

DEPARTMENT OF SOCIOLOGY/ANTHROPOLOGY

717.872.3544

www.millersville.edu/socanth

The faculty of the Sociology and Anthropology Department want your undergraduate education to be a successful and fulfilling endeavor. In an effort to do so, we have created this handbook which you will find to be a valuable resource tool as you make your way through your degree in Sociology or Anthropology.

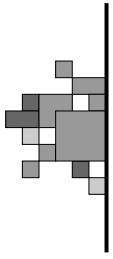
In addition to departmental policies and procedures, we have included career and graduate school advice based on our own educational and professional experiences.

As always, we encourage you to be proactive in your education and seek our assistance when you have questions or concerns.

We are proud of our graduates and look forward to working with you!

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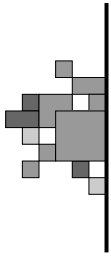
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To assist you with your educational goal as a Sociology or Anthropology major, a list of expectations was developed through a joint effort of department faculty and students.



Academic advising plays an important role in the faculty-student relationship. An effective advising relationship is built on JOINT



On April 23, 1991, faculty approved 10 courses that would satisfy part of the 30 semester hour requirement in the major and be used alternatively by Sociology majors and Anthropology majors. YOU MUST OBTAIN YOUR ADVISER'S CONSENT BEFORE YOU WILL BE ALLOWED TO SUBSTITUTE A COURSE.

A maximum of two (2) Sociology courses may be substituted for part of the 30 semester hours major course requirement:

- SOCY 216: Human Population
- SOCY 302: Social Statistics
- SOCY 305: Methods of Social Research
- SOCY 310: Sociology of Religion
- SOCY 303: Sociological Theory

A maximum of two (2) Anthropology courses may be substituted for part of the 31 semester hours major course requirement:

- ANTH 121: Cultural Anthropology
- ANTH 220: Ethnographic Methods
- ANTH 322: Food and Culture
- ANTH 328: Male/Female
- ANTH 344: Gender, Race, and Class (*either* as a perspectives course or as a sociology course, but not both)
- ANTH 422: History of Anthropological Theory

Sociology/Anthropology courses fulfill the General Education 3 (G3) Social Sciences requirements. However, for general education purposes, Sociology and Anthropology courses are treated as being in two (2) separate departments. This means:

- Anthropology majors may count two (2) Sociology courses in block G3 of the Liberal Arts Core.
- Sociology majors may count two (2) Anthropology courses in block G3 of the Liberal Arts Core.

Before you can register, you are required to have a Term Advisement PIN also known as a 'TAP' number. Your TAP number can only be obtained through a scheduled, in-person advising session. Since registration is an extremely busy time for your faculty advisor, you should schedule your appointment as soon as the course scheduling information is available or at least two (2) weeks before registration begins!

The Department attempts to reserve enough seats in sociology and anthropology courses for its majors. Scheduling problems do occur especially during the sophomore and junior year when you may find sections of the Department's popular "W" courses closed.

Every attempt is made to add majors to the closed sections. Therefore, the Department has the following recommendations to assist you in obtaining a seat in a closed section:

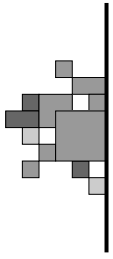
Place your name on the Registrar's waiting list.

Print and complete the "Permission to Enroll" form that is available online at the "Student Forms" link located on Millersville University's homepage. You must also obtain the consent from the instructor and the department chair.

Get on the instructor's waiting list.

Check the online class schedule at the Registrar's page to determine which courses are still open at the end of the registration period.

Try to add the course three (3) to four (4) days before the beginning of a semester. Seats sometimes become available when students fail to pay their tuition bill on time.



Students of the University are expected to be honest and forthright in their academic endeavors. When this is not the case, students are then involved in academic dishonesty practices which include plagiarism, fabrication, cheating, and so forth. This section is the policy on academic honesty and the consequences for violating such a policy.

To falsify the results of one's research, to steal the words or ideas of another, to cheat on an examination, to allow another person to commit, or assist another in committing an act of academic dishonesty, corrupts the essential process by which knowledge is advanced.

The following are examples of the various forms of conduct that constitute academic dishonesty, and should not be construed as a restrictive or exhaustive enumeration.

Plagiarism is the inclusion of someone else's words, ideas, or data as one's own work. When an individual submits work that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and if verbatim statements are included, through quotation marks.

By placing his/her name on a scholarly product, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. Plagiarism would include representing as one's own any academic exercise (e.g. written work, computer program, sculpture, etc.) prepared totally or in part by another.

An individual will avoid being charged with plagiarism, if there is an acknowledgment or indebtedness whenever one:

- quotes another person's actual words

- uses another person's ideas, opinions, or theories, even if they are completely paraphrased in one's own words

- borrowing facts, statistics, or other illustrative materials, unless the information is common knowledge.

Fabrication is the falsification of research or other findings. Examples of fabrication include:

- Citation of information not taken from the source indicated, and consequently not appropriately used.

- Listing in a bibliography sources not actually consulted, or used in a research paper or exam.

- Inventing data or other information for research or other academic projects.

Cheating is the act or attempted act of deception by which an individual tries to misrepresent that he/she has mastered subject matter in an academic project, or the attempt to gain an advantage, usually academic, by the use of illegal or illegitimate means. Examples:

- Copying from another student's test paper.

- Allowing another student to copy from one's test paper.

Using the course textbook, or other material such as a notebook, brought to class meeting, but unauthorized for use during a test.

Collaborating during a test with another person by receiving or providing information without the permission of the professor.

Using or possessing specifically prepared materials during a test (e.g. notes, formula lists, notes written on the

Make use of tutorial services, or other services that may be available, to assist in preparing papers and completing other course assignments properly. This

Sociology and anthropology majors who plan to continue in the major, are required to complete an extended advisement session known as a Sophomore Review. The Review is a mandatory, non-graded activity designed primarily to enhance departmental advising. Students cannot "fail" the review nor will a dismissal from the major occur based on a poor performance review.

The Sophomore Review is designed to be an extremely valuable advising session that makes future academic planning and course selection much easier. YOU ARE RESPONSIBLE FOR PRINTING OUT YOUR DEGREE AUDIT REPORT (DARS) AND BRINGING IT TO YOUR SCHEDULED MEETING.

You and your adviser will meet for the 30 minute session to:

- Review your DARS and determine what requirements you need to meet and create a timeline to help you meet them.

- Review your academic record to verify that you are progressing towards the completion of your major.

- Identify your academic strengths and weaknesses.

- Recommend non-classroom based academic experiences such as study abroad, internships, honors projects, etc. that will contribute to your employability after graduating from the University.

- Discuss strategies to help you achieve your career goals.

- Review your resume and make suggestions to strengthen its content so that it clearly communicates your personal and academic strengths.

The Sophomore Review is required the semester after you have earned 45 credits and must occur the semester before you complete 60 semester hours.

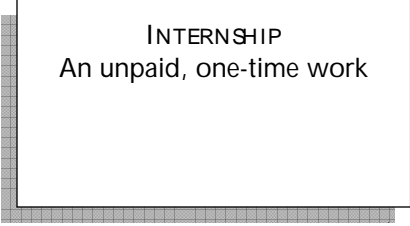
Students who are not in the major, want to transfer in, and who have earned more than 45 credits are required to complete the Sophomore Review before they will be accepted into the major.

The Department will notify you when it is time to schedule your Review. It is your responsibility to schedule the Sophomore Review appointment with your adviser.

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Schedule an appointment for the Sophomore Review with your adviser.

A co-op/internship placement is a window through which you can view the world of work



An unpaid, one-time work

In order to participate in an internship/co-op placement, you must have the following:

Class standing of either a Junior or Senior.

An overall Q.P.A. of 2.25 or higher.

A Q.P.A. of 2.50 or higher in your major or permission from the department.

Completion of 9 credit or more credit hours in your major.

Completion of the online orientation.

Completion of the application for an internship/co-op with the Internship Office.

Approval of a faculty member, who will serve as your internship/co-op supervisor, and the Department Internship/Co-op Coordinator.

Both internships and co-ops are three (3) credit hours. To earn the three (3) credit hours, you are expected to work a total of 140 hours during the semester you are enrolled in the internship/co-op. For example:

Fall semester: 14 weeks x 10 hours each week = 140.

Spring semester: 14 weeks x 10 hours each week = 140.

Summer semester: 10 weeks x 14 hours each week = 140.

Some internships may require you to spend more than 10 hours per week. However, you are still required to spend 14 weeks at your internship regardless of how many hours per week you are there. During summer, it is possible to complete your internship in 10 weeks by working 14 hours/week. The total number of internship or co-op credits you may complete is from three (3) to nine (9) credit hours however, only three (3) hours will count towards your major course requirements.

It is your responsibility to obtain a job description for your internship/co-op placement and submit it to the department coordinator for approval. The job descriptions must include responsibilities, duties, areas of observation, and other related experience.

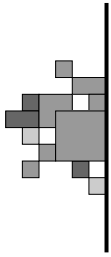
As you progress through your internship/co-op placement, you will be required to complete the tasks listed below:

A GOAL STATEMENT describing your internship goals and learning objectives. This is based on a writing assignment found at the end of the required reading entitled, *“Setting Goals and Identifying Educational Objectives.”*

REGULAR CONTACT WITH YOUR FACULTY SUPERVISOR either in person or by email.

A SERIES OF WRITING ASSIGNMENTS to help you reflect on your experiences as an intern. The topics vary but generally include observations on specific skills you have acquired, things you need to learn, self evaluation, experiences with supervision, relationships with co-workers, ethical issues and the relationship between your internship experiences and the concepts and methods you have learned in sociology.

ONE ON-SITE MEETING TO DISCUSS YOUR PERFORMANCE and to assess your progress in attaining your internship goals. The meeting will occur during the second half of your internship and will include you, your internship supervisor, and your faculty supervisor.



The department has a proud history of Sociology/Anthropology majors presenting their independent research projects and internship experiences at regional and national professional conferences. They include:

spring semester. sponsored by Millersville University and held during the

programs of the 14 State Universities and held during the spring semester. sponsored by the Anthropology

a regional conference held annually in early spring.

In addition to conference presentations, Sociology/Anthropology students have presented their own papers or papers co-authored with their faculty sponsor at professional meetings or, in some cases, have had their work published in major professional journals.

Research and the presentation of research papers is an investment in yourself and your future. Therefore, all majors of the Sociology/Anthropology Department are strongly encouraged to engage in independent or joint student/faculty research.

If you have an interest in publicly presenting your research results, YOU ARE ADVISED TO CONSULT WITH YOUR FACULTY SPONSOR EARLY AND FREQUENTLY DURING ALL STAGES OF YOUR RESEARCH.

Independent research activity can be combined as

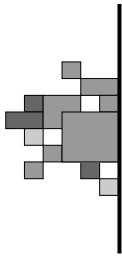
a part of class assignments;

an independent study project for more advanced students;

a Departmental Honors Projects for Juniors and Seniors with a 3.00 Q.P.A.

Dr. Timothy Trussell conducts research in historic archaeology. Lab work is an on going process. If you are interested in any phase of historic archeological study, contact Dr. Trussell. The lab is located in the building directly behind Susquehanna House.

Dr. Mary Glazier works with the Public Safety Research Institute, Lancaster City Police Department, as well as the James Street and East King Street Improvement districts to investigate community based solutions to crime in Lancaster City. She hires student researchers and provides internship opportunities for these projects.



Faculty will make every effort to help secure funds for worthwhile student projects and the presentation of the results. Students can contact the sources listed below to try and secure funds for their research:

Contact the Alumni Services Office at 872-3352.

Contact the Department Chairperson.

Contact the Office of Graduate and Professional Studies.

Applications are obtained from the department's webpage at <http://www.millersville.edu/socanth> and must be submitted during the semester either

PRIOR to when the expenses are actually being incurred, OR

WHEN the expenses are actually being incurred

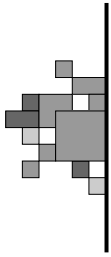
THREE (3) COPIES of the documents listed below must be sent ELECTRONICALLY to the Chair of the Student Research Grant Committee:

Student Research Fund Application Form

Abstract of Research Proposal

Itemized Budget (estimated or actual)

The Student Research Grant Committee will review your application and you will be notified within three (3) weeks of submission.



The Departmental Honors option is a culminating experience which provides seniors with an opportunity to apply what they have learned from their core professional courses (Statistics, Research Methods, and Theory) to a substantive research interest.

The student's research is supervised by an adviser and a Departmental Honors Committee. Before attempting the Departmental Honors Thesis, students are encouraged to speak with their adviser, the Department Chair, a professor with whom they may be interested in working, or any department faculty with whom the student has completed courses. Students may begin work on their Departmental Honors Thesis in senior seminar. Speak with the professor of this course before pursuing this option.

Students who complete a Departmental Honors Thesis are required to defend their work before the committee. There are additional opportunities to present work publicly at the annual University Student Research Conference and other professional meetings. In addition to graduating with Departmental Honors, the student and his/her project are given recognition in the Commencement Program.

A cumulative QPA of at least 3.0.

The endorsement of a faculty member.

Self-direction and be HIGHLY MOTIVATED.

AT LEAST TWO (2) semesters (or a summer and a semester) remaining before graduation. This is the MINIMAL amount of time it will take to design and complete the project. Three (3) semesters prior to graduation (or a summer and the following two semesters) are generally advised because of the time it actually takes to conduct a research project.

To graduate with Departmental Honors in Sociology or Anthropology, your research project must follow these steps:

Register for the FIRST semester and the SECOND semester.

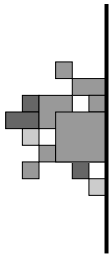
A written RESEARCH PROPOSAL accepted by your Departmental Honors Committee

An ORAL DEFENSE of the Research Proposal presented to the chair of the departmental honors thesis and the committee.

The completion of the RESEARCH PROJECT.

A WRITTEN THESIS accepted by your Departmental Honors Committee.

A FINAL ORAL DEFENSE presented to the chair of the departmental honors thesis and the committee.



This is the minimum amount of time to complete a thesis.

Choose a research question

Choose a thesis chairperson and two (2) committee members

Complete the research proposal

Defend the proposal

Collect and analyze data

Finish thesis

Defend thesis

Submit final version to chairperson and committee

The selection of a project adviser and research topic should take place at least one (1) semester prior to registering for honors credits and formally beginning the project. Keep in mind that

If you are contemplating an honors project,

Think about what topic interests you and the specific questions you wish to explore.

Speak to the faculty member with whom you prefer to work as an adviser to your project. S/he will have comments, suggestions, and so forth to help you decide which questions are more fruitful to pursue and which may be more difficult methodologically.

Begin a formal literature review on the topic and research questions you are considering. You need to be intimately familiar with the research literature to help direct your planning.

As you refine your research question with the help of the relevant literature, you will begin to develop your research methodology on how you will gather and analyze the data that answers your research question.

After you have developed a research question, chosen an adviser, reviewed the relevant literature, and created a plan for gathering and analyzing the data, you will be ready to write a formal research proposal.

At this point, some students have completed the research proposal as part of their senior seminar course work. Students who have NOT completed the research proposal are expected to register for SOCY 489, the first of the two-course sequence.

During the first semester, you will write a formal Research Proposal which includes:

- Title Page

- Abstract

- Introduction (stating the problem/research question)

- Literature Review

- Methodology (to be used for data gathering/analysis)

- References

The Research Proposal is a detailed statement of

- what is to be researched

- why it is important to do so

- what others have found relevant to the topic

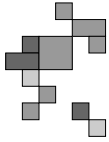
- and how the data is to be gathered and analyzed.

During the second semester you are formally enrolled in SOCY 499 for one (1) or two (2) credits, you will conclude data collection and analysis.

The thesis is a complete discussion of your research question, supporting literature, data collection and analysis as well as a substantive interpretation of these findings and the pertinent issues suggested for future research.

MANY DRAFTS WILL BE REQUIRED before your thesis is p

Reasons for continuing on to graduate school are many. They include, but are not limited to the desire to learn more about a topic; to teach



- Ø TAKE THE GRADUATE RECORD EXAMS (GREs) — Information on the GREs can be obtained from Academic Advisement, located in Lyle Hall. Experience suggests that a significant improvement is possible if you are familiar with the nature of the exam, so allot time to prepare for the GREs. HELPFUL HINT: To gain experience, answer sets of test questions before taking the GREs or use your first attempt as preparation for later attempts.
- Ø MAINTAIN A GOOD ACADEMIC STANDING — Overall academic performance is important. At least a 3.00 or much higher is recommended. Graduate schools are interested in:
 - HOW YOU HAVE PERFORMED IN YOUR MAJOR. Special note is taken of improvement during the second half of your undergraduate career.
 - YOUR RESEARCH in your field of interest, associated with a paper presentation or publication, are very positive additions to your application for graduate school.
 - YOUR WORK EXPERIENCE and its relationship to your academic discipline.
- Ø FACULTY RECOMMENDATIONS — A very important part of any graduate school application! It is advisable to develop a good working relationship with several faculty in your major so they know you and your abilities and can strongly support your application.
- Ø APPLY EARLY. EACH GRADUATE SCHOOL HAS ITS OWN DEADLINE! — Contact the Admissions Office of the colleges you are considering. For example, if you plan to start graduate school in September, applications should be made the previous Fall.

- Ø DON'T DELAY! — Write it early. Have friends and advisers comment on drafts of it, and make sure it is very clean.
- Ø BE FORTHRIGHT. — Address your "red flags" on your record (see #2 in next section). Take all the illegitimate reasons for rejecting your application off the committee's table and give them stronger reasons for why you should be accepted.
- Ø BE CLEAR AND SUCCINCT. — Admissions committees receive hundreds of applications every year. Therefore keep your personal statement tight – hit the issue, give the reason for why they should accept you, and move on. If a maximum word count for the statement is provided, do not go more than 50-100 words over the maximum. If a word count is not provided, keep your statement to about 1000 words.
- Ø BE VERY SPECIFIC. — On what you think their program has to offer you and vice versa. Graduate programs are in the business of *training* you. They want you to look, think, and write like they do upon your graduation. Their decision on your acceptance will be based on whether or not they believe you will be able to meet those expectations. Therefore make it clear that you know what the program does, what you will go through, how you will be trained, and that you *want* to be trained in that way.
- Ø EACH PERSONAL STATEMENT MUST BE WRITTEN SPECIFICALLY FOR THE SCHOOL TO WHICH YOU ARE APPLYING. The surest way to get rejected by all the schools is to write only one statement of purpose and submit it everywhere.

The personal statement is VERY IMPORTANT and it is strongly advised to WORK ON IT FIRST. Your statement should be comprised of the following six (6) items:

1. AN ATTENTION-GRABBING PARAGRAPH.

Your opening paragraph should say something about you as a person and a student – some moment at which you realized graduate school was what you were interested in, or some instance in which your education helped you out. It should be themed to your particular interests in the program to which you are applying.

2. YOUR EDUCATIONAL BACKGROUND.

The key is to *be synthetic* since the admissions committee will have your transcripts, GRE scores, etc. This section is a narrative of how you became the kind of scholar you are today. Briefly summarize your work in your major, the courses you took, the work you did outside your courses — research assistantships, honors thesis work, independent studies, research projects and skills, internships, field schools). Discuss how your courses led you to focus on the areas of interest you have chosen. It is also important to address issues such as major changes, poor grades in certain semesters, and other kinds of “red flags”, making sure to give a plausible reason for their presence on your record.

3. THE PARTICULAR REASONS WHY YOU ARE

Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov every year generally between January 1st and April 1st. However, you should contact the college's Financial Aid Office to find out their deadline date for filing the FAFSA for Graduate school. Federal student loans and work-study are generally a guaranteed source.

FINAID! at www.finaid.org and type "*private loans*" in the search box.

Contact the chairperson of the department at the university to which you are applying.

The Financial Aid Office — contact the office/s at the university to which you are applying.

Professional Association Scholarships — contact the professional association/s specific to your discipline.

Free online scholarship databases:

- Ø FASTWEB: www.fastweb.org
- Ø FINAID!: www.finaid.org and type "*scholarships*"

Advice provided in this section on how to choose a graduate school may require some modification depending on the degree.

What obligations and responsibilities do you have now or will you have the next two to eight years?

What do you value?

Can you move and are you willing to move?

Are you good at juggling multiple responsibilities?

Do you prefer smaller classes and closer relations with faculty?

Do you want to be part of a larger program with potentially more grant money, more research opportunities, and more competition?

Do you plan to attend part-time or full-time?

Are you capable of handling controversy, adversity, insults or benign neglect?

Discussions and readings in graduate school can be provocative. Some people forget civility in the process so be prepared for a heavy dose of passionate discussion.

Graduate school requires you to be your own advocate. Faculty members rarely ask you for an update on your life or your progress through the program. Be prepared to assert yourself when you need assistance, but be respectful.

Why are you considering an advanced degree?

What fields of study interest you?

What do you want to be doing ten years from now?

You need a point of comparison. Get information on several graduate programs in your field of interest, but remember that these are marketing tools. What you see is not always what you get. No one markets their “ugly” side. Therefore, who you should contact and what you should ask are listed below.

GRADUATE COORDINATOR

- How long does it take most students to complete the program?
- Are the required courses offered regularly?
- How many of your graduates are currently employed in their chosen field?
- What percent of the students receive graduate assistantships?
- For how long are the graduate assistantships available?
- For email addresses of current graduate students.

CURRENT GRADUATE STUDENTS

- What do they think of the program?
- What have they found to be their personal strengths as they progress through the program?
- What have they found to be their personal weaknesses as they progress through the program?
- How are the relations between faculty and graduate students?

FACULTY — Investigate their specializations first, then email faculty whose interests match yours and ask:

- How are the relations between faculty and graduate students?
- Do you publish with your students?
- What role do you play in helping your students gain employment in their chosen field?

Ask questions if something doesn't make sense or you need additional clarification. Remember to introduce yourself, explain why you are calling or emailing, and ask specific questions.

If you have general questions about a graduate school application, contact the graduate school.

If you have department or discipline specific questions, contact the graduate coordinator for that department (at a particular school). Although graduate coordinators are the ambassadors of their graduate program, they are also busy people. Not everyone reads or returns email especially if the subject line has not been

What entrance criteria must you meet to gain acceptance?

Do you meet the entrance criteria to gain acceptance?

What are the deadlines?

Study for the required standardized test. Buy the prep book or enroll in a prep course. Do well. It matters.

Do well in your undergraduate program. That matters, too.

Every graduate program requires students to provide letters of reference from people, usually faculty members, who can speak to the student's skills, interests, and abilities. Therefore, you are encouraged to spend some time talking with your adviser, be diligent in your studies, and "stand out" in a positive way. This will help your adviser with writing a strong, positive letter of recommendation. Your adviser will require the following information:

Your full name.

Courses you took, the professor's name, the semester taken and your grades.

Your most recent cumulative grade point average.

Your grade point average for the last four (4) semesters.

Your grade point average in sociology classes.

Any red flags appearing on your record that you are hoping a letter of recommendation can explain.

The specific names and addresses of the graduate programs to which you are applying, the deadlines for applications and their policies regarding letters of recommendation (sent directly to the school, returned in a sealed envelope to the student, etc.). LIST THESE IN ORDER OF DEADLINE ON A SEPARATE SHEET OF PAPER THAN THE RECOMMENDATION FORMS.

Your immediate goal and long-term professional goals.

State briefly why you are a good candidate for the graduate program to which you are applying. GIVE THE

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