



SOCIOLOGY @ QUEENS

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Undergraduate Student Handbook



Sociology Department

Queens College of the City University of New York

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1. Sociology at Queens

We are pleased to provide this handbook to current and prospective students for reference. You will find important information about the department, its curriculum, requirements for majors and minors, and support useful for academic and career planning. We understand that no one single reference can answer all of your questions. Our department chair, faculty, and staff are available to help you make learning at Queens enjoyable and rewarding as they can be.

Queens College is located on a beautifully landscaped 77-acre campus just ten miles from Manhattan. Located in Powdermaker Hall 252, sociology is one of nine departments in the division of social sciences at Queens. Ours is one of the strongest academic units in the College. It has been regarded as one of the finest undergraduate sociology departments in the country.

Sociology is regularly mentioned in the *Fiske Guide to Colleges* as one of the strongest programs at Queens. Our course offerings are many and varied; our faculty has a strong commitment to both teaching and research.

We maintain high academic standards for student performance. Accordingly, previous sociology majors have gone on to graduate and professional study at Pennsylvania, Columbia, Michigan, Harvard, UCLA, the Mount Sinai Medical School, and many other prestigious public and private schools.

1.1 Mission

The department offers a superior liberal arts education to Queens College undergraduates and career-oriented professional training to graduate students. The curriculum is based on concepts, theory, findings, and methods of sociology that foster in students the skills in critical thinking, communication, pattern recognition, literacy, numeracy, computer use, and moral conduct necessary for a life-long education and participation in a global society.

1.2 Curriculum

The curriculum includes 30 substantive courses, among them *The Modern Urban Community*, *Ethnic and Racial Relations*, *Deviance and Social Pathology*, *The Family*, *Education*, *Crime and Juvenile Delinquency*, *Mass Communication and Popular Culture*, *Drugs*, *Women*, *Human Sexuality*, *Gambling*, and *Health and Illness*.

The major requires a minimum of 32 credits, including five required courses (i.e., *General Introduction to Sociology*, *Statistics*, *Analysis*, *Theory*, *Research Methods* and a writing-intensive senior seminar). In contrast to most sociology departments that require less, our major mandates taking one theory and three skills courses. One advantage is that our students receive extensive lab-based training in empirical research. Students use the computer labs to learn data management and analysis, and conduct their analysis under the close supervision of a faculty advisor.

The minor requires a minimum of 20 credits, including three required courses (i.e., *General Introduction to Sociology*, *Statistics*, and *Analysis*). But remember, you don't have to major or minor in

sociology to take sociology course.

1.3 People

Students have continuously ranked the department as one of the most supportive and friendly departments within the College, especially compared to other large departments. The department consists of a diverse staff and faculty committed to excellence in teaching and research. The department's entrepreneurial initiatives have also provided ample opportunities for students to gain valuable practical research experience.

1.3.1 Staff

The department is staffed by two full-time administrators (Maritza Loza and Charmaine Thornhill) and two part-time assistants. All work hard to keep our busy department running smoothly.

1.3.2 Faculty

The department is home to many outstanding scholars and award-winning teachers. Our faculty members with tenure-track lines received their graduate training from the nation's top universities. Most are actively engaged in research, scholarly activities, and securing support for their projects. Our faculty members regularly teach at CUNY's Graduate Center and John Jay School of Criminal Justice.

We are one of the most productive departments of all of CUNY in terms of scholarship and publication. Since 1993, our faculty members have published over five dozens of books and edited volumes, and have authored over 400 book chapters and articles, most in refereed collections and journals. We have also produced hundreds of essays, reviews, reports, and op-ed pieces, and many lectures and scholarly presentations. On average, our regular faculty publishes two books, 20 scholarly articles and book chapters, and 30 additional pieces each year. Faculty members have also made their work widely available at conferences, through the mass media, on the internet, and even on DVDs.

Since 1993, faculty members have been principal investigator, co-principal investigator, or co-investigator on some \$25 million in grant funding from external sources and CUNY. Support for research, curriculum development, and collaborative projects come from the CUNY Research Foundation and Professional Staff Congress of the City University of New York (PSC-CUNY) as well as from other public and private agencies such as the U.S. Department of Education, National Science Foundation, Ford Foundation, National Institutes of Health, Social Science Research Council, American Sociological Association, American Educational Research Association, and the *New York Times*.

Our faculty members play an active role in the College and CUNY by serving on numerous committees and task forces. They have served as administrators, directors, advisors, or members in a range of programs and initiatives. Our faculty members have also contributed their time very generously to professional and civic organizations.

In addition to scholarly publication, many faculty members have received coverage of their work in national and international media, including the *New York Times*, *Wall Street Journal*, *Los Angeles Times*, *Business Week*, and many other prominent publications as well as on numerous academic and

professional websites.

2. Majoring in Sociology

You cannot graduate from Queens College without a major. It is an organizational requirement, a have-to-do, but it is more. Selecting a major is also a decision to pursue the study of one area of knowledge intensively and constructively. By majoring in a department, you also have a chance to get to know, and perhaps like, some members of the faculty as human beings, and give them a chance to know and like you. This also ought to count in your decision.

2.1 Why Sociology?

You must major in something. Why major in sociology? One good reason for majoring in sociology is that you want to do some sort of work after you graduate which is clearly a “sociological” job. For someone interested in interview and survey work, sociology would be a natural major. For social work, majoring in sociology would be a good choice. But if your reason for majoring in sociology is that it will prepare you for a specific kind of job, you should make sure that sociology is the appropriate major.

Another sensible reason for majoring in sociology is that the subject matter interests you. Sociology as the study of people in groups, and social systems is an intriguing subject apart from any occupational interests.

But remember, you do not have to major in sociology to take sociology courses.

2.2 Getting Started

If you are thinking about becoming a sociology major, talk to someone who is already majoring in the department. Most likely you will take the introductory course before the idea of majoring in the department enters your mind. Also, spend a few hours during the semester sitting in one or two other courses before you make a decision. You do not have to commit yourself in order to sample the field. Get some idea of the range of people and topics that are “sociology at Queens.” It is not uncommon to be drawn to a field because an instructor arouses your interest, only to find that it was the instructor, not the material, that interested you and that she/he happens to be the only one in the whole department who appeals to you. You can obtain additional information about the department, faculty members, the undergraduate sociology curriculum, and other sociology-related resources by visiting the department’s website.

If you still have doubts about choosing sociology as a major, you ought to consult the section “Sociologists” in the *Occupational Outlook Handbook*, published by the U.S. Department of Labor <http://stats.bls.gov/oco/>. It contains information on sociologists including working conditions, employment, training, qualifications, advancement, job outlook, and earnings. Additional information on careers, employment opportunities, and graduate departments may be obtained from the American Sociological Association’s website www.asanet.org and, of course, by meeting with your professors.

2.3 Advising

One of the most important, but often neglected, aspects of “going to college” is obtaining adequate advisement. We urge you to seek counseling with respect to what you should major in, what careers and job opportunities are available, whether and how a graduate education will benefit you, and what courses and instructors best fit your needs and interests. This handbook is one means of obtaining such advice. To further help you, all full-time faculty members are available for student advising. Additionally, Queens College provides advisement through the Offices of Academic Advising, Career Development and Internships, and Counseling Center. We urge you to take advantage of these opportunities.

2.3.1 See an Adviser

You should think about choosing a major in your sophomore year. ***But before you decide to major in the department, speak to a faculty adviser.*** You should try to see the adviser before your sophomore year is over. Our faculty members can talk to you about sociology. Ask the professor about what kind of work she/he is doing, about the kinds of things other sociologists are involved in. Their office hours are posted on the department’s bulletin boards. Most faculty members are available at least two hours a week, generally at non-overlapping times. Several faculty members are also available to advise walk-in students. Most faculty members who teach in the evening and hold evening office hours are available to advise evening students. A Weekend College Coordinator is available to see Weekend College students on weekends.

As a sociology major, you have two ways to select a faculty adviser:

➤ Temporary Advisers

This is the old method which the department has used for years. When you come to the department looking for an adviser, you may consult any full-time faculty member who happens to be around. If you are a new major, you must file an approval form and have a faculty advisor approve *and* sign it. The next time you wish to see a faculty adviser, come to the department and again see whoever is available. If you do not mind seeing someone different every time you come to the department, this system may work perfectly well for you.

➤ Permanent Advisers

Because Queens College is a large, impersonal college where it is often difficult for students and faculty to get to know each other very well, we want to give you the opportunity to choose a faculty member who will stay with you all through your years at Queens and serve as your permanent academic adviser. You may choose any of the full-time faculty members to be your permanent adviser.

If you already know a faculty member or have had a class from someone you would like to be your adviser, see him or her during office hours and ask that faculty to be your adviser. If you do not yet know any faculty in the department, look through the list of faculty in this handbook, and pick someone whose interests seem similar to your own. When you see the faculty member, ask if she/he will be your permanent adviser. If you are a new major, your permanent adviser will help you choose the courses you need for your major and sign your Approval Form. Subsequently, whenever you wish to see your adviser about your

progress as a Sociology major, your other course work at Queens, graduate school or career information, or whatever, ***your permanent adviser will be your faculty anchor until you graduate***. However, if you wish to question or appeal a final grade, you should first discuss the matter with the course instructor. If still unresolved, you should then contact the Undergraduate Scholastic Standards Committee. (Obviously, if your adviser does not work out satisfactorily, you may choose someone else any time you wish.) We hope this new system of permanent advisers will help create a genuine faculty-student community in the department.

2.3.2 File an Approval Form with the Sociology Department

The Approval Form lets us know you intend to become a sociology major or minor and specifies department requirements. It should be filled out in your lower junior year, and no later than the upper junior year.

One of the functions of filing an approval form is to help you select courses and plan a sequence of study. The whole idea is to make that plan as well suited to your needs and interests as it can be. This process provides you an opportunity to get some advice about your course of study from a faculty member. It makes no sense to fill it out after you have taken everything you are going to take. You are not irrevocably bound to the courses you select at the time of filing the approval form. ***If you decide to substitute one or more electives, you need not redo or revise the Form.*** The approval forms are available in Powdermaker 252.

2.3.3 File a Declaration Form with the Registrar

In addition to filing an approval form with the department, you must officially declare your major or minor by submitting a "Major/Minor Declaration Form" (signed by the major/minor department) to the Registrar's Office in Jefferson.

2.3.4 Pre-registration for Declared Majors

Pre-registration for all courses each semester is done electronically. All declared majors are invited to participate in this process which helps you secure a place in the courses and sections before non-majors. Pre-registration for the next semester is usually held in the last third of the current semester. Details concerning the exact dates are posted on the College's website.

3. Requirements for Majors

SOCIOLOGY MAJOR (Major Code "SOC-BA"): Required **32 CREDITS** including SOC 101, SOC 205 (or SOC 206 and SOC 207, or PSY 107, or ECON 247), SOC 212W, SOC 331, SOC 334, and at least five (5) additional courses in sociology, one of which must be a SOC 381W seminar (or other approved 300-level course). You may take additional courses.

| COURSE NUMBER | COURSE TITLE | CREDITS |
|--|---|---------|
| SOC 101 | General Introduction to Sociology | 3 |
| EITHER SOC 205 (Lecture and Lab) | Social Statistics I (6 hours including lecture <u>and</u> lab) (or Economics 249 or Psychology 107) | 4 |
| OR SOC 206 (Lecture) AND SOC 207 (Lab) | Introduction to Social Statistics (Lecture: 3 credits, 3 hours) AND Applied Statistical Analysis (Lab: 1 credit, 3 hours) | |
| SOC 212W | Sociological Analysis | 4 |
| SOC 331 | Foundations of Sociological Theory | 4 |
| SOC 334 | Methods of Social Research [Prerequisites: SOC 205 (or SOC 206 and SOC 207) AND SOC 212W] | 4 |
| SOC | | |
| SOC | | |
| SOC | | |
| SOC | | |
| SOC 381W | Senior Seminar | 3 |

3.1 Course Numbering

All courses offered by the department are numbered according to the following system:

The first digit of course numbers indicates its level. The middle and third digits of course numbers are used to denote the level of effort and amount of work required (e.g., compared to 200-level courses, courses at the 300-level are generally more demanding and challenging).

101 & 103: Introductory level courses open to all students in all disciplines, credible to the major and minor in sociology.

205-289: Intermediate level courses having a Sociology 101 prerequisite. It is recommended that students take 200-level sociology courses before taking sociology courses at the 300-level.

306-392: Advanced level courses having a Sociology 101 prerequisite.

3.2 Sequence of Required Courses

Introduction (101) is the prerequisite for all 200/300-level sociology courses. Statistics (205) and analysis (212W) are the prerequisites for methods (334). We ask majors to take statistics (205) and analysis (212W) before methods (334) and to take theory (331) and methods (334) before completing their electives.

3.3. Electives

If you are planning to do graduate work in sociology, we suggest a variety of courses in many different areas be taken. Each semester, we also offer a number of *Selected Topics in Sociology* courses (Sociology 240). Soc 240 may be repeated for credit provided the topic is different.

Juniors and seniors should consider taking *Social Statistics II* (Sociology 306), *Applied Programming for Research* (Sociology 333), or senior seminars (Sociology 381W), to meet the 300-level elective requirement. Since the topics of senior seminars are not listed in the *Undergraduate Bulletin*, for a current list of offerings, please consult the *Sociology Class Schedule* during the pre-registration period.

Also bear in mind that certain areas of sociology lean increasingly on computers and mathematics. You might be wise to take offerings by the Computer Science Department. Also useful are courses offered by the Mathematics Department including the calculus sequence, linear algebra, probability, graph theory, and other mathematical courses with application to the social sciences.

4. Minor in Sociology or Minor in Data Analytics

Some of you may wish to major in another field but still feel the need to take as much sociology as you can, perhaps to complement your major or to satisfy your own intellectual interest and curiosity. A minor in sociology can serve this purpose. The minor consists of a series of interrelated courses, intended to give the student beginning competence in the field.

SOCIOLOGY MINOR (Minor Code "SOC-MIN"): Required 20 CREDITS including SOC 101, SOC 205 (or 206 and 207, or PSY 107, or ECON 247), SOC 212W, and three (3) additional courses in sociology, one of which must be a SOC 381W seminar (or other approved 300-level course). You may take additional courses.

| COURSE NUMBER | COURSE TITLE | CREDITS |
|---------------|---|---------|
| SOC 101 | General Introduction to Sociology | 3 |
| SOC 205 | Social Statistics I (<u>or</u> PSY 107 <u>or</u> ECON 249) | 4 |
| SOC 212W | Sociological Analysis | 4 |
| SOC | | |
| SOC | | |
| SOC 381W | Senior Seminar | 3 |

MINOR IN DATA ANALYTICS (Minor Code "DATA-MIN"): Required 21 CREDITS including SOC 235, SOC 205 (or PSY 107 or ECON 247 or equivalent), 212W, SOC 306, SOC 333 and SOC 334.

| COURSE NUMBER | COURSE TITLE | CREDITS |
|---------------|---|---------|
| SOC 235 | Data and Society | 3 |
| SOC 205 | Social Statistics I (<u>or</u> PSY 107 <u>or</u> ECON 249) | 4 |
| SOC 212W | Sociological Analysis | 4 |
| SOC 306 | Social Statistics II | 3 |
| SOC 333 | Applied Programming for Research | 3 |
| SOC 334 | Methods of Social Research | 4 |

Before deciding upon a minor, and preferably early in your college career, you should consult with a faculty adviser as to the courses of which the minor is to consist. Upon reaching a satisfactory selection, and one which meets with the approval of your adviser, you should then complete the Sociology Approval Form available in Powdermaker 252.

5. Accelerated MA Degree in Data Analytics and Applied Social Research

The accelerated MA program allows students to take four (4) MA courses for joint credit toward both the Sociology BA and the MA in Data Analytics and Applied Social Research. The courses are: [consult the *Graduate Bulletin* for descriptions]

- One course, either: *Sociological Theory* or Substantive Topics in Sociology (e.g., Soc 701, Soc 702, Soc 728, Soc 736 or other courses with approval) (3 credits)
- Soc 710 – *Basic Analytics* (4 credits)
- Soc 716 – *Professional Writing and Communication* (3 credits)
- Soc 754 – *Applied Social Research I* (3 credits)

Subject to capacity, **REQUIREMENTS FOR ADMISSION** to the joint program are a 3.5 GPA overall and a B+ grade or better in Soc 205 and Soc 334 or equivalent. You will be eligible to receive your BA degree once you have completed all requirements for that degree, but you may opt out of the program at any time if you decide this program is not for you. Once you enter the program you will be subject to the rules for graduate students regarding minimum passing grades and GPA requirements.

| COURSE NUMBER | COURSE TITLE | CREDITS |
|---|---|---------|
| SOC 101 | General Introduction to Sociology | 3 |
| EITHER SOC 205 (Lecture and Lab) | Social Statistics I (6 hours including lecture <u>and</u> lab) (<u>or</u> Economics 249 <u>or</u> Psychology 107) | 4 |
| OR SOC 206 (Lecture) AND SOC 207 (Lab) | Introduction to Social Statistics (Lecture: 3 credits, 3 hours) AND Applied Statistical Analysis (Lab: 1 credit, 3 hours) | |
| SOC 212W | Sociological Analysis | 4 |
| SOC 331 | Foundations of Sociological Theory | 4 |
| SOC 334 | Methods of Social Research [<u>Prerequisites</u> : