

Graduate Handbook

***Binghamton University
September 2018***

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I. Program Overview and Admissions

The Program: The Doctoral Program of the Department of Sociology is distinguished by its emphasis on world-historical social science. It offers promising scholars the opportunity to pursue the critical study of political economy, culture, power, knowledge, and hierarchies of class, race, and gender. Founded in a broadly relational perspective, inquiry is guided by multiple theoretical approaches and research methodologies and addresses the interplay of the local and the global, as well as of the past and the present. Substantive research interests include, but are not limited to: labor, work, and world-scale capital accumulation; imperialism, colonialism, and diasporic formations; state formation and hegemony; social movements; racial, ethnic, and gendered forms of domination; processes and institutions of knowledge production and distribution; world-systems; alternative paths of technological and economic change and their divergent social and environmental consequences.

Within this broad framework, the Department stresses independent scholarly development, rather than standardized training in established specializations. Students are encouraged to develop their own intellectual pursuits and, in consultation with faculty, design their programs of study and select their own areas of scholarly competence. Individual programs of study generally include: introductory and advanced seminars, colloquia, and doctoral research seminars in the Department; relevant course work in other departments, programs, or schools; and considerable independent study. Students may also have occasion to collaborate with faculty on projects of mutual interest as well as through collaborative workshops and seminar series.

Admission The program relies on close working relations between faculty and students and is, therefore, kept relatively small. Applicants are expected to have a superior academic record and an informed interest in pursuing advanced studies in the Department of Sociology at Binghamton University. The program is as demanding intellectually as it is flexible structurally, and adequate preparation is indispensable. Nonetheless, prior work in a department of sociology is not essential. Preparation, for instance, in history, geography, economics, anthropology, philosophy, or political science may be just as appropriate. A working knowledge of modern languages can be especially useful. Also, exposure to mathematics, logic, or statistics may be helpful. Admissions are based on a variety of criteria. Students must submit appropriate samples of their writing that they consider indicative of their scholarly promise. Students are also asked to submit a carefully framed statement that addresses *why* they specifically want to come to the Program at Binghamton and spell out the directions that they anticipate developing in their work while here. In addition, letters of recommendation, transcripts, and appropriate standardized test scores (GRE, TOEFL) are required. Experience suggests, however, that while test scores are helpful, the writing samples along with the statement and letters of recommendation are better indicators of success in the program.

How to Apply All admission information, including electronic forms, can to be found at

<http://gradschool.binghamton.edu/ps/>. In addition, in order for an application to be considered it must include a writing sample, the statement of purpose, and three letters of recommendation. A personal interview is not required, although the Department can help coordinate campus visits. Furthermore, applicants should feel free to send questions by email to the Director of Graduate Studies or any member of the faculty specializing in research areas in which the applicant may also have an interest; for further information see the [faculty listings](#) on the department's website. The Graduate School may be contacted directly at:

Graduate School
 Binghamton University
 PO Box 6000
 Binghamton, New York 13902-6000
 (607)-777-2151
 email: gradsch@binghamton.edu

Completed applications are due January 15 for consideration for departmental funding.

II. Advising and Study Committee Formation

Student Advising Incoming students meet with the Director of Graduate Studies (DGS) in the week before classes begin and the DGS serves as the faculty advisor until students have selected their own advisor by the end of the second semester. By the beginning of the third semester, students should add a second faculty member from sociology to their study committee to advise them on their second year paper. By the end of fourth semester, students should form the study committee to advise them on their demonstration of competence in an area of inquiry. For the demonstration of competence in an area, the study committee must have two faculty members from the Department of Sociology, one of whom chairs the committee, plus a reader. The reader can be, but does not have to be a member of the sociology faculty. For the dissertation, the study committee must have a minimum of three faculty members, two of which must be members of the Department of Sociology. Emeritus members of the Department cannot serve as Chairs of the Committee and can serve only by petition to the Graduate School; for further information on committee membership see the [Graduate School Handbook](#) (<http://gradschool.binghamton.edu/fs/handbook.asp>). Committee membership, including any change in membership, must be reported to the department on the official form (Appendix A). Reflecting the transdisciplinary nature of the Program, students are also encouraged to reach out to other departments for additional committee members.

Official Communication Students receive frequent official communications from the University and the Department via email. All students *must* regularly check their *campus-assigned* email accounts. Automatic forwarding of email from a campus account to an external one (e.g. hotmail, gmail, etc.) is easy to set up through the computing center, see <http://computing.binghamton.edu/email/forwarding>. Students who forward incoming binghamton.edu email to some other email address *must* keep their email service at that forwarding address in working order: Once forwarded, email

sent to a BU address no longer resides on the BU email server and cannot be restored. Upon admission to the program all students are added to the listserv maintained by the Sociology Graduate Student Union.

III. Funding and Departmental Assistantship Requirements

Financial Aid A small number of departmental assistantships are available each year to entering students. Decisions are made in the spring semester for the following academic year. Awards are highly competitive. In arriving at a decision on admission and funding, the Department pays primary attention to an applicant's scholarly promise as indicated by submitted written work, the statement of purpose, and past academic record as indicated in transcripts and letters of recommendation. Normally, a student that meets the benchmarks for making good progress in the program, remains eligible for any additional years of funding indicated in their initial offer of admissions or for departmental support in securing funding from elsewhere in the University. See the timeline for benchmarks of normal progress in the program. The department is not typically in a position to ensure funding beyond the third year for those coming with an MA, or beyond the fourth year, for those coming with a BA. However, there are sometimes a limited number of additional teaching assistantships that become available for more advanced students. Advanced students wishing to be considered for these assistantships may apply for assistantships that may become available. Those students who have met the benchmarks for normal progress in the program will be eligible to apply for such assistantships. Graduate Assistant/Teaching Assistant awards come with a benefits package; for further information see the Office of Human Resources. The University also offers Clark Fellowships for students from underrepresented populations.

Emergency Loans The Binghamton Foundation offers emergency loans up to \$500 for Graduate students starting the first day of class. Students can go to the second floor windows in the Administration Building and apply. The window hours are 9-3 Monday through Friday. The loan is for 6 weeks and must be paid back with a service fee of \$9. The requirements include: you must be a registered student for the semester, you must have a Binghamton University ID and you cannot have any delinquent payments on the campus including delinquent loans, parking fees and library fees. If you meet all of these requirements, you can pick up a check the day after you apply. The Student Accounts Office offers a Time Payment Plan; students may be able to make special payment arrangements and must go to the Student Accounts Office to discuss this. The Office of International Student and Scholar Services (ISSS) also offers emergency loans for international students; see their information at <http://iss.binghamton.edu/>

Departmental Assistantship Requirements Students who have been awarded a funded assistantship are required to complete their courses every semester; the Graduate School will not renew their funding if they have "Incomplete" grades.

