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PREAMBLE

The governance of the Department of Sociology in all instances shall be in accord with the requirements set forth in the Policies of the Board of Trustees, the Agreement between the State of New York and United University Professions, Inc., the College Handbook, the Policies for Faculty Governance, and the Handbook for Deans, Directors, and Chairpersons.

This Constitution shall regulate the governance of the Department in those areas of organization and operation left indeterminate by University and College administrative directives. It was developed with an abiding consciousness of the sui generis character of a university and of the complexity of governance associated with that distinctiveness. More specifically, this Constitution endeavors to preserve the integrity of each of the three spheres of authority proper to an academic department, viz., the administrative official, in the chairperson; the collegiate body of peers, in the faculty; and the autonomous profession, in the individual professor.

ARTICLE I: THE DEPARTMENT

Section 1. Faculty

The department shall be composed of the full-time teaching faculty of Sociology. All full-time teachers of Sociology shall have full voting rights in the decision-making process of the department. Part-time teachers of Sociology may attend departmental meetings and participate in deliberations, but shall not have voting rights.

Section 2. Students

Students of Sociology shall have representation in the department through their duly elected representatives. In the ratio of one student to four full-time faculty (with rounding to the nearest whole), student representatives shall have full voting rights at meetings and membership status on appropriate standing committees. Official student representatives shall not send substitutes, as voting participants, to the meetings of the department or the standing committees.

Section 3. Decision-Making Body

The decision-making body for all departmental matters not already determined by University and/or College policies and regulations nor otherwise assigned in subsequent articles of this document shall consist of the voting participants of the department: all full-time faculty, including the chairperson, and the duly elected student representatives. The terms "members" and "department" shall hereafter be construed as referring to the voting participants of the department.
ARTICLE II: MEETINGS

Section 1. Scheduling
A schedule of departmental meetings for the year shall be established by department members at the first meeting of the fall semester. Regular meetings shall be held monthly, but any regular meeting may be cancelled by the chairperson for lack of business, or rescheduled because of emergent conflict. Special meetings may be called as needed, either by the chairperson or upon request of three members of the department.

Section 2. Voting
All matters bearing on departmental organization, policy and procedure, with the exclusions noted in Article I, shall be subject to determination by departmental vote. Business shall be resolved by a majority vote of those present and voting. A quorum shall consist of a majority of the voting membership of the department. Voting shall be by secret ballot at the request of any member.

Section 3. Agenda
An agenda listing the items of business to be brought before the department shall be drawn up by the chairperson and distributed at least two days in advance of any meeting.

Any member may contribute items to the list by submitting them to the chairperson before the agenda is prepared. Items may also be presented at a departmental meeting for inclusion on the agenda of a subsequent meeting.

In addition to the published agenda, any memo or report that will be acted upon or discussed shall be distributed in advance of the meeting to allow sufficient time for careful reading and consideration of its content.

Only rarely and with the consent of the members shall a subject receive departmental consideration without its prior announcement on the formal agenda.

Section 4. Functions
Ordinarily the issues brought before the department shall eventuate in a vote establishing official departmental policy. Meetings shall also serve the function of providing a forum for discussion of matters of common concern and a vehicle for communicating information. The communication function centers on the chairperson but is not confined to him/her, since it is incumbent on the committees of the department and the various departmental representatives to report to the department-at-large. Routine matters of communication entirely amenable to transmission by written memo and requiring no discussion shall not occupy meeting time.

Section 5. Procedures
Minutes shall be kept of all meetings, and copies shall be circulated to members within one week of the meeting date. Approved minutes shall be filed with the appropriate offices of the College administration. The Sociology office shall maintain a file of official minutes and agenda. Any meeting shall be declared in executive session (i.e., faculty only) by a majority vote.
Full-time faculty are expected, but not obligated, to attend departmental meetings. Attendance is urged, since there is no guarantee that issues presented will be reconsidered at a future meeting.

This department shall transact business in accordance with parliamentary procedures as outlined in Roberts' *Rules of Order*.

**ARTICLE III: CHAIR OF DEPARTMENT**

**Section 1. The Office**
As a unit of a formal bureaucracy, the department shall be administered by an official and administration shall be according to rule. As a collegiate body of professionals, the department shall share in decision-making and administration shall incorporate self-governance. The chairperson is the immediate administrative officer of the department and as such is responsible to the President of the College and to the Provost for the supervision of programs and personnel. As *primus inter pares* the chair also is responsible to his/her peers, especially for preserving collegiality.

**Section 2. Appointment**
The office shall be filled by presidential appointment for a renewable term of up to three years. Through the Provost, the President shall consult with the department faculty about the appointment. The manner in which the departmental recommendation shall be generated and transmitted is specified in Article V, Section 5.

**Section 3. Duties**
The duties of the chairperson shall be as follows:

1. to exercise the responsibilities of the office as set down by the *College Handbook* and the *Handbook for Deans, Directors and Chairpersons*;
2. to carry out the policies established by the department;
3. to promote excellence in teaching and the professional growth of the faculty; Such promotion shall include providing leadership in the department's continual efforts at defining optimal standards regarding course requirements, grading policies, instructional techniques, etc., and by encouraging, especially through technical facilitation, faculty engagement in research, professional meetings, seminars, etc.
4. to establish teaching schedules in consultation with individual instructors and in accordance with the needs and interests of students, the standards and requirements of the discipline, and the directives of the administration;
5. to solicit faculty preferences for appointments which emanate from the department and which constitute departmental representation. (to make the requisite appointments). All such appointments shall be subject to the consent of the department, which consent shall be manifested by the absence of objection within two days of the announcement of the appointment or, if an objection is lodged, by a majority vote of approval;
6. to solicit Faculty Data Sheets annually. To circulate each September the written "state of the department" report which is annually filed with the College administration;

7. to consult formally with each member of the department once a year on matters pertaining to each function, growth and development in the field, and service to the department and College. Should the performance review by the Chairperson be in writing, the faculty member shall have the right to register a response in writing; and this rejoinder shall be appended to the original report;

8. to prepare and administer the departmental budget as developed in consultation with the appropriate departmental committee and as approved by the department as a whole. In drawing up the budget, consideration shall be given to the special needs of individual faculty members; e.g., teaching materials, travel funds, equipment, etc., as well as to the general requirements of the department. In the annual report, the chairperson shall present an accounting of the expenditures of the preceding year.

