practicum II			2
S554: Stat Techniques			3
S650: Statistical Methods II			3
	Required Credits		29
	Advanced Courses		
Course	Semester	Grade	Credits
Advanced methods (S651, 652)			
S600-level			
S600-level			
S700			
	Advanced Credits		0
	Elective Credits		
Course	Semester	Grade	Credits
	Elective Credits		0
	PhD Thesis Credit		
Course	Credits Earned	# of Semesters Taken	
S869			
G901			
	Minor:		
Course	Semester	Grade	Credits
	Minor Credits		0
	Total Credits Earned		29

APPENDIX B – DEGREE MAP

Fall Term – Year 1

S500 (1 credit)
S566 (2 credits)
S554 (3 credits)
S558 (3 credits)
S600-level or S530 (3 credits)**

Spring Term – Year 1

S501 (1 credit)
S566 (3 credits)
S650 (3 credits)
S600-level or S510/540 (3 credits)**

Summer Term

S567 (2 credits)

Fall Term – Year 2

S502 (1 credit)
S567 (2 credits)
S600-level or S530 (3 credits)**
S651/652 or Minor Course (3 credits)*

Spring Term – Year 2

S600-level or S510/540 (3 credits)**
S600-level or S510/540 (3 credits)**
Minor Course (3 credits)
S651/652 or Minor Course (3 credits)*

Fall Term – Year 3
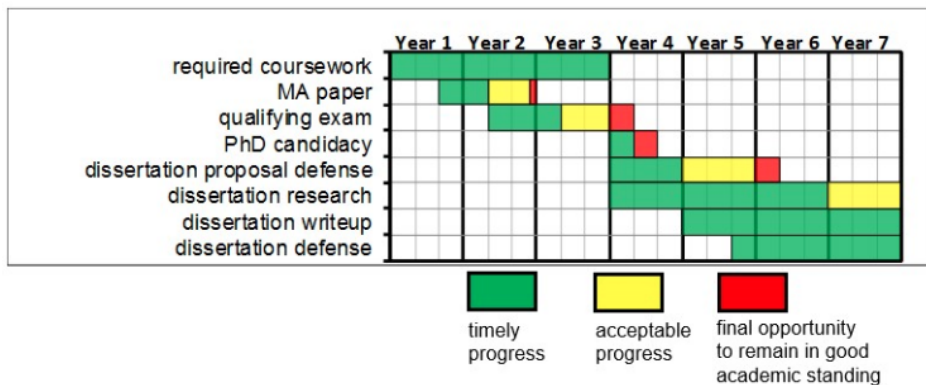
S506 or elective (3 credits)
Minor course (3 credits)

Spring Term – Year 3

S700 (3 credits)
Minor course (3 credits)

** Need one semester of S651 or S652
** Need two semesters of S600-level coursework

APPENDIX C – MILESTONES

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
required coursework							
MA paper							
qualifying exam							
PhD candidacy							
dissertation proposal defense							
dissertation research							
dissertation writeup							
dissertation defense							

timely progress | acceptable progress | final opportunity to remain in good academic standing

Additional information may be found at: https://sociology.indiana.edu/student-portal/graduate/phd-degree/phd-timeline/index.html

APPENDIX D – List of Required Milestones and Documents

Master's Application for Advanced Degree eDoc (available via One.IU)

Statement of Completion of Ph.D. Minor (contact Grad Program Coordinator for information)

Nomination to Candidacy for the Ph.D. eDoc (available via One.IU)

Human Subjects Approval (https://research.iu.edu/compliance/human-subjects/index.html

Dissertation Proposal (contact Grad Program Coordinator for information)

Ph.D. Nomination of Research Committee eDoc (available via One.IU)

Ph.D. Dissertation Defense Announcement eDoc (available via One.IU)

Ph.D. Commencement Participation Application eDoc (optional for those choosing to participate in either the December or the May Commencement Ceremony) (available via One.IU) (see the Commencement website for additional information: https://commencement.indiana.edu/)