Graduate School policy (see) stipulates that if the Incomplete becomes a Withdrawn grade and, as a consequence, the student's registration drops below full time, then the student is in violation of the terms and conditions of the tuition scholarship and the tuition for the semester that course was taken is owed to the University. Students in that situation cannot be funded further by the University until that situation is rectified by payment.

Funded students must have an updated committee form on file with the graduate program administrator each year, before they can obtain their letter of appointment to the assistantship. Funded students are also expected to contribute to the intellectual life of the department by engaging in any department sponsored forums for intellectual exchange including, but not limited to, those organized through the proseminar. They are also expected to engage in any professionalization workshops offered by the department.

Funded students are assigned teaching assistantship duties in their first, second and third year. Funded students in the fourth year and beyond may be assigned to teach their own course. They are thus required to be in residence from a week before classes start until the end of examination week. Funded students must also pre-register for classes late in each semester for the following semester.

Summer Research Fellowships - Depending on departmental resources, there may be a limited number of small stipends to support research over the summer months for advanced students who receive no other summer funding. Specific requirements for eligibility and applications will be announced each fall. Those with well formulated and substantively compelling projects, with a clear idea of where they might seek additional support for their work, who are making normal progress through the program, and for whom the award would make a significant difference will be given preference in allocating such fellowships. **Dissertation Funding and Dissertation Assistantships** Students are encouraged to apply for external dissertation funding. Regular workshops are offered to assist in this process; materials from a recent workshop, including guides to finding funds and proposal writing, are in Appendix G. Major, cross-disciplinary sources include, for example the National Science Foundation, Fulbright-Hays Doctoral Dissertation Grants, and the Social Science Research Council; for an overview see the Graduate School's Grants and Fellowship webpage (<https://busi.binghamton.edu/gradadmit/cs/grantsandfellowships.asp>). Faculty members working in the student's area of research are good guides for finding funding sources in special areas of research.

In addition, a fluctuating number of adjunct teaching positions are available, on a competitive basis, to students admitted to PhD candidacy. The department also regularly awards one or more semester-long dissertation assistantship awards; award competitions are normally publicized early in the spring semester, and awards announced late in the spring semester.

Conference and Professional Activity Funding (Internal)

TKH Fund Established in memory of T.K. Hopkins, who founded the graduate program, the TKH Fund assists graduate students by subsidizing conference travel and professional activities. Applications for support should be sent to the Director of Graduate Studies. Tax-deductible donations may be made by check or campus payroll deduction to "Binghamton Foundation, TKH Fund, Account #1065795".

Graduate School The Budget Advisory Committee of the Graduate Council allocates travel grants to doctoral students. The Graduate Council's Budgetary Committee rates the applicants. For information see the Graduate School Travel Fund.

Graduate Student Organization The Graduate Student Organization Travel and Research Fund provides funds for expenses incurred in presentation of papers at scholarly conferences, and for travel in connection with research for theses/dissertations.

Rosa Collecchio Dissertation Research Fund Only doctoral students who have been admitted to candidacy are eligible to apply. The travel award must enhance the dissertation in a way that would not be accomplished otherwise. Administered by the Graduate School; see <http://gradschool.binghamton.edu/cs/rcaward.asp>.

IV. The Program of Study

Coursework: The goal of the Program is to facilitate the intellectual formation of scholars who can contribute to critical and transdisciplinary study of large-scale, long-term social change. Although the tripartite organization of the degree into course requirements, acquisition and demonstration of expertise in fields, and the dissertation, is similar to other PhD programs, each is structured in a unique way.

A first-year program is ordinarily composed of six courses (24 units). Each student's initial, personalized, program is worked out in consultation with the Director of Graduate Studies and, when appropriate, one or more faculty advisors in light of the student's preparation and interests. Students must take as part of their program four of the department's five core courses:

Soc 601: Study of the Modern World-System. Modern-world system from its origins to the present. Core-periphery relations; expansion/incorporation; the interstate system and hegemony; movements/revolutions; imperialism and anti-colonialism.

Soc 602: Contemporary Capitalism. Introduction to the political economy of contemporary capitalism, including regimes of accumulation, theories of crisis; theories of globalization; states and class formation.

Soc 603: Structural Inequalities. Global and local patterns of enduring inequalities; world-historical study of the construction of inequalities based on race/ ethnicity, class, gender, and sexuality.

Soc 604: Theoretical Studies. Social theories in relation to long-term, large-scale social change, e.g., Smith, Marx, Weber, Gramsci, their followers and critics. Division of labor; the market; status group, class, class struggle; state formation and bureaucracy; consciousness; accumulation, revolutionary social change.

Soc 605: Problems of Method. A grounding in how to think methodologically, including the discussion, of epistemologies and underlying assumptions, research design (for example, ethnographic studies, archival work, case studies versus comparisons, and the like), and the uses and abuses of evidence (identifying sources, gathering evidence, sorting evidence, and evidence in support of argument).

A second group of courses is regularly offered to cover key subject areas, including courses in the areas of political economy, inequalities, and world-systems/world-historical studies. Special, advanced topics courses are also regularly offered. A full listing of regular courses is available in the BU Bulletin; current course offerings are listed in the BU Brain system.

Departmental courses allow students to participate in seminar discussions with their cohort, to attain familiarity with different approaches and orientations, to get to know various faculty who might be part of their study committee, and to write on a diversity of topics. As part of her/his coursework, each student may include one (but no more than one) course in Independent Studies (SOC 697). If students chose to take an independent study, it would ideally be taken during the final semester of coursework, and enable the student to work with a selected faculty member in developing their second year paper or preparing for their competency in an area of inquiry..