9. to supervise staff and student workers, who are auxiliaries to both chairperson and faculty, in such a way that -- consistent with their welfare and with administration rules on priorities for support services -- the legitimate needs of all members of the department shall be met;

10. to transmit communications, in his/her role as liaison between College administration and faculty, as fully and accurately as possible. To this end, memoranda and reports from administrative offices and information conveyed at chairperson's meetings shall be shared with faculty, unless confidential or private in nature. Conversely, the chairperson shall strive to represent to the administration as objectively as possible the views and concerns of the individual members of the department;

11. to make recommendations to the Provost for renewal of term, continuing appointment and promotion; to make recommendations for discretionary salary increments; and to transmit the department's recommendations of candidates for faculty vacancies, according to the current "Procedures of Recruitment";

12. to serve as an ex-officio voting member of the Search and Budget Committee for the purposes of recruitment;

13. to convene departmental meetings and to act as parliamentarian or to delegate this function to another member of the department.

**ARTICLE IV: STANDING COMMITTEES**

**Section 1. Names**

The standing committees of the Department of Sociology shall be as follows:

1. Personnel Committee
2. Search and Budget Committee
3. Curriculum Committee
4. Awards and Budget Committee
Section 2. Advisory Role
The standing committees are responsible for formulating policy and procedural recommendations in areas of departmental operations specified in Article V, VI, VII of this Plan of Governance. With the exception of the Personnel Committee, the committees shall act in an advisory capacity to the department-at-large and hence must bring their recommendations to the department for final disposition by departmental vote. The procedures followed by the committees in conducting their business shall also be subject to approval by the department.

Section 3. Committee Structure
The Search and Budget Committee and the Curriculum Committee shall each encompass several major functions, ordinarily served by separate committees. By vesting several kindred functions in a single committee and freely rotating committee members among functions, as well as by alternating between dividing tasks and discharging them as a committee of the whole, maximum utilization of personnel available for committee work shall be attained. To achieve this economy, the standing committees shall avoid re-structuring themselves into permanent sub-committees whose staffs are fixed for the duration of the term.

The chairperson of each standing committee, in consultation with its members, shall be responsible for organizing and coordinating the work of the committee and for assigning members to general functions or specific tasks.

Section 4. Committee Obligation
All members of the department are expected to perform committee service. The commitment of the entire tenured faculty to the Personnel Committee necessitates that senior members of the department assume a double committee assignment. However, committee workload and involvement can be made relatively equal for the entire faculty, if such is desirable, by the differing degrees of participation within a committee.

Section 5. Committee Reports
The standing committees shall keep the department informed on its affairs, in oral or written report. Records shall be kept on all major issues. Official memos or reports directed to sources outside the department shall also be circulated within and/or shall be maintained in a permanent file in the department office for general faculty reference. The Personnel Committee shall be excepted.

Except where deliberations are defined as confidential (cf. Article V, Section 3), committee meetings shall be open. Non-members have a right to be heard by any committee, but at a time designated by the committee.
Section 6. Staffing of Committees and Term of Office

Except for the Personnel Committee, composed of all tenured faculty, membership in the standing committees shall be determined by a process combining individual preference and appointment. Individuals will register their preference for either the Search and Budget Committee or the Curriculum Committee with the department chairperson. These preferences will prevail whenever choices and committee vacancies correspond. When there is a discrepancy between committee vacancies and faculty preferences, the chairperson will appoint individuals to an appropriate committee. No such appointment by the chairperson will be made without consultation between the chairperson and the affected faculty member(s). Such consultation shall center on the degree to which faculty member's service on a particular committee is in accord with his/her personal desires and the needs of the department. The chairperson should avoid whenever possible the assignment of a faculty member to a committee upon which he/she does not wish to serve. The term of office for each faculty member on the Search and Budget Committee or the Curriculum Committee shall normally be for two years.

The committees shall elect their own chairpersons, for a term of one to two years. Faculty with less than one year service at the College shall be ineligible to chair a committee.

The composition of committees shall be determined at the second meeting of the department by mid-September. Personal preference for committee service shall be solicited at the first meeting of the department each September by the chairperson.

Section 7. Consultation with Chairperson / Projects

Each committee will meet with the department chairperson at the start of every academic year for a briefing on matters, which may become the work of the committee for the ensuing semester or year.

Committees are expected to initiate their own projects, in accordance with their general functions, as well as to accept those charged by the chairperson or proposed by the faculty.

Consultation with the departmental chairperson will occur throughout the year as frequently as needed and may be initiated either by the department chairperson or the chairpersons of the committees. The department chairperson's role vis-a-vis the committees is informational, consultative and coordinative. The department chairperson will also serve as an ex-officio voting member of the Search and Budget Committee for the purposes of recruitment.
ARTICLE V: PERSONNEL COMMITTEE

Section 1. Membership

Membership of the Personnel Committee shall consist of all tenured faculty of the department except the chairperson. The committee shall rotate its chairperson each year. Members shall not ordinarily seek exemption from this duty.

Section 2. Functions

The functions of the Personnel Committee shall be as follows:
1. to recommend individual faculty members for renewal of term, continuing appointment and promotion;
2. to make recommendations for discretionary salary increments;
3. to direct the evaluation of the prospective or incumbent chairperson and to transmit to the Provost the department's recommendation regarding the appointment.

Section 3. Procedures for Contract Action

Regarding its recommendations for renewal of term, continuing appointment, and promotion, the committee shall meet as often as needed to reach a collective decision on a candidate. The method of filing G, H and I Forms individually shall not be substituted for committee deliberation. When consensus on a candidate cannot be reached, the committee report will reflect the division of opinion.

The committee shall evaluate candidates according to the criteria imposed by the SUNY Board of Trustees. The performance review shall revolve around the following:

dossier containing vitae, published writings and/or works in progress, letters of reference, self-evaluation and curricular materials (e.g., course outlines, exams, grading policies, projects, etc.);
student evaluation of teaching performance from interviews and SOFI reports; student evaluation of candidate's performance as an academic advisor;
peer evaluation of teaching effectiveness by classroom visitation, which shall involve each member of the committee at a time mutually agreeable to observer and candidate;

The purpose of classroom visitation is to provide the committee with another basis for evaluating teaching effectiveness besides the reputational one. However, since this practice may be in tension with the principle of faculty autonomy in the classroom, it shall not be imposed in the absence of the candidate's express consent. For the committee to act, the candidate's consent must be comprehensive; i.e., it must cover visitation by all members of the committee rather than by selected observers. Video tape(s) will be allowed as a substitution for classroom visitation.
consultation, as needed, with college or departmental committee chairpersons on the extent and quality of the candidate's committee work;
5. hearings and/or consultations -- as deemed necessary by the committee or as requested, especially by the candidate -- with the candidate, the chairperson of the department, colleagues, and students.

