PROPOSAL FOR A PHD PROGRAM IN SOCIOLOGY AT RICE UNIVERSITY

April 12, 2010
During the past decade, Rice’s sociology department experienced significant generational turnover, with three of its five faculty members retiring in the span of just a few years. As young, more mainstream, grant-active faculty arrived in the department, discussion began about starting a graduate program, perhaps modeled on Johns Hopkins and Stanford (both small but excellent departments). In 2000, a graduate program subcommittee was formed to explore the feasibility of launching a Ph.D. program in sociology at Rice. The conclusion of this subcommittee was that it was in the long-term interest of the department to launch a graduate program as soon as possible, but that an increase in faculty size was needed before a successful launch would be possible. Subsequently, the department expanded to ten members, which made a Ph.D. program more feasible. Later discussions about the program continued on a more informal basis until 2008 when the department declared its decision to work toward this programmatic initiative, and discussed that decision with our former Dean and our current Dean Lyn Ragsdale, both of whom have been very supportive.

Our goals were realized in 2008 when Rice submitted a broad proposal for funding to the Houston Endowment. Embedded within that proposal was an outlined plan to launch a Ph.D. program in sociology. This was identified by the Houston Endowment as a topic of interest, and we were invited to submit an expanded funding proposal, which we did. With this prospect in mind, at an early faculty meeting the department was polled about possibly accelerating our graduate program plans, and the response was positive.

Our plans were given a material boost in 2008, when Houston Endowment Inc. gave a gift to Rice University in the amount of $7,627,309 to underwrite the formation of a Sociology Ph.D. program. The gift is a term endowment, which is to be spent by the end of fiscal year 2015, seven years after it was put into place. It provides for Ph.D. stipends for cohorts of 4 to 5 graduate students each year, with 20 students projected by fiscal year 2016, as well as for two post-doctoral fellows. (The department has run a very successful post-doctoral program for the past several years.)

The gift also provides for two (possibly three) new faculty members, and for three new staff positions, as well as support for the Ph.D. program’s launch, equipment, publicity, and student recruitment. Finally, it includes a budget to underwrite program expenses for both Dr. Klineberg’s Houston Area Survey and Dr. Emerson’s Center on Race, Religion, and Urban Life (both which are now housed in the Urban Research Institute). The Urban Research Institute will help to support a focus on urban life and issues, which will be one of the key specialties of the Ph.D. program. Indeed, Drs. Klineberg and Emerson’s interest in urban life, especially in Houston, was an important inspiration for the Houston Endowment gift.
1. RATIONALE

A. History of Sociology as a Discipline of Study

Sociology is a branch of the social sciences that evolved as a systematic academic discipline in response to the social changes of modernity, such as industrialization and urbanization, which emerged in the 19th century. Among those accounted as founding fathers of the discipline are Emile Durkheim, Max Weber, Karl Marx, Herbert Spencer, and George Herbert Mead. They created a body of theory that explores how social relationships and interactions affect individuals and large-scale social institutions, including politics, religion, and economies. These theorists also elaborated concerns with the way that structural causality and individual agency relate in social action, which is a dilemma that later generations of sociologists have explored using a variety of epistemological and methodological approaches. Theory building in sociology is accomplished through both inductive and deductive approaches. Inductive theory is generated typically through qualitative techniques that embrace the exploratory nature of study design, including ethnography, participant observation, and case studies of a variety of social phenomena and problems. Deductive theory building engages in explicit hypothesis testing of previously established theories and concepts, using techniques that include experimental designs, survey questionnaires, and network analysis. Sociology as a discipline has continued to embrace both positivist orientations that link it closely to the approaches of the natural sciences, and more interpretive and critical perspectives that attend to emergent realities and questions of meaning that resemble perspectives of the humanities.

In the United States, the first department of Sociology was founded at the University of Chicago in 1892. The department’s founder, Albion Small, also founded one of the discipline’s two flagship journals, and was involved in the formation of the American Sociological Association. Chicago’s department dominated the discipline through the 1930’s, forwarding, under the rubric of “The Chicago School,” the study of urban life and immigration, social interaction, collective behavior, occupations, and social deviance, often through interpretive or qualitative methods.

Toward the mid-20th century, American Sociology became more scientific, developing more rigorous quantitative methods and an emphasis on social cohesion. During the 1960s the profession expanded alongside the era’s social movements, and conflict theory occupied center stage, while specialties such as gender and race grew as well. During the late 20th century, conflicts between qualitative and quantitative researchers became troublesome in many departments, although by now this has moderated, and research drawing on the strengths of both approaches is becoming more common. Sociology as a discipline has never become unified under a single methodological approach or theoretical paradigm, and its subject matter as well continues to be very broad. That breadth is reflected in the American Sociological Association’s division into 46 “Sections,” or subspecialties, of which the largest are now Culture, Medical Sociology, Organizations and Occupations, and Sex and Gender. Sociologists contribute to knowledge about many of the central challenges facing complex societies; thus the field (and doctoral education within it) has continued to expand and to have a broad impact on social policy and on public as well as academic debates.
B. Sociology Doctoral Programs in the United States

There are over 250 graduate departments of sociology in the United States that offer Ph.D.’s and/or master’s degrees. These vary greatly in terms of the strengths and weaknesses, content and structure of their curriculum, and in their faculty specializations. Programs also vary in terms of size. For example, among the top 25 graduate programs in 2009, the largest is the University of Wisconsin-Madison (see Appendix A). With 50 faculty (plus 28 adjuncts/lecturers), 203 full-time graduate students are enrolled in the program, and they produce about 15-20 doctorates per year. In contrast, the smallest top 25 program is located at Yale University, which has 17 faculty (plus 2 affiliates/adjuncts) and 44 graduate students enrolled full-time, and produces about 4 doctorates per year.

The Rice sociology department, despite doubling in size in the past ten years, is smaller than all top ranked departments, and comparable only to Johns Hopkins (which achieves beyond its size by linking with affiliate members across the university and limiting the department’s research foci to a few areas of specialization) and Yale. As we detail below, our department will increase in faculty size because of funding from Houston Endowment, and we are actively recruiting affiliates and adjuncts in preparation for the graduate program launch. Indeed, we have already begun this process and added two affiliated faculty to the department in the last three years (Roland Smith, Associate Provost and Adjunct Professor of Sociology; and Richard Johnson, Professor of the Practice in Environmental Studies and Sociology).

C. Strengthening Rice’s Educational and Research Mission

Over the past seven years, the Sociology Department at Rice has managed to attract a group of exceptional junior and young senior faculty and has transformed itself into an active hub of government and foundation-sponsored research. Two of the goals for establishing a graduate program are to attract quality senior scholars and to retain our current stellar junior faculty. In addition, a graduate program is crucial to maintaining a strong research profile and culture within the department and to strengthening the department’s undergraduate educational mission by expanding advanced class offerings and research opportunities for talented junior and senior Sociology majors.

The School of Social Sciences will be enhanced by the Sociology Department’s ability to work collaboratively with other departments through its new graduate program, which will raise the research profile of the School. Even without a graduate program, Sociology has attracted more government and foundation funding than either Economics or Political Science. In addition, the School of Social Sciences will finally be composed entirely of Ph.D. granting departments, again enhancing its local and national reputation. These two points also apply more generally to Rice University. The Sociology Ph.D. program will raise the research profile of the university as a whole by providing greater visibility, collaborative potential, and fund-raising opportunities in the broader Houston community.

Two of our foci are especially important for interactions with the Gulf Coast Area. The urban and community focus, coupled with our plans to use Houston as a laboratory for multi-method sociological research, will build on and enhance the department’s reputation for undertaking
research that engages the local community. These efforts have been important for fund-raising already, and should continue to interest donors. In addition, the department’s strengths in medical sociology will promote collaborations with the Texas Medical Center that will enhance research opportunities, as well as fund-raising activities for the School of Social Sciences. Both of these foci also involve translating research results about our city into knowledge made readily accessible to the Houston community for solving key urban problems. The department will build on this kind of “public sociology,” providing a more general educational mission beyond the academy.

In summary, the department will benefit from a Ph.D. program in three ways:

- We will be better able to recruit senior scholars of greater stature and to retain excellent junior scholars.
- The graduate program will enable us to support and expand our current strong research profile.
- The school of social sciences will benefit by creating greater synergy between departments, the Texas Medical Center, and the greater Houston Community, through collaborative research and educational opportunities.

D. Role of the Ph.D. program in Rice University’s vision for the 21st Century (V2C)

A Ph.D. in sociology also directly supports at least four of the V2C goals:

- First, it will contribute to strengthening our graduate education by developing a strong program in sociology, which will offer students highly competitive financial support, teaching opportunities, and state of the art research opportunities. A Ph.D. in sociology will also contribute to the overall strength of the graduate program in the social sciences, as students in other programs will now be able to cross-enroll in graduate-level sociology courses.

- Second, a Ph.D. in sociology will greatly enhance sociology’s contribution to advancing Rice’s research mission. We will have a greater edge in recruiting top faculty, a significant number of bright graduate students working on research projects, an expanded research support infrastructure, and a national departmental ranking, which requires a Ph.D. program. Combined, these factors will lead to greater scholarly productivity and visibility.

- Third, because of our research subject, a Ph.D. program in sociology will significantly contribute to our campus’ ability to engage with the city of Houston. Several of our professors currently do so, and we anticipate that many of our graduate students will conduct research in Houston and establish relationships with many sectors of the city. A portion of our program (described below) emphasizes and provides opportunities for engaging with the greater Houston area.

- Fourth, Houston is the nation’s fourth largest city and fifth largest metropolitan area. While cities larger than Houston all have multiple Ph.D. programs in sociology (e.g., in
Chicago one can earn a Ph.D. in sociology from the University of Chicago, Northwestern, the University of Illinois at Chicago, and Loyola of Chicago), Houston has no Ph.D. programs in sociology (Texas A&M, a mid-ranked Ph.D. program 100 miles away, is the closest to Houston). Currently, Houston can neither benefit from the research generated by a Ph.D. sociology program in its city nor provide a place within the metro area for its citizens to earn a Ph.D. We repeatedly field calls and e-mails from people in Houston (and nationwide) asking if we have or will begin a Ph.D. program in sociology. This has been going on for at least the last ten years, and it increased in intensity when word leaked out of our securing a grant to begin a Ph.D. program at Rice. As the nation’s fourth largest city (a new “sunbelt” city), Houston presents an unprecedented laboratory for students and faculty to study large-scale urban issues.

E. Graduate Program Focus

The Ph.D. program in sociology will focus on four broad substantive areas, both in research and training:

- Race/ethnicity
- Urban and community
- Population health
- Culture and religion

We selected these areas because of existing specialty representations among the faculty, and consequently, have targeted for these subjects for expansion in recent and future faculty searches. Using the funds provided from the Houston Endowment grant, we have hired two junior faculty who will join our department next fall. Both Dr. Chavez and Dr. Denney study race/ethnicity and have interests in the other three areas. In addition, with partial support from the Houston Endowment grant, we have hired Ruth Lopez-Turley, a newly tenured Associate Professor whose research also engages race/ethnic and urban issues. These four subjects are among the largest substantive sections in the American Sociology Association – with health, culture, and race/ethnicity in the Top 5 for section memberships, and urban in the Top 10.

Our focus on urban issues in the graduate program has been solidified by combining the Center on Race, Religion, and Urban Life and the Houston Area Survey into the new Institute for Urban Research. This Institute is funded by (a) Houston Endowment Grant for the Sociology Ph.D. program, (b) founding corporate sponsors, who have contributed about $700,000 at the time of this writing, and (c) a new grant from the Houston Endowment of about $470,000 for personnel and an additional annual survey. The Institute for Urban Research conducts scientific research, sponsors educational programs, and engages in public outreach that advances understanding of pressing urban issues and fosters the development of more humane and sustainable cities. Our Ph.D. students will have access to a variety of primary data collection projects, gain experience in the practice of survey research, interviewing, and ethnography, and have expanded opportunities for publishing original research.

Our graduate curriculum emphasizes an apprenticeship model program. Students will take standard courses (theory, methods, elective seminars), but they also will: (a) attend monthly
professionalization and teaching workshops throughout their graduate training, (b) work with professors on research immediately and continually, (c) take workshops in statistical computer programming, and (d) participate in a teaching practicum early in the program, followed by teaching their own course to undergraduates after they have completed their comprehensive examinations. The sociology graduate program will also be one of the very few programs nationwide that requires students to take courses in both quantitative and qualitative methods, so they are able to answer problems in a more holistic manner, rather than be limited by more rigid methodological training. Overall, then, we are placing heavy emphasis on training students in the craft of being professional sociologists.

F. Career Prospects

As Figure 1 indicates (see below), over the past decade or so, somewhere between 500 and 600 doctorate degrees were awarded annually in Sociology. Until the current recession, Ph.D. graduations were actually running somewhat under academic demand, with, for example, the ASA Job Bank listing 610 openings for Assistant Professors in 2006. Undoubtedly, the recession has cut opportunities for recent graduates, with a 39% drop in job listings for Assistant Professors in 2008. Yet the authors of the ASA Job Bank Study remark that listings for Fellowships and Postdoctoral positions dropped by only 7%, and listings of positions with open rank actually rose 164%.

The long-term trends show that Sociology Ph.D.’s have extremely good employment prospects in academic Sociology. This situation has occurred for several reasons. First, as the generation of sociologists hired in the 1960s and 1970s (a time of great expansion in the discipline) begins to retire, departments are not downsizing, as some had feared, but continuing to slowly expand. Second, although the long-term trend is for graduate enrollments to grow, the increase is small compared to the number of positions listed for Ph.D. graduates, with the number of job listings generally outstripping the number of graduations. Nine out of ten Sociology Ph.D.’s under age 75 were in the labor force between 1999 and 2003, the last year for which data are available from the National Science Foundation. Similarly, according to the American Sociological Association, over four out of five sociology PhDs are employed in academe. Those who work outside of the academy do so in a range of professions, but many work at governmental (e.g., Census Bureau, Centers for Disease Control and Prevention) or private research organizations (e.g., RAND, The Urban Institute, Population Reference Bureau).
Within this broad context, the Rice Sociology department is planning to incorporate several practices into its formal and informal graduate curriculum that will improve career prospects for its new Ph.D. students. We have a history of successfully mentoring our postdoctoral fellows (see Appendix B), and have built on these strengths to design an intensive mentoring experience for our graduate students. For example, we will teach an ongoing professional development course and are requiring not only teaching assistance from our students, but also that they design and teach one course by themselves. We are also asking them to submit two papers for publication while in graduate school, which will make them attractive to future employers. Our training also highlights rigorous theoretical and empirical coursework, the latter in both quantitative and qualitative methods, which again, will improve their appeal on the job market.
2. STUDENT LEARNING GOALS AND PROGRAM ASSESSMENT

A. Student Learning Goals (see curriculum map in section 7C)

Goal #1: Students should be able to understand and apply the role of theory in sociology.

By this we mean that the Ph.D. graduates should (a) be able to define theory and describe its role in building sociological knowledge; (b) compare and contrast basic theoretical orientations; (c) show how theories reflect the historical context and cultures in which they were developed; and (d) describe and apply basic theories in at least one area of social reality.

In our curriculum, we have devised a two-course sequence that will address both classic and modern sociological theories as they relate to current social structures, processes, and realities. Students will be required to take SOCI 5XX (Classic Social Theory) in their first semester of study, and SOCI 5XX (Contemporary Social Theory) in the third semester (or vice versa in alternating cohorts). The material covered in these courses will be applied in topical seminars, the master’s thesis and dissertation research, comprehensive examinations, and in other research papers, generated both as part of assigned coursework, and as part of independent and/or collaborative research projects.

In terms of evaluation, (a) we will administer both pre- and post-tests of students’ knowledge as it pertains to the content of both of these required theory courses; (b) the written master’s thesis and dissertation, along with the oral defense of each, which will include questions measuring students’ knowledge in their specific research areas; (c) the substantive sections of the comprehensive examinations will include questions that assess knowledge of overarching theoretical orientations and middle-range theories as they apply to the relevant areas of knowledge.

Goal #2: Students should be able to demonstrate understanding and application of both qualitative and quantitative sociological methods.

Specifically, this means that students should be able to (a) identify basic methodological approaches and describe the general role of methods in building sociological knowledge; (b) compare and contrast the basic methodological approaches for gathering data; (c) design a research study in an area of choice and explain why various methodological decisions were made; (d) apply both qualitative and quantitative methods in scholarly research projects; and (e) demonstrate proficiency in the use of computer and statistical programs designed to collect and analyze social research data.

The graduate curriculum includes a mixed-methods sequence of required courses that are designed to teach a wide range of qualitative and quantitative research techniques. This includes two required methods courses -- SOCI 381/581 (Research Methods) and SOCI 5XX (Qualitative Research Methods) – in addition to two required and one elective statistics courses – SOCI 382/582 (Social Statistics), SOCI 5XX (Advanced Statistical Techniques I), and SOCI 5XX (Advanced Statistical Technique II). The material covered in these courses will be applied in the
master’s thesis, in dissertation research, and in other research papers, generated both as a part of assigned coursework, and in connection with independent and/or collaborative research projects. In addition, students will take a semester-long workshop on statistical packages for the social sciences.

In terms of evaluation, (a) we will administer both pre- and post-tests of students’ knowledge as it pertains to the content of all of the required methods and statistics classes; (b) the written master’s thesis and dissertation, along with the oral defense of each, which will include questions measuring students’ knowledge in their specific research areas; and (c) the methods section of the comprehensive examinations will include questions that assess knowledge of both quantitative and qualitative methods.

**Goal #3: Students should be able to demonstrate expertise in three specialty areas within sociology.**

By this we mean that students should be able to: (a) summarize basic questions, issues, and debates within each specialty area; (b) compare and contrast basic theoretical orientations and middle-range theories in each area; (c) summarize current research in each area; and (d) develop specific policy implications of theory and research in each area.

In our curriculum, we will offer a series of topical seminars that instruct students in the sociology department’s areas of academic specialization. Students begin taking these topical seminars in their first semester of study, with four seminars required to be granted a master’s degree in sociology, and a minimum of five seminars required to be granted a doctoral degree.

In terms of evaluation, each student must pass a written comprehensive examination in three specialty areas, of their choosing.

**Goal #4: Students should be able to demonstrate proficiency in the roles and responsibilities of academic faculty.**

This will include proficiency in (a) pedagogical techniques; and (b) professional development and socialization.

Throughout their tenure in the graduate program, students will be required to attend monthly workshops on professional development, where the role and activities of university tenure-track faculty (including teaching and service duties) are discussed in depth. In terms of pedagogy, students will be required to: (a) participate in a Teaching Practicum (where they lead discussion sections for SOCI 101: Introduction to Sociology) in their second year; and (b) teach one undergraduate course after the successful completion of their comprehensive exams. During both the Teaching Practicum and while teaching their own course, students will be observed and evaluated by two departmental faculty members, in addition to receiving undergraduate student evaluations of the lecture content and presentation.
B. Program Assessment

In addition to the evaluations of student learning goals described above, we will also assess the administration of the graduate program with regard to function and content after its launch. This program evaluation will include:

- On an annual basis, organized reflective discussion between the faculty, department chair, and graduate program advisor will occur with the goal of identifying areas of program success, in addition to identifying any emerging problems with the program so as to ensure that a modification plan can be developed and applied in a timely manner. When necessary, we will consult faculty members outside our department for advice and assistance.

- The graduate program advisor will hold an annual review meeting with the sociology graduate student body to ascertain their assessment of the program strengths and weaknesses, and to inquire about potential changes/additions that might be implemented to improve the quality of the graduate student experience in sociology at Rice.

- We will establish an advisory committee that will include the Dean of Graduate and Postdoctoral Studies and two other non-sociology faculty at Rice. This committee will review the development of the program at the end of the second and fourth year of the program.

- After 5 years, we will have the program reviewed by an external (non-Rice) review committee.
A. Sociology Faculty Profile

The sociology department currently includes the following 13 tenured or tenure-track faculty members, each of whom will regularly teach courses and supervise graduate students.


- **Sergio Chavez, Assistant Professor.** Ph.D. Cornell University, 2007. Research interests: urban, internal and international migration, labor markets and work, race and ethnic relations, Latin American studies. Tenure expected 2017.


- **Michael Emerson, Professor.** Ph.D. University of North Carolina at Chapel Hill, 1991. Research interests: race and ethnic relations, religion, urban sociology.

- **Bridget Gorman, Associate Professor.** Ph.D. Pennsylvania State University, 2000. Research interests: race, gender, mental and physical health disparities.


- **Stephen Klineberg, Professor.** Ph.D. Harvard University, 1966. Research interests: contemporary social change, survey research methods, urban and environmental sociology.

- **Michael Lindsay, Assistant Professor.** Ph.D. Princeton University, 2006. Research interests: elites, social class, and society; religion, culture. Tenure expected 2012.

- **Elizabeth Long, Professor.** Ph.D. Brandeis University, 1979. Research interests: culture, women and gender, social theory, qualitative research methods.
★ **Ruth Lopez-Turley, Associate Professor.** Ph.D. Harvard University, 2001. Research interests: educational inequality, neighborhood effects, child poverty, race/ethnicity, social stratification, research methods.

★ **Steve Murdock, Professor.** Ph.D. University of Kentucky, 1975. Research interests: social and applied demography, migration, rural sociology, socioeconomic impact assessment.

**B. Affiliated Faculty at Rice**

An important part of our program will consist of attracting scholars to Rice whose research and teaching interests reflect at least one of the areas of specialized training that our graduate program will offer. The following Rice professors have agreed to serve as affiliated faculty in our department:

**Current department affiliates:**

- Roland Smith, Associate Provost and Adjunct Professor of Sociology.
- Richard Johnson, Professor of the Practice of Environmental Studies and Sociology.

