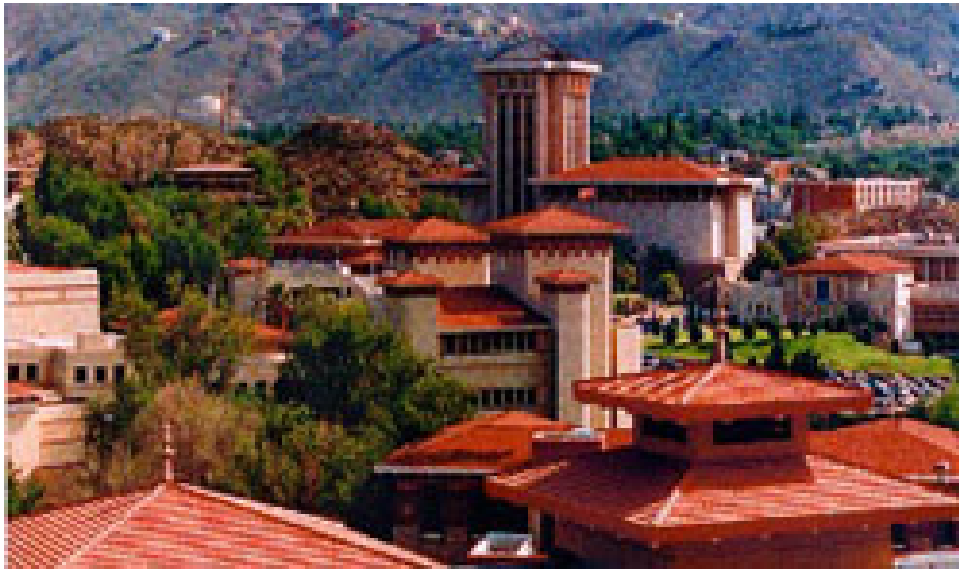


The University of Texas at El Paso

Master of Arts in Sociology Guide to Graduate School



Guide to Graduate School

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Guide to Graduate School

The Department of Sociology and Anthropology University of Texas at El Paso

Why a Graduate Degree?

As any faculty member of the Department of Sociology and Anthropology would tell you, graduate school can be one of the most inspiring and fulfilling experiences of your life. It is during this time that you, as a graduate student, will really come to learn what academia is all about. During the course of your graduate career, you will be exposed to new topics, ideas, and even “ways of thinking” through challenging (and fun!) classroom discussions with faculty and small groups of fellow students, as well as through specialized readings. As a graduate student, you are also given much more freedom in terms of gaining knowledge about the topics and issues that are most important to you. Both through course work and in writing the thesis or doing an applied project, you will make fundamental decisions about where you will devote your intellectual energy. The challenge and excitement of obtaining a Master’s degree in Sociology will also enable you to better understand not just your society, but also yourself and where you fit into society. A graduate education will also provide you with experiences and knowledge that will help you to chart a course for your career, as well as to provide you with many of the essential skills you will need to achieve your goals.

How is Grad School different than Undergrad?

Perhaps the first difference you will notice between your undergraduate and graduate classes is the number of fellow students in your class. Typically, a graduate class contains five to fifteen students, and is held only once per week as a three hour “seminar.” Such a small class size affords much greater opportunity for intellectual discussion, evaluating the relative merits of various ideas, and an overall greater understanding of what is “known” about a given topic. While these discussions are exciting, challenging, and sometimes spirited, they also require rigorous preparation on the part of students (as well as professors!). Therefore, one of the keys for success in graduate school is to be ready and willing to discuss assigned reading material in class. This requires extensive time and effort to not just “read” but also to “understand” and to identify questions and concerns to discuss during classes. If you find yourself consistently lacking the time or motivation to complete the readings and participate in class, you should plan to meet with the graduate advisor or relevant faculty members as soon as possible.

A second key difference compared to your undergraduate experiences is that you will come to learn how social science research is done – that is how knowledge is created and developed. Once you have become exposed to the fundamentals of social science research you will find that you are much more skilled in evaluating the

strengths and weakness of any piece of social research. Therefore, you will have a much stronger basis upon which you can understand and discuss class readings and make sense of this research for yourself. By developing the ability to critique knowledge, you have also cultivated the ability to make better decisions based on available information for any job you might eventually take. Furthermore, while you will become a more sophisticated “consumer” of information, you are also learning how to “produce” information by creating your own project.

What is Required for Admission?

To gain admission to the Master’s program in sociology, you need to have obtained a Bachelor’s degree from any accredited U.S. college or university, or the equivalent from any foreign university. Your undergraduate major may be from any field, so even if you don’t have a background in sociology, don’t let that prevent you from applying. Both foreign and domestic students are encouraged to apply for the MA.

