



GRADUATE STUDIES MANUAL

Department of Sociology

Michigan State University

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THE UNIVERSITY AND COMMUNITY

Michigan State University, as a pioneer land grant university, believes that teaching and research should serve the needs of society. The university has over 40,000 students from all over the world.

The university is located in East Lansing, a community of about 50,000 residents, which is adjacent to Lansing, the state capital. The MSU campus is very spacious, with wide lawns, many trees, a winding river, flowering gardens, natural woodlots, and recreational areas. Many plays, lectures, concerts, and other cultural events are presented. MSU is an hour and a half drive from Detroit, and less than half a day's drive from such metropolitan centers as Chicago, Toronto, Pittsburgh, Cleveland, and Cincinnati. MSU has easy access to vacation opportunities along the Great Lakes and in scenic northern Michigan. Housing is available on campus and in the community.

THE DEPARTMENT: AN OVERVIEW

The Department of Sociology is part of the College of Social Science, and also has formal ties with the Colleges of Agriculture and Natural Resources, Human Medicine, Osteopathic Medicine, and Education.

In addition, many faculty have informal ties with various other departments in the College of Social Science, and with the College of Communication Arts and Sciences and the Eli Broad College of Business. Department members are involved in area studies and development studies through their involvement with such units as the African Studies Center, the Asian Studies Center, the Center for European and Russian Studies, the Center for Latin American and Caribbean Studies, the Center for Advanced Studies in International Development, Global Urban Studies Program, and the Center for Women in International Development. Department members are involved in ethnic and regional studies through their connections with the Julian Samora Institute, the Institute for Public Policy and Social Research, and the Urban Affairs Programs. Department members are engaged in particular topical areas of sociology through their involvement in the National Food Safety and Toxicology Center, the Center for Integrated Plant Systems, and the Center for Environmental Toxicology.

Graduate education in the Department of Sociology is intended to develop professional sociologists who will be creative research scholars, teachers, and practitioners.

The Department is redefining our scholarly future under the thematic rubric of Global Transformations with the five focus areas of Gender and Family; Health and Well-Being; Food, Environment, Agriculture, Science, and Technology (FEAST); Urban, Race, and Migration; and Demography.

THE DEPARTMENTAL GLOBAL TRANSFORMATIONS THEME AND THE DISCIPLINE OF SOCIOLOGY

The world today is in the throes of enormous social change. Since the end of the Cold War, people, goods, ideas, and capital are moving across global geopolitical boundaries at ever-increasing rates. These flows of people, goods, information, and capital are related and the result of actions taken by government officials, corporate executives, community leaders, and others world-wide who have granted unparalleled authority to markets, introduced new technologies, restructured nature, broken national solidarities, exacerbated national, racial and ethnic conflicts, *and* created new solidarities, new nationalisms, new means to connect (e.g., the Internet) and new counter-movements. Social institutions such as the state, family, community do not hold sway as they once did. Categories and ideal types such as structure and agency, global and local, male and female, urban and rural, capitalist and communist, which were once used to describe social life, are no longer adequate. Indeed, the rich differences within social institutions and the interstices between these categories are the focus for exploration.

The department commitment to global transformation will involve development of, participation in, and contributions to global and international projects and programs. Faculty members and students are involved in research, teaching and service that are internationally oriented. In addition, their scholarly work is focused on the challenges of global understanding involving comparative social, political and cultural differences as well as understanding how a global context accounts for social processes, change, and inequality.

Sociology as a discipline is moving toward a new understanding of its core concepts. Whereas once it was thought that class, status, gender, race, and ethnicity *explained* things, it is now more commonly agreed that these categories are the *result* of social processes, including global processes. Contemporary patterns in their full complexity and diversity challenge classical social theory for explanations. In addition, the fluidity of the current social situation offers intellectual and practical opportunities that did not exist before. Consider some of the many diverse strands of change. Identity politics and the rediscovery of ethnicity is a subject of endless debate. New forms of social organization as diverse as self-help networks, internet communities, and social movements built around diseases, proliferate. Migration is commonplace whether due to civil strife, war, the lure of the city, the avoidance of technological, economic, or social risk, or even the availability of cheap air travel. But rather than lead to some global melting pot; at times it appears that humanity is becoming more divided even as we become more connected with each other.

With global transformation, the world of things is rapidly changing. Lower transport and communications costs coupled with the reduction in tariffs and quotas encourage world trade as never before. With global exchanges come new patterns of human disease (AIDS, H1N1 Flu), animal disease (mad cow disease), and plant diseases (plum pox). And, more international trade means more opportunities for drug trafficking and terrorism. New forms of technology are transforming societies. This is the age of biotechnologies transforming foods and pharmaceuticals, of information technologies changing the ways we communicate with each other, of nanotechnologies permitting new forms of work as yet nearly unimagined.

Global transformation is defined by shifting ideas and ideologies. Soviet-style socialism is no more. Economic liberalism prevails and proclaims the end of history. The welfare state is being replaced by the regulatory state. Management gurus and pop psychologists provide a cacophony of voices telling us what to believe, how to act, what to do. Fundamentalisms—Islamic, Christian, Hindu, Jewish—appear reinterpreting traditions that are thousands of years old. And, at the same time, others proclaim that techno science will save us, if only a particular research path is pursued.

This new era of global change is a time in which money moves far more rapidly with hundreds of billions of dollars electronically traded globally each day. Stock markets fluctuate widely on the news of elections, wars, government statistics, and corporate failures. Universities are now patenting scientific inventions and discoveries. Venture capitalists dispense huge sums of money to promising entrepreneurs. Voluntary organizations raise capital through social marketing of their chosen causes.

Given these extensive global changes, sociology itself is changing. We can no longer easily distinguish the domestic from the international.

The discipline of sociology, at least from the perspective of the American Sociological Association (ASA), has been moving towards analyzing socio-economic processes in the context of globalization. The increased research attention to globalization is exemplified in the establishment of the Section on Global and Transnational Sociology in 2008. Top journals of the discipline are publishing an increasing number of articles related to international research and global issues, such as “Globalization and Diminishing Manufacturing Employment” (*American Journal of Sociology*, 2009), “The Global Economy as Instituted Process” (*American Sociological Review*, 2009), “Global Fields and Imperial Forms: Field Theory and the British and American Empires” (*Sociological Theory*, 2009), “Global Market Building as State Building” (*Theory and Society*, 2009). These are only a few of the indicators of a move toward a focus on global and transnational processes in sociology.

Following from our departmental theme of Global Transformations are five areas of research concentration: Health and Well-Being; Family and Gender; Urban, Race and Migration; Food, Environment, Agriculture, Science & Technology (FEAST); and Demography.

I . Health and Well-Being

Members of MSU’s Department of Sociology study *the social organization of health care* including such topics as social determinants (e.g. race ethnicity income and education) of access to health care, and the structure of health professions. We explore many aspects of the *social psychology of health* (i.e., micro-level health related attitudes and behaviors) by studying such topics as alcohol consumption, drug use, doctor- patient communication, mental health, sociology of the body, attitudes towards food safety, the origins and consequences of stress, responsibility relationships in health and medicine. We also study *social epidemiology* (including social/environmental determinants of lead poisoning), the *demography of aging* and intimate partner violence.

We have four graduate courses that emphasize Health and Well-Being. They are Social Organization of Health and Medicine [Soc 873], Social Psychology of Health Care [Soc 872], Social Epidemiology [Soc 977], Demography and Public Health [Soc 851] and The Political Economy of Women's Health [Soc 970].

Several other graduate courses are relevant for those who emphasize the Social Psychology of Health: Social Structure and the Individual [Soc 976], Social Attitudes [Soc 974] and Theories of Social Psychology [Soc 870]. Other courses relevant to Health and Well-Being are Techniques of Population Analysis [Soc 954] and Population Food and Rural Development [Soc 850].

How does Health and Well-Being relate to other University Initiatives and strengths?

The Sub-Theme of Health and Well-Being positions the department to participate in many research and teaching programs in the College, University and wider community

First, many faculty in the medical schools and many professionals working in off-campus medical and public health agencies, see social science as relevant to their work and seek collaborations with social scientists. On campus faculty in the Center for Ethics and Humanities (being renamed the Program in Bioethics, Humanities and Society), are concerned with doctor-patient communication and decision making especially regarding risky procedures and end of life decisions. They are also concerned with the policy implications of greater genetic information. Off-campus stakeholders include the Michigan Public Health Institute the Michigan Department of Community Health, and the Life Sciences Corridor, which funds health and aging research and development initiatives to support basic and applied research in health related areas. Faculty in the Sociology Department have engaged in past collaboration with faculty from the medical and biomedical areas and there is the potential for future collaborative research as well.

The second is the National Food Safety and Toxicology Center, which includes risk analysis involving the identification, assessment, management and communication of risk, much of it from toxic substances in the environment. Sociology faculty are already involved in the center and there are additional opportunities for both research and graduate and post doctoral training.

Third is the Environmental Science and Policy Program, headed by sociologist Tom Dietz. Environmental health is an important emerging area and several Sociology department faculty are involved in a study of lead in the environment. In this study they are using demographic and epidemiological methods. In addition, concerns with environmental risk also dovetail naturally with concerns about risk from medical procedures.

Fourth is the renovated Urban Studies program. Urban populations at least in the United States often have especially high concentrations of racial/ethnic minorities and low income people. Since such groups tend to have poorer health and less access to medical care, and since AIDS rates also appear to be higher in cities, the study of health issues will fit well with such an Urban Studies Program. The health of minority group members has been studied by members of our Department.

Fifth, the Center for Advanced Study of International Development (CASID), the Office of Women in International Development (WID), and the Institute for International Health (IIH) are other units

with which Sociology faculty are integrated. While the focus of CASID is not limited to health, the relationship between health status and economic development falls within its purview. Similarly, WID recognizes research pertaining to how the health of women affects the health of their children and their ability to work. IIH focuses on global health issues involving health risks and infectious and chronic diseases and their mitigation.

Finally, Health and Well-Being has links to social epidemiology and demography. The Department of Epidemiology houses several sociologically trained people. One sociology department faculty member teaches a course on social epidemiology, which is taken by students in epidemiology, and another teaches and does research on the social demography of health.

Overlaps with other sub-themes in the Sociology Department

Our concern with social determinants (e.g. race ethnicity income and education) of access to health care) complements the concerns of the Sub-Theme of *Urban, Race and Migration*. Our research on social/environmental determinants of lead poisoning, and concerns with medical risk contributes to the sub-theme of *Environment, Science and Technology. Agriculture and Food* also overlaps with the concerns of this area as the public is increasingly concerned about eating food which is not only free from toxins, but which is also part a healthy lifestyle.

II. Family and Gender

Many of the most important social developments of the late twentieth and early twenty-first century have concerned family and gender in one way or another. Around the world, in all societies, the structure of family life is undergoing profound changes. Changing family relations are accompanied by global changes in women's and men's labor force participation and both developments are contributing to growing family diversity. Smaller households, rising divorce rates, and the feminization of poverty are making women's contributions increasingly important. As more family members seek employment in market economies, families throughout the world are becoming more dispersed. At the same time, around the world, women's paid and unpaid labor is key to global development strategies.

As these changes now figure prominently on the international stage, the time is right for sociology at Michigan State University to strengthen its specialization in family and gender. Global changes give a new urgency to family sociology – a long-standing specialization in the field, and to the sociology of gender – a specialization that has exploded in the past twenty-five years. Although they are distinctive sociological specialties, family and gender are inseparably linked. Both are shaped by economic and institutional forces, and both are closely tied with systems of inequalities, reflecting patterns of power and domination.

Major transformations in world economic and cultural systems have affected all families and households, and given rise to new patterns of family living. The last half of the twentieth century witnessed major transformations in global economic and welfare systems, migration, and the role of the state. As families assist people in dealing with these changes, family configurations have expanded to include a more diverse array of family and domestic groupings. Sociologically, family

study extends beyond family living – to the relationships of families to their extended kin, the larger community and transnational forces. As globalization and economic restructuring transform structures of opportunity and as state support for social welfare declines, families will continue to be of great importance for providing their members with resources, knowledge, support, and connections.

The program in family sociology at MSU is designed to study families and households in all their variation – from a variety of theoretical and methodological perspectives. The family program concentrates on the study of conventional and emergent families (in terms of race, ethnicity, immigration, sexuality, and other forms) in different structural contexts (poverty, international, spatial location, economics, restructuring), using different kinds of methodological approaches.

Sociologists recognize the centrality of gender as an ongoing principle in all social systems, including family, work, health, migration, and a host of other social domains. In the twenty first century, gender and other systems of inequality can best be understood in the context of global, economic, and social patterns. It is difficult to find a single place in the world where the workplace is not segregated by gender. Worldwide, women also do most of the work associated with housework, child, and elder care.

The gender specialization at MSU addresses the links between gender relations, race, class, and national inequalities across the globe. Such intersecting inequalities are increasingly located in current processes of globalization. Although the master images of globalization are gender-neutral (transnationalism, free markets, democratization), the world in which globalization is ascendent is gendered. Transnational corporations place strategic power in the hands of certain groups, affecting the lives of women and men in both developed and developing countries. The global division of labor has a strong gendered component, with women workers, usually from the poorest countries providing a cheap supply of labor for manufacturing products that are distributed in the richer industrial nations.

The sociology of gender at MSU views the world through the prism of difference as it intersects with other hierarchies and social forces. Gender operates at multiple social levels shaping institutions, interaction, and individuals, and race and class-specific ways. This perspective is consistent with initiatives of sociology throughout the country. Across the world, sociology departments are encouraging the full integration of theory and research on gender into the curricula as a whole. This trend is reflective of recent transformations in the discipline. For example, the largest and fast growing section of the ASA is “Sex and Gender.” Increasingly, applicants to our own department list gender as an area of interest. Indeed, many of our currently enrolled doctoral students are specializing in gender. This is not a fad. It is reflective of larger trends in the field of sociology in particular, and the social sciences in general.

III. Urban, Race and Migration

Focus area's links to Global Transformations

The MSU department of sociology has long been concerned with the sociological study of urban, race and migration. In order to build on this established concern, we embrace the incipient paradigm called the New Urban Sociology that maintains an integrated and multi-dimensional approach that sees urban and metropolitan regions as the location where a variety of social processes and relationships come together, are modified, and shape human life.

The New Urban Sociology

The New Urban Sociology emphasizes the importance of global transformation (our department theme) as central to shaping life in all urban and metropolitan regions. Every society is undergoing a process of urbanization, such that an increasing fraction of the world's population resides within urban environments. While the idea of urban may conjure up an image of closely packed tenement buildings and skyscrapers, we see the urban way of life of incorporating broader urban regions – including suburban and exurban areas which now contain greater populations than central cities.

Moreover, lifestyles in locations quite distant from urban concentrations -- regions associated with agricultural production, tourism, leisure and wilderness -- rely on technologies, transport systems, forms of production and consumption and reveal patterns of stratification, meaning-making, and demographics that are not significantly distinct from those found in urban centers.

This approach is concerned with the influence of global political and economic forces as well as the national and local patterns that shape life in urban and metropolitan regions. The new urban sociology understands the dual relationship between environments and people. Rejecting strictly structural approaches, it considers the role of culture, aesthetics and symbol systems in creating meaning within human environments.

Race

Besides its orientation towards the new urban sociology, the urban, race and migration subtheme also focuses on the sociological meanings and consequences of race and ethnicity as significant bases of social organization, status, identity and life chances. Of key importance are relations between race and ethnicity and other bases of social inequality, solidarity and identity, such as gender, sexuality, nationality, religion, generation, language and spatial location.

At the beginning of the 21st century it is obvious that people throughout the world are more closely connected as a result of economic and technological globalization and international travel. Yet, at the same time, racial and ethnic conflicts are also virulent and deadly social realities in almost every part of the modern world and many such conflicts are a consequence of globalization. It is, therefore, within this larger context that we pursue our national and international concerns with race and ethnicity.

Migration

Finally, the third component of the urban, race and migration subtheme is migration. The current era is marked by an unparalleled level of human migration, which is directly related to an international array of both recent and long-term political, economic, cultural, social and technological developments. The sociological study of migration addresses modes of exit, reception and incorporation of different types of migrations (including labor migrants, refugees, transnationals and sojourners) in distinct political, economic and cultural contexts.

Migration contributes to growth and change within urban and metropolitan regions. Migration and its aftereffects have great and wide ranging impacts upon nearly every aspect of social, economic, political, and cultural life in countries of origin and settlement -- altering religion, dietary habits, economic patterns and racial, ethnic, gender and national identities. Migration itself will continue to be a major social issue for the foreseeable future. And many of today's most gripping social problems -- including racial and ethnic conflict, economic inequality, the viability of the nation state, and the cultural/ideological basis of social institutions -- are themselves the product of previous migrations. As a consequence, the area of urban, race and migration encompasses among the most significant, challenging and fertile topics for sociological analysis today.

Faculty members' involvement with the focus area

Several members of the MSU Department of Sociology are involved in the comprehensive study of urban, race and migration and their causes and consequences at global, national, regional and local levels. Reflecting the diverse interests of group members, we approach our areas of study from an ecumenical perspective. At the same time, all of us acknowledge the interlinkage between particular aspects of urban, race and migration and more general trends.

The members of this group have already established a significant reputation in the study of race and migration, having published numerous books, book chapters and journal articles on these issues. Our research comprises the full range of sociological methods, from visual sociology and cultural studies, to historical analysis, ethnography, demography, census analysis, ethnosurveys and survey research. As a consequence, the MSU department of sociology is recognized as a center of expertise and excellence in sociological research, teaching and publication on topics related to race and migration.

IV. Food, Environment, Agriculture, Science and Technology (FEAST)

Agriculture and Food studies explores issues ranging from the cultural aspects of food to the political character of farmer's markets and Community Supported Agriculture programs, from the new funding patterns for public agricultural science to indigenous environmental struggles against shrimp farming, from the different attitudes towards genetically modified foods in Europe and North America to the factors that contribute to farmer decision-making when it comes to selecting sustainable agricultural practices. MSU is one of the global leaders in the development of this field.

An internationally comparative and often historical approach has suffused the sub-discipline in a manner that resonates deeply with the department's overarching theme, Global Transformations. Whether studies of seasonal patterns of international agricultural labor migrations or developments in the international sourcing of durable food inputs or investigations of the international pastiche that is nouvelle cuisine, this area of scholarship has always had an eye to the mutual composition of local production systems and the global market conditions and the differentiation of (some) local consumption patterns in combination with uneven developments in global cultural homogenization.

Faculty within the department use a wide variety of analytic perspectives in their agro-food research. Political economy, science studies, institutional analyses, human ecology, social psychology and media analysis are brought to bear primarily on issues of agroecology and sustainable agriculture, emergent forms of industrial process and product grades and standards, food safety, media representations, biotechnology and development research.

Agriculture and food scholarship in the Department is linked through joint appointments and collaborative activity to the Michigan Agricultural Experiment Station, the Center for Integrated Plant Systems, the National Food Safety and Toxicology Center, and the Institute for International Agriculture. Faculty collaborate on the Long-Term Ecological Research Project at the Kellogg Biological Station, and on the USDA National Needs Fellowship in Social and Ethical Dimensions of Biotechnology. Faculty participate in the MSU Extension Food Safety and Fruit Industry Area of Expertise Teams. Leadership of the Institute for Food and Agricultural Standards and the Partnerships for Food Industry Development – Fruits and Vegetables – also resides in the Department.

Current research, teaching and outreach which link agriculture and food to other interest areas of the Department can be expanded and enhanced to further integrate the activities of the Department. At present there is already a good deal of work in the area of overlap between the Food and Agriculture focus area and the Environment, Science and Technology area. However, clear links with the Urban, Race and Migration focus area are tied to issues of urban, poor and oppressed minority consumers will relate to spatially and socially distant food producers, as well as how food production can be integrated into urban land use and spatial management. Similarly, changing national and international gender divisions of labor in food production, processing, retailing and preparation represent important potential areas of future scholarship. The development of the production, exchange and consumption of food is inextricably linked with the development of the technoscience of those activities. Exciting possibilities also abound in connection with the Health and Well-Being focus area. In particular, concerns with diet, obesity, athleticism, and anorexia – among others – are indicative of issues associated with the body and the proliferation of medical institutions focused on the embodiment of health and disease.

Food, Environment, Agriculture, Science and Technology (FEAST) at MSU is unique in two ways. On the one hand, the concentration of eight faculty members connected with environmental concerns may be the largest such collection in the United States. On the other hand, the broad pursuit of the contested connections between environmental transformations and technoscientific processes is also rare. In particular, while environmental sociologists have sought to relate natural

facts and ecological problems to the social facts and institutional practices historically explored within the wider discipline of sociology, they have had a tendency to treat science as relatively non-problematic and technology in a black or white manner. Similarly, while science and technology studies explore the social processes, and social construction, of science and its technological products – the dominant social institution and material objects modern society privileges in the pursuit of knowledge about and engagement with nature — it has generally focused on laboratories, medicine, and workplaces rather than on the sciences of ecology and environmental problems. Pursuing the integration of environmental sociology and science and technology studies – without rejecting in any way the intra-disciplinary research of present and future faculty – has led, and will continue to lead scholars at MSU to pursue some of the following concerns:

- 1) The integration of realist and constructivist approaches to nature, science, technology and environmental problems.
- 2) The integration of social and biophysical causes and consequences in the study of environmental problems and technoscientific development
- 3) The integration of multiple levels of cause and effect then becomes necessary in this process as social and ecological processes operate at diverse scales, scales that are often difficult to disaggregate
- 4) The generation of ways to conceptualize environmental justice across social groups and biophysical regions emerges from sociological concerns with norms, values and equality once connected to analyses of the complexity of social and biophysical causation at its many levels of operation.

Not surprisingly, then, the departmental theme, Global Transformations, resonates strongly with the Food, Environment, Agriculture, Science and Technology (FEAST) focus area. Here, among many other topics, the processes of global transformation accelerate the multinational movement of commodities in a manner that intensifies of the introduction of exotic and invasive species and is inseparable from concerns with tropical deforestation and extinction patterns across the globe. That this process – and local and international resistance to it (including new forms of environmental-labor-indigenous coalitions) – is directly connected to the proliferation of new information technologies again orients scholars to combine environmental and science studies.

Many of these issues are being investigated across the MSU campus by faculty and departments in the natural and social sciences connected to Sociology by faculty collaborations and through the newly developed School of Environmental Sciences and Policy. Other departments and centers to which MSU sociology faculty connect in their environmental work include the Gender, Justice and Environmental Change Graduate Specialization, the Food Safety and Toxicology Center, Kellogg Biological Station and the Long-Term Ecological Research site located there, International Programs, the Agricultural Experiment Station, and the State of Michigan's Department of Natural Resources (through its connection to Cooperative Extension and the College of Natural Resources), among others.

As part of the analysis of these and other phenomena, sociologists explore patterns of locally specific and generalizable modalities associated with:

- 1) personal, institutional and political regulation of environmental behavior;
- 2) the mobilization for environmental activism across multiple social scales, including national boundaries;
- 3) issues of post-normal approaches to risk;
- 4) concerns about environmental and food safety and security, including those of biotechnology and food irradiation;
- 5) comparative historical studies of landscape biocomplexity;
- 6) issues of privately established product and process standards for the production of agricultural and consumer commodities, including their relation to organic production and acceptable pollution levels; and
- 7) studies of comparative national environmental policy in the context of economic and environmental globalization.

Present faculty at MSU approach these problems borrowing from traditions tied to Human Ecology, Actor-Network Theory, Political Ecology, Environmental History, Social Movement Analysis and Feminist Science Studies, among many others, in this work.

V. Demography

Research and teaching in the Sociology of Population fits within the Sociology Department's overarching theme of Global Transformations. Some representative substantive questions within the Sociology of Population are:

What happens during a demographic transition? The demographic transitions in the Lesser Developed Countries (LDCs) in the 20th century differed from the pre-20th century ones in the More Developed Countries (MDCs), but how? How do diets typically change during a demographic transition? What effects do those changes have on sickness, disability, survival, fertility, family structure, and migration? Why have most of the world's MDCs now entered a Second Demographic Transition to below-replacement fertility and declining death rates among the elderly? Will the aging of the population in the MDCs and the global AIDS epidemic that has hit LDCs especially hard slow agricultural and industrial development globally? How will economic globalization shape the Third Demographic Transition: outmigration from rural to urban places locally, nationally, and internationally? Will the demographic responses to global economic transformations hamper the earth's capacity to feed people in the 21st century? What policies can guide sustainable economic growth and population change, and why?

These issues invite interdisciplinary dialogue that will help to link Sociologists of Population to other units on MSU campus: e.g., in the College of Agriculture and Natural Resources: the Department of Agriculture, Food, and Resource Economics; the Department of Community, Agriculture, Recreation, and Resource Studies (CARRS); the Department of Fisheries & Wildlife; and the Department of Food Science & Human Nutrition (joint with the College of Natural Science). In the College of Human Medicine, our link is the Department of Epidemiology. In the College of Social, Behavioral, and Economic Sciences, we link to: the Department of Anthropology; the

Department of Family and Child Ecology; the Department of Geography; the Department of History; the Department of Political Science; and the Environmental Science and Public Policy Institute.

Students specializing in the Sociology of Population should consider joining the Population Interest Group in the Rural Sociological Society (RSS), the Section on the Sociology of Population in the American Sociological Association (ASA), and the Research Committee on the Sociology of Population in the International Sociological Association (ISA).

The Sociology of Population Focus Area offers the following courses:

- Soc 451 Dynamics of Population
- Soc 850 Population, Food, & Rural Development
- Soc 851 Demography & Public Health
- Soc 852 Migration & Social Change
- Soc 954 Techniques of Population Analysis
- Soc 884 Applied Longitudinal Data Analysis
- ISS 310 People & Environment

Faculty available to teach in the focus area are: Steve Gold, Nan E. Johnson, Cathy Liu, Maryhelen MacInnes, Brendan Mullan, Stephanie Nawyn, Khalida Zaki, and Zhenmei Zhang,

OVERVIEW OF PROGRAM REQUIREMENTS

Doctor of Philosophy

The doctoral degree program in sociology is designed to give the candidate a general background in sociological theory and methodology as well as training in a major substantive area of the discipline.

The graduate program is a doctoral program and the formal awarding of a master's degree is not required for the Ph.D. Students seeking only an M.A. degree are not ordinarily admitted to the program.

In addition to meeting the requirements of the university and of the College of Social Science, students must meet departmental requirements specified below:

- 1) Attendance at the teaching assistant workshop offered the first two days prior to the beginning of fall semester.
- 2) Attendance at the sociology graduate pro-seminar through the first year of study. (This requirement is fulfilled through attendance of the Globalization Proseminar, which involves presentations by several faculty members).
- 3) During the second year of study, students will prepare a professional research paper suitable for presentation at a professional meeting or publication in a professional journal. Students must give a presentation of the paper at a department colloquium.
- 4) Satisfactory completion of required courses in theory, methods, statistics, Graduate Teaching and Professional Development, and the Globalization Proseminar (total of eight courses).
- 5) Satisfactory completion of a program of study in one or more of the areas of specialization designated by the Department. Each student must complete a program of 5 substantive courses (i.e., courses in addition to those meeting the theory, statistics and methods requirements) approved by her/his guidance committee.
- 6) Enrollment in a minimum of 24 SOC 999 Dissertation credits.
- 7) Successful completion of comprehensive examinations.
- 8) Successful defense of the dissertation.

There is no language requirement. Where acquaintance with a foreign language is necessary for advancing the special interest of the student, the student, in collaboration with the guidance committee, may decide upon the study of a foreign language appropriate to his/her research and career development.

Master of Arts

The Ph.D. is the expected terminal degree in the department and students are not required or encouraged to obtain an M.A. However, students who wish to receive the M.A. degree must fulfill the following requirements:

1. Satisfactory completion of three basic required courses: one each in theory, methods, and statistics.
2. Satisfactory completion of at least three courses in one of the five theme areas of the department.
3. Attendance at the teaching assistant workshop offered the first two days prior to the beginning of fall semester.
4. Attendance at the sociology graduate seminar through the first year of study. (This requirement is fulfilled through attendance of the Globalization Proseminar, which involves presentations by several faculty members).
5. Preparation and presentation of a professional paper suitable for presentation at a professional meeting or publication in a professional journal. This paper must be presented at a department colloquium.
6. Completion of a total of 30 credits including 4 to 8 credits of SOC 899.

SPECIFIC PROGRAM REQUIREMENTS

Theory

All graduate students are required to take, or have already taken the equivalent of, SOC 815 Classical Sociological Theory and SOC 816 Contemporary Theory. No student will be granted a Ph.D. degree without having on record:

1. A 3.0 or higher grade for SOC 815 and for SOC 816, or
2. A letter exempting the student from these courses on the basis of having done equivalent work. (See below for more on such letters).

Statistics

All graduate students are required to take, or have taken the equivalent of, a one semester statistics course approved by the Methods Committee. The coursework must also be approved for graduate credit (400 level or above). The recommended course is SOC 881 Analysis of Sociological Data I. Another possibility is STT (Statistics) 421. Those with mathematical training at least through calculus may wish to take STT 441. No student will be granted a degree (M.A. or Ph.D.) without either:

1. A grade of 2.5 or higher in an approved course, or
2. A letter on record waiving this requirement on the basis of having done equivalent work (see below for more on such letters).

The above requirement represents a minimum amount of training in statistical methods. It is strongly recommended that students do more than the minimum requirements.

To perform satisfactorily in any of the courses in statistics, a student must be competent in college algebra. Those who are not competent in college algebra must take a course in it (Math 110 or 116 or 120) before taking statistics. All students who have not completed basic statistics must, upon entering the department, take the sociology department's placement examination to determine their level of algebra competence. Contact the sociology department office for information about when and where the examination is given.

Methods

All graduate students are required to take, or have taken the equivalent of SOC 885 Methods of Sociological Inquiry. The Methods of Sociological Inquiry," which treats the domain assumptions and limitations of an array of sociological methods.

Additional Requirements in Theory, Statistics and Methods

In addition to the above, all students must either take SOC 882 or a second one of the following courses: SOC 954 Tech. of Population Analysis; SOC 985 Qualitative Field Research; SOC 986 Survey Research Principles.

In addition, all graduate students are required to take, or have taken the equivalent of, one specialized methods course. These courses are: SOC 954, Techniques of Population Analysis; 985 Qualitative Field Research; 986 Survey Research Principles; or some other 800 or 900 level specialized methods course approved by the student's advisor and the Methods Committee.

Waivers and Substitutions

If you are using other training to substitute for departmentally required courses, you need to submit a waiver letter. This waiver letter must indicate the departmental course that you have had the equivalent of and also indicate the training that has provided you with the equivalent of our course. Such a waiver letter must be issued and signed by a faculty member who regularly teaches the course you wish to waive. In addition, your guidance committee report must list the Sociology course being waived and to indicate that it has been waived.

Moreover, if you are proposing to satisfy part or all of the methods requirement with a method that is different from the departmentally required courses, your guidance committee must agree that your training in this method is a reasonable alternative to one of the required Departmental methods courses.

TA Workshop

All first year students are required to attend both days of the Teaching Assistant Workshop held just prior to the start of fall semester. International TAs must attend the International TA Program usually in early-mid August.

First Year Seminar

Prior to the implementation of the Globalization Proseminar requirement, students had to attend this to meet faculty and develop a cohort identity. The Globalization Proseminar current fulfills this requirement.

Second Year Research Paper

During the second year of study, students will prepare a professional research paper suitable for presentation at a professional meeting or publication in a professional journal. The maximum length of the paper should not exceed thirty pages double-spaced. Students must give a presentation of the paper at a department colloquium. Students will be expected to provide two copies of their paper to the department, one of which will be placed in the student's file and another placed in the departmental library.

The purpose of this requirement is to strengthen the department's emphasis on research by ensuring that students are capable of preparing a professional research paper. It also provides a scholarly writing experience in a genre scholars actually use and engages the talents and skills of students in organizing and analyzing data beyond the typical term paper.

It is not a requirement of the Ph.D. program that a student obtain a Masters' Degree. Obtaining a Master's degree is not necessary and not encouraged.

For those students who do not intend to obtain an M.A. degree, doing the second year paper is still one of the requirements of the Ph.D. program. You do not have to enroll in SOC 899 at all and it is best if you do not do so. Instead, enroll in SOC 890 for the work you do on the paper. You do not have to have the second year paper bound or typed according to the special university format. You do have to submit a clean, typed, final copy to the department in some standard format.

For those students who do intend to obtain an M.A. degree, the second year paper serves for what the university calls a masters' thesis. You must enroll in at least 4 credits of SOC 899 (maximum of 8 credits). If you have changed your mind about getting the degree and have SOC 890 credit for work on the paper, we can change the 890 into 899 credits by submitting an administrative action form. You must submit a copy of the paper to the graduate school in the format they prescribe and pay all of the fees for binding, etc., that are required. The graduate school provides a booklet that tells you what you need to do and how to do it.

For all students the completion of the second year paper is a time of evaluation. Each student's committee will recommend to the department whether or not the student should be allowed to continue in the program. This is true whether or not the student intends to continue.

The second year research paper itself is essentially a report of research findings such as would be submitted for publication in a journal. It is to be article length (30 typed pages), article style (e.g., no long literature reviews) and data based. Of course, all kinds of data are included. If new data is collected, the approval of the human subjects committee (UCRIHS) must have been obtained in advance no matter what kind of data it is. Even if secondary analysis of an existing data file is performed, approval of UCRIHS may necessary. Check out their web site for current instructions. (<http://www.humanresearch.msu.edu/>)

The presentation is not a simple reading of the paper. Instead it is a verbal presentation of the material in the paper but in the form of a talk or lecture such as would be given at a professional meeting. Use of overheads, charts, handouts, visual aids and the like is encouraged. It is hoped that every student will try to do the same presentation at an appropriate professional meeting at some time in the future. Each person will have something like 15 to 20 minutes to do the presentation. The audience will be all faculty and graduate students in the department. There will be only two times each year when presentations may be given. These will be announced at the beginning of each year.

Prior to the presentation, the student's draft must have been approved by a committee of three faculty members. This approval shall mean that the paper is acceptable for final approval with only minor revisions. The student will only be permitted to give the oral presentation if a signed form or letter, indicating the committee's approval has been filed with the Graduate Coordinator.

When the final version of the paper is complete, a form or letter with a final grade for the paper should be submitted and signed by the chair and two other members of the guidance committee.

Second year papers written elsewhere

Students entering the graduate program in sociology at Michigan State University can have the second year paper requirement waived if they have received a Masters in Sociology from a university or college that is recognized as either an Association of American Universities (AAU), American Association of State Colleges and Universities (AASCU), and National Association of State Universities and Land Grant Colleges (NASULGC) accredited institution of higher education in the United States. Students who have received a Masters from another discipline or from a US school that is not accredited by one of the organizations listed must have two faculty members, preferably faculty members who have agreed to be temporary advisors, read the thesis and provide letters to the Graduate Coordinator that the thesis meets the expectations of the Department of Sociology at Michigan State University.

Students from colleges and universities outside the U.S. must also have two faculty members, preferably faculty members who have agreed to be temporary advisors, read the thesis and provide letters to the Graduate Coordinator that the thesis meets the general requirements-of the Department of Sociology at Michigan State University if they would like to have the second year paper requirement waived. This includes work written within departments of sociology, as there is a wide

range of expectations concerning what constitutes graduate work across nations. Students who have written their thesis in a language other than English must also provide an English translation of their work the Department of Sociology. This translation will be evaluated according to the criteria and procedures described above.

SUMMARY OF REQUIREMENTS

Master of Arts

Take all of the following:

SOC 881 Analysis of Social Data I
SOC 815 Classical Sociological Theory
SOC 885 Overview of Research Methods
Globalization Proseminar

one of the spec:

SOC 954 Techniques of Population Analysis
SOC 985 Qualitative Field Research
SOC 986 Survey Research Principles
SOC 989 Special Topics in Sociological Methodology

Attendance at TA Workshop

Attendance at first year seminar (Satisfied by Globalization Proseminar)

Second year research paper presentation

Three courses in major specialization

Doctor of Philosophy

IN ADDITION TO THE ABOVE requirements for the MA:

Take SOC 816 Contemporary Social Theory
Take Graduate Teaching and Professional Development Course

Take at least one of the following

SOC 882 Analysis of Social Data II

OR one of the following courses (choose one which has not been taken previously:

SOC 954, SOC 985, SOC 986 SOC 989

At least two additional courses in major specialization for a total of at least five (individual committees may require more)

Enroll in a minimum of 24 SOC 999 dissertation credits

Comprehensive examination

Dissertation

CRITERIA FOR SATISFACTORY PROGRESS IN PROGRAM (also found on pp. 44)

- Students should have filed an approved guidance committee report no later than the end of the first year in the graduate program;
- Graduate students are ordinarily expected to complete at least six credits of coursework each semester in which they are enrolled until all required coursework is completed;
- Students should have no more than seven deferred or incomplete credits in courses other than thesis or dissertation credit;
- Students should have had their M.A. or 2nd year paper approved by the end of five semesters in the program and must have made an oral presentation no later than the sixth semester;
- Students should complete comprehensive exams within 5 years of entering the graduate program;
- Students should have filed an approved dissertation proposal within one year of passing their comprehensive exams;
- The Ph.D. degree should be completed within eight years of initial enrollment in the graduate program;
- The Ph.D. degree should be completed within three years of passing comprehensive examinations;
- *Ph.D. candidates must have at least a 3.00 grade-point average in the degree program;*
- *Ph.D. candidates cannot have grades below 3.00 (including N grades in the P-N grading system) in not more than two semester courses required by the guidance committee.*

INDEPENDENT READING COURSES, AUDITING COURSES IN THE DEPARTMENT, AND THE CIC PROGRAM

Graduate students with shared interests are encouraged to organize small groups (e.g., three to eight persons), among themselves and ask a professor to conduct a directed readings course on a specialized sociological topic. Such directed readings should include meaningful dialogue among the students and professor. They can be conducted under SOC 890. Arrangements concerning frequency of meetings and number of credits are flexible and should be agreed upon by the professor and the students. Courses of this sort should be arranged at least six months in advance of the term in which they will be offered.

Independent readings courses provide a way to study topics that are not available in regular courses. Substitution of independent study for regular courses, however, is strongly discouraged. If such a substitution is necessary, the readings course should have the same breadth of coverage as the regular course.

Graduate students are encouraged to enrich their scholarly background by informally auditing sociology courses outside of their formal program. Arrangements to audit a department course require the approval of the professor giving that course.

Through the Committee on Institutional Cooperation (CIC), advanced graduate students can take one or two terms of sociology coursework at another CIC university. These are the "Big Ten" universities, plus the University of Chicago. The student registers at Michigan State University and pays no additional fees at the host institution. Full credit will be given for this work by the MSU Sociology Department. Anyone interested should consult with her/his major professor, who will make the necessary arrangements.

STANDARD OF WORK

In order to receive either an M.A. or Ph.D. degree, a student's course grades must meet the following minimum standards.

- A. An overall grade point average (GPA) of at least 3.0 (University Rule).
- B. A GPA of at least 3.0 in courses given by the Sociology Department (Department Rule).
- C. Grades less than 3.0 in no more than three of the courses required for the degree (College of Social Science Rule). This rule means the following:
 1. To receive an M.A. degree, a student may receive no more than three grades below 3.0;
 2. To receive a Ph.D. degree, a student may receive no more than three such grades in courses listed on his/her Guidance Committee Report.

Deferred grades may be given if work has been satisfactory, but has not been completed because of extenuating circumstances. **Effective Fall semester 2007** -- when giving a DF-Deferred grade, the required work ***MUST*** be completed and a grade reported within **6 months** with the option of a single six-month extension. If the required work is not completed within the time limit, the DF will become U-Unfinished and will be changed to DF/U under the numerical and Pass-No Credit (P-N) grading systems, and to DF/NC under the Credit-No-Credit (CR-NC) system. This rule does not apply to graduate thesis or dissertation work credits. [This replaces the time line of 2 years to complete a DF.]

Now that the new rule requires DF grades to be completed within 6 months, we urge students to complete any deferred grades over the break immediately following the semester in which the deferred was acquired. Experience shows that once a new term has begun, it is very hard to complete a deferred grade and the longer one retains it the more difficult it becomes to remove it. In addition, unfulfilled deferred grades delay one's rate of progress in the graduate program and reduce one's chances of obtaining financial aid.

Satisfactory grades in coursework are not, by themselves, sufficient demonstration of an ability to pursue scholarly work with the degree of competence and independence that will be required in one's future teaching and research. Furthermore, obtaining the M.A. degree does not imply automatic admission to the Ph.D. program. The Master's project committee has the responsibility of recommending termination or admission to the Ph.D. program upon completion of the Master's degree requirements. **Further discussion of the criteria and procedures involving termination from the program are given in Appendix C.**

OTHER REQUIREMENTS

LANGUAGE REQUIREMENTS

There is no departmental language requirement for the M.A. or the Ph.D. degree. Inclusion of a language requirement in a student's doctoral program is a decision which rests with each Guidance Committee and is based on its relevance to a candidate's specific program.

ENGLISH REQUIREMENTS FOR FOREIGN STUDENTS

All foreign students are required to demonstrate competence in English sufficient for graduate study. Sufficient competence is determined either by scores in examinations at the English Language Center or TOEFL scores. Admission to the program is automatically provisional until this requirement is satisfied. Delay in satisfying this requirement and failure to enroll in recommended English language courses are grounds for dismissal from the program.

Foreign students who wish to hold a teaching assistantship are required to meet higher English language standards than those required of other graduate students. English Language Center or TOEFL scores of sufficient magnitude must be submitted prior to any appointment as a teaching assistant.

Please note that ETS has been rapidly phasing out the Test of Spoken English (TSE). Although MSU still accepts TSE scores as an alternative to the SPEAK test, the score report cannot have been issued more than two years prior to the student's appointment as a TA. Also note that the spoken section of the TOEFL does not substitute for the SPEAK test.

TEACHING REQUIREMENT

All Ph.D. candidates who intend to enter teaching careers are required to teach at least one course under departmental supervision.

FULL TIME STATUS

Full time status for doctoral students is defined as a minimum of 1 credit for those students who:

- a. Have successfully completed all comprehensive examinations and are actively engaged in dissertation research; or
- b. Are doing department-approved-off-campus fieldwork related to preparation of their dissertation.

DF-DEFERRED GRADES TIME LINE

The required work MUST be completed and a grade reported within 6 months with the option of a single six-month extension. If the required work is not completed within the time limit, the DF will become U-Unfinished and will be changed to DF/U under the numerical and Pass-No Grade (P-N) grading systems, and to DF/NC under the Credit-No Credit (CR-NC) system. This rule does not apply to graduate thesis or dissertation work.

THE MAJOR PROFESSOR AND GUIDANCE COMMITTEE

Upon entering the graduate program, each student is assigned a temporary advisor. By the end of two terms in residence, all students must select a major professor. This may, but need not, be the temporary advisor.

The second year research paper must be approved by a committee consisting of the major advisor and at least two additional non-retired tenure line faculty. The Ph.D. guidance committee and dissertation committee must contain at least four non-retired tenure line faculty members, at least three of whom must be from the Department of Sociology.

Retired and emeriti faculty are considered with this group of "non-retired" faculty for the first two terms of their retirement. Temporary faculty or faculty who has been retired for more than two semesters may serve on committees in addition to the three or four regular faculty members required.

Each year, each graduate student is evaluated by his/her major professor and the department. These evaluations from the major professor should be discussed with the student and any concerns about the student's ability to complete the degree should be addressed at this time. Students should expect to receive, and have a right to see, the evaluations from their committee and major professor. Students also have a right to communicate, orally or in writing, their own comments regarding their performance. For more information on advising and mentoring, please see the following:

Guidelines for Graduate Student Advising and Mentoring Relationships

<http://www.grad.msu.edu/staff/mentoreport.pdf>

Graduate Student Rights and Responsibilities handbook of the Graduate School).

<http://www.vps.msu.edu/SpLife/default.pdf>

All students in the Ph.D. program are encouraged to consult regularly with their advisors and form a Guidance Committee as soon as possible. All students in the Ph.D. program are required to turn in a signed Guidance Committee report by the end of the third semester of their regular enrollment (not counting summer terms) in the Ph.D. program. (For those who were initially taking English language training, this would mean within three semesters of completing their English language requirement.) Any student who had not met this requirement shall not be permitted to enroll until he/she has formed a guidance committee. If the student's performance is otherwise satisfactory, the student may re-enroll once he/she has formed a committee and has a course of study approved.

It is the responsibility of the Guidance Committee to approve all courses which the student intends to take. Prior to completing the formation of the Guidance Committee, the student shall work out a list of all courses to be taken each term throughout her/his graduate program, in consultation with the major professor or temporary advisor.

When the Guidance Committee meets, it should not only approve a course of study, but comment on the student's progress and prospects, strengths and weaknesses. If the committee has any concerns about the student's ability to complete a Ph.D., it should communicate those directly to the student and the Graduate Program Coordinator.

The Ph.D. Guidance Committee also composes and evaluates the students' comprehensive examinations, meets with the student to consider the proposed dissertation, reviews the dissertation, and conducts the final oral examination.

At any time, a student may change committee members, including the major professor. In particular, one's Dissertation Committee need not be the same as the Guidance Committee for the pre-dissertation part of the Ph.D. program. To change committee members, a student should (1) secure the consent of the individuals to be added, and (2) inform the Graduate Secretary of the names of those being added and those being removed from the committee. A form will need to be signed by ALL old and new committee members that are being changed.

FREQUENTLY ASKED QUESTIONS ABOUT COMMITTEES

(Ph.D. Committees: Guidance Committee, Comprehensive Examination Committees, Dissertation Committees).

1. What is the minimum composition of a Ph.D. committee?

The committee must contain at least four members. At least three must be regular faculty in the Sociology Department. The fourth can be in or out of the Department but must be regular faculty at MSU. **It is strongly recommended to obtain a regular faculty member from outside the department, as they would serve as committee member and Dean's Representative for students' oral exam.** Note further that while some faculty have joint appointments, all have a primary Department and this determines whether or not they are considered within the Department of Sociology.

("Regular faculty" has the rank of professor, associate professor, assistant professor, instructor or librarian and are appointed under the rules of tenure. Sometimes they are referred to as tenure stream faculty.)

Note also that at the oral defense of the dissertation, there must be a Dean's representative and this person must be a regular MSU faculty member from outside of the student's department.

If the Dissertation Committee already contains such an outside member, that member may be appointed as the Dean's representative. If not, the Dean's office will appoint a faculty member from outside the Department as Dean's rep.

2. Can the committee be larger than 4 members?

Yes.

3. Can a regular faculty member appointed in another department, but with an adjunct appointment in sociology, serve as a member from the department of sociology?

No.

4. What about emeritus (retired) professors?

They can serve both as committee members and committee chairs if the department chair approves. It is not recommended to begin a new committee with an emeritus professor as chair.

5. Can non-tenure stream faculty serve on committees as one of the required members?

Yes, but they must go through an approval process. The department chair must approve and request approval from the Dean of the Graduate School, who must also approve.

6. What about serving as additional members?

Persons who are not MSU regular faculty can serve on committees but the total number of such persons cannot exceed the number of regular faculty.

7. How does a student form a committee?

Start with a meeting with your advisor. Discuss with him/her your interests and career objectives and agree on a list of potential members. Contact potential members and ask them to serve. Be prepared in each case to provide information about your interests and objectives and the potential contribution of the faculty member to the committee. When the committee is complete, inform the Graduate Secretary. Forming a committee is the joint responsibility of student and advisor.

8. Can a student change their advisor or committee members?

Yes. Obtain a form from the Graduate Secretary. The form must be signed by the advisor (or new advisor) and the graduate program coordinator. It is recommended but not required that the student or advisor personally inform committee members who are being removed from a committee.

Second Year Paper Committees (M.A. committees)

1. What is the standard minimum composition of a second year paper committee?

Three. All must be regular faculty members at MSU. The student's advisor must be from the department of sociology and ordinarily at least one of the other two members must be from the department.

2. What about emeritus professors, non-tenure stream faculty, and the like?

The same rules apply as for Ph.D. committees.

COMPREHENSIVE EXAMINATIONS

Purpose

The purpose of the comprehensive examination is to give doctoral students the opportunity to demonstrate:

- a. knowledge of broad and specialized areas of sociology;
- b. ability for independent scholarship; and
- c. sociological writing skills, including the ability to organize, synthesize, and critique sociological material.

Preparing for the Examination

Students should convene a meeting of their Guidance Committee to discuss, define, and decide on the three (3) areas in which they will be tested. In making decisions, keep in mind that the comprehensive examination should be the nexus for (a) master works situated in areas accepted as legitimate sociological enterprises; and (b) frontier works that redirect thinking. The accomplishment of this goal is the responsibility of individual students and committee members, acknowledging that the areas designated should be neither too broad (e.g., structural inequality or conflict) nor too narrow (e.g., sociology of German-Catholic farm families). We suggest that students look at the sections that are included in the American Sociological Association to best acquire a sense of what constitutes an area.

There are, in the main, two ways a comprehensive examination can be intellectually designed: the "Pyramid" model, and the "Venn" model. Because preferences for one or the other model varies across faculty and committees, students should discuss with and agree on the model (or variation of a model) committee members want her/him to use.

Once the areas and model are agreed upon, a student should prepare statements that delineate the essential nature of each and meet with her/his chair to discuss them. (A chair may suggest that a student work with another committee member who has special expertise in one or another of a student's areas.) Statements should run one to three (1-3) pages each and should not be reviews of the literature. Rather, they should provide a relatively broad narrative that outlines:

- a. central issues/debates in the area;
- b. student's focus within the area;
- c. rationale for the types of literature included on the reading list; and
- d. questions/issues to be addressed in preparing for the examination.

We strongly encourage students to prepare an introduction to the statements in which she/he describes her/his fields and sub-fields and shows the relationships among the three areas chosen.

In addition to these statements, a student should prepare reading lists for each area, ensuring that key synthetic texts are incorporated. A useful guideline for each is that it include about 50 pieces of literature, recognizing that some areas may require a greater or lesser number of works than others. The literature included can be either books or articles, but the lists should include a mix of both.

After the statements and reading lists have been approved by the chair, they should be distributed to all members of the Guidance Committee, who may amend statements and/or add literature to the reading lists. Once tentative agreement has been reached on these, a student should convene a meeting of all members of her/his Guidance Committee. The purpose of this meeting is to approve the statements and reading lists; after approval students begin preparing for their examination. A date for the examination also will be agreed upon at this meeting, and the members of the Guidance Committee will agree on a division of labor and a timetable for finalizing the examination. Special concerns, if any, of a student regarding the examination may also be discussed. The Chair of the Guidance Committee will complete the form, which indicates that the meeting has taken place, and stipulates the dates the comprehensive examination will be taken. This form will be given to the Graduate Program Coordinator and retained in the student's file.

The reading lists will be considered final after this meeting. If, however, the examination is not taken within six (6) months of the meeting, the members of the Guidance Committee will review the reading lists and, if they believe it appropriate, add works to them. Students should maintain steady progress in their preparation for their examinations, ensuring that they keep on schedule. If, under exceptional circumstances, a student feels she/he is not prepared to take the comprehensive examination on the designated date, she/he must apply in writing to the Chair of the Guidance Committee to postpone the examination. It is the Chair's prerogative to accept or to deny the request. If the Chair agrees to a postponement, she/he must notify the Graduate Education Coordinator of the decision and the new date that has been agreed upon for the examination.

Students may participate in writing their own examination questions. We suggest that a student prepare one to two questions for each of the areas in which she/he will be examined a month or two prior to taking the examination. (Answers to successfully passed comprehensive examinations are on file in Room 316 BH, and students may look at these for help in constructing questions.) The

drafted questions should be submitted to the Chair of the Guidance Committee (or the faculty member with whom she/he worked most intensively on an area), who will review them and provide input and direction for revisions. After the Chair (or the appropriate faculty) approves the restructured questions, a student should submit them to the members of the Guidance Committee for additional critique and input. A student should also continue to refine these questions as part of the process of preparing for the examination. Members of the Guidance Committee have the prerogative to use these questions as written, modify them, or reject them in their entirety as they finalize the examination.

In preparing for the comprehensive exam, the student may receive feedback from committee members, on practice essays that he or she writes. However, there is one important exception to this. A student may *not* submit for feedback, the answer to any question that bears a strong resemblance to a question on which the student will be subsequently examined.

A student's approved statements and reading lists (and draft questions) serve as guidelines for the members of the Guidance Committee to use in finalizing the examination. The examination will not require knowledge of any literature that is not on the reading lists. The only exception is that each question may ask a student to analyze one (1) new article. Whenever this is done, however, a copy of the article will be appended to the examination question.

Guidance Committee members will submit questions to the chair of the committee at least two weeks before the scheduled beginning of the examination. The Chair of the Guidance Committee will circulate the complete exam to all members of the committee for review before giving it to a student. After consensus, the chair will submit the final examination (or part of it) to the Graduate Secretary; deposit of the examination with her/him constitutes notification of the Graduate Program Coordinator (GPC) that an examination is to be given. Students should contact the Graduate Secretary the morning of their examination to pick it up and must return the completed examination to her/him at the designated time of completion. The Graduate Secretary is responsible for distributing students' answers to the members of a students' Graduate Guidance Committee.

Examination Procedures

Students will have a total of 15 consecutive days to spend writing answers to the exam. Under exceptional circumstances, however, these need not be 15 consecutive days. Rather, after completing one part of the exam, a student may take a break of up to two weeks before receiving the questions for other parts of the exam. Hence, while a student may work on the exam for only 15 days, the time that can elapse from the beginning to the end may be four to eight weeks (the latter being an exception made for students with special scheduling problems).

Students who retake part of an exam (see rules on retakes below) will have an amount of time proportional to that fraction of the exam that is being retaken. More specifically, a student will have five days to answer one question, ten days to answer two questions, and fifteen days to answer three questions.

The comprehensive examination will require a student to answer a total of three (3) questions, and she/he will have some choice among questions. In answering questions, students should keep in mind that each should run approximately 20 to 25, double-spaced pages in length and that each answer will be evaluated according to the following criteria:

- a. Content
 - Is the area discussed from an informed standpoint, i.e., does it show an understanding of the area at large?
 - Does it compare works in a logical way, drawing out relationships between and among them?
 - Is the answer synthetic, i.e., integrative?
 - Does the answer demonstrate the capacity to conduct independent scholarship, i.e., ability to function alone?
- b. Style
 - Is the answer well organized, with a distinguishable introduction, discussion, and conclusion?
 - Is it written in a clear, simple, and direct manner?
- c. Originality (criteria for award of "pass with distinction")
 - Does the answer suggest new directions for thinking about an issue?
 - Is it interesting and engaging?

Under exceptional circumstances (i.e., English is not a student's first language) students may use the services of a stylistic editor, but they must obtain prior approval from the members of the Guidance Committee to choose this option. Students may not consult with other individuals in writing their answers, although they may ask the chair of the committee to clarify the meaning of a question. If a student uses a stylistic editor, she/he must turn in the answer given to this person when the edited answer is turned in.

YOU MUST BE ENROLLED THE SEMESTER YOU *BEGIN* YOUR COMPREHENSIVE EXAM. For students who were enrolled in the spring and are taking **their comprehensive exams** during the immediate summer semester, the department can request a waiver of the requirement that the student be enrolled for at least one credit the semester of **the comprehensive exam**. These requests are to be directed to the Graduate School and must be endorsed by the student's department and college. **All students defending their thesis or dissertation in the summer need to be registered for at least one credit during that summer, regardless of their being enrolled in the preceding spring semester.**

Grading

The chair of a student's Guidance Committee is responsible for notifying the Graduate Program Coordinator (GPC) and the student of the results of the examination simultaneously. Unless a chair has previously informed a student otherwise, the results must be communicated within 15 working days of when she/he turned in the exam. (Between term breaks and summers do not count as working days.)

There are three possible results the first time a student takes the comprehensive exam.

- a. Pass: answers to all three questions are satisfactory and no additional writing is required.
- b. Pass with Distinction: answers to all three questions are original, interesting, and engaging.
- c. Fail: one or more of the three answers contains major deficiencies and is not considered a passing answer. The report of the results of such answers will include:
 - the area(s) and question(s) in which a deficiency was shown;
 - detailed feedback indicating why the answer(s) was/were deficient;
 - the conditions attached to taking either part or the entire exam a second time.

While all of these results must be reported to the GPC, a Fail in which only one or two of the three answers were deficient will not be reported to the University. All other results (i.e., all three questions were passed or all three questions were failed) will be reported to the University.

Students may retake the complete comprehensive exam or the parts they failed one (1) time. The question(s) given for a retake exam will be new questions. Put another way, a retake exam does not constitute a revision of an answer that was considered inadequate. A retake is a fresh exam and will include question(s) different from those on the original exam. When a student retakes all or part of an exam, the only possible outcomes are Pass and Fail. Either outcome will be reported to the University. A student who fails all or part of the comprehensive examination two (2) times will be removed from the graduate program, i.e., she/he will no longer be a candidate for the Ph.D. degree.

When a student must retake part or all of an exam, but does not retake it within six (6) months of when the reading list was approved, the members of the Guidance Committee may make changes on the reading list. Students should also bear in mind College and University deadlines for completion of the comprehensive exam.

The only legitimate grounds for failure to turn in an exam within the allotted time are unforeseeable circumstances, clearly beyond a student's control, that does not give her/him time to work on the exam. If an exam is turned in late without such legitimate grounds, it will not be accepted and will count as a Fail. Whenever a student is allowed to have additional time, the Chair of the Guidance Committee must report to the GPC, explaining the circumstances, stating whether she/he has decided to accept the exam, and the reasons for this decision. This information should be included on the Comprehensive Exam Report.

The decision-making process on the results of an exam is as follows:

1. Grading an exam is the responsibility of the entire Guidance Committee. Each member of the committee reads the entire exam and prepares a written evaluation of it; specialists in one or more areas are expected to prepare substantive evaluations for the questions they wrote.
2. Questions will be read by each member of the Guidance Committee and the results reported reflect their joint decision. If a majority of the members (i.e., three people) vote to pass an

answer, it is automatically considered a pass. If two of the four members consider an answer a fail, it is automatically considered a fail. The members of a committee, however, may, in such an instance, meet to attempt to reconcile their different opinions.

MODELS FOR THE COMPREHENSIVE EXAMINATION

Designation of Areas

There are, in general, two models currently being used in the department to design comprehensive examinations. Both are viable and neither is preferred, although they are quite different.

1. Triangle Model: Field, Area, Locus

This model begins with an exploration of master works in a student's **field** of specialization (e.g., medical sociology or state theory). This exploration is followed by specification and exploration of an **area** within the field, one that has a discrete topical or empirical orientation (e.g., women's health or natural resource management struggles). Finally, a particular well-developed **locus** of concern (e.g., gender, technology, and health or labor versus environmental movements) is laid out and interrogated.

Approximately fifty works from the field, fifty from the area, and fifty from the locus are listed and the rationale for their inclusion discussed. In the process of intensifying the scholarship within one field, the expression of similar areas or loci in other sociological fields is consciously set aside. It is anticipated that the dissertation will focus on the locus of concern.

2. Venn Model: Fields, Areas, Loci

This model begins with three analytically discrete areas which are seen to intersect and overlap. Within each **field**, a student must define and show an understanding of key texts, explain how and why certain **areas** of concern in these texts are of personal concern, and **locate** these moments in particular exchanges or empirical issues. Often, although not always, the central areas within field will reflect overlap between fields, and the particular locus of concern will be the place where all three fields overlap. It is anticipated that the dissertation will be oriented around multiple perspectives on, or synthetic views of, sociological phenomena within the three fields.

In this model, the three fields might be the sociology of agriculture, environmental sociology, and science and technology studies. After exploring key historical texts, the sociology of agriculture field might be pared down to focus on the areas of agricultural environment and agricultural tech, finishing by examining a locus centered on agricultural-tech-environment relations. The same process would be followed in the remaining two fields. The environmental sociology statement would end with an exploration of how an orientation to environment or agriculture of technology generates different concerns. The science and technology statement would indicate the alternative loci which come from that perspective. Another example might be the fields of the sociology of development, migration studies, and community studies.

In the Venn model, the number of texts across the three fields would number approximately fifty, just as might the number of texts at the intersecting areas. Rather than including 50 texts in the field, 50 in the area, and 50 in the locus, each field would, for example, include 17 key texts within the field, 17 texts about the intersection of the field with each of the others, and 17 that look at the locus of intersection between all three fields. One strategy here (and this will depend on the fields and on negotiations within the committee) might be to reduce the number of key historical texts and emphasize works on the areas of overlap and multi-faceted loci.

Graduate students completing their dissertation using the Venn model might be seen as defining their locus from the inside (where the fields overlap) out (to where the fields are discrete. In contrast, those using the Triangle model might be seen as working from the outside in.

COMPREHENSIVE EXAMINATIONS

A STEP-BY-STEP GUIDE

1. Student convenes meeting of Guidance Committee to discuss, define, and decide on the three (3) areas in which she/he is to be tested.
2. Student prepares statements delineating nature of each area and three corresponding reading lists and meets with major professor (or designated surrogate) to discuss them.
3. Upon approval of major professor, student distributes statements and reading lists to all members of the Guidance Committee.
4. Student meets with committee members individually to discuss statements and reading lists. When tentative agreement is reached on these, student convenes a meeting of the Guidance Committee.
5. After formal approval of the statements and reading lists by the Guidance Committee (at this meeting or, if necessary, a subsequent one), student and Guidance Committee agree upon a date for the exam. (This date can be changed only under exceptional circumstances and after a formal request.)
6. Student prepares for the exam. During this period, she/he may write examination questions, which she/he discusses with Chair or designated surrogate.
7. Approximately two weeks prior to the scheduled exam, Chair requests committee members to provide questions for student's exam. Chair constructs exam and distributes to members of committee for approval. After exam is finalized, chair gives copy to the Graduate Secretary.

8. Student contacts the Graduate Secretary the morning of the comprehensive examination to pick up questions and returns the completed exam to her/him after 15 consecutive days spent answering them. The exam will require a student to answer a total of three (3) questions, and a student will have some choice among questions.
9. Fifteen (15) working days after student turns in examination, the Chair of the Guidance Committee notifies her/him of the Committee's decision about the exam.
10. A student may retake the complete comprehensive exam or parts that were failed one (1) time. The questions given for a retake exam will be new questions.
11. A student who fails all or part of the comprehensive examination two (2) times will be removed from the graduate program.

SUGGESTED DISSERTATION PROPOSAL OUTLINE

1. Introduction and Statement of the Problem
2. Theory and Literature
This section of the proposal should review only the literature which is directly relevant and pertinent to the topic of the dissertation. Lengthy and wide ranging reviews are not appropriate.
3. Specific Hypotheses to be Tested
A concise statement of the hypotheses and variables which will be investigated. Specific attention is given to how the concepts and variables will be operationalized.
4. Data
A discussion of how the data will be gathered, their adequacy and limitations, and why the methods of data collection are superior to others for testing the hypotheses.
5. Analysis of the Data
A description of how the hypotheses will be tested, the kinds of analysis to be used, the kinds of statistics to be used, and the formats for presenting the findings.
6. Contribution of the Dissertation
A discussion of the importance of the dissertation, including its theoretical, methodological, and substantive contributions.
7. PREP program for graduate students' professional development
Link to the PREP program for graduate students' professional development
<http://grad.msu.edu/cpd.htm>

8. Publishing agreement for thesis/dissertations with ProQuest

The new publishing agreement for thesis/dissertations with ProQuest now provides an “Open Access Publishing Option” as an alternative to the traditional publishing option available to our students. The Open Access option gives ProQuest the authorization to make the electronic version of the document accessible to all via the internet, including the selling of the document by commercial retailers and the accessibility to the work via search engines. A student selecting the Open Access option will not be eligible to receive royalties. This option makes your dissertation more visible, but may violate the expectations of other publication venues.

COMPUTERS

The Department provides some computer resources in the Useem Library and in the Graduate Assistant offices. There is also a public computer lab on the second floor of Berkey Hall. The department has a computer consultant available for questions and problems.

RESEARCH PARTICIPATION

Throughout the graduate program, students are encouraged to participate in research projects as assistants, apprentices, or through directed research credit. Students are also encouraged to present their research at professional meetings and to submit it to professional journals. Joint publication with faculty is especially encouraged and often occurs.

TEACHER TRAINING

The department is well known for its commitment to, and success in, teacher training. A very large number of the winners of the university's "Excellence in Teaching" Award, which recognizes outstanding graduate student teaching, have been from the Department of Sociology.

Every year, the department conducts a teaching workshop for graduate students. Part of each year's workshop is held with the fall orientation during registration. All new graduate students are required to attend. Also, International TA's must attend the International TA Workshop.

A three credit professional training course largely devoted to college-level teacher training, taught during the spring semester **SOC 989 Topics in Sociological Methodology** is available for graduate students. They are strongly encouraged to enroll.

All Ph.D. candidates are strongly encouraged to obtain teaching experience as part of their graduate training. Considerable experience can be gained as a teaching assistant (TA). TA's begin by assisting a faculty member in teaching an undergraduate course, but with experience, may eventually be given their own course to teach.

APPENDICES

A. GRADUATE STUDENT FINANCIAL AID POLICY

1. General

- a. The Department shall allocate financial aid to achieve the following goals:
 - 1) Recruitment of new students.
 - 2) Assisting continuing students to complete their degrees.
 - 3) Supporting Departmental teaching and research.
 - 4) Providing training in teaching and research.
- b. Teaching assistantships are divided into two categories: those used to recruit new students, and those to support continuing students.
- c. The new tuition waiver is in the amount of nine credits for Fall and Spring semesters, and five for Summer semester.

2. Allocation of Recruiting Graduate Assistantships

- a. The Graduate Admissions Committee shall have a number of teaching assistantships available for recruitment each year to be determined by the following formula:
Recruiting = (Total TA)/4.5, rounded to the nearest whole number.
- b. A student's academic record prior to entering this department shall be used in the allocation of recruitment assistantship.
- c. Recruitment assistantships are three-year appointments, with reappointment to a second and third year contingent on: satisfactory performance as an assistant; satisfactory rate of completing coursework; and a GPA of at least 3.6 in the first year. After the third year, those with recruitment TA's will compete for continuing Teaching Assistantships.

3. Allocation of Continuing Teaching Assistantships

- a. There are five relative criteria for selection as a teaching assistant:
 1. Satisfactory progress in the graduate program (see Appendix B)

2. Academic performance
 - i. GPA
 - ii. advisor and other faculty evaluations and letters
 - iii. non-department fellowships and scholarships

3. Teaching performance
 - i. substantive content of teaching activities
 - ii. presentation of materials
 - iii. administration of course materials

4. Research activity
 - i. research assistantships (both departmental and non-departmental)
 - ii. publications
 - iii. presentations

5. Outreach Service activity
 - i. membership on department, college, etc. committees
 - ii. community involvement

Note: Satisfactory progress, academic performance, teaching performance and research activity should be considered equally; outreach and service activity may be considered in addition.

- b. An outline suggesting the kinds of information which may appropriately be supplied to the Teaching Assistant Selection Committee as part of an application to be considered for a teaching assistantship will be distributed to graduate students along with the call for applications for teaching assistantships. Students are encouraged to follow that outline in preparing their files.
- c. The only additional criteria for teaching a course independently are the completion of the Second Year Paper requirement, including a recommendation for continuation.

4. Limits on Number of Terms of Financial Support

a. General Principles

- 1) The maximum number of semesters of half-time financial support that will be provided to graduate students by the Sociology Department is 10 semesters, not counting summers. For those who enter with an M.A. degree the limit is 8 semesters, not counting summers.
- 2) All forms of financial support that are generated or controlled wholly, or in part, by the department will count toward that limit. All semesters during the academic year (Fall and Spring) will count toward the limit, but not Summer semesters. Two semesters of quarter-time appointment will count as one semester of half-time appointment.

3) Financial support generated or controlled by individual students, by faculty members, or by other units in the university will not count.

b. Implementation Guidelines

1) All forms of financial support - Teaching Assistantships, Research Assistantships, and Fellowships - that are administered as line-item funds in the Sociology Department will be counted.

2) All forms of financial support that are administered as line-item funds in joint research or teaching programs will be counted. A joint program is one in which the Sociology Department cooperates with another unit in the university in determining admission and/or financial support of students. Included in criteria a & b and TA's funded by the Medical School, RA's through the Urban Affairs and the Agricultural Experiment Station joint program.

3) Assistantships and fellowships provided by other units in the university will not be counted if the Sociology Department does not participate in awarding or administering the funds.

4) Financial support from fellowships, research grants, or other sources will not be counted if the student obtains the support entirely on her/his own, and the Sociology Department does not participate in determining that support.

5) Work as a research assistant on a project funded by a grant or contract obtained by a faculty member from outside the department will not count if the department does not participate in determining that funding. However, faculty members who obtain external research funding should, whenever the requirements of the research permit, hire as research assistants students who have not exceeded the departmental limit of financial support.

6) Work by students on an hourly basis does not count toward the support limits.

7) Graduate Office Fellowships (GOF) shall be counted as the equivalent of the number of half-time terms of support which offer a stipend equal to the stipend the student has received for the year, with the following provisions:

a) A GOF award of \$1000-2400 for the year shall be counted as a one semester of quarter-time TA. An award of \$2500 or more will be counted as two

semesters of quarter time TA (one semester of half-time). Awards of less than \$1000 shall not count.

- b) If a student receives some GOF support in addition to other support, he/she will not be counted as having received more than three semesters of half-time departmental support for that year.
- c. Except as otherwise indicated, length of time in the program shall not be a factor in allocating financial awards.

5. English Language Proficiency

Foreign students who wish to hold teaching assistantships are required to meet higher English language standards than the minimum required for graduate study. Any appointment of a person who is not a native speaker of English shall be provisional upon the applicant providing scores on the SPEAK test of at least 50.

6. Files of TA Applicants

- a. For each student, the department office will provide the number of credits completed, number of deferred grades outstanding, number of semesters enrolled, and all other information which is identified in this document as relevant to judging whether a student is making satisfactory progress (see Section B). The office will enter that information on a form, a copy of which will be given to each student and his/her advisor. It is the responsibility of the student to correct any errors in that information.
- b. The Graduate Coordinator, in consultation with the Allocation Committee, will arrange for the distribution to the Allocation Committee of all information about each applicant which is required by the criteria set forth in this document.
- c. Any applicant may add anything he/she wishes to his/her file. In particular, the department encourages each applicant to submit:
 - 1) Student evaluations of his/her teaching, together with a statistical summary of the responses to closed-ended questions and a list of the most frequent comments made.
 - 2) A vita, listing such professional accomplishments as authorship of published articles, working papers, and conference presentations (see the Graduate Manual for an example of such a vita.)
 - 3) Letters of recommendation from teaching and research experiences outside the Department.

7. Timing

- a. All advisor evaluations and all information from the applicant should be in the applicant's file by the end of January-early February.
- b. Financial Aid decisions for the following year shall be made by March 15.

8. MSUGEU Collective Bargaining Unit

All Teaching Assistantship matters are now being covered by the MSU-GEU collective bargaining agreement with the newest contract from 2008-2011. <http://grad.msu.edu/geu/agree.pdf> This contains the full contract and TA employing units.

9. CRITERIA FOR GRADUATE ASSISTANT LEVELS I and II

Graduate Assistant Level I

Graduate students with a B.A. degree and less than one year of experience as a Graduate Assistant.

Graduate Assistant Level II

Graduate students in good standing who have completed an M.A. degree (30 credits or its equivalent) and/or one year of experience as a Graduate Assistant.

Graduate Assistant Level III

The arbitration decision **required that appointments at level 3 must be made for TAs after 6 semesters of experience (including summer) and with a Master's degree or equivalent (30 or more grad semester credits). If units previously appointed to level 3 after fewer semesters, they are required to continue with that practice.** Level 3 is required for Research (R) or Teaching (TE) assistants when each of the following 2 criteria are met: (1) Successful completion of doctoral comprehensive exams, as defined by the department in which the student is enrolled; (2) 6 semesters as a graduate Research/Teaching (R/TE) assistant at MSU, or equivalent.

10. Qualification for Teaching Assistants

In order to insure their competence, teaching assistants in sociology are required to have taken or to be currently enrolled in graduate level courses in sociology, or to have taken other coursework in relevant social science fields.

11. Eligibility for In-State Tuition for Recipients of Externally Funded Fellowships

Receipt of externally funded fellowships by students who have written their own grant applications and are worth at least \$20,000 (direct costs) now makes the students eligible for in-state tuition rate. The in-state tuition rate applies only to the semesters during which the student is supported by the fellowship. This policy applies only to grants funded through a competitive process by a US institution/agency/foundation. Funds obtained through non-competitive processes (e.g., need-based fellowships) or from international sources do not qualify the students for in-state tuition rates. For more information contact Melissa Del Rio (mdelrio@msu.edu) in 110 Linton Hall.

B. CRITERIA FOR SATISFACTORY PROGRESS IN THE GRADUATE PROGRAM (also found on p. 24)

- Students should have filed an approved guidance committee report no later than the end of the first year in the graduate program;
- Graduate students are ordinarily expected to complete at least six credits of coursework each semester in which they are enrolled until all required coursework is completed;
- Students should have no more than seven deferred or incomplete credits in courses other than thesis or dissertation credit;
- Students should have had their M.A. or 2nd year paper approved by the end of five semesters in the program and must have made an oral presentation no later than the sixth semester;
- Students should complete comprehensive exams within 5 years of entering the graduate program;
- Students should have filed an approved dissertation proposal within one year of passing their comprehensive exams;
- The Ph.D. degree should be completed within eight years of initial enrollment in the graduate program;
- The Ph.D. degree should be completed within three years of passing comprehensive examinations;
- Ph.D. candidates must have at least a 3.00 grade-point average in the degree program;
- Ph.D. candidates cannot have grades below 3.00 (including N grades in the P-N grading system) in not more than two semester courses required by the guidance committee.

C. GRADUATE STUDENT TERMINATION

1. Who May Recommend Termination

The ultimate responsibility for a Departmental recommendation to terminate a graduate student lies with the Chair of the Department. The Chair, in turn, may delegate this authority to the Associate Chair and/or Graduate Program Coordinator.

A student's advisor, or guidance committee, may ask the Department Chair to make such a recommendation.

The final authority regarding decisions to terminate is the Associate Dean for Student Affairs of the College of Social Science.

2. When Termination May Be Recommended

Although recommendation for termination may come at any point in a student's career, formal evaluation with a possibility of termination will always occur at both of the two points below.

- a. Upon completion of the second year research paper and public presentation of the paper.
- b. Upon completion of the comprehensive examinations.

3. Criteria For Termination

- a. Course grades clearly below those required for a degree (see the section "Standard of Work" of this manual). Also see:
Guidelines for Integrity in Research and Creative Activities
<http://grad.msu.edu/staff/mentoreport.pdf>
Graduate Student Rights and Responsibilities (GSRR).
<http://www.vps.msu.edu/SpLife/default.pdf>
- b. Failing comprehensive exams a second time, or failing to retake them within a year of a first failure, or twice failing the second year research paper presentation.
- c. Failure to make satisfactory progress towards completing a degree.
- d. Failure to show, in one's MA program and second year research paper, a level of performance which leads the MA Guidance Committee to expect success in the Ph.D. program.

4. Appeals

A student who feels he/she is being terminated unjustly may file a grievance. The rules governing such grievances are described in the document "Graduate Student Rights and Responsibilities" (GSRR).

<http://www.vps.msu.edu/SpLife/default.pdf>

D. CHECKLISTS FOR ADVISORS AND FOR STUDENTS (Students should remind their advisors of these things as necessary and should see the SEQUENTIAL CHECKLIST OF PROCEDURES FOR PH.D. CANDIDATES

FOR NEW STUDENTS (NO M.A.)

1. Temporary Advisor

Enroll the student in the mathematics-statistics sequence and encourage the student during the initial two semesters in residence to consider the various specialized fields of sociological work. This should be designed to aid the new student to determine the field in which he/she will do a second year research paper and to identify the faculty member who may become the student's permanent major professor.

2. Major Professor

- a. Consult with and direct the student in developing and carrying out of the second year research project.
- b. Confer with the student in selecting of doctoral Guidance Committee.
- c. Write a letter to Department Chair giving the results of the evaluations of the second year research paper, and present the recommendation of the committee on whether the candidate should pursue doctoral studies.
- d. Complete the annual review of the student's academic progress.

E. CHECKLISTS FOR ADVISORS AND FOR STUDENTS (Students should remind their advisors of these things as necessary and should see the SEQUENTIAL CHECKLIST OF PROCEDURES FOR PH.D. CANDIDATES

FOR CONTINUING STUDENTS

1. Review advisees' progress at least once a year and authorize advisee's program for subsequent terms. Provide feedback to student as to his/her strengths, weaknesses, and prospects.
2. Consult with advisee in selecting the Guidance Committee.
3. Refer advisee to Chair of Department for formal designation of guidance committee.
4. Preside over Guidance Committee meetings in selecting courses to take in theory, methods, foreign languages (if applicable), and the theme area.
5. Sign Report of the Guidance Committee - Doctoral Program.

6. Preside over Guidance Committee meetings in conducting the annual review of student's progress during the spring term.
7. Arrange for examinations in the theme area of concentration by the Guidance Committee.
8. Advise on and approve the dissertation proposal prior to its distribution to all department faculty members.
9. Convene and preside over the meeting of Guidance Committee and other interested faculty members in discussing the dissertation proposal.
10. Supervise work on the doctoral thesis.
11. Convene and preside over the Ph.D. final oral examination. Contact the Dean's office for a Dean's representative to this exam.
12. Ascertain that the advisee has edited and revised the thesis in conformity with the recommendations of the final oral examination committee.

In addition to the foregoing, the major professor has the responsibility of exploring with the student his/her long-range career plans and assisting her/him in finding a first job.

SEQUENTIAL CHECKLIST OF PROCEDURES FOR PH.D. CANDIDATES

- A. Select the major professor for Ph.D. program and notify the Department office.
- B. Consult with the major professor regarding membership of the Guidance Committee. Then jointly select a Guidance Committee, which must consist of at least four members, at least three of whom must be members of the Sociology Department.
- C. Confer with the Graduate Coordinator of the Department to formally designate the Guidance Committee.
- D. Work out, in consultation with the Guidance Committee, courses of study in the area of specialization. Check with the Graduate Coordinator to be sure that the proposed program fits Departmental rules.
- E. Deposit in the Department office the "Report of the Guidance Committee – Doctoral Program." Any deviation from this formal report requires the approval of the Guidance Committee, and these changes must be conveyed to the Department office for incorporation into the records.

- F. Complete all required coursework.
- G. After completing at least 80% of the required coursework, take comprehensive examinations.
- H. Prepare a dissertation proposal and, with approval of the major professor, the graduate secretary will distribute it to all faculty members. You are required to give a full copy of the proposal to the graduate secretary after any revisions are made.
- I. Meet with the Guidance Committee and interested faculty members to discuss and defend the dissertation proposal. Notice of this meeting must be given one week in advance. When the proposal has been approved, the appropriate form must be submitted to the Department office.
- J. Complete the dissertation.
- K. Prepare a vita and make plans for job placement. Plans for occupational placement should be made a year in advance of the anticipated date of completing the degree. The student should (a) meet with the chair of the Dissertation Committee to formulate job plans; (b) deposit 10 copies of her/his vita in the Department office and (c) plan to attend the meetings of the American Sociological Association and other professional associations to explore job opportunities. An illustrative format for a vita is provided elsewhere in this Manual on the Department Web site.

F. SETTING UP THE DOCTORAL PROGRAM

WHICH COURSES TO LIST:

List all courses which you have taken or will take as part of your Ph.D. program. Do not list courses you are not required to take by your committee or the department. Do not list any courses taken while coded as an M.A. student.

It is helpful to the graduate coordinator and your committee members if you fill out a checklist for requirements and include a copy when you submit the draft of your program (see below).

ADDITIONAL INFORMATION

You must be registered during the semester you take your comprehensive exam and your oral defense. This is a requirement of the University.

At the beginning of the semester you plan to apply for graduation, have a meeting with your major advisor to be sure all the requirements have been met and all DF's for required courses have been removed. Make sure at that time you have followed your program. **If there are any changes** in credits, committee members, courses, etc., make sure it is formally changed on your program. Notification from the student and your major advisor to the Graduate Secretary is needed before the change form can be processed. Following these necessary procedures will make your progress toward graduation go smoothly for everyone.

If you have any questions please don't hesitate to ask.

TYPING THE GUIDANCE COMMITTEE REPORT:

The Graduate Secretary will type your Ph.D. program form from a draft. When preparing your draft, make sure you list course number, course name, credits, and the semester you took or will take the course. If possible submit a complete copy of the checklist of requirements.

List your courses by category: theory, methods, statistics, substantive.

G. CHECKLIST FOR GRADUATE PROGRAM

If you have taken or will take a required course, place a check or X in the space on the right. Do the same for non-course requirements. If you have satisfied the requirement with some other way (waiver, work at another school or the like) indicate how in a brief comment.

- 1. SOC 881 Analysis of Social Data I _____
- 2. SOC 815 Classical Sociological Theory _____
- 3. SOC 816 Contemporary Sociological Theory _____
- 4. SOC 885 Methods of Sociological Inquiry _____
- 5. SOC 931 Topics in Structural Inequality:
Global Transformations
(fulfills first year seminar requirement) _____
- 6. SOC 989 Special Topics in Soc. Meth:
Professional Development _____
- 7. One of:
954 Tech. of Population Analysis _____
985 Qualitative Field Research _____
986 Survey Research Principles _____
- 8. Attendance at TA Workshop _____
- 9. Second year research paper and presentation _____
- 10. In addition to SOC 881 and one specialized
methods course (see 7 above), you must also
take either SOC 882 OR a second one of the
following courses OR some other 800/900 level
specialized methods course approved by the
student's advisor and the Methods Committee
954 Tech. of Population Analysis _____
985 Qualitative Field Research _____
986 Survey Research Principles _____
- 11. **Minimum** of 5 courses in substantive area
(please list):

- 12. Must enroll in a minimum of 24 SOC 999
Dissertation credits (a University requirement) _____

NOTE: You may not list the same courses as meeting more than one requirement.

REVISED: 6/7/07

H. FOR GRADUATE STUDENTS TRAVELING ABROAD

--check with the MSU Travel Clinic. They will let you know of any health risks or immunizations. <http://www.travelclinic.msu.edu/>

--check the International Studies and Programs website for issues related to safety around the world. <http://keywords.msu.edu/viewpathfinder.asp?id=31>

--apply for assistance with travel funding via the Graduate School. If the Graduate School provides funding, they will also provide a MEDEX emergency card.

Students traveling abroad should visit the “Travel Smart” website (<http://grad.msu.edu/travel>) before their trip. When students appointed as TAs or RAs travel outside the U.S. to conduct required thesis or dissertation research or to collaborate with investigators conducting research abroad, the department or research grant supporting the work will be required to pay for all needed vaccinations and or medications (e.g., anti-malarials) as determined by the MSU Travel Clinic. Students may include those costs in applications for funds from the Research Enhancement or Travel Grant programs administered by the Graduate School.

I. DEPARTMENTAL POLICIES: INTEGRITY AND SAFETY IN RESEARCH AND CREATIVE ACTIVITIES

MSU Standards for integrity and safety in research and creative activities are described in Guidelines for Integrity in Research and Creative Activities (<http://grad.msu.edu/staff/mentoreport.pdf>).

All research activities involving human subjects are governed by the University Committee on Research Involving Human Subjects (UCRIHS).

<http://www.humanresearch.msu.edu/>

This committee provides training sessions, consultation and evaluates research

We also encourage students to consult the American Sociological Association Code of ethics. Its introduction is below.

ASA Code of Ethics: Introduction

American Sociological Association's Code of Ethics

The American Sociological Association's (ASA's) Code of Ethics sets forth the principles and ethical standards that underlie sociologists' professional responsibilities and conduct. These principles and standards should be used as guidelines when examining everyday professional activities. They constitute normative statements for sociologists and provide guidance on issues that sociologists may encounter in their professional work.

ASA's Code of Ethics consists of an Introduction, a Preamble, five General Principles, and specific Ethical Standards. This Code is also accompanied by the Rules and Procedures of the ASA Committee on Professional Ethics which describe the procedures for filing, investigating, and resolving complaints of unethical conduct.

The Preamble and General Principles of the Code are aspirational goals to guide sociologists toward the highest ideals of sociology. Although the Preamble and General Principles are not enforceable rules, they should be considered by sociologists in arriving at an ethical course of action and may be considered by ethics bodies in interpreting the Ethical Standards.

The Ethical Standards set forth enforceable rules for conduct by sociologists. Most of the Ethical Standards are written broadly in order to apply to sociologists in varied roles, and the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. Any conduct that is not specifically addressed by this Code of Ethics is not necessarily ethical or unethical.

Membership in the ASA commits members to adhere to the ASA Code of Ethics and to the Policies and Procedures of the ASA Committee on Professional Ethics. Members are advised of this obligation upon joining the Association and that violations of the Code may lead to the imposition of sanctions, including termination of membership. ASA members subject to the Code of Ethics may be reviewed under these Ethical Standards only if the activity is part of or affects their work-related functions, or if the activity is sociological in nature. Personal activities having no connection to or effect on sociologists' performance of their professional roles are not subject to the Code of Ethics.

PREAMBLE

This Code of Ethics articulates a common set of values upon which sociologists build their professional and scientific work. The Code is intended to provide both the general principles and the rules to cover professional situations encountered by sociologists. It has as its primary goal the welfare and protection of the individuals and groups with whom sociologists work. It is the individual responsibility of each sociologist to aspire to the highest possible standards of conduct in research, teaching, practice, and service.

The development of a dynamic set of ethical standards for a sociologist's work-related conduct requires a personal commitment to a lifelong effort to act ethically; to encourage ethical behavior by students, supervisors, supervisees, employers, employees, and colleagues; and to consult with others as needed concerning ethical problems. Each sociologist supplements, but does not violate, the values and rules specified in the Code of Ethics based on guidance drawn from personal values, culture, and experience.

GENERAL PRINCIPLES

The following General Principles are aspirational and serve as a guide for sociologists in determining ethical courses of action in various contexts. They exemplify the highest ideals of professional conduct.

Principle A: Professional Competence

Sociologists strive to maintain the highest levels of competence in their work; they recognize the limitations of their expertise; and they undertake only those tasks for which they are qualified by education, training, or experience. They recognize the need for ongoing education in order to remain professionally competent; and they utilize the appropriate scientific, professional, technical, and administrative resources needed to ensure competence in their professional activities. They consult with other professionals when necessary for the benefit of their students, research participants, and clients.

Principle B: Integrity

Sociologists are honest, fair, and respectful of others in their professional activities—in research, teaching, practice, and service. Sociologists do not knowingly act in ways that jeopardize either their own or others' professional welfare. Sociologists conduct their affairs in ways that inspire trust and confidence; they do not knowingly make statements that are false, misleading, or deceptive.

Principle C: Professional and Scientific Responsibility

Sociologists adhere to the highest scientific and professional standards and accept responsibility for their work. Sociologists understand that they form a community and show respect for other sociologists even when they disagree on theoretical, methodological, or personal approaches to professional activities. Sociologists value the public trust in sociology and are concerned about their ethical behavior and that of other sociologists that might compromise that trust. While endeavoring always to be collegial, sociologists must never let the desire to be collegial outweigh their shared responsibility for ethical behavior. When appropriate, they consult with colleagues in order to prevent or avoid unethical conduct.

Principle D: Respect for People's Rights, Dignity, and Diversity

Sociologists respect the rights, dignity, and worth of all people. They strive to eliminate bias in their professional activities, and they do not tolerate any forms of discrimination based on age; gender; race; ethnicity; national origin; religion; sexual orientation; disability; health conditions; or marital, domestic, or parental status. They are sensitive to cultural, individual, and role differences in serving, teaching, and studying groups of people with distinctive characteristics. In all of their work-related activities, sociologists acknowledge the rights of others to hold values, attitudes, and opinions that differ from their own.

Principle E: Social Responsibility

Sociologists are aware of their professional and scientific responsibility to the communities and societies in which they live and work. They apply and make public their knowledge in order to contribute to the public good. When undertaking research, they strive to advance the science of sociology and to serve the public good.

For full documentation of the American Sociological Association Code of Ethics, see:

<http://www.asanet.org/members/ecoderev.html>

J. PLAGIARISM, ACADEMIC HONESTY AND INTEGRITY OF SCHOLARSHIP AND GRADES

Plagiarism (from the Latin *plagiarius*, an abductor, and *plagiare*, to steal) is defined by the White House Office of Science and Technology Policy on Misconduct in Research as “. . . the appropriation of another person’s ideas, processes, results or words without giving appropriate credit.”

At MSU, [General Student Regulation 1.00](#) states in part that “no student shall claim or submit the academic work of another as one’s own.” (For the complete regulation, see [Protection of Scholarship and Grades](#).)

In outlining what he called the “the perils of plagiarism” to his students, the late W. Cameron Meyers, a revered journalism professor at MSU, wrote:

Plagiarism not only is legally wrong but also morally corrosive. . . . Any paper based upon the writing of others should acknowledge every source used. In a reference paper, the acknowledgements are made in footnotes--numbered notes at the bottom of the page (corresponding to the numbers in text) that show exactly where the information was obtained. There are times, however, when such acknowledgements can be incorporated smoothly in the text without their becoming distracting or obtrusive.

Unless authorized by their instructors, students are expected to do their own, original work on each assignment in each class. A student who recycles his or her course work from one class to another may face an allegation of academic dishonesty. An instructor who believes a student has committed an act of plagiarism should take appropriate action, which includes the issuing of a “penalty grade” for academic dishonesty. [Article 8.1.15](#) of the *Academic Freedom Report for Students at Michigan State University*, or the “AFR,” defines a penalty grade as “a grade assigned by an instructor who believes a student to have committed academic dishonesty. . . .” A penalty grade can include, but is not limited to, a failing grade on the assignment or in the course.

MSU instructors cite easy access to the Internet as a primary reason for a perceived increase in plagiarism by their students. So-called term paper mills, available online, are plentiful. To counter, instructors have turned to various plagiarism detection sites to seek out and identify the original sources of their students’ work. These Web sites include:

www.turnitin.com
www.plagiarism.phys.virginia.edu
www.mydropbox.com

See the MSU TA Handbook, 2008-2009; then go to Chapter 4, page 13 for 20 WEB sources on plagiarism.

For a scholarly discussion of plagiarism at U.S. colleges and universities, see Patrick M. Scanlon and David R. Neuman’s article “Internet Plagiarism Among College Students,” published in the May/June 2002 *Journal of Student Development* (Vol. 43., No. 3).

See also:

- [Rhetoric and Writing Program, developed by Prof. James Porter](#)
- www.AntiPlagiarism.com for information about *The Plagiarism Handbook: Strategies for Preventing, Detecting, and Dealing with Plagiarism*, by Robert A. Harris. This book is especially good in coaching instructors on how to confront students they suspect have plagiarized.
- Northwest Missouri State University *Guide to Diagnosing Plagiarism*, at this Web site: www.nwmissouri.edu/library/services/plagiarism.htm#article

Plagiarism Links:

For examples of what constitutes plagiarism, see:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<http://www.princeton.edu/pr/pub/integrity/pages/plagiarism.html>

http://www.nyu.edu/classes/op/writing/student_resources.htm

<http://owl.english.purdue.edu/owl/resource/589/01/>

<http://tlt.its.psu.edu/suggestions/cyberplag/cyberplagexamples.html>

<http://www.library.ualberta.ca/guides/plagiarism/>

ACADEMIC HONESTY

Academic honesty is central to the educational process and acts of academic dishonesty are serious offenses within the University community. Suspension from the University could be the consequence for acts of academic dishonesty.

Students should be familiar with General Student Regulation 1.00 on Scholarship and Grades, and with the all-University policy on Integrity of Scholarship and Grades. In addition, it is important that students clearly understand the specific expectations of their individual instructors with regard to this important matter. The process for adjudicating cases of academic dishonesty is outlined in Section 2.4 of *Academic Freedom for Students at Michigan State University*.

INTEGRITY OF SCHOLARSHIP AND GRADES (All-University Policy)

The following statement of University policy was approved by the Academic Council and the Academic Senate, and serves as the definitive statement of principle and procedure to be used in instances of academic dishonesty.

1. The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned, without unauthorized aid of any kind. (See *General Student Regulation 1.00, Scholarship and Grades*, for specific regulations.) Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged.
2. If any instance of academic dishonesty is discovered by an instructor, it is his or her responsibility to take appropriate action. Depending on his or her judgments of the particular case, he or she may give a failing grade to the student on the assignment or for the course.
3. In instances where a failing grade in a course is given only for academic dishonesty, the instructor will notify the student's academic dean in writing of the circumstances.

4. The student who receives a failing grade based on a charge of academic dishonesty may appeal a judgment made by a department, school, or a college. Refer to *Academic Freedom for Students at Michigan State University*.
5. When in the judgment of the academic dean, action other than, or in addition to, a failing grade is warranted, the dean will refer the case to the college-level hearing board which shall have original jurisdiction. In cases of ambiguous jurisdiction, the appropriate judiciary will be randomly selected by the assistant provost from one of the three care colleges. Appeals from the judgment may be made to the All-University Academic Integrity Review Board. Refer to *Academic Freedom for Students at Michigan State University*.
6. In instances of academic dishonesty where the instructor feels that action other than, or in addition to, a failing grade in the course is warranted, the instructor will report the case to his or her departmental or school chairperson and to the student's academic dean. The dean will then refer the case to the college-level hearing board, which shall have original jurisdiction. Refer to *Academic Freedom for Students at Michigan State University*.

(See also: *Graduate Student Rights and Responsibilities*, Article 5; or *Medical Student Rights and Responsibilities*, Article 5.)

---Academic Council

---Academic Senate

---November 18, 1969, Revised July, 1990

---Editorial revisions as printed in *Academic Programs 2000*

K. GRIEVANCE PROCEDURES FOR GRADUATE STUDENTS IN SOCIOLOGY

The following material was taken from the Graduate Student Rights and Responsibilities found on the MSU website <https://www.msu.edu/unit/ombud/GSRRfinal.html>

ARTICLE 5

ADJUDICATION OF CASES INVOLVING GRADUATE STUDENT RIGHTS AND RESPONSIBILITIES

5.1 Judicial Structure

5.1.1 To promote effective functioning of the system of graduate student rights and responsibilities, an appropriate judicial structure and process shall be established for hearing and adjudicating all cases brought by and against graduate students in the following areas:

- (a) Academic Rights and Responsibilities

- (b) Professional Rights and Duties of Graduate Assistants not covered by the Graduate Employees Union collective bargaining contract
- (c) Professional Rights and Duties of other Graduate Students

5.1.2 Department/School Level. Adjudication necessitated on the department/school level may be handled informally or, at the request of a party or parties, formally through a department/school hearing board. The hearing board shall be composed of the unit administrator or designee and equal numbers of faculty and graduate students selected by their respective groups in accordance with the department/school bylaws. If the unit administrator is involved in the case, neither the unit administrator nor the designee may serve on the hearing board.

5.1.3 College Graduate Hearing Board. Each college shall establish a judiciary composed of the chair of the college graduate committee or designee and equal numbers of faculty and graduate students selected by their respective groups in accordance with college bylaws.

5.1.4 University Graduate Judiciary. A judiciary shall be established at the University level composed of the Dean of The Graduate School or designee, who shall serve as chairperson, three elected faculty members of the University Graduate Council, and three graduate students chosen by the all-university graduate student governing body.

5.1.5 Each hearing board or judiciary shall be chaired by a member who has faculty rank and shall provide a suitable number of alternate members chosen in accordance with the procedures established above.

5.1.6 Term of Office. Hearing board or judiciary members at all levels shall be selected in the fall of the year and shall serve one year. The one-year term shall not preclude reappointment of any member the following year.

5.1.7 Members of a judiciary involved or possessing other conflicts of interest in a case at issue shall be disqualified from sitting on the judiciary for that specific case.

- (a) An approved alternate member from the appropriate faculty or student group will replace such person(s) in accordance with established guidelines.
- (b) Either party [complainant or respondent] may submit to the chair of the hearing board a challenge of judiciary members in instances of alleged conflicts of interest. Such challenges will be arbitrated by the chair in a timely manner and reported to both parties in writing three (3) class days after rendering a decision.
- (c) Either party may remove a total of two board members, barring the chair, without stated cause. The name(s) of the individual(s) must be transmitted to the chair no later than three (3) days after receiving notification of the board's membership.

5.2 Jurisdiction of Alleged Violations (other than grievances).

5.2.1 Except as specified in this document (particularly in Section 5.1), alleged violations of student group regulations, general student regulations, or all- University policies as they apply to all students (undergraduate, graduate, graduate-professional) will be referred to the appropriate judiciary as outlined in the *Academic Freedom for Students at Michigan State University*.

5.3 Redress of Grievances

5.3.1 With respect to allegations of violation(s) by or against a graduate student in the areas cited in Section 5.1, where possible, a grievant is encouraged to seek resolution and redress informally with the appropriate individual(s).

5.3.2 If problems arise in the relationship between instructor and student, both should attempt to resolve them in informal, direct discussions. If the problem remains unresolved, then the unit administrator and/or the Ombudsman should be consulted. If still aggrieved, a student may then submit a formal, written grievance for consideration by an appropriate hearing board. The formal grievance alleging violations of academic rights must include a proposed remedy, which could be implemented by a responsible administrator.

5.3.3 The University undertakes, within the limits of its resources and the limits imposed by due respect for the professional rights of the faculty, to supply an appropriate remedy for legitimate student grievances that have judicial merit. (See Article 5.4.6). The limits of the University's resources proceed from factors that, while subject to its influence, are not always subject to its control.

5.3.4 To overcome the presumption of good faith in course instructors' and graduate committees' judgments of performance, grievances concerning academic evaluations must demonstrate that an evaluation was based entirely or in part upon factors that are inappropriate or irrelevant to academic performance and applicable professional standards. (See Sections 2.2 as well as 2.3.11 and 2.4.8.)

5.3.5 Any member of the academic community of Michigan State University may initiate a grievance involving the rights and responsibilities of graduate students. Grievances alleging violation of the academic rights of an undergraduate student by a graduate student shall be heard by the unit level judiciaries outlined in the *Academic Freedom for Students at Michigan State University*.

5.3.6 In submitting a formal grievance to an appropriate hearing board (see Section 5.3.6.2) alleging violation(s) by or against a graduate student in the areas cited in Section 5.1, a grievant must submit a written, signed statement

5.3.6.1 Grievances must normally be initiated no later than mid-term of the semester following the one wherein the alleged violation occurred (exclusive of summer semester). If the involved instructor or student is absent from the University during that semester, or if other appropriate reasons exist, an exception to this provision may be granted by the appropriate Hearing Board. If, before the formal grievance procedures are completed, the involved instructor is no longer employed by the University, the grievance process may nevertheless proceed.

5.3.6.2 Student grievances alleging violation of academic and professional rights must be initiated at the lowest administrative level feasible; normally, the department/school. With the approval of the college dean, departments/schools may waive jurisdiction and refer grievances to the college hearing board.

5.4 Judicial Procedures

5.4.1 Hearing boards shall establish their own procedures in a manner consistent with this document. A copy of procedures adopted by each unit shall be filed with the Office of the Ombudsman and with the Office of the Dean of The Graduate School. Departments/schools and Colleges shall establish hearing board procedures in a manner consistent with this document. A copy of these procedures shall be filed with the Ombudsman and with the Dean of the Graduate School. Departments/schools and colleges shall review their hearing board procedures every five (5) years.

5.4.2 Procedures for the adjudication of grievances must proceed in a timely manner as defined below.

5.4.3 Upon receipt of a request for a formal grievance, the unit chair/director shall forward a copy of the grievance request to the chair of the hearing board who in turn shall transmit a copy of the grievance request within five (5) class days to the hearing board members and to the person or persons party to the matter.

5.4.4 In urgent cases in which it is alleged that a regulation, administrative decision or action threatens immediate and irreparable damage to any of the parties involved, the hearing board or judiciary shall expedite the hearing and final disposition of the case.

5.4.5 A hearing board or judiciary is empowered to act on a request to direct an individual or unit to discontinue or postpone an administrative decision or action that threatens immediate and irreparable damage to any of the parties involved pending final disposition of the case. The hearing board or judiciary shall expedite the hearing and final disposition of this urgent case.

5.4.6 A department/school or college hearing board shall review each hearing request for jurisdiction and judicial merit and may then forward a copy of the request to the appropriate individual(s) and invite a written response. After considering all submitted information, the board may:

- a. Accept the request, in full or in part, and proceed to schedule a hearing.
- b. Reject the request and provide an appropriate explanation.
- c. Invite all parties to meet with the board for an informal discussion of the issues. Such a discussion shall not preclude a later hearing.

5.4.7 Notice of Hearing. At least six (6) class days prior to a formal hearing, both the respondent and the complainant shall be sent a written notification of hearing from the appropriate hearing body. This notice of hearing shall state:

- a. The nature of the issues, charges and/or conflicts to be heard with sufficient particularity to enable both the respondent and the complainant to prepare their respective cases.
- b. The time and place of the hearing.
- c. The body adjudicating the case and the names of the members that make up the body, including the names of all alternate members.
- d. The names of the respondent and complainant.
- e. The name(s) of any potential witnesses.
- f. The name of an advisor (if any) selected by the complainant or respondent.

5.4.8 Either the complainant or the respondent may request, with cause, a postponement prior to the scheduled time of a hearing. The hearing board may grant or deny such a request.

5.4.9 Both the respondent and the complainant shall be expected to appear at the hearing and present their cases to the judiciary.

- a. Should the complainant fail to appear, the judiciary may either postpone the hearing or dismiss the case.
- b. Should the respondent fail to appear, the judiciary may either postpone the hearing or, only in unusual circumstances, hear the case in his or her absence.
- c. The judiciary may accept written statements from a party to the hearing in lieu of a personal appearance, but only in unusual circumstances. Such written statements must be submitted to the judiciary at least one (1) day prior to the scheduled hearing.

5.4.10 Hearing boards shall ensure that a collegial atmosphere prevails in grievance hearings. Either party shall have the right to be accompanied by an advisor (see definition in Article 8). Permission will be granted to the respondent to be accompanied by an attorney if there are criminal charges pending. If the respondent is charged with a sex offense, the complainant may also have an attorney present.

5.4.10.1 During the hearing, parties to a grievance shall have an opportunity to state their cases, present evidence, designate witnesses, ask questions, and present a rebuttal.

5.4.11 The hearing board shall prepare a written report of findings and rationale for the decision and shall forward copies to the parties involved, to the responsible administrator(s), to the Ombudsman, and to the Dean of The Graduate School. The report shall indicate the major elements of evidence, or lack thereof that support the hearing board's decision. All recipients are expected to respect the confidentiality of this report. When a hearing board finds that a violation of academic rights has occurred and that redress is possible, it shall direct the responsible administrator to provide redress. The administrator, in consultation with the hearing board, shall implement an appropriate remedy.

5.4.12 Appeals. The decision of the original hearing board may be appealed by either party to a grievance only to the next level hearing board. If the original hearing was by a department/school hearing board, the appeal shall be made to the college hearing board. If the original hearing was by a college hearing board, the appeal should be made to the University Graduate Judiciary.

5.4.12.1 Appeals must allege either that applicable procedures for adjudicating the case were not followed in the previous hearing or that the findings of the hearing board were not supported by the preponderance of the evidence. (Presentation of new evidence will normally be inappropriate at an appeal hearing.)

5.4.12.2 All appeals must be written and signed and must specify the alleged defects in the previous adjudication(s) in sufficient particularity to justify further proceedings. The appeal must also specify the redress that is sought.

5.4.12.3 Appeals must be filed with the chair of the appropriate appellate board within ten (10) class days following a notice of a decision. The original decision shall be held in abeyance while under appeal.

5.4.12.4 An appellate board (i.e., a college hearing board or the University Graduate Judiciary) shall review each appeal request and may then forward a copy of the request to the appropriate individual(s) and invite a written response. After considering all submitted information, the appellate board may:

- a. decide that sufficient reasons for an appeal do not exist and that the decision of the lower hearing body shall stand;
- b. direct the lower hearing body to rehear the case or to reconsider or clarify its decision; or
- c. decide that sufficient reasons exist for an appeal and accept the request, in full or in part, and proceed to schedule an appeal hearing.

5.4.12.4.1 Following an appeal hearing, an appellate board may affirm, reverse, or modify the decision of the lower hearing body.

5.4.13 Reconsideration. Each judiciary or hearing board shall make provision to allow the parties to a grievance to request reconsideration of a case within sixty (60) days if it is determined that new evidence has arisen. An exception to the time provision may be granted by the appropriate judiciary or hearing board.

5.5 Academic Dismissal and Academic Disciplinary Cases

5.5.1 A student who receives a penalty grade based upon a charge of academic dishonesty and who is not referred for judicial action may seek a hearing from a department/school hearing board to contest the allegation. In such a hearing, the burden of proof shall rest upon the instructor whose prior assignment of the penalty grade will constitute a charge of academic dishonesty. The hearing board shall proceed in compliance with applicable University and/or unit academic legislation on the integrity of scholarship, grades, and professional standards, and the procedural and appeal provisions of this document shall apply.

5.5.2 When sanctions other than or in addition to a penalty grade are involved, the college hearing board has original jurisdiction, and the University Graduate Judiciary has appellate jurisdiction over academic dismissals and disciplinary cases against graduate students relating to academic dishonesty, violations of professional standards, or falsification of admission or academic records.

5.5.2.1 After hearing a case involving academic dismissal, dishonesty, professional standards, or falsification of admission or academic records, the college hearing board shall decide whether action is supported by the preponderance of evidence. If the finding is that disciplinary action is not warranted, the graduate student may challenge a penalty grade received in the case through the department/school and college hearing boards. If disciplinary action in addition to any penalty grade that has been assessed is supported by the preponderance of evidence, the hearing board may select from the following sanctions:

a. Sanctions in academic disciplinary cases:

- (1) **Warning.** An official written statement expressing disapproval of acts committed.
- (2) **Warning Probation.** A probation indicating that further violations of regulations will result in more severe disciplinary action. This probation will be imposed for a specific period of time; and provided no further violations have occurred, the graduate student shall be automatically removed from probation when the imposed period expires. This probation may be accompanied by a requirement that restitution be made for University property damages or losses resulting from acts committed, or other requirements or special conditions as deemed appropriate.
- (3) **Disciplinary Probation.** A period of time specified for observing and evaluating a graduate student's conduct, with or without special conditions, including a written reprimand, and indicating that (a) further violations while on probation may result in more severe disciplinary action including suspension, or (b) further violation while on probation of regulations of similar or greater severity will result in suspension. This probation will be imposed for a specific period of time; and, provided no further violations have occurred, the graduate student shall automatically be removed from probation when the imposed period expires.
- (4) **Suspension.** A suspension from the University may be for a specified period of time, in which case the graduate student is eligible to apply for readmission at the end of the stated period of time; or it may be a conditional suspension, in which case the graduate student must demonstrate that he/she has fulfilled stated conditions prior to applying for readmission. A recommendation of suspension must be reviewed by the Dean of The Graduate School and the Provost who may affirm the decision or direct other appropriate redress in consultation with the hearing body.
- (5) **Other:** Other action deemed appropriate to a specific case.

b. Sanctions in academic dismissal cases:

- (1) Academic dismissal does not imply future readmission, nor does it mean that the person is forever barred from enrollment at Michigan State University. After a period of at least a year, and usually a minimum of two years, a student dismissed for academic reasons may apply for readmission. The applicant must be prepared to submit evidence indicative of capacity to perform graduate level work. Declarations of good intentions are not sufficient. Each application will be considered on its merits. If the student has attended another institution while on dismissal, an official transcript must be submitted.

5.6 The University Graduate Judiciary is the final hearing body within the judicial structure related to graduate academic rights and responsibilities, in cases that were initiated at the college level.

5.6.1 The University Graduate Judiciary shall have available to it the full range of decisions provided to hearing

boards through this document. In addition, the University Graduate Judiciary may make whatever recommendations it may consider appropriate to specific cases. When the Judiciary finds that a violation of academic rights has occurred and that redress is possible, the Judiciary shall direct the responsible administrator to provide redress. The administrator, in consultation with the University Graduate Judiciary, shall implement an appropriate remedy.

The following was taken from the Michigan State University Sociology Department Bylaws –

9.0 SOCIOLOGY GRADUATE STUDENT GRIEVANCES

- 9.1 Graduate student grievances in the department shall be conducted in accordance with procedures set forth in the document, “Graduate Student Rights and Responsibilities” (GSRR), as promulgated in September, 1984 and subsequently amended.
- 9.2 The composition and functioning of the hearing board as set forth in this document shall implement and be consistent with the provisions of GSRR and section 9.3 below.
- 9.3 Hearing Board Composition (see GSRR 5.1.3)
 - 9.3.1 Each fall term a hearing board panel shall be selected consisting of:
 - 9.3.1.1 The chair of the department or designee.
 - 9.3.1.2 Two faculty members drawn by lot from the list of regular faculty in the department. Two faculty members who will serve as alternates shall also be drawn by lot.
 - 9.3.1.3 Two graduate students drawn by lot from the list of graduate students in the department. Two graduate students who will serve as alternates shall also be drawn by lot.
 - 9.3.1.4 The chair of the board shall be selected from among the faculty members of the board by a vote of all hearing board members.
 - 9.3.1.5 The associate chair of the department shall serve in an advisory capacity without vote and is responsible for ensuring that the board is properly constituted, for supervising the selection of the chair, for informing the board about its functions and for advising the board on matters of procedure.
 - 9.3.2 For each case a hearing board shall be selected consisting of:
 - 9.3.2.1 The chair of the department or designee
 - 9.3.2.2 Two faculty members selected according to 9.3.1.2. If one or more are disqualified according to 9.3.3 they are replaced with alternates. Additional alternates may be drawn by lot if necessary.
 - 9.3.2.3 Two graduate students selected according to 9.3.1.3. If one or more are disqualified according to 9.3.3, they are replaced with alternates. Additional alternates may be drawn by lot if necessary.
 - 9.3.2.4 The chair of the board selected according to 9.3.1.4. If the chair of the board is disqualified according to 9.3.3, an alternate faculty member shall be selected and a new chair selected according to procedures in 9.3.1.4.
 - 9.3.2.5 The associate chair of the department.
 - 9.3.3 Persons on the list of regular faculty or graduate students in the department involved or possessing a conflict of interest in a case shall be disqualified by the judgment of the chair of the hearing board and the associate chair of the department from sitting on the hearing board for that specific case.

L. SEXUAL HARASSMENT, GRIEVANCES AND CONFLICT RESOLUTION

The Department of Sociology follows the MSU policies on Sexual Harassment Appeals, Grievances and Conflicts. If students have concerns in any of these areas, they are encouraged to contact the department chair and associate chair. Alternatively, they are encouraged to contact the MSU authorities with regard to these issues.

Those who want copies of these policies may request them in the Department office or find them on the web at the following addresses:

<http://www.vps.msu.edu/SpLife/gradrights.htm>
<http://www.msu.edu/unit/facrecds/FacHand/sexharass.html>

Those who are concerned that Sexual Harassment may have been committed or who feel that they may have another grievance should contact the Chairperson or Associate to discuss their concerns.

The MSU Ombudsman is also available to address these and other issues.

CONFLICT

The University has established a judicial structure and process for hearing and adjudicating alleged violations of recognized graduate student rights and responsibilities (see Article 5 of the Graduate Student Rights and Responsibilities handbook of the Graduate School).

<http://www.vps.msu.edu/SpLife/default.pdf>

However, the first venue to resolve such conflicts informally or formally rests with the department.

Students that find themselves in conflict with other students, course instructors, or committee members are advised to seek guidance and support from their committee chair or from the director of graduate programs. For disputes or grievances involving committee chairs or the director of graduate programs, students are advised to seek council through the department chair or the graduate instruction committee.

M. FACULTY

Marilyn Aronoff, **Professor Emeritus (Ph.D., Brandeis University)** specializes in community theory and research, processes of collective action, and qualitative field methods. Central to her interests are the variations observed in local community responses to economic and environmental crises. She is currently working on a comparative study of the range of local reactions to toxic waste contamination in Michigan Superfund site communities. Variations in the level and type of local mobilization, revealed in the aftermath of these disasters, are examined in relation to differences in the characteristics of the local communities that face them and the particular patterns of external intervention experienced in their aftermath. The project hopes to retain the depth of understanding

achieved in qualitative community studies while overcoming the limitation of dependence on only a very small number of cases as we seek to understand the range of variation in human response.

Maria Isabel Ayala, **Assistant Professor (Ph.D., Texas A&M)** specializes in Demography and Social Inequality with a focus on Latinos, particularly Mexican Americans. During her academic and professional training, she has conducted research on several areas that have resulted in publications. First, she has studied people's agency among non-migrant women in a Mexican sending community as well as cultural beliefs and practices among Mexican Americans along the U.S.-Mexico border. In addition, she has examined the redefinition of normative structures by focusing on fertility differentials between Latinas and Whites in the United States. Moreover, she has begun exploring educational attainment of Latinas/os in the United States.

Maxine Baca Zinn, **Professor Emeritus (Ph.D., University of Oregon)** specializes in gender, race relations, and family sociology. Her main research interests lie in unraveling the meanings of race, class, and gender in family life. She is the author and co-author of many books, including *Diversity in Families*, *Social Problems*, *Women of Color in U.S. Society*, *Gender Through the Prism of Difference*, and *Globalization: The Transformation of Social Worlds*. Ongoing projects center around (1) families in varied social locations and the intersecting hierarchies that produce different social and economic supports of family life, and (2) using intersectional analysis to transform social science, its textbooks, and curricula. In 2000, she received the ASA Jessie Bernard Career Award.

Janet Bokemeier, Chair (**Ph.D., Iowa State University**) specializes in studies of gender, work, family and agriculture in rural America. Her current research program involves (a) a study of the experiences of children in poverty in rural Michigan, (b) studies of violence against women that look at community responses in rural and urban sites, (c) studies of labor market experiences of rural households and the impact of changing rural labor markets on inequality and poverty of families, and (d) social capital, family ties and family quality. She is currently Chairperson of Sociology.

Clifford Broman (**Ph.D., University of Michigan**) specializes in the areas of family, race/ethnicity and mental health. Current research involves marital and relationship satisfaction, family formation, stress and mental health, racism and discrimination, and health disparities. Dr. Broman teaches courses in family, race and ethnicity, medical sociology, and survey methods.

Lawrence Busch (**Ph.D., Cornell University**) directs the Institute for Food and Agricultural Standards and specializes in the sociology of food and agriculture. His current research involves (1) the role of private sector Third Party Certification of food and agricultural products in both industrial and developing nations, and (2) the growing role of agrifood nanotechnologies in transforming food and agriculture globally. Both projects are part of a series of studies of how grades and standards for food products are implicated in restructuring the social world including (re)distribution of income wealth, status, prestige and power. In addition, Dr. Busch maintains his longstanding interest in agricultural biotechnologies and the standards governing the use of these technologies. Dr. Busch's home page is: <http://www.msu.edu/~buschll>

Soma Chaudhuri (**Ph.D., Vanderbilt University**) is a qualitative sociologist, specializing on witch hunts, deviant behavior and social movements. Her other research interests are gender in the developing world, property rights for women, and South Asia.

Soma has published articles (co-authored) in journals such as *American Journal of Sociology*. She also has also co-authored a book on Good Governance in India (under contract; Sage, February 2009). Some of her current projects include contemporary witch hunts in the tea plantations of India (book manuscript), and the application of the framing perspective on anti witch hunt movements. Soma has presented her work at various invited seminars and conferences.

She holds M.A. degrees in sociology from Vanderbilt University (2005) and Jawaharlal Nehru University, New Delhi (2000), and a B.A. degree in sociology from Presidency College, Calcutta (1998). At Michigan State University, Soma holds a joint position in Sociology and The School of Criminal Justice.

Thomas Conner (**Ph.D., Stanford University**) specializes in interpersonal behavior, social psychology of well being and health, and research methods. His current interests include the study of intimate partner violence, measurement theory and practice, and stratification systems in small face-to-face groups. He also occasionally dabbles in demography and helped produce the website at <http://midata.msu.edu/> Dr. Conner's home page is: <http://www.msu.edu/~connert>

Tom Dietz (**UC Davis**) holds a B.G.S. from Kent State University and a Ph.D. in Ecology from the University of California, Davis. He is Professor of Sociology and Crop and Soil Science, Director of the Environmental Science and Policy Program (espp.msu.edu) and Associate Dean in the Colleges of Agriculture and Natural Resources, Natural Science and Social Sciences, all at Michigan State University.

Jualynne Dodson (**Ph.D., UC Berkeley**) is a native of Pensacola, Florida and spent her formative years within African American Geechee culture. She completed the Masters and Ph.D. degrees in sociology at the University of California, Berkeley and organized and directed the Research and Demonstration Center for the Atlanta University School of Social Work. Dr. Dodson moved to New York City to serve as Dean of Seminary Life at Union Theological Seminary until 1987. She taught at Yale University, Hunter College, and the University of Colorado, Boulder. She was a Ford Foundation Post-doctorate Fellow, Fellow at the Center for Study of American Religion at Princeton, and held the John A. Hannah Distinguished Visiting Professorship at Michigan State University. She organized and directs the African Atlantic Research Team, a mentoring collective aimed at increasing the number of students of color who pursue an academic Ph.D. Jualynne's current research focuses on Africa-based religious traditions with a forthcoming book, *Sacred Spaces: Socio-historical View of Religious Traditions in Oriente, Cuba*.

Bernard Finifter, **Professor Emeritus (Ph.D., University of Wisconsin)** specializes in social psychology, comparative sociology, and research methodology. He is particularly interested in the cross-cultural study of personality and social structure relationships. His current research activities focus on four areas: (1) the analysis of responsibility relationships in social interaction and organization; (2) improving sample survey research designs through the analysis of scope

conditions; (3) sources of voluntary international migration, national identification, and citizenship decision-making among Americans; (4) development of concepts for bridging micro and macro sociologies.

Rita Gallin, **Professor Emeritus (Ph.D., Michigan State University)** specializes in gender in comparative perspective, the sociology of development, the political economy of health, and inequality in China and the United States. She is interested in development between and within countries, the intersection of gender, race, class, and nationality, and women's agency and movements. Her current research involves the analysis of longitudinal data from a rural community in Taiwan and focuses on household relations of production and reproduction, women's work and health, the informalization of work, and processes of migration.

Chris Ganchoff (**Ph.D., University of California San Francisco**) specializes in medical sociology, science and technology studies, and health social movements. His current research is examining the emergence of regenerative medicine in the United States and elsewhere, focusing on the scientific, political, and economic aspects of human stem cell research. He is also researching the varieties of patient activism around new biomedical technologies, and the new problems and possibilities fomented by these movements.

Stephen Gasteyer (**Ph.D., Iowa State University**), does research on the factors that influence rural community leadership, decision making and management capacity, specifically around key natural resources and development sectors. Current research includes investigations of: a) the dynamics of social networks and systems (community capitals) involved in water planning and management both in the US and overseas; b) the processes and systems that impact economic and agricultural development; c) the processes and impacts of community leadership development education programs. Dr. Gasteyer teaches courses on intentional social change, communities and conservation, and complex organizations.

Steve Gold, Associate Chair & Graduate Program Coordinator (**Ph.D., University of California, Berkeley**) is professor and associate chair in the department of sociology. He has published articles on qualitative research methods, visual sociology, immigration, ethnic economies and ethnic community development in numerous journals and edited volumes. In addition, he has edited special issues of American Behavioral Scientist and Qualitative Sociology. The past president of the International Visual Sociology Association, and past chair of the International Migration Section of the American Sociological Association, he is co-editor of Immigration Research for a New Century: Multidisciplinary Perspectives. (Russell Sage Foundation, 2000) (with Ruben G. Rumbaut and Nancy Foner); and the author of four books: Refugee Communities: A Comparative Field Study (Sage, 1992); From the Worker's State to the Golden State (Allyn Bacon, 1995); and Ethnic Economies with Ivan Light (Academic Press, 2000). His most recent book, The Israeli Diaspora (Routledge/University of Washington, 2002) won the American Sociological Association's Thomas and Znaniecki Award given by the International Migration Section for the best book on international migration in 2003. His current research interests include ethnic economies, international migration and visual sociology.

Geoffrey Habron (**Ph.D., Oregon State University**) holds a joint appointment with the Department of Fisheries and Wildlife. His interests are using multidisciplinary, systems-thinking perspectives integrating adaptive management with community-based conservation. He is interested in how community-based, collaborative or cooperative approaches can be used to foster sound natural resource conservation while acknowledging the input, impact and context of human communities. His dissertation focused on community-based adaptive watershed management utilizing multiple data collection, and quantitative and qualitative methods and analysis integrated through geographical information systems (GIS). The theoretical bases were adoption-diffusion and symbolic interactionism. Dr. Habron's Webpage is: <http://www.msu.edu/~habrong>

Craig Harris (**Ph.D., University of Michigan**) focuses on the behavior of tightly and moderately coupled social-natural systems, including agriculture, fisheries, and food safety. He is interested in coevolutionary processes that operate across organizational (individual, family community, watershed), and spatial (field, farm, region, globe) scales. He has done work inter alia on pest management in fruit and vegetable production, the construction of food safety, and the development of science for fisheries management. Dr. Harris has conducted research in Michigan, Taiwan, Senegal, Uganda, Kenya, Tanzania, and Bulgaria. He teaches courses in the social ecology of development, society and environment, and earth systems science. He is appointed in the Michigan Agricultural Experiment Station and in the National Food Safety and Toxicology Center. Dr. Harris is a member of the core faculties of the African Studies Center, the Asian Studies Center, the Center for European and Russian Studies, the Center for Advanced Studies in International Development, and the Center for Women in International Development.

Nan Johnson (**Ph.D., Pennsylvania State University**) specializes in Demography, Aging and the Life Course, Rural Sociology, and Research Methods. She has a half-time research appointment with the Michigan Agricultural Experiment Station. Her current research has two themes: 1) the interrelationships of physical disability, the search for caregivers, and older-adult migration between nonmetropolitan and metropolitan counties; and 2) the barriers of “place” to the adoption of assistive technologies. Representative publications include “Changing Rural Social Systems: Adaptation and Survival” (with Ching-li Wang, Michigan State University Press, 1997); “Critical Issues in Rural Health” (with Nina Glasgow and Lois Wright Morton, Blackwell Publishing, 2004); “Health Profiles of Michigan Populations of Color” (Michigan Department of Health, 1995); “Nonmetro Residence, Hearing Loss, and Restoration Among Elderly People” (Journal of Rural Health, 2004); and “Nonmetro Residence and Impaired Vision Among Elderly Americans” (Journal of Rural Health, 2004).

Linda Kalof (**Ph.D., American University**) is Professor of Sociology and Professor of Community, Agriculture, Recreation & Resource Studies. She studies the cultural representations of humans and other animals, with a focus on the intersection between culture and nature and the social construction of marked bodies. She has two book projects forthcoming on cultural aspects of embodiment and corporeality: *Reading Animals* (Continuum) and a co-edited multi-volume book series, *A Cultural History of the Human Body* (Berg/Palgrave). Other areas of interest include environmental values and beliefs and research methodology. She is co-editing an anthology of readings with Terre Satterfield, *Essential Readings in Environmental Values* (Earthscan, Forthcoming), and she is coauthor of the methods text *Evaluating Social Science Research*, Oxford University Press, 1996.

Since 1998, she has edited *Human Ecology Review*, an interdisciplinary journal devoted to the study of interaction between humans and the environment (www.humanecologyreview.org) She has been a tenured faculty member at three universities: The State University of New York at Plattsburgh, George Mason University and Michigan State. She has won two university teaching awards for her undergraduate and graduate courses in research methods, language and society, social psychology and sex, race and species studies. She has chaired and served as member on dozens of interdisciplinary doctoral and master's committees, most recently in human-animal studies, environmental values, environmental justice, and Q Methodology. She is particularly interested in interdisciplinary research projects on nature-culture interactions and the culture history of embodiment.

Stan Kaplowitz (Ph. D., University of Michigan) specializes in social psychology, especially of attitudes and communication. He also applies quantitative methods to predicting risk of lead poisoning from environmental and socio-demographic data. He teaches the graduate sequence in Analysis of Social Data as well as Social Attitudes and undergraduate courses in Social Psychology and Political Sociology.

Hui Liu (Ph.D., The University of Texas at Austin) is a social demographer. She specializes in marriage and family, health disparity, and quantitative methodology. One of her recent research project examines historical trends in the relationships between marital status and health outcomes over time in the United States. This study appears in the New York Times, the Washington Post, U.S. News, Business Week, NIH webpage, Health Behavior News Service, ABC News and etc. Her qualitative method interests center primarily on modeling forces of mortality, heaping or inflated count data, as well as applying Bayesian statistical methods.

Maryhelen D. Mac Innes (Ph.D., Brown University) specializes in her research interests surrounding the areas of health and illness, disability, family studies, and demography. Her current work explores the impact of illness and disability on family form and function. She teaches courses in family and medical sociology.

Sandy Marquart-Pyatt (Ph.D., Ohio State University) specializes in comparative social change, environmental sociology, political sociology, and quantitative methods. Her substantive research agenda seeks to uncover questions related to processes of social change comparatively and cross-nationally, including examples of macro-comparative as well as micro-level analyses. Published research and current projects examine, for example, the social forces influencing environmental concerns, identifying pathways to environmental activism, examining the role of context in fostering these attitudes and behaviors, and the extent to which measures of sustainability effectively incorporate the range of individual, structural and contextual aspects of environmental issues noted in the literature across communities and national contexts. Other projects explore democratic attitudes like political tolerance and views of the state, how trust influences political engagement, and factors driving political participation. Generally, I approach these questions using quantitative methods, especially structural equation modeling and multilevel modeling.

Aaron M. McCright (Ph.D., Washington State University) holds a joint academic appointment in the Department of Sociology and the Lyman Briggs School. He specializes in environmental sociology, political sociology, social movements, social problems theory, and sociology of the body.

His intellectual agenda is to enhance our understanding of the relationships among social movements, countermovements, and the structure of power within the state—particularly concerning problems of environmental degradation and technological risks. He currently conducts research in five areas: (a) the relationship between political ideology and environmentalism; (b) the significance of public opinion and public support for social movements; (c) the mobilization and outcomes of progressive social movements at the municipal level in the United States; (d) the ideas of European grand theorists on societal risk and risk management; and (e) the social, cultural, and economic significance of the Sun in the contemporary United States.

Alesia Montgomery (**Ph.D., University of California, Berkeley**) specializes in urban sociology, race/class/gender/sexuality; family and work; and technology and work. Her research is animated by a concern about the ways in which economic, political and technological developments affect geographies of opportunity, the moral order of institutions, and the meanings of bodies.

Brendan Mullan (**Ph.D., University of Pennsylvania**) teaches courses in the fields of Statistics/Research Methods and International Migration/Global Transformations. Most of his current research is in the field of European International Migration with a special focus on the Balkans and the southeastern Mediterranean. Dr. Mullan is currently working on a project analyzing international migration and community development in Southern Albania. He also co-leads MSU's Social Science in the Eastern Mediterranean study abroad program in Greece every summer. He is currently in charge of the MSU Campus in Dubai.

Stephanie J. Nawyn (**Ph.D., University of Southern California**) specializes in her research and teaching areas of expertise in gender, immigration, religion, family, and race and ethnicity. Her dissertation investigated the position of non-governmental organizations in the refugee resettlement system in the United States, particularly how faith-based and secular voluntary agencies and ethnic organizations provide refugees social citizenship opportunities with limited government funding. Work from this project appears in the July issue of *American Behavioral Scientist* and in the upcoming book *Religion and Social Justice for Immigrants* (ed. Hondagneu-Sotelo, Rutgers University Press: January 2007).

Zachary Neal (**Ph.D., University of Illinois at Chicago**) specializes in urban sociology, social networks, and quantitative methodology. He is jointly appointed in the Global Urban Studies Program (GUSP) and serves as co-editor of the 'Metropolis and Modern Life' book series published by Routledge. His dissertation examined the factors that influenced US cities' economic trajectories through the twentieth century, while his current work focuses on the measurement and analysis of intercity networks. He is the co-author of 'Common Ground: Readings and Reflections on Public Space' (Routledge 2009), and his work appears in such journals as *Urban Studies* and *Global Networks*.

Harry Perlstadt (**Ph.D., University of Chicago, M.P.H., University of Michigan**) specializes in medical sociology, health care delivery, evaluation research and organizations/ occupations. He is director of Bioethics, Humanities, and Society, a multidisciplinary undergraduate specialization and a master's level program. He has conducted evaluation research for international, federal, state, and local agencies and private foundations on programs including community health delivery, health

education, substance abuse and violence prevention, HIV-AIDS, and environmental policy. He was a founder and the first chair of the Commission on Applied and Clinical Sociology, chaired the Science Board and Joint Policy Committee of the American Public Health Association, and served on the Scientific Advisory Committee and National Council of the American Lung Association. Dr. Perlstadt's home page is: <http://www.msu.edu/~perlstad>

Xuefei Ren (**Ph.D., University of Chicago**) is jointly appointed in the Department of Sociology and Global Urban Studies Program. Her research interests involve global political economy, politics of urban development and planning, and sociology of space and built environment. Her current research projects include (a) transnational architectural production and global city formation in urban China, (b) politics of urban development in Shanghai/China and Mumbai/India, (c) network analysis of the cultural geography of the world city system, (d) global diasporas and cosmopolitanism, (e) urban growth and decline in Japan, and (f) international art market and urban gentrification in Beijing, Paris and New York. She employs ethnographic, statistical and spatial analysis techniques in her research. She has published in major urban journals in English, Chinese, Japanese, French and Italian, and has been a columnist for several magazines featuring art, design, architecture and other urban issues.

Harry Schwarzweller, **Professor Emeritus (Ph.D., Cornell University)** specializes in agricultural change and development, particularly at the level of farm and household; rural to urban migration processes; community structure and comparative methods. Currently, he is researching the economic and social development of Michigan's Upper Peninsula as compared with Appalachian Kentucky; the historical transformation of a once peasant village in Germany; and the impact of globalization on the viability of rural communities in various parts of the world. His overseas work included projects in Australia, New Zealand, Nepal, Indonesia, Saudi Arabia, and Germany. He served as president of the Rural Sociological Society, president of the International Rural Sociological Association, chair of the Michigan Agricultural Labor Commission, and founding editor of *Research in Rural Sociology and Development*. Recently, as Carlson Visiting Distinguished Professor in social sciences, he taught comparative sociology at West Virginia University.

Vladimir Shlapentokh (**Ph.D., USSR Academy of Sciences**) emigrated to the United States in 1979, worked as a Senior Fellow in the Sociological Institute in Moscow, and conducted the first nationwide public opinion surveys in the USSR. In the Soviet Union he published ten books and many dozens of articles on various social issues, including the methodology of sociological studies. Since emigrating to the U.S., Dr. Shlapentokh has published 18 books, dozens of professional articles about Soviet and contemporary Russian issues, and dozens of columns in periodicals such as the New York Times, Los Angeles Times, Washington Post, and Christian Science Monitor. In addition, he has organized several national and international conferences. Since, 1982, he has worked as a consultant to the United States government, regularly reporting on social processes, ideology, and public opinion in Russia and other post-Communist countries.

Carl Taylor (**Ph.D., Michigan State University**) has extensive experience in field research aimed at the reduction of violence involving American youth. Dr. Taylor has worked with communities, foundations and government agencies in understanding gangs, youth culture, and violence. Some of the organizations that Dr. Taylor has worked with include the Guggenheim Foundation, the C. S.

Mott Foundation, the FBI Academy, and the Children's Defense Fund. He also serves as the principal investigator for the Michigan Gang Research Project and is a Senior Fellow in University Outreach and Engagement at Michigan State University.

Toby A. Ten Eyck (Ph.D., Louisiana State University) focuses on the intersections of cultural production and social issues. He also studies how mass media information is constructed, disseminated, and interpreted.

David Wiley (Ph.D., Princeton) specializes in social inequality, social ecology of Africa and its environment (rural and urban), social movements, social stratification and religion, and internationalization of higher education. His major research projects include a) community mobilization on environment and development in South Africa, b) socio-economic impacts of biological change on Lake Victoria (Kenya, Uganda, Tanzania), c) stratification and religion in the U.S. and Zambia, d) African urbanization and housing and e) sociology of racial, ethnic, and national stereotyping. Wiley has been President of the *African Studies Association* and the chairperson of international committees of the NSF, *American Sociological Association*, and *American Association for the Advancement of Science*. Currently, he is co-chairperson of the *Council of Directors of Title VI National Resource Centers*. He has been Vice-Chair of the *U.S. National Commission for UNESCO* and the co-chair of the *Association of Concerned African Scholars*. His specialization areas are: Migration, Social Structure and Identity; Race and Ethnicity; and Environment Science and Technology.

Khalida Zaki (Ph.D., Michigan State University) specializes in social Demography of South Asian Region as well as Muslim Immigrant Communities from Middle East and South Asia. She takes a multi-cultural international perspective in her areas of teaching Sex and Gender, Family, Work, Dynamics of Population, Global Development and Integrative studies in Social Sciences. Her research includes the study women's status, fertility, mortality in South Asia, and among Muslim population in Michigan. Examples of her research studies are: Social and Cultural Barriers and family planning among Muslim Communities in the Lansing Area; Food Safety & Cultural Concerns Among Pakistani and Yemeni Americans in Michigan. Her current research project focuses on Issues of Muslim Immigrant Youth, Parents and Schools in the Lansing Area. She continues to serve on doctoral students' dissertation research. She also serves as Undergraduate Program Coordinator and Academic Advisor.

Zhenmei Zhang (Ph.D., Pennsylvania State University) specializes in areas of expertise including life course and aging, family and health, and social demography. Specifically, her research has focused on the effects of social relationships (parental and marital history) on both physical and mental health in later life and the role of gender in moderating the impact of social relationships on health. Another line of her research examines racial/ethnic differentials in a variety of health outcomes, including chronic health problems, functioning problems, and active life expectancy. She is particularly interested in how socioeconomic status over the life course contributes to racial/ethnic health disparities. She is also investigating the risk factors of cognitive impairment among the oldest old in China. Dr. Zhang's research has appeared in *Journal of Marriage and Family*, *Journal of Gerontology: Social Sciences*, *The Gerontologist*, and *Handbook of Aging and the Social Sciences* among others.