Degree and Course Completion Requirements To earn a PhD, students who enter with BA are required to take 42 units of graded course work. After completing 42 units of graded coursework, students who enter with a BA may petition for the award of an en route Masters of Arts Degree. Students who enter with an MA must take 33 units of graded course work in sociology or in approved courses in other departments in the University. "Coursework completed" status is attained when core course requirements are completed as well as required number of units (excluding 698 and 699 credits). To apply for course completion status students should fill out the checklist and submit it to the DGS (see Appendix D). Upon completion of coursework and prior to being ABD, students enroll in Soc 698, Pre-Dissertation Research. Upon attaining ABD status, students enroll in SOC 699, Dissertation Research. "Course completed" or ABD students may enroll in SOC 698 and SOC 699 without incurring more than one credit of fees. Any other course will have fees included with it and the student will be responsible for those fees; see [the Graduate School website](#)

Demonstration of Competence (approved by faculty 11/2017)

Demonstration of Competency in the Craft of Writing for Publication

Students will demonstrate their competence in the craft of writing scholarship for publication by formulating, researching, writing, presenting and revising a paper that they could develop into a publishable paper during their second year of the program. To do so, they will form a committee of two sociology faculty members, one who serves as chair, to supervise the project. Students will identify their chair, by the end of the second semester and formulate a proposal for the paper by the start of the third semester. To support them in completing this paper, students will take a course on writing for publication during their second year. The aim of the course will be to orient students to the peer review process, familiarize students with a variety of forms that published scholarship can take, and support students in completing the initial draft of the research paper. To further support students in completing the paper, students will select one of the courses they take in their second year to use as a venue in which to workshop their paper. Upon receipt of feedback from both workshop participants and their committee, the student will then revise the paper. The paper need not be longer than 8,000 words. They will submit the paper to their committee for final evaluation by the end of the fourth semester.

The paper should formulate a compelling rationale for the project, be it an empirical puzzle or theoretical debate, elaborate a well-reasoned argument and support it with in-depth or systematically gathered evidence. The particular form that the paper takes, however, can vary, and the evidence need not be primary. The aim of the second year paper is to help students begin the process of writing for publication early on in graduate school. As such, students may want to devise their paper with an eye towards a specific scholarly publication venue. The paper should represent the beginnings of what could become a publishable paper. The decision of whether the paper passes rests solely with the committee. If, after securing their committee's approval of the second year paper, students publish their paper or submit their paper to a peer-review journal and receive a revise and resubmit, they will pass their first competency with distinction.

Demonstration of Competency in an area of inquiry:

Students will demonstrate their competency in engaging critically with scholarly debates by writing either an area paper (see appendix B for a description of an area paper) or a critical review essay directed at developing their dissertation research project by the end of their fifth semester (fall of their 3rd year). Students who elect the area paper will follow our existing guidelines for the area paper form and process.

Students who elect to write a critical review essay will form a committee of two faculty members, of which one will be the chair, by the end of their fourth semester. Students will develop a list of approximately 50 items in consultation with their committee relevant to a particular field or area of inquiry by the first week of September in their fifth semester. They will write an essay which demonstrates their mastery over and critical engagement with their chosen area of inquiry. Models for such an essay can be found in the annual review of sociology. It will give an overview of scholarship in a particular subfield as well as offer a critical reflection on that field. It should be no longer than 8,000 words.

Students will submit their demonstration of competency, whether area paper or critical review essay, by the end of the first week of December to a committee of two faculty members from the sociology department and a reader who may be from outside the department. The student will also defend her area paper or critical review essay orally to her committee and reader before the end of the fifth semester. If the committee does not pass the written or oral portion of the review essay, then the student will have the option to trigger a process of revision and re-evaluation as detailed in Appendix B.

Dissertation prospectus:

Students will form a dissertation committee of three by the end of their fifth semester. It is preferable that the dissertation committee have the same faculty members as the competency committee. The committee will be made up of the chair and at least one other member of the sociology department's faculty. If the third member is from another University, they must be someone that meets the graduate school's requirements for external reviewers (faculty at another graduate degree granting university). The student will defend the dissertation prospectus orally by the end of the third year, to their

committee of three. Faculty approved guidelines for a dissertation prospectus can be found in Appendix C. The filing of the approved prospectus confirms official admission to candidacy (ABD status).

V. Dissertation Defense and Final Examination

Dissertation Defense Students complete their program by defending a full dissertation draft after its approval by the Dissertation Committee Chair. An external examiner must be appointed for the defense according to Graduate School regulations. In the semester that the student plans to complete the dissertation, he or she must submit a "Graduate Application for Degree Form" form to the Graduate School by the required deadline. Because of the time required to give adequate consideration to the student's research, the student should submit the dissertation to the dissertation committee well in advance of the final oral defense. Normally, two months is recommended; the student should consult the committee. No member of an examination committee can be expected to participate in a dissertation defense if that member has not had at least a month to read and consider the dissertation beforehand. The final oral examination is open to any person wishing to attend. Dissertation defenses take place during the regular academic year; only in exceptional circumstances, and with the approval of each member of the student's committee, can defenses take place during summer or intersession periods.

The purpose of the Graduate Program in the Department of Sociology at Binghamton is the formation of scholars. The successful production of the dissertation attests to students' capacity to produce the type of theoretically informed and historically grounded research which will enable them to make original contributions to the fields of their interest in the future.

The Department, acting through the Office of the Vice President for Research, recommends that the University grant the PhD in Sociology when the student has fulfilled the University residence and doctoral-research requirements; passed an oral examination (the "defense") administered by the University on the topic of the dissertation; and deposited with the University a copy of the dissertation approved by the examining committee.

The fall deadline for submission of dissertations to the Graduate School is the second Friday in January. The spring deadline for submission of dissertations to the Graduate School is 10 days before Commencement. For specific dates, including the degree completion date for summer, see the Graduate School deadline list. Those who have not met the established deadlines will be required to register the following semester.

VI. Annual Review of the Graduate Program and Progress to Degree

Annual Review: The Director of Graduate Studies and the Graduate Committee conduct an annual review of the graduate program, including a review of the curriculum, funding, advising, and students' progress to degree. Students failing to make adequate progress to the degree may be recommended for a terminal M.A. degree. Normal progress to degree for those entering without an MA degree is marked by the following benchmarks (for students entering with an MA subtract a half-year of coursework):

Year One: satisfactory completion of coursework; advisor selected

Year Two: course completion, completion of second year paper

Year Three: successful completion and defense of critical review essay or area paper; and defense of dissertation prospectus

Year Four: satisfactory reports from student's committee on dissertation progress

Year Five+: satisfactory reports from student's committee on dissertation progress

These are the benchmarks referred to the funding section. Students who meet these benchmarks for normal progress in the program will remain eligible to apply for funding.

Students failing to make adequate progress will be informed in writing after the annual review. "C," "W," and "I" grades without documented, extenuating circumstances indicate unsatisfactory coursework. Students should make every effort to avoid "I" grades and be aware of Graduate School Regulations for Incomplete Grades. Failure to complete at least one area exam by the end of year four will result in a mandatory review.

Graduate School regulations on Time to Degree stipulate that students must be admitted to candidacy within five years of admission if entering directly into a doctoral program, or within five years after the award of a master's degree at Binghamton University. Doctoral candidates must subsequently complete all requirements for the degree, including the dissertation, within five years after admission to doctoral candidacy. If a student is granted a leave of absence, the period of the leave is not counted against the time limit to be admitted to candidacy. A student may petition for an extension of the time limit by submitting a request to the Director of Graduate Studies. The Director of Graduate Studies, if he or she endorses the request, then forwards it to the Graduate School for final action by the Vice Provost and Dean of the Graduate School. ABD students may apply for re-admission upon presentation of a defensible dissertation draft; if re-admitted they will be required to pay four credits tuition and fees. For further information see the Graduate School Handbook.

Leave of Absence: Under exceptional situations, students may apply for a Leave of Absence. Students on leave are excused from the registration requirement during the period of the leave. Leaves are normally granted for six months with an extension of up to one year. A Leave of Absence is granted only in exceptional circumstances, such as hospitalization or other unusual personal hardship, and requires detailed justification.

Leaves of Absence are not granted to students who wish to absent themselves to undertake thesis or dissertation research elsewhere. If possible, requests for Leaves of Absence should be submitted one month prior to the semester for which the leave is requested. A leave of absence cannot be taken for a semester that has already begun.

VII. Grievance Procedures:

If a student has a complaint about a grade or other academic grievance, the first step is to talk to the instructor involved. If the matter is not settled satisfactorily, the student should contact the department chair about the complaint and submit the complaint through the formal grievance procedure established by the department (see Appendix C). The department decision may, if the student still feels aggrieved, be appealed to the Graduate School Grievance Committee (see Grievance Appeals Procedures)

VIII. Student Representation

Sociology Graduate Student Union: The Sociology Graduate Student Union allows students to contribute to the decision-making process regarding graduate education, as well as participate in the planning of departmental events. SGSU members serve as representatives for Sociology graduate students both within the Department and University wide. As the SGSU is intended to serve the interests of all Sociology graduate students, all students in residence are encouraged to participate.

Graduate Student Representation Following departmental bylaws, graduate students are represented on the Graduate Committee and in the Department Meeting.

IX. International Student Information

The department makes every effort to attract and retain international students. This includes close liaison with the Office for International Student and Scholar Services. International students should review and be especially attentive to US immigration regulations, including SEVIS requirements and full-time certification. To retain their US visa status international students must remain in good standing, which means, among other requirements, no "Incomplete" grades that become "Withdrawn" grades; Federal regulations state that international students must register as full time, so "Withdrawn" grades usually signal registration that falls below full time status thus leading to an immigration violation. On this and related matters see the web pages and resources of Office of International Student and Scholar Services. Contact information:

E-mail: iss@binghamton.edu

Phone: 607-777-2510

Office location: Nelson Rockefeller Center Room G-1.

X. Forms

- Sociology Department Committee Membership (see Appendix A)
- Graduate Application for Degree Form <http://www2.binghamton.edu/grad-school/new-and-current-students/academics/index.html>
- Essential Forms for International Students, from ISSS <http://iss.binghamton.edu/forms/index.html>
- The Graduate Student Organization Travel and Research Fund Application Form <http://www2.binghamton.edu/grad-school/new-and-current-students/current-students/cost-aid-funding/travel-research-travel.html>

XI. Useful Web Links:

BU Links

- *Sociology Department* <http://sociology.binghamton.edu>
- *Email forwarding:* <http://computing.binghamton.edu/email/forwarding>
- *Graduate School Handbook* <http://www2.binghamton.edu/grad-school/new-and-current-students/graduate-school-manual/manual-grievance-procedures.html>
- *BU Brain* <http://www.binghamton.edu/self-service/>
- *Office of International Student and Scholar Services* <http://iss.binghamton.edu/>
- *BU Bulletin* <http://bulletin.binghamton.edu/>
- *BU Student Handbook* <http://studenthandbook.binghamton.edu/>
- *Fernand Braudel Center* <http://www.binghamton.edu/fbc/>
- *Graduate Student Organization* <http://gso.binghamton.edu/>
- *Campus Directory Search (people)*
<http://www.telecom.binghamton.edu/directory/directory.search>

External Links

- [American Sociological Association](#)
- [International Sociological Association](#)
- [Political Economy of the World-System Section ASA](#)

Appendix A – Committee Form

Binghamton University Department of Sociology Committee Form

Name: _____

Program Admission Date: _____ with BA or MA (circle one)

.....

<u>Committee</u>		
<u>Printed Names</u>	<u>Signatures</u>	<u>Date</u>
Chair: _____	_____	_____
Faculty Member: _____	_____	_____
Faculty Member: _____	_____	_____
Faculty Member: _____	_____	_____
Faculty Member: _____	_____	_____
Faculty Member: _____	_____	_____
Faculty Member: _____	_____	_____
Faculty Reader: _____	_____	_____

Comments:

* All Second Year Paper Committees and Critical Literature Review/Area Paper Committees must consist of a **minimum of two (2) faculty members from the BU Sociology Department**. The Critical Literature Review/Area Paper Committee must also have one (1) reader who may be, but does not have to be, a faculty member of the BU Sociology Department. All Dissertation Committees **must** consist of a **minimum of three (3) faculty members, two of which must be from the BU Sociology Department**. If a faculty member drops from this Committee the new faculty member being added must sign and date this form. A copy of this form **must** be given to the Graduate Program secretary in LT410 at the end of your 2nd semester in the program (preferably with at least the Committee Chair's name completed and signed appropriately) and again by the end of your 4th semester in the program (with all other Faculty Member names completed and signed appropriately.) **Any questions regarding completion of this Form should be directed to your Committee Chair or the Director of Graduate Studies.**

Appendix B – Competency Revision Process

(Approved by the faculty meeting in March 2014)

In the event that a student does not pass their area paper or critical literature review, they may initiate the following process to revise and re-evaluate their competency in an area of inquiry.

Step. A. If the committee by at least a two of the three decision (with the reader as the tie breaker if necessary) decides the paper needs revisions, the student shall have an additional month to submit a final draft acceptable to all committee members. If the committee is unable to schedule a defense within this specified time, the student may contact the Director of Graduate Studies to expedite the defense.

B. If the revised submission is still deemed unsatisfactory, barring major extenuating circumstances, the committee recommends that the Director of Graduate Studies bring this matter to the next meeting of the Department's Graduate Studies Committee. The student may also request a member of SGSU or faculty member not already on the committee be present as an advocate in this meeting during the "open" portion. Following the "open" portion of the meeting the GSC goes to "closed" session (without students) to deliberate. The option to convene a new committee is only available once per student per area paper.

Appendix C – Dissertation Prospectus Guidelines

(approved by faculty in AY 2015-16)

What is a dissertation prospectus?

A dissertation prospectus is a description about (1) what your research is about, (2) why it is important, (3) what you know about what other scholars have argued about the subject, (4) how you are going to pursue the research, (5) chapter outlines, and (6) list of references. It should be written clearly and concisely, with its length between 10-15 pages. Field-specific technical language should be kept at minimum or explained when used.

(1) What is your research is about?

What is the research problem or research question? State this in one sentence, which indicates you have a clear idea about what you are going to investigate. Then describe it further by identifying the empirical cases that represent the research question(s).

(2) Why is your research important?

Explain why your research problem is significant to investigate. How does it enhance our knowledge in xxx field? Are you proposing a theoretical innovation, studying an under-researched subject, or employing a novel methodological approach?

(3) What do you know about what other scholars have argued about the subject?

This is where you describe the “position” of your proposed research, i.e., how your study relates to the existing scholarship. Discuss what the relevant literature is, what the contending theoretical approaches and claims have been made, and how you agree or disagree with the extant arguments. You also need to offer your own theoretical statement here, however provisional it might be (Yes, we understand that your argument is going to be altered after you come back from the field research).

(4) How are you going to pursue the research?

Describe your methods of investigation, i.e., how and what cases/data/information will be selected, collected, and analyzed. Make sure your research methods and data collection are explicitly linked to your research problem. Prepare a time table that specifies each stage of your work and the expected completion date. Obviously this can only be a “best guess.”

(5) Brief description of dissertation chapters

Provide the structure of the proposed dissertation and include an anticipated chapter outline.

(6) References

Identify the works that are central for your research problem. These references are to display the thoroughness of your preliminary investigation of the problem, the location of the problem in a field of inquiry, and the present state of the scholarship in the field.

Appendix D – Competencies (before 2018)

Binghamton University
Sociology Department
September 2013

GUIDELINES FOR THE DEMONSTRATION OF COMPETENCE WITH AREA PAPERS

(can apply to students who arrived prior to fall of 2018)

The purpose of the Demonstration of Competence is to construct the broad fields of inquiry that will form the context of the student's future research and teaching. Unlike the dissertation, which presents research in order to answer specific questions, the area papers are intended to map the terrain in which the student will work. A useful way to proceed may be for students to ask what they see as the major focus of their teaching and research over the long term, which are the issues and authors that they wish to engage, and what gives these areas of inquiry their scope, coherence, and significance. The demonstrations of competence are an important opportunity for students to organize the framework in which they will develop and present their work. The substantive content or subject of the area shapes how students present themselves to the wider public. Equally important is the process of constructing the areas that provide experience and skills that will enable students to reorganize their research and teaching as it evolves in the future.

The "Demonstration of Competence" written presentation and oral examination are distinctive to the program of graduate study in sociology at Binghamton. Each candidate for the PhD demonstrates competence in A field (or areas) of scholarly inquiry. The writing of the areas normally follows the completion of required course work and precedes the presentation of a dissertation prospectus. After broadly determining the field, the candidate forms a committee of faculty members who provide guidance and advice. Committees are normally made up of two faculty members from the Sociology Department, one of whom will be the Chair, and a reader who is also a faculty member of the Sociology Department. Additional faculty from Sociology or other departments may be included as members. The candidate is encouraged to have discussions with these faculty in the course of determining and constructing the area well in advance of the defense. A date for the session(s) shall be set by mutual consent, provided that it is a minimum of four weeks following the distribution of all supporting documents to all members of the Committee. Exceptions to this rule will be made only with the consent in writing of the Director of Graduate Studies, and for truly exceptional reasons. The candidate may demonstrate competence in the a session (normally one hour each).

To demonstrate competence, the student prepares a set of written materials for each field, designed to show (1) breadth, scope, and depth of knowledge and understanding of the field of intellectual inquiry; and (2) ability to express complex ideas (of a methodological, theoretical, and historical sort) in a clear and concise way. The student

is asked to define and elaborate the nature and scope of these fields (or areas), and to display – through written work and oral presentation – a working knowledge and understanding of the chosen fields.

In general, a specific field (or area) begins with a challenging intellectual problem or question. The candidate must define the parameters of the two separate fields that are neither too broad (i.e., encompassing more than can reasonably be considered a specialized area of research and teaching) nor too narrow (i.e., restricting the focus to a highly specialized topic or issue). The candidate must be prepared to defend the chosen definition, scope, and coherence of the field.

Area papers generally start with an exposition of what the topic is and why it is worth writing about. The student should then review the literature that she thinks will serve as the essential building blocks of her field, and conclude with a discussion of how this review/ critique/ perspective helps in understanding the world, in evaluating the relevant literature, and in pursuing research. The student should bear in mind that an area paper is not meant to be an exhaustive treatment of the field, but a mapping of the terrain and a determination of the direction one would like to take in a continuing exploration. (Titles of articles in the *Annual Review of Sociology* may offer some indication of the scope of a field.) The research, thinking, and writing of each area paper should ordinarily take no longer than six months. The student would be expected to defend both areas, submit a dissertation prospectus, and earn ABD status within eighteen months of course completion.

If writing two area papers, the two fields must be substantively and analytically distinct. One field *may* be defined in terms of temporal-spatial boundaries of historical analysis. It is not, however, appropriate to define both fields in this manner. For each separate field of inquiry, the student is asked to present (1) an *analytical overview of the area* (as described above), which can usually be achieved within 30 to 40 pages, and (2) *supporting papers*. Supporting papers may be original work; ordinarily, they are papers already submitted for courses. They should demonstrate the candidate's ability to conduct research in the field. These can take the form of position papers or "reflections," historiographical essays on particular topics, research papers, notes and commentaries, presentations of materials, and the like. However, the sum of these papers should indicate the candidate's ability to translate the broad outlines of the conceptual fields into concrete, intelligible research and analysis. In addition, the candidate must include (3) an *extensive bibliography* of relevant published materials. This bibliography must be coherent, comprehensive, inclusive of the defined area, and relatively broad. It must be organized in terms of issues, problems, debates, etc. and should not simply be an alphabetical listing of books and articles.

The candidate should also submit evidence of ability to design a course. Normally this can be done by preparing and submitting (4) a detailed *outline or syllabus* with readings for a specific course of instruction for each of the chosen fields. Candidates may think of these courses as advanced graduate seminars that focus on relatively narrow topics. The candidate should be prepared to defend the logic, coherence, and conception of

the proposed course along with the order of presentation and the chosen reading materials.

