

# GRADUATE STUDENT HANDBOOK

*2016-2017*

University of Virginia  
Department of Sociology

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## **WELCOME FROM THE DIRECTOR OF GRADUATE STUDIES**

Welcome to graduate study in the Department of Sociology at the University of Virginia. You are joining an active and vibrant community of scholars—faculty and graduate students—who are working on issues at the cutting-edge of our discipline and who are committed to excellence in their research and teaching.

The aim of the Graduate Program in Sociology is to prepare students for scholarly and applied research and teaching. The program combines an emphasis on competence in social theory and research methods, broad exposure to the key concerns of the discipline, and opportunities for the development of each student's individual interests. The curriculum is designed to promote students' abilities to think broadly and theoretically, to research creatively with sophisticated skills, and to critically understand substantive developments within sub-fields of the discipline. In short, students are encouraged to become active contributors to sociological knowledge.

A distinguishing feature of our program is that students have unusually close contact with an intellectually lively and diverse faculty, through small seminars, research assistantships and apprenticeships, independent study, and supervision of student research. Research collaboration between faculty and students is encouraged. In the Colloquium series, faculty and students come together to hear talks from esteemed scholars; in less formal research workshops, they offer constructive comments on each other's work.

As much as graduate study involves individual effort, it is also a richly communal experience. Graduate students learn from each other in small seminars and informal study groups. Conversations on scholarly and other matters extend outside the classroom, often in graduate student offices, and the nearby "Corner" restaurants. The Graduate Studies Committee and the Graduate Student Association organize presentations on many topics of academic and professional interest to students.

The sociology department is also just one part of a larger thriving university, equipped with extraordinary resources and composed of highly accomplished and creative intellectuals. Interdisciplinary connections are strongly encouraged. Many of our faculty and graduate students have ties to other units of the University, including the Institute for Advanced Studies in Culture, the Program on Studies in Women and Gender, the Carter Woodson Institute, the Center for German Studies, the Center for Survey Research, the Psychology Department, the Anthropology Department, the Curry School of Education, the Darden School, the Law School, and the Medical School.

We welcome you to our midst, and we wish you success during your years here.

Simone Polillo  
Director of Graduate Studies

## DEGREE REQUIREMENTS

In the spring of 2014, the Faculty of the Sociology Department approved changes to the Department's degree requirements which apply to students who entered in the 2014-2015 and subsequent academic years. The old degree requirements will continue to apply to students who began graduate study in prior academic years. Old degree requirements are available upon request from the Director of Graduate Studies.

\*\*It is students' responsibility as degree candidates to monitor and periodically verify changes to their academic status in SIS, where students will find their official academic report (based on degree requirements in effect from their entering year) which is used by the department, GSAS and UREG to keep track of their progress. If students have any questions, they should not hesitate to ask.

All degree candidates who continue to work substantively towards a degree are expected to enroll full-time. *Failure to enroll results in cancellation in SIS.*

### Degree Requirements

The Department offers a single program of study leading to the Doctor of Philosophy (Ph.D.) degree. Students will not be required to earn a Master of Arts (M.A.) degree before working toward the Ph.D. However, students who wish to obtain an M.A. degree may do so, upon petitioning the DGS, under two conditions: (1) they have completed requirements for the first two years of study, and met the requirements for the M.A. degree established by the Graduate School of Arts and Sciences (GSAS), including completion of 30 credits of course work; (2) they have completed a **research proposal** under a directed reading course with their adviser in the Spring of their second year (see details below), which by April 21<sup>st</sup> they must submit in support of their request for review by a committee of two faculty (the adviser and a second member) from the department.

Note: GSAS lists its requirements at the following URL:

[http://records.ureg.virginia.edu/preview\\_entity.php?catoid=26&ent\\_oid=1673&returnto=657#mast\\_degr](http://records.ureg.virginia.edu/preview_entity.php?catoid=26&ent_oid=1673&returnto=657#mast_degr).

*The GSAS Registrar requests that M.A. degree candidates [schedule an appointment](#) by the relevant degree deadline (Fall - December 1, Spring - May 1, Summer – August 1) to deliver all completed forms. The Sociology department does not require students to submit theses to the University Library. See GSAS website for further info: <http://gsas.virginia.edu/enrolled-students/thesis-submission>*

International students are advised to consult with the International Studies Office concerning the visa implications of completing the M.A. degree.

**The Sociology Ph.D. program entails five main elements: (1) course work; (2) qualifying paper; (3) comprehensive exams; (4) the dissertation proposal; and (5) the dissertation.**

Students are expected to complete all pre-dissertation requirements, including coursework and two qualifying examinations, by the conclusion of their third year of study. Students may not defend a dissertation proposal until both comprehensive examinations have been passed.

## Coursework

### Specific required courses:

- *First year:*  
*In the fall*, students are required to take Introduction to Grad Stats (SOC 5020), Classical Theory (SOC 5030) and the Pro-Seminar (SOC 8031).  
*In the spring*, they must take Research Design (SOC 5100), Contemporary Theory (SOC 5060), and Intermediate Statistics (SOC 5120).  
Students must also enroll in the Department's seminar on Sociological Issues (SOC 8040) in the spring semester.
- *Second year:*  
*In the fall*, students are required to take Qualitative Methods (SOC 5140).  
*In the spring*, students must enroll in a directed reading course (SOC 9010) with their adviser. Note, the department requires that students begin the qualifying paper in this course and recommends that they finish the paper by the end of the summer.  
Students must also enroll in the Department's seminar on Sociological Issues in both fall (SOC 8030) and spring (SOC 8040) semesters.
- *Third year*  
*In the fall*, students must take a 1-semester research and writing seminar (SOC 7980) focused on the preparation of the qualifying research paper.  
Students must also enroll in the Department's seminar on Sociological Issues in both fall (SOC 8030) and spring (SOC 8040) semesters.

