MA in Sociology

Graduate Program

Student Handbook

January 2012

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I. Welcome to the MA in Sociology Program

January 2012

Welcome to Roosevelt University. We're delighted to have you in our program.

The sociology program is devoted to the critical analysis of contemporary societies. Students are encouraged to think beyond everyday assumptions and make connections between the problems of individuals and the broader structures of social life. Faculty work to help you develop the knowledge and skills to question the 'natural' appearance of existing social relations in order to reveal how contemporary social relationships are socially and historically constructed.

The program offers courses that cover the full range of sociological analyses. At the macro-level of 'big structures and huge processes,' critical perspectives are offered on globalization and social change at the level of the contemporary world-system, the organization of power in contemporary American and global economic, political and cultural institutions, and structured social inequalities along lines of class, race, gender, sexuality, age and disability. At the micro-level of direct face-to-face interaction, the program offers a variety of explorations of the relations between institutional structures, the formation of social identities, and the organization of everyday social life.

The sociology faculty is strongly committed to the social justice mission of the University. From a variety of perspectives, the faculty develop critical assessments of contemporary society and the possibilities for more just and democratic social relationships. The problems and prospects of ongoing movements for social justice and social change are continually (re)assessed.

On the following pages you'll find some essential and useful information to help you on your way through the Sociology program. We've also included a list of full-time faculty. Remember, if you have questions or problems, all of us in the Department of Sociology are just a phone call (or e-mail) away.

Again, welcome to the Department of Sociology Master's program.

Mike Maly
Chair
Department of Sociology

II. Advising

Although the university offers online registration, you still need to meet or communicate with a full-time faculty adviser each term. Your adviser can identify whether your classes count towards your degree and provides a registration code each term that will give you access to the registration process.

New students
All new students entering the Master's in Sociology program will be assigned a faculty advisor with whom you will need to schedule an appointment to meet with in person. The department chair, graduate program coordinator and/or departmental assistant will direct students to your assigned advisor. During late or busy registration period, other faculty members may act as advisers.

Continuing students
After your first term in the program, it's generally possible to call or email your adviser with your class requests, and your adviser can then provide your registration code. Often advisers will also bring registration materials to class for quick meetings with students before or after class sessions.

Any full-time member of the Department of Sociology's faculty can advise you and sign your course worksheet for registration, although it's best to meet with your assigned member of the full-time Sociology faculty.

You should absolutely meet in person with an adviser, however, when you:

- Receive a grade of "C" or below in a SOC course.
- Are at the halfway point of your program.
- As you start to make a decision on whether to write a MA Thesis (SOC 490), an Experiential Research & Learning project (SOC 491), or a MA paper (SOC 492),
- Are about to enter your final term in the program.
- Have any special requests or problems, or wish to take a course outside the Sociology program as an elective.

If you have difficulty with advising, call the chair of the Department of Sociology at (312)-341-3769 or the departmental assistant at (312)-341-3769.

Faculty names, phone numbers and email addresses are listed on the next page.

Early registration
The university offers early registration and advising every term for the coming term. In fall, early registration for both spring and summer semesters begins in November; the upcoming fall semester early registration begins in March.

Department of Sociology faculty members will remind you of early registration in class, and you'll see signs posted in our buildings. Try not to wait until after classes end; by that time, some classes will be full and others already will have been cancelled. If there is a class that you need or really want to take, register early. No fee is required to register during early registration. Late fees begin shortly before classes start (see the university's printed schedule for the exact date).

III. Sociology Faculty Contact Information

Leon Bailey
Associate Professor
lbailey@roosevelt.edu
AUD 870
(312) 341-3836

Albert Bennett
Professor
Director, St. Clair Drake Center for African American Studies
abennett@roosevelt.edu
AUD 486
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Heather Dalmage
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Alfred DeFreece
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adefreece@roosevelt.edu
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Stephanie Farmer
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sfarmer@roosevelt.edu
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Michael T. Maly
Associate Professor
Chair, Department of Sociology
mmaly@roosevelt.edu
AUD 756
(312) 341-3769

Pamela Robert
Associate Professor
probert@roosevelt.edu
AUD 736B
(312) 341-3737

Sociology courses are also staffed by adjunct or part-time professors. Adjunct instructors bring a wealth of practical knowledge to the classroom in addition to their own academic achievements.

IV. Department Contact Information

Offices: Roosevelt University
Auditorium Building Room 752
430 South Michigan Avenue
Chicago Ill. 60605

Department of Sociology Administrative Assistant (312) 341-3743

You can also find information you may need regarding the department on-line:
http://www.roosevelt.edu/sociology

V. Library Information

The library is located on the 10th and 11th floors of the Auditorium Building at 430 S. Michigan Avenue.

Access to all library departments is by way of the south elevators in the Library.

Library Contact Info

University Librarian: 312-341-3640
Information Desk/Reference Services: 312-341-3643/3644

Email questions to: http://www2.roosevelt.edu/library/reference-form-general.htm

The Sociology librarian Linda Wilkinson created a library guide with links to various sociology sources, databases, book holdings and other tools useful for research. You can find that guide here: http://libguides.roosevelt.edu/sociology

Library Hours

Spring and Fall Semesters:

Monday – Thursday 9 a.m. – 9 p.m.
Friday 9 a.m. – 5 p.m.
Saturday and Sunday 11 a.m. – 4 p.m.

Summer Semester:

Monday – Thursday 9 a.m. – 9 p.m.
Friday 9 a.m. – 5 p.m.
Saturday 11 a.m. – 4 p.m.
Sunday: Closed

VI. The MA in Sociology Degree Requirements

Students seeking the MA in Sociology are required to complete 36 credit hours with a grade point average of B or higher (3.0 average). For all students, there are four required courses. Each course must be taken the first time it is offered after you have been admitted to the program. Coursework must be completed with a GPA of 3.0 or higher.

Up to six semester hours of transfer credit may be counted upon approval by the sociology faculty, providing these credits are in compliance with University requirements. With approval from the sociology faculty, up to six semester hours in related disciplines may be included.

To earn a master's degree in Sociology, students need to choose one of the following two tracks:

Track 1: 36 semester hours of graduate course work, including the 4 required courses, 4 free electives, 2 graduate seminar electives and six-hours of either SOC 490 Master's Thesis (research based) or SOC 491 experiential learning project (e.g. service learning project, study abroad, etc).

Students selecting the thesis or experiential research & learning option must have a GPA of 3.5 after 27 hours.

Track 2: 36 semester hours of graduate course work, including the 4required courses, 5 free electives, 2 graduate seminar electives and the three-hour SOC 492 Research & Writing Project.

Students cannot enroll in SOC 490, 491 or 492 on your own over the online system. Your advisor must fill out and submit the form for the registrar office giving you permission to enroll in those courses.

Track 1: Master's Thesis or Experiential Research & Learning Option

Students selecting this option must complete the requirements below. In both cases, students must submit a written proposal, including a proposed bibliography, list of research questions, and methodology statement or description of experiential learning project.

Six electives approved by graduate advisor (including 2 graduate-only seminar)		18
SOC 401	Pro-Seminar: Individuals, Institutions and Power	3
SOC 406	Seminar in Social Theory	3
SOC 480	Seminar in Theory and Method	3

One methods course is required, chosen from these two:

PADM 403	Quantitative Methods	3
SOC 408	Qualitative Methods	3

One of these final writing courses is required:

SOC 490	Thesis	6
SOC 491	Experiential Research & Learning	6

Students enrolled in SOC 490 Master's Thesis or SOC 491 Experiential Learning Project must choose a faculty member as Chair of the committee and a second reader. The chair of the committee must hold a full-time appointment in Sociology. The second reader can be any full-time or part-time faculty approved by the Chair. The second reader will receive the final draft of the thesis or project paper, after the committee chair has approved it.

All students in SOC 490 and SOC 491 must complete an oral examination or defense of their work. Upon completion of written work, students schedule an oral defense through their committee Chair. A final grade for the project will not be submitted until the student presents to the committee, an oral defense of his or her work. The oral defense must be completed in a timely fashion to meet university deadlines for graduation (see below).

Students SOC 490 and SOC 491 must submit the final draft to their committee six weeks before university deadlines. This will provide time to read the paper, schedule the oral defense and make revisions before the final revised draft must be submitted to the graduate school by their deadline.

Universities Deadlines:
* December Graduation: November 1
* May Graduation: April 1
* September Graduation: August 1

Track 2 - Research and Writing Option

Students in this track will complete the requirements below and write a MA paper. The MA Paper (SOC 492) is designed to allow students to conduct a critical and in-depth analysis on a particular sociological issue (problem), a specific area of sociology (e.g., social stratification, deviance, race, gender, housing), or a critical review of the literature surrounding a contemporary sociological debate. Students choosing the Research and Writing Option will only need to work with **ONE** full-time Sociology faculty member to work with on the paper (there is no committee for this option). The faculty member will guide the writing process and will grade the finished paper. Students must submit a written MA paper proposal, including a proposed bibliography to be approved by their faculty reader. Students choosing SOC 492 must finish their paper at the end of the semester in order to receive a letter grade for the Master's Paper.

Seven electives approved by graduate advisor (including 2 graduate-only seminar)		21
SOC 401	Pro-Seminar: Individuals, Institutions and Power	3
SOC 406	Seminar in Social Theory	3
SOC 480	Seminar in Theory and Method	3
SOC 492	Research and Writing	3

One of these two methods courses is required:

PADM 403	Quantitative Methods	3
SOC 408	Qualitative Methods	3

VII. The Accelerated MA Program

The Department of Sociology offers an accelerated BA and MA program to eligible students. Students entering this program can earn both a bachelor's and master's degree in sociology in less time than earning these degrees separately would require. Students are accepted into the master's degree program during their junior year, begin enrolling in graduate courses in their senior year and complete the requirements in the semesters following their BA. As undergraduates, eligible students may earn between 6-9 credit hours (taking 2-3 graduate level courses at the 400 level), which are applied toward both the undergraduate degree, as well as the graduate degree. Graduate courses taken during the students' senior year will depend on the courses students have remaining to complete their undergraduate degree in sociology, although only one of these courses can be a core requirement for the MA degree.

Degree Awards

The BA is awarded when all undergraduate requirements are completed (with substitution of three graduate level courses for three undergraduate departmental electives). Students in the program must apply for graduation and apply to the MA program once completing the coursework. Upon entering the MA program credits taken as an undergraduate are transferred to their graduate transcript. The MA is awarded when all graduate requirements are completed, including the thesis/experiential research and learning option or master's paper option.

Fall Application Deadline December 1 (for Spring acceptance)
Spring Application Deadline April 1 (for Summer or Fall acceptance)

For more information contact: Professor Pamela Robert probert@roosevelt.edu

VIII. Course Descriptions

Soc 401 Individual, Institutions & Power
Course designed primarily for first-year graduate students. Introduction of sociological theories and debates. Students are introduced to aspects of graduate and professional careers and members of graduate faculty and their research and interests.

Soc 403 The Development of Sociology (Elective)
Development of classical perspectives within sociology. Karl Marx, Max Weber, Emile Durkheim and others.

Soc 406 Seminar in Sociological Theory
Advanced seminar that covers issues of current topics in social theory. Topics vary by semester and by instructor.

Soc 408 Qualitative Methods
In-depth introduction to forms of qualitative research. Focus on field research, interviews, oral histories, and participant observation. Additional focus on content analysis and Internet research.

Soc 409 Special Topic Grad Seminar (Elective)
Special topics course in sociology. Topics vary based on expertise of faculty member.

Soc 417 Race & The City (Elective)
Course examines how urban space takes on racialized meanings, how race serves as an organizing principle within cities, and the relationship between race, place, and power. Topics include: politics of Chicago neighborhoods, race in a post-civil rights era, functions of housing markets and other institutions in protecting privilege and power. Finally, using race as an analytical tool, we explore how the city is experienced and imagined differently when using race as our lens.

Soc 418 Social Change (Elective)
Perspectives and paradigms in classical and contemporary theories of social and cultural change; examination of processes of change and social movements.

Soc 420 Sociology of Inequality (Elective)
Nature and function of social inequality. Selected theories of inequality; American stratification system; comparative inequality; indicators of social class position; class consciousness and identification; prestige and power; class position and its correlates; processes of social mobility.

Soc 421 Education and Gender (Elective)
Course explores multiple and complex relationships of gender and education, in both the US and in Third World communities. Topics include; feminist theory and pedagogies; historical perspectives on educating women; controversies and contested theories about gender and education; systems of representation that serve both to emancipate and subordinate women; stratification in schools; and ways to empower ourselves and our students through education.

Soc 425 Sociology of Education (Elective)
Social factors involved in educational processes within US Society. The interaction of educational institutions with various cultural, economic, and social factors.

Soc 426 Race, Gender & the Mass Media (Elective)
Relationship between U.S. media and social construction of race and gender; media's role in perpetuating and challenging gender and racial stereotypes; perceptions and reaction to representations; critical consumption of media images-messages pertaining to disenfranchised groups.

Soc 427 Race & Ethnic Relations (Elective)
Race and ethnicity in the US; history and present status of various racial and ethnic groups; political economy of race; changing public discourse of race and racial identities.

Soc 429 Whiteness in a Global Society (Elective)
Explore racial systems, ideologies and identities across a range of societies and historical eras. We will specifically explore the colonization, slavery, neo-colonization, immigration and contemporary racial formation and neoliberalism.

Soc 430 Sociology of Mental Health/Illness (Elective)
Mental disorders as major social problems; concept of mental illness in popular understanding, psychiatry, and social sciences; cultural, social-psychological, and sociological theories of development of mental disorders; empirical studies of cultural variation and social variables in mental disorders; social aspects of patient career; social prevention of mental disorders.

Soc 431 Criminology (Elective)
Social processes and criminal behavior; theories of crime; social factors and causes of crime; law enforcement and the judicial process; corrections.

Soc 432 Seminar in Evaluation Research
Techniques of evaluation research applied to analysis of particular social programs. Discussion of steps in evaluation research process, data-gathering techniques, and methods of analysis and interpretation.

Soc 438 Urban Gentrification (Elective)
The political, economic, and cultural forces that are making working class residential neighborhoods and commercial areas into places for higher income, usually lighter skinned from the professional middle class.

Soc 439 The Sociology of Death and Dying (Elective)
Social processes involved in death and in dying; how these acts are viewed by society; adjustment processes; effects on surviving individuals and society.

Soc 440 Gender and Society (Elective)
The social construction of gender definitions; focus on how gender roles in the family, media, and work place are constructed.

Soc 441 Global Chicago (Elective)
Course explores the various forces shaping Chicago in the era of globalization and what this entails for the built environment, social policy and people's everyday experience of the city. Central themes include: changes in urban economic development and labor markets, global city building, urban development and gentrification, public and affordable housing policies, new strategies of policing

and surveillance, green practices and environmental policy, immigration, and challenges confronting the education system.

Soc 442 Global Race: The Centrality of Race in the World (Elective)
Examine racial formation comparatively. Explore the ways race developed and functions as a central organizing principle in a variety of places around the world. Examine the origins of racial thinking, the specific and general ways race structures ideology and policy, and the intersections of race, global capital, gender, religion, citizenship, sexuality, and other locations of inequality and domination.

Soc 443 Gender Based Violence (Elective)
Course examines the myriad of root causes of gender-based violence, nationally and internationally. Topics include: gendered nature of violence in US social institutions such as education, the economy, and the health care system, and in "Third World" contexts including cultural traditions and war. Course also focuses on the social constructions of masculinity and how far from being solely a "women's issue", it will examine how violence that targets women and girls threatens the healthy development of all human beings.

Soc 444 Sociology of Globalization (Elective)
Course explores the ways in which global economic, political and cultural forms operating at local, national, regional and global levels are transforming social life.

Soc 445 The Study of Population (Elective)
Theories of population growth; balance between population, natural resources, and cultural norms; methods of population analysis; population distribution and density; age, sex, and ethnic composition; fertility, mortality, migration, and their influences on population change.

Soc 446 Community Organizing (Elective)
Examination of community organizing theories and approaches. Focuses on case studies and hands-on experience.

Soc 450 Sociology of Culture (Elective)
Theory and method in the sociology of culture; topics may include high culture and popular culture, modernism and postmodernism, the politics of mass media, and the role of religion in contemporary societies.

Soc 451 Prison Industrial Complex (Elective)
This course will examine the growth of mass incarceration in the US since 1980. The factors behind the rapid growth of the prison system, such as the War on Drugs, will be examined, along with the role of powerful private sector interests that are heavily invested in the growth of the prison system.

SOC 455 Urban Inequality & Social Justice (Elective)
Topics include, but are not limited to: gentrification, homelessness and social disorder politics, senior citizen housing, the housing needs of single mothers, urban education and the rise of charter schools, and policing and surveillance of neighborhoods.

SOC 456 Social Justice Summer Institute (Elective)
This course offers students the unprecedented opportunity to explore ideas about justice with a variety of scholars and activists. Students will investigate contemporary issues of social justice in both theory and practice. The course is a participatory, discussion-based class that will entail active involvement.

SOC 460 The Body (Elective)
The body, as a central analytical concept in sociology, is explored as a site of regulation, surveillance, and classification. Emphasis is placed on the lived body; the embodiment of gendered, sexed, and abelist performances; and the consequences of mind-body dualism for socially constructing, comporting, moving, presenting, adorning, ornamenting, and perfecting the body. Additional topics will vary by semester but may include: the body in pain, the privileged body, and the inscribed body.

Soc 467 Social Movements (Elective)
Central analytical problems in the study of social movements in general; dynamics and significance of social movements in contemporary US politics and society. (3)

Soc 471 Approaches to Program Evaluation (Elective)
The purpose of this course is to provide students with the conceptual frameworks, vocabulary and methods of program evaluation, enabling students to become better evaluators and consumers of evaluation research and reports.

Soc 472 Quantitative Aspects of Program Evaluation (Elective)
This course is designed for students that possess little or no background in statistics. The primary goal of this course is to develop students' basic understanding of descriptive and inferential statistics that are utilized in evaluation research.

Soc 473 Qualitative Aspects of Program Evaluation (Elective)
The purpose of this course is to introduce students to the field of qualitative inquiry and it use in applied research settings. The principle focus of the course will be in using qualitative inquiry methods in the evaluation of programs; however, qualitative inquiry as research will also be covered.

Soc 474 Practicum in Program Evaluation (Elective)
The practicum in program evaluation is made up of two parts. The first part is devoted to the art and science of grant writing. The ability to produce grants that can be used to support your evaluation work is essential. The second part of the practicum provides students with hands on experience to apply skills learned in the classroom by working with Roosevelt University faculty.

Soc 480 Seminar: Sociological Theory & Methods
Theoretical concepts and methodology applied to various social phenomena. Presentation and critique of student-designed research projects.

Soc 481-4 Special Topics (Elective)
Course content varies. All topics will relate to sociology. Prereq varies; specific prerequisites will be listed in class schedule.

Soc 490 Thesis (6)
Course is designed to allow students to conduct original research on a particular sociological issue or original theoretical analysis of a specific area of sociological investigation or thought. Topic to be developed by student in consultation with full-time faculty committee or program advisor.

Soc 490Y Masters Thesis Completion (0)

Soc 491 Experiential Research & Learning
Course is designed to allow students to create or participate in an experiential project focused on a contemporary sociological issue, question, or debate. Options for SOC 491 include participation in some direct effort to create social change, participation in a community, regional, national, or international organization, some contribution to a relevant social justice policy initiative, or an experiential study.

Soc 492 Research & Writing
Completion of a substantial research project required for the degree. Requires ability to conceptualize and conduct independent and advanced research, analysis and writing. Project may involve analysis of contemporary social issue, debate, or field of study. Topic to be developed by student in consultation with full-time faculty committee or program advisor. (3)

Soc 495 Independent Study (Elective)
Pursuit of individually selected topics. Topic may not be part of regular curriculum; student must demonstrate significant interest and preparation for study. (1-6)

IX. Grades

The graduate school has certain grade requirements that apply to all students:

- You must complete your graduate program with a 3.0 grade point average, a B average.
- You can graduate with no more than two grades of C.
- You must balance any C grade with an A.

If your GPA falls below 3.0, you will be placed on probation. You will then be required to bring your grades to the 3.0 level within a specified period, usually one term of six semester hours (two classes). In many cases this will mean repeating a class to remove the C grade. The Graduate Student Catalog details what probation means. You can find that on-line here: http://www.roosevelt.edu/Catalog/Graduate

For students admitted on probation:

If your undergraduate grade point average was below 3.0 on a 4.0 scale, you were admitted on a probationary basis to the Sociology Department. Probationary admission limits you to

a maximum of two sociology courses in your first term of the program, and you must receive grades of B or higher in those first two courses.

Students who must take a third course because of financial or visa requirements should consult with the chair of the department for advice in selecting the course.

Once you have successfully completed your first two courses with the required grades, your status will be changed to "unconditional," and you will be allowed to enroll full time if you like.

If you fail to complete your first two courses with grades of B or better, your status will be reviewed, and you may not be allowed to continue the program.

Grade Standards:

Throughout the Sociology program students should expect to encounter different teachers with differing standards and scales for assigning grades. This is an important part of what we call "academic freedom" which is (among other things) the concept of allowing all faculty the freedom to teach and discuss subject matter as they feel they should. Having said this, we do maintain a departmental suggestion for grading standards with the following expectations.

This is graduate school and accordingly students' grades will be determined based on the student's ability to: follow directions and meet the requirements of any assignment; write well and express thoughts and ideas in well-constructed sentences; demonstrate understanding of the subject matter, identification/description of subject complexities, interpretation and critical analysis of situations/issues, recognition of options/alternatives, and draw well-supported conclusions.

Grades in the "A" range will be awarded for work that meets assignment specifics with no deviation. In addition, all writing must be clear and well organized and sentences should be well constructed and virtually free of errors in grammar, mechanics, diction and syntax. An "A" range grade means that in written or oral works the student's thoughts were expressed in a manner revealing: thorough understanding of the subject; identification/description of complexities; sophistication in interpretation and critical analysis of situations/issues; recognition of options/alternatives; and, the ability to draw well-founded and original conclusions.

Grades in the "B" range are awarded for work that meets assignment specifications with no deviation. All writing should be generally clear and well organized and sentences must be well constructed, with few errors in grammar, mechanics, diction and syntax. A "B"range grade means that in written or oral works the student's thoughts are expressed in a manner revealing: above-average understanding of subject; identification/description of major complexities; sound interpretation and critical analysis of situations/issues; recognition of some options/alternatives; and, the ability to draw well-supported conclusions.

Grades in the "C" range are assigned for work that meets all major assignment specifications. Writing must be generally clear, but some minor problems with organization

may be evident with some errors in sentence construction, or grammar, mechanics, diction or syntax. A "C"range grade means that in written or oral works the student's thoughts were expressed in a manner revealing: an average understanding of the subject matter; identification/description of relatively few complexities; limitations in interpretation and critical analysis of situations/issues; and, recognition of few options/alternatives.

Grades in the "D" range are assigned for work failing to meet some major assignment specifications. Writing may lack clarity and effective organization with numerous errors in grammar, mechanics, diction and syntax. A "D"range grade means that the student's thoughts and ideas are expressed in a manner revealing an insufficient understanding of subject, as well as, failing to identify/describe major complexities, interpret or critically analyze situations/issues, recognize options/alternatives and/or draw appropriate conclusions.

Grades assigned as a "F" are for work that fails to meet most or all assignment specifications and/or is poorly written, evidencing lack of clarity, effective organization and command of grammar, mechanics, diction and syntax. An "F"grade means the student's work failed to demonstrate an understanding of the subject and perform the required range of academic tasks.

Grade grievances:

The university has policies and procedures covering student grievances about final grades they receive. The first step in any grievance over a grade is the "instructor conference," which requires that the student talk with the instructor to learn why the instructor assigned the grade. If the student is not satisfied with the explanation, the next step is to write a letter to the department chair.

A grade grievance must argue that one of the following situations has occurred:

- The instructor has deviated from his/her established and announced grading procedures.
- The instructor has made an error in application of grading procedures.
- The instructor has modified grades for non-academic reasons.
- The instructor has made a gross error in judgment.

To receive a copy of the university's grade grievance procedure, go to http://www.roosevelt.edu/StudentServices/Conduct.aspx.

X. Alpha Kappa Delta (AKD) – The International Sociological Honor Society

AKD stands for Alpha Kappa Delta, a non-secret, democratic, international society of scholars dedicated to the ideal of Athropon Katamanthanein Diakonesein or "to investigate humanity for the purpose of service." AKD seeks to acknowledge and promote excellence in scholarship in the study of sociology, the research of social problems, and such other social and intellectual activities as will lead to improvement of the human condition

AKD was founded at the University of Southern California in 1920 and became affiliated with the Association of College Honor Societies in 1967.

Who are the members of AKD?

More than 50,000 lifetime members are affiliated with more than 500 chapters of the Society. These are persons with academic records showing excellence in sociology.

Why become a member of AKD?

AKD provides a variety of services to its members. Every initiate receives an AKD handbook, a certificate of membership, and a membership activation form. Members who submit completed activation forms received one-year subscription to *Sociological Inquiry*, the official journal of the Society, the Alpha Kappa Delta Newsletter, election materials, and other services. In addition, the Society sponsors students paper contests, provides honoraria for initiation speakers, provides funds for student travel to regional sociological meetings, funds research symposia, sponsors a distinguished lecture series at the Annual Meeting of the American Sociological Association, and contributes annually to the ASA Minority Scholarship Fund. Members may purchase honor cords for graduation ceremonies, AKD jewelry, and other memorabilia.

AKD Chapters are important in the academic, professional, and social lives of student and faculty members. They provide opportunities for initiating and sharing activities in keeping with the purposes of the Society.

Civil service employees receive a two-step boost in pay grade if they list AKD membership on their applications.

How does one become a member of AKD?

Minimum requirements apply to all chapters of AKD. Undergraduates must be sociology majors or demonstrate a serious interest in sociology within an official program of a host institution with a chartered chapter of the Society; must be at least a junior; have an overall GPA of at least 3.0; and have taken at least four courses in sociology. At Roosevelt

University this also includes having completed the main required courses with a minimum GPA of at 3.4 in Sociology classes.

Graduate students must have an overall GPA of at least 3.5; have a sociology GPA of at least 3.5; and have completed at least 18 hours of graduate work in sociology.

Election to Alpha Kappa Delta is without regard to race, creed, or national origin.

Potential members should contact a faculty member serving as an AKD Chapter Representative. Chapter Representatives are responsible for determining eligibility. Contact the AKD Office if your chapter is inactive or you cannot reach a Chapter Representative..

How does one reach the AKD Office?

The National Office for Alpha Kappa Delta is located at:
Alpha Kappa Delta
Le Moyne College
1419 Salt Springs Road
Syracuse, NY 13214

Email: AKD@lemoyne.edu
Voice: (315) 445-5452
https://sites.google.com/site/alphakappadeltainternational/Home

XI. Professional Organizations

Graduate students are strongly encouraged to join and present their research at local, regional and national sociology professional associations. This is a prime way to become professionally active and to build one's resume and/or curriculum vitae. The following are a list of some of the professional organizations in sociology, though by far not a completed list.

American Sociological Association http://www.asanet.org/

Association of Black Sociologists
http://www.associationofblacksociologists.org/Association_of_Black_Sociologists/Home.html

Global Studies Association http://www.net4dem.org/mayglobal/

Illinois Sociological Association
http://www.illinoissociologicalassociation.freehosting.net/

International Sociological Association	http://www.isa-sociology.org/
Midwest Sociological Society	http://www.themss.org/
Society for the Study of Social Problems	http://www.sssp1.org/
Social Science Research Council	http://www.ssrc.org/
Society for Applied Sociology	http://www.appliedsoc.org/

XII. Centers and Institutes

The Sociology faculty direct two university Centers and Institutes: The Mansfield Institute for Social Justice and Transformation directed by Dr. Heather Dalmage and the St. Clair Drake Center for African and African American Studies directed by Dr. Albert Bennett. The role of Centers and Institutes in the university is to create and engage intellectual life beyond the classroom. Be sure to visit the various websites (below) and look for opportunities that match your interests and goals.

Mansfield Institute for Social Justice and Transformation

http://www.roosevelt.edu/MISJT.aspx

The Mansfield Institute for Social Justice and Transformation, created in 1999 through a generous gift from the Mansfield Foundation, gives Roosevelt University a unique opportunity to develop an integrated program of curriculum, research, and outreach focused on social justice issues. It is our goal to elevate and foster social consciousness among our students, faculty and members of our community, through a pedagogy of transformational learning and through rich social justice programming in the areas of human rights, social and political action, and the arts.

St. Clair Drake Center for African and African American Studies

http://www.roosevelt.edu/CAS/CentersAndInstitutes/Drake.aspx

The St. Clair Drake Center is dedicated to the memory of Professor St. Clair Drake and is committed to documenting and exploring the contributions, challenges and conditions of Africans and African Americans as well as under resourced communities. The work of the Drake Center is activist by design and intent. The center is also dedicated to making public policy issues more accessible to not only Roosevelt University students but to the general public.

XIII. Careers in Sociology

Much of the following text was taken form American Sociological Association. "Careers in Sociology" retrieved June 23, 2009. http://www.asanet.org/student/career/homepage.html

In their January 26, 2009 edition, the Wall Street Journal proclaimed sociology as the 8th best profession in the United States. Teaching and conducting research remains the dominant activity among the thousands of professional sociologists today. Sociologists become high school teachers or faculty in colleges and universities where they teach students and conduct research.

As of 2008, the top ten most demanded fields for university teaching and research positions are in criminology, quantitative methods, theory, urban/community, race and ethnicity, law and society, medical, race, class and gender, demography and family.

Many other opportunities exist for those holding advanced degrees in sociology. Employment sectors and examples of jobs include:

- Social Services and Community Work: directors of research, program directors, or fund-raising for social service organizations, nonprofits, or community development agencies, research and policy analysts, community developers, counselors, therapists, rehabilitation workers, case management, advocates for domestic violence victims, administration, and research for environmental groups.

- Business: advertising, marketing and consumer research, survey researchers, insurance, real estate, management, personnel work, training, sales, administrators, consultants, and human resource managers.

- Health Services: family planning, substance abuse, rehabilitation counseling, health planning, hospital admissions, insurance companies, gerontologists, directors of research, policy analysts, and program directors.

- Government Services: federal, state, and local government jobs in such areas as transportation, housing, agriculture, and labor, probation and parole officer or other criminal justice work, demographers, statisticians, and urban planning.\

- Other professions: publishing, journalism, public relations, paralegal, IT consultants, and immigration specialists.

XIV. American Sociological Association (ASA) Style Guide

We understand that as an undergraduate, you were exposed to various citation styles. In the graduate program, we want our students to use the standards of field. According, we expect all written assignments to use the American Sociological Association (ASA) citation and reference page style.

Overview: The American Sociological Association Style Guide is intended for authors who are preparing manuscripts for publication in ASA journals. This handout is intended for students who are instructed to use "ASA style" when writing research papers. Consult the ASA Style Guide for additional or more detailed information (located in the library or available for purchase at www.asanet.org).

Manuscript Format:

* All text (including footnotes & references) must be doubled spaced and in a 12 point type.

* Margins must be at least 1 ¼ inches on all four sides

* A separate title page including title of paper, name(s) & institution(s) of authors, word count for the manuscript (including footnotes and references), title footnote (includes names, addresses of authors, acknowledgements, credits, and grants).

* Begin the text of the paper on a separate page headed with the title of the paper.

Citations in Text:

* Basic form for citations in the text include the last name of the author(s) and year of publication. Include page number when you quote directly from the work or refer to specific passages.

* If author's name is in the text, follow it with the publication year in parentheses

When Chu (1977) studied…

* If the author's name is not in the text, enclose the last name and year in parentheses:

When the study was completed…(Jones 1994)

* If the page number is to be included it follows the year of publication after a colon:

(Chavez 1966:16)

* For three authors, give all last names in the first citation in the text; afterwards use the first name and et al.; for more than three names, use the first author's last name plus et al.:

(Smith, Garcia and Lee 1989)… (Smith et al. 1989)

* Quotations in the text must begin and end with quotation marks; the citation follows the end quote mark and precedes the period.

"In 1999, however, the data were reported by more specific job types which showed that technologically oriented jobs paid better" (Hildenbrand 1999:47).

Footnotes & Endnotes:

- Try to avoid footnotes, but if necessary, use footnotes to cite material of limited availability or to add information presented in a table.
- Footnotes should be numbered consecutively throughout the essay with superscript Arabic numerals and included at the bottom of the paper or in a separate section headed "Endnotes."

Reference List (Bibliography):

- References follow the text and footnotes in a separate section headed "References."
- All references cited in the text must be listed and vice-versa.
- Remember references should be double-spaced.
- List references in alphabetical order by author's last names.
- Use hanging indention (see examples)
- Invert the authors' name; if there are two or more authors, invert only the first author's name.
- Arrange multiple items by the same author in order by year of publication, earliest year first.
- Use six hyphens and a period(------.) in place of the name(s) for repeated authorship.
- Distinguish works by the same author in the same year by adding letters (e.g. 1993a, 1993b, 1993c).
- Use italics for book and periodical titles (underline if italics are not available).
- If no date is available use "N.d." in place of the date.
- Include both city and state for place of publication except for New York using U.S. Postal Code abbreviations. For foreign cities provide the name of the country.

Examples of References:

Books*:* Basic form for a book entry is 1-Author's last name, followed by a comma and the first name and middle initial, ending with a period. 2- Year of publication followed by a

period. 3- Title of book italicized ending with a period. 4- Place of publication, followed by a colon and name of publisher ending with a period.

-One Author

De Anda, Roberto M. 1995. *Chicanas and Chicanos in Contemporary Society*. Boston, MA: Allyn and Bacon.

-Two Authors

Herrera-Sobek, María and Helena María Viramontes. 1995. *Chicana (W)rites: On Word and Film.* Berkeley, CA: Third Woman Press.

-Chapter in Book

Nathan, Peter E. and Raymond S. Niaura. 1987. "Prevention of Alcohol Problems." Pp. 333-354 in *Treatment and Prevention of Alcohol Problems: A Resource Manual*, edited by W.M. Cox. Orlando, FL: Academic Press, Inc.

-No Author (*List books with no author alphabetically by the first significant word in the title)*

Manual of Style. 1993. 14th ed. Chicago, IL: University of Chicago Press.

Journal Articles in Print: Basic form for a journal article is 1- Author's last name, followed by a comma and the first name and middle initial ending with a period. 2- Year of publication followed by a period. 3-Title of article in quotations and ending with a period inside the closing quotation mark. 4-Name of journal in italics 5- volume number followed by colon, page number(s) and period. Use the issue number following the volume number in parenthesis or exact date for journal article prior to the volume number for journals that do not number pages consecutively within a volume.

-One Author

Garcia, Alma M. 1998. "An Intellectual Odyssey: Chicana/Chicano Studies Moving into the Twenty-first Century." *Journal of American Ethnic History* 18:109.

-Two or More Authors

Exum, William H., Robert J. Menges, Bari Watkins, and Patricia Berglund. 1984. "Making it at the top: Women and minority faculty in the academic labor market." *American Behavioral Scientist* 27(4):301-324.

Newspaper & Magazine Articles in Print: Basic form for a newspaper or magazine entry is 1- Author's last name, followed by a comma and the first name and middle initial, ending with a period. 2- Year of publication followed by a period. 3-Title of article in quotations

and ending with a period inside the closing quotation mark. 4-Name of newspaper/magazine in italics 5-date of publication followed by a comma 6- page number of article within the publication ending with a period.

-Magazine

Jana, Reena. 2000. "Preventing culture clashes - As the IT workforce grows more diverse, managers must improve awareness without creating inconsistency." *InfoWorld*, April 24, pp. 95.

-Newspaper

Rimland, Bernard. 2000. "Do children's shots invite autism?" *Los Angeles Times*, April 26, A13.

Articles Retrieved in Electronic Format

-From Commercial Databases

Graham, Lorie M. 1998. "The Past Never Vanishes: A Contextual Critique of the Existing Indian Family Doctrine" *American Indian Law Review*, 23:1. Retrieved May 25, 1999 Available: LEXIS-NEXIS Academic Universe, Law Reviews.

-Web Version of Newspapers

Clary, Mike. 2000. "Vieques Protesters Removed Without Incident." *Los Angeles Times,* May 5. Retrieved May 5, 2000 (**http://www.latimes.com/news/nation/updates/** lat_vieques000505.htm).

-Web Base Journals

Smith, Herman W. and Takako Nomi. 2000. "Is Amae the Key to Understanding Japanese Culture?." *Electronic Journal of Sociology* 5:1. Retrieved May 5, 2000 (http://www.sociology.org/content/vol005.001/smith-nomi.html).

-Information Posted on a Web Site

American Sociological Association. 2000. "Scholarship of Teaching and Learning Workshop." Washington, DC: American Sociological Association, Retrieved May 5, 2000 (http://www.asanet.org/members/socwkshp.html).

Government Documents: Since the nature of public documents is so varied, the form of entry for documents cannot be standardized. The essential rule is to provide sufficient information so that the reader can locate the reference easily. For example see the following:

United States. Dept. of Housing and Urban Development. 1999. Rehab a home with HUD's 203(k) : HUD and FHA are on your side. Washington, DC: U.S. Dept. of Housing and Urban Development.

-Dissertations & Theses

Valencia, Albert. 1995. "An examination of selected characteristics of Mexican-American battered women and implications for service providers." Ph.D. dissertation, Department of Education, University of the Pacific, Stockton, CA.

For other more information please see ASA Style Guide:
www.asanet.org/Quick%20Style%20Guide.pdf

XV. Academic dishonesty policy

From the College of Arts and Sciences, Roosevelt University

Introduction

The College of Arts and Sciences has adopted guidelines on academic dishonesty that are intended to help students avoid any question about the integrity of their work in university courses. These guidelines are based on two principles:

- Assignments turned in for a course are expected to be original work done specifically for that course.
- Information gathered from published sources (including Internet sources) and used in class assignments must be properly attributed.

Some acts by students are clearly attempts to defraud the instructor. Others result from students' ignorance of the intricacies of citing previously published material. Both, however, are considered to be academic dishonesty. Students who fail to follow these guidelines risk failing grades or other disciplinary action.

College instructors will distribute copies to or otherwise inform their students of these guidelines and will clarify particular standards of attribution required for each course.

Plagiarism

Plagiarism could be committed by:

- Submitting another student's work as your own.
- Submitting a paper purchased from a "term paper service" as your own.

- Submitting already published material as your own, without attributing the source.

Recycling (Good for the Environment, Bad for Academic Work)

Instructors expect that work submitted in a course will be original work done for that course. While some instructors may allow you to revise an assignment done for another course or for a job, students must not assume this is an acceptable practice.

These are examples of recycling:

- Submitting your own work, which has been submitted and graded for an earlier course, for a second course.

  (Although the work is yours, you have not produced it for this particular course. That means you are attempting to pass your assignment off as original work when it is not.)

- Submitting your own published work as original for a course.

  (Again, an instructor may be willing to negotiate with you on such re-use of work for a class, depending upon how relevant the work is to the new assignment and how much editing of your original article was done before publication. You must consult your instructor before submitting such work.)

Fabrication

Fabrication is simply "making things up." Clearly, manufacturing sources, information, quotes, situations, anecdotes, composite interviews or anything else has no place in articles or papers based on reporting, review, analysis or research.

Cheating

These actions are considered cheating:

- Copying another student's work or allowing your own work to be copied.
- Using unauthorized notes or sources when taking tests.
- Using unattributed passages or phrases from sources, including textbooks, on tests.
- Stealing or otherwise obtaining test materials before tests.

Punishment

Punishment is determined by the instructor for the course in which a student has been found to have committed an act of academic dishonesty. The punishment can range from lowering a grade for an assignment to giving the student an "F" for the assignment to giving the student an "F" for the course. Students who engage in repeated instances of academic dishonesty risk expulsion from their program and from Roosevelt University.

When a student is found to have committed an act of academic dishonesty, the instructor will describe the incident and the punishment in a letter to be signed by the instructor and the student. A copy of the letter will be retained in the student's academic program file.

If a student disputes the punishment determined by the instructor, the student should follow the grievance procedure as established by Roosevelt University and described in the Student Handbook.

XVI. University plagiarism policy

The following is the university's plagiarism policy as it appears in the student handbook.

The student handbook is distributed to new students and is available online at www.roosevelt.edu/current_stu/index.html.

Plagiarism:

It is unethical to present as one's own work, the ideas, representations, or words of another, or to permit another to present one's own work without customary and proper acknowledgement of sources. The limits of permissible assistance available to students during a course or an academic evaluation should be determined by the faculty member and described with reasonable particularity at the first or second class meeting, or well in advance of an evaluation, so as to allow for adequate student preparation within the permissible limits. A student may appeal an instructor's judgment regarding guilt of plagiarism but may not appeal the instructor's choice of penalty. Student appeals of plagiarism judgments by instructors are to be considered claims of gross error in judgment by the instructor and are therefore to be considered academic grievances and must also follow the Procedure for Academic Grievances.

Information on Academic Integrity and Plagiarism is also available on the Roosevelt University web site at the following URL:

http://intranet.roosevelt.edu/advising/plagiarism.htm

You may also want to refer to the following in order to develop a greater understanding of plagarism:

Lisa Hinchliff. (May 1998). Cut-and-Paste Plagiarism: Preventing, Detecting and Tracking Online Plagiarism.

http://alexia.lis.uiuc.edu/~janicke/plagiary.htm

Earl Babbie. (October 26, 1999). Other Teaching Tools: Plagiarism. Social Sciences Research and Instructional Council, Teaching Resources Depository.

http://www.csubak.edu/ssric/Modules/Other/plagiarism.htm