If the faculty committee decide that the candidate has not yet demonstrated competence in the chosen field(s), they will suggest what kinds of further evidence (whether written or not) would be necessary to complete this stage of advancement toward the PhD degree. The candidate will submit a dissertation prospectus within six months of the Demonstration of Competence.

To support students in meeting these goals in a timely fashion the graduate program will provide optimum conditions, beginning with the orientation meeting conducted by the DGS at the time of matriculation. In the course of their study, students will be encouraged to (a) think through their particular research questions and (b) identify faculty who might serve as resources and as members of their committee in the process of defining their fields of inquiry. Once students start developing their working relationships with advisors and/or committee-members, the DGS will additionally facilitate negotiations between students and members of their future committee. The committee members will assume increasingly greater responsibility in orienting and aiding students in preparing their two areas of study and they are expected to cooperate during the research and writing process, giving timely feedback and guidance. By the time they are course completed, students should have a fairly developed conception of the content and parameters of their two fields of inquiry.

Appendix E – Sociology Department's Grievance Procedures

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SOCIOLOGY DEPARTMENT'S GRIEVANCE PROCEDURE FOR UNDERGRADUATE AND GRADUATE STUDENTS

The following grievance procedure is a two-stage process to resolve alleged unfair grading procedures or alleged unfair disciplinary actions taken by a faculty member against a student, or other matters not already addressed by existing grievance procedures (cf. Appendix). The first stage is comprised of several INFORMAL STEPS designed to reach mutual agreement between the parties. In the second stage, FORMAL STEPS are undertaken in which the complaint is considered by a GRIEVANCE COMMITTEE.

I. Informal:

- A. The grievant should attempt to find satisfaction first by discussing the matter with the faculty member involved.
- B. If no mutually agreeable resolution is reached during stage I A, the grievant may seek mediation through the Department Chair (or the Undergraduate or Graduate Director, who may serve as the Chair's designee). If the Chair or Chair's designee is the respondent, that is, the person against whom the grievance is directed, then to avoid a conflict of interest the Undergraduate or Graduate Director may serve as the mediating agent.
- C. When complaints and concerns are resolved through the informal process to the satisfaction of both the grievant and the respondent, any written materials that may have been part of mediation shall be disposed of. The department shall keep the original of any written agreement signed by both parties.

II. Formal:

A. Filing A Grievance:

* If the above-mentioned informal procedures do not result in a resolution, the grievant may file a formal written complaint, submitted to the Department Chair (or Undergraduate or Graduate Director if the Chair is respondent.)

* A formal complaint must be filed before the end of the semester following the semester during which the incident being grieved occurred. This time frame is in keeping with the university policy that "graded work not returned to students should be kept for one semester following the end of the course, to allow a means of evaluating the work of students who ask that a grade be reviewed." Summers do not count as semesters.

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* Within ten working days of the receipt of the written complaint, the Chair (or designee) will forward a copy of the formal complaint to the respondent(s), and may forward a copy to the Assistant Dean for Academic Affairs (or Dean's designee). The Chair also forwards copies to the members of the Grievance Committee along with a request that they convene a meeting.

B. The Grievance Committee:

* The Grievance Committee shall be a departmental standing committee composed of three faculty and two students. The committee shall determine its chair.

* The Grievance Committee Chair will schedule the hearing within 30 working days from receipt of the complaint at a time which does not preclude the attendance of either party--save that the period between the end of the spring term and the beginning of the fall term shall not be counted and the first 15 working days of any semester shall not count toward the 30 days.

* Parties will be provided at least five working days notice of the hearing date.

C. The Hearing:

* The grievant and the respondent have the right to challenge the impartiality of any member of the committee. The other members of the committee shall decide by secret ballot whether that member shall be disqualified for that hearing. The grievant and the respondent have the right to bring one person (who is present in a non-participating capacity) to the hearing.

*A quorum shall consist of a majority of the members of the Grievance Committee with the proviso that at least one faculty and one student be present.

* Both parties shall be present during the hearing and may participate in Parts One and Two of the hearing. If either party is not present and there is reasonable doubt as to whether the notification of the hearing was received, the hearing should be postponed and a second notification should be made. At the beginning of the hearing, the Chair should introduce all those in attendance, ask if anyone has questions about procedures, and assure both the grievant and

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respondent--that both may participate in Parts One and Two and that the hearing will not conclude until they are both satisfied that they have had ample opportunity to speak.

* The hearing shall consist of at least three Parts:

1. The initial presentation of the grievance by the grievant followed by discussion focused on the grievance.
2. The presentation of the respondent's response to the grievance followed by discussion focused on clarifying the response.
3. The assessment of the evidence by the Committee and the formulation of a recommendation to the concerned parties.

* No one other than committee members shall be present during part three and no new evidence may be introduced at that time.

* The Hearing should be tape recorded and written Minutes should be made with sufficient particularity to allow for review by the appeal agent.

D. Decision of the Grievance Committee:

- * The decision of the Committee will take place in part three of the hearing and shall be put in the form of a written recommendation to the Chair (or the Chair's designee if appropriate) of the department. The decision will be based on an open vote by all members of the Committee in attendance. The recommendation shall be based on a vote of the majority of the members present. Those members of the Committee who do not concur with the majority decision have the right to append a minority report to the recommendations.
- * Within five working days of the hearing, the Committee Chair will send a written report of the committee's recommendation to the Chair of the department. The Department Chair will make his/her decision and within 10 working days after receipt of the Committee's recommendation, shall notify all parties, including the Assistant Dean for Academic Affairs. This written decision will include a description of the appeal process:

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- Within twenty working days of notification of an action at the department/program level either party may appeal to the Assistant Dean for Academic Affairs (or Dean's designee), or in the case of a graduate student, to the Graduate Council Grievance Committee. (Graduate Grievance Procedures are outlined in the Graduate School Student Handbook.) The Assistant Dean may establish an ad hoc committee to hear the appeal. For undergraduate students, the Dean shall serve as the second and final level of appeal. A student may appeal beyond the Dean to the Provost/Vice President for Academic Affairs if the appeal is based on due process. Under special circumstances, the Dean may serve as the first level of appeal.

APPENDIX

Categories of Grievances at Binghamton

I. NON-ACADEMIC: "In charges brought against any SUNY-Binghamton student for alleged infractions of non-academic rules and regulations, the University judicial system adjudicates. Charges must be in writing and delivered in person or by certified mail to the college/community coordinator (residential cases) or the judicial affairs coordinator (nonresidential cases)." Complete procedures are in Rules & Expectations.

II. CONTRACTUAL: Faculty/Professional and Classified Staff Grievances: All Union agreements provide the procedure for grieving disputes concerning the interpretation, application or claimed violation of a specific term or provision of the contract, as well as for a claim of unjust discipline.

III. DISCRIMINATION: Binghamton University has adopted the grievance procedures entitled "Grievance Procedure for Review of Allegations of Discrimination," established by the State University of New York, for "investigation and resolution of allegations of unlawful discrimination on the basis of race, color, national origin, religion, age, sex, disability, marital status, or sexual orientation." The Affirmative Action office handles these complaints. Initial claims of discrimination may be handled in the department. However, formal charges of discrimination should be directed to the Affirmative Action Office.

IV. ACADEMIC:

A. Academic Dishonesty: Acts of plagiarism, cheating, or falsification of research data are referred to the appropriate committee for adjudication. For undergraduates that committee is the Harpur College Academic Honesty Committee; for graduate students it is the Graduate Council Grievance Committee.

B. Professional Standards Committee: This Faculty Senate Committee is charged to: "1) in cases which are not matters of grievance of discipline under provisions of the Collective Bargaining Agreement, to consider all sides of issues involving professional conduct, and to seek a resolution or to recommend appropriate action to assure high standards of professional conduct;" ["Faculty By-Laws" Article VIII, in Handbook for Faculty & Professional Staff]

C. Student Discipline Inside the Class: "Any instructor may exclude from attendance any student who, in the instructor's judgment, has seriously impaired the class's ability to achieve the objectives of the course. On the other hand, disciplinary action by a faculty member that the student considers arbitrary or unjust may be appealed. Schools and departments have established procedures for student grievances. [Handbook for Faculty & Professional Staff]

APPENDIX (continued)

Categories of Grievances at Binghamton

D. Complaints Concerning Grades: The Bulletin states that "students wishing to register a complaint about alleged unfair grading procedures should speak with their instructor or the appropriate department chair." The Handbook for Faculty and Staff and the Rules and Expectations indicate that "each department or school has established procedures to handle grievances concerning grades and other academic concerns."

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Appendix F - Course Completion Checklist

Name: _____

Date: _____

___ Four of Five Core Courses (new/old numbering) for students entering Jan 1, 2007 or later::

- ___ 601 World-Systems
- ___ 602 Contemporary Capitalism
- ___ 603 Structural Inequalities
- ___ 604 (previously 607) Theoretical Studies
- ___ 605 (previously 608) Methods

___ Total course credits:
If entered with a BA: 42 credits
If entered with a MA: 33 credits
[Excludes 698/699]

Appendix G - Grant Workshop Materials (September 2011)

Appended below are two selections from materials used in the department's grant workshops from 2006-2007. The first is a list of websites that assist in finding and writing grants, provided by Professor Martin; the second is a longer guide to writing a grant proposal by Professors Feldman and Palat.

Proposal Writing:

Michael Watts/Berkeley: Dissertation Proposal Workshop
<http://globetrotter.berkeley.edu/DissPropWorkshop/>

SSRC: The Art of Writing Proposals
http://fellowships.ssrc.org/art_of_writing_proposals/

Foundation Center: Short Proposal Writing Course:
<http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html>

The Art of Grantmanship by Jacob Kraicer
<http://www.hfsp.org/how/ArtOfGrants.htm>

Columbia: Proposal Writing Tips
http://www.cumc.columbia.edu/dept/gsas/ac_programs/writing.htm

The Most Common Errors Made in Research Proposals and Applications (Indiana University)
<http://www.indiana.edu/~gradgrnt/proposal-writing-and-research-resources/the-most-common-errors-made-in-research-proposals-and-applications/>

NSF guide to proposal writing
<http://www.nsf.gov/pubs/1998/nsf9891/nsf9891.htm>

Finding Funding, examples:

ASA funding links: <http://www.asanet.org/funding/index.cfm>

SSRC <http://fellowships.ssrc.org/overview/>

Ford Foundation database: <http://www.fordfoundation.org/grants/search>

APSA funding links: http://www.apsanet.org/content_3115.cfm

University Guides:

BU, esp COS: <http://gradschool.binghamton.edu/cs/grantsandfellowships.asp>

MSU: [Michigan State University Libraries - Grants for Individuals : Writing or Subvention](#)

UofI, IRIS: [Education and Research Funding: Grants, Scholarships and Fellowships](#)

Berkeley, Scholarship Connection <http://scholarships.berkeley.edu/>

Area studies example, UPenn on Africa: http://www.africa.upenn.edu/Grants/menu_Grants.html

UCSC, Sociology:

<http://socialsciences.ucsc.edu/administration/development/Government%20Grants/Graduate%20Student%20Research/Socio-fellows.php>

RESEARCH PROPOSAL GUIDELINES

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May 11, 2007

The name of the proposal writing game is iteration, revising, over and over again, to make your points as clearly and as cogently as possible. This means removing all the extra words, the unnecessary specification, the refining adjectives, and the subordinate clauses from the final text.

A good proposal must grab the reader's interest; provide them with a straightforward statement of what you will be going, and a clear idea of how you will do it. They need to finish reading the proposal knowing it is interesting and, perhaps most importantly, doable in the way and time that you suggest. Clarity is a must!

Remember, not all questions deserve to be answered with long-term and expensive research, some issues are already known if informally, others are simply not interesting or substantively important. Thus, not all gaps in an area or discipline need to be filled. However, if you think something is not adequately understood or is substantively important, justify that claim and outline an exciting proposal that convinces readers that you are correct in your presumption. The proof of a topic's merit is what you must make clear to the reader.

The purpose of encouraging you to write a research proposal rather than a conventional term-paper is to compel you to think about an idea that intrigues you and then begin to imagine how you might go about refining and exploring it. Such an exercise should serve as a guide for a future grant application. In a research proposal you are asked to describe **what** you would like to investigate, **why** you have chosen a particular focus for study, and **how** you intend to organize the research and writing. It is also important to situate your study so the **where** question needs to be specified and ought to include the sources of data and how you plan to access or collect it. It is important as well to give the reader a sense of the temporality of your study, when and for how long do you plan to carry out the project. Your aim is to convince the reader (and yourself) that your topic is worth pursuing, that your project is feasible, and that all aspects of the project are carefully thought through.

The proposal should be approximately 10-12 pages long and should include a list of references. Below are some *suggested* subheadings that might help ensure that you cover all the bases of a good proposal. These are *only* suggestions and your particular proposal may deviate from the format outlined below. However, whatever format you use, it would serve you well to address, in one way or another, the issues we identified above and elaborate below.

1. Hypothesis or Animating Substantive Question

The first section of the proposal should have a brief statement that explains the problem you intend to examine, including the substantive claim/claims put forward in your research project. It should define the problem: what is it that you intend to investigate; what are the main organizing concepts you intend to use in your study; and

what is the expected outcome. Clarity in a good opening paragraph should be sufficient for this task. Make this a positive statement rather than an explanation of what you will not be going to address in your research.

A good operational principle is that small is good and/or less is more. As we know, a small question, when fully elaborated, often mushrooms into a large set of theoretical and empirical issues. Thus, a small focused question or hypothesis is often an excellent way to initially situate your research. The archival experience or fieldwork will undoubtedly contribute to expanding your focus, so, at this point, it is best to propose something that is focused and doable – the actual project, once you begin it, will do the elaboration for you!

This section should be brief, clear and interesting. You need to grab the reader as they are likely to be reading many other proposals at the same time and you want them to remember and be excited by yours. Moreover, the proposal is likely to be the very first piece of your work that your readers will encounter, and the first impression they will have of your work. It is perhaps the most difficult section to write and you will likely revise it many times. Most often the final iteration will come only after you have completed writing the other sections since it is usually at that time that you are in a position to actually “see” the entire project spelled out.

2. Significance

In this section, you should seek to convince your readers of the importance of your proposal and how it might contribute to an academic debate or solve a practical problem: why is it important that the research be carried out; what inadequacies in current theories or practice do you intend to challenge; will your work further our theoretical knowledge, or will it bring new empirical information to light; what are the ramifications if your hypothesis is supported by your research; who are the people who would benefit from, or be interested in, your study; and/or what larger issues will be illuminated by your research. To be sure, most people define their project with the assumption that there is a gap in existing knowledge or information that you seek to fill. If this is the basis of your significance, you might want to ask yourself if some gaps may exist because they are not worth filling. In other words, provide a positive substantive rationale for your argument and its significance.

Here it is important **not** to overestimate the importance of your research but to convince your readers (and potential sources of support, whether financial or institutional) that you are realistic in your goals and that you are not exaggerating the significance of the project. At the same time, you want to convince them that, among competing claims, your proposal merits support. So, you should not be too modest either.

3. Background

This section of the proposal should provide the reader with enough information to understand the purpose and need for the proposed study and indicate that you are adequately prepared to conduct the research. It is important to identify the frontiers of knowledge in your chosen area in order to situate your research in an ongoing debate. This foundation for your project helps the reviewer understand how your research is to be constructed and puts your study in the context of what is known or not known. Eventually, this section may provide the basis for a background chapter or, in some cases, may be the basis of the study itself.

Examine the main theoretical approaches to the subject of your research and show either their inadequacies, or how they may profitably be extended. This is your opportunity to flesh out the points you signaled in the section on significance: to display the work already done and how you propose to go beyond the existing literature/paradigms. This section serves to a) delimit the research problem by providing a specific, narrow focus for the study and a clear definition of the problem; b) identify new and creative approaches (ie., what could be done that hasn't yet been done); c) avoid sterile approaches (ie., identifying approaches that have not yielded satisfactory results); d) provide insights into methods (refining methods, measures and other techniques for the study); and e) consider the suggestions of earlier researchers on what needs to be studied and how.

4. Argument

Outline the argument/arguments with which you will support your main contentions and the assumptions and presuppositions on which they are based.

This section must clarify the theoretical framework you have chosen and make explicit, for both readers and yourself, the assumptions on which it is based. This is particularly valuable since it compels you to identify the assumptions, values and premises that will be the unexamined starting points of your study. This section should include definitions of the central terms of your inquiry that may not be clear to your readers and also explain why particular questions or factors may be excluded from the scope of your study (e.g.; problems of access to sources or perhaps have been explored elsewhere or not salient given your specific purpose).

5. Research Procedures and Methods

This section should explain the procedures you intend to follow in your study. It is necessary to define the specific questions to be answered in operational terms. Inevitably, aspects of your research design or strategy will be developed as the research progresses, but this section should be as complete as possible in detailing the procedures you intend to use in collecting data and should highlight what precautions you will take to ensure objectivity, reliability, and validity. While it is not necessary to discuss the reliability of standard techniques and sources of data, any study of reliability or validity or agreement among specialists on the experimental procedure you have chosen should be recorded. For instance, do you intend to conduct a survey? If so, how will you structure it: what questions will be asked; how many people will be interviewed; what methods will you use to process the data; are there alternate methods of collecting information; why have you chosen a particular method; what are its limitations?

If you are using archival data, have you garnered permission to access particular files? What responsibilities do you have to the library, museum or source of the archival material and how will these be met? If there is a chance that your access will be compromised, how will you account for this in your dissertation and other public documents and publications?

6. Sources of Evidence

In this section, you should state the types of evidence that you intend to assemble in your study and where these sources are located. If you have any prior experience working with the type of material you choose to use, it would be appropriate to mention it here. Also, if you have experience with a particular archive or organizations that you expect to work with, or permissions from them for access to materials or for support, make it clear in this section.

More generally, use this section to explain the sources you expect to use such as archives, newspapers, secondary historical material, theoretical texts and/or commentaries on them, interviews, or participant observation. It is also useful to identify other possible data sources (e.g., archival material printed or on microfiche and their availability). Importantly, if the sources require linguistic competence, it is absolutely necessary to let the funding agency know that you have the linguistic competence to consult the relevant sources and if have you worked with such sources before. If yes to the latter, what additional work is required for your project? Moreover, if there are possible problems with access to these sources, how do you propose to overcome such obstacles.

7. Time frame for Research

Indicate a tentative schedule for your research. Set targets for each part of your work. This section should reaffirm in your reader's mind that you have completely thought through your research project and that the strategy that you outline is feasible and not overly ambitious.

Give dates by which you plan to complete each segment of your research including the writing up of your results. Be realistic in terms of the tasks you set for yourself. Anticipate some obstacles and give yourself some leeway. However, do not ask for an unrealistically long period of time, since most fund agencies expect dissertation research to be completed in between nine and eighteen months with write-up taking another year.

8. Annotated Bibliography

In this section you should list the types of literature relevant for your study. You might consider grouping them thematically, rather than alphabetically. Using this strategy, that is grouping the books and articles that you intend to read by subject matter, helps to indicate your broad familiarity with the field and will allow you to justify, in a sentence or two, the importance of a particular body of existing scholarship, that is, indicate the major theoretical approaches to the theme and identify the major texts and schools of thought.

This section should be focused, not exhaustive, and show the reader that the areas you identify are the key ones for the research you are proposing. You do not have to have read all the works you list but surely some of the key sources should be used as the basis for your project. Remember, you have not yet done the research.