To apply you need to first gain admission from UTEP’s Graduate School [applications can be picked up in person (201 Administration Building), or mailed to you (call 915-747-5491), or filled out on line (<http://www.utep.edu/graduate/>)]. You will need to have all undergraduate transcripts submitted (if credits are accepted into your UTEP transcript, this will be sufficient), the names and telephone numbers of three references, the “statement of purpose,” as well as personal and academic information. Once your application to the Graduate School is completed, they will forward it to the graduate advisor in the Sociology/Anthropology department, who will then contact you. An official statement of admission requirements are included elsewhere in this Guide.

What is Required for Graduation?

The requirements for the MA degree in sociology entail 27 hours of coursework (9 classes) and 6 hours of thesis or applied project report coursework, for a total of 33 total hours. Of these classes, there are five required courses: Graduate Professionalization in Sociology, Social Theory, Quantitative Methods, Qualitative Methods, and Advanced Measurement and Inference. The remaining four classes are electives. Throughout their coursework, students must maintain a 3.0 GPA. In addition to successful completion of courses, to obtain the MA degree students must write and defend a thesis or do an applied project report (see below). An official statement of MA degree requirements are included elsewhere in this Guide.

What is a Thesis or Applied Report?

A thesis or applied project report is the culminating moment of any graduate student’s career. The thesis is a written work that demonstrates advanced and original knowledge and research about any sociological topic of interest to the student. The thesis need not be especially long. 50-100 pages is a rough guideline (though not a guarantee), depending on topic, method, and committee. But the thesis will require

more time, effort, and desire on the part of the student than any comparable undergraduate term paper. However, students are not sent out on their own to write their thesis. Rather, the thesis will be written with a substantial amount of guidance and assistance from each student's thesis committee (usually 3-4 faculty members), especially the thesis committee chair.

The applied project report is similar to a thesis, and the discussion in the previous paragraph applies to it. The difference is that the applied project report format allows for more flexibility in kinds of activities leading up to the project and the ways in which it is reported. The applied activities may be application of sociological knowledge to specific private sector, governmental, non-governmental organization, or public issues and activities, creation of original and in-depth pedagogical materials, or other, similar applications of knowledge. The activity, products created in that activity, and the kinds of sociological concepts and knowledge acquired and applied in them, then forms the basis of a report, which may be one unified document or a portfolio. The formatting of the document or portfolio items must be acceptable to both the project advisor and the departmental graduate advisor. The project report is written with a substantial amount of guidance and assistance from each student's project committee (usually 3 faculty members), especially the project committee chair.

Graduate School Milestones

Full-time students can complete all the requirements for the MA in four semesters. This includes all coursework, the thesis/project proposal, defense of the thesis/project, and submission of required forms to the graduate school and Sociology/Anthropology department. All three components for graduation are addressed in more depth below. It is important to meet all required deadlines by the correct date, and submit the correct forms. UTEP's Graduate School has webpages that have all deadlines (<http://graduate.utep.edu/preparing.html>) and university-required forms (http://graduate.utep.edu/forms_for_masters_students.html and <http://graduate.utep.edu/current.html>). URLs change, so please be sure to identify the correct, up to date URL to obtain deadlines and forms.

Coursework Requirements

All required courses will be offered at least once in any given two year period, and students will also have ample opportunity during this time to complete the three elective courses. Below is a sample of the coursework for a full time graduate student (9 hours per semester).

Possible Coursework Sequence

Semester 1: Professional Development in Sociology; Qualitative Methods; Elective I

Semester 2: Advanced Measurement & Inference; Social Theory; Elective II;

Semester 3: Quantitative Methods; Elective III; Thesis/Project I (thesis/project activity proposal)

Semester 4: Elective IV; Thesis/Project II (thesis/project report defense)

As you can see, three semesters of full-time study are sufficient to complete nearly all of the required coursework. However, many students do not attend full time, but rather may take either 6 or 3 hours (or even decide not to take classes during a given semester). Taking classes part-time is very common, though it may mean that students take longer to complete the degree.

Thesis/Project Requirements

In addition to completing coursework, students must also spend time developing a thesis/project topic, composing a thesis/project committee, setting up thesis research or securing an activity for applied work such as an internship (the setting up process includes getting human subjects permission from the UTEP institutional review board), doing the actual thesis research or project activity, and writing a thesis or project report during this time. Because the thesis or project report is a large and time consuming sequence of steps, students should consider making a timeline of the various stages necessary for completing the thesis or project and tailor this timeline to their own needs and expectations. Below is a sample timeline for a full-time student who expects to graduate in two years. Students should first consider if they want to do a thesis or an applied project report, although this is not a rigid decision until 24 credits are reached.

Sample of Thesis Timeline

Semester 1: Thesis Topic

Students should develop a fairly firm idea of the topic they wish to pursue for their thesis by the end of the first semester. The topic may be spurred by course readings and seminars, discussions with faculty and other students, or from preexisting students' interests. Identifying a topic and developing it into a clearly defined thesis topic will entail a considerable amount of reading, and perhaps several periods of trial and error.

One fruitful way to develop a thesis topic is to learn about faculty members' current research interests and base your thesis on an on-going research project or current interest of a faculty member. This strategy is highly encouraged because it will better ensure students the kind of training they need to identify viable research questions, how to formulate hypotheses and methods, how to analyze data – and is more likely to produce a desirable outcome in terms of finishing the thesis on time and getting results published.

To learn about the interests of faculty members, consult the time schedules to see what classes they teach, read some of their publications, check out the departmental website and individual faculty websites – or simply introduce yourself and get to know us!

Semester 2: Thesis Committee

By the middle of the second semester, students should identify a thesis committee chair, and by the end of the semester the remaining two or three committee members. To identify a chair, students should learn as much as possible about the research interests and expertise of all sociology and anthropology faculty members, and identify a chair based on these issues and having developed a comfortable working relationship with the faculty member in question. Committee chairs should be compatible with students, mindful of the career objectives of students, and they should cooperate with students when selecting other members to minimize potential difficulties. Supplementary committee members should be identified based on similar

criteria. Remember that one member of the thesis committee is required to be from outside the Sociology/ Anthropology department. Please recognize that any given faculty member may be unavailable to participate in thesis committee work for a variety of reasons. After composing their thesis committee, students will submit the "Preliminary Program of Study" to the graduate school.

Semester 3: Thesis Proposal

At the beginning of the third semester, students should be ready to give a formal "thesis proposal," which is simply a hearing or meeting between the student, all of the thesis committee members, and the graduate advisor that formalizes the specific requirements for each student's thesis. At this time the student will have written the first part of the thesis, which typically includes a "statement of the research problem," review of relevant research ("lit review"), and discussion of what the remainder of the thesis will entail, such as testing of hypotheses, a method of research, and how analyses of data will be performed.

The statement of the problem and lit review are usually written as separate chapters, but may be combined into a larger whole. In any event, to address these issues the thesis proposal should (a) identify the subject of the research the thesis will undertake, (b) make an argument as to why this subject is worthy of scholarly attention, (c) summarize prior research that is relevant to the current project, and (d) identify how the current project will "fit" into the corpus of existing research. As an example of such statements, students could examine the introductory chapter of a scholarly book, the opening sections of a research article, or previous successfully defended theses (in the chair's office).

While the first part of the thesis proposal addresses "why" the thesis research will be undertaken, the second part of the thesis proposal pertains to "how" this research will be performed – in essence a statement of the "research method." Thus, the thesis must provide a clear and unambiguous discussion as to (a) the specific research hypotheses or questions that will be addressed, (b) the variables in these hypotheses or questions, (c) how these variables will be measured or observed using actual data and observations, and (d) how these data will be analyzed.

Students should realize that writing the thesis proposal will usually take several drafts and a great deal of verbal and written communication with all committee members, especially the thesis chair. Before the thesis proposal hearing, all committee members should have had ample opportunity to read and comment on the proposal. **All committee members should be in basic consent to the thesis proposal in advance of the student's scheduling of the hearing, meaning that they agree with the research intentions of the thesis, the method, and all other parts of the thesis as to this point.** Therefore, the thesis committee members should communicate any major problems with the proposal to the student in advance of the thesis proposal hearing, and perhaps a new draft will be written before the thesis is actually formally proposed. Students should be advised that this process requires close and careful communication with all committee members.

The purpose of the thesis proposal is to clearly and unambiguously identify for both students and committee members the specific requirements for a given student's thesis, and to frankly discuss any issues of concern. Small modifications to the requirements of the thesis may be made after the proposal with the approval of all concerned parties; however, extensive revisions should not be made. At the completion of a "successful" thesis proposal meeting, the student, committee members, and graduate advisor will sign a statement to the effect that the proposal has taken place, and this statement as well as a copy of the thesis proposal will be placed on file with the graduate advisor. Typically students are enrolled in Thesis I at the time of their thesis proposal.

Semester 4: Thesis Defense

During their fourth semester, full-time students may "defend" their thesis. The thesis defense is typically the final milestone for completing the MA, and it is here that the criteria established for the thesis proposal are fulfilled. Students must remember that writing the thesis will entail several drafts, many revisions, and close contact with all committee members, especially the thesis committee chair. Typically, students will work primarily with the thesis chair as new chapters are written and revisions are made. Periodically, and depending on their expertise and desires, students should supply preliminary thesis drafts to the other committee members as well and incorporate their feedback into subsequent revisions. Once the thesis chair feels that that all requirements for the thesis have been adequately addressed, the students should submit this draft to the remaining committee members and address any concerns these members have (perhaps with written revisions to the thesis). When all committee members are satisfied with the thesis, a formal hearing called a "thesis defense" will be scheduled and held. The thesis defense consists of a meeting between the student, thesis chair, all other thesis committee members, and any other interested faculty or students.) During the thesis defense, the thesis committee chair and other committee members will discuss with the student the relative merits of the thesis and address any issues of concern. Other faculty and students may also have the opportunity to comment on the thesis. If all thesis committee members deem the thesis as acceptable, then the "Thesis Defense" form will be completed and submitted to the graduate school. Students must be enrolled in Thesis II at the time of their thesis defense.

Recommended Reading

Bolker, Joan (1998) Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis. Owl Books.

Note: This book is highly recommended. Don't be put off by the fact that it focuses on a dissertation. It is equally applicable to the thesis.

Madsen, David (1991) Successful Dissertations and Theses: A Guide to Graduate Student Research from Proposal to Completion. Jossey-Bass.

Sample of Project Timeline

Semester 1: Project Topic

Students should develop a fairly firm idea of the project area, theme, or topic they wish to pursue by the end of the first semester. The topic may be spurred by course readings and seminars, discussions with faculty and other students, from contact with organizations or activities outside the university, or from preexisting students' interests. Identifying a topic and developing it into a clearly defined applied project topic will entail a considerable amount of reading and conversation with non-university organizations, and perhaps several periods of trial and error.

One fruitful way to develop an applied project topic is to learn about faculty members' applied activities and connections and base your topic on an on-going activity or current interest of a faculty member. Another way is to take your own involvement with organizations and activities to a faculty member to discuss possible projects. Either way, this strategy is highly encouraged because it will better ensure students the kind of training they need to identify the ways that sociology concepts and knowledge apply to a specific practical activity, and is more likely to produce a desirable outcome in terms of finishing the project on time, providing good reports or activities to stakeholders, and getting results published (if relevant).

To learn about the interests of faculty members, consult the time schedules to see what classes they teach, read some of their publications, check out the departmental website and individual faculty websites – or simply introduce yourself and get to know us!

Semester 2: Project Committee

By the middle of the second semester, students should identify a project committee chair, and by the end of the semester the remaining two (or three) committee members. To identify a chair, students should learn as much as possible about the applied interests and expertise of all sociology and anthropology faculty members, and identify a chair based on these issues and having developed a comfortable working relationship with the faculty member in question. Committee chairs should be compatible with students, mindful of the career objectives of students, and they should cooperate with students when selecting other members to minimize potential difficulties. Supplementary committee members should be identified based on similar criteria. Remember that one member of the thesis committee is required to be from outside the Sociology/ Anthropology department. Please recognize that any given faculty member may be unavailable to participate in project committee work for a variety of reasons. After composing their project committee, students will submit the "Preliminary Program of Study" to the graduate school.

Students may also want to begin to identify an applied activity involving a specific private sector, governmental, non-governmental organization. This is because the applied activity may require setting up highly specific arrangements (e.g., internship or work, product activities and outcomes, access to or limits on knowledge)

that will involve positive but also careful and thoughtful negotiations between the student, the project advisor, and the non-academic applied participant(s).

Semester 3: Project Proposal

At the beginning of the third semester, students should be ready to give a formal “project proposal,” which is simply a hearing or meeting between the student, all of the project committee members, and the graduate advisor that formalizes the specific requirements for each student’s thesis. At this time the student will have written a brief project summary, which typically includes a statement of the applied theme, relevant non-academic goals and contexts, and relevant sociological concepts and knowledge, which will include a review of relevant research (“lit review”), and discussion of what the remainder of the final project report will entail and include.

The first part of the proposal should (a) identify the subject of the applied activity the thesis will undertake, (b) make an argument as to how sociological concepts and knowledge apply to it, (c) summarize prior research that is relevant to the current project, (d) identify how the project will result in useful contributions to non-academic people/communities/organizations, and (e) when relevant, identify what sort of insights this case of application might provide to applied and/or scholarly sociology.

While the first part of the proposal addresses “why” the applied project will be undertaken, the second part of the proposal pertains to “how,” “where,” and “for/with whom” this activity will be performed. Thus, the proposal should describe the main features of applied activity, and its target outcomes, involving a specific private sector, governmental, non-governmental organization, or public issues and activities, creation of original and in-depth pedagogical materials, or other, similar applications of knowledge. The applied activity may require setting up highly specific arrangements (e.g., internship or work, product activities and outcomes, access to or limits on knowledge) that will involve positive but also careful and thoughtful negotiations between the student, the project advisor, and the non-academic applied participant(s). All of this should be clear and agreed on at this stage, though by mutual agreement of student, non-academic entity, and advisor, they can change.

Students should realize that writing the proposal will usually take several drafts and a great deal of verbal and written communication with all committee members, especially the chair, and also non-academic partners. Before the proposal hearing, all committee members and non-academic partners should have had ample opportunity to read and comment on the proposal. **All committee members and non-academic partners should be in basic consent to the proposal in advance of the student’s scheduling of the hearing, meaning that they agree with the applied project conceptualizations, activity plans, potential outcomes or products, and all other parts of the project as to this point.** Therefore, the committee members should communicate any major problems with the proposal to the student in advance of the proposal hearing, and perhaps a new draft will be written before the project is actually formally proposed. Students should be advised that this process requires close and careful communication with all committee members and non-academic partners. The proposal

defense only involves the academic committee members and the student, so the project advisor must carefully and fully represent the goals, interests, and concerns of non-academic partners (with whom they must have close consultation).

The purpose of the proposal is to clearly and unambiguously identify for both students and committee members the specific requirements for a given student's project report (and related activities and products), and to frankly discuss any issues of concern. Small modifications to the requirements of the project may be made after the proposal with the approval of all concerned parties; however, extensive revisions should not be made, or a new project proposal put forward for review and approval. At the completion of a "successful" proposal meeting, the student, committee members, and graduate advisor will sign a statement to the effect that the proposal has taken place, and this statement as well as a copy of the proposal will be placed on file with the graduate advisor. Typically students are enrolled in Non-Thesis Project I at the time of their proposal.

Semester 4: Project Report Defense

During their fourth semester, full-time students may "defend" their project report. The defense is typically the final milestone for completing the MA, and it is here that the criteria established for the proposal are fulfilled. Students must remember that writing and assembling the report will entail several drafts, many revisions, and close contact with all committee members, especially the committee chair. Typically, students will work primarily with the chair as new portions are written and revisions are made. Periodically, and depending on their expertise and desires, students should supply preliminary drafts to the other committee members and non-academic partners as well and incorporate their feedback into subsequent revisions. Once the chair feels that all requirements for the project report have been adequately addressed, the student should submit this draft to the remaining committee members and address any concerns these members have (perhaps with revisions to the report). When all committee members are satisfied with the report, a formal hearing called a "project report defense" will be scheduled and held. The defense consists of a meeting between the student, chair, all other committee members, and any other interested faculty, students, and community members [with permission of the project chair.] During the defense, the committee chair and other committee members will discuss with the student the relative merits of the project report and address any issues of concern. Other faculty, students, and community members may also have the opportunity to comment on the project report. If all committee members deem the project report as acceptable, then the "Project Report Defense" form will be completed and submitted to the graduate school. Students must be enrolled in Non-Thesis Project II at the time of their defense.

Recommended Reading

Price, Jammie, Straus, Roger, and Breese, Jeffrey, eds. (2009) Doing Sociology. Case Studies in Sociological Practice, Rowman & Littlefield.

Official Requirements for Admission

The Department of Sociology and Anthropology University of Texas at El Paso

1. Admission is based on the entire record of the applicant and availability of departmental resources.
2. Students must submit a completed admissions form to the UTEP graduate school, including references and statement of purpose.
3. A bachelor's degree from an accredited U.S. university or proof of equivalent education at a foreign institution. Generally, students should have a 3.0 (B) grade point average, or equivalent, particularly in sociology courses and over the last sixty hours of undergraduate work.
4. The department also grants a limited number of teaching and research assistantships to selected graduate students. Other forms of financial assistance are also available. For further information please contact the graduate advisor.

Official Requirements for MA Degree

The Department of Sociology and Anthropology University of Texas at El Paso

The following are the requirements for the 33-hour MA in Sociology degree program:

1. Each candidate must take SOCI 5311 (Professional Development in Sociology), SOCI 5312 (Advanced Measurement and Inference), SOCI 5320 (Quantitative methods), SOCI 5322 (Qualitative Methods), and SOCI 5328 (Social Theory).
2. No later than the completion of 24 credits in the program, the student shall declare to the Graduate Advisor in writing her or his intention to choose the thesis plan or the applied non-thesis plan. Students may change between plans, but should be aware that this may result in taking additional credit hours to complete the degree. More information on the specific expectations of the thesis plan and the applied non-thesis plan is available from the Graduate Advisor.
3. Students enrolled in the thesis plan must enroll for at least one semester in SOCI 5398 (Thesis I) and SOCI 5399 (Thesis II) and successfully defend the thesis before the thesis committee while enrolled in SOCI 5399. Each thesis course can only count once toward the total number of hours needed for the degree. Thesis committees consist of at least two departmental representatives and one member from outside the department.
4. Students enrolled in the applied non-thesis plan must enroll at least one semester in SOCI 5396 (Non-Thesis Project I) and SOCI 5397 (Non-Thesis Project II) and successfully propose and defend the thesis before a committee while enrolled in SOCI 5397. Each non-thesis project course can only count once toward the total number of hours needed for the degree. Project committees consist of at least two departmental representatives and one member from outside the department.
5. In addition to required courses, candidates must take twelve hours minimum of elective course work. Students may take up to six credits of undergraduate and/or graduate independent study course work (see items 6 and 7).
6. Candidates may pursue a minor in anthropology. Candidates taking this option must obtain the consent of the graduate advisor and his/her thesis director, and may take up to 9 hours of advanced anthropology courses from the list of advanced undergraduate course approved for graduate credit (in this instance, students are exempt from the limitations in item 5). The plan of anthropology courses must be approved by the graduate advisor and the thesis advisor, once assigned. Additional requirements are listed in item 7 below.

7. Undergraduate courses and independent studies approved for graduate credit will count toward the degree only by permission of the graduate advisor and thesis advisor, once assigned. To use an undergraduate course for graduate credit, the following additional work is required: additional reading of original scholarly books and articles above and beyond textbooks; additional written work such as research on specific topics or hypotheses, literature reviews, or identifying research problems in specific areas; and at least five additional meetings with the professor to discuss the added requirements and their completion.
8. Each candidate will submit a suitably bound thesis or project report that must be approved by the candidate's committee and placed on file in the Department and two additional bound copies in Graduate Student Services.
9. Candidates will be allowed only one grade lower than a "B" in any graduate and undergraduate courses taken for graduate credit. No grade lower than a "B" will be accepted in a required course. Candidates must maintain a minimum 3.0 GPA.

Graduate Course Descriptions

UTEP Department of Sociology and Anthropology

Please note that course listings and descriptions change over time. This is current as of May, 2014. Please check the Graduate Catalog (on-line) or with the department for up-to-date listings.

5311 Professional Development in Sociology

This course introduces students to major components of their professional roles as MA students and MA degree graduates. These include: (1) developing a professional CV, surveying job opportunities for Sociology MAs, and engaging in a professional job search; (2) engaging in professional writing, such as abstracts, peer reviews, job applications, professional papers, and applied documents; (3) developing skills at substantive and constructive criticism, such as peer reviews; (4) applying social sciences in public and private sector settings; (5) developing teaching skills, such as goal setting, syllabus construction, lecture and discussion strategies, and assessment strategies.

5312 Seminar in Advanced Measurement and Inference

Introduction to techniques of multivariate analysis commonly used in sociology including multiple regression, logistic regression, regression diagnostics, and non-parametric techniques.

5320 Seminar in Quantitative Methods

Focus on understanding, interpreting, and critically evaluating information obtained from quantitative methods and the sampling procedures these methods employ, including a general overview of relevant social science research methods.

5322 Seminar in Qualitative Methods

The field research process from initial project proposal to the final report including the integration of the planning, execution, and analysis phases.

5328 Social Theory

Major social theories from the early modern era to the present, with four themes: connections between philosophical traditions and social theories; basic assumptions and arguments of social theories; linkages between social theories and research approaches; linkages between social theories, social policies, and social practices.

5340 Seminar in Demography

Causes and consequences of trends in fertility, mortality, and migration.

5341 Special Graduate Topics

A course organized to investigate special topics and current issues of significance to sociologists. May be repeated for credit when content varies.

5348 Seminar in Criminology

Social context of criminal law and criminal justice; theories of crime and treatment programs.

5355 U.S.- Mexico Borderlands in Change

The study of social, economic, and technological change in the Borderlands. Transborder networks and nationalistic policies are compared; the border maquiladora industry is studied.

5365 Seminar in the Sociology of Education

Application of sociological theory and research to American education; present educational problems and possible solutions.

5390 Individual Studies

Prerequisite: Department approval.

5396 Non-Thesis Project I

This course is to be taken by students in the Applied Non-Thesis Plan. In this course, students will propose to their committee their applied plan of activities, have it approved, and begin those activities.

5397 Non-Thesis Project II

This course is to be taken by students in the Applied Non-Thesis Plan. In this course, students will complete their applied activities, write a report on those activities as an application of sociology, and have the report accepted by their committee. Enrollment in this course is required at the time of submission and approval of the project; the course may be repeated through the date of completion. Prerequisite: SOCI 5396.

5398 Thesis I

Initial work on the thesis, including the thesis proposal.

5399 Thesis II

Continuous enrollment required while work on the thesis continues. Students must successfully defend the thesis before the thesis committee while enrolled in SOCI 5399
Prerequisite: SOCI 5398.

Expectations & Evaluation of Teaching Assistants & Research Assistants

The Department of Sociology and Anthropology University of Texas at El Paso

The positions of Teaching Assistant and Research Assistant (TA/RA) are one of great importance and value; both for the individual students and for the faculty members with whom they work, as well as for the Department of Sociology and Anthropology as a whole. The central purpose of assistantships (TAs/RAs) is to foster mentoring relationships between faculty members and student TAs and RAs, as well as to broaden students' educational experience more generally, and better socialize them to the academy. Students are selected as TA/RAs based on their academic accomplishments and goals, and their potential to make future contributions to scholarship.

Because the academic goals of TA/RAs are paramount, all faculty-assigned work must significantly relate to the student's academic development. For RAs this means that all work must relate to a well-defined program of research, and that students must receive credit for this work in terms of publication of research in any venue, including conference presentations and any printed form. Agreements between RAs and faculty must be specific and mutually agreed-upon. For TAs, all work must relate to faculty teaching responsibilities, and such work may include (but is not limited to) attending the faculty member's classes, drafting and grading exams, recording and computing grades, holding office hours and review sessions, proctoring exams, substitute teaching, and library work as it pertains to faculty teaching responsibilities. In no cases may faculty ask or imply that TA/RAs should perform any duties not related to, respectively, faculty teaching and research responsibilities. Any concerns or discrepancies about duties on the part of either TA/RAs or faculty should be brought to the attention of the departmental chair or graduate advisor. Each semester, relevant faculty members will complete the "Job Duties Checklist for Faculty and TAs" (see p. 21) for each student TA assigned to them. Departmentally assigned RAs have variable duties, and the Graduate Advisor and the faculty supervisor will compose a case-by-case Job Duties Checklist for them.

The Department of Sociology and Anthropology seeks to make offers of TA/RA support during the late spring or early summer prior to the beginning of the fall semester in which the appointment begins. Such offers are ordinarily for four (4) semesters for Master's students, contingent upon funding and student's progress. Typically, the offer will be for the nine (9) months that coincide with the academic year. TA/RAs will ordinarily be appointed to 20 hours per week, making them eligible for medical/insurance benefits and for non-resident tuition waivers for themselves and their dependents.

The Department of Sociology and Anthropology will complete a simple evaluation of the departmentally-supported TA/RAs each year, based on student's fulfillment of duties and other academic progress, which will be maintained on file. All TA/RAs have the opportunity to review and discuss their respective evaluations. In cases where the poor performance of students warrants the interruption of support during the course of the academic year, or where support will be discontinued after one year for Master's students, such student will be given ample notice and provided will a clear explanation of the reasons for the decision and be given an opportunity to appeal. This policy applies not only to teaching assistants and research assistants, but also to assistant instructors and research associates.

Job Duties Checklist for Faculty and TAs

The Department of Sociology & Anthropology

Prepare individually for each student, each semester.

DUTY	HOW OFTEN?	EXPECTED DATES?
Attend classes		
Read textbook or other assignments		
Take attendance		
Take class notes		
Maintain class records		
Maintain office hours		
Conduct review or lab sessions		
Lead or conduct classes or group exercises		
Show films or videos		
Prepare teaching materials		
Communicate with students on-line		
Grade homework		
Grade essays/papers		
Grade exams		
Write exam questions		
Proctor exams		
Prepare mid-semester grades		
Help in computing final grades		
Develop or maintain course website		
Library Research		
Teacher and Assistant Notify Each Other of Dates Affecting Duties (e.g., Travel)		

Required & Other Forms and Deadlines

The Department of Sociology and Anthropology University of Texas at El Paso

UTEP's Graduate School has webpages that have all deadlines (<http://graduate.utep.edu/preparing.html>) and university-required forms (http://graduate.utep.edu/forms_for_masters_students.html and <http://graduate.utep.edu/current.html>). Be sure to consult these pages, because **you must meet deadlines and you must use the correct forms**. URLs change, so please be sure to identify the correct, up to date URL to obtain deadlines and forms. Forms that are purely departmental (i.e., thesis/project proposal and teaching assistantship application) may be obtained from the graduate advisor. Copies of all departmental forms are included in this Guide.

1. Master's Committee form (found below)

After completing 12 hours of graduate study and before the thesis/project proposal defense, the student uses this item to form their thesis/project committee. It not only lists committee members, but provides useful guidance for student and advisor on how to choose the advisor and committee. This form can be used for changes in advisor or committee members, or for recording major changes of topic.

2. Degree Plan form (available from the Graduate School)

Typically submitted by the end of the first year for full-time students (or after 18 hours of coursework for part-time students), the form identifies all classes taken and those still necessary to complete the degree requirements, as well as the thesis/project committee members. This form is submitted to the graduate school.

3. Thesis/Project Proposal form (found below)

Completed following a successful thesis/project proposal meeting, this form formalizes the requirements for each student's thesis/project and is signed by the student, all committee members, and the graduate advisor. This form is purely departmental and, along with a copy of the thesis/project proposal, is placed on file with the graduate advisor.

4. Application for Graduate Degree form (available from the Graduate School)

This form is submitted during the semester the student will graduate with the MA, and requires the signature of all committee members, the graduate advisor, and a diploma fee. This form is submitted to the graduate school.

5. Graduation Final Degree Plan (available from the Graduate School)

This form lists all the courses you have taken and how they fit the required curriculum for your MA. It is an important check to make sure you have completed all courses required for the degree.

6. Thesis/Project Defense Completion form (available from the Graduate School)

This form certifies that the students has successfully completed a thesis or project report and defended it at a formal meeting. This form requires the signature of all committee members and is submitted to the graduate school.

7. Thesis Formatting Guidelines and Template (available from the Graduate School)

Only theses must be deposited via the Graduate School. They must adhere to these important formatting guidelines. Project packages are not subject to these requirements, but must be acceptable to the project advisor and the departmental graduate advisor, and must be deposited with the departmental graduate advisor and the department chair.

8. Teaching Assistant (TA) Application form (found below)

This form is only required for those graduate students who desire to become teaching assistants (TAs). All current graduate students, as well as those who are still in the application process, are eligible to apply for teaching assistantships. This is purely a departmental form and is submitted to the graduate advisor.

9. Teaching Assistant (TA) Waiver of Non-Resident Tuition Rate form (available from the Graduate School)

This form is only required for TAs who are residents of a state other than Texas or who are residents of foreign nations. This form requires the signature of the departmental chair and is submitted to the graduate school.

10. International Student Visa Forms (available from Office of International Programs)

New DHS guidelines specify that all full-time and part-time international students, including those from Mexico, must have a student visa (F-1). This type of visa is also required for international students who will work as Teaching Assistants (TA). Before obtaining the student F-1 visa, students will need to obtain the form I-20 from the Office of International Programs or the Graduate School. All questions should be referred to the Office of International Programs.

A final note for international students, each August UTEP conducts a special **English language course**, called the Intensive ESL for Graduate Students, which covers speaking, reading, and writing skills, and TOEFL review. This intensive non-credit English course is designed specifically for UTEP graduate students and typically costs \$100 for 75 hours of instruction.

MASTER'S COMMITTEE FORM

The Department of Sociology and Anthropology

University of Texas at El Paso

After completing 12 hours of graduate study and before the thesis/project proposal defense, the student should form their thesis/project committee. In choosing a thesis/project advisor, students should consider **academic factors** (theoretical orientation, methodological strengths, geographical area of expertise) as well as **personal factors** (dependability, rapport, ease of communication). Other committee members are chosen by the student in consultation with the advisor.

Three committee members are required, but more are allowed (more than 5 is not recommended). The committee must contain one "outside member"; this can be either a UTEP faculty member from another department, or a faculty member from a different university, although the advisor should be consulted on logistics in that case.

The information below may be modified by the student at any time prior to the thesis/project defense. In the event of substantial modifications (i.e., change of topic, advisor, or committee members), a new form should be submitted, to be kept on file by the Graduate Advisor and thesis/project advisor (if changed, the new advisor).

Name of student: _____ **Date:** _____

Working title of thesis/project: _____

Brief **abstract** (100-150 words) of proposed thesis/project.

List 3-5 **key words** related to the chosen topic and methodology:

Proposed Committee

confirmed?

Advisor: _____

yes___ no

Internal member: _____

yes___ no

External member: _____

yes___ no

Additional member (optional): _____

yes___ no

Alternate: _____

Alternate: _____

(It is recommended that the student consider potential alternates, in case one of the preferred committee members should be unable to serve, or should have to resign from the committee before the thesis/project is completed. Confirmation of alternates is not required.)

Signatures:

Student _____

Thesis/Project Advisor _____

Departmental Graduate Advisor _____

Thesis/Project Proposal Form

The Department of Sociology and Anthropology
University of Texas at El Paso

Office of the Graduate Advisor

This is to certify that _____ has successfully
Student's Name

proposed the thesis/project on _____.
Date

Department of Sociology & Anthropology

Subject of Thesis/Project: _____

Signatures:

Graduate Student: _____

Thesis/Project Director: _____

Committee Members: _____

Graduate Advisor: _____

SUBMIT COMPLETED FORM TO GRADUATE ADVISOR (TO BE KEPT ON FILE)

Teaching Assistant (TA) Application Form
The Department of Sociology and Anthropology
Office of the Graduate Advisor
University of Texas at El Paso

Name:	
Address:	
Phone:	
Email:	

Academic Status:

Incoming Students: *Please circle one.*

Full acceptance

Conditional acceptance

Application in progress

Returning Students: *Please circle one.*

Satisfactory

Academic probation

Current MA GPA: _____

Please describe why you are interested in being a teaching assistant:

Do you have a thesis/non-thesis advisor? Yes / No If yes, who? _____

Summarize your areas of academic interest.

--

Complete the following chart:

Faculty Member	Have you taken an UNDERGRADUATE course with this person?	If yes, which course(s)? Please list them.
Campbell	Yes / No	
Carmichael	Yes / No	
Castañeda	Yes / No	
Collins	Yes / No	
Grineski	Yes / No	
Heyman	Yes / No	
Hibbert	Yes / No	
Leyser-Whalen	Yes / No	
Luykx	Yes / No	
Morales	Yes / No	
Murga	Yes / No	
Núñez	Yes / No	
Torezani	Yes / No	
	Yes / No	
	Yes / No	
	Yes / No	

Blank lines can be used for other faculty members
Please email your **curriculum vitae** and this **completed form** to Graduate Advisor.