In addition, students must take three Core Courses. In order to enable graduate students to meet this requirement, the Department will endeavor to offer at least two Core courses every semester and to offer each Core course at least once every three years. The list of designated Core Courses is determined by the Faculty, and students may not petition the Director of Graduate Studies to substitute other courses. The list currently includes the following:

### Core Courses:

SOC 5056 – Culture	SOC 8051 – Work
SOC 5057 – Family	SOC 8052 – Religion
SOC 5059 – Science	SOC 8053 – Education
SOC 5080 – Comp & Historical Sociology	SOC 8054 – Political Sociology
SOC 5086 – Media Sociology	SOC 8055 – Law
SOC 5320 – Sociology of Gender	SOC 8410 – Race & Ethnicity
SOC 5420 – Stratification	SOC 8470 – Knowledge
SOC 5900 – Economic Sociology	SOC 8710 – Organizations

### Required number of courses and credit hours:

Students must take 20 courses (including 15 graded substantive or methods courses and 5 semesters of the one-credit seminar on Sociological Issues) to be completed by the fifth semester (the fall semester of the third year). Thus, they will ordinarily complete a total of 50 credit hours of coursework over five semesters. Note, to earn the Ph.D., GSAS requires students to complete a minimum of 72 hours total of graduate credit.

Each semester, students must register for 12 credit hours per semester. While students are taking coursework, these hours will normally include 9 credit hours of substantive or methods courses, 1 credit hour of Sociological Issues, and 2 credit hours of non-topical research.

### **Dropping, Adding, and Withdrawing from Graduate Courses**

Each semester, the College and Graduate School of Arts and Sciences establishes deadlines for dropping, adding, and withdrawing from courses. Those deadlines are posted on the academic calendar available at <http://gsas.virginia.edu/enrolled-students/calendar>. The same deadlines apply to undergraduate and graduate students. If a student “drops” a course, no record of the course is retained on the student’s transcript. If a student drops a course, it may be necessary to “add” another course in order to maintain the required minimum number of credit hours. After the deadline for dropping, a student may “withdraw” from a course, in which case the course is listed on the student’s transcript followed by the notation “W”. After the withdrawal deadline, a student must complete the course.

### **Directed Readings**

A directed reading (SOC 9010) is a graded independent study course, carried out under the supervision of a Sociology Department faculty member. Graduate students may count up to two directed readings (6 credit hours) toward the Department’s coursework requirement for the Ph.D. degree. The first directed reading is the Spring Second-Year Qualifying Paper Directed Reading. Approval of this first directed reading is automatic. This course is of crucial importance to the development of their qualifying research paper, and must result in a substantial research proposal, which will include at a minimum a specification of the research question, a comprehensive literature review, and a clear plan for data collection and analysis that will guide the student’s research over the summer.

The second directed reading requires approval of the Director of Graduate Studies. To obtain that approval, a student must submit a petition including: (1) a brief statement explaining why the second directed reading is important for the student’s program of study, and (2) a copy of the planned reading list.

### **Courses Offered in Other Departments of the University**

Depending upon individual interests, courses offered in other Arts & Sciences departments or other Schools of the University may be useful additions to a student’s graduate program. Graduate students may count up to two such external courses (6 credit hours) toward the Department’s coursework requirement for the Ph.D. degree. However, ALL external courses must be approved by the Director of Graduate Studies. To obtain that approval, a student must submit a petition including: (1) a brief statement explaining why the external course is important for the student’s program of study, and (2) a copy of the relevant syllabus (if the current syllabus is not yet available, the syllabus from the most recent offering of the course is acceptable). See Departmental website for waiver and petition forms: <http://sociology.virginia.edu/graduate/forms/petition>

### **Research Apprenticeships**

A research apprenticeship (SOC 9050/9060) is a graded course aimed at giving students practical research experience through close collaboration with a faculty member on a project of mutual interest. Graduate students may count one research apprenticeship (3 credit hours) toward the Department’s coursework requirement for the Ph.D. degree. These projects are expected to be limited in scope (i.e., able to be completed within a semester’s time with some allowance for spillover) and clearly defined from the outset, either as a separate “stand-alone” inquiry or as a

discrete part of a faculty member's larger research agenda. Student apprentices are expected to be, in effect, junior colleagues, involved in all phases of the project. Because this apprenticeship will typically grant the same credit as a graduate seminar, the total workload should be roughly comparable in most cases. This collaborative effort should result in a tangible scholarly product, most usually a co-authored paper suitable for publication. Faculty members will submit short project descriptions to the Director of Graduate Studies before the beginning of the Fall semester. All students will be apprised of these opportunities and eligible to apply directly to the faculty member sponsoring the apprenticeship. Faculty members have discretion in selecting apprentices and need not accept any of the applicants.

### **Transfers of Credit**

Students who have completed coursework **in Sociology** in another graduate program with a grade of B- or better may petition the Director of Graduate Studies for transfer of up to 24 credit hours toward the Department's coursework requirement for the Ph.D. degree. (By University regulation, no more than 24 credit hours of work completed at another graduate school may be counted toward the credit hours required for a Ph.D. degree.) Petitions must be submitted during the student's first semester in residence and must include: (1) the completed petition form, available from the Department Web site at <http://sociology.virginia.edu/graduate/forms/petition>; (2) a transcript from the student's previous graduate program; (3) for each course, either the relevant syllabus or a description that sets forth the information usually contained in a syllabus (e.g., author and title(s) of the principal readings, course requirements). Such petitions are ordinarily granted if, in the judgment of the Director of Graduate Studies, the student's prior graduate courses relate to a recognized subfield or topic area within the discipline and are substantially equivalent in scope and quality to courses offered by the Department. If the Director of Graduate Studies approves the petition, it will be forwarded to the Dean of the Graduate School of Arts and Sciences for final approval.