The committee will submit its recommendation to the department chairperson for forwarding, along with his/her own, to the Office of the Provost. In turn, it will receive from the department chairperson a written statement of the character of his/her recommendation of the candidate. Structurally, to preserve the independence of the two tracks for departmental recommendations on contract action, the exchange of reports shall not occur until the due date for forwarding recommendations to the Provost. However, the requirement of independence shall not be construed as imposing restrictions on the fact or the frequency of mutual consultation between the committee and the chairperson during the course of the review.

The chairperson of the committee shall be responsible for informing the candidate of the Personnel Committee's recommendation within the restraints imposed by the Agreement between the State University of New York and United University Professions, Inc. Also, after being officially informed, the chairperson shall relate to the committee the President's final decision on the candidate.

All deliberations, consultations, and information pertaining to performance review shall be strictly confidential.

Section 4. Procedures for Discretionary Salary Increment
The review process for discretionary increases shall be substantially the same as that for contract action. The candidate, or any other department member, shall initiate the process by submitting his/her request in writing, together with Faculty Data Sheet and supporting materials. It shall be understood that consent to classroom visitation may be a condition for the review.

Section 5. Procedures for Evaluating and Recommending Chairperson
The department's deliberations preliminary to advising the President on his/her appointment of a chairperson shall begin in the fall semester of the incumbent's term. The first step of the process shall be a letter of inquiry from the Personnel Committee to the incumbent to ascertain the latter's interest in a renewal of term. A subsequent letter announcing the incumbent's disposition regarding re-appointment and soliciting other nominees for the office shall be sent to all members of the faculty.

An executive meeting of the full-time Sociology faculty shall be convened and chaired by the current head of the Personnel Committee for the express purpose of evaluating the incumbent, deliberating on all candidates, and arriving by vote at the departmental recommendation to the administration.
The incumbent shall be absent from the meeting, at which the first order of business shall be a discussion appraising the incumbent's tenure of office. After discussion, or in the absence of it, the faculty shall complete both the Checklist for Term Renewal of Incumbent Department Chairpersons and a departmental evaluation form (see sample used by Philosophy Department). Two master forms, compiling the individual returns, shall be composed immediately after the questionnaires have been completed. After the results have been announced, the names of other candidates received by the Personnel Committee shall be disclosed. Those persons shall leave the meeting and their candidacy shall be discussed. Following the discussion, a vote by written ballot shall determine who shall be recommended as the department's candidate.

The Personnel Committee's report to the Provost shall include (1) the results of the voting, (2) a summary of faculty responses on the checklist and the departmental chairperson's evaluation form, (3) supporting evidence, as required in the checklist, and (4) a representation of the opinions expressed at the meeting regarding all candidates.

The department, acting as a committee of the whole for purposes of this recommendation, shall examine all relevant materials which shall include a minimum (for purposes of the checklist) the Handbook for Deans, Directors and Chairpersons and the incumbent's vitae.

ARTICLE VI: SEARCH COMMITTEE

Section 1. Membership

The membership of the Search and Budget Committee shall consist of approximately half of the full-time department faculty. The student representative shall be excluded from one sphere of committee activity, viz., that of hearing and ameliorating internal complaints.

Section 2. General Functions

The Search and Budget Committee shall be responsible for recommending policy and procedures in the following areas of departmental operations:

1. Recruitment
2. Budget
3. Internal Complaints

Section 3. Recruitment

The following duties are incumbent on the Search and Budget Committee in regard to recruiting new faculty to the department:

1. to consult with the department chairperson concerning staffing needs and administrative authorizations;
2. to elicit from the department the criteria, including areas of special competence, which will be employed in selecting candidates; this shall be done before the position is advertised;
3. to execute the search for candidates according to procedures outlined in the administration's Affirmative Action Plan;
4. to recommend procedures for departmental approval whenever the mode of operating is left indeterminate by the aforementioned document.

The entire department is entitled to contribute substantially to the recruitment process. Files on candidates shall be maintained in the department office and shall be available to faculty at all stages of the process. The final selection from among the candidates will be made by departmental vote. In that balloting, the principle of one-person-one-vote shall not be eroded by a rating system. If a rating system is used in connection with the interviewing of candidates, the results of such rating shall be announced to the department immediately after tabulation.

ARTICLE VII: CURRICULUM COMMITTEE

Section 1. Membership
The Curriculum Committee shall be composed of approximately half of the full-time department faculty and one student representative. The manner of composing the Committee is dictated by Article IV, Section 6.

Section 2. General Functions
The Curriculum Committee shall function in an advisory and consultative fashion in respect to the following areas of departmental operation:
1. Curriculum
2. Library and Instructional Resources

Section 3. Curriculum
All questions pertaining to curricular offerings in Sociology, to course or program requirements, and to student advisement shall be the concern of the Curriculum Committee. Recommendations for innovating, modifying, or deleting any part of the department's academic program shall be submitted to the department for voting. Within the scope of this general function fall the following requirements:
1. that an annual review of the curriculum be conducted;
2. that all members of the department be accorded full opportunity to consider and discuss -- in department meetings, individually with colleagues, and/or with the committee -- proposals for major curricular change initiated at the college or department level; this opportunity presupposes the communication of information in ample advance of deadlines for action;
3. that the incorporation of Sociology courses into special programs, sequences, or minors be handled in the same manner as other curricular decisions, i.e., with committee advice and departmental consent;
4. that all proposals for new courses or revision of courses be submitted to the committee and that copies be circulated to department members at least three days in advance of the meeting where they will receive consideration;
5. that student advisement policies be explicitly formulated and disseminated and that they be subject to periodic review.
Section 4. Library and Instructional Resources
The Curriculum Committee shall be in charge of library acquisitions and the acquisition of other instructional resources. Duties in this realm include:
1. encouraging faculty to submit requisitions for books, journals and backfiles; and processing these orders;
2. encouraging the building up of instructional resources' holdings in Sociology, especially by circulating publishers' promotional materials and other information on costs, availability and potential total faculty demand;
3. to submit regular reports regarding the status of holdings;
4. to act as liaison agent between faculty and the staffs of Milne Library and the Instructional Resources Center.

ARTICLE VIII: AWARDS AND BUDGET COMMITTEE

Section 1. Membership
The membership of the Awards and Budget Committee shall consist of approximately half of the full time department faculty. The student representative shall be excluded from discussion of student awards and honors.

Section 2. Budget
The Awards and Budget Committee is charged with the following responsibilities:
to consult with the department chair about budget related items as necessary.
to make recommendations to the department regarding any budget issues referred to the committee for consideration.

Section 3. Student Awards and Honors
The Awards and Budget Committee is charged with the following responsibilities:
1. to identify candidates for department, college, and professional honors and awards, including but not limited to, department paper awards, department senior awards, senior theses, Phi Beta Kappa, College Honors Program, and the American Sociological Association Honors Program.
2. to coordinate communications between the department, candidates, and awards and honors committees.
3. to solicit materials relevant to the merits of candidates for such wards and honors.
4. to make recommendations for awards and honors to the entire department.

ARTICLE IX: AD HOC COMMITTEES
Any business requiring committee action but falling outside the purview of the standing committees shall be assigned to an ad hoc committee. Membership in ad hoc committees shall be determined by either the chairperson's appointment or the department's election.
ARTICLE X: INFORMATION FILES

For ease of reference, the Sociology office shall maintain, in open files, copies of non-confidential reports and printouts -- concerning the operations of the department or the College -- which have been distributed by the various offices of the College, such as Records, Advisement, Summer Sessions, Institutional Research, etc. Current editions of the official documents named in the Preamble shall also be available in the department office. College newspapers shall either be distributed regularly in faculty mailboxes by work study personnel or they shall be kept on file in the office for at least an academic year. A file of instructional and research materials shall be made available in the department office.

ARTICLE XI: AMENDMENTS

The adoption of amendments to this Constitution shall require the affirmative vote by written ballot of a majority of all voting members of the Department.

ARTICLE XII: NON-COMMITTEE FUNCTIONS

Section 1. Functions
Non-Committee functions shall be as follows:
1. Colloquia
2. Student Organizations

Section 2. Responsibilities
Each non-committee function shall be the responsibility of an individual coordinator rather than the responsibility of a standing committee. These coordinators will consult with and receive guidance from the department.

Section 3. Staffing and Terms of Office
Colloquia coordinator and student organization advisor shall be elected by a majority vote of the department. Each coordinator/advisor shall serve a term of two years. Election will take place in the spring.

Section 4. Colloquia
The colloquia coordinator shall be responsible for the following:
1. recommending to the faculty sociologists and other social scientists who might be invited to the campus to speak to faculty and students at a department colloquium or to a larger assemblage of the college community;
2. soliciting participation from members of the faculty for presentations on their current study or research or for discussion of topics of general interest;
3. to plan the time and place of colloquia; and to publicize their occurrence;
4. arranging hospitalities and communicating these arrangements to other department faculty.
Section 5. Student Organizations

The student organization advisor shall be responsible for the following:
1. serving as advisor for the Sociology Club;
2. serving as advisor for the Alpha Kappa Delta Chapter, Alpha Eta of New York.

The selection and function of faculty advisors shall be in accord with the guidelines published in the College Handbook (cf. "Faculty Advisor for Student Organizations.").

The Sociology Club will elect from their members, or cause to be elected from the Sociology majors at large, student representatives to the department (in the numbers stipulated in Article I, Section 2).

Last amended December 6, 2001
I. Department Guidelines for Appointment, Term Renewal, Promotions and Continuing Appointment

II. Department of Sociology - Policy on Peer Evaluation of Teaching

III. Department of Sociology – Policy on Written Student Evaluations

IV. Department of Sociology – Student Evaluation of Faculty Instruction Form
The Sociology Department uses the following procedures to assess performance for tenure and promotion according to the campus guidelines.

**INSTRUCTION**

Instructional contributions by faculty will be evaluated by the Personnel Committee and the Chair by the following measures.

1. **Intellectual rigor**
   The assessment of intellectual vigor will be based upon:
   -- examination of course syllabi and related course material
   -- visits to the candidate's classes
   -- SOFI forms, with attention to appropriate items
   -- candidate's self evaluation

2. **Classroom Performance**
   The assessment of classroom performance will be based upon:
   -- visits to the candidate's classes
   -- SOFI forms, with attention to appropriate items
   -- candidate's self evaluation

3. **Responsiveness to students**
   The assessment of responsiveness to students will be based upon:
   -- visits to the candidates classes
   -- SOFI forms, with attention to appropriate items
   -- candidate's self evaluation

**CONTRIBUTIONS TO THE DISCIPLINE**

Contributions to the discipline will be evaluated by the Personnel Committee and the Chair using the following hierarchy as a guideline. Candidates for appointment and contract renewal should demonstrate progress toward achieving the following tenure review standards:

**Essential**

a) A record of an active, coherent, research agenda that goes beyond the dissertation.

b) Evidence of ability to conduct and publish original peer-reviewed sociological research in the form of articles or scholarly monographs or books.

**Important**

Weakness in B may be partially offset by the following (descending order of importance within categories):

c) Ability to synthesize and present existing research
   1) published authorized textbooks
   2) published edited books
   3) book reviews in professional journals
d) Additional evidence of ability to conduct research
   1. research grants from outside sources
   2. chapters in edited books
   3. papers presented at professional conferences
   4. research grants from campus sources.
   5. reprints, reviews of an citations to published works

Less Important but Considered
e) Other professional activities such as:
   sessions organized or chaired, workshops organized or led, offices
   held in professional organizations, service on editorial boards,
   service as a presider or discussant at professional conferences,
   scholarly talks given at other universities and colleges.

PROFESSIONAL AND PUBLIC SERVICE

Contributions to Professional and Public Service will be evaluated by the Committee and
the Chair by the following measures:

-- Candidate's self evaluation
-- Candidate's vita

Level of service is related to serving on departmental committees and in departmental
jobs, serving on college-wide committees, finding outlets for professional expertise in campus
and community service, and/or serving professional bodies at the regional, national, or
international level.

The Committee proposes to determine the actual point value for the candidate by having
each Committee member independently rate the candidate on the following: Instruction 1
(Intellectual Rigor), Instruction 2 (Classroom Performances), Instruction 3 (Responsiveness to
Students), Contributions to the Discipline, and Professional and Public Service. These ratings are
then averaged. The averaged ratings are subject to adjustments if the Committee feels, following
discussion, that they do not accurately reflect the candidate's contribution. Either the Committee
or candidate may request an interview to provide additional evaluation and information.
POLICY ON PEER EVALUATION OF TEACHING
Department of Sociology

Members of the department Personnel Committee will evaluate a candidate's teaching through classroom observation and examination of course syllabi, assignments, and other relevant materials the candidate wishes to supply.

At the occasion of any contract action, at least two members of the department personnel committee will observe the candidate's teaching after reviewing course materials, like a syllabus. The classes to be observed will be mutually agreed upon by the candidate and the observers. The candidate may request that he or she be observed in no more than three class sessions during any contract action (which may necessitate multiple personnel committee members observing the same class). Observation should typically take place in the fall semester. Observers will provide the candidate with feedback.

Recording (videotaping) will be allowed to substitute for classroom visitation. The instructor will arrange to have two classes in different courses recorded at the time of contract action. Recordings will be returned to the candidate after form H1 and H2 are completed by the Departmental Personnel Committee.

Teaching evaluation will be based on the following criteria.

1) Intellectual Rigor
   a) The quality and quantity of reading and writing assignments should be appropriately difficult for the course level.
   b) A range of theoretical perspectives should be presented.
   c) Students should be encouraged to examine alternative perspectives and the reasons for choosing among them.

2) Classroom Performance
   a) Teaching style should enhance rather than distract from the content of the class.
   b) The instructor should demonstrate a genuine commitment to student learning by and obvious enthusiasm and engagement with the subject matter of the course.
   c) The instructor should be aware of and sensitive to student reactions in the classroom and create an atmosphere that is conducive to learning.

3) Responsiveness to Students
   a) The instructor should be aware of and sensitive to student response to classroom activities and assignments.
   b) The instructor should be willing to make adjustments if a teaching method or assignment is not helping the students learn.
   c) Instructors may want to provide the Personnel Committee with other evidence of responsiveness such as extended office hours and advising activities or informal means of assessing student reactions such as GRUMP (Gut Reactions of Undergraduates at Midterm to Pedagogy) forms.

In addition to making individual numerical ratings of the candidate on College Form H1, the Personnel Committee will discuss their individual evaluations of each candidate and prepare a committee report summarizing the individual evaluations. This summary will go on College Form H2, the justification for Form H1. Copies of individual evaluations and numerical ratings used by the Personnel Committee will be destroyed after the final versions of Forms H1 and H2 are accepted by the committee.
POLICY ON WRITTEN STUDENT EVALUATIONS
Department of Sociology

Instructors must submit written student comments for all courses taught in the spring semester and the fall semester prior to the semester in which the instructor is being considered for renewal/tenure/promotion. The written comments must be from either the Student Opinion of Faculty Instruction form OR from the Sociology Department Student Evaluation of Faculty Instruction form. Prior to administering the form in class, instructors will tell the Chair of the Sociology Department which form they are using for student written comments.”
DEPARTMENT OF SOCIOLOGY
STUDENT EVALUATION OF FACULTY INSTRUCTION FORM

NOTE: Your comments below will be used by the Sociology Department, the College Personnel Committee and the College Administration to evaluate the teaching performance of this faculty member for contract renewal, promotion and/or tenure.

1. INTELLECTUAL RIGOR
Did you feel that this course was intellectually stimulating for you?
Did it encourage you to consider and compare different ways of understanding social life?
Can you describe how your thinking, understanding, and/or attitudes have been affected by the course?

2. CLASSROOM PERFORMANCE
Did the instructor conduct classes in a manner that helped you learn?
Did the instructor increase your motivation to learn?

3. RESPONSIVENESS TO STUDENTS
Was the instructor committed to student learning and interested, in student reactions to the course material and classroom experiences?

4. ADDITIONAL COMMENTS

MAJOR:
CLASS YEAR:
Mission:
The Department of Sociology seeks to foster the goals of a liberal education by developing in students the ability to understand and apply the sociological perspective.

Goals:

Essential:
1) The Department seeks to identify the essential skills and knowledge to be acquired by students in the Sociology major.

2) The Department seeks to review the Sociology curriculum.

3) The Department seeks to ensure that its program enhances each student’s ability to express ideas clearly.

4) The Department seeks to enhance students’ ability to apply sociology to their lives after Geneseo and outside of the classroom.

Very Important:
5) The Department seeks to identify means of assessing the essential skills and knowledge that constitute the major.

6) The Department seeks to improve advisement for careers.

7) The Department seeks to increase student awareness of international, multi-cultural and global issues.

8) The Department seeks to encourage students to pursue advanced study after their undergraduate studies.

9) The Department seeks to increase opportunities for student learning that supplement formal coursework.
1. An understanding of the discipline of sociology and its role in contributing to our understanding of social reality, such that the student will be able to:
   a) describe how sociology differs from and is similar to other social sciences and give examples of these differences,
   b) describe how sociology contributes to the liberal arts, and
   c) apply the sociological imagination and sociological concept and principles to her/his own life.

2. An understanding of the role of theory in sociology, such that the student will be able to:
   a) define theory and describe and illustrate its role in building sociological knowledge,
   b) compare and contrast basic theoretical orientations,
   c) show how theories reflect the historical and social contexts of the times and cultures in which they were developed, and
   d) describe and apply some basic theories or theoretical orientations in at least one area of social reality

3. An understanding of the role of evidence and qualitative and quantitative methods in sociology, such that the student will be able to:
   a) identify basic methodological approaches and describe the general role of methods in building sociological knowledge,
   b) compare and contrast the basic methodological approaches for gathering data,
   c) design a research study in an area of choice and explain why various choices were made, and
   d) critically assess a published research report and explain how the study could have been improved.

4. An understanding of the basic concepts in sociology and their fundamental theoretical interrelations, such that the student will be able to define, give examples, and show interrelationships among the following:
   a) culture,
   b) social change,
   c) socialization,
   d) stratification,
   e) social structure,
   f) institutions,
   g) differentiation by race/ethnicity, gender, and age,
   h) social interaction, and
   i) the self.
5. An in-depth understanding of at least one area within sociology, such that the student will be able to:
   a) summarize basic questions and issues in the area,
   b) compare and contrast basic theoretical orientations in the area,
   c) show how sociology helps understand the area,
   d) summarize current research in the area, and
   e) develop specific policy implications of research and theories in the area.


7. Capability of engaging in graduate study.

8. Ability to think critically, such that the student will be able to:
   move easily from memorization to analysis and application to synthesis and evaluation,
   identify underlying assumptions in particular theoretical orientations or arguments,
   identify underlying assumptions in particular methodological approaches to an issue,
   show how patterns of thought and knowledge are directly influenced by political-economic social structures, and
   present opposing viewpoints and alternative hypotheses on various issues.

9. Ability to write effectively.

10. Ability to speak effectively to a group.
1. Students will demonstrate familiarity with essential sociological concepts: socialization, stratification, social structure, culture, ideology, institutions, differentiation by race/ethnicity, gender and age, and deviance.

2. Students will demonstrate an ability to apply the sociological imagination to contemporary social issues.

3. Students will develop an understanding of how sociological analysis could inform policy.

4. Students will value inquiry of social inequality* focusing on the association of race, class, and gender with social inequality

5. Students will demonstrate knowledge of basic descriptive statistics, bivariate analysis, probability issues, inferential statistics, and use of statistical computer software.

6. Students will demonstrate an understanding the benefits and limitations of different data collection strategies.

7. Students will demonstrate knowledge of the basic theoretical positions and concepts of Marx, Durkheim and Weber.

8. Students will demonstrate understanding of one or more contemporary debates in sociological theory.

9. Students will demonstrate the ability to critically assess published sociological research.

10. Students will demonstrate an indepth understanding of at least one area of sociology.

11. Students will successfully identify a research question and appropriate methods for answering that question. They will write a research report and/or term papers that address this research question.

12. Students will demonstrate the ability to write effectively.
SOCL 100: Introduction to Sociology (approved 4/97)

1. Introduce students to Sociology as a way of knowing – Socl 100 will

   a. introduce students to the sociological imagination. It will help them to understand the connection between the individual and society, between private troubles and public issues.

   b. help students move from blaming the victims to identifying the social causes of individual problems.

   c. help students see the strange in the familiar. It will help students question taken for granted assumptions.

   d. introduce students to the uniqueness of the sociological approach.

   e. introduce students to the connection between theory and methods. Students should come to see the role of empirical research in making sociological statements.

   f. will help students identify the potential usefulness of sociological research by highlighting policy implications of sociological findings.

2. Introduce students to essential sociological concepts.

   a) social change
   b) socialization
   c) stratification
   d) social structure
   e) culture
   f) ideology
   g) institutions
   h) differentiation by race/ethnicity, gender, age and sexual orientation
   i) social interaction
   j) deviance
   k) basics of sociological research

3. Introduce students to essential sociological theories.

   a) functionalism
   b) conflict theory
   c) symbolic interaction

4. Improve student writing

5. Improve critical thought.
Socl 211: Statistics for Social Research (approved 3/98)
Students should be introduced to the basic measurement issues, basic descriptive statistics for a continuous variable, two continuous variables, and cross-tabulations of discreet variables), multivariate analysis, basic probability issues, inferential statistics, use of statistical computer software, and the graphic presentation of data.

Socl 212: Sociological Research (approved 3/98)
1. Each student should be able to make critical evaluations of research with reference to the following factors:
   - Advantages and disadvantages of both quantitative and qualitative research strategies
   - Adequacy and limitations of the sample
   - Appropriateness of the statistical or qualitative techniques applied to the data
   - Reliability and validity of conclusions drawn.
   - Ethical and ideological characteristics of research

2. Each student should be able to design and implement a simple research project including:
   a) Developing a research question
   b) Conducting a review of relevant literature
   c) Developing appropriate methods, including
      1) Secondary data analysis
      2) Interviewing
      3) Simple questionnaire construction
      4) Organizing and saving information in a computer data file
      5) Ethical aspects of research activity
   d) Data collection
   e) Data analysis, including the use of computer software to produce simple statistics
   f) Interpreting findings
   g) Writing a clear and concise report in standard ASA style

Socl 265: Classical Sociological Theory (approved 11/97)
The classical sociological theory students will become familiar with the basic theoretical positions and concepts of Marx, Durkheim, and Weber. At the discretion of the instructor, other issues may be added, including, but not limited to, an emphasis on the historical and intellectual context of these theorists' work or consideration of multicultural writers, like Charlotte Perkins Gilman or W.E.B. DuBois. Students will develop critical reasoning skills so that they can distinguish between the conflict orientation, functionalist orientation, and interpretive orientation to social reality.

Sod 365: Contemporary Sociological Theory (approved 4/98)
Students will be introduced to the main traditions in sociological theory that developed in the 20th century. Students will learn to identify the usefulness and limitations of functionalism, selected conflict theories (e.g. NeoMarxian theories, critical theory, and/or world systems theory) and selected microsociological theories (e.g. symbolic interactionism, phenomenology, and/or ethnomethodology). At discretion of the instructor other traditions, like exchange theory, feminist theories, and/or postmodernism may also be included. Students should develop the ability to identify theoretical assumptions and to critically assess theoretical approaches.
GOALS OF SOCIOLOGY ELECTIVE COURSES

100-Level Courses

General Goal:
To teach the understanding and use of basic sociological concepts, perspectives, and theories as preparation for upper level classes.

Specific Goals:
1. Familiarity with basic sociological concepts, selected from among the following, such that students will be able to define, give examples and show interrelationships:
   a. social change
   b. socialization
   c. stratification
   d. social structure
   e. institutions
   f. differentiation by race/ethnicity, gender, age, and sexual orientation.
   g. social interaction

2. Ability to understand the discipline and its role in contributing to our understanding of social reality such that the student will be able to:
   a. describe the uniqueness of the sociological approach
   b. apply the sociological imagination and sociological concepts and principles to his/her own life.

3. To think critically such that the student will be able to:
   a. present opposing viewpoints and alternative hypotheses on various issues.

4. To be able to write effectively.

200-Level Courses (approved 4/98)

General Goal:
To describe substantive areas of the discipline and to understand these areas by applying general sociological perspectives and theories. Assumes knowledge and skills from 100-level courses.

Specific Goals:
1. In-depth knowledge of a substantive area of sociology and familiarity with the sources of information in this area.

2. Ability to use critical thinking skills to combine knowledge of primary theoretical approaches and empirical findings in a substantive area.
300-Level Courses (approved 3/98)

General Goal:
To provide a more specialized and/or theoretical investigation of an area of study within Sociology. Assumes knowledge and skills from 100 and 200-level Sociology courses.

Specific Goals:
1. To understand one area of Sociology indepth;
2. To develop and apply sociological concepts;
3. To read and analyze sociological monographs and/or journal articles;
4. To apply theoretical frameworks to substantive areas;
5. To apply sociological skills to independently produce written works, such as detailed written research plans, a research paper, reviews of literature and/or written analysis of primary sources or data
**Basic Requirements:** \( \text{Total Credit Hours: 36} \)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Socl. 100</td>
<td>S/Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Socl. 211</td>
<td>Statistics for Social and Political Research</td>
<td>3</td>
</tr>
<tr>
<td>Socl. 212</td>
<td>Sociological Research</td>
<td>3</td>
</tr>
<tr>
<td>Socl. 265</td>
<td>Classical Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>Socl. 365</td>
<td>Contemporary Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>Socl. 376 or,</td>
<td>Senior Seminar:Selected Topic</td>
<td>3</td>
</tr>
<tr>
<td>Socl. 377 or</td>
<td>Senior Seminar:Internship Seminar</td>
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</tr>
<tr>
<td>Socl. 378 or</td>
<td>Senior Seminar:Study Abroad</td>
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</tr>
<tr>
<td>Socl. 379</td>
<td>Senior Seminar:Senior Thesis</td>
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</tr>
</tbody>
</table>

**Electives:** 18

Two electives must be 300-level courses. No more than three of the 18 total elective hours may be earned through Internships and Directed Study. No more than three of the 18 total elective hours may be at the 100-level. Internship credit hours may not be counted toward the required six hours of 300-level electives.

**Minimum Competency Requirement:**

A grade C- or better is required for each of the following courses: SOCL 100, SOCL 211, SOCL 212, SOCL 265, SOCL 365, and the course used to fulfill the senior seminar requirement (SOCL 376, SOCL 377, SOCL 378 or SOCL 379). If a C- or better is not earned in these courses, students may ONLY repeat a course once to achieve the required minimum grade.

**Note:** For students who have received credit for a statistics course in another department, the Department Chair will waive this portion of the Major under the condition students will be responsible for adding another Sociology elective at or above the 200-level to complete the required elective hours for the Major.

**Writing Requirement:**

All majors shall successfully complete the existing program requirements. Program requirements involve extensive writing in at least 83 percent of the course offerings. To complete program requirements, students are required to write a variety of papers and essays. It is the responsibility of the faculty, in consultation with the department chair, to identify students with deficient writing skills. Students identified as needing work in improving their writing will be notified at the beginning of the following semester. In consultation with their faculty advisor, the student will be required to complete one of the following options:
THE SOCIOLOGY MINOR

Total Credit Hours: 18 semester hours, including:

Basic Requirements: (9 credit hours)
Socl. 100  Introduction to Sociology
Socl. 211  Statistics for Social and Political Research OR Socl. 361 Field Research Methods
Socl. 265  Classical Sociological Theory

Electives: (9 credit hours)
Three electives of which at least two (six hours) must be above the 100-level.

- For those students who have taken an equivalent statistics course in another department, the chairperson will waive this portion of the minor under the same conditions as with the Sociology Major, such students to have the responsibility of adding another 3 hour elective course to complete the required 18 hours for the Sociology Minor.

ELECTIVES

Socl. 102 S/Intro Social Problems & Public Policy
Socl. 105 S/M/Intro. to Global Social Change
Socl. 201 Black Women in American Society
Socl. 210 Sociology of the Family
Socl. 213 Sociology of Medicine
Socl. 217 S/U/Urban Sociology
Socl. 218 Sociology of Environmental Issues
Socl. 220 U/Inequality, Class & Poverty
Socl. 225 Sociology of Gender & Sexuality
Socl. 230 S/U/Race & Ethnicity
Socl. 240 S/Sociology of Religion
Socl. 241 S/The Individual & Society
Socl 245 Sociology of Sports
Socl. 250 Sociology of Deviance
Socl. 290 Sociology of Work & Organizations
Socl. 310 Sociology of Law
Socl. 314 Illness, Self & Society
Socl. 325 Global Social Change
Socl. 333 Sociology of Education
Socl. 340 Social Movements
Socl. 347 Criminology & Juvenile Delinquency
Socl. 352 Aging & Society
Socl. 354 Political Sociology
Socl. 356 The Social Self
Socl. 358 Sociology of Emotions
Socl. 361 Field Research Methods
Education students may choose to major in education and **concentrate** in sociology, or to major in sociology and **get certified** in education. Requirements for each are as follows:

**Concentration in Sociology** with Education major (for Bachelor of Science in Education Degree - Elementary Ed. or Special Ed.)

School of Education requirements as listed on pages 205 of the 2000-2002 Undergraduate Bulletin and the following Sociology courses:

- S/Socl 100  Introduction to Sociology
- Socl. 211  Statistics for Social and Political Research
- Socl. 212  Sociological Research
- Socl. 265  Classical Sociological Theory

Four electives (12 hours) must be chosen from three of the five sub-areas listed on page 22 of this handbook. Students may take no more than 3 hours at the 100-level and no less than 6 hours at the 300-level. Courses marked with an "S/" on the list of electives may be counted for the Social Science core requirement.

**Certification in Education** with Sociology major (for Certification in Elementary Ed. or Secondary Ed.)

School of Education requirements as listed on pages 202-213 of the 2000-2002 Undergraduate Bulletin and a Sociology major as described on page 19 of this handbook.
SOCL 376 Senior Seminar Selected Topics in Sociology
This course can be taken to meet the senior seminar requirement in Sociology. It is an intensive study of a topic in Sociology not covered in depth in other courses or, alternatively, an attempt to integrate two or more paradigms or converging perspectives in the field to be studied. Students are expected to produce a research paper and present findings.
Prerequisites: 21 hours in Sociology. Credits: 3(3-0)
This 300-level course is designated for sociology majors only
a) ONE substantive/special topics/slot class is designated for "sociology majors, only" each semester, with each faculty member having an opportunity to do so - this can be determined by lottery or those people interested deciding among themselves
b) class enrollment is limited to 20 students
c) students are required to engage in a research project concerning the substantive topic of the class
d) if enrollments permit, instructor discretion can be used to allow no more than 5 non- sociology students to the class
e) students are required to make a formal presentation about their research during the course of the semester

SOCL 377 Senior Seminar: Internship
This course can be taken to meet the senior seminar requirement in Sociology. The internship is designed to provide students with some practical experience working in one of a wide range of public sector organizations within the local community. Students will also need to meet academic requirements which include readings, participation in a seminar, writing of a research paper and the presentation of findings. Prerequisites: 21 hours in Sociology. Credits: 3(3-0)
a) the sociology student MUST have completed 24 credit hours in sociology before registering for a senior internship
b) to count for the senior capstone experience, the sociology student MUST complete and submit a culminating paper to the course instructor. While the culminating paper can be in a format determined by the course instructor, it should require students to address the following items:
1) identify a specific issue within the context of the substantive course topic
2) present some form of a literature review reflecting current sociological understanding of the issue in terms of theoretical and methodological approaches
3) identify any gaps in our understanding based on the literature
4) discuss how the sociological imagination allows us to better understand and study the issue
c) students fulfilling the senior capstone experience with a senior internship MUST formally present their paper to the internship class
SOCL 378 Senior Seminar: Study Abroad
This course can be taken to meet the senior seminar requirement in Sociology. It is designed for upper level Sociology majors and is conducted in an international setting. Location and topics will vary from year to year. Students are expected to produce a research paper and present findings. Prerequisites: 18 hours in Sociology. Credits: 3(3-0)
   a) the sociology student MUST have completed 24 credit hours in sociology before requesting a study abroad course to fulfill the senior capstone experience
   b) to count for the senior capstone experience, the sociology student MUST complete and submit a culminating paper to the course instructor. While the culminating paper can be in a format determined by the course instructor, it should require students to address the following items:
      1) identify a specific issue within the context of the substantive course topic
      2) present some form of a literature review reflecting current sociological understanding of the issue in terms of theoretical and methodological approaches
      3) identify any gaps in our understanding based on the literature
      4) discuss how the sociological imagination allows us to better understand and study the issue
   c) students fulfilling the senior capstone experience with a study abroad course MUST present their paper either to the class itself or to the sociology club

Socl 379 Senior Seminar: Senior Thesis
This course can be taken to meet the senior seminar requirement in Sociology. Students are expected to prepare an original research paper on a specific sociological issue under the supervision of a faculty advisor. Prerequisites: 21 hours in Sociology. Credits; 3(3-0)
   a) it is faculty discretion to invite 1 -2 students to work on a senior thesis with the faculty member
   b) each student engaging in senior thesis research must publicly and formally present his or her project either at GREAT Day conference in the spring or at any other conference
   c) the goal is to encourage the brightest sociology students, particularly those interested in attending graduate or professional school, to engage in senior thesis projects. With eleven faculty members, there should be no need for any faculty to work with more than 1 or 2 students a year
NOTE: An honors thesis completed under a sociology faculty member would be an acceptable substitute for the senior thesis. This would be accomplished through a waiver.
Exceptions for the Statistics requirement for the major and minor:

A student who has received credit for a statistics course in another department (Econ 202, Math 242, Plsc 251, Psyc 250) should replace the three credits for Socl 211 with a sociology elective at or above the 200 level. College policy prohibits students from receiving credit for more than one 200-level statistics course.

Writing Requirement:  

[All disciplines in the College have a writing requirement for their majors. Below is the requirement that the Sociology Department has established for its majors.]

All majors shall successfully complete the existing program requirements. Program requirements involve extensive writing in at least 83 percent of the course offerings. To complete program requirements, students are required to write a variety of papers and essays. It is the responsibility of the faculty, in consultation with the department chair, to identify students with deficient writing skills. Students identified as needing work in improving their writing will be notified at the beginning of the following semester. In consultation with their faculty advisor, the student will be required to complete one of the following options:

- Satisfactory completion (C- or better) of Engl 100 College Writing I. If the student has previously completed Engl 100, satisfactory completion of Engl 200 College Writing II is required.

- Satisfactory completion of Socl 199 Writing for the Social Sciences (to be done as a directed study).
# B. A. in Sociology*
## Sample Program Outline

### FIRST YEAR

<table>
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<tr>
<th>Fall</th>
<th>Hours</th>
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### THIRD YEAR

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**Total Semester Hours --- 120**

*
This guide also includes an interdisciplinary minor and an optional internship. The interdisciplinary minors most frequently chosen by sociology majors are Criminal Justice, Legal Studies, Organizational and Occupational Behavior, Urban Studies, and Women's Studies.

** Students may elect to begin the sequences of Socl. 211-212 and 265-365 in either spring or fall semester, since all four courses are generally offered each semester.
C. Wright Mills Award
This is awarded for outstanding scholarship in sociology. Candidates will be evaluated on the following criteria (It is not necessary to meet every criterion):
   a. Outstanding overall GPA
   b. AKD (Sociology Honor Society) membership
   c. Quality of papers written
   d. Intellectual curiosity as exhibited in class/colloquium discussion
   e. Research done with faculty or independently
   f. Intention to attend graduate school

Jane Addams Award
This is awarded for community service. Candidates will be evaluated on the following criteria (It is not necessary to meet every criterion):
   a. Volunteer work with community agencies
   b. Active involvement in a social movement organization
   c. Commitment to social change as exhibited in class discussion
   d. Public Service Internship
   e. Research on public policy or social problems

W.E.B. DuBois Award
This is awarded for leadership and departmental service. Candidates will be evaluated on the following criterion (It is not necessary to meet every criterion):
   a. Service as a student representative to the department meeting
   b. Service as a student representative to a department committee
   c. Leadership of the Sociology Club
   d. Administrative Intern to the department
   e. Leadership of other campus organizations.

Promising Sociologist Award
This money award will be instituted to a promising sociologist. The department will identify the winner from a list of non-graduating majors. The criteria will be to identify a student that shows promise in sociological imagination.

Outstanding Senior Research Paper Award
Steve proposed, and faculty was in agreement, the paper award will be given to the best paper presented on Great Day. Each faculty member will submit up to two papers presented on Great Day. The written version would be submitted. No paper should be longer than 15 pages doubled spaced. The papers will be judged by a two-faculty subcommittee of the awards committee. This is awarded for leadership and departmental service. Candidates will be evaluated on the following criterion (It is not necessary to meet every criterion):
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<th>OFFICE</th>
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<tr>
<td>Elaine Cleeton</td>
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<td>6201</td>
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<td>Kurt Cylke</td>
<td>Bailey 206a</td>
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<tr>
<td>Paul McLaughlin</td>
<td>Bailey 211</td>
<td>6200</td>
</tr>
<tr>
<td>Lisa Meyer</td>
<td>Bailey 240</td>
<td>6207</td>
</tr>
<tr>
<td>Michael Restivo</td>
<td>Bailey 212</td>
<td>6210</td>
</tr>
<tr>
<td>Denise Scott</td>
<td>Bailey 239</td>
<td>6208</td>
</tr>
<tr>
<td>Yuichi Tamura</td>
<td>Bailey 241</td>
<td>6209</td>
</tr>
</tbody>
</table>

Awards and Budget: A. Eisenberg, B. Lofquist, L. Meyer (Chair), D. Scott, Y. Tamura

Curriculum Committee: E. Cleeton, S. Derne (Chair), P. McLaughlin, M. Restivo

Assessment: S. Derne and L. Meyer

College Senate: D. Scott (F15); P. McLaughlin (S16); B. Lofquist (F15) M. Restivo (S16 to S17)

Colloquium Coordinator: D. Scott

Graduate School Coordinator: A. Eisenberg

Research Council: E. Cleeton

Search Committee (ad hoc):

Social Science Core: K. Cylke

Sociology Club: W. Lofquist

AKD Yuichi Tamura
FOR QUESTIONS REGARDING:

Academic Policies
    Savi Iyer, Dean of the College, Erwin 106  5541

Class Scheduling
    Steve Almekinder, Dir. Of Records & Scheduling, Erwin 102  5566

College Bookstore
    Ashley Zaleppa, Manager  5866

Computer Equipment
    Susan Chichester, Dir of CIT, South Hall  5577

Contracts, Promotion, Tenure
    Kenneth Kallio, Interim Assistant Provost, Erwin 205  5531

Human Resources
    Julie Briggs, Asst Vice President for Human Resources
        Doty 318  5616

Degree Works (Pre-Graduation Forms)
    Kathy Gibson-Moore, Graduation Records Clerk, Erwin 106c  5543

Student – Residence Life
    Celia Easton, Dir of Residence Life, Sturges 211  5726

Sponsored Research
    Anne Baldwin, Dir of Sponsored Research, Erwin 202B  5547

Sundance Bookstore
    Fred, Manager  243-2250