

# **Graduate Student Handbook**

## **2014-2015**

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# 1: WELCOME

If you are now, or are about to become, a graduate student in Sociology at California State University, Northridge, welcome and congratulations! You are here because we are excited by your interest and background, and because we believe in your potential to complete a Master's degree. This handbook is our next step in helping you realize that potential, and reading it is your next step towards that degree.

The goal of this handbook is to clarify the graduate program, to help you navigate and complete that program. It is thus intended both as an introduction and as an ongoing resource, to help you make timely progress towards a degree. You will need to both familiarize yourself with and consult it for:

- **self-initiated actions** you will need to complete (given in checklists, such as on p.10),
- **forms you may need** (starting at p.52, each preceded by a page of explanation), &
- **clarity about terminology** (especially underlined terms, indexed on p.115.)

The Department of Sociology's Master's of Arts degree program has been producing graduates for more than 35 years. Our alumni are university and college professors, community college teachers, and working in other roles in education, as well as in research institutions, governmental agencies, nonprofit organizations, businesses, and elsewhere, throughout the San Fernando Valley, greater Los Angeles, and beyond. We are thrilled that you are now on the path towards joining that distinguished group, and are particularly glad that you are here now, an exciting time to be part a of our Department.

In recent years, we have added faculty members who, like you, bring additional experiences and energies to the program. As the Department and program continue grow, we seek your input and feedback to continue to improve the program during your enrollment and beyond. Feel free to **ask any questions** at any time. (See Department contacts on p.2, and University resources on p.42.) In particular, if you find that you are having *any* difficulty with coursework material or assignments, contact the instructor (and/or Graduate Coordinator, as needed) to discuss ways that you might approach the problem. Most of all, don't give up! We are here to help you succeed, to the best of your and our abilities, and are actively engaging and developing resources toward that end.

You should also feel encouraged to **become an active part** of both your own graduate study and our graduate program generally. To do that, it will help to know something about the structure of this program as well as how being a graduate student differs from your previous educational experiences.

## **Structure of the Graduate Program**

There are more than forty graduate programs and teaching-credential programs at CSUN. All of the students in these programs are considered graduate students. Each graduate program involves many parties who come together to create the educational experience for these students.

Matters which involve graduate programs are handled primarily by individual departments and the Office of Graduate Studies, Research, and International Programs (aka "Graduate Studies"). Admissions to graduate study are first handled by Admissions and Records, then progress to Graduate Studies and, ultimately, individual academic departments. Other parts of University administration, such as the College of Social and Behavioral Sciences, also make some decisions concerning graduate programs. And, all of this of course occurs within larger institutional structures, including the CSU system and the State of California.

Decisions are thus made within a large network of faculty, staff, University administrators, and others, at many levels. Nonetheless, most of your interactions will be with and within the Sociology Department, which offers several layers of resources, all supported by an office staff and student workers:

- The **Graduate Coordinator** helps shape the curriculum and delivery of the program, advises students on application to and completion of the program, disseminates information about the program and related opportunities for students, manages and/or supervises relevant paperwork, and, generally, provides assistance to graduate students in the program.
- The **Department Chair** (who can also do the above tasks, as needed) is ultimately responsible for final approval of admissions, class scheduling and staffing, administration of programs and program procedures, responding to appeals, providing professional advice (particularly as it pertains to the graduate program), and other tasks with regard to the program.

- The **Sociology Graduate Committee** consists of several faculty members who oversee the program, cooperate in the review of applications, provide student advisement as needed, provide guidance on curriculum and policy concerns, make some decisions on graduate program procedures and issues, and otherwise contribute to the working of the Department's graduate program and the success of students within that program.
- The **Department as a whole** serves to approve significant policy changes, curriculum changes, and other matters of major concern regarding the graduate program. (See p.47 for a list of names, degrees, and areas of expertise.)

At any point that a student is not satisfied with a decision at any level, appeal is both possible and encouraged. The Department Chair and the graduate committee can hear such appeals with regard to actions by the Graduate Coordinator. If a student does not feel that he/she has been treated fairly at the Department level, and *after* appeal to the Department Chair and graduate committee, the student is encouraged to go to the office of the Dean of Social and Behavioral Sciences and/or the Graduate Studies office, as appropriate. At each level, including within the Department, students are encouraged to exhaust local remedies first; that often begins with a particular instructor.

## **Graduate versus Undergraduate Study**

Graduate study means, in short, the post-baccalaureate education that a student can receive if he/she has earned a Bachelor's degree and has shown the aptitude for more advanced training in a particular discipline. However, Graduate study is different from undergraduate study in several significant ways.

First, the **technicalities** of advisement, classes, and requirements for graduation differ. (Various details are covered throughout this handbook – which is, in fact, its manifest purpose.) This is particularly true regarding classification (see p.3), the academic program (p.8), and graduation itself (p.38).

A second difference is that graduate students are expected to enter with **core knowledge** of the discipline (especially in theory and research methods) and to *deepen* that understanding as well as to develop it in some field or subfield. (Students who did not major in Sociology are required to pass, with a B or better, prerequisite classes in order to advance to M.A. candidate

status; see p.6.) Faculty in graduate-level classes presume that students have a good working knowledge of theory, methods, and statistics, as well as the ability to think and write critically. They also presume that graduate students are dedicated to advanced learning, and this presumption frames the attitude they take in graduate courses and toward graduate students generally.

Third, graduate study differs in the amount, quality, and professionalism of **the work involved**. Though even full-time graduate enrollment requires typically fewer units than undergraduate study, graduate work is more engaging, requires more time and attention, and includes a higher degree of critical thinking and application than do undergraduate courses. (A relative estimate of the work of a graduate class is two to three times the amount of work for the same number of undergraduate units.) Additionally, faculty will expect your research papers, essay exams, presentations, other kinds of work, and communication generally to show not only basic knowledge of the material but also the ways in which you extend, critique, and/or apply the material to methodological, theoretical, disciplinary, practical, and/or other issues.

Fourth, being a graduate student extends beyond lists of course objectives and assignments, embracing the **socialization and professionalization** elements of the discipline. Graduate students are of course expected to have the maturity to attend class punctually and consistently, and to maintain a professional level of behavior in class. But they are also expected to take responsibility for their work and performance to a degree that they may not have experienced as an undergraduate. A proactive role means seeking advisement, getting to know and working with faculty, getting to know fellow students and exchanging ideas, actively planning the time spent *as* a graduate student, and, most of all, honoring why you are here: to learn more about Sociology and become a better sociologist.

Graduate school can be a creative and challenging academic environment in which to nurture and further develop students. Perhaps counter-intuitively, and unlike undergraduate education, much of the nurturing will require your own initiative and commitment. Graduate students who do the best work, and who benefit the most from the program, **take a proactive role** in their education, doing more than the required minimums both within and *beyond the classroom*.

That should of course include frequent use of faculty office hours, department events, and on-

campus facilities for engaging fellow students; but it should also extend *beyond the campus*: Participating in University and professional meetings, attending workshops, and otherwise being involved in Department, University, and professional activities all enhance the graduate experience, whether you anticipate an academic destiny or one in industry, government, or nonprofits.

One goal of the program is for its graduate students to become less detached and more like apprentices to faculty mentors. Indeed, a manifest function of graduate school is to guide you in the **transformation** from student to colleague. We welcome you to that journey, and look forward to travelling it with you!

## **Disclaimers & Revisions**

This handbook is designed to provide some of the most important information you will need in the Department of Sociology graduate program. The information within it is based on policies and practices from the Department, College, University, and Graduate Studies office, as well as other sources, but any of it is of course subject to change.

The handbook thus may be adjusted and updated, as needed, to reflect policy changes, best practices, and other improvements. To the best of our ability, the most current version will always be available online, via the Department's website, in an accessible PDF format. However, it is *very* important, whenever there is any doubt, for students to verify information with the Graduate Coordinator, Department Chair, and/or Graduate Studies, typically in that order.

If there is information that you might need that is not covered in this handbook, or if there is anything herein which is not sufficiently clear, please communicate that to the Graduate Coordinator, Department Chair, and/or members of the graduate committee. You will receive additional help, and we will continue to revise the handbook to better address student and Department needs.

## 2: STUDENT CLASSIFICATION

Students accepted into the M.A. program in Sociology will have one of two statuses:

- Fully **classified** students have met all of the necessary prerequisites and University rules for classification. Classification means that the student is advanced to full candidacy in the graduate program and can file a formal program for graduation.
- **Conditionally classified** students are given this status because they have not yet met certain prerequisites for advancement to candidacy. They hold that status until those prerequisites are met and a Request for Classification (see p. 63) has been filed and accepted.

A student's classification status is the result of prerequisites at both the University and Department levels.

### University Prerequisites<sup>1</sup>

Each student must fulfill one or more of these criteria: **graduate degree** from an accredited institution, **undergraduate degree with a 3.0 GPA**, or **50th percentile or above in one area of the GRE** exam (or acceptable scores on other acceptable examinations).

The student must also achieve a **passing score on the Upper Division Writing Proficiency Exam** (WPE) given at CSUN or an accepted writing proficiency exam given at another institution – which typically means the official WPE at (and only at) a CSU. Be prepared to provide documentation. Note that the WPE requirement *may*, at the discretion of the Department, be waived if the student earns at least 3.5 on the writing portion of the GRE.

It will be important to recall or retain the dates that the GRE and WPE were taken, as those dates are needed on some later forms (such as the Request for Classification, see p.63).

### Sociology Prerequisites

Student must have demonstrated through coursework that they have the **appropriate background** in Sociology, particularly in theory and methods. Students who have earned a

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<sup>1</sup> These requirements are in addition to the submission of transcripts, a 5-10 page writing sample (such as a term or research paper), a written statement of purpose, and two letters of recommendation from faculty members who know the applicant's potential for success in graduate studies, all of which is subsequent to the online University application.

B.A. in Sociology at CSUN have already done so by virtue of graduation with an appropriate GPA.

Students entering from other undergraduate programs in Sociology need to demonstrate equivalent training, including **separate courses in four core areas**: upper division social statistics (such as SOC 364 at CSUN), sociological research methods (SOC 497 here), classical theory (Marx, Durkheim, Weber, Simmel, etc., as in our SOC 368), and contemporary theory (Baudrillard, D. Smith, Habermas, Goffman, et al.; as in SOC 468). Any of these four courses that have not been taken *must* be taken at CSUN or another four-year college or university (not a community college) prior to approval of classification.

Any student who did not complete an undergraduate major in Sociology, whether from CSUN or another institution, will be required to take the theory and methods core described above. Depending on the amount of sociological course work in the student's background, **additional courses in Sociology** may be also required prior to classification. Assessment of academic preparation may also lead to the addition of **prerequisites outside the department** to address other areas. These and related decisions, as well as initial decisions about classification, are made by the Graduate Coordinator and Graduate Committee on a case-by-case basis.

It is highly desirable and encouraged that students become fully classified as soon as possible. Once the conditions have been met, complete the classification form ( p.53) and take it to the Graduate Coordinator or Department Chair for signature and submission to the Graduate Evaluators. Although there is no longer a firm deadline or threshold<sup>2</sup>, delay in becoming fully classified may impede other progress (see p.53).

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<sup>2</sup> Some legacy documentation may reference a "12-unit rule," which required that prerequisites be completed before the completion of 12 units of graduate study. That rule was retired in 2010 and is no longer in effect.

### 3: PROGRAM CURRICULA

The M.A. program in Sociology is devoted to advanced training in sociological research methods and theory, as well as education in a area of specialization, and is designed to be applicable to both academic and nonacademic careers. The program builds to enrollment in a "culminating experience" (either comprehensive examinations or a thesis project) following 30 units of coursework: 12 in theory and methods, 18 in an area of specialization, and 6 elective units.

#### Formal Guidelines

A graduate student's program includes both core classes, which every Sociology M.A. candidate must complete, as well as courses focused on one area of specialty, for a total of 30<sup>3</sup> units.

#### Core Courses

Students must complete **12 units of specific theory and methods** courses, 3 units each:

- SOC 601 – Sociological Theory in Historical Perspective ("Classical Theory")
- SOC 670 – Studies in Contemporary Sociology ("Contemporary Theory")
- SOC 690 – Social Research ("Quantitative Methods")
- SOC 691A – Advanced Social Research Techniques ("Qualitative Methods")

#### Specialty and Elective Courses

Students must complete an additional **12 approved units in an area of specialization and related sociological topics**, at least six of them at the 500 or 600 level. Typically, 8 of these are comprised of:

- SOC 695C<sup>4</sup> – Proseminar (introduces students to graduate school and the department),
- SOC 680<sup>5</sup> – "Graduate Statistics" (prepares for 690 "Quantative Methods"), and
- SOC 696A<sup>6</sup>, the "Thesis/Comp Prep Class" (focuses towards the culminating experience).

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<sup>3</sup> 695C and 696A count as part of the 30-unit total; 697 and 698 (see next page) do not.

<sup>4</sup> Since 695A is two units, you will likely finish with 32. Plan ahead to ensure you don't find yourself at 29.

<sup>5</sup> Though 680 is not (yet) a formal requirement, students are encouraged to take it prior to 690.

<sup>6</sup> Students typically take 696A in their second-to-last semester, prior to the one in which they will complete their thesis or take their comprehensive examinations.

Finally, **six units of electives** give additional coverage to the specialty area or other interests. The 12 specialty units are to be “approved”, and the 6 elective units are to be “with advisor approval,” which are practically the same. In sum, you will select courses for 18 units, though 8 of these are typically as listed above. These may, with approval of the Graduate Coordinator or Department Chair, include coursework from related fields outside of the Department. A variety of alternatives are available, subject to certain limitations (see p.15 and 49). Refer to the list of acceptable courses (p.49), and the Graduate Coordinator as needed, for specifics about what courses may be counted.

### **Culminating Experience**

The comprehensive exams and the thesis are what are known as culminating experiences. Whereas coursework provides the tools to progress towards some level of mastery, the culminating experience entails a **demonstration of the sum total of the graduate learning experience**, above and beyond the material of coursework taken. Either option may involve additional study, field experience, and other efforts as necessary for the student to develop an advanced knowledge of some field of Sociology and to show that he/she can apply this knowledge in critical thinking about research and theory in Sociology.

Completing either of the following courses, in addition to those specified on the formal program, will complete the requirements for the M.A. degree in Sociology:

- SOC 697 – Directed Comprehensive Studies (Successful completion of this class requires passing the comprehensive examination; see p.22.)
- SOC 698 – Thesis (Successful completion of this class requires writing and orally defending a thesis approved by the thesis committee; see p.31.)

Note that permission numbers for SOC 697 or SOC 698 will be given only after the student's GPA and coursework completion have been verified. They formally come from the Department Chair (who is the instructor of record for these courses), though are sometimes re-distributed to students by the Graduate Coordinator, who gets them from the Chair and confirms that each student has met the qualifications.

## Typical Curricular Timeline

This is intended as a two-year program for a full-time student who is either unemployed or working very few hours. Students with additional obligations (family, work, etc.), who enroll part-time (see p.13), and/or who enter as conditionally classified (see p.6) should expect to spend additional time completing their degree.

For a fully classified, full-time student who begins in fall and intends to finish in two years, we suggest the following schedule. Note that the culminating experience will add additional steps (see from p.28 for comps and p.34 for theses), not only at the end but *throughout* this schedule. (All three are combined starting at p.55.)

### First Fall Enrolled

- SOC 695C – Proseminar in Sociology (recommended for *all* students during 1<sup>st</sup> term)
- SOC 601 – Sociological Theory in Historical Perspective (“Classical Theory”)
- SOC 680 – Advanced Statistics (“Graduate Stats”)<sup>7</sup>

### First Spring Enrolled

- SOC 670 – Studies in Contemporary Sociology (“Contemporary Theory”)
- SOC 690 – Social Research Methods (“Quantitative Methods”)
- SOC 691A – Advanced Social Research Techniques (“Qualitative Methods”)

### First Summer Enrolled

- Some 400-level summer courses may be eligible for graduate credit. (See p.49.)

### Second Fall Enrolled

- 696A, the “Thesis/Comp Prep Class”
- 6-9 units of specialization courses (see p.20) and/or electives.

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<sup>7</sup> The Department *recommends* that you take 680 prior to 690; however, it is not a formal prerequisite. The Department faculty has *voted* to make 680 (as well as 695C) a *requirement*; however, steps necessary to *effect* that vote (such as a formal Program Modification to EPC) have not yet been made, and so it is *not* a requirement for current students.

- Students planning to finish in two years will file for graduation (see p.38 and 83.)

### **Second Spring Enrolled**

- SOC 697 – Directed Comprehensive Exam Studies; or SOC 698 – Thesis.
- Any additional electives needed to bring program coursework (not including 697 or 698; see note 3 on p.8) to a total of at least 30 units (see note 4 on p.8), as planned out in a student’s formal program (see pp. 38, 57, and 59.)

### **Second Summer Enrolled (if needed)**

- A thesis student may, in some circumstances, be able to finish a thesis and defense in the summer, if needed. Comprehensive exams will *not* be given in the summer.

### **Students in other Situations**

Frequently, students will not be able to undertake a full-time course load (see p.13) or will have to take prerequisites (see p.8) that will make the above schedule unrealistic. A few rules of thumb:

- Take prerequisites as soon as possible in order to move on to the *graduate* core classes.
- As soon as you can take the core classes, do it. Each core class is only offered once per year. You could be extending your program even further by putting them off until later. Also, taking the core classes as soon as possible allows you more time to fully integrate knowledge and material for either the comprehensive examination or the thesis defense.
- A possible exception: If the department offers a 500- or 600-level course in your area of specialization, it is usually wise to take it when it is offered. The nature of graduate course offerings is such that specialty courses are offered infrequently and irregularly; even *core* classes *may* not be offered every year (though that is the goal.)
- If you are taking prerequisites, you may still take other graduate courses that can count on your program. Indeed, you probably *should* do so, if possible. However, you will, for example, need to complete any theory “prereqs” (both, if you have both) before taking either graduate theory course; and will need to complete any stats and/or methods “prereqs” before taking either 690 or 691A.

- Pick courses carefully, with advisement from the Graduate Coordinator. This is *particularly* true for students in their first year and for those who are conditionally classified, but it is also generally true for *all* students.

### **Seven-Year Limit**

By University policy, all students are expected to finish the program within seven years. Coursework taken more than seven years ago is considered expired and generally not applicable.

Up to nine units of *graduate* coursework taken in residency *at CSUN* that is more than seven years old may be validated by departmental approval. (Validation is not possible for courses taken more than seven years ago at another institution, and is typically not considered for *undergraduate* courses more than seven years old.)

All requests for validation are subject to approval by the Department of Sociology *and* Graduate Studies, and none are guaranteed. In consultation with the Graduate Coordinator and Department Chair, the student must demonstrate competency in the outdated courses and currency in the subject area to the satisfaction of the Graduate Coordinator and/or Department Chair. Depending on the course, student, and time elapsed, that may require input from the professor who taught the original class or from someone who currently teaches the class, and may require additional work, including possibly papers and/or examinations.

If and when competency is established, the Graduate Coordinator will write a letter to that effect and deliver it to the Graduate Evaluators. That letter serves as a petition to permit credit from those units, and such petitions from the Department are typically approved.

### **Tips toward Completion**

Throughout their degree program (that is, in *every semester*), in order to remain in good standing in the program, students must seek advisement, complete coursework at or above minimum GPA requirements (see below), and maintain their enrollment (see bottom of page).

The following suggestions are related specifically to coursework. Suggestions for comprehensive exams and theses are covered in those particular sections (starting on p.25 and p.36, respectively.)

## Preparation

One of the most frequent comments made by first-year students is how unprepared they sometimes feel for graduate courses, particularly core classes. The advanced coursework in graduate classes requires that students come to class with a good understanding of theory, methods, and statistics. It thus may be useful to do additional reading and study prior to taking some classes. In particular, one might want to review theorists prior to taking the theory courses (SOC 601 and SOC 670). For quantitative methods (SOC 680 and SOC 690), it is highly advisable to review undergraduate methods and statistics material as well as any training that you may have received using SPSS. Doing these things will help ensure success.

## GPA Guidelines

While the University requires a 2.5 GPA in a BA program for admission, the Department typically requires a 3.0. A GPA below a 3.0 must be associated with remarkable GRE scores, writing abilities, or other experiences and accomplishments in order to be given serious consideration.

Once enrolled in the graduate program, a student must maintain a GPA of at least 3.0. A student whose GPA falls *below* 3.0 will be put on **probation** for one semester. If the GPA does not then increase to or above 3.0, the student will be academically disqualified (see p.13).

In order to pursue the thesis option as the culminating experience, a student must have a GPA of at least 3.5 in all Sociology core courses and a 3.25 in all work in the graduate program, including prerequisites (see p.29).

## Enrollment & Enrollment Status

Students **must maintain enrollment in courses** while in the program. Typically, this means being enrolled in courses **during every semester**, *including the semester during which the student plans to finish*. (See the Graduate Coordinator for enrollment options if you have previously enrolled in SOC 697 or SOC 698 and have completed your other program classes; and see p.81.) Status is primarily function of the number of units in which a student is enrolled:

- **Full-time student status** for a graduate student requires enrollment in eight or more units. (Note that full-time status formerly required eight units of *graduate-level* work – 600-level, 500-level, or approved 400-level courses – but now covers *any* units taken.)

- **Half-time status** is four to seven units. (Half-time status is sometimes necessary for financial aid options, such as when you may need to start repaying student loans.)

Enrollment status may also follow from *not* enrolling, including being cancelled, discontinued, on probation, or disqualified. )For any semesters during which *no* classes are taken, students should contact Admissions and Records for procedures to keep them from being dropped from the program.)

- A student's enrollment status will be **cancelled** if he/she applies to register for or return within a semester but then does not enroll in classes for that semester.
  - A student whose status became cancelled in the immediately previous semester, *might* resolve the matter with an appeal from the Graduate Coordinator to Admissions and Records. However, reapplication (as follows) *may* be required.
  - A student who was *not* enrolled the immediately previous semester, and cancelled for a semester prior to that, will need to reapply to the University (submitting both the application and what is currently a \$55 fee to the Graduate Evaluators) *and* then be re-admitted by the Department (which is considered on a case-by-case basis, not automatic, and may required a memo from the Graduate Coordinator if the deadline for the given semester has passed.)
  - Cancelled status is indefinite; it does not convert to discontinued status.
- A student with enrollment **gaps of more than two consecutive semesters will be discontinued** from the University.
  - You may effectively take a "leave of absence" for one or two consecutive semesters; but upon the third consecutive semester without enrollment, your leave of absence expires and your status will change to "discontinued."
  - Students who plan to take a leave of absence for more than two semesters should consult with the Graduate Coordinator to determine the effect that such a leave would have on completing the program.
  - Such students should also keep in mind the seven-year expiration of course credit (see p.12.) By University policy, **all discontinued students must reapply** to the University and, if necessary, their home department; the Sociology Department handles such cases on a case-by-case basis.
- A student whose **GPA falls below 3.0 will be on probation** (see p.13).
  - Probation lasts for one semester, during which the student either brings their GPA to or above 3.0 (and probation is released) or they do not (and the student is disqualified).

- A student with a GPA **below 3.0 for a second semester will be disqualified** from the University.
  - Unlike being “discontinued” (an indication of persistent non-enrollment and thus *lack of progress*), being “disqualified” reflects grades *in* enrolled courses and thus indicates persistently *unsatisfactory* progress.
  - A student who has been disqualified may apply for reinstatement in the immediately subsequent semester (see p.75). Beyond that, the student will need *reapply* to the University. However, **students can only reapply once**. Anyone disqualified a second time *cannot* be readmitted. Second disqualifications are *final* (the “2DQ” policy, effective Fall 2014).
  - Re-applications will not be considered if it is not mathematically possible for the student to bring his/her GPA above 3.0 by the end of their first semester back in the program. (Otherwise, the student would be disqualified a second time.)

If you have any doubt about the meaning or accuracy of your status, contact the Graduate Coordinator or Graduate Studies. (Regarding consequences for fees, contact Admissions and Records; for effects on financial aid awards and processes, contact Financial Aid.)

### Course Alternatives

There may be some specialty areas in which 500- or 600- level courses may not be available for your program. In order to get instruction in some specialty areas, you may want to explore several options.

First, a student may complete **up to 9 units of 400-level courses**, as part of their formal program for the M.A. degree, subject to the approval of the Graduate Coordinator or Department Chair. Additional or alternative work will be required to effect a graduate learning experience; these adjustments are typically given in the course syllabus. (For more information, see p.49.)

A student may also take **up to six units offered by another department** and which fit a his/her specialization (see p.19) may be taken as elective coursework. However, classes outside the Department are not *automatically* approved for substitution; there are formal University and Department processes for designating a class as a substitution for a graduate elective. These should be chosen in close consultation with the Graduate Coordinator, whose approval *prior to*

*enrolling* is required in order to apply courses outside of the Sociology Department to the formal program. Only in rare circumstances will *post hoc* substitutions be considered.

**Substitutions from another institution** are also possible (up to nine units), though entail additional cautions. Course substitutions from another institution must be a "B or better" (and neither B- nor S will qualify.) Additionally, not all universities will consider 400-level courses as possible graduate work. And if a course was taken elsewhere on a quarter system, there will be a unit adjustment – such as from 4 units to 2.67. Be sure, therefore, to specify the institution at which the units were completed.

Requests for any of these alternatives must include evidence justifying the substitution. Most importantly, the Graduate Coordinator will want to review course contents, including at the very least the syllabus for the course, for the semester in which (and for the instructor with whom) the student intends to take the course. (Course contents vary by semester and instructor, so a current syllabus needs to be reviewed *each time*.) It is the *student's* responsibility to demonstrate that the course has sociological content and/or relevance.

In no case will a course taken for another *degree* be approved.

### **Course Repeats**

By University policy, a **maximum of six units** of coursework may be repeated, subject to the approval of the Department of Sociology and Graduate Studies. However, the Department of Sociology does not allow for repeating courses to improve grades except under the most extreme of circumstances. In the rare event that such an allowance is warranted and given, the form (see p.67) should be submitted upon the second enrollment (i.e. as soon as you're registered, but not before).

### **Incompletes**

In the event of a serious problem that is **unforeseeable and unavoidable** and interferes with the completion of a course, a *student* may request a grade of incomplete ("I") from the instructor. (Note that the process of filing an incomplete *must* be initiated by the student, and must be initiated *prior to* the end of the semester.) The instructor will decide if the incomplete

will be given, and then the student and the instructor must fill out an Incomplete form (see p.73). This paperwork will detail what needs to be done to lift the incomplete.

Incompletes are only to be used when circumstances (such as illness, death, natural disaster, etc.) prevent the *completion* of the course. An incomplete is **not appropriate for an entire course**. The student *must have completed and passed some work* in the course. If unforeseen circumstances prohibit a student from completing *any* work in a course, that student should seek a *withdrawal* – formally, a Late Change in Academic Schedule (see form, p.69) – as soon as possible.

Finish any incomplete(s) as soon as possible. When the incomplete is finished, be sure to follow up with the instructor and Admissions and Records to ensure that a grade was submitted and recorded for your final work in the course. If the incomplete is not finished within one calendar year of that grade being given, **the "I" grade is converted into an "IC"**, your grade for the course will be computed as if it were an "F", and your GPA will be impacted negatively and significantly, possibly resulting in academic probation (see p.13) or disqualification (see p. 13).

In rare circumstances, a student may be given an extension on an incomplete. To apply for this extension, a form must be filled out detailing why the extension is requested, must be signed by the appropriate parties (including the instructor), and must be taken to Admissions and Records. However, do not expect any extensions, as the University has adopted very strict criteria with regard to extensions of incompletes. If an extension is not filed within the year the incomplete is to be resolved, **extensions will not be given retroactively**, and the "IC" will stay on the record.

### **Program Changes & Course Substitutions**

You may find that, for whatever reason, you have to change a course or courses in your official program. If this occurs, please see the Graduate Coordinator, Graduate Studies, or Department Chair for assistance. If you need to make a change to your formal program (see pp. 38, 57, and 59), you will need to file a Request for Course Substitution (see p.71.)

By University rules, students *cannot* switch from comprehensive exams to the thesis option after enrolling in SOC 697. Thesis students *can* switch to comprehensive exams from a thesis

option *as long as* there has not been a thesis defense. (Such a switch is requisite in the event of an unsuccessful proposal defense; see p.31.) Some rules can be petitioned to Graduate Studies, but petitions require Graduate Coordinator and/or Department Chair approval. Attempts to switch from comprehensive examinations to thesis will not be *considered* (much less approved) except in the most unusual of circumstances.

## 4: COMPREHENSIVE EXAMINATIONS

Of the two culminating experience choices, the comprehensive examination option is recommended for students who want the M.A. as a terminal degree, those who want the M.A. degree as a requirement for a job which does not involve program development or evaluation or other research-based work, and those who do not wish to or cannot complete a thesis for whatever reason.

Undertaking comprehensive examinations does not prevent one from being admitted to PhD programs nor from pursuing research either during the program or beyond it. On the contrary, many students are engaged in research as they work towards “comps”, and many take them to evidence competency in PhD applications.

### Formal Guidelines

#### Components

The overall comprehensive examination includes **separate examinations in three main areas: sociological theory, sociological methods, and a specialty area.**<sup>8</sup> Colloquially, any of the individual exams may sometimes be referred as a “comp exam” and the set of them as “comp exams” (or just “comps”), plural. However, the three are parts of a single overall examination, and a single pass/fail determination must be made about the full set. None, therefore, should be understood or interpreted, on its own, as the comprehensive exam. Indeed, **passing all three *component* exams is required in order to pass the overall *comprehensive* examination.**

On the other hand, while a second attempt (see p.23) formally involves re-enrollment in 697, and a new overall pass/fail determination about an overall examination, students will not retake any component exams which they have passed (see p.21). A second instance of the “comprehensive examination” may thus involve all three, only two, or even (and typically) a *single* component exam.

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<sup>8</sup> This document consistently refers to “overall comprehensive examinations” and “component exams” anytime such a distinction may matter.

## Specialty Area

The specialty area examination is on a subject of the student's choice, explored through coursework and other experiences during the program. With guidance and approval from the Graduate Coordinator, the student should select a substantive area of specialization and create a program of research and study that provides the best academic preparation for the area.

A specialty is typically in a *substantive* area, such as Criminology or Sociology of Education, though it may also be in a paradigmatic approach, such as Social Psychology, or with a lens that merges substantive issues with epistemological and/or methodological ones, such as Gender or Race/Ethnicity. Though there is not a restrictive list from which you must select, other recent and potential specialties have included Organizational Analysis, Political Sociology, Sociology of Aging, Ethnic Relations, Sociology of the Family, Medical Sociology, Social Change, Cross-Cultural Studies, Applied Sociology, and Social Structures and Institutions.

## Format

Component exams can take a number of formats, including take-home examinations (which are most common), open-note or closed-note exams administered in campus computer labs, or semester-long experimental formats. The dates, times, and formats for each of the component exams will be determined no later than the end of the second week of each semester in which there are students who have declared intent to take the comprehensive examinations (see p.75).

## Answers

The component exams require consultation with key works in the field. While synthesis and paraphrasing are far preferable to an abundance of quotations, all answers **must include proper citation** of all borrowed material, quoted or not. For most exams, a bibliography needs to be included, as well. You should use **ASA format** for citations and bibliographic references unless your committee and/or the exam instructions have indicated otherwise.

**Plagiarism of any sort will *not* be tolerated**, and appropriate steps will be taken to address such conduct within the policies of the department and the University. (If you are in doubt,

please check the University policies concerning student misconduct for any questions you may have.)

### **Evaluation of Component Exams**

In general, exams are **graded on several criteria**, including demonstration of required knowledge in the area, demonstration of the ability to use that knowledge in a critical way (in other words, not simply to "regurgitate" the information), and the quality of the writing and argumentation. However, each committee may develop unique criteria for evaluating its respective component exam. It is your responsibility to discover and familiarize yourself with these criteria, which may include:

- the conciseness, organization, and clarity of written expression;
- evidence of comprehension of key ideas, concepts, and traditions of thought;
- evidence of breadth and/or depth of knowledge in pertinent areas;
- ability to make connections across traditions of thought;
- the ability to apply and integrate ideas in a synthetic manner; and
- creativity and originality of interpretation and thought.

As this list may not be exhaustive, it is *extremely* important for students taking the exam to discuss expectations with each member of each committee whose exam the student will attempt.

### **Decisions about Component Exams**

Each of the component exams is given a "blind" grading by faculty in that area, and evaluated by all members of the respective committee for that exam. (The only identifying notation on the exam is a code which is understood only by the Department's Administrative Coordinator, who administers the exams.) Committee members come to a joint decision about the given exam, and the respective committee chair relays that decision to the Graduate Coordinator.

Each committee may have a specific rubric used in the evaluation of its exam, with resultant outcomes typically of "**high pass**," "**pass**," or "**fail**," though any committee may give some other determination, such as "low pass" or "marginal pass." The student may also receive additional feedback on answers and exams judged to be failing or marginally passing, if

requested. However, for determination of pass/fail on the overall comprehensive examination, only the difference between "pass" and "fail" on each component matters; others labels and communications about the student's performance on a given exam are at the committee's discretion but do not having formal meaning within or beyond the Department.

Students should know the **results of their exams within two weeks** of the submission of their final component exam. (Let the Graduate Coordinator know in advance how you would like to be contacted regarding results – letter, email, phone, voicemail, etc.)

Results on individual components will be conveyed **only after all three** component exams are completed *and evaluated*. This is both so as not to distract from a focus on any one component with the result of some earlier component, and because the outcome of the overall comprehensive examination varies depending on combinations of the three separate results, as discussed below.

### **Passing the Overall Comprehensive**

Students who receive **a passing evaluation on all three component exams will be awarded a "pass"** grade for the overall comprehensive examination, which will be reported to Graduate Studies. Providing that the rest of the program requirements have been fulfilled, including filing for graduation (see p.38), the University will confer the Master's degree on the student.

**A student who fails two or three component exams will receive a failing grade on the overall comprehensive examination.** A second attempt is possible; see below.

**A student who passes two components but who fails one will have the overall pass/fail decision considered on a case-by-case basis** by the respective exam committee, in consultation with the Graduate Coordinator and Department Chair. Possible outcomes of this consultation can include a "fail" on the overall comprehensive examination (the most common outcome), allowing another attempt at that component at a later date that semester (very unusual), or any alternative means that the committee may decide it needs in order to assess the student's knowledge and competence, whether an oral examination or some other written project. Any of these alternatives must be completed prior to the end of the

semester, because a grade for SOC 697 *must* be reported in a timely fashion. At the worst, the student will be required to retake the failed component (theory, methods, or specialty) during the next semester's comprehensive exam schedule.

### **Second Attempt**

A student who has failed the overall comprehensive examination, by failing one or more of the three components, will be given one (and only one) more opportunity to pass the comprehensive examination and earn the degree. Students may retake the failed component(s) in a future semester, following the same procedures of declaring their intent for that semester. Such students will *not* be required to retake any component exam which was passed. (It is also *not* necessary to file a Course Repeat form, as on p.67, to be re-enrolled in SOC 697, though you *must* re-enroll.)

However, each student is allowed *only* two attempts to pass the overall comprehensive exam. If the student fails the retake of any component exam (a second fail of any particular component exam – theory, methods, or specialty), that student will receive a second fail on the overall comprehensive examination, *cannot* make additional attempts at the exam, will be permanently disqualified by the University, and will no longer qualify for, and cannot earn, the M.A. in Sociology at CSUN.

Appeal of any decision made at any part of this process should be made first to the Graduate Coordinator and Department Chair (and graduate committee, if necessary) and, only if unsuccessful, Graduate Studies for reconsideration. Acceptable protocol should be followed. The nature of this protocol will be provided on a case-by-case basis as necessary.

### **Typical Examination Timeline**

These are in addition to the overall program steps, outlined starting on p.12, and are an alternative to those necessary to complete a thesis (see p.34). They are combined with the steps of the overall timeline (p.10) and other self-initiated actions mentioned in this document, in the aggregate timeline (on p.55).

### **Upon Entry**

- Begin study and work with faculty to prepare for the exams.

### **First Summer Enrolled**

- Work on independent reading and research related to the exams. (See p.28 and p.87.)

### **Third (?) Semester**

- Continue studying for the exams and continue seeking feedback from faculty.
- If not already done, work on sample answers from past exams for critique from committee members.
- During the semester prior to the semester in which the comprehensive exams will be taken, review your formal program (p.38), available through the SOLAR DPR system.
- Apply for graduation with Admissions and Records.

### **Final (Fourth?) Semester**

- After a student is classified, has completed coursework, has completed a formal program (see p.38), and has achieved and maintained a 3.0 GPA (see p.13), the student needs to enroll in SOC 697 (Directed Comprehensive Studies) in the semester the comprehensive examinations will be taken.
  - The student ***must*** be enrolled in SOC697 in order to take the comprehensive examination; there will be *no* exceptions.
  - Once a student has enrolled in SOC 697, he/she cannot change to a thesis option. Once enrolled, a grade (pass or fail) must be given, which counts as one of the two permitted attempts (see p.22).
  - It is possible to enroll in SOC 697 with remaining courses on the program, if those courses will be completed the same semester as the comprehensive examinations are taken. However, enrolling in courses *directly* related to the exams in the semester in which the exam is taken is highly discouraged and may result in poorer performance on the exam.
  - Release of permission numbers for SOC 697 will be done through the Graduate Coordinator and/or Department Chair, prior to the semester, so that they can verify that the student has met all of the requirements to take the comprehensive exam.

- ❑ File an Intent to Take Comprehensive Exams form (see p.67) with the Sociology Department by the end of the first week (Friday following the first Monday) of the semester you plan to take the exams.
- ❑ Email the Graduate Coordinator indicating your intent to take the comprehensive examinations by the end of the first week (Friday following the first Monday) of the semester you plan to finish.
- ❑ Students are strongly encouraged to meet with the Graduate Coordinator during the first month, and comprehensive exam committee members within the first two months, of the semester in which the comps are to be taken.
- ❑ The student needs to take *and pass* each component of the overall comprehensive examination, when scheduled, in order to complete the requirements for the M.A.

## Tips about Preparing

The student needs to begin preparations as soon as core classes are started, long before taking the comprehensive exams. Preparation should include not only review of course material but also additional reading, as well as study of topics and sources found in the study guides for the exams and in suggestions by faculty, particularly committee members in the theory, methods, and specialty areas. Begin working with faculty to help direct your study and learning as soon as you arrive. Focus on aspects of critical thinking and writing as well as on the material itself.

Sample topic lists and bibliographies are available for methods, theory, and several specialization areas (see pp. 88-112). These **sample study materials are intended to be comprehensive but not exhaustive**, and should serve as *starting points* for you to review and extend. You should consult with individual committees in preparing and reviewing bibliographies for each of your areas of study. **It is crucial to seek feedback, advice, and input from the members of the examining committees.** Students are much more likely to be successful with active interaction with the faculty to help them complete their learning. Remember, too, that preparing for the comprehensive examination involves going above and beyond the work in your courses, in reading lists and in critical faculties. (For additional cautions, see the introduction to those materials, on p.87.)

## **Prior to the Examination**

- Make sure you know explicitly what you are getting into, on these and other matters:
  - Know the committee members for component exam.
  - Know when each component exam is scheduled.
  - Know the structure of each component exam.
  - Obtain and review copies of prior instances of each component exam you will take.
  - Talk to other graduate students who have taken the comprehensive exams previously.
  - Get answers about the exams early in the process.
- Meet with the chair of each committee and other committee members to discuss:
  - reading lists, which *you* should prepare for each component exam,
  - the specific structure of each component exam you will take,
  - topics/sub-areas that will be included in the exams, and
  - the criteria for evaluation of the exam.
- Create a timeline of your study strategy, which should begin with coursework, including:
  - your reading schedule,
  - your schedule for compiling study materials, and
  - your schedule for drafting sample answers.
- Form a study group with other students, to:
  - meet regularly (biweekly?),
  - share study materials, and
  - draft sample answers and share them for critical review.
- Compile study materials, including:
  - notes;
  - articles and books; and
  - chapter summaries, book reviews, review essays, textbooks/secondary source material.
- Practice examination questions, by doing the following:
  - Make outlines of responses to exam questions.

- Answer mock questions, in a setting that resembles the environment in which you will take the actual exam(s).
- Use a practice to find out what you need to maximize success, especially learning what works best for you.

### **Writing Comprehensive Exam Answers**

- Have a game plan outlined in advance and get to work immediately.
  - Make a plan and stick to it, as time management is essential.
  - Make sure that you allocate sufficient (which *might* mean equal) time to each question.
  - Allow sufficient time for editing and review.
- Briefly outline each answer before you begin writing it.
  - Make sure you understand the meaning of the questions you choose to answer.
  - Follow all directions, and be sure to answer *all* parts of each question.
  - Use clear and organized sections, with subheadings as needed.
- Write cogently and constructively, keeping in mind both your task and your audience.
  - Write in complete sentences and full paragraphs.
  - Begin your essays with an introductory paragraph and end them with a conclusion
  - Make reference to primary source material when appropriate, using ASA format, for exams for which citations are expected. (You should know this from the committees, and the instructions on the exams should match that understanding.)
  - Proofread the final drafts for content, spelling and grammar.
  - A fair answer shows that you know the relevant material. A great answer does that as well as demonstrating some creative new thinking on your part.
- Most answers to individual comprehensive exam questions are at least four pages in length for in-class examinations, with length for take-home exams varying by area by typically twice that length.

### **The In-Class Examination**

- The exam will be taken on computers at the University.
  - If laptops are used, you may choose to bring your own keyboard or request one in advance.

- You will be provided with paper and writing material as well as flash-drives on which you can save your work.
- Bring a snack and something to drink.
- Travel lightly, as all personal materials will be set aside during the exam. This includes all communication devices, including cell phones and tablets.

### **The Take-Home Exam**

- Make sure to have all needed materials assembled in advance of receiving the questions:
  - Have all of your notes, books, and articles on hand and organized so that you have quick and easy access to them during the examination period.
  - Make sure your notes are organized, just like the books and articles.
  - Draft outlines or text on key topics and issues in advance.
  - Ensure that you will have access to email to receive and/or submit the exam.
  - Make sure you have a new printer ribbon or ink cartridge for your printer, if needed.
- Take intermittent breaks to keep your energy level high. Punctuated focus is more productive, and generates better writing, than exhausting nonstop days. And, get enough sleep!

## 5: THE THESIS OPTION

The thesis option is recommended for students who wish to have a formal research project they can use to support their pursuit of research employment or admission to PhD programs after completing the M.A.; wish to pursue employment which emphasizes program development, evaluation, and/or research analysis; and/or who, for whatever reasons, wish to deepen their knowledge and experience in a specific area of research.

The thesis is *not* to be seen as easier than comprehensive examination and is, in particular, *not* a way to avoid examination in theory and methods. On the contrary, a thesis project involves methodological and theoretical sophistication in some empirical area, and thus requires expertise. Moreover, it requires both the development of that expertise *and its application* to some empirical, methodological, and/or theoretical problem – and typically some *combination* of those.

The student who is best suited for the thesis option is one who has a strong command of the English language and composition, is research-oriented and skilled, is capable of working independently and taking direction, and has both a sincere desire and sufficient time to do the work involved in the thesis. The proposal *hearing* (see p.30) requires a passing performance on an oral examination in theory and methods for advancement to the thesis. (The hearing itself typically includes and/or qualifies *as* that oral examination, certifying that the student has the theoretical and methodological competence to proceed with the project.)

Students considering a thesis should meet with the Graduate Coordinator and review copies of recent theses to get a better sense of what is expected in a thesis, both as a research project and in final form.

### Formal Guidelines

While the thesis option is relatively open-ended in many regards, there *are* Department policies and procedures which provide structure to the process of completing it. In particular, there are qualifying criteria, formal aspects of the proposal process, and procedures to follow towards completion of the project.

## Qualifying Criteria

The student who wishes to write a thesis must fulfill the following **qualifying criteria** for final approval of the thesis option. These (and the steps in the suggested timeline starting on p.34) are in addition to the overall program steps (outlined starting on p.12.)

- The student must inform the Graduate Coordinator of the intention to pursue a thesis prior to the completion of 18 units of course work in the graduate program. Any exceptions to this rule must be for compelling reasons and approved by the Graduate Coordinator and Department Chair.
- The student must seek advisement from the Graduate Coordinator every semester prior to completion of the thesis proposal and hearing. This advisement will include course selection, feedback on graduate work done, and thesis planning.
- The student is required to earn a 3.5 GPA in all Sociology core courses with no grade below a B; and to maintain a 3.25 GPA in all work in the graduate program, including prerequisites (see p.13.)

## Proposal Stage

Students who meet these criteria may progress to the formal thesis proposal. After completing no more than 24 units, the student must complete the steps listed below.

Note that, while progressing to the formal proposal is dependent upon the student fulfilling the qualifying criteria, students who wish to pursue the thesis should begin their preparations towards the proposal well *before* this point.

- The student will name a thesis chair and a thesis committee whose members have consented to advise the student in the preparation of the thesis with respect to methods, theory, and a subject matter pertinent to the proposed thesis research.
  - The thesis chair will be responsible for communicating decisions of the committee to the Graduate Coordinator. The student will work first and primarily with the thesis chair (such as on a particular draft), often before involving and engaging a full committee.
  - Differences among committee members vary widely. Some committee members will act like as outside readers; others will be more involved or even directive.

Chairs, in particular, are likely to be directive, even demonstratively so, though some will provide guidance but expect students to make their own (reasonable and defensible) choices.

- By University policy, at least two committee members (including the chair) must be tenure-track faculty ("full-time") in the CSUN Sociology Department, while the third may be either a lecturer ("part-timer") or on faculty at another institution. Though there is no Department policy, all thesis committee members in recent memory have been faculty in this Department.
- The student will prepare a thesis proposal that outlines the research to be done. The proposal will include references to existing relevant literature as well as a detailed and methodologically sound plan for conducting the research. This proposal will be developed in close consultation with the thesis chair.
- The student will complete and pass a thesis proposal hearing during which the student will undergo an oral examination on the thesis proposal and relevant sociological theory and methods.
  - This should occur no later than the second semester after completing core courses, except in very special circumstances exempted by the Graduate Coordinator and/or Department Chair.
  - The proposal hearing may occur in the semester in which the last core course(s) are completed, but final approval to pursue the thesis (from the Graduate Coordinator and Department Chair) will not occur until *after* all final grades are posted.
  - Each student will be given only one proposal hearing. If, in the judgment of the committee, a student has not passed his/her proposal hearing, that student must take the comprehensive examinations to earn the M.A. in sociology.

### **Thesis Stage**

After notification that the student has passed the proposal hearing, and presuming that the requisite GPA requirements (see p.13) are met, the Graduate Coordinator and Department Chair will consider (and are likely to grant) final approval for the student to write the thesis. (Only in rare circumstances would the Graduate Coordinator or Chair contradict the results of the proposal hearing.)

The student will then proceed to the formal thesis stage.

- After passing the proposal hearing, the student will register their thesis through the Electronic Thesis and Dissertation (ETD) system, identifying the title of their thesis, their committee chair, and the other members<sup>9</sup> of the committee.
- All permissions from **the Institutional Review Board** (IRB, aka "Human Subjects") must be secured *prior* to any research involving human subjects. Additionally, any research that involves international travel must be approved by the CSUN Office of Insurance and Risk Management. If your research involves human subjects and/or international travel, please make sure you are securing approval for your research well in advance (at least two months) of when you plan to begin your research.
- The student should get a copy of the thesis guidelines from the office of Graduate Studies or its website.<sup>10</sup> The thesis *must* follow the formatting requirements, or it *will not* be accepted.
- The student will conduct, analyze, and write the original work comprising the thesis.
- The student will complete the formal program process in conjunction with the Graduate Coordinator (or Department Chair), who will review their formal program.
- In the semester in which the student wishes to defend the thesis, he/she must enroll in SOC698.
- The student will format the document according to guidelines from Graduate Studies and in accordance with accepted professional standards and formats. (In the event of inconsistencies, decisions from Graduate Studies trump other guidelines.)

## Thesis Defense

Ultimately, a thesis student must orally defend their project and document to their chair and committee. The defense will consist of an oral examination on the thesis and other sociological issues which arise from it.

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<sup>9</sup> If you need to add a faculty member who is not already listed in the ETD system, please ask them to call IT (818-677-1400) so that *they* can ask that they be added; neither you nor the Graduate Coordinator can do it for them.

<sup>10</sup> Visit the Graduate Studies website (<http://www.csun.edu/grip/graduatestudies/thesis/>) for information regarding the CSUN thesis process, thesis preparation and formatting guidelines, deadlines for formatting and submission, the Electronic Thesis and Dissertation (ETD) system, and contact information for the Graduate Studies Evaluators

- Prior to the defense, the student will file a complete copy of the thesis **in the ETD system** for the Graduate Evaluators, who will check for formatting and compliance with other requirements of Graduate Studies.
- The student will submit a complete copy of the thesis to the thesis committee for review. The student will complete or otherwise address and resolve revisions to the thesis requested by the committee. Where there are differences of opinion regarding work on the thesis, the thesis chair will attempt to resolve these differences. The committee will inform the student if the student can set a defense date.
- After addressing revisions, and no sooner than two weeks prior to the defense date, the student will submit a **"reading copy"** to the committee for its member to prepare for the defense.
- Final completion of a reading draft of the thesis will be followed with the oral defense.<sup>11</sup> This will occur no earlier than two weeks after submission of a reading copy of the thesis to the committee.

There are three possible outcomes of the thesis defense:

- The thesis defense is passed, the thesis accepted as is, and the student qualifies for the M.A.
  - The thesis defense is passed, and the thesis is accepted pending revisions required for committee approval. Passage of this defense qualifies the student for the M.A. degree, after any necessary revisions are completed and required protocol for Graduate Studies is completed.
  - The thesis defense is not passed, and the thesis is not accepted. Students who do *not* pass a thesis defense will not receive an M.A. degree in Sociology from CSUN. (A student who fails the thesis defense cannot change to a comprehensive exam option after thesis failure; see also, p.17.)
- When the thesis is passed, the student will obtain the signatures of their committee members on the thesis signature page, and file the final draft of their thesis through

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<sup>11</sup> There is not a form for the defense itself, per se; that's a departmental process (some departments don't have thesis defenses at all) and ours does not involve a form. However, you *do* need the signature page for the thesis, and it makes sense to get those signatures at the defense (at the end, assuming you pass) since you'll have the committee all in one place and because it's sociologically ritualistic. It is recommend that students take three copies to the defense: one to submit with the thesis, one to keep in case something happens, and one to put in the Department file just in case.

the ETD system. Committee members will indicate their approval of the thesis through the ETD system. Any required revisions will be reviewed by the thesis chair prior to the student's submission of the final thesis to Graduate Studies.

Appeal of any decision made at any part of this process should be made initially to the Graduate Coordinator, to the Department Chair if warranted, to the Graduate Committee if appropriate, and Graduate Studies if reconsideration is necessary. Appeals must follow acceptable protocol, which will be provided on a case-by-case basis.

### **Academic Honesty**

Plagiarism and other forms of academic dishonesty violate Department and University standards of student conduct and will not be tolerated. Any student caught plagiarizing will face repercussions within the scope of Department and University policies. If you have any doubt as to what constitutes plagiarism, the University policy on academic misconduct has been included in the appendices of this handbook. Also consult with faculty, including the Graduate Coordinator, regarding any questions that you may have.

### **Typical Thesis Timeline**

These are in addition to the formal guidelines above (p.29) and the suggested overall timeline (p.10), and are integrated with both in the supplementary aggregated timeline (p.55.)

#### **From Entry**

- Explore possible topics through class assignments that help organize your thoughts.
- Meet with the Graduate Coordinator for guidance, during the first and every semester.

#### **Second Semester**

- Find a chair who will guide you in preparing the proposal, conducting the research, and writing the final product.
- Find two other faculty members with expertise in some aspect of your project (theoretical, methodological, or empirical) who would be willing to serve on your thesis committee.

- ❑ Complete core classes with at least a 3.5 GPA, graduate coursework with at least a 3.25 GPA, and no grade below a B.
- ❑ At the end of the first year or beginning of the second, have a proposal meeting with your chair and, if possible, your committee.

### **First Summer Enrolled**

- ❑ A thesis student should plan to complete his/her thesis proposal. Official work on the thesis cannot move forward without passing the thesis proposal hearing (p.30) and meeting the Department core and overall GPA requirements (see p.13).
- ❑ A thesis student should seek human subjects approval, if needed and not already done. After approval is secured, a thesis student should be engaged in data collection, by if not before fall.
- ❑ At least two months prior to collecting data, submit human subjects protocol (and, if necessary, request permission for international travel) and wait for approval to begin. If your research involves human subjects and/or international travel, you must secure approval for your research at least two months in advance of when you plan to begin your research.

### **Second Fall Enrolled**

- ❑ Thesis students should have a completed proposal and schedule a hearing (see p.35.)
- ❑ Collect and analyze data.
- ❑ Write thesis under the supervision of chair and in consultation with committee members.
- ❑ Pick or download the thesis guidelines from the Graduate Studies website (see p.42.)
- ❑ Follow Graduate Studies guidelines for formatting the thesis.
- ❑ Register your thesis through the Graduate Studies ETD system (<https://etd.csun.edu/>).
- ❑ In the semester prior to the one in which you plan to defend your thesis, apply for graduation.

## **Final Semester**

- Enroll in SOC 698 for the semester during which you plan to defend your thesis.
- Complete the final thesis document.
- Make an appointment with a Graduate Evaluators to look at the thesis.
- Successfully defend the thesis in an oral defense with your committee.
- Deposit the thesis with Graduate Studies by the submission deadline (usually the end of the 15th week of the semester.)

## **Tips about Finishing**

### **Connecting Coursework**

Theses can take a good deal of time, including conducting a literature review, designing the study, gathering and analyzing data, and writing the final product. One way that a student can manage the thesis project is to do some of the work in the context of classes.

Some classes will require a literature review or research proposal, which can be used to help develop a *thesis* proposal. Even if courses are not directly linked to your thesis, you still might be able to develop some ideas that complement relevant interests. When available, independent study units and on-campus research and teaching positions can provide additional expertise in substantive literature, data gathering, and data analysis.

### **Seeking Support**

Graduate Studies offers the opportunity for thesis students to apply for small grants that will help them with some financial aspects of research, including (but not limited to) photocopying articles (not the thesis itself), limited travel, supplies, equipment, and/or incentives for respondents. Grant proposals are normally due early each fall semester. Apply for this assistance if you are working on a thesis, as the associated costs can add up.

Contact Graduate Studies for more information on this and other thesis support (see other support on p.46, and contact info on p.42); and watch email for other opportunities which the Graduate Coordinator, Department Chair, other faculty, and other students may mention.

## **Finding the Finish**

There are occasions in which students have undertaken thesis projects that may take more time, energy, and resources than anticipated. In this situation, the student should decide if the thesis experience is most important (thus delaying graduation) or whether it is more important to finish the program in a more expeditious manner.

If the latter is the case, some students may wish to change from the thesis option to the comprehensive examination option. (Note that it is not possible to do the reverse; see p.21.) What is most important is that the student is getting the kind of educational experience that is desired while satisfying requirements to finish the program. Advisement with the Graduate Coordinator and/or Department Chair, as well as with your thesis chair and committee members, can assist you in this kind of decision.

## 6: FILING FOR GRADUATION

Graduation is the final stage of your Master's program, but involves many steps before those to the commencement ceremony's *actual* stage. To graduate, you must have a formal program, complete its requirements, advance to candidacy, and engage with a number of on-campus agencies.

### Formal Program & Candidacy

The "formal program" is a process that is completed through the Graduate Student Degree Progress Report (DPR) available in the SOLAR portal. The formal program details the specific plans for courses and completion of degree requirements.

Once a student applies for graduation, the DPR system will automatically generate a formal program for this student and, if qualified, the student will be "advanced to candidacy." Advanced to candidacy status is reached when a student has been formally classified (see p.6 and form on p.53), has completed at least 30 units of approved coursework (see p.8) with a minimum 3.0 GPA (see p. 39), and has only their culminating experience (see p.9) left to complete. There is no additional paperwork that a student must complete in order to complete their formal program and become advanced to candidacy, though there *is* other paperwork to graduate (see, especially, p.83).

A student's formal program can be accessed through the DPR, and specifies the courses that are being applied to the program, when they were (or will be) taken, and any available grades. (Note that the DPR does *not* address pre-requisites for classification, which are supervised and managed by the Department, not Graduate Studies.) Please consult with the Graduate Coordinator and/or a Graduate Studies Graduate Evaluator if any changes need to be applied to the courses listed in the formal program (see p.42 and 71.)

### Resources

When you are ready to begin the graduation process, be in touch with the following offices, each of which plays a role in your graduation:

- The **Department of Sociology** contributes assistance in filing the classification paperwork (see p.53) help with formal program processing, administration of comprehensive exams, and evaluating thesis defenses. The Department also provides general assistance with regard to thesis completion, comprehensive examination preparation, academic requirements, and other elements.
- **Graduate Studies** completes a graduation evaluation and informs the student of what requirements remain for graduation. They also receive the outcome reports on thesis defenses and comprehensive exams as well as final copies of successfully defended theses. In general, they verify that you qualify for the degree. (Admissions and Records *processes* the degree.)
- In the year before you graduate (or sooner), be sure to visit **the Career Center** and its Career Fairs, faculty in your specialty, and/or the Graduate Coordinator to talk about your post-M.A. options, especially if you need more information on careers, PhD and other graduate programs, or other information. You will continue to have access to the Career Center for six months after graduation; active membership in the Alumni Association extends access as long as your membership is current.

The cap and gown rental and graduation ceremony activities are handled outside the Department of Sociology and Graduate Studies, by the College and/or University. You will receive information in the mail and/or email about them. You will be sent those and other materials concerning commencement based on the date of graduation provided on your graduation application. You should also watch for events at and around "Gradfest" each spring, when you can take care of many commencement-related tasks.

## Steps to Take

A student who wishes to graduate needs to have done the following things (also incorporated into the aggregated timeline at p.55):

- File a graduation application (see p.83) and fee payment with Graduate Studies *in the semester prior to* expected graduation. (For example, the deadline was October 3, 2014, to graduate in Spring or Summer of 2015.)
- Make sure that you are fully classified and have a formal program on file with Graduate Studies.

- Be sure that all courses on the program are finished and that all culminating experience (comprehensive examination or thesis) requirements are successfully completed.
- Make sure the GPA is at least a 3.0.

## **7: GENERAL RESOURCES**

On the following pages, you will find various lists of resources with which you should become familiar.

For a list of those currently included, please consult the table of contents, on p. *ii*.

## University Resources

### Graduate Studies, Research, and International Programs

- Dr. Crist Khachikian, Associate Vice President of Research & Graduate Studies
- Dr. Maggie Shiffrar, Assistant Vice President for Graduate Studies
- Hedy Carpenter, Director of Graduate Studies
- Mr. Scott Perez, Director of Research and Sponsored Programs
  - University Hall 265
  - (818) 677-2138
  - <http://www.csun.edu/research-graduate-studies>

Follow links on this website for graduate students for more information about rules, deadlines, forms, graduate scholarships and awards, and workshops and events; as well as information concerning human subjects review, protocols and forms, and applying for research grants. You will also find the formatting guidelines for theses, which are updated often but currently at

<http://www.csun.edu/sites/default/files/FormatGuidelines-8-2014-b.pdf>

### Graduate Evaluators

- Lani Kiapos, DARS Coordinator
- Tanya Kiapos, Graduate Evaluator (A-L)
- Judy Robers, Graduate Evaluator (M-Z)

### Admissions and Records

- Scott Trevino, Assistant Director, Domestic & International Admissions
- Student Services Building, First Floor
  - (818) 677-3700

### Financial Aid (need-based programs as well as some scholarships)

- Student Services Building, Room 130
- (818) 677-3000

### Career Center

- University Hall, Room 105

- (818) 677-2878

### **Counseling Services**

- Student Services Building Room 520
- Adult Reentry Program: (818) 677-5552
- Crisis Counseling, Group Counseling, Personal and Psychological Counseling (818) 677-2366

### **Klotz Student Health Center**

- (818) 677-3666

### **Matadors Bookstore**

- Offers books and supplies, graduation announcements, graduation regalia
  - (818) 677-2932 Oviatt Library
  - Information (818) 677-2285
- Mr. Eric Garcia, Sociology reference librarian
  - (818) 677-6809
  - [eric.garcia@csun.edu](mailto:eric.garcia@csun.edu)

### **Students with Disabilities Resources**

- Student Services Building Room 110
- (818) 677-2684

### **General CSUN Information**

- (818) 677-1200

## Opportunities for Financial Support

The University and offices within it sponsor several different kinds of opportunities for graduate student awards and assistance, to get a variety of experiences and support for their academic goals. Take advantage of these kinds of programs, as they will benefit you in many ways. To do so, keep an eye out for emailed notices, but also get connected to the campus, check websites, and ask around. Some of these opportunities include the following. (Contact information is provided beginning on p.42.)

### Department

The Department of Sociology has several **merit-based awards** given to students. Graduate students have received some of them. Normally, selection of graduate student recipients is based on nomination from the Department's faculty and Chair. Check with the Graduate Coordinator and/or Chair for more details.

The Department of Sociology may also have a limited number of hourly **assistantships** for students to assist professors. (These positions are typically as Instructional Student Assistants, or ISAs, *not* TAs, which in the CSU means Teaching Associates – not “teaching assistants” – and which differ in many ways.) There are also typically positions for peer advising and supervision in the lab. The availability of these varies by year, term, Chair, budget, faculty, and more. Contact the Graduate Coordinator and/or Department office for more information.

Students who have presented papers at conferences have typically been able to apply for a small award to help them with travel. Most **awards of travel monies** have been given through the College of Social and Behavioral Sciences, though other sources such as Graduate Studies and Associated Students may also be able to help. Contact the Department of Sociology if you are on the program of a conference and wish to apply for College travel funds. Contact Graduate Studies and Associated Students for availability and application for funding they may provide. Be aware that availability of funds is not guaranteed.

### Grad Studies

The CSU Graduate Equity Fellowship provides financial assistance to students with both need and academic excellence. Students are required to have a FAFSA on file with Financial Aid.

Generally, qualified students are notified by Graduate Studies and given information and deadlines. For more information, contact Graduate Studies.

The California Pre-Doctoral Program is a CSU program which awards up to \$3,000 to upper division undergraduate students and graduate students in the CSU wishing to go on to doctoral study. This program is for students from groups underrepresented in their fields who show promise for doctoral study. The program provides money for activities related to exploring, preparing, and applying for doctoral programs. Generally, the deadlines for application come in early Spring, though they are set each year and may differ from year to year. Contact Graduate Studies or visit the web site [www.calstate.edu/predoc](http://www.calstate.edu/predoc).

Thesis grants from Graduate Studies can provide financial assistance for the costs of doing a thesis. Contact Graduate Studies for more information.

Graduate Awards are given through the office of Graduate Studies, as well. These awards recognize academic and personal achievement. Examples of these awards include the President's Associates Outstanding Graduate Student Award, the Robert H. Schiffman Memorial Scholarship Award, and Association of Retired Faculty Memorial Award (for excellent theses). Eligibility requirements are announced by Graduate Studies in the Spring semester, and the awards are announced and given during Honors Convocation. The Graduate Studies web site or office can provide information and applications.

The University sponsors a student research competition for undergraduates and graduates to present their work. It is a great experience to do so and may result in an award. Graduate Studies has information about this event. (The Department also typically hosts a poster competition in the Spring semester, featuring primarily graduate students who present their work from graduate methods courses – chiefly SOC 690, "Quantitative Methods" but also occasionally from the "Qualitative Methods" course, as well.)

Graduate Studies also is the source for information concerning other outside opportunities for graduate students, including awards, scholarships, and fellowships.

## **Financial Aid**

Financial Aid, in addition to administering needs-based support, also provides information for several scholarships awarded by the CSUN Scholarship Committee. These are given to continuing students and are based on academic achievement and need. Contact Financial Aid for details and deadlines.

## **Associations**

Do not forget about professional associations, particularly those comprised of and serving sociologists. Many of them, as well as divisions within them, sponsor paper competitions which often give cash awards. Some require presentation of a paper at a conference, while others do not. Associations such as the ASA (as well as several specialty sections), PSA, other regional associations, American Society of Criminology, and other specialty organizations all hold student paper competitions. Winning or placing in one of these may provide not only some money but also an achievement marketable on resumes, CVs, and applications to PhD programs.

## Department Faculty (Degrees & Areas)

<b>Name</b>	<b>Degree, Date, Institution</b>	<b>Areas of Specialization</b>
Scott Appelrouth	PhD, 2000, New York University	Cultural Sociology, Political Sociology, Social Movements
Karren Baird-Olson	PhD, 1994, University of New Mexico	Criminology/Victimology, Restorative Justice, Sociology of Law, Race/Ethnic/Minority Relations, American Indian Studies
James David Ballard	PhD, 2000, University of Nevada – Las Vegas	Quantitative Methodology, Criminology, Terrorism, Nuclear Waste Safety/Security
David Boyns	PhD, 2004, University of California – Riverside	Theory, Social Psychology, Cultural Sociology, Emotions, Media, Wellness
Lori Campbell	PhD, 2007, The Ohio State University	Social Stratification, Wealth Inequality, Education, Racial-Ethnic Inequality
Moshoula Capous-Desyllas	PhD, 2010, Portland State University	Feminist and Queer Theory, Arts-based Research, Art as Activism, Visual Sociology, Qualitative Methods, Anti-Oppression, Social Justice, Sex Work, Sex Trafficking
Michael Carter	PhD, 2010, University of California – Riverside	Social Psychology, Research Methods, Statistics, Sociological Theory, Self and Identity, Group Processes, Sociology of Emotions, Morality, Institutions
Amy Denissen	PhD, 2006, University of California – Los Angeles	Gender, Social Psychology, Qualitative Methodology, and Work
Laura Desfor Edles	PhD, 1990, University of California – Los Angeles	Cultural Sociology, Theory, Sociology of Religion, Race/Ethnicity
Ellis Godard	PhD, 2004, University of Virginia	Quantitative Methodology, Sociology of Law, Deviance & Social Control, Statistics

<b>Name</b>	<b>Degree, Date, Institution</b>	<b>Areas of Specialization</b>
Vickie Jensen	PhD, 1997, University of Colorado – Boulder	Violence, Intimate Partner and Family Violence, Corrections, Gender and Crime, Gender and Criminal Justice, Field Methods, Writing, Legal Advocacy, Criminology
David Lopez	PhD, 1996, Michigan State University	Policing, Gangs, Subcultures
Lauren McDonald	PhD, 2008, Graduate Center of the City University of New York	Education, Public Policy, Social Inequality, and Media
Karen Morgaine	PhD, 2007, Portland State University	Social Movements, Social Justice, LGBTQ, Privilege/Race/Racism, Qualitative Research, Human Rights, Domestic Violence.
Kay Kei-ho Pih	PhD, 2004, University of California – Riverside	Criminology, Race/Ethnic Relations
Ana Prata	PhD, 2007, University of Minnesota	Political Sociology, Gender and Sexuality, Social Movements, Theory, European Studies
Jeong-Hee Ryu	PhD, 2012, University of Wisconsin – Madison	Food Insecurity, Children’s Health and Developmental, Social Welfare / Social Justice
Jerald Schutte	PhD, 1974, University of California – Los Angeles	Quantitative Methodology, Social Psychology, Technology and Society
Victor Shaw	PhD, 1994, University of Hawaii – Manoa	Crime, Deviance, Social Control, Organizational Behavior, Academic Careers, Higher Education, and Public Policy
Wen Chang Wang	PhD, 1993, University of California – Los Angeles	Research Methods, Demography, Race/Ethnicity, Social Stratification
Loretta Winters	PhD, 1994, University of California – Riverside	Race and Ethnicity, Multiracial identity, Teenage Pregnancy

## Acceptable Course Policies

### Acceptable Courses

- Sociology 500 and 600 numbered courses, provided prerequisites are met. (See below.)
- Up to **nine units of 400**-level courses with additional work and approval on file. (See p.50; and page 60 of the 2012-2014 university catalog.
- Up to **six units outside of Sociology**, with prior consultation and approval. (See p.15.)
- Up to **six units of SOC 699**, Independent Study (though not generally offered).
- Up to **nine units of graduate work from another institution**. (See p.16.)

### Unacceptable Courses

- Sociology courses numbered 100, 200, or 300.
- Undergraduate core classes for prerequisites, including SOC 364/L, SOC 368/S, SOC 468/S, and SOC 497/L. This also pertains to any other prerequisite courses required for classification.
- Any course not listed in the catalog as approved for graduate credit.
- SOC 599, Independent Study (Enroll in 699 instead.)
- All Fieldstudy, Practice, and Practicum courses:
  - SOC 472 – Proseminar in Social Welfare Practice,
  - SOC 475AEE/BEE – Supervised Field Instruction I and II,
  - SOC 482SOC or 483 – Practicum in Counseling and Guidance: Work Settings,
  - SOC 486SOC – Social Science Career Internship,
  - SOC 496R, J, or SC – Field Study alternatives,
  - SOC 498 AEE, BEE, or CEE – Field Study and Reports, and
  - SOC 498S – Seminar in Field Study and Reports.
- The Department of Sociology **does not** approve course repeats for graduate students except under the most extreme circumstances (see p.16).

### Graduate-Level Courses

Specialization and elective courses may include these departmental offerings, as well as other 500- and 600-level courses as may be offered by the Department from time to time:

- 524: Dynamics of Sex and Gender in Society
- 545: Seminar in Social Psychology
- 550: Seminar in Demography
- 555: Seminar in Criminology
- 572: Social Policy Research and Evaluation
- 579: Seminar in the Family
- 585A-Z: Selected Topics in Sociology (Past examples include Cyberspace.)
- 622: Seminar in Complex Organizations
- 640: Seminar in Applied Sociology
- 680: **Sociology, Advanced Quantitative Methods** (aka "Graduate Statistics" and recommended prior to 690, "Quantitative Methods")
- 691B: Survey Techniques
- 691C: Historical and Comparative Techniques
- 691D: Documentary Techniques
- 691E: Lab and Small Group Techniques
- 691F: Macro-Quantitative Techniques
- 691G: Applied Research Techniques
- 695C: **Graduate Proseminar in Sociology** (recommended for *all* students in their first semester)
- 696A-B: Directed Graduate Research (Note: 696A is the "**Thesis/Comp Prep Class.**")
- 699A-F: Independent Study (Note: Letters correspond to units earned, ranging from 1 to 6.)

### **400-Level Courses**

Certain 400-level Sociology courses may be taken for graduate credit, with additional work on the part of the student beyond the requirements for undergraduates. Review and approval of these courses is on a case-by-case basis, and involves review of the course syllabus as well as the requesting student's degree program.

In order for such courses to be applied to the formal program, **a student must submit a formal request**, via a completed Graduate Course Approval for 400-level Courses form (see p.65), and that request must be approved by the Graduate Coordinator, all **prior to**

**completion** of the course. Retroactive approval will be considered only in rare and extenuating circumstances

- 400: Organizational Theory
- 401: Class, Status, and Power
- 415: General and Criminal Justice
- 418: Gender and Crime
- 420 CSL (not yet listed, but might be approved)
- 426: Social Legislation and Policy
- 434: The Sociology of Law
- 435: ? (no longer offered?)
- 440: Sociology of Aging
- 445: Social-Psychological Aspects of Health Care Problems
- 450: Medical Sociology
- 451: Sociological Aspects of Human Sexuality
- 452: Sociology of Lesbian, Gay, Bisexual and Transgender Communities
- 454: Policing Society
- 456: Proseminar in Sexual Disorders
- 459: Child Welfare
- 460: Social Epidemiology (no longer offered?)
- 467: Sociology of Religion
- 470: Methods of Social Work
- 472: Proseminar in Social Welfare Practice (no longer offered?)
- 474: Corrections
- 481: Counseling, Interviewing and Intervention
- 485A: Selected Topics in Criminology (past examples include Terrorism.)
- 485B: Selected Topics in Criminal Justice
- 489 (not yet listed, but might be approved)
- 491: Group Processes: Psychodrama and Sociodrama (no longer offered?)
- 492: Human Behavior in the Social Environment

## **8: PROGRAM FORMS**

### **Notes on presentation:**

Each included form is preceded by a standardized explanatory page.

The order of these forms reflects the order in which you may need them.

### **Notes on forms included:**

Asterisked forms are department-level forms available primarily in this handbook.

Others are online at <http://www.csun.edu/research-graduate-studies/graduate-studies-forms>

Some forms are entirely electronic, such as for thesis defense approval by committee members.

Some forms (such as Change of Grade) are not distributed in blank form, for security reasons.

Please see the table of contents (p. *ii*) for a current list of included forms.

## 1295 Form

### **What it's for**

Known bureaucratically as the "1295 Form" but labeled "Graduate Admissions Evaluation", this form records your status upon acceptance, including any aspects of conditional classification, with notations (under the "Comments" field, at the bottom) about what the specific conditions are (such as courses the student needs to complete; see p.6.)

### **When it's needed**

This form stays in your file in the Department office, and gets appended to several other forms when they are submitted (see e.g. p.61.) Whenever that happens, work with the Graduate Coordinator and/or Department office to ensure that a copy *remains* in your file.

### **Where to get it**

This form is typically supplied by Admission and Records upon acceptance, and remains in your department file. Possibly, you will never see or need it – but it's nonetheless important to know what it is and contains. The sample included on the following page may thus be instructive.

For some students, in at least some instances, the original form itself has since been filed with some other form (as above) without a copy being left in your file. In such an instance, either the student, Graduate Coordinator, or Department Chair should be able to request a new one

### **Who completes it**

A&R and the Graduate Coordinator.

### **Other notes**

This form was updated effective 11/25/14. (The new form has a field for catalog year, no option for a second BA admission, and a new option for "Applicant declined offer of admission.") The following sample is the earlier form, likely more familiar to students and likely be what's in Department files for students who applied prior to that date.



Office of Admissions and Records  
 18111 Nordhoff Street  
 Northridge, CA 91330-8207  
 Office (818) 677-3700  
 Fax (818) 677-3768

SAMPLE

RADICATE ADMISSION EVALUATION

Student's name will be here  
 Street address will be here  
 City, State zip will be here

CSUN ID Number \_\_\_\_\_  
 Phone \_\_\_\_\_  
 Email \_\_\_\_\_  
 Sent \_\_\_\_\_ Fax \_\_\_\_\_  
 By \_\_\_\_\_

**ADMISSIONS AND RECORDS USE ONLY**

Effective Fall Semester, Year \_\_\_\_\_ Effective Spring Semester, Year \_\_\_\_\_  
 Resident Nonresident Graduating Senior New/Returning  
 Bachelor's in \_\_\_\_\_ From \_\_\_\_\_ Year \_\_\_\_\_  
 Other degree(s) \_\_\_\_\_ From \_\_\_\_\_ Year \_\_\_\_\_  
 Undergraduate GPA \_\_\_\_\_ (2.5 min. requirement) Last 60 Units GPA (Consider only if cumulative GPA is below 2.5)  
 GRE V \_\_\_\_\_ ( %) Q \_\_\_\_\_ ( %) Analytic \_\_\_\_\_ ( %)  
 GMAT \_\_\_\_\_ ( %) Q \_\_\_\_\_ ( %) Total \_\_\_\_\_ ( %)  
 Completion of first CSUN Bachelor's degree  
 Require official transcript(s) with degree(s) posted from \_\_\_\_\_  
 Comments:

**ACADEMIC DEPARTMENT USE ONLY**

After completing this section, return the signed form to Admissions & Records by email [1295@csun.edu](mailto:1295@csun.edu) or mail drop 8207 or fax 3766.

Applying for \_\_\_\_\_

**Recommended for admission as:**

- Graduate, Conditionally Classified Status      Graduate, Classified Status      Certificate
- Does not meet department requirements and is denied to the master's program and to the University.
- Applicant declined offer of admission.

\_\_\_\_\_  
 Department Signature                      Department                      Catalog Year                      Date

**Classified status must be requested before the completion of a master's program and is subject to the following requirements:**

- GRE aptitude (or GMAT if applicable)                      Exempt - Upper Division Writing Proficiency Exam
- Passed - Upper Division Writing Proficiency Exam                      Required - Upper Division Writing Proficiency Exam

Comments:

This space will have (usually handwritten) notations regarding the conditions of classification, such as course pre-requisites ("pre-reqs"), which the student must complete in order to become fully classified.

1295-D rev. 11/22/14

## Aggregated Timeline of Student Actions

### **What it's for**

Use this as a checklist. In abbreviated form, it combines the items from the suggested overall timeline (p.10) and the "steps to take" for the the comprehensive exam (p.24) and thesis (p.34) options – marked with "c" or "t" subscripts, respectively.

### **When it's needed**

Start using this immediately. Once you've selected either the thesis or comprehensive option, strike those items; then rigorously track your progress through other steps.

### **Where to get it**

The next page...

### **Who completes it**

You, solely.

### **Other notes**

This is the only "form" that you won't submit anywhere. It's *solely* for your planning, by you on an ongoing basis, whereas the next form (the Program Planning Form, p.57) should be completed in consultation with the Graduation Coordinator and approved by him/her in order to plan your program *in advance*.

This form appears in front of all the forms you *will* submit, because you should begin with this form *immediately*. (Reading this handbook is the first item!) The only form it doesn't precede is the 1295 (The Graduation Admissions Evaluation, which appears on the previous page), since that is created when your application is accepted by the Department and thus precedes your arrival.

## **Aggregated Student Actions**

**IN REVISION**

## Program Planning Form\*

### **What it's for**

You will need to complete this form, in consultation with the Graduate Coordinator as needed, prior to completion of a formal program form (see p.59). Some students also find it an easier reference, throughout their program, than either than formal form or the lists and records shown in the DARS reports, the SOLAR portal, and other University elements.

### **When it's needed**

Start now. If you're admitted to the program, you already know whether you have prerequisites and which semester you're entering. That's all the information you need to at least start planning.

### **Where to get it**

The next page...

### **Who completes it**

You.

### **Other notes**

**PROGRAM PLANNING FORM**

**Prerequisites (if any)**

**Semester Completed/To Be Completed**

- SOC 364/L, Social Statistics \_\_\_\_\_
- SOC 497/L, Research Methods \_\_\_\_\_
- SOC 368/S, Classical Theory \_\_\_\_\_
- SOC 468/S, Contemporary Theory \_\_\_\_\_
- Any additional courses \_\_\_\_\_
- Upper division writing exam \_\_\_\_\_
- File for classification (see pp. 8 & 61) \_\_\_\_\_

**Core courses**

- SOC 601 – Soc. Theory in Hist. Persp. (“Classical”) \_\_\_\_\_
- SOC 670 – Studies in Contemporary Sociology \_\_\_\_\_
- SOC 690 – Social Research (“Quant. Methods”) \_\_\_\_\_
- SOC 691 – Adv. Soc. Res. Techniques (“Qual”) \_\_\_\_\_

**Specialization (see p.20)**

- SOC 680 (“Grad Stats”) \_\_\_\_\_
- SOC 695C (Proseminar) \_\_\_\_\_
- SOC 696A (Thesis/Comp Prep) \_\_\_\_\_
- SOC \_\_\_\_\_
- SOC \_\_\_\_\_
- SOC \_\_\_\_\_

**Electives**

- SOC \_\_\_\_\_
- SOC \_\_\_\_\_

**Comprehensive Exam or Thesis**

- SOC 696A \_\_\_\_\_
- SOC 697 (comp. exams) or 698 (thesis) \_\_\_\_\_
- Take comprehensive exams or do thesis defense \_\_\_\_\_

## Formal Program

### **What it's for**

This is where you specify exactly which courses you will take as your formal program (specific plan) towards your degree.

### **When it's needed**

You should prepare and file this form early in your program, so that the Graduate Coordinator has as chance to confirm that your plan addresses all of the requirements and will result in a cohesive educational plan. Additionally, knowing what classes you plan to take will help the Graduate Coordinator and chair better schedule classes (and faculty to teach them) in future semesters.

### **Where to get it**

You need the hardcopy triplicate form, available from Graduate Studies or the Graduate Evaluators, or possibly the Department Office or Graduate Coordinator. A sample is reproduced on the next page.

### **Who completes it**

You should complete as much as you can, and work with the Graduate Coordinator to complete the rest.

### **Other notes**

**GRADUATE EVALUATION SERVICES  
CALIFORNIA STATE UNIVERSITY, NORTHRIDGE**

**PROGRAM FOR THE MASTER OF ARTS DEGREE IN SOCIOLOGY**

NAME \_\_\_\_\_ STUDENT I.D.# \_\_\_\_\_  
 ADDRESS \_\_\_\_\_ PHONE (home) \_\_\_\_\_  
 CITY \_\_\_\_\_ PHONE (work) \_\_\_\_\_  
 \_\_\_\_\_ PHONE (optional) \_\_\_\_\_

**REQUIREMENTS TO BE MET FOR DEGREE**

Course No.	Course Title	Units	X	Transfer	Grade	Date
<b>Required:</b>						
Soc. 601	Soc. Theory in Hist. Pers.	3				
Soc. 670	Studies in Cont. Sociology	3				
Soc. 690	Social Research	3				
Soc. 691	A-F Directed Rescarch	3				
<b>Electives in Sociology - 12 units (at least 6 units must be 500 - level courses)</b>						
<b>Electives in Sociology or Related Fields - 6 units (MUST have permission of grad. coordinator or Department Chair)</b>						
<b>Required for Graduation (* Not counted towards 30 unit requirement)</b>						
Soc. 697	Directed Comp. Studies (CR/NC)	3*				
	(or)					
Soc. 698	Thesis (CR/NC)	1-6*				

Total Units Required \_\_\_\_\_ (Min. 30) GPA \_\_\_\_\_

**Signatures for Non-Theses Students:**

STUDENT \_\_\_\_\_

GRAD. COORDINATOR \_\_\_\_\_  
( or CHAIR)

**Signatures for Theses Students:**  
COMMITTEE CHAIR \_\_\_\_\_

ADVISOR \_\_\_\_\_

ADVISOR \_\_\_\_\_

DEPARTMENT CHAIR \_\_\_\_\_

**Approved:**

Graduate Evaluation Services \_\_\_\_\_ Date \_\_\_\_\_

	Date	By
Received GES		
Classified		
Notified		
Grad Check		
Degree Granted		

For GES Use Only

## **AKD Membership Form**

### **What it's for**

AKD is the Sociology honors society. Campus chapters provide opportunities for collegiality, service, and solidarity, including involvement in speaking events, volunteer events, and other campus activities.

### **When it's needed**

There's no deadline, but join earlier rather than later to begin accruing the benefits sooner.

### **Where to get it**

The 2013-14 form is attached as a sample. That will probably suffice for the 2013-14 school year, though you can get whatever the current form is from whomever the current AKD officers are. (If you aren't sure, ask the Department office or Graduate Coordinator.)

### **Who completes it**

You, through the signature and date line.

### **Other notes**

Do it! Unless you joined as an undergraduate, it's your next step in Sociological professionalization (see p.4) and probably the first of a number of disciplinary organizations to which you'll be exposed and invited.

## CSUN Membership Application Alpha Kappa Delta International Honor Society

**Note: AKD International requires that students are Sociology majors and have a 3.3 overall GPA or higher to qualify for membership (as of the 2014-2015 school year).**

Name: \_\_\_\_\_  
                    **First**                                    **Middle**                                    **Last**

Address \_\_\_\_\_

CityState \_\_\_\_\_ Zip Code \_\_\_\_\_

Student Identification Number: \_\_\_\_\_

Cell/Home Telephone: \_\_\_\_\_

CSUN E-Mail Address: \_\_\_\_\_

Non-CSUN E-Mail Address: \_\_\_\_\_

Major \_\_\_\_\_ Rank (circle one):   **Junior**   **Senior**   **Grad Student**

List four sociology courses that you have completed.

Course Number	Course Name	Instructor

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

*Applications will be accepted on a rolling basis from August 25 until March 31. You will be notified of your acceptance via e-mail within 2 weeks of turning in your application.*

**Return this completed application with check or money order to the Sociology Dept Office Santa Susana 321. As of 2015, the membership dues are as follows:**

**Membership Fee: \$50 (required)**

**AKD Honor Cord \$10 (optional)**

**Please make check or money order payable to: Alpha Kappa Delta**

Office Use Only: Payment Received \_\_\_\_\_ Cumulative GPA \_\_\_\_\_ Initials \_\_\_\_\_ Honor Cord Payment \_\_\_\_\_

\*This application is to be filed by your CSUN chapter representative. **Do not send this to the National AKD Office.**

## Request for Classification

### **What it's for**

If you entered the graduate program as "conditionally classified" (see p.6), you will need to file this form to change that status to "fully classified."

### **When it's needed**

File this as soon as you have met the requirements, which most often means as soon as you have taken and completed the "prereqs". If you forget until after applying to graduate, that application will get held up and you'll get a letter from the Graduate Evaluators. Avoid that delay and hassle by getting this done early.

### **Where to get it**

The following page is a *sample only*. You need a hardcopy triplicate form. Check the Graduate Coordinator first, who may have some and is the person to sign it. The Department office also *might* have copies. Otherwise, you or the Coordinator will need to get one from the Graduate Evaluation Offices.

### **Who completes it**

You can complete the top portion (name, ID, address). The Graduate Coordinator will need to review and verify the dates listed in the middle section, but it would be helpful if you provide those (on the form or through email) as a starting point. The bottom portion is completed by a Graduate Evaluator.

### **Other notes**

The entire form must be walked over to the Graduate Evaluator offices (UH 352), with copies of your 1295 form (see p.53) and of verification of your writing proficiency exam completion (see p.8). Make copies of all of these items, one for yourself and one for your file in the Department.

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE  
Office of Graduate Studies, Graduate Evaluation Services

REQUEST FOR CLASSIFICATION

Student Name: \_\_\_\_\_ II #: \_\_\_\_\_  
Address: \_\_\_\_\_  
Department: \_\_\_\_\_ Date: \_\_\_\_\_

SAMPLE

Below are the conditions for classification as stated on the student's Evaluation of Graduate Application for Admission or Change of Objective. Please attach a copy of the Admissions 1295 form.

- 1. Semester formally admitted to program Date Completed: \_\_\_\_\_  
(mo/yr)
- 2. GRE or MAT (if required; U.GPA=\_\_\_\_\_(attach GRE/MAT) Date Completed: \_\_\_\_\_  
(mo/yr)
- 3. Upper Division Writing Proficiency Exam Date Completed: \_\_\_\_\_  
(mo/yr)
- 4. Bachelor's Degree Date Completed: \_\_\_\_\_  
(mo/yr)
- Other: \_\_\_\_\_ Date Completed: \_\_\_\_\_  
(mo/yr)

I have reviewed the above student's record and recommend fully Classified Status.  
I have also verified and indicated the dates the above conditions were completed.

SIGNATURE: \_\_\_\_\_ Date: \_\_\_\_\_  
(Graduate Coordinator)

(Graduate Evaluation Services Use Only-Mail Drop 8222)

STUDENT FORMALLY CLASSIFIED \_\_\_\_\_  
(Semester)

STUDENT PLEASE NOTE: To advance to Approved Candidacy Status, you **MUST FILE A FORMAL MASTER'S PROGRAM** through your Department. See your Department Graduate Coordinator regarding this matter.

\_\_\_\_\_ RETURNED WITHOUT ACTION (Please resubmit when the following matters have been clarified):

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
(Graduate Evaluation Services)  
White: Office of Graduate Studies  
Yellow: Student  
Pink: Department

\_\_\_\_\_  
(Date)

## Graduate Course Approval for 400-level Courses\*

### **What it's for**

To take a 400-level course for graduate credit (see p.15), you will need to discuss this form with both the instructor and the Graduate Coordinator, complete it, and (if they approve) have it signed by both of them.

### **When it's needed**

You should complete the form within the first few weeks of the semester in which you are enrolled, if not earlier, both for clarity about your obligations in the course and, in the event that the request is not approved, so that you can withdraw from the course before the drop deadline.

### **Where to get it**

The Graduate Coordinator and/or Department office *may* have copies printed, but you may also use the following page.

### **Who completes it**

You, after consultation with both the instructor and the Graduate Coordinator, and then with their signatures and datings.

### **Other notes**

As with all forms, be sure that you keep a copy and that a copy goes into your file in the Department office. For this form, also return a copy to the instructor after everyone has signed it.

## **Graduate Course Approval for 400-level Courses**

Student ID: \_\_\_\_\_ Student Name: \_\_\_\_\_

Course Num: \_\_\_\_\_ Course Name: \_\_\_\_\_

Semester: \_\_\_\_\_ Instructor Name: \_\_\_\_\_

What is the material to be covered in this course? Please summarize and attach the syllabus.

How does this course connect with your program and contribute to your graduate experience?

What additional work will provide advanced instruction in the area? How will it be assessed?

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Grad. Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Request is  Approved as is

Approved with modifications:

Denied for this reason:

*\*\*\* Instructor, Student and Graduate Program are asked to keep a copy of this form for their records.*

## Course Repeat Form for Graduate Students

### **What it's for**

According to University policy, you may repeat up to six units to improve your grade point average, subject to Department approval. However, the Sociology Department does not accept course repeats except in rare circumstances (see p.16). *If*, in the judgment of the Graduate Coordinator and Chair, your circumstances fit, you must file this form to have the original grade replaced on the transcript. (This is *not* needed for SOC 697; see below.)

### **When it's needed**

File this form, with the Graduate Evaluators, as soon as (but *after*) you enroll for the second attempt.

### **Where to get it**

You will need a hardcopy triplicate form from Graduate Studies or the Department office; a sample is included on the following page.

### **Who completes it**

You complete the top. The Graduate Coordinator or Chair completes the middle. Graduate Studies will complete the bottom after the form's submission.

### **Other notes**

You do *not* need to file this form to retake SOC 697, in the event that you are retaking one or more components of the comprehensive examination (see p.23.)



## Late Change in Academic Schedule

### **What it's for**

This form is for registration or schedule adjustments after the deadline, and for retroactive changes after the semester ends. It is intended for extraordinary circumstances, not a routine crutch for disorganized students.

### **When it's needed**

Use this form beginning with the fourth week (of Fall and Spring semesters), for the fifth and subsequent weeks of the semester. See also <http://www.csun.edu/admissions-records/late-add-drop-classes>

### **Where to get it**

[http://www.csun.edu/sites/default/files/Late\\_Change\\_In\\_Academic\\_Schedule.pdf](http://www.csun.edu/sites/default/files/Late_Change_In_Academic_Schedule.pdf)

### **Who completes it**

The student, with guidance from the Graduate Coordinator.

### **Other notes**

Note that you must be *passing* a class in order to drop it late with this form. You *cannot* drop a class just because, e.g., you failed a midterm examination in it.



## Request for Course Substitution on Master's Formal Program

### **What it's for**

If you wish to change the courses that you had previously agreed to take for your degree, and which were already approved (see p. 38, 57, and 59), you will need to file this subsequent form (as noted on p.17).

### **When it's needed**

As soon as you desire to make the change, possibly before enrolling in the new course, and *definitely* before the add/drop deadline for the semester in which you plan to take it, in case the request is not approved.

### **Where to get it**

Several similar versions appear online, and the subsequent page serves as an example. However, you will need a duplicate hardcopy form, available from the Department office.

### **Who completes it**

You should complete the top half (through Student Signature and Date), to the first dotted line.

### **Other notes**

The Graduate Coordinator will review the request and, if approving the request, will sign the form and forward it to the Graduate Evaluators. The Graduate Evaluators will either record the change and return a fully executed form, or return the form with either a related request or some manner of explanation.

**REQUEST FOR COURSE SUBSTITUTION ON MASTER'S FORMAL PROGRAM**

(Please print name and address clearly)

Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

\_\_\_\_\_

I wish to request the following course substitution(s) on my Master's formal program in the Department of \_\_\_\_\_

**LIST COURSE NUMBERS, NAMES AND UNITS:**

Original Course Approved:

New Course Approved:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

.....  
The request for course substitution has been approved.

\_\_\_\_\_  
Graduate Coordinator's Signature

\_\_\_\_\_  
Date

.....  
\_\_\_\_\_ The change has been recorded in the student's file.

\_\_\_\_\_ Returned without action.

\_\_\_\_\_  
Graduate Evaluator

\_\_\_\_\_  
Date

**Please submit to the Office of Graduate Studies (Mail code 8222) for distribution.**

OGS 18 Revised 01/10

## Request for an Incomplete

### **What it's for**

If you desire to take an incomplete in a course (see p.16), you will need this form to do so.

### **When it's needed**

You'll need this form as soon as you want to take an incomplete (don't wait until the semester is over, when it will be too late; act early!) as well as when you want to get the incomplete resolved. Note that, by University policy, a grade of incomplete can only be assigned if it requested by the student, who must initiate the process both on a paper form and via the SOLAR portal – and that request must be made before the end of the final exam period for the given term.

### **Where to get it**

You must use the formal form, either in hardcopy or the current version of the online PDF, currently at [http://www.csun.edu/sites/default/files/request\\_incomplete.pdf](http://www.csun.edu/sites/default/files/request_incomplete.pdf), though a sample is show on the next page.

### **Who completes it**

You should complete the top portion; the instructor will complete the middle portion.

### **Other notes**

The form should go in your Department file, so that is available to *resolve* the incomplete later. *You* should also retain a copy, for that same purpose. You will need to evidence what the expectations were to make the course complete and earn a final grade in it. If this form is missing, that will hold up your program progress, will raise potential enrollment issues, will prevents the filing of some other forms (such as the XEDU; see p.81), and may delay if not prevent graduation (see p.39.)



## Request for a Grade of Incomplete

STUDENT INFORMATION. PRINT CLEARLY (form will not be accepted if illegible)

Last Name:		First Name		CSUN Student ID:	
Term:		Year:		Major:	
Phone:		CSUN email:		@csun.edu	
Date of Request:		Alternate email:		@	
Mailing address	Number and street				
City:		State:		Zip code:	

	Dept & Course Number	5-Digit Class Number	Instructor's Name
Course for which an Incomplete is requested:			

**PART I: Justification for Request of Grade of Incomplete and plan to complete the course.**

1. State clearly and briefly the reason(s) why you are requesting a grade of Incomplete.
  
2. List the assignments that you have not completed for the course and state how you plan to complete the work. Note that your instructor will make the final determination of the assignments due and the date by which they must be completed if your request is granted.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**PART II. Instructor's Response to Request for Grade of Incomplete.**

- The request for Incomplete is denied and the student has been assigned a grade based on work completed.
- The request for Incomplete is approved and the student has been assigned a grade of Incomplete. The student meets the criteria of having a passing grade in the work completed and having completed a substantial portion of the work for the course.

1. The following assignment(s) must be completed to remove this incomplete:
  
2. Date by which the above assignments must be completed: \_\_\_\_\_  
*(This date cannot be more than one calendar year from the last official day of the semester in which the Incomplete is assigned. A time limit of less than a year can be specified.)*

Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor's Name (print) \_\_\_\_\_

*This form must be submitted to the Department Office no later than ten business days after the last day of the Final Examination Period.*

## Request for Reinstatement

### **What it's for**

A student who has been disqualified, likely for having a GPA below 3.0 for a second consecutive semester (see p.15), may apply for reinstatement to the University, under certain conditions noted below.

### **When it's needed**

This form is due to the University by the end of the second week (more specifically now, the "2<sup>nd</sup> Friday") of the semester immediately following the disqualification, for reinstatement *in* that semester. (Beyond that date, the student will need to reapply to the University; see p.15.)

But since you will need the bottom half completed by a faculty member (see below), *you* should complete the form and submit it *to* that faculty by the end of the *first* week of the semester.

### **Where to get it**

[http://www.csun.edu/sites/default/files/Request\\_for\\_Reinstatement\\_Form.pdf](http://www.csun.edu/sites/default/files/Request_for_Reinstatement_Form.pdf) (which replaced <http://www.csun.edu/sites/default/files/grad-disq-reinstatement-form.pdf> @ 1/7/15) though a sample is shown on the following page

### **Who completes it**

The student must complete the top half of the form. The bottom will be completed by the Graduate Coordinator and submitted to Admission and Records.

### **Other notes**

## Request for Reinstatement of Disqualified Graduate Student

*Applicants for reinstatement must attach a justification for reinstatement to this form. Applicants must obtain a signature of approval from their Graduate Program Coordinator, Program Director, or Credential Office. International students must also receive approval from their international advisor. The Assistant Vice President of Graduate Studies determines the final approval or denial. If approved, this form must be submitted by the 2<sup>nd</sup> Friday to the Office of Admission and Records for the term immediately following student disqualification. Students who are not reinstated to the University, in the semester immediately following their disqualification by the above date, are not eligible for student leave but instead must reapply for admission to their graduate program and pay the \$55.00 processing fee.*

Name: \_\_\_\_\_ Mid \_\_\_\_\_ Last Name \_\_\_\_\_  
CSUN ID: \_\_\_\_\_ Phone: \_\_\_\_\_  
Graduate Program Name: \_\_\_\_\_ Semester disqualified: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

- Reinstatement Denied.
- Reinstatement Approved with the following conditions, if any (e.g., student must receive X grade in courses Y and Z during the upcoming term...and/or must complete all degree requirements by date X).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student's Graduate Coordinator, Program Director, or Credential Office \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
 Approve  
 Deny  
International Advisor Signature (International Students Only) \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
 Approve  
 Deny  
Assistant Vice President of Graduate Studies \_\_\_\_\_ Date \_\_\_\_\_

## Intent to Take Comprehensive Exams\*

### **What it's for**

This must be filed with the Department by a student in order for that student to be included in the comprehensive exam process for that semester. The filing of this form triggers the Graduate Coordinator of the need to identify exam committees and a schedule of exams, neither of which can (nor will) begin until it is known how many students intend to take each component exam (see p.19).

### **When it's needed**

This form *must* be submitted before the end of the first full week of the semester (i.e. by the first Friday following the first Monday), but it would make sense to submit it earlier, when you get the permission number for SOC697 (see p.9).

### **Where to get it**

From this handbook, on the next page.

### **Who completes it**

The student intending to take comprehensive exams, completes and submits it to the Graduate Coordinator, who (assuming that requirements have been met) will sign and date the form, and file it in the Department office.

### **Other notes**

There's no good reason to wait until the last minute to submit this form. You'll typically know weeks, months, possibly years in advance. At the very least, submit it *prior* to the semester. The sooner you get it in, the sooner the Graduate Coordinator can formulate and finalize the committees and schedule.

### Intent to Take Comprehensive Exams

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Email: \_\_\_\_\_ Current Phone: \_\_\_\_\_

I submit this form before the end of the first of week of the \_\_\_\_\_ (e.g. Fall '15) semester and hereby give notice that I intend to **take the comprehensive examinations** for the M.A. in Sociology during that semester in the following areas (check all that apply):

- Theory
- Methods
- Specialty area: \_\_\_\_\_

I am aware that the overall comprehensive examination includes these **three separate component exams**, each of which **must be passed separately**, and which **require mastery beyond coursework**.

I understand and **meet all of the requirements** for taking the exam, including  being enrolled in SOC 697 for the semester noted above or  having received an SP for the course in a previous semester (check one).

I am aware that the Department recommends **meeting with the Graduate Coordinator** in the first month of the semester, and I have been advised to **contact members of the committee** for each component for more information on what may be included on each exam, how answers will be evaluated, and other matters.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Office use

Date received: \_\_\_\_\_ Received by: \_\_\_\_\_ Date GC notified: \_\_\_\_\_

## Culminating Experience Form

### **What it's for**

The master's degree requires a culminating experience – which, in the Sociology Department, will either be a Comprehensive Examinations (see pp.19-28) or a Thesis (see pp.29-37). This is the form that is filed to show that you have successfully completed that experience.

### **When it's needed**

This form is filed when you *complete* the culminating experience – that is, have passed all three components of the overall comprehensive examination (see p.22) or successfully defend a thesis (see p.31 and 37). It is sometimes referred to as a “comp report.”

### **Where to get it**

The Department office will have copies of the form, as needed.

You do not need to submit this, as it is submitted *for* you, but you will want to know what it is and that it was done.

### **Who completes it**

The Graduate Coordinator and the Department will complete and submit this form.

### **Other notes**

Note this form formerly required the signature only of the Department Chair. Starting Fall 2014, three signatures are required. That requires coordination among others, and the form is therefore not a one-step process. You are therefore advised to follow-up with your Thesis chair and/or the Graduate Coordinator to make sure that a completed form has been submitted.

*This form is not currently available.*

## XEDU 980 Form

### What it's for

If your thesis lasts beyond when you expected, you need to be *enrolled* (see p.13) for that additional semester. The XEDU 980 form – aka the Tseng Culminating Experience Enrollment form, the 980 form, or simply “XEDU” – allows enrollment in a culminating experience “course” if certain listed conditions are met (see form on next page and “other notes,” below).

### When it's needed

There isn't clearly a deadline, but it needs to happen early enough for related paperwork to get processed prior to graduation, but late enough that you are *certain* that you will be finishing that semester. (You can only enroll in XEDU 980 once, so do *not* want to start this ball rolling if there is *any* chance that you won't actually finish until a subsequent semester.)

### Where to get it

You can find the form online (currently <http://www.csun.edu/sites/default/files/culminating-experience-form.pdf>). A sample version is included on the following page.

### Who completes it

Complete the top (name, ID, phone, email, etc.) so that the Graduate Coordinator doesn't need to track that info down and risk making errors. He/she will review the listed items, check boxes as appropriate, sign the form; and deliver it (probably by hand) to the Graduate Evaluators.

### Other notes

Be sure to have the listed issues addressed. For example, you must be fully classified, have no incompletes (an RP recorded for the previous 698 is okay), and not have enrolled in 698 more than two years ago; otherwise, paperwork regarding those items will need to be submitted first.

Note that XEDU980 is no longer permitted for comprehensive exam students who need a second attempt (see p.23). Such students will need to re-enroll in 697 for a subsequent semester, and be enrolled for any intervening semesters (see p.13).

California State University  
**Northridge**  
 Office of Graduate Studies  
 University Hall 265  
 818-677-4800

<input type="checkbox"/> Fall	Year _____
<input type="checkbox"/> Spring	
<input type="checkbox"/> Summer	

**XEDU 980 CULMINATING EXPERIENCE  
 ENROLLMENT REQUEST FORM**

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_  
 Degree Program: \_\_\_\_\_ Graduation Date: \_\_\_\_\_  
 Phone: \_\_\_\_\_ Email: \_\_\_\_\_

I understand that registration in XEDU 980 through Tseng College will meet university requirements for maintaining continuous enrollment without access to any student or instructional services other than library and minimal advisory. This is to certify that the above named student has fulfilled all degree requirements but is still working on a **THESIS, PROJECT, DISSERTATION, or ABSTRACT**. The enrollment request must be renewed each semester.

I understand that registration in XEDU 980 through Tseng College does not satisfy stateside enrollment requirements. XEDU 980 constitutes enrollment for graduation purposes only. I must either finish my **THESIS, PROJECT, DISSERTATION, or ABSTRACT** within the matriculated timeframe or reapply to the university.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Are you an international student with F-1 or J-1 status?  No  Yes. If yes, a coordinator in the Office of Student Development and International Programs must sign in the space below after your graduate coordinator signs off.

**ALL boxes must be marked by the department's Graduate Coordinator or Department Chair. This certifies all qualifications for enrollment have been met. Incomplete forms will be returned to the student.**

- Yes  No  Applied for graduation, or filed date change to reflect current semester
- Yes  No  Student is Classified, with formal program if necessary
- Yes  No  Enrolled in all units required for the degree and continuing work on thesis, project, dissertation or abstract
- Yes  No  Past enrollment in 698/789
- Yes  No  Student is within 2 year time limit of initial enrollment in 698/789, or petition filed
- Yes  No  Coursework is completed with 7 year timeframe, or over-aged courses have been validated
- Yes  No  Student has outstanding incomplete/s (if yes, student is NOT eligible at this time)
- Yes  No  I recommend enrollment in Graduate Culminating Experience (XEDU 980)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 Graduate Coordinator/Department Chair

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 Coordinator, International Programs

**\*\*The signature from your Graduate Coordinator/Department Chair will expire after 3 weeks. \*\***

**This section to be completed by The Office of Graduate Studies (University Hall 265).**

Last semester with stateside enrollment: \_\_\_\_\_

- Student is eligible for Culminating Experience enrollment.
- Student is **NOT** eligible for Culminating Experience enrollment.

Graduate Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Application for Master's Degree & Diploma

### **What it's for**

This form must be filed with the University in order to graduate.

### **When it's needed**

File it the semester *before* the semester in which you intend to graduate (e.g. Fall for Spring). Currently, the deadlines are set as the first Friday in October for Spring/Summer, and the first Friday in March for Fall.

### **Where to get it**

Online, currently at <http://www.csun.edu/sites/default/files/app-master-degree-and-diploma.pdf>, though a sample is included on the following page.

### **Who completes it**

You, through the signature/date line.

### **Other notes**

Make sure that you've completed all of the requirements *to* graduate – including a Request for Classification (see p.61) if you were at some point conditionally classified (see p.6) and haven't done that yet.

California State University  
**Northridge**

Office of Admissions and Records  
Student Services Center, Bayramian Hall  
18111 Nordhoff Street  
Northridge, CA 91330-8207  
Graduate Studies: (818) 677-4800  
Fax: (818) 677-4891

**SAMPLE**

**Application for Master's Degree and Diploma**

Bring or mail this form with a \$47.00 payment to Admissions and Records.  
\*\* Do not use this form to request a name change. Go to [www.csun.edu/anrr/forms](http://www.csun.edu/anrr/forms) and select **Name Change form**. \*\*

Have you previously applied for your Master's Degree at CSUN?  Yes  No

CSUN ID:  Anticipated Date of Graduation (Term and Year):

**PRINT your name as it appears on official CSUN records.** If you wish to change your name prior to graduation, an official **Name Change Request** form must first be submitted to the Office of Admissions and Records.

Name: \_\_\_\_\_ Middle: \_\_\_\_\_ Last Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

**Diploma Information**

First Name: \_\_\_\_\_ Middle: \_\_\_\_\_ Last Name: \_\_\_\_\_

Degree Objective (e.g., MA / MS / MBA): \_\_\_\_\_

Primary Major: \_\_\_\_\_

Approved Option: \_\_\_\_\_

Your culminating experience is:  (a) Comprehensive Exam  (b) Thesis / Project / Artistic Abstract

Applicant Signature \_\_\_\_\_ Date \_\_\_\_\_

**Graduate Studies Office Use Only**

Degree Status: \_\_\_\_\_ Distinction (circle one): NONE 4

Graduate Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

appmstrs (sf) 12/3/09

## Master's Graduation and Diploma Date Change

### **What it's for**

Must be filed with the University in order to change a graduation date, *if* you had applied to graduate within the previous two years.

### **When it's needed**

File this form during the semester, subsequent to one for which you had applied for graduation but not more than two years after previously applying, during which you realize you'll *actually* be graduating. While there does not appear to be a specific deadline within that subsequent semester, file it as soon as you are able *in* that semester (if not before), in order to (help) ensure that you get listed for, and get tickets to, commencement.

### **Where to get it**

Online, currently at <http://www.csun.edu/sites/default/files/master-grad-and-diploma-date-change.pdf>, though a sample is included on the following page.

### **Who completes it**

You, solely, complete this form, and submit it to Admissions and Records with payment as indicated.

### **Other notes**

Make sure that you've completed all of the requirements *to* graduate this time, and work closely with the Graduate Coordinator, Department Chair, thesis chair, and/or others as needed to ensure you *do* graduate.

California State University  
**Northridge**

Office of Admissions and Records  
Student Services Center, Bayramian Hall  
18111 Nordhoff Street  
Northridge, CA 91330-8207  
Graduate Studies: (818) 677-4800  
Fax: (818) 677-4891

**SAMPLE**

**Master's Graduation and Diploma Date Change**

Use this form to change your anticipated graduation date but not to apply initially.  
Bring or mail this form with an \$8.00 processing fee to Admissions & Records.

Date:

CSUN ID:

First Name: \_\_\_\_\_ Initial: \_\_\_\_ Last Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Major: \_\_\_\_\_

Current Date of Graduation (Term and Year): \_\_\_\_\_

New Anticipated Date of Graduation (select a term and indicate the year):

Fall - Year \_\_\_\_\_

Spring - Year \_\_\_\_\_

Summer - Year \_\_\_\_\_

Refer to the University Catalog for regulations regarding the seven (7) year time limit for completion of a Master's degree, and the two (2) year time limit for conversion of an "SP" grade for course 698 (Thesis / Graduate Project).

\_\_\_\_\_  
Applicant Signature

\_\_\_\_\_  
CSUN Gmail or Email

\_\_\_\_\_  
Home Telephone

\_\_\_\_\_  
Work Telephone

## 9: SAMPLE STUDY MATERIALS

Sample study materials are provided to guide students in preparation for the M.A. comprehensive exams. Topics and bibliographies are provided here for theory, methods, and several specialty areas. These materials are presented to assist in study and planning. They are intended to be comprehensive, but ***are not exhaustive***. **Be aware that these materials may be under revision by faculty so it is extremely important that you consult with those faculty members for the most current topics and bibliography list.** For any area not included in this handbook, please see the graduate coordinator for a list of faculty who teach in that area.

These study materials include topics lists and/or bibliographies to give students a guideline for preparation for the comprehensive exams. However, it is crucial for the student to consult with the faculty who comprise the comprehensive exam committee concerning particular areas of focus, suggested readings not on the list, and other information that will assist in preparation. **It is highly recommended that the student work with faculty on how to write the answer, using past exams as guides if necessary.** The need for consultation is important for all areas: theory, methods, and specialty exams.

The comprehensive exams are given once per semester. Students must verify that they qualify to take the exam with the coordinator and submit their intent to take comprehensive exams. Additionally, students must enroll in SOC 697. For many exams, primary sources are required and using solely secondary sources is not acceptable. **For all exams, University definitions and standards regarding academic honesty and plagiarism will be rigidly enforced.**

## **Methods: Study Materials**

### **General structure of the exam:**

The methods exam is generally comprised of three sections of material.

One section includes integrative questions, including paradigmatic concerns within and about the discipline as well as research-oriented questions of a practical nature. The latter will ask the student to apply several aspects of his/her knowledge toward a research question. For example, you may be asked about a specific aspect of crime in the city of Northridge. If the police department came to you and asked to find out about community attitudes toward community-based policing, how would you investigate this most effectively and why?

The second kind of questions on the exam are quantitative questions, drawn from the whole range of methodological questions, approaches, and problems as explored in SOC690. These questions may be of the contrast-and-compare type, may ask you to explain and explore some aspect of quantitative methods or analysis, or may simply ask for information about the methodology and how you would carry it out.

The third kind of questions are qualitative questions. This section will give you several questions specifically requiring knowledge of qualitative approaches to sociological research, which you should have encountered in SOC 691A. The range of topics is moderately large, including (but not necessarily limited to) qualitative data collection (participant observational studies, qualitative archival studies, qualitative content analysis, and in-depth interviewing) as well as broader epistemological and ontological ideas. Be aware that some of these approaches may also be amenable to quantitative analysis.

The methods exams draw heavily from your courses, but the content of the courses will not be the sole material covered on the exam. More in-depth knowledge is needed. You are expected to know the area, not what is specifically in the text you used or what your instructor might or might not have said.

## **Specific Study Areas and Bibliographies**

This list is divided into quantitative and qualitative methods. For each general category of methods, there will be three categories: topics, secondary sources or core sources, and primary sources. The topics list provides a very rough overview of the kinds of material you should be studying. Secondary sources are meant to give an overview of the field of methods, while primary sources deal with issues regarding the philosophy of science, particular methods and methodological issues, and analysis techniques. A student studying for the comprehensive exam in methods should consult *more* than one secondary source for the overview and basic ideas in methods.

For the qualitative portion, primary sources need to be consulted for additional material which will explain, supplement, or otherwise extend the more general discussion in the secondary sources. Primary sources may be method specific or may serve as empirical examples of a particular methodological issue. These lists are meant to give you guidance *towards* what is important in methods, but are not intended to be exhaustive, and additional sources not listed here may be helpful to you as well. Please remember that the methods committee is available for additional questions and suggestions as you are preparing.

### **Quantitative/General Methods:**

#### **Topics**

- Sociology as a science, including the concept of paradigms, what science is, and how it functions
- Causality
- Sampling techniques
- Measurement
- Scales and indexes
- Questionnaire construction
- Reliability and validity in design and measurement
- Quantitative data collection techniques
- Experiments

- Surveys
- Secondary and unobtrusive measures (including content analysis, secondary data, and the like)
- Elaboration model
- Multivariate analysis--not in-depth, but show some acquaintance with approaches such as multiple regression, factor analysis, and path analysis.
- Political and Ethical Issues
- Rights of Human Subjects

### **Recommended Secondary Sources for Quantitative and General Methods**

- Neuman, William Lawrence. *Social Research Methods*. Needham Heights: Allyn and Bacon.
- Jones, Russell A 1995. *Research Methods in the Social and Behavioral Sciences*. Sinauer Associates.
- Diem, Gordon. 1997. *Social Science Research Methods*. Redding: CAT Publishing Company.
- Simon, Julian L. and Paul Burstein. 1985. *Basic Research Methods in Social Science*. New York: Random House.
- Dantziker, M.L. and Ronald D. Hunter. 2000. *Research Methods*. Woburn: Butterworth-Heinemann.
- McNeill, Patrick. 1990. *Research Methods*. New York: Routledge.
- Dooley, David. 1994. *Social Research Methods*. Paramus: Prentice-Hall.

### **Primary Sources for Scientific Paradigm Discussion, Feminist Paradigms, & Measurement**

- Kuhn, Thomas. 1996. *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.
- Ritzer, George. 1975. *Sociology: A Multiple Paradigm Science*. Boston: Allyn and Bacon.
- Harding, Sandra. 1991. *Whose Science? Whose Knowledge? Thinking from Women's Lives*. Ithaca, NY: Cornell University Press.
- Reinharz, Shulamit. 1992. *Feminist Methods in Social Research*. New York: Oxford University Press.
- Cicourel, Aaron. 1964. *Method and Measurement in Sociology*. New York: The Free Press.
- Schuman, Howard and Stanley Presser. 1981. *Questions and Answers in Attitude Surveys. Experiments in Question Form, Wording, and Context*. New York: Academic Press.

### **Sources Concerning Specific Quantitative Research Methods**

- Babbie, Earl. 1990 (or most recent edition). *Survey Research Methods*. Belmont: Wadsworth.
- Marsh, Catherine. 1982. *The Survey Method: The Contribution of Surveys to Sociological Explanation*. Boston: George Allen and Unwin.
- Fowler, Floyd J., Jr. 1993. *Survey Research Methods*. Thousand Oaks: Sage.
- Campbell, Donald and Julian Stanley. 1963/1981. *Experimental and Quasi-Experimental Designs for Research*. Chicago: Rand McNally.
- Webb, Eugene, Donald .T. Campbell, Richard .D. Schwartz, Lee Sechrest, and Janet Belew Gove. 1981. *Nonreactive Measures in the Social Sciences*. Boston: Houghton Mifflin.
- Stewart, David. 1984. *Secondary Research: Information Sources and Methods*. Beverly Hills, CA: Sage.

### **Sources Concerning Data Analysis**

- Any general, upper division, social sciences statistics book.
- Allison. *A Primer in Multiple Regression*. Thousand Oaks: Pine Forge.

### **Ethical Issues in Social Research**

- Milgram, Stanley. 1974. *Obedience to Authority*. New York: Harper and Row.
- Humphreys, Laud. 1975. *Tearoom Trade: Impersonal Sex in Public Places*. Chicago: Aldine.

### **Qualitative Methods**

#### **Primary Foci of the Field**

- Understand the origin and premises of qualitative research and field work methods
- Contrast and compare qualitative and quantitative methods, including comprehending the pitfalls as well as advantages of qualitative methods
- Comprehend the advantages and disadvantages of each technique
- Understand how triangulation may be used to improve research involving qualitative data
- Understand ethical issues and rights of human subjects as applied to qualitative research

#### **Typical Qualitative Methods**

- Systematic and non-systematic observation
- Participant observation

- In-depth interviewing
- Discourse analysis/semiotics
- Content analysis
- Historical methods
- Unobtrusive
- Case studies
- Evaluation research
- Focus groups
- Visual methods
- Oral history/life history

#### **Recommended Secondary Sources, Edited Readings, and other Major Texts**

- Lofland, John and Lyn Lofland. 1995. *Analyzing Social Settings: A Guide to Qualitative Observations and Research*. Belmont, CA: Wadsworth.
- Berg, Bruce. 1998. *Qualitative Research Methods for the Social Sciences*. Boston: Allyn and Bacon.
- Schatzman, Leonard. and Anselm Strauss. 1973. *Field Research: Strategies for a Natural Sociology*. Englewood Cliffs, NJ: Prentice-Hall.
- Taylor, Steven and Bogdan. *Introduction to Qualitative Research Methods*. J. Wiley and Sons.
- Williamson, John B., David Karp, John Dalphin, and Paul Gray. 1982. *The Research Craft: An Introduction to Social Research Methods*. Boston: Little and Brown.
- Reinharz, Shulamit. 1992. *Feminist Methods in Social Research*. New York: Oxford University Press.
- Morse, Janice and Peggy A. Field. 1995. *Qualitative Research Methods*. Thousand Oaks: Sage.
- Emerson, Robert (editor). 1983. *Contemporary Field Research*. Boston: Little and Brown.
- McCall, George and J.L. Simmons (editors). 1969. *Issues in Participant Observation*. Reading, MA: Addison-Wesley.
- Glaser, Barney and Anselm Strauss. 1967. *The Discovery of Grounded Theory*. Chicago: Aldine.
- Strauss, Anselm and Juliet Corbin. 1990. *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*. Newbury Park: Sage.

- Buroway, Michael (editor). 1991. *Ethnography Unbound: Power and Resistance in the Modern Metropolis*. Berkeley: University of California Press.
- Garfinkel, Harold. 1967. *Studies in Ethnomethodology*. Englewood Cliffs, NJ: Prentice Hall.
- Edles, Laura. 2002. *Cultural Sociology in Practice*.

### **Classics in Qualitative Methods**

- Becker, Howard. 1982. *Art Worlds*. Berkeley: University of California Press.
- Bellah, Robert et. al. 1985. *Habits of the Heart*. Berkeley: University of California Press.
- Humphreys, Laud. 1970. *Tearoom Trade*. Chicago: Aldine.
- Liebow, Elliott. 1967. *Tally's Corner*. Boston: Little and Brown.
- Radway, Janice. 1987. *Reading the Romance*. Chapel Hill: University of North Carolina Press.
- Thompson, E.P. 1978. *The Making of the Working Class*. New York: Random House.
- Whyte, William Foote. 1943. *Streetcorner Society*. Chicago: University of Chicago.
- Wieder, D. Lawrence. 1974. *Language and Social Reality: The Case of Telling the Convict Code*. The Hague: Mouton.

### **Exemplary Books and Articles**

- Liebow, Elliott. 1993. *Tell Them Who I Am*. New York: Penguin.
- Leidner, Robin. 1993. *Fast Food, Fast Talk*. Berkeley: University of California Press.
- Clark-Lewis, Elizabeth. 1994. *Living In, Living Out: African American Domesticity in Washington, D.C. 1910-1940*. Washington, D.C.: Smithsonian.
- Quinn, Olive Westbrooke. 1954. "Transmission of Racial Attitudes Among White Southerners." Unpublished paper.
- Weitz, Rose. 1992. *Life With AIDS*. New Brunswick, NJ: Rutgers University.
- Schmidt, Leigh Eric. 1995. *Consumer Rites*. Princeton: Princeton University.
- Schwartz, Barry and Todd Bayma. 1999. "Commemoration and the Politics of Recognition: The Korean War Veterans Memorial." *American Behavioral Scientist*. 42 (6): 946-967.
- Wagner-Pacifici, Robin and Barry Schwartz. 1991. "The Vietnam Veterans Memorial: Commemorating a Difficult Past." *American Journal of Sociology*. 97: 376-420.
- Binder, Amy. 1993. "Constructing Racial Rhetoric: Media Depictions of Harm in Heavy Metal and Rap Music." *American Sociological Review*. 58: 753-767.
- Hayes, Sharon. 1996. *The Cultural Contradictions of Motherhood*. New Haven: Yale University Press.

- Hunt, Darnell. 1999. *O.J. Simpson Facts and Fictions*. Cambridge: Cambridge University Press.
- Liebes, Tamar and *Elihu Katz*. 1990. *The Export of Meaning*. Oxford: Oxford University Press.
- Shively, JoEllen. 1992. "Cowboys and Indians: Perceptions of Western Films among American Indians and Anglos." *American Sociological Review*. 57: 725-734.
- Gibson, James William. 1994. *Warrior Dreams: Violence and Manhood in Post-Vietnam America*. New York: Hill and Wang.
- Duneier, Mitch. 1999. *Sidewalk*.

## Theory: Primary Sources and Interpretive Essays

What follows is a bibliography of readings to assist in the comprehensive exam for theory. In addition to having good familiarity with these works and the schools of thought they represent, the student is expected to be able to address the nature of theory itself: What is theory? What is its mechanics, structure, and relation to doing sociology? What are the components of theory, and how do they relate to each other? Learning the theorists per se is not enough. **To be successful in theory, a student must go beyond simple recall.** This includes (but is not limited to) critical assessment, application, extension, cross-theory comparisons, and other more depth kinds of considerations. Work closely with the theory faculty in and out of class to ensure that you develop these crucial skills.

### Central figures

- Durkheim, Emile: *Rules of the Sociological Method; Elementary Forms of Religious Life; Suicide; Selected Readings* (Anthony Giddens, ed.)
- Marx, Karl: *Capital, Philosophic Manuscripts* (selections); Giddens, Anthony. *Capitalism and Modern Social Theory* (IE); Marx, Karl and Friedrich Engels. *The Marx-Engels Reader* (Robert Tucker, ed.); Lukacs, Georg. *History and Class Consciousness*.
- Weber, Max: *Protestant Ethic and the Spirit of Capitalism; Economy and Society*, From Max
- Weber: *Essays in Sociology* (H.H. Gerth and C. Wright Mills, eds.) Bendix, Reinhard. Max Weber (IE); *Nation Building and Citizenship* (IE) .
- Simmel, Georg: *Conflict; The Web of Group Affiliations; Sociology of Georg Simmel; On Individual and Social Forms* (Donald Levine, ed.)
- Du Bois, W.E.B. *The Souls of Black Folk*.
- Thomas, William and Znaniecki, Florian. *The Polish Peasant*.
- Sorokin, Pitirim. *Social and Cultural Dynamics; Society, Culture and Personality; Ways and Power of Love*.
- Gilman, Charlotte Perkins. *Women and Economics*.
- Dahrendorf, Ralf. *Class and Class Conflict in Industrial Society*.
- Coser, Lewis. *Functions of Social Conflict*.
- Collins, Randall. *Conflict Sociology*.
- Parsons, Talcott. *The Social System: The Evolution of Societies*.
- Merton, Robert. *Social Theory and Social Structure*.

- Blau, Peter. *Exchange and Power in Social Life*.
- Mead, George Herbert. *On Social Psychology* (Anselm Strauss, ed.)
- Blumer, Herbert. *Symbolic Interactionism*.
- Goffman, Erving. *Presentation of Self in Everyday Life; Frame Analysis; The Goffman Reader* (Lemert and Branaman, eds.)
- Garfinkel, Harold. *Studies in Ethnomethodology*.
- Chafetz, Janet. *Feminist Sociology*.
- Chodorow, Nancy. *The Reproduction of Mothering*.
- Smith, Dorothy. *The Everyday World as Problematic*.
- Giddens, Anthony. *The Constitution of Society; Central Problems in Social Theory*.
- Bourdieu, Pierre. *Practical Reason; The Logic of Practice; Distinction*.
- Habermas, Jurgen. *Theory of Communicative Action; Jurgen Habermas on Society and Politics* (Steven Seidman, ed.)
- Foucault, Michel. *The Foucault Reader* (Paul Rabinow, ed.)
- Lyotard, Jean-Francois. *The Postmodern Condition*.
- Beck, Ulrich. *Risk Society; Reflexive Modernization* (IE)
- Wallerstein, Immanuel. *The Modern World-System*.
- Baudrillard, Jean. *Selected Writings*.
- Alexander, Jeffrey. *Twenty Lectures* (IE); *Fin de Siecle Social Theory* (IE).
- Giddens, Anthony and Jonathan Turner, eds. *Social Theory Today* (IE).
- Kellner, Douglas and Steve Best. *Postmodern Theory*.
- Lemert, Charles. *Postmodernism is Not What You Think*.
- Freud, Sigmund. *Civilization and Its Discontents*.
- Marcuse, Herbert. *One-dimensional Man*.

### **Functionalism**

- Davis and Moore, "Some Principles of Stratification"
- Parsons, "The Position of Sociological Theory"
- Parsons, "Pattern Variables Revisited"
- Merton, "Social Structure and Anomie"
- Coser, "Some Functions of Deviant Behavior and Normative Flexibility."

- Talcott Parsons, *The Structure of Social Action*
- Talcott Parsons, *The Social System*.
- Talcott Parsons, *The System of Modern Societies*.
- Talcott Parsons and Edward Shils, *Toward a General Theory of Action*.
- Robert Merton, *Social Theory and Social Structure*.
- Jonathan Turner and Alexandra Maryanski, *Functionalism*.

### **Conflict Theory**

- Dahrendorf, *Class and Class Conflict in Industrial Society* (selections).
- Mills, *The Power Elite*.
- Collins, "Three Faces of Cruelty."
- Collins, *Conflict Sociology*.
- Burawoy and Wright, "Sociological Marxism."

### **World-Systems and Historical-Comparative Theory**

- Wallerstein, "The Rise and Future Demise of the World Capitalist System"
- Immanuel Wallerstein, *The Modern World System: Capitalist Agriculture and the Origins of the European World-Economy in the 16<sup>th</sup> Century*.
- Immanuel Wallerstein, *The Modern World System II: Mercantilism and the Consolidation of the European World-Economy, 1600-1750*.
- Immanuel Wallerstein, *The Modern World System III: The Second Era of Great Expansion of the Capitalist World-Economy, 1730-1840*.
- Theda Skocpol, *States and Social Revolutions*.
- Chase-Dunn, "World-Systems Theorizing."
- Chase-Dunn and Grimes, "World-Systems Analysis."

### **Phenomenology and Ethnomethodology**

- Berger and Luckmann, *Social Construction of Reality*.
- Garfinkel, "Conditions of Successful Degradation Ceremonies"
- Garfinkel, *Studies in Ethnomethodology*.
- John Heritage, *Garfinkel and Ethnomethodology*.
- Hugh Mehan and Houston Wood, *The Reality of Ethnomethodology*.

### **Dramaturgy**

- Goffman, *The Presentation of Self in Everyday Life*.
- Goffman, "Embarrassment and Social Organization."
- Goffman, "The Nature of Deference and Demeanor."
- Hochschild, "Emotion Work, Feeling Rules and Social Structure."

### **Symbolic Interactionism**

- Blumer, "Mead and Blumer."
- Stryker and Burke, "The Past, Present and Future of an Identity Theory."
- Burke, "Identity and Social Stress."
- Fine, "The Sad Demise, Mysterious Disappearance, and Glorious Triumph of Symbolic Interactionism."
- Herbert Blumer, *Symbolic Interactionism: Perspective and Method*.
- Sheldon Stryker, *Symbolic Interactionism: A Social Structural Version*.

### **Interaction Ritual Chains**

- Collins, "On The Microfoundations of Macrosociology."
- Collins, *Interaction Ritual Chains*.

### **Exchange, Network and Rational Choice Theories**

- George Homans, *Social Behavior: Its Elementary Forms*.
- Peter Blau, *Exchange and Power in Social Life*.
- George Homans, "Behaviorism and After," in Anthony Giddens and Jonathan Turner, *Social Theory Today*.
- Karen Cook and Eric Rice, "Exchange and Power," in Jonathan Turner, *Handbook of Sociological Theory*.
- Richard Emerson, "Power-Dependence Relations," in *American Sociological Review*.
- Edward Lawler and Jeongkoon Yoon, "Power and the Emergence of Commitment Behavior in Negotiated Exchange," in *American Sociological Review*.
- Edward Lawler and Jeongkoon Yoon, "Commitment in Exchange Relations: A Test of Theory of Relational Cohesion," in *American Sociological Review*.
- Theodore Kemper and Randall Collins, "Dimensions of Microinteractionism," in *American Journal of Sociology*.

- Karen Cook and Richard Emerson, "Power, Equity, and Commitment in Exchange Networks," in *American Sociological Review*.
- Willard Waller, "The Rating and Dating Complex," in *American Sociological Review*.
- Ronald Burt, *Theory a Structural Theory of Action: Network Models of Social Structure, Perception and Action*.
- Mark Granovetter, "The Strength of Weak Ties," in *American Journal of Sociology*.
- Barry Wellman, "Network Analysis: Some Basic Principles," in *Sociological Theory*.
- Michael Hechter, *Principles of Group Solidarity*.
- James Coleman, *Foundations of Social Theory*.

### **European Synthesis**

- Pierre Bourdieu, *Distinction*.
- Pierre Bourdieu, *Outline of a Theory of Practice*.
- Pierre Bourdieu, "Social Space and Symbolic Power."
- Habermas, *Legitimation Crisis*.
- Habermas, *Theory of Communicative Action*.
- Anthony Giddens, *The Constitution of Society*.

### **Frankfurt School of Critical Theory**

- Horkheimer and Adorno, "Culture Industry as Mass Deception."
- Marcuse, *One Dimensional Man*.
- Kellner, "Critical Theory Today."
- Benjamin, "The Work of Art in the Age of Mechanical Reproduction."
- Georg Lukacs, *History and Class Consciousness*.
- Antonio Gramsci, *The Prison Notebooks*.

### **Contemporary Critiques of Modernity**

- Ritzer, *McDonaldization of Society*.
- Anthony Giddens, *Consequences of Modernity*.
- Anthony Giddens, *Modernity and Self-Identity* (selections).

### **Feminist Theory**

- Chafetz, "Feminist Theory and Sociology."

- Garcia, "The Development of Chicana Feminist Discourse."
- Dorothy Smith, *The Everyday World as Problematic: A Feminist Sociology*.
- Janet Saltzman Chafetz, *Feminist Sociology: An Overview of Contemporary Theories*.
- Simone de Beauvoir, *The Second Sex*.
- Judith Butler, *Gender Trouble: Feminism and the Subversion of Identity*.
- Judith Lorber, *Paradoxes of Gender*.
- Nancy Fraser, *Unruly Practices: Power, Discourse and Gender in Contemporary Social Theory*.
- Patricia Hill Collins, *Black Feminist Thought: Knowledge, Consciousness and Empowerment*.
- Susan Bordo, *Unbearable Weight: Feminism, Western Culture and the Body*.
- Donna Haraway, *Simians, Cyborgs, and Women*.
- Paula England, *Theory on Gender/Feminism on Theory*.

### **Poststructuralism**

- Michel Foucault, *The Birth of the Clinic*.
- Michel Foucault, *Discipline and Punish*.
- Michel Foucault, *The Order of Things*.
- Michel Foucault, *Madness and Civilization*.
- Roland Barthes, *Elements of Semiotics*.
- Roland Barthes, *Mythologies*.
- Jacques Derrida, *On Grammatology*.

### **Postmodern Social Theory**

- Jean Baudrillard, *Simulations*.
- Jean Baudrillard, *The Ecstasy of Communication*.
- Jean Baudrillard, *In the Shadow of the Silent Majorities*.
- Jean Baudrillard, *The Consumer Society*.
- Jean Baudrillard, *Symbolic Exchange and Death*.
- Jean-Francois Lyotard, *The Postmodern Condition*.
- David Harvey, *The Condition of Postmodernity: An Inquiry into Cultural Change*.
- Zygmunt Bauman, *Intimations of Postmodernity*.

- Norman Denzin, *Images of Postmodern Society*.
- Kenneth Gergen, *The Saturated Self*.
- Michael Featherstone, *Consumer Culture and Postmodernism*.
- Stephen Crook, Jan Pakulski, and Malcolm Waters, *Postmodernization: Change in Advanced Society*.
- Mark Gottdiener, "Hegemony and Mass Culture," in *American Journal of Sociology*.
- Stephen Seidman, "The End of Sociological Theory: The Postmodern Hope," in *Sociological Theory*.
- Fredric Jameson, "Postmodernism or the Cultural Logic of Late Capitalism," in *New Left Review*.
- Richard Harvey Brown, "Rhetoric, Textuality, and the Postmodern Turn in Sociological Theory," in *Sociological Theory*Exe.

## **Criminology: Selected References**

Provided here are representative materials from each of the major areas in criminology and criminal justice that represent a comprehensive understanding of the field. This list will provide a starting point for your reading and familiarity with these areas. As this is a sample of key works in criminology, additional reading is recommended for the fullest understanding. This particularly applies to more recent development of theory and research that would be found in the latest journals. Additionally, this list represents criminological works that are sociological or social psychological. Biological and purely psychological readings are not represented here, although in the broader interdisciplinary field of criminology they are areas with importance to the understanding of crime and criminal justice.

**Please be aware that this bibliography is currently undergoing revision and that students are urged to contact the criminology committee or graduate coordinator for official updates to this list. The current list will give you a guide but not an absolute final statement for studying graduate level criminology.**

### **THEORY**

#### **General**

- Akers, R. L. 1997. *Criminological Theories: Introduction and Evaluation*. Los Angeles: Roxbury.
- Cordella, Peter and Larry Siegel. *Readings in Contemporary Criminological Theory*
- Cullen, Francis and Robert Agnew. *Criminological Theory: Past to Present*
- Curran, D. J. & C. M. Renzetti. 2001. *Theories of Crime, 2<sup>nd</sup> ed.* Boston: Allyn & Bacon.
- Einstadter, W. & S. Henry. 1995. *Criminological Theory: An Analysis of Its Underlying Assumptions*. Ft. Worth: Harcourt Brace.
- Vold, G. B. & T. J. Bernard. 1986. *Theoretical Criminology, 3<sup>rd</sup> ed.* New York: Oxford University Press.

#### **Classical, Rational Choice & Routine Activities**

- Beccaria, C. 1963/1764. *On Crimes and Punishments*. Indianapolis: Bobbs-Merrill.

- Cohen, L. E. & M. Felson. 1979. "Social Change and Crime Rate Trends: A Routine Activities Approach." *American Sociological Review* 44: 588-608.
- Messner, S. F. & K. Tardiff. 1985. "The Social Ecology of Urban Homicide: An Application of the 'Routine Activities' Approach." *Criminology* 23: 241-268.
- Paternoster, R. 1989. "Decisions to Participate and Desist from Four Types of Common Delinquency: Deterrence and the Rational Choice Perspective." *Law and Society Review* 17: 457-479
- Sherman, L. W., P. R. Gartin & M. D. Buerger. 1989. "Hot Spots of Predatory Crime: Routine Activities and the Criminology of Place." *Criminology* 27: 27-56.

### **Control Theory**

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## **Gender: Exam Review Materials**

These review materials assume the student has had a graduate course in Sociology of Gender and/or independent reading courses in gender.

Typical description of the field: At the graduate level, the study of gender emphasizes how sociological theorists perceive (or ignore) sex and gender issues and how feminist and masculinist theorists delineate and analyze gender. Gender developed from two analytical frameworks: (1) the emphasis upon women's lives and experiences which were largely ignored and distorted in traditional sociological knowledge and (2) the recognition of gender and gender relations as a central category of analysis impacting men's and women's lives. Understanding gender and sex roles incorporates understanding of biological, psychological, anthropological, and sociological influences.

### **Important sociological theoretical perspectives on gender**

- Review the "masters" of sociology for their direct or indirect reflections on gender, women, roles of men and women - See Comte, Durkheim, Marx, Webers (Max and Marianne), Parsons, Mead, Goffman.
- Review post modernism and feminist theories especially Foucault and Dorothy Smith.

### **Important feminist sociological sources**

- Connell, R. W. *Masculinities*, 1995.
- England, Paula. *Theory on Gender, Feminism on Theory*, 1993.

### **Basic issues to know**

- Difference between sex and gender, sexual orientation, transgender
- Theories of gender, sexual identification ( Freud, Chodorow, Gilligan, Kohlberg, Bandura, Bem)
- Socialization for gender--multi- and cross-cultural perspectives
- Sex and Temperament (M. Mead)
- Berdache (Roscoe)
- Feminist critique of sociological theory, methods, and science
- History of American and international feminist movements
- Understand of contemporary men's movements

- Contrast/compare women and men's issues in various areas such as:
- education, employment, communication, crime, violence, popular culture,
- medicine and health, government, military, politics

**Typical texts (undergraduate, are good for review)**

- Carroll, Janell and Paul Wolpe. *Sexuality and Gender in Society*.
- Doyle, James and Michele Paludi. *Sex and Gender*.
- Renzetti, Claire and Daniel Curran. *Women, Men and Society*.
- Kimmel, Michael and Michael Messner. *Men's Lives*.

**Current major researchers in the sociology of gender**

- Jessie Bernard
- Nancy Chodorow
- Scott Coltrane
- R.W. Connell
- Arlene Daniels
- Cynthia Fuchs Epstein
- Carol Gilligan
- Sandra Harding
- bell hooks
- Arlie Hochschild
- Joan Huber
- Janet Lever
- Judith Lorber
- Michael Messner
- Alice Rossi
- Barbara Katz Rothman
- Judith Stacey
- Deborah Tannen
- Barrie Thorne
- Maxine Baca Zinn

## **Social Psychology: Review Materials**

These review materials assume the student has had a graduate course in social psychology and/or independent reading courses in social psychology.

### **Typical description of the field**

Social psychology is concerned with the relationships between individuals and social structures, whether these structures consist of intimate kinship or friendship groups or work groups, or complex organizations and institutional arrangements. Social psychologists concentrate on two fundamental questions: "How are people affected by social order, and how do people create the social order that shapes and molds their behavior?" These two questions, in turn, produce four fundamental problems pertaining to: (1) stability and change in human interaction; (2) the emergence of new forms and patterns of interaction; (3) conformity, conventionality, deviance, and power; and (4) social order and personal freedom. The link, then, between individuals and their societies is central to a sociological or social psychological view of human behavior. For most sociologists, "symbolic interactionism" forms the perspective for analyzing these issues.

### **Important concepts to comprehend, to exemplify:**

- Symbolic interactionism
- The self and its social setting
- Social interaction and formation of conduct
- Social psychology and social order
- Impression management
- Society as objective reality
- Society as subjective reality
- Socialization
- Self and identity
- Symbolic communication and language
- Interpersonal attraction and relationships
- Attribution theory
- Social structure and personality

### **Other areas that sociologists often include in social psychology**

- Cognitive labeling (Schachter, Schacter/Singer)
- Social movements
- Collective behavior
- Altruism
- Study of small groups (Sherif, Asch); cohesion, conformity, inter/intra group conflict, leadership, obedience (Milgram)
- Deviance
- Mental health
- Attitudes (balance theory, cognitive dissonance, reasoned action model)
- Emotions

### **Typical texts**

- Cook, Fine, and House (eds.) *Sociological Perspectives on Social Psychology*. Needham Heights, MA: Allyn and Bacon.
- Hewitt, John. 2000. *Self and Society*. Needham Heights, MA: Allyn and Bacon.
- Michener, H. Andrew and John D. Delamaater. 1999. *Social Psychology* (4<sup>th</sup> edition). Fort Worth: Harcourt Brace College Publishers.

### **Primary sources**

- Berger, Peter and Thomas Luckman. 1966. *The Social Construction of Reality*. Garden City, NY: Doubleday.
- Blumer, Herbert. *Symbolic Interactionism: Perspective and Method*. UCB Press.
- Goffman, Erving. 1959. *The Presentation of Self in Everyday Life*. New York: Doubleday.
- Smith, Dorothy. *Everyday World as Problematic*. Northeastern University Press.

### **Additional authors and topics**

- Hochschild, Arlie--emotional labor, feeling rules
- Mead, George Herbert
- Kemper, Theodore
- Cooley
- Freud, Sigmund

- Erikson

## **10: INDEX OF TERMS, RULES, & RESOURCES**

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