**From the School of Social Sciences:**

- Regina Branton, Assistant Professor, Political Science
- Robert Stein, Professor, Political Science
- Mikki Hebl, Associate Professor, Psychology
- Jim Faubion, Professor, Anthropology
- Vivian Ho, Associate Professor, Economics
- Dianna Strassman, Professor of the Practice, CSWGS
- Donald Ostdiek, Director, Policy Studies Program

**From other schools at Rice:**

- Anthony Pinn, Professor, Religious studies
- John Boles, Professor, History
- Alexander Byrd, Associate Professor, History
- Rebecca Goetz, Assistant Professor, History
- Stephanie Camp, Associate Professor, History
- Steve Lewis, Professor in the Practice, Asian Studies
- Tani Barlow, Professor, Asian Studies
- Christopher Hight, Associate Professor, Architecture
- Rudy Guerra, Professor, Statistics
- Elora Shehabuddin, Assistant Professor, Humanities, Political Science, and CSWGS
- Rosemary Hennessy, Professor, English and CSWGS
- Kristen Ostherr, Associate Professor, English
- Krista Comer, Associate Professor, English
C. Faculty Hiring Plan

The Houston Endowment grant provides funding for additional faculty hiring. Our plan is to hire at least three or four new junior (assistant professor) faculty. Two of these positions are “advance” replacements for Drs. Klineberg and Long, both of whom may retire in the next five years. We started this hiring process Fall of 2009, and as a result we have two new assistant professors (Denney and Chavez) and one associate professor (Lopez-Turley). We will be searching for another assistant professor in 2011-2012. This slot will, likely, be for an open-area qualitative sociologist. Thus, the department will expand to fourteen faculty members before any retirements occur. This plan has the full support of the Dean of Social Sciences.

D. Existing and New Courses

The following courses will be available to graduate students in the Sociology Ph.D. Program. The list below does not include the courses that will be added within the next year or two and taught by those hired in the searches that are underway. After approval of the program, we will request the numbering of graduate courses at the 500 level, as is done in other departments. The courses presently taught as undergraduate courses will be augmented for this purpose: extra assignments, added meeting, and longer research papers will be required so that the course requirements for graduate students are more rigorous than those for undergraduates. Courses listed with an XX number are new courses that will be offered during the first few years of the graduate program. These will be declared and listed with the registrar after approval of the program by the Faculty Senate and the Administration.

Please see Appendix C for a summary list of all undergraduate sociology courses taught over the last 5 years.

The list below illustrates the range of courses that will be offered in the sociology department once the program is approved and launched in Fall 2011:

- **Jenifer Bratter**
  - SOCI 382/582: Social Statistics (annually)
  - SOCI 329: Multiracial America (bi-annually)
  - SOCI 485/5XX: Identities in a Diverse World: Sociology of Identity (bi-annually)
  - SOCI 315: Population and Society (every three years)
  - SOCI 6XX: Advanced Seminar in Race and the American Family (every three years)
  - SOCI 5XX: Advanced Statistical Techniques I (bi-annually)
  - SOCI 6XX: Seminar in Migration or Urban Ethnography (every three years)

- **Sergio Chavez**
  - SOCI 3XX: Immigration (annually)
  - SOCI 4XX: Urban Ethnography (bi-annually)
  - SOCI 3XX: Work and Occupations (every three years)
  - SOCI 5XX: Qualitative Research Methods (bi-annually)
  - SOCI 6XX: Seminar in Migration or Urban Ethnography (every three years)
Justin Denny
SOCI 101: Introduction to Sociology (bi-annually)
SOCI 3XX: Criminology (annually)
SOCI 3XX: Life and Death (bi-annually)
SOCI 5XX: Advanced Statistical Techniques (bi-annually)
SOCI 6XX: Seminar in Health Topics (bi-annually)

Elaine Howard Ecklund
SOCI 314: Science at Risk? Out of the Lab and into the Society (every three years)
SOCI 4XX/5XX: Immigration in a Global Society (every three years)
SOCI 380: Social Theory (every three years)
SOCI 5XX: Contemporary Social Theory (bi-annually)
SOCI 381/581: Research Methods (every three years)
SOCI 5XX: Qualitative Research Methods (bi-annually)
SOCI 6XX: Empirical Seminar I (bi-annually)

Michael Emerson
SOCI 470: Inequality and Urban Life (bi-annually)
SOCI 6XX: Advanced Seminar, Race and Ethnic Relations (every three years)
SOCI 6XX: Advanced Seminar, Urban Sociology (every three years)
SOCI 6XX: Advanced Seminar: Sociology of Religion (every three years)
SOCI 382/582: Social Statistics (every four years)
SOCI 5XX: Thesis Seminar (bi-annually)

Bridget Gorman
SOCI 345: Introduction to Medical Sociology (every three years)
SOCI 355: Sociology of Drugs and Alcohol (every three years)
SOCI 381/581: Research Methods (bi-annually)
SOCI 460/560: Inequality and Health Across the Life Course (every three years)
SOCI 5XX: Advanced Statistical Techniques I (every four years)
SOCI 6XX: Aging and the Life Course (every four years)

Holly Heard
SOCI 101: Introduction to Sociology (bi-annually)
SOCI 334: Sociology of the Family (bi-annually)
SOCI 386: African Americans in Society (bi-annually)
SOCI 3XX: Sociology of Education (every three years)
SOCI 440/540: Family Inequality (every three years)
SOCI 5XX: Advanced Statistical Techniques I (every three years)
SOCI 5XX: Advanced Statistical Techniques II (every four years)

Rachel Tolbert Kimbro
SOCI 101: Introduction to Sociology (bi-annually)
SOCI 303: Poverty and Public Policy (bi-annually)
SOCI 345: Introduction to Medical Sociology (bi-annually)
SOCl 4XX/6XX: Advanced Seminar: Medical Sociology (bi-annually)
SOCl 4XX/6XX: Advanced Seminar: Families in Poverty (bi-annually)
SOCl 5XX: Advanced Statistical Techniques I (bi-annually)

- **Ruth Lopez-Turley**
  SOCl 301: Social Inequality (bi-annually)
  SOCl 3XX: Sociology of Education (bi-annually)
  SOCl 381/581: Research Methods (bi-annually)
  SOCl 5XX: Seminar on Educational Inequality (every three years)
  SOCl 5XX: Seminar on Child Poverty (every three years)

- **Stephen Klineberg**
  SOCl 308: Houston: The Sociology of a City (bi-annually)
  SOCl 367: Environmental Sociology (bi-annually)
  SOCl 436: Conducting the Houston Area Survey (bi-annually)
  SOCl 4XX/5XX: Sociological Perspectives on Social Change (bi-annually)
  SOCl 4XX/5XX: Developing Indicators of Sustainability (bi-annually)
  SOCl 6XX: Advanced Research Seminar: Survey Design using the HAS (bi-annually)

- **Michael Lindsay**
  SOCl375: Social Dynamics of Leadership: Elites and Society (bi-annually)
  SOCl380: Social Theory (bi-annually)
  SOCl475: From Harvard to Hollywood: Religion in American Life (bi-annually)
  SOCl4XX/5XX: Politics in American Society (bi-annually)
  SOCl 5XX: Classical Social Theory (bi-annually)
  SOCl 5XX: Advanced Seminar: Sociology of Religion (bi-annually)

- **Elizabeth Long**
  SOCl304/ENST 302: Environmental Issues: Rice Into the Future (every three years)
  SOCl/ENST 415: Environmental Movement (every three years)
  SOCl 421: The Craft of Sociology (every three years)
  SOCl 445/545: Sociology of Culture (every three years)
  SOCl 5XX: Classical Social Theory (every three years)
  SOCl 5XX: History of Sociology (every three years)

- **Steve Murdock**
  SOCl 3XX: The US Census (every three years)
  SOCl 406/506: Basic Demographic Methods (every three years)
  SOCl 4XX/5XX: Advanced Seminar in Social Policy (every three years)
  SOCl 4XX/5XX: Analysis and Evaluation (every three years)
  SOCl 4XX/5XX: Advanced Survey of Social Demography (every three years)
  SOCl 4XX/5XX: Methods for Applied Demographic Analysis (every three years)

Below we list courses taught by affiliated faculty on campus, which we expect will be of interest and value to sociology graduate students. These include:
• Roland Smith, Adjunct Sociology  
  SOCI 5XX: Advanced Ethnography

• Regina Branton, Political Science  
  POLI 535: Race and Ethnicity in American Politics  
  POLI XXX: Latino Politics (tentative title)

• Robert Stein, Political Science  
  POLI 430: Seminar in Texas Politics  
  POLI 462: Comparative Public Policy

• Mikki Hebl, Psychology  
  PSYC 550: Foundations of Social Psychology  
  PSYC 660: Professional Issues  
  PSYC 651: Topics in Social Psychology

• Jim Faubion, Anthropology  
  ANTH 547: The U.S. as a Foreign Country  
  ANTH 615: Theories of Modernity and Postmodernity

• Vivian Ho, Economics  
  ECON 481: Health Economics

• Donald Ostdiek, Policy Studies  
  SOSC 400: Policy Studies Research Seminar

• Anthony Pinn, Religious studies  
  RELI 490: African American Literature and Religion  
  RELI 491: Theory and Method in the Study of Black Religion  
  RELI 546: The Religious Thought of Martin L. King, Jr. and Malcolm X  
  RELI 550: Black Religious Thought

• John Boles, History  
  HIST 427: History of the Civil Rights Movement  
  HIST 583: Southern History

• Alexander Byrd, History  
  HIST 416: Seminar in Contemporary African American History  
  HIST 426: Comparative Slavery and Race Relations in the Americas  
  HIST 436: Comparative Slavery from Antiquity to the Present  
  HIST 539: Origins of Afro America

• Rebecca Goetz, History  
  HIST 468: Women and the Welfare State: Sexual Politics and American Poverty  
  HIST 567: Race in Early America  
  HIST 584: The Early South
E. Sustainability and Impact on Existing Programs

Building a successful graduate program is a time-consuming process that requires detailed planning and organization. Starting with the arrival of our first cohort, a tenured or tenure-track faculty member will be assigned the role of Graduate Advisor (GA), who will take the lead in terms of program monitoring and student advising, under the oversight of the Department Chair. For the first few years, since the program will be new and the department is small, the GA will be advised by the entire department. After four or five years, we will install a three-person Graduate Committee to aid the GA and Chair.

The GA will also work closely with the Undergraduate Advisor (UA). It is clear that one challenge is balancing our commitment to undergraduate training with the obligations that accompany our new graduate program. No one wants to neglect the undergraduates, although it is likely that we will have to adjust our priority structure and time allotments in order to establish a successful graduate program.

Our UA will speak to issues involving the undergraduate curriculum and learning experience in all planning meetings regarding the graduate program. In addition, given our long-standing reputation of teaching excellence, we are collectively committed to maintaining a high level of involvement in the undergraduate course curriculum and providing opportunities for undergrads
to participate in sociological research projects that are part of the graduate program. These research opportunities will grow with the presence of graduate students, who along with the undergraduates, will provide more diverse pool of participants in our research teams. We are excited by the prospects for student learning that these new combined research activities will provide.

We have taken several steps to minimize the negative impact of the graduate program on our undergraduate program. These steps include:

- We will permit upper-level undergraduate students to enroll in graduate-level courses, with approval of the course instructor.

- Sociology postdoctoral fellows will be required to teach at least 1 undergraduate course during their two-year tenure in the department. In recent years we have had up to four fellows in residence, and anticipate 1-2 additional undergraduate courses being added to our course offerings each year. These postdoctoral efforts should minimize the shortfall of undergraduate courses (~4 per year) taught by faculty who will switch to graduate classes.

- Another offset to the shortfall of undergraduate courses will be new courses taught by graduate students. We are requiring each graduate student to teach one (introductory level) undergraduate course during their progress to degree. This requirement is scheduled after a student’s admission to candidacy, so the teaching relief it provides will begin only as the initial cohort achieves candidacy. Nonetheless, after the program’s first three years, graduate student teaching will help alleviate the pressure that the graduate program puts on undergraduate teaching by faculty.

- Setting an initial teaching requirement for all department faculty at two undergraduate and 1 graduate courses per year. With our ongoing hiring efforts (supported by the Houston Endowment grant, and including 3 new junior faculty hires), our department will include at least 13 tenured or tenure-track faculty at the launch of our graduate program in fall of 2011. With each department member teaching 3 courses per year, this rule translates into 13 undergraduate and 6-7 graduate courses being offered each semester. This number of undergraduate courses (12-13) reflects the typical quantity of courses that we have offered each semester during the last 3 years, indicating that growth in faculty size will go a long way to offset the additional teaching demands required by the graduate program. (See Appendix D for a sample two-year teaching plan.)

- Developing and maintaining an up-to-date list of graduate courses in other Rice departments that would be appropriate for our graduate students to take if they choose to specialize in a related field of study (see above list of affiliated faculty and courses). This cross listing will help efforts to preserve faculty time for undergraduate students.
4. RESOURCES

A. Library Resources

Fondren Library has excellent online resources for journals and a well-functioning and responsive ILL (Interlibrary Loan) program – see Appendix E for a list of presses that Fondren automatically receives titles from, and peer-reviewed journals purchased with sociology funds. These presses and journals represent the dominant, mostly highly ranked outlets in sociology (including specialty areas), and as such Fondren already provides ample support for our research-active department. Despite the library’s relatively small size for a research university, we will have ample resources for the graduate program in that regard. We do anticipate hiring a statistics programmer to help teach our students some of the statistical programs and their uses in research. This programmer is one of the staff positions that is enabled by the Houston Endowment grant, and we plan to fill it with someone who can help to manage statistical software and help educate our students about the various programs available.

B. Computing Resources

We will have to be mindful of the cost of buying some of the statistical packages most commonly used by sociologists, such as STATA. These programs are expensive, and it has been difficult for Rice University to get good discounts because our size makes economies of scale difficult to attain. However, this dilemma should not impact our program any more than other departments in the social sciences. We have in the past and will continue in the future to rely on a mix of our department endowment, grants, and help from the dean to purchase these programs.

C. Space Resources

We need more space than we have at the present to support the program. We have already begun to address this issue, and the Dean’s office plans to increase sociology space as the program grows.

This fall, we acquired Lovett 402. This suite of offices will house the Institute for Urban Research and the Hobby Center for the Study of Texas. There will be offices for two faculty members, Professor Klineberg and Professor Murdock, and for up to eight staff members, as well as postdoctoral fellows, some of whom will be working with the Institute for Urban Research (IUR) and its projects. This “new” space will free up four offices on the third floor of Sewall Hall, which will cover all faculty positions, both current and projected.

Working with the Dean’s office, we will provide an office for the first four incoming graduate students in Sewall Hall 272. Thereafter, we will accommodate growth using Sewall 368 and 370, offices that have capacity for an additional eight students. In FY 2013 we are scheduled to have additional space free up in Sewall 278, which will accommodate an additional eight students.
In the longer term, we are eagerly anticipating the construction of a new social sciences building, which is desperately needed. That building is being designed to provide space for 13 faculty, 3 staff members for sociology, up to 8 postdoctoral fellows, and up to 22 graduate students.

D. Staff Resources

Staffing to support the PhD program is also written into the Houston Endowment gift, and we have already hired one staff member, Shirley Tapscott, who is doing an excellent job as a Department Coordinator and Grants Management staff person. We have also earmarked funds for a statistician/programmer (see above). We are expecting to use a third staff position listed as “Staff Assistant/Project Manager” in the budget to pick up whatever functions Shirley Tapscott cannot fulfill, in terms of both staff support for the graduate program and ongoing research.
5. FINANCIAL SUPPORT

For information on start up and ongoing costs, along with project income, expenditures, and cash flow, see the budget table below.

A. Future Financial Plans

When the Houston Endowment granted us the term endowment to launch the Sociology PhD Program, Rice University agreed to support the program after it was established. The university is thus contractually bound to dedicate funds to continue the program after the grant expires. In addition, the department will increase its efforts to support graduate students and research staff by individual grants and collaborative training grants with the goal of being as self-sufficient as most of the Natural Sciences and Engineering Departments. As with all programs, reduction in funding will require decreases in graduate student enrollment and increases in pressure on faculty to obtain external funding.

B. External Funding in Sociology

The social sciences are generally funded at a lower rate than the natural sciences and engineering. For example, NSF tabulated the federally financed R&D expenditures at universities and colleges for 2007. For that year, total expenditures were $30,440,754,000. Of that, Life Sciences accounted for ~$18,300,000,000 Physical Sciences ~$2,680,000,000 and Engineering ~$4,460,000,000. Psychology alone accounted for ~$600,000,000 while the rest of the Social Sciences totaled $755,000,000. For that same year, Rice University -- ranked #130 among the 657 colleges and universities mentioned -- showed ~$54,300,000 in total federally financed R&D expenditures, with the Life Sciences accounting for ~$7,520,000 Physical Sciences accounting for ~$12,400,000 and Engineering ~$22,100,000. Psychology accounted for $598,000 and the remaining Social Sciences for $451,000.

Research funding in sociology comes from the federal government (NSF, NIH, and NIMH being the most relevant funding agencies), as well as from smaller governmental units at the state and local level. Significant funding comes, as well, from foundations. This can take the form of multi-year grants or can be supplements for sabbaticals, much like those awards that are common in the humanities. And, as shown in the table below, although we are a small department in terms of faculty size, our grant activity has grown substantially in recent years, as has our success in securing grant funding.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Proposal Direct Costs</th>
<th>Proposal IDC</th>
<th>Total Proposals</th>
<th>Total # of Proposals</th>
<th>Award Direct Costs</th>
<th>Award IDC</th>
<th>Total Awards</th>
<th>Total # of Awards</th>
</tr>
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<tbody>
<tr>
<td>FY05</td>
<td>$584,985</td>
<td>$99,920</td>
<td>$684,905</td>
<td>8</td>
<td>$297,772</td>
<td>$25,777</td>
<td>$323,549</td>
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<tr>
<td>FY06</td>
<td>$920,034</td>
<td>$352,756</td>
<td>$1,272,790</td>
<td>8</td>
<td>$209,323</td>
<td>$23,732</td>
<td>$233,055</td>
<td>3</td>
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<tr>
<td>FY07</td>
<td>$155,718</td>
<td>$6,114</td>
<td>$161,832</td>
<td>5</td>
<td>$16,000</td>
<td>$0</td>
<td>$16,000</td>
<td>2</td>
</tr>
<tr>
<td>FY08</td>
<td>$966,118</td>
<td>$118,796</td>
<td>$1,084,914</td>
<td>12</td>
<td>$32,791</td>
<td>$4,919</td>
<td>$37,710</td>
<td>1</td>
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<tr>
<td>FY09</td>
<td>$6,653,983</td>
<td>$1,920,971</td>
<td>$8,574,954</td>
<td>24</td>
<td>$544,018</td>
<td>$114,442</td>
<td>$658,460</td>
<td>10</td>
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</table>
According to records in our Dean’s office, by fiscal year 2009, the School of Social Sciences had increased its grant activity significantly, with faculty submitting 67 grant proposals of which 28 were funded for a total of ~$1,600,000. This is a 67 percent increase in grant dollars from fiscal year 2008. Fiscal year 2010 looks to be even more active, since by September the School of Social Sciences had already received ~$1,01,000 in funding with the expectation of an additional ~$700,000, thus outstripping the previous year’s record. This profile of increasing grant-related activity marks a change in the School of Social Sciences culture from a generation ago.

In terms of specific departments within the social sciences, psychology leads in funding (and is listed separately from the other social sciences by NSF), with sociology running close to political science and economics. For instance, an NSF table for 2007 shows all R&D expenditures in the social sciences at universities/colleges to be ~$1,781,000,000. For Economics the total was ~$349,000,000, for Political Science ~$337,000,000 and for Sociology ~$393,000,000. At Rice, for that same year, the NSF notes that the total R&D expenditure in the social sciences was ~$641,000 with Economics having ~$38,000, Political Science ~$502,000, and Sociology ~$27,000. Anthropology and Psychology were not discussed in these tables.

From the Dean’s office, we have some comparative figures for FY2009, showing the totals of ~$1,600,000 mentioned above, with Political Science at $535,000, Psychology at $408,000 and Sociology/CorrUL at $658,000. Considering its smaller size, sociology has been highly successful. These increases in funding make us optimistic about the success of our graduate program. It is, however, unrealistic to expect that all graduate student lines in Sociology will be supported by external grants, at least at the beginning of the program, and thus continued university support for a number of graduate students is crucial, and is figured into both the Houston Endowment gift and the long term budget for the program.

C. Program Budget

The Dean’s office has provided us with accounting and has handled The Houston Endowment’s grant (see budget table below). The budget provides for support for up to 20 graduate students a year, and for their summer support, recruitment, and travel expenses as well. Ancillary support is quite generous compared to the usual social science funding level. Moreover, the Endowment’s gift continues support through FY17 for the postdoctoral fellows, as they have been an important component of the department’s intellectual community. These costs will revert to the University after that time, but efforts to obtain this support from the URI and other grants from local, national, and federal sources will begin immediately after the program is started in the next fiscal year. The Houston Endowment also provides for funding for at least two additional faculty members through FY17, including funds for recruitment, start-up, travel, equipment, and renovations. The university’s Finance Office has pledged to continue support for the new faculty lines and parts of the graduate program after the funds from The Houston Endowment have been spent.
## Graduate Program Budget

### Rice Sociology PhD Program

*Incremental cost for initiating the PhD program in the department*

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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<tr>
<td>Revenue</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Houston Endowment Gift Fund (9312492-999999)</td>
<td>325,000</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Houston Endowment Term Endowment (9312492-999999)</td>
<td></td>
<td>456,410</td>
<td>1,162,084</td>
<td>1,005,078</td>
<td>1,128,683</td>
<td>1,191,764</td>
<td>1,144,647</td>
<td>1,502,758</td>
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<td>4. Application fees (10 applicants at $25 per dept share)</td>
<td></td>
<td>1,250</td>
<td>1,250</td>
<td>1,250</td>
<td>1,250</td>
<td>1,250</td>
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<tr>
<td>Total Revenue</td>
<td>325,000</td>
<td>456,410</td>
<td>1,162,084</td>
<td>1,247,385</td>
<td>1,643,843</td>
<td>1,956,174</td>
<td>2,059,454</td>
<td>2,410,492</td>
<td>2,450,538</td>
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### Expenses

<table>
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<tr>
<th>Graduate Students</th>
<th>4</th>
<th>8</th>
<th>12</th>
<th>16</th>
<th>20</th>
<th>20</th>
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<tbody>
<tr>
<td>Graduate stipends (head count)</td>
<td>$2,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Academic stipend rate for graduate fellows</td>
<td>0</td>
<td>100,000</td>
<td>204,000</td>
<td>312,000</td>
<td>454,000</td>
<td>540,000</td>
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<tr>
<td>Total academic stipends for fellows</td>
<td>0</td>
<td>100,000</td>
<td>204,000</td>
<td>312,000</td>
<td>454,000</td>
<td>540,000</td>
</tr>
<tr>
<td>Summer support for fellows</td>
<td>0</td>
<td>10,000</td>
<td>20,000</td>
<td>30,000</td>
<td>40,000</td>
<td>50,000</td>
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<tr>
<td>Fringe benefits for fellows - academic and summer (1%)</td>
<td>0</td>
<td>1,100</td>
<td>2,200</td>
<td>3,200</td>
<td>4,200</td>
<td>5,200</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>111,100</td>
<td>226,200</td>
<td>339,200</td>
<td>477,100</td>
<td>595,000</td>
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<tr>
<td>Additional faculty salaries, fringe, research and start up funds</td>
<td>0</td>
<td>0</td>
<td>570,138</td>
<td>1,140,276</td>
<td>1,710,414</td>
<td>2,280,552</td>
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<tr>
<td>Post doc salary and fringe</td>
<td>126,300</td>
<td>181,200</td>
<td>236,045</td>
<td>142,358</td>
<td>148,577</td>
<td>154,815</td>
</tr>
<tr>
<td>Program development, staff, recruitment and travel</td>
<td>160,799</td>
<td>222,299</td>
<td>316,150</td>
<td>214,426</td>
<td>227,699</td>
<td>238,407</td>
</tr>
<tr>
<td>CERPA support and seed grants</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
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<tr>
<td>University cost - tuition waivers and medical subsidy</td>
<td>0</td>
<td>0</td>
<td>142,291</td>
<td>295,460</td>
<td>460,160</td>
<td>713,357</td>
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</table>

**Total Expenses**: 2,059,454, 2,410,492, 2,450,538
6. ADMINISTRATION

Based on our secured funding, we will target the admission of 4 to 5 graduate students per year, though larger numbers will be admitted in years when research grant funding is available to pay for additional graduate student stipends. Our overall targeted size is 25 graduate students at any given time, providing approximately a 2-to-1 student-to-professor ratio.

Because we are a small department and the venture is new, we will administer the program with a Graduate Advisor, and that person will consult with the Chair and the department as a “committee of the whole” on significant decisions. We will establish a standing grievance committee as required by the Rice University grievance policy. We expect after the first 4-5 years to set up a more formal three person Graduate Committee to assist the Graduate Advisor and Chair.

Students will be admitted on a highly competitive basis. We will consider GRE scores, undergraduate GPA, curriculum vitae, letters of recommendation, writing samples, a personal essay, and professional experience. We will have a graduate student admissions committee comprised of four department faculty members. Our graduate program coordinator will do the work of collating the applications, providing letters of reply, and other such tasks. It will take us a few years to estimate our success rate, so in the first few years we will be conservative in the number of students we accept and to whom we make offers. A waiting list will be generated and used if an offer is turned down.

During the first two years of the program, each cohort will take many of the same courses. Upon acceptance of our offer, students will be paired to a faculty advisor (based on stated research interests). The Graduate Advisor will be charged with ensuring that all of the graduate students are being adequately advised by their mentors, and that each student is progressing adequately through the program. In addition, at the end of the academic year we will hold a department meeting to discuss the progress of each graduate student. No formal rewards or penalties will be attached to such reviews (with the exception of the performance reviews described below). Rather, they are intended to alert faculty of any emerging problems that require attention.

Students will also undergo multiple formal reviews. These include:

First Year: General Performance Review

At the end of the second semester, faculty will convene and vote on whether to advance students onto the second year of the program. This decision will be based on (1) quality of completed coursework and grades and (2) faculty reviews of individual student progress, which will be orally conveyed to students at the end of the second semester.

Second Year: Completion of the Master’s Thesis and Degree Requirements
In addition to required course work, graduate students must also write and orally defend a master’s thesis. This should be a publishable length paper, suitable for submission to a scholarly research journal shortly after it is defended. The master’s thesis committee will be comprised of three tenured or tenure-track sociology faculty. Normally, the oral defense of the master’s thesis will occur in the spring semester of the second year (according to Rice University rules, this is the deadline when master’s candidacy must be decided). There will be three possible outcomes of the Master’s Thesis Defense Examination: (1) high pass, receive Master’s degree, and continue in the Ph.D. program; (2) low pass, receive Master’s Degree, and leave the program; and (3) fail and leave the program.

**Third Year: Comprehensive Examinations and Dissertation Proposal**

In addition to completing the third-year course sequence, graduate students must also pass written exams in three substantive areas. Written exams will be administered in April of the student’s sixth semester at Rice.

The dissertation proposal will normally be defended before the first day of classes in the seventh semester. Upon completion of both the comprehensive examinations and the dissertation prospectus defense, the faculty will vote on whether to grant Ph.D. candidacy to the student. While this timeline is recommended for all students, Rice University rules require that a Ph.D. candidacy MUST be voted on prior to the student’s ninth semester at Rice.

**Dissertation**

After Ph.D. candidacy is granted, students will commence work on their dissertation. Each dissertation committee will be comprised of at least three tenured or tenure-track faculty members, including one outside faculty member from another department at Rice. The key members of this committee will meet annually with the student to examine his or her research progress and provide a written evaluation of the student. The dissertation itself must follow a three-paper or book format, unless students petition for a different format (possible other formats might include visual media components) and that format is approved by the department chair, with dissertation committee support. Finally, the candidate must pass a public oral examination, defending his or her dissertation to obtain the Ph.D. degree.
7. DEGREE REQUIREMENTS

A. Timeline, Required Courses, and Sequencing

We will implement a five-year degree program. Students will normally obtain a master’s degree after two years of study and research, and they will usually need an additional three years to complete the requirements for a Ph.D. We detail program content below, including a curriculum map that illustrates how our program content links to the student learning objectives described above.

As with many Ph.D. programs, we expect the number of years it takes students to go from the start of the masters to completion of the Ph.D. will vary. Among the faculty in our own department, the range is from 3 to 7 years, with the mode, median, and mean being 5 years. Nationally, the average is somewhat longer than 5 years to earn a Ph.D., but several reason exist for this: (1) in some places inadequate funding forces students to work outside of their studies, (2) a lack of careful mentorship, (3) students selecting dissertation projects that require several years of data collection, or lack of focus in working on their dissertation, and (4) variation in the number of years of required course work. Given that we are offering our students full funding, a commitment to careful mentoring, and a reasonable required course load, our program is designed to be completed in 5 years. The course work is sequenced and will typically be completed in 2½ years. By this point, students will be required to have written their Master’s thesis and completed their Masters degree. This leaves 1 semester to take the comprehensive exams and 2 years to complete the dissertation, a manageable time for nearly all sociology dissertations when adequately mentored. We do anticipate that some students will be using existing data sets (such as Add Health, a data set familiar to department members) for their dissertations, or working on projects whose funding has been secured by departmental members (e.g., Michael Emerson’s scholarship on race and religion or religion and civic life; Elaine Ecklund’s scholarship on public perceptions of science or gender and science; or Michael Lindsay’s scholarship on elites); others may have to find locations for ethnographic work in Houston, but again, department members such as Sergio Chavez should be able to guide them from their own experience.

Even with careful guidance, not all students will earn their Ph.D. in 5 years. However, our program is designed to be completed in 5 years, and funding is only guaranteed for this time period. We will encourage students to apply for fellowships to fund time beyond the 5 year allotment and help students find part time employment when possible.

Our program will offer specialized training in the following areas: Race/Ethnicity, Urban and Community, Population Health, and Culture and Religion. Admitted students must have a Baccalaureate degree or equivalent, a minimum 3.0 (B) GPA in undergraduate work, and the intent to complete a PhD in sociology. Preference will be given to applicants who have the ability to enroll as full time students.

Required courses include:
As illustrated in Appendix F, the requirement of 2 methods and 2 statistics courses is quite normative for leading departments in our discipline. The emphasis on both qualitative and quantitative methods training is also well-supported in our department. Of the 13 tenured or tenure-track faculty in the department, four are primarily qualitative and nine are primarily quantitative in technique (although several faculty members routinely engage in mixed-method collaborative and solo projects as well). We hope to take advantage of resources at Rice (such as the math refresher course already in existence) to prepare our students for this sequence. We are also in discussion with other social science departments, particularly political science, about sharing the workload for teaching these courses to our students. We also hope to take advantage of courses offered to undergraduate and graduate students in the statistics department for elective courses, as needed.

The sequence of courses will normally be as follows:

- **First Semester:**
  - Classical Social Theory or Contemporary Theory
  - Research Methods or Qualitative Research Methods
  - Elective 1

- **Second Semester:**
  - Social Statistics
  - Elective 2
  - Elective 3
  - Statistical computer programming

- **Third Semester:**
  - Contemporary Social Theory or Classical Social Theory
  - Advanced Statistical Techniques I
  - Research Methods or Qualitative Research Methods
  - Teaching Practicum (or next semester)

- **Fourth Semester:**
  - Thesis Seminar
  - Electives
  - Teaching Practicum (or previous semester)
B. Other Program Information

- All graduate students will be required to attend a monthly Teaching and Professionalization Workshop that the department will hold throughout the academic school year. With 7-8 meetings per year, these will be held during the lunch hour, and will cover a wide range of topics designed to help students prepare for the range of roles and obligations involved with an academic career. Topics we anticipate including are: writing a CV, how to construct a job talk, the job interview, how to get federal and nonprofit grants, constructing a course, discussions vs. lecture formats, using computing and visual aids in the classroom, how to write a recommendation letter, how to strategize your career, how to balance work and family.

- All graduate students will be given the opportunity to attend ICPSR summer quantitative workshops at the University of Michigan. After the successful completion of all requirements for the master’s degree, students can apply for funding to take a three-, four-, or five-day statistics workshop if they want to learn a specific technique (e.g., Structural Equation Modeling for the dissertation). Application process will be competitive, based on substantiated need and demonstrated ability to use this information, and attendance will be funded by the department.

- For SOCI 101 (Introduction to Sociology), graduate students will lead once-a-week small discussion sections (in lieu of a third lecture period each week). Ideally, students will lead the section during their second year of the program. Students will receive 1 course credit (SOCI 5XX: Teaching Practicum).

- Each student will be required to teach one undergraduate course after they pass their comprehensive exams, and prior to defending the dissertation. We anticipate that students will teach substantive introductory-level courses (100 and 300 level) that reflect their interests and that will make them more marketable and be good preparation for their initial jobs as Assistant Professors. The departmental professionalization workshops will deal with many of the teaching issues they will encounter, and they will develop syllabi in consultation with their faculty mentors, who will observe their classes several times each semester. Talented advanced graduate students may also eventually take on roles as teaching mentors. In other graduate programs, this teaching requirement is part of an anticipated five-year-to-degree timeline.
### C. Graduate Program Curriculum Map

<table>
<thead>
<tr>
<th>Year</th>
<th>Goal 1: Understand and apply sociological theory</th>
<th>Goal 2: Understand and apply research methods</th>
<th>Goal 3: Demonstrate expertise in topical specialty areas</th>
<th>Goal 4: Teaching and academic professionalization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classic Social Theory (F)</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Methods (F)</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualitative Research Methods (S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Statistics (S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistical Computer Programming (S)</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Teaching &amp; Prof. Workshop (F and S)</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>2 elective seminars (F and S)</td>
<td>✓</td>
<td></td>
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<tr>
<td><strong>Year 2</strong></td>
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</tr>
<tr>
<td>Contemporary Social Theory (F)</td>
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<td>Advanced Statistical Techniques I (F)</td>
<td></td>
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<td></td>
<td></td>
</tr>
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<td>Thesis Seminar (F)</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Teaching Practicum (F or S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 elective seminars (F and S)</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Teaching &amp; Prof. Workshop (F and S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master’s Thesis (F and S)</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective seminars (F and S)</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Teaching &amp; Prof. Workshop (F and S)</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Comprehensive examinations (S)</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><strong>Years 4 and 5</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Elective seminars (F and S)</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Teaching &amp; Prof. Workshop (F and S)</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Teach 1 undergraduate course (F or S)</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Dissertation (F and S)</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

*F = Fall semester; S = Spring semester
8. PROGRAM LAUNCH

The process of launching the graduate program will take place over the next two years (with the first cohort starting in Fall 2011). We see the current academic year (2010-2011) as critically important, since our activities will focus on advertising the program to colleagues and students at other institutions. We will do this in several ways, starting in the Fall semester of 2010:

- We will develop brochures (and related program materials), along with a personal letter from our department chair describing the program, for distribution to all sociology departments at 4-year U.S. colleges and universities.

- We will update our department website to include information on the impending launch of our graduate program, and in 2010 we will add a graduate page and portal.

Starting in the spring semester of 2010, and continuing through the early spring of 2011, our advertising and recruitment efforts will become more focused:

- We will make a list of the relevant professional meetings in sociology (regional and national), and will have at least one faculty member attend in order to advertise the program and recruit potential students. If we cannot make arrangements for faculty to attend a given meeting, we will contact the conference organizers to arrange distribution of our promotional materials. While this will include the major meetings in our discipline (e.g., annual meetings of the American Sociological Association, Southern Sociological Association, etc.), we will also attend meetings that have a stronger focus on undergraduate and graduate student research (e.g., Southern Demographic Association), or that are explicitly designed to showcase undergraduate research (e.g., SouthEastern Undergraduate Sociology Symposium).

- We will have our program added to the 2011 edition of the ASA Guide to Graduate Departments of Sociology. This book is intended as a resource for faculty, advisors, students, and higher education administrators who are seeking detailed information about graduate training programs and faculty at specific institutions.

- We will place a program advertisement in the American Sociology Association (ASA) Footnotes – a newsletter distributed to all association members on a bi-monthly basis.

- Each faculty member will contact 10-20 people in their specialty area to inform them of our program and encourage them to share information about it to interested students. Since the research areas of our faculty are also the areas of concentration highlighted in our training program, this tactic also makes sense from a recruitment standpoint.

- We will send a program announcement to all professional listservs to which our faculty subscribe (e.g., medical sociology, sex and gender, etc.).
## APPENDIX A

### Faculty Size (Number, by Rank), Top 25 Sociology Graduate Programs

<table>
<thead>
<tr>
<th>University</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
<th>Emeritus Faculty</th>
<th>Affiliates</th>
<th>Visiting Professor</th>
<th>Lecturers</th>
<th>Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of California-Berkeley</td>
<td>5</td>
<td>7</td>
<td>20</td>
<td>12</td>
<td>10</td>
<td>4</td>
<td>4</td>
<td>158</td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td>18</td>
<td>8</td>
<td>24</td>
<td>13</td>
<td>9</td>
<td>12</td>
<td>7</td>
<td>203</td>
</tr>
<tr>
<td>Princeton University</td>
<td>5</td>
<td>4</td>
<td>11</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>72</td>
</tr>
<tr>
<td>University of Michigan-Ann Arbor</td>
<td>12</td>
<td>7</td>
<td>20</td>
<td>13</td>
<td>9</td>
<td>0</td>
<td>7</td>
<td>79</td>
</tr>
<tr>
<td>Harvard University</td>
<td>4</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>102</td>
</tr>
<tr>
<td>Stanford University</td>
<td>5</td>
<td>2</td>
<td>13</td>
<td>9</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>62</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>5</td>
<td>2</td>
<td>15</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>83</td>
</tr>
<tr>
<td>UNC-Chapel Hill</td>
<td>4</td>
<td>7</td>
<td>19</td>
<td>8</td>
<td>11</td>
<td>0</td>
<td>1</td>
<td>82</td>
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<tr>
<td>Northwestern University</td>
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<td>10</td>
<td>14</td>
<td>6</td>
<td>15</td>
<td>0</td>
<td>2</td>
<td>85</td>
</tr>
<tr>
<td>UCLA</td>
<td>4</td>
<td>6</td>
<td>38</td>
<td>19</td>
<td>2</td>
<td>0</td>
<td>8</td>
<td>88</td>
</tr>
<tr>
<td>Columbia University</td>
<td>4</td>
<td>3</td>
<td>17</td>
<td>3</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>68</td>
</tr>
<tr>
<td>Indiana University-Bloomington</td>
<td>6</td>
<td>6</td>
<td>29</td>
<td>9</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>97</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>4</td>
<td>6</td>
<td>13</td>
<td>8</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>54</td>
</tr>
<tr>
<td>Duke University</td>
<td>0</td>
<td>5</td>
<td>16</td>
<td>5</td>
<td>12</td>
<td>11</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>New York University</td>
<td>5</td>
<td>5</td>
<td>26</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>68</td>
</tr>
<tr>
<td>University of Texas-Austin</td>
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<td>13</td>
<td>24</td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>8</td>
<td>98</td>
</tr>
<tr>
<td>Cornell University</td>
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<td>3</td>
<td>11</td>
<td>1</td>
<td>12</td>
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<td>0</td>
<td>45</td>
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<td>Ohio State University</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>University of Washington</td>
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<td>6</td>
<td>17</td>
<td>15</td>
<td>20</td>
<td>2</td>
<td>2</td>
<td>90</td>
</tr>
<tr>
<td>Pennsylvania State University</td>
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<td>6</td>
<td>25</td>
<td>13</td>
<td>12</td>
<td>0</td>
<td>19</td>
<td>70</td>
</tr>
<tr>
<td>University of Arizona</td>
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<td>5</td>
<td>10</td>
<td>2</td>
<td>7</td>
<td>0</td>
<td>4</td>
<td>63</td>
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<tr>
<td>University of Maryland</td>
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<td>8</td>
<td>14</td>
<td>8</td>
<td>11</td>
<td>4</td>
<td>1</td>
<td>75</td>
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<td>University of Minnesota</td>
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<td>13</td>
<td>3</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>90</td>
</tr>
<tr>
<td>Yale University</td>
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<td>11</td>
<td>6</td>
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<td>0</td>
<td>44</td>
</tr>
<tr>
<td>Brown University</td>
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<td>8</td>
<td>11</td>
<td>11</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>47</td>
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</table>
APPENDIX B
POSTDOCTORAL FELLOWS PROGRAM

Program History and Purpose

Started in 2001, the Postdoctoral Fellows Program was designed to further the development and skills of recent sociology doctorates. While initial funding occurred on an ad-hoc basis through research grants obtained by faculty members, we have secured permanent funding for two postdoctoral fellow lines through Rice University. This allows us to cast a wide net when evaluating program applicants, since we do not have to match fellows with any specific research project. This also ensures a minimum of two postdoctoral fellows in the sociology department – although the number of fellows in residence has varied between one and four since the program’s inception.

A key facet of this program is the matching of each incoming fellow with a faculty member who serves as the fellow’s primary mentor and research collaborator. Mentoring includes, but is not necessarily limited to, the following:

- Publishing with postdoctoral fellows.
- Regular meetings regarding research and publication progress.
- Oversight of a postdoctoral fellow teaching one course.
- Vetting of application materials, including CV and cover letter content, when the fellow goes on the academic job market.

While postdoctoral scholars typically work closely with one faculty member, the department actively encourages each fellow to establish a collaborative research relationship with any member of the faculty. Our experience is that the most successful postdocs are those who work with numerous faculty on research topics of mutual interest.

The postdoc selection committee is made up of faculty members who are interested in actively working with an admitted fellow. Preference is given to fellows whose research agenda reflects the interests of faculty who make up the search committee. If an incoming fellow’s research agenda matches with only one faculty member, that person will assume primary mentorship responsibility during the fellow’s stay at Rice. If a postdoctoral fellow’s research agenda matches with more than one faculty member, a decision is made regarding whether mentoring duties will be shared, or fall to just one person.

Program Alumni Assessment

As Table 1 illustrates, our postdoctoral fellows have an outstanding placement record in academic jobs after leaving Rice. Every fellow has secured multiple tenure-track job interviews, mostly with schools that have ranked graduate programs.
## Table 1. Alumni and Current Fellows, 2001 to Present

<table>
<thead>
<tr>
<th>Fellow</th>
<th>Cohort</th>
<th>Ph.D.</th>
<th>Research Areas</th>
<th>Placement</th>
</tr>
</thead>
</table>
| Jen'nan Ghazal Read | 2001-03 | University of Texas at Austin | Gender, Ethnicity, Religion, Health | Interviewed leaving Rice:  
Vanderbilt (Top 30) – offered  
Minnesota (Top 20) – offered  
UC-Irvine (Top 30) – offered  
Ohio State (Top 20) - offered  
Employment:  
**UC-Irvine**, 2003-2008;  
**Duke University**, 2008 – present |
| Michael Aguilera    | 2002-04 | Stony Brook University | Migration, Race/ethnicity, Economic, Social networks, Social inequality | Interviewed leaving Rice:  
Iowa (Top 40)  
Oregon (Top 55) – offered  
Denver (NA) – offered  
Minnesota (Top 20)  
Illinois at Chicago (Top 40)  
Employment:  
**University of Oregon**, 2004 – present. |
| Anne Lincoln        | 2004-06 | Washington State University | Work/organizations, Labor market, Gender, Culture, Methods/statistics | Interviewed leaving Rice:  
UT-Arlington (NA)  
Southern Methodist (NA) - offered  
New Mexico State (NA)  
Employment:  
**Southern Methodist**, 2006 – present. |
| Elaine Howard Ecklund| 2004-06 | Cornell University | Race, Immigration, Religion, Culture, Methods | Interviewed leaving Rice:  
Princeton (Top 10)  
SUNY-Buffalo (Top 40) – offered  
UT-Austin (Top 20) – offered  
Loyola of Chicago (Top 50)– withdrew  
NYU (Top 20)  
Virginia (Top 40)  
Employment:  
**SUNY, Buffalo**, 2006-2008;  
Rice University, 2008 – present. |
| Marcus Britton      | 2005-08 | Northwestern University | Urban Economic Organization theory, Race/ethnicity Immigration | Interviewed leaving Rice:  
Minnesota (Top 20)  
Loyola of Chicago (Top 50)  
SUNY-Buffalo (Top 40) – offered  
Wisconsin-Milw (Top 50) – offered  
Brown University (Top 30)  
Employment:  
**Wisconsin-Milwaukee**, 2008 - present |
| Kristen Schilt      | 2006-08 | UCLA              | Gender and sexuality, Communal organization | Interviewed leaving Rice:  
UC-Berkeley (Top 5) – withdrew  
Chicago (Top 5)– offered |
<table>
<thead>
<tr>
<th>Fellow</th>
<th>Cohort</th>
<th>Ph.D.</th>
<th>Research Areas</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melanie Heath</td>
<td>2006-08</td>
<td>University of Southern California</td>
<td>Gender and sexuality, Social inequality, Culture, Marriage and family, Religion</td>
<td>Interviewed leaving Rice: Kansas State (unranked) – offered, McMaster (NA) – offered</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Qualitative methods</td>
<td>Employment: Chicago, 2008 – present.</td>
</tr>
<tr>
<td>Jason Shelton</td>
<td>2006-08</td>
<td>University of Miami</td>
<td>Black racial attitudes, Immigration, Race and social class</td>
<td>Interviewed leaving Rice: Univ. of Houston (NA) – withdrew, UT-Arlington (NA) – offered</td>
</tr>
<tr>
<td>Jeremy Porter</td>
<td>2008-10</td>
<td>Mississippi State University</td>
<td>Quantitative methods, Religion, Education, Demography, Spatial data analysis, Social inequality</td>
<td>Interviewed leaving Rice: Univ. of Illinois, Chicago (Top 30), Baylor University – offered, U.S. Census Bureau – offered, CUNY, Brooklyn – offered</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Qualitative methods</td>
<td>Employment starting July 2010: CUNY, Brooklyn</td>
</tr>
<tr>
<td>Sarah Damaske</td>
<td>2009-11</td>
<td>New York University</td>
<td>Stratification, Sex and Gender, Work and family</td>
<td>TBD</td>
</tr>
<tr>
<td>Adrienne Frech</td>
<td>2009-11</td>
<td>Ohio State University</td>
<td>Medical, Family, Life Course</td>
<td>Qualitative methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unranked means the department has a PhD program, but it is not ranked by the US News and World Report. NA means the department does not have a Ph.D. program or in the McMaster case is not in the U.S. and thus not included in the rankings.

In addition, the department faculty has established an excellent record of collaborative research with our postdoctoral fellows, many of whom worked closely with multiple faculty members during their tenure at Rice. While many faculty have works in-progress with past and current postdocs, below we list published papers and awarded grants, by year of publication:


• Elaine Howard Ecklund (PI) and Anne Lincoln (co-PI). 2008-2010. “Perceptions of Women in Academic Science,” National Science Foundation ($299,334, Grant #0733976).

Ecklund, Elaine Howard (PI). 2005-2009. “Religion and Spirituality among Natural and Social Scientists at Elite Research Universities,” The John Templeton Foundation ($283,549) Emerson, Martin, Long, Klineberg were on study advisory board

• Gorman, Bridget K. (Co-PI), Kristen Schilt (Co-PI), and Jenifer Bratter (Co-Investigator). 2007-2009. “Gender Differences in the Graduate School Experience.” ADVANCE Mini-Grant Program grant, Rice University ($11,039).


• Gorman, Bridget K (Co-PI), Jen’nan G. Read (Co-PI), and Patrick M. Krueger (Co-Investigator). 2007. “How Gender Shapes the Mexican American Immigrant Health Paradox.” Faculty Initiatives Fund, Rice University grant ($25,000).


## APPENDIX C

### Summary of Undergraduate Courses Taught in Sociology, 2004-2009

<table>
<thead>
<tr>
<th>SOCI Course</th>
<th>Course Title</th>
<th># Times Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>101 (203)</td>
<td>Introduction to Sociology</td>
<td>9</td>
</tr>
<tr>
<td>241 (421)</td>
<td>The Craft of Sociology</td>
<td>2</td>
</tr>
<tr>
<td>250 (317)</td>
<td>Social Theory</td>
<td>3</td>
</tr>
<tr>
<td>275 (395)</td>
<td>Feminist Social Thought</td>
<td>2</td>
</tr>
<tr>
<td>280</td>
<td>Intro to Politics, Justice &amp; Capabilities</td>
<td>3</td>
</tr>
<tr>
<td>290 (390)</td>
<td>Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>297</td>
<td>Racial &amp; Ethnic Groups in America</td>
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</tr>
<tr>
<td>298 (398)</td>
<td>Social Statistics</td>
<td>5</td>
</tr>
<tr>
<td>302</td>
<td>The Global Politics of Family &amp; Sexuality</td>
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</tr>
<tr>
<td>303</td>
<td>Poverty &amp; Public Policy</td>
<td>1</td>
</tr>
<tr>
<td>304</td>
<td>Environmental Issues: Rice in Future</td>
<td>2</td>
</tr>
<tr>
<td>308</td>
<td>Houston: Sociology of a City</td>
<td>5</td>
</tr>
<tr>
<td>309</td>
<td>Race and Ethnic Relations (S)</td>
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</tr>
<tr>
<td>311</td>
<td>The Sociology of Deviant Behavior</td>
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</tr>
<tr>
<td>312</td>
<td>Economic Sociology</td>
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<tr>
<td>314</td>
<td>Science at Risk</td>
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<tr>
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<td>Population and Society</td>
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<tr>
<td>320</td>
<td>Race &amp; Religious Faith</td>
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<tr>
<td>321</td>
<td>Criminology</td>
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<tr>
<td>325</td>
<td>Sociology of Law</td>
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</tr>
<tr>
<td>329</td>
<td>Multiracial America</td>
<td>2</td>
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<tr>
<td>331 (431)</td>
<td>Criminal Justice System</td>
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<td>Contemporary Chinese Society</td>
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<tr>
<td>333 (430)</td>
<td>Sociology of Religion</td>
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<tr>
<td>334</td>
<td>Sociology of the Family</td>
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<tr>
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<td>340</td>
<td>Contemporary Mexican Society</td>
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</tr>
<tr>
<td>345</td>
<td>Introduction to Medical Sociology</td>
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</tr>
<tr>
<td>351</td>
<td>Theory &amp; Practice of Punishment</td>
<td>1</td>
</tr>
<tr>
<td>355</td>
<td>Sociology of Drugs and Alcohol</td>
<td>3</td>
</tr>
<tr>
<td>360 (445)</td>
<td>Sociology of Culture</td>
<td>3</td>
</tr>
<tr>
<td>362</td>
<td>Media, Culture &amp; Society</td>
<td>1</td>
</tr>
<tr>
<td>367</td>
<td>Environmental Sociology</td>
<td>4</td>
</tr>
<tr>
<td>375</td>
<td>The Social Dynamics of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>381</td>
<td>Research Methods</td>
<td>1</td>
</tr>
<tr>
<td>386</td>
<td>African Americans in Society</td>
<td>3</td>
</tr>
<tr>
<td>403</td>
<td>Independent Study</td>
<td>6</td>
</tr>
<tr>
<td>404</td>
<td>Independent Study</td>
<td>7</td>
</tr>
<tr>
<td>405</td>
<td>Ethnographic Research</td>
<td>6</td>
</tr>
<tr>
<td>406</td>
<td>Basic Demographic Methods</td>
<td>1</td>
</tr>
<tr>
<td>409</td>
<td>Visual Sociology</td>
<td>1</td>
</tr>
<tr>
<td>410</td>
<td>Translating Research into Policy</td>
<td>1</td>
</tr>
<tr>
<td>415</td>
<td>New Social Movements</td>
<td>2</td>
</tr>
<tr>
<td>433</td>
<td>Sociology of Life Cycle: Death &amp; Dying</td>
<td>1</td>
</tr>
<tr>
<td>436</td>
<td>Research Seminar: The Houston Area Survey</td>
<td>3</td>
</tr>
<tr>
<td>440</td>
<td>Family Inequality</td>
<td>1</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>451</td>
<td>Immigration in a Global World</td>
<td>1</td>
</tr>
<tr>
<td>465</td>
<td>Gender &amp; Health</td>
<td>1</td>
</tr>
<tr>
<td>470</td>
<td>Urban Life and Systems</td>
<td>3</td>
</tr>
<tr>
<td>475</td>
<td>Religion and Public Life</td>
<td>2</td>
</tr>
<tr>
<td>492</td>
<td>Directed Honors Research</td>
<td>5</td>
</tr>
<tr>
<td>493</td>
<td>Directed Honors Research</td>
<td>6</td>
</tr>
</tbody>
</table>

Note: Course numbers in (parentheses) indicate old course number prior to renumbering of sequence in 2008.
# APPENDIX D

## Sample Two-Year Teaching Schedule

This example assumes 30 courses taught per year (a conservative effort, allowing for several course buyouts)

### YEAR 1

<table>
<thead>
<tr>
<th>Undergraduate Fall</th>
<th>Undergraduate Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Sociology</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>Research Methods</td>
<td>Social Statistics</td>
</tr>
<tr>
<td>Race and Ethnic Relations</td>
<td>Multiracial America</td>
</tr>
<tr>
<td>Immigration</td>
<td>Population and Society</td>
</tr>
<tr>
<td>Criminology</td>
<td>Urban Ethnography</td>
</tr>
<tr>
<td>Poverty and Justice</td>
<td>Inequality and Urban Life</td>
</tr>
<tr>
<td>Medical Sociology</td>
<td>Drugs and Alcohol</td>
</tr>
<tr>
<td>Family</td>
<td>Poverty and Public Policy</td>
</tr>
<tr>
<td>Houston: Soc of a City</td>
<td>Environmental Sociology</td>
</tr>
<tr>
<td>US Census</td>
<td>Social Theory</td>
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<table>
<thead>
<tr>
<th>Graduate Fall</th>
<th>Graduate Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classical Soc Theory</td>
<td>Teaching Seminar (1 credit)</td>
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<tr>
<td>Research Methods</td>
<td>Social Statistics</td>
</tr>
<tr>
<td>Elective Seminar 1</td>
<td>Elective Seminar 4</td>
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<tr>
<td>Elective Seminar 2</td>
<td>Elective Seminar 5</td>
</tr>
<tr>
<td>Elective Seminar 3</td>
<td>Elective Seminar 6</td>
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<tr>
<td>Courses in other Depts</td>
<td>Courses in other Depts</td>
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### YEAR 2

<table>
<thead>
<tr>
<th>Undergraduate Fall</th>
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<tbody>
<tr>
<td>Intro to Sociology</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>Research Methods</td>
<td>Social Statistics</td>
</tr>
<tr>
<td>Race and Ethnic Relations</td>
<td>Identity in a Diverse World</td>
</tr>
<tr>
<td>Immigration</td>
<td>Life and Death</td>
</tr>
<tr>
<td>Science at Risk</td>
<td>Inequality and Health</td>
</tr>
<tr>
<td>Medical Sociology</td>
<td>Ethnography</td>
</tr>
<tr>
<td>Environmental Issues</td>
<td>Craft of Sociology</td>
</tr>
<tr>
<td>Social Dynamics of Leadership</td>
<td>Religion in American Life</td>
</tr>
<tr>
<td>Social Theory</td>
<td>African Americans in Society</td>
</tr>
<tr>
<td>Houston Area Survey Design</td>
<td>Immigration in Global Society</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Graduate Fall</th>
<th>Graduate Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary Theory</td>
<td>Advanced Stat Tech 1</td>
</tr>
<tr>
<td>Qualitative Research methods</td>
<td>Thesis Seminar</td>
</tr>
<tr>
<td>Elective Seminar 7</td>
<td>Elective Seminar 10</td>
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<tr>
<td>Elective Seminar 8</td>
<td>Elective Seminar 11</td>
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<tr>
<td>Elective Seminar 9</td>
<td>Elective Seminar 12</td>
</tr>
<tr>
<td>Courses in other Depts</td>
<td>Courses in other Depts</td>
</tr>
</tbody>
</table>
APPENDIX E

FONDREN LIBRARY – PRESSES AND JOURNAL SUBSCRIPTIONS

A. Fondren Library receives books from these presses automatically via its approval plan:

Belnap/Harvard
Cambridge University Press (U.S., U.K. International)
Clarendon/Oxford
Columbia University Press
Columbia Business School
Comstock/Cornell
Cornell University Press
Duke University Press
Harvard University Press
ILR/Cornell
Indiana University Press
J. Paul Getty Museum
Johns Hopkins University Press
Louisiana State University Press
MIT Press
Penn State University Press
Princeton University Press
Stanford University Press
Texas A & M University Press
University of California Press
University of Chicago Press
University of Georgia Press
University of Minnesota Press
University of North Carolina Press
University of Pennsylvania Press
University of Toronto Press
University of Wisconsin Press
University Press of Kentucky
University of Texas Press
University Press of Florida
Yale University Art Gallery
Yale University Press

Exceptions: books over $100, textbooks, reprints, new editions.
FONDREN LIBRARY: JOURNALS CHARGED TO SOCIOLOGY FUNDS

ADVANCES IN CRIMINOLOGICAL THEORY
ADVANCES IN GENDER RESEARCH
ADVANCES IN GROUP PROCESSES
ADVANCES IN SOCIAL SCIENCE METHODOLOGY
AMERICAN JOURNAL OF SOCIOLOGY
AMERICAN OXONIAN
AMERICAN SOCIOLOGICAL REVIEW
ARCHIVES EUROPEENNES DE SOCIOLOGIE EUROPEAN JOURNAL OF SOC
BLACK AMERICANS
BRITISH JOURNAL OF SOCIOLOGY
BROWN UNIVERSITY DIGEST OF ADDICTION THEORY AND APPLICATION
CANADIAN JOURNAL OF SOCIOLOGY CAHIERS CANADIENS DE SOCIOLOGIE
CHICANA LATINA STUDIES
COMPARATIVE SOCIAL RESEARCH
CONTEMPORARY SOCIOLOGY
CONTEXTS BERKELEY CALIF
CRIMINAL BEHAVIOUR AND MENTAL HEALTH ONLINE
CRIMINAL JUSTICE ABSTRACTS
CRIMINOLOGY
CRITICAL REVIEW NEW YORK N.Y.
CURRENT PERSPECTIVES IN SOCIAL THEORY
DEMOGRAPHY
DEVELOPMENTAL DISABILITIES RESEARCH REVIEWS
DIASPORA NEW YORK N.Y.
ESSAYS IN THE PHILOSOPHY OF HUMANISM
ETHNIC AND RACIAL STUDIES
ETHNICITIES
FAMILY PROCESS
FAMILY RELATIONS
FEMINIST STUDIES FS
FOCUS
FOCUS INSTITUTE FOR RESEARCH ON POVERTY
FREE INQUIRY BUFFALO N.Y.
FUTURIST
GENDER SOCIETY
GERONTOLOGIST
GOVERNING
HARVARD JOURNAL OF HISPANIC POLICY
HISPANIC AMERICANS
HISPANIC JOURNAL OF BEHAVIORAL SCIENCES
HUMAN SEXUALITY
HUMBOLDT JOURNAL OF SOCIAL RELATIONS
INSTITUTIONAL MEMBERSHIP
INTERNATIONAL AND INTERCULTURAL COMMUNICATION ANNUAL
INTERNATIONAL JOURNAL OF COMPARATIVE SOCIOLOGY
INTERNATIONAL JOURNAL OF INCLUSIVE DEMOCRACY
INTERNATIONAL JOURNAL OF SOCIOLOGY
INTERNATIONAL JOURNAL OF SOCIOLOGY OF THE FAMILY

41
SOCIOLOGICAL INQUIRY
SOCIOLOGICAL METHODOLOGY
SOCIOLOGICAL METHODS RESEARCH
SOCIOLOGICAL PERSPECTIVES
SOCIOLOGICAL QUARTERLY
SOCIOLOGICAL REVIEW
SOCIOLOGICAL SPECTRUM
SOCIOLOGICAL THEORY
SOCIOLOGY
SOCIOLOGY OF RELIGION
SOULS: A CRITICAL JOURNAL OF BLACK CULTURE . .
SOUTHERN EXPOSURE
STATE OF BLACK AMERICA
STUDIES IN FAMILY PLANNING
STUDIES IN QUALITATIVE METHODOLOGY
TEACHING SOCIOLOGY
THEORY AND SOCIETY
URBAN AFFAIRS REVIEW THOUSAND OAKS CALIF
URBAN REVIEW
URBAN STUDIES EDINBURGH SCOTLAND
WORK AND OCCUPATIONS
WORK EMPLOYMENT SOCIETY
# APPENDIX F

## Summary of Methods and Statistics Required Courses, Top 25 Sociology Graduate Programs

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Methods Courses</th>
<th>Number of Statistics Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC Berkeley</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Princeton University</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>University of Michigan-Ann Arbor</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Harvard University</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Stanford University</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>University of North Carolina-Chapel Hill</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Northwestern University</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>University of California-Los Angeles</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Columbia University</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Indiana University-Bloomington</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Duke University</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>New York University</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>University of Texas-Austin</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Cornell University</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>University of Washington</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Pennsylvania State University</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>University of Maryland</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>University of Minnesota</td>
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<td>2</td>
</tr>
<tr>
<td>Yale University</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Brown University</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
November 29, 2009

Moshe Vardi
Chair, Graduate Council
Rice University
CAMPUS

Dear Moshe:

This responds to your question about the university’s commitment and ability to support the new doctoral program in sociology. Briefly, the answer to your question is yes, the university is prepared to support that initiative.

I hasten to point out that the relatively modest faculty expansion envisioned in connection with the new program is significantly underwritten during the first half dozen years by a generous gift from the Houston Endowment. That period of time provides ample opportunity to plan and prepare for funding the program on an ongoing basis … and the preparation has been included in the university’s planning since the proposal to the Houston Endowment was submitted.

It would, of course, be Pollyanna-ish to overlook the possibility that continued financial stringency might intrude on these plans if the markets or other financial factors in the broader economy behave especially pathologically. If circumstances beyond our control dictate, even from 2016 and beyond, then some adjustment might have to be made in the current planning for the sociology Ph.D. program. But I see no reason to expect that circumstances will develop in such a way as to make current plans untenable.

Altogether, I believe it is prudent to proceed with the sociology Ph.D. program.

Sincerely,

Eugene H. Levy

cc. Kathy Collins, Paula Sanders, Elizabeth Long
January 7, 2010

MEMORANDUM

To: Moshe Vardi

From: Lyn Ragsdale

Re: Support for the Ph.D. program in Sociology (Revision)

I fully support the proposed Ph.D. program in Sociology. The Department has a very careful, detailed and exciting plan for their new program. This will be one of the first Sociology programs in the country that will combine training in quantitative and qualitative methodologies. It will engage students in a true mentorship approach to learning. It will also expose students to the very research active faculty who have obtained numerous extra-mural research grants and awards. In addition, the proposed program maximizes the use of Houston as a laboratory for many of the topics that the students will be studying. In addition, a focus on the Houston school of sociology will also bring a new and rich theoretical approach to the program which will help establish its identity. The Department is poised to become one of the truly top tier, small programs in the country. I am confident that they will work to achieve that vision.

In considering the logistics of the program, we have worked out a plan for space to accommodate the graduate students as their numbers grow in successive years. In the first year, we will provide an office for the 4 incoming students in Sewall 272. Thereafter, we will accommodate the growth with Sewall 368 and 370, offices which have capacity for an additional 8 students. This takes us to FY 2013 at which time we are scheduled to have additional space free up in Sewall 278 which is a very large room that will accommodate an additional 8 students.
April 13, 2010

Dr. Duane Windsor  
Speaker, Faculty Senate  
Lynette S. Autrey Professor of Management  
Rice University  
Re: Final Version of the Proposal for a PhD Program in Sociology  

Dear Duane:

I have enclosed the final version of the Proposal for the Sociology PhD Program (as both .doc and .pdf files). At its March 26, 2010 meeting, the Graduate Council unanimously and enthusiastically approved and endorsed this proposal. A few minor revisions were suggested and accepted by the Sociology Department to create the final document. As acting chair of the Graduate Council, I am submitting this proposal for approval by the Faculty Senate.

The proposal was reviewed three times by the Graduate Council as a whole and several more times by a subcommittee. The plan contains all the elements required by our new policy for *Creating and Changing Graduate-Degree Programs at Rice University*, including a:

1. Strong explanation of intellectual merit, which is compelling;
2. Specific goals for student learning outcomes and a curriculum map;
3. Listing of faculty and their qualifications;
4. Description of needed resources and facilities;
5. Five-year business plan with an approved budget;
6. Administrative plan for the program, including tracking student progress;
7. Detailed description of the degree requirements;
8. Time line for launching and evaluating the program;
9. Letters of support from the Dean of Social Sciences and the Provost (enclosed as separate .pdf files)

Finally, six external reviewers were solicited (3 from the department and 3 from the Graduate Council). The reports were highly supportive and provided helpful suggestions, most of which were incorporated into the final document.

Thus, the Graduate Council provides its strongest recommendation that the Faculty Senate approve Sociology PhD Program.

Sincerely yours,

[Signature]

John S. Olson  
Dorothy and Ralph Looney Professor  
Of Biochemistry & Cell Biology  
(Phone: 1-713-348-4762; olson@rice.edu)