Note that transfer of credit hours **does not automatically entail waiver of any specific course requirements**. A separate petition is required for this purpose (see "Waivers of Program Requirements" below). However, if a transfer of credit is granted for a course that is substantially equivalent to a specifically required course (for example, Classical Theory or Intermediate Statistics), then a petition for waiver of the requirement will ordinarily be approved.

The transfer of nine credits or more will advance the student's year of study by one term, and the transfer of 21 credits or more will advance the student's year of study by two terms.

**Students who wish to obtain a Master of Arts degree should note that by University regulation, no transferred credits may be counted toward a University of Virginia M.A. degree.**

### **Waivers of Course Requirements**

Graduate students who seek exemption from a specific graduate program requirement must petition the Graduate Studies Committee for a waiver of that requirement. Such petitions will only be granted if the student can produce persuasive evidence that she or he has previously done equivalent work in a similar graduate program elsewhere and has earned a grade of B- or better. Petitions must be submitted during the student's first semester in residence and must include: (1) the completed petition form, available from the Department Web site (<http://sociology.virginia.edu/sites/sociology.virginia.edu/files/GradPetitionWaiveReq.pdf>); (2) a transcript from the student's previous graduate program; (3) for each course, either the relevant syllabus or a description that sets forth the information usually contained in a syllabus (e.g., author

and title(s) of the principal readings, course requirements). Petitions will be considered by the entire Graduate Studies Committee and, if appropriate, by a faculty member with expertise in the relevant area.

Note that the **waiver of a required course does *not* reduce the number of graded credit hours** that the student must complete, unless a separate petition for transfer of credit is also approved (see “Transfers of Credit” above).

### *Qualifying Research Paper*

During the third year, students must complete a Qualifying Research Paper with the aim of producing a publishable journal article. This requirement is met through, first, completion of a directed reading course (SOC 9010) with their advisor in the Spring of their second year, and second, completion of the third-year research and writing seminar (SOC 7980), also in consultation with a faculty advisor in the substantive area of interest. Students are expected to present their research to faculty and graduate students at a colloquium held early in the Spring of their third year. Note that this is not a requirement for gaining the MA, rather, it is an expectation meant to help students refine the paper in its final stages before it is sent out for review for publication.

Students will ordinarily complete the qualifying research paper within the framework of the third-year research and writing seminar. The purpose of the seminar is to assist students to meet the qualifying research paper requirement by preparing a publishable journal article. The emphasis in the seminar is on developing students’ individual research projects, rather than on teaching new substantive or methodological content. The course provides a structure for the research experience which enables students to maximize learning and skill development from that experience. Specifically, the course aims to do three things:

- *Impose a realistic and effective timetable* on students’ projects, so that they are able to complete a high-quality project their third year. This plan is accomplished by requiring frequent drafts and student presentations of work in progress.
- *Provide useful feedback* on student work as it evolves. This goal is accomplished by (a) the instructor’s comments on drafts and (b) in-class presentations of individual students’ work followed by discussion.
- *Teach a limited amount of content* relating to the “art” of carrying out a research project, writing it up for publication, and navigating through the review process.

Students will retain their second-year advisor with expertise in their substantive area of interest and are expected to consult this advisor concerning the qualifying paper project. Evaluation of the final paper is carried out by the instructor and the substantive advisor jointly and results in a letter grade in the research and writing seminar. The quality and sophistication of the paper should be at the level of a publishable journal article.

Students are normally expected to present their findings at a colloquium in the Spring of their third year.



## *Comprehensive Examinations*

Students are required to take two comprehensive examinations in subfields of sociology. Ordinarily, students are expected to complete both comprehensive examinations by the spring semester of the third year. In extreme situations, they can take their exam by the first week of their fourth year. Students may not defend a dissertation proposal until both comprehensive examinations have been passed. See Appendix 1 for the current list of Comprehensive Exam Committees.

### **Topics and Committees**

The Department maintains standing comprehensive examination committees in most major subfields. The standing comprehensive examination committees for the current academic year are listed in Appendix 1 to this Handbook and are also posted on the Department Web site: <http://sociology.virginia.edu/graduate/comprehensive-exams>

Graduate students with a serious interest in an area of research not covered by our current list of standing examination committees may petition the Director of Graduate Studies for permission to take a comprehensive exam in that area. Reasonable requests will be accommodated if at least two faculty members are willing and able to serve as an ad hoc examination committee.

Each committee will prepare, or update as necessary, (1) a sample reading list; and (2) a set of sample examination questions. These materials will be posted on the Collab web site at <https://collab.itc.virginia.edu/portal> under the “Sociology Comp Exams” tab. All students are “members” of this Collab site.

### **Preparation for the Examination**

A student who intends to take a particular comprehensive examination should complete and submit an examination form (available from the Department office or from the Department’s Web site at <http://sociology.virginia.edu/sites/sociology.virginia.edu/files/CompIntentForm.pdf> ) at least one month prior to their comprehensive examination dates. The student should also contact the committee chair for that examination. The committee chair will work with one additional faculty member on the comp committee to write questions and evaluate the student’s examination. Typically, these graders will draft four or more questions for the exam (giving the students a choice of two or more questions) that touch on core issues related to the subfield.

Where appropriate, each student can provide a supplemental list of readings to their graders that covers their specific interests for their specialty. The committee chair shall make sure that this list is sufficiently general to cover an important dimension of the specialty, and is not too parochial. Their two graders shall draft two questions covering these readings, and the graduate student will have the choice of selecting one of these questions. Overall, then, the exam will typically have six questions and the students will choose to answer three of those questions.

Students are strongly encouraged to allocate sufficient time in their schedules for examination preparation. For examinations to be taken later in the spring of the third year, students should register for either a directed reading or non-topical research hours supervised by the chair of the examination committee. If additional time is needed, students should utilize the summer break between the third and fourth years to prepare for an examination early in the fourth year.

Finally, students shall have 32 hours to complete their comprehensive exam. Each exam shall not exceed 21 pages, double-spaced, standard format (not including bibliography).

## **Evaluation of the Examination**

There are three possible evaluations of comprehensive exams: Pass with Distinction, Pass, and Fail. Both examination readers must agree on the evaluation. In the case of disagreement between the two examination readers, a third committee member will be called in to evaluate the examination.

*A student who fails a comprehensive exam may retake an exam in the same field only once. Repeated failures may result in the student being dropped from the program.*

At the completion of the exam, the examination committee members will note the results on the comprehensive examination form, sign the form, and file it with the Graduate Administrative Assistant.

## **Candidacy requirements**

In order to advance to candidacy, students must submit an “approval of dissertation research form,” to be reviewed and signed by the Director of Graduate Studies at the end of the sixth semester. This form will list (and be signed by) the dissertation advisor and committee members of the student. The form will require the student to articulate succinctly but effectively the research questions, and their significance to the sociological literature, which will motivate her/his preparatory work for the dissertation proposal defense in the seventh term. This form has two objectives:

1. To encourage students to work actively towards the formation of a dissertation committee at the beginning of the sixth semester, so that they can have the form ready for everyone’s approval by the end-of-semester deadline.
2. To facilitate students’ planning for the preliminary summer research that will allow them to successfully complete and to defend their dissertation proposal in the seventh term.

## ***Dissertation Proposal***

Under the supervision of a dissertation advisor and committee, students must prepare a written dissertation proposal and conduct a successful oral defense of that proposal. Ordinarily, this requirement is met by the end of the fall of the fourth year.

At the outset of the dissertation phase of a student’s program, the student should identify a committee chair/advisor and two additional committee members from among the Department’s faculty. Although it is not required, the student may wish to identify an external reader at the proposal stage (see “The Dissertation” below), as some external readers appreciate the opportunity for early involvement. Formation of the dissertation committee requires the Director of Graduate Studies’ approval. The committee approval form is available from the Department office or on the Department Web site at:

<http://sociology.virginia.edu/sites/sociology.virginia.edu/files/PhD.CommApprovalForm-Proposal%20Dissertation.pdf>

Although the length and form of the dissertation proposal will vary according to the preferences of the student and his or her dissertation advisor and committee, an acceptable dissertation proposal should contain the following elements: (a) a thorough and thoughtful review of the research literature on the relevant topic; (b) a clear statement of one or more research questions and an

explanation of why and how the dissertation will make a contribution to the literature by answering those questions; and (c) a clear and detailed plan for carrying out empirical research to address the research questions, including a description of data sources and analytical methods. In addition, if the project aims to test hypotheses, the proposal should include a section developing a theoretical framework and deriving the relevant hypotheses.

Because research projects inevitably evolve during the process of empirical data collection and analysis, the proposal is not intended to be a binding “contract” which must be carried out exactly as specified. At the same time, the proposal should not be vague and inchoate. The proposal should be developed and detailed sufficiently to convince readers of the project’s value, while still allowing flexibility for the shifts in direction and emphasis that are likely to emerge as the research proceeds.

When the committee determines that the proposal is ready, a date will be scheduled for the oral defense of the dissertation proposal. At least one week in advance, the student should provide a paper copy of the proposal to the Administrative Assistant for public announcement and circulation. On the day of the proposal defense, the student and committee members should complete the dissertation proposal defense form, available from the on the Department Web site at:

<http://sociology.virginia.edu/sites/sociology.virginia.edu/files/DissProposalReviewREVSP2015.pdf> and file it with the Administrative Assistant.

### ***Progress Reports***

At the end of each term after the defense of a dissertation proposal (beginning with the term in which the proposal is defended), the student must submit a two-paragraph progress report detailing his/her research activities and, the relevance of these activities to the course of research and dissertation writing.

The dissertation advisor will similarly be required to submit a one-paragraph summary of his/her assessment of the student’s work over the term, indicating whether he/she is making satisfactory progress towards completion. The reports will constitute the basis for the student’s evaluation at the department annual graduate review.

### ***The Dissertation***

Students are required to write a doctoral dissertation, which should be a substantial contribution to the existing body of knowledge in the discipline. The work should be of publishable quality, either as a book or as several journal articles. In addition, students must conduct a successful oral defense of that dissertation. Ordinarily, students are expected to complete the dissertation within one to two years after defense of the proposal (that is, between the end of the 5<sup>th</sup> year and the end of the 6<sup>th</sup> year), depending upon the nature of the data and analysis involved.

Ordinarily, a student will retain the same dissertation advisor and committee as he or she moves from the proposal stage to the research and writing of the dissertation itself. However, the Graduate School of Arts and Sciences requires that a tenured or tenure-track faculty member from another Arts and Sciences department (or, but only with the approval of the Dean of the Graduate School, a faculty member from another school of the University) participate in examining the student at the dissertation defense. Therefore, if the student has not already done so at the proposal stage, it is advisable for the student to select this external reader shortly after the proposal defense and to seek his or her input as appropriate during the development of the dissertation project. Preferably as soon as the composition of the dissertation committee is finalized, but certainly prior

to scheduling their dissertation defense, students should fill out and submit to the Graduate Administrative Assistant a [Final Title & Committee Form](#). Signatures of all committee members are required (an email confirmation will suffice in lieu of signature). Students will not be allowed to defend a dissertation until this form is completed with all signatures. The title submitted here can no longer be changed prior to graduation.

The dissertation should be a substantial contribution to an existing body of knowledge in the discipline. Although the length and form of the dissertation will vary according to the preferences of the student and his or her dissertation advisor and committee, the work should be of publishable quality. Depending upon the nature of their projects, students should plan to publish their dissertation research either as a book or as two or more high-quality journal articles. When the committee determines that the dissertation is ready, a date will be scheduled for the oral defense of the dissertation. The student should contact the Administrative Assistant well in advance if he or she wishes to reserve a special room for the defense (e.g., in the Rotunda). At least one week in advance, the student should provide a paper copy of the dissertation to the Administrative Assistant for public announcement and circulation. On the day of the defense, the student and committee members should complete the dissertation defense (“Final Examination”) form, available from the Graduate School of Arts & Sciences Web site at <http://gsas.virginia.edu/sites/gsas.virginia.edu/files/GSASFinalExamination-2015.pdf>, and sign the title page of the dissertation. These forms should then be filed with the Administrative Assistant, who will obtain the signature of the Department Chair. The student should then submit these forms to the GSAS Registrar by the appropriate deadline.

*Note: The GSAS Registrar requests that degree candidates [schedule an appointment](#) by the relevant degree deadline (Fall - December 1, Spring - May 1, Summer – August 1) to deliver all completed forms and the required materials prepared for submission to the University Library. See GSAS website for further info: <http://gsas.virginia.edu/enrolled-students/thesis-submission>*

## **IMPORTANT DEADLINES FOR DEGREE CANDIDATES**

### ***Degree Applications are due in SIS:***

- no later than October 1 if the degree is to be conferred in January
- no later than February 1 if the degree is to be conferred in May.
- no later than July 1 if the degree is to be conferred in August.

### ***Theses/Dissertations are due:***

- no later than December 1 if the degree is to be conferred in January
- no later than May 1 if the degree is to be conferred in May.
- no later than August 1 if the degree is to be conferred in August.

### ***Title pages are due (to the Academic Administrative Assistant):***

- no later than November 1 if the degree is to be conferred in January
- no later than April 1 if the degree is to be conferred in May
- no later than July 1 if the degree is to be conferred in August

## GUIDELINES FOR STUDENT PROGRESS

CANDIDACY PROGRESS –RECOMMENDED TIMELINE AND DEADLINES (Years 1-3)			
	Fall	Spring	Summer
<p>1<sup>st</sup> year: Timeline</p> <p>Deadlines: None</p>	<p><b>Course work:</b></p> <ol style="list-style-type: none"> <li>1. Intro to Stats</li> <li>2. Classical Theory</li> <li>3. Core course</li> <li>4. Pro-Seminar</li> </ol>	<p><b>Course work:</b></p> <ol style="list-style-type: none"> <li>1. Intermediate Statistics</li> <li>2. Research Methods</li> <li>3. Contemporary Theory</li> <li>4. Sociological Issues</li> </ol>	<p>Begin work for the qualifying paper.</p>
<p>2<sup>nd</sup> year: Timeline</p> <p>Deadlines (optional-MA degree)</p>	<p><b>Course work:</b></p> <ol style="list-style-type: none"> <li>1. Qualitative methods</li> <li>2. Core course</li> <li>3. Core course</li> <li>4. Sociological Issues</li> </ol>	<p><b>Course work:</b></p> <ol style="list-style-type: none"> <li>1. Qualifying paper directed reading (submit research proposal to gain M.A. degree)</li> <li>2. Core course or elective</li> <li>3. Core course or elective</li> <li>4. Sociological Issues</li> </ol> <p>Prepare for first comprehensive exam.</p> <p><b>1. Submit qualifying paper research proposal to apply for MA degree.</b></p>	<p>First draft of the qualifying paper recommended by the end of the summer.</p>
<p>3<sup>rd</sup> year: Timeline</p> <p>Deadlines (must be met for advancement to candidacy):</p>	<p><b>Course work:</b></p> <ol style="list-style-type: none"> <li>1. Qualifying paper writing seminar</li> <li>2. Elective course</li> <li>3. Elective course</li> <li>4. Sociological Issues</li> </ol> <ol style="list-style-type: none"> <li>1. Take first comprehensive exam at the beginning of the term.</li> <li>2. Prepare for 2nd comprehensive exam.</li> <li>3. Make progress on assembling dissertation thesis committee.</li> <li>4. Revise qualifying paper in light of writing seminar feedback.</li> </ol>	<p><b>Course requirements are completed by the start of this term</b></p> <ol style="list-style-type: none"> <li>1. Take second comprehensive exam at the beginning of the term.</li> <li>2. Make final revisions to qualifying paper and submit for publication.</li> <li>3. Submit dissertation committee approval form to DGS.</li> <li>4. Explore funding opportunities for dissertation research.</li> </ol> <p><b>1. Both comprehensive exams must be completed by the end of this term.</b></p> <p><b>2. The student must have secured a dissertation committee and submitted the approval form by the end of the term.</b></p>	<p>If applicable, revise qualifying paper in light of journal reviews. Otherwise, submit the paper to a different journal.</p> <p>Work on dissertation proposal (conduct pilot studies, preliminary archival research, preliminary data analysis, etc.)</p>

RECOMMENDED TIMELINE AND DEADLINES (Years 4-5)			
	Fall	Spring	Summer
4 <sup>th</sup> year: Timeline	Dissertation Proposal Defense. Dissertation Research.	Dissertation Research/Writing.	Dissertation Research/Writing.
Deadlines:	The Dissertation Proposal must be defended by the end of the term. First dissertation progress report due to the DGS by the end of the term (signed by advisor and student).	Second dissertation progress report due to the DGS at the end of the term (signed by advisor and student).	
5 <sup>th</sup> year:	Dissertation Writing.		
Deadlines:	Third dissertation progress report due to the DGS by the end of the term (signed by advisor and student).	Dissertation defense. Dissertation projects requiring additional time will be evaluated term by term through dissertation progress reports (signed by the advisor and the student).	

### **ACADEMIC ADVISORS**

First-year students will be advised by a faculty member who will be assigned by the DGS based on shared interests. In subsequent years, students should choose their academic advisor from among the members of the sociology faculty, with his or her consent. For students working on a Qualifying Research Paper, the advisor will also be the student’s substantive advisor on that paper. For students working on a Master’s thesis, the advisor will also chair the student’s Master’s committee. For students working on a dissertation proposal or dissertation, the advisor will also chair the student’s dissertation committee.

### **MAINTAINING “GOOD STANDING”**

Graduate students must remain in good standing at all times. Students who do not maintain good standing may be required to withdraw from the graduate program. In addition, students who are receiving financial aid through the Department (as a teaching or research assistant or in the form of a fellowship) must remain in good standing in order to continue receiving that aid. Good standing requires:

1. Earning no grade lower than B- (the lowest grade for which the University will award graduate credit).
2. Maintaining an overall GPA of 3.3 (B+) in graduate courses in the Department.
3. Completing at least five graded courses (15 hours) by the end of the second semester.
4. Completing all coursework by the end of the fifth semester.

5. Completing a Qualifying Research Paper by the end of the third year and presenting that paper or thesis at the annual colloquium.
6. Completing comprehensive exams by the fall of the fourth year.
7. Defending a Ph.D. proposal by the end of the ninth semester.
8. Completing and defending the Ph.D. dissertation within two years after defending the proposal.
9. Completing all requirements for the Ph.D. degree within seven years from the date of enrollment in the graduate program. (This requirement is mandated by the Graduate School of Arts and Sciences and can only be waived with GSAS permission.) This seven-year time period continues to run when a student has taken continuous enrollment or off-grounds status, and even when a student formally withdraws from the graduate program, if she or he later applies for reinstatement.

## **CONTINUOUS vs. OFF-GROUNDS ENROLLMENT AND WITHDRAWAL**

The Graduate School will participate in the University's effort to restrict the use of Continuous Enrollment to its original purpose, namely, to accommodate students temporarily who have essentially completed their degree programs and need to remain enrolled for administrative purposes in order to graduate. Continuous Enrollment (AKA "non-resident" enrollment) will be granted to a student who is prepared to defend a thesis or dissertation, but whose committee is unable to schedule the defense in advance of the degree deadline for that term. This situation and other such circumstances beyond the student's control will be considered through a petition form posted to the GSAS web site (<http://gsas.virginia.edu/enrolled-students>).

Continuous enrollment does not allow students access to University of Virginia facilities or faculty time, and requires payment of only a reduced fee rather than tuition. Continuous enrollment does not accrue credit, and will not allow for the deferral of student loans. **International Students** who plan to remain in or return to the United States cannot enroll as non-residents and keep their student visa status.

An advanced student who remains enrolled full-time but who will reside outside of the Albemarle-Charlottesville area during that period may petition to utilize off-Grounds status and, if approved, be charged tuition plus a reduced off-Grounds fee. However, a student who enrolls in this status, would not be eligible for the use of University resources (like library privileges), or to hold an assistantship.

A student who has fulfilled all formal GSAS and departmental degree requirements except the dissertation may elect to withdraw voluntarily and seek reinstatement in order to graduate. The Graduate School will not police the relationship between the department and non-enrolled students so as to prevent the latter from being advised. However, the reinstatement process is subject to a petition reviewed by the DGS and the Graduate School, and the circumstances for reinstatement will be considered carefully. The Graduate School will not permit students to move fluidly between enrollment and non-enrollment. Students who withdraw are likely to be reinstated only after there is evidence of their scheduled defense. Further, reinstatement is available for two years following withdrawal, after which the student would need to complete a new application for admission unless the department and Graduate School agree to waive that requirement. Reinstatement policy requires that the student apply to be reinstated at least 60 days before the start of the term in which they seek to be reinstated (i.e., by June 15 for fall, November 15 for spring, and April 15 for summer).

Occasionally students experience serious health or family situations that require them to suspend progress toward their degrees for some period of time. Students facing such situations may opt to formally withdraw from the graduate program with the intention of seeking reinstatement later. To return to the graduate program, students need not reapply through the regular admissions process, but may petition the Department and the Dean of the Graduate School of Arts and Sciences for reinstatement. Under specific circumstances, students experiencing child-birth may invoke the following provost policy:

### **Financial Childbirth Accommodations for Graduate Students on Assistantship**

Provost Policy PROV-028 <http://uvapolicy.virginia.edu/policy/PROV-028> provides six weeks of financial accommodations for recovery from childbirth to all students on a graduate assistantship (Graduate Teaching Assistants, and Graduate Research Assistants). Funding for six weeks of replacement wages, or for hiring a temporary replacement, is provided in equal share by the school in which the student is enrolled, and the Office of Graduate and Postdoctoral Affairs. Please see the full policy at the link above for details.

Neither continuous enrollment nor formal withdrawal suspends the seven-year deadline for degree completion. Students who have had to suspend progress due to serious health or family issues must still petition for extension of the deadline, but the Graduate School of Arts and Sciences ordinarily grants such petitions. In particular, the following provost policy may be invoked:

### **Academic Accommodation for Graduate and Professional Students Who Experience Significant Life Events**

Provost Policy PROV-027 <http://uvapolicy.virginia.edu/policy/PROV-027> allows students who experience a significant life event while enrolled full time and in good standing in any graduate or professional degree program to petition for a one-semester extension to the normative time limitations associated with his/her graduate degree program.

## **WORKING AS A GRADUATE TEACHING ASSISTANT**

Most of students will, at some point during your graduate careers, serve as a Graduate Teaching Assistant (GTA) in a course taught by a faculty member. In addition to offering a source of funding, service as a GTA is intended to provide students with training and experience in teaching. As most students will eventually seek teaching positions in colleges or universities, their GTA experience is an important part of their graduate education. At the same time, of course, their work as a GTA is a substantial impact on the quality of education for undergraduate students. The Department is committed to maintaining that quality at a high level. As a result, students who exhibit serious deficiencies in teaching and an inability or unwillingness to remedy them may lose their GTA-based funding and face possible termination from the graduate program.

### **GTA Job Description**

(Approved by the faculty of the Department of Sociology on February 3, 2000)

By assisting in large lecture courses, TA's enhance the quality of undergraduate education by providing undergraduate students with more personalized teaching attention, opportunities for academic discussion, and clarification of information related to courses. In their capacity as teaching assistants, graduate students have the opportunity to be mentored by experienced teachers and to gain valuable teaching experience. In working with course instructors, TAs can observe a variety of teaching styles, ask questions about teaching, gain insight into constructing



undergraduate courses, and contribute comments or suggestions for improving courses. In order to perform effectively, TAs need to know both what kinds of duties will be expected of them and what kind of support they can expect to receive from supervising instructors.

Because the courses to which TAs are assigned vary, TA duties can vary considerably. However, in most courses, TAs are typically expected to:

- Prepare for and lead discussion sections
- Schedule and hold at least two (2) office hours per week
- Meet with the instructor and other TAs on a weekly or bi-weekly basis
- Grade exams and papers
- Conduct a midterm evaluation of sections (or arrange for teaching assessment poll through the Teaching Resource Center) and go over the results with the instructor
- Attend lectures
- Assist with giving exams

In addition, instructors sometimes ask that TAs perform some of the following tasks that add to the quality of courses and/or help TAs to develop teaching skills:

- Give input on or help to create student assignments
- Contribute to or give input for exams
- Give all or part of a lecture to gain experience
- Schedule additional review sessions for students
- Set up and/or maintain a course Web site
- Arrange for A/V equipment as needed for lectures
- Put course items on reserve at the library

As learning teachers, TAs should expect the support and direction of their supervising instructors. In general, TAs should expect that the course instructor will:

- Meet with TAs before classes begin to give an overview of the course, provide TAs with copies of the syllabus and desk copies of books and reading packets, and clarify the instructor's expectations of TAs for the particular course
- Ensure that discussion section enrollments stay within reasonable limits (typically 18-20 students per section)
- Make available any readings to be placed on reserve
- Meet with TAs on a weekly or bi-weekly basis to ensure a consistent learning experience across sections and rigorous discussion of class materials and to communicate the logic and design of courses so that graduate students learn to develop and teach their own classes.
- Discuss grading criteria and desired grade distribution with TAs
- Decide whether exams are to be proctored
- Have the final say in matters regarding grades, exam content, and course content
- Write an evaluation of the TA: "Faculty shall be responsible for a brief written statement on each TA's performance. This statement shall be based on faculty interactions with the students and faculty review of semester-end student evaluations of the TA, as well as either (1) faculty observation of at least one section meeting conducted by each TA, or (2) an interim student evaluation of each TA with feedback/consultation from faculty. The faculty member will discuss this evaluation with each TA and place it in the student's department file." TAs may arrange with the TRC to have a section videotaped.)

Although the general expectations outlined above do not preclude that TAs may perform additional voluntary tasks not included in this job description, there are limits to what TAs can be required to do. A course instructor should not ask or expect TAs to have sole responsibility for performing duties that clearly are the instructor's own, such as syllabus preparation, exam writing, or lecturing. Nor should instructors expect TAs to do personal errands not related to the course or other work not related to the course. Finally, instructors must not be involved in any relationship with TAs that would constitute violation of the University's Conflict of Interest Policy.

### ***Lab Instructor Position***

Some low-enrollment courses include work in a lab for hands-on learning (e.g. using a statistical software) in addition to attending lecture. In such cases, Lab Instructors will be appointed and funded to supervise lab work. Lab instructors will not be expected to prepare new material for the lab, but rather to assist students with technical questions that may arise as they work on assignments prepared by the faculty. By like token, lab instructors are not expected to attend lectures or grade assignments or exams. They are expected, however, to hold regular office hours. The typical workload for a lab instructor will be between 3-5 hours per week, as specified by their letter of employment.

## **DEPARTMENTAL OFFICES AND FACILITIES**

### **Office space:**

If you are a TA and have an assigned office space, please remember that conditions are rather crowded. We ask that you bring as few personal items as possible to the TA offices. Please keep your space clean, neat, and adhere to all safety measures. **Do not leave your office space unsecured when you leave it** (even for a trip down the hall), as thefts are occasionally reported. Make sure that confidential course-related materials (such as examination questions or students' work) are secure at all times.

### **Graduate Lounge:**

We have a graduate lounge in our department for graduate student use only. A computer and a printer are available for students to use. Students obtain a key to the lounge so they can access the lounge at night or on weekends. It must be kept locked at all times. Undergraduates should not be invited in to use those computers.

### **Printing:**

Please use the printer in the graduate lounge **sparingly**. Graduate students will be allotted 10 boxes of paper and 5 toner cartridges for the Fall semester. Once those supplies are gone, no more will be furnished until the new quota is allotted at the beginning of the Spring semester. If supplies are left over from fall or spring semester, they may be carried over to the next semester in addition to the quota allotted for that semester. However, at the end of the summer semester, all remaining supplies will be returned to the department. Each new fall semester will start out with the original quota of supplies. See Appendix 2 for further details.

### **Use of copy machine in main office:**

The copy machine is for department business only. TAs may copy course materials only if the instructor of the class for which they are assisting has requested it. Course web sites on UVa Collab should be used to post readings which students may print for themselves. Students may not copy materials for the classes in which they are enrolled. Copy machines for student use are located in the libraries and elsewhere on Grounds.

**Mailboxes:**

You have been assigned a mailbox located in the mailroom (Randall Hall 101). You may receive U.S. Mail at the Department address. You may mail your personal **stamped** mail from this office. Please do not let mail pile up for long periods of time.

**E-mail:**

You have been assigned an e-mail address. Be aware that most of our communication within the department is done by e-mail. You will need to check it often so that you don't miss the latest information and deadline dates.

## MISCELLANEOUS

**Get to know the faculty:**

The most important thing you can do to help yourself through the experience of graduate school is to get to know the faculty, especially those who share your intellectual interests. Very early in your graduate career, develop the habit of dropping in during faculty office hours or engaging faculty at department events. It is incumbent on you to initiate these relationships. In graduate school, your progress and your academic achievements are your responsibility. Building strong relationships with faculty will be very important to you at multiple points in your graduate career, from seeking teaching assistantships, to forming thesis or dissertation committees, to obtaining help with job searches.

**Incompletes:**

Taking an incomplete is sometimes helpful or necessary in order to finish a course paper following the end of a semester. However, you should use this option only sparingly and with care. University regulations stipulate that grades of IN (Incomplete) must be converted to the appropriate letter grade within one semester of the date on which the IN was registered. After that one semester, the grade automatically reverts to an F, which will appear on the transcript. A grade of F, like any other grade below B-, is considered to be an unsatisfactory grade. Receipt of such a grade is grounds for dismissal from the graduate program. Once a grade of F is recorded, the grade may only be changed with the approval of the Assistant Dean for Graduate Studies, and the acceptable reasons for the Dean to authorize such a grade change are limited to cases "when an instructor certifies that, because of an error in calculation or transcription, an incorrect grade has been submitted."

**Fellow students:**

Your fellow graduate students are the best resource you have here. Ask them questions, engage in conversation with them, interact with them, attend the Graduate Student Association meetings held in the department. Sociology is a small department and most graduate students are more than willing to be helpful.

**Problems or concerns:**

If a problem or concern arises relating to your studies or your teaching, please discuss it as soon as possible with your faculty advisor, the Director of Graduate Studies, or the Graduate Administrative Assistant. Every effort will be made to maintain confidentiality, consistent with University policies.

## APPENDIX 1: 2016-2017 Comprehensive Examination Committees

<b>CULTURE</b>	<b>POLITICAL</b>	<b>ORGANIZATIONS</b>
Isaac Reed (Chair) Sarah Corse (Active Reader) James Hunter Katya Makarova Jeff Olick Allison Pugh (on leave) Andrea Press	Simone Polillo (Chair) Thomas Guterbock (Active Reader) Krishan Kumar Jeffrey Olick Isaac Reed Adam Slez	Elizabeth Gorman (Chair) Jennifer Bair Stephan Fuchs Thomas Guterbock Simone Polillo (Active Reader)
<b>GENDER</b>	<b>RELIGION</b>	<b>COMPARATIVE/ HISTORICAL</b>
Jennifer Bair (Chair) Rae Blumberg (Active Reader) Allison Pugh (on leave) Andrea Press	Brad Wilcox (Chair) James Hunter (Active Reader) Katya Makarova Milton Vickerman	Krishan Kumar (Chair) Isaac Reed (Active Reader) Jeffrey Olick Adam Slez Simone Polillo
<b>STRATIFICATION &amp; INEQUALITY</b>	<b>THEORY</b>	<b>KNOWLEDGE</b>
Paul Kingston (Chair) Rae Blumberg Sabrina Pendergrass (Active Reader) Josipa Roksa (on leave) Milton Vickerman	By special petition only	Not offered at this time
	<b>METHODS</b>	
<b>RACE &amp; ETHNICITY</b>	<b>WORK</b>	<b>EDUCATION</b>
Milton Vickerman (Chair) Krishan Kumar Sabrina Pendergrass (Active Reader)	Elizabeth Gorman (Chair) Jennifer Bair (Active Reader) Alison Pugh	Paul Kingston (Chair) Josipa Roksa (on leave) Milton Vickerman
<b>FAMILY</b>	<b>MEDIA</b>	<b>LAW &amp; SOCIAL CONTROL</b>
Brad Wilcox (Chair) Rae Blumberg (Active Reader) Allison Pugh (on leave)	Andrea Press (Chair) Sarah Corse Jeff Olick (Active Reader)	Not offered at this time

## **APPENDIX 2: Sociology Grad Lounge Policy**

For each semester, the department will furnish a set number of toner cartridges and boxes of copy paper. Once those supplies have been used, the graduate students will be responsible for furnishing their own supplies. Any supplies purchased by graduate students for the lab must be compatible with the equipment and needs to be approved by the Sociology Department. If supplies are left over from fall or spring semester, they may be carried over to the next semester in addition to the quota allotted for that semester. Hence, at the end of the summer semester, all remaining supplies will be returned to the department. Each new fall semester will start out with the original quota of supplies. See the following breakdown for lab supplies:

Summer:	3 boxes of toner & 5 boxes of paper
Fall:	5 boxes of toner & 10 boxes of paper
Spring:	5 boxes of toner & 10 boxes of paper

The Konica-Minolta Scanner-Printer should be used sparingly, and only as a backup for the lab printer. Supplies will be purchased as needed, but usage will be monitored.

Faculty please note that this new policy will affect the printing of readings from Collab. The department encourages you to use course packets instead of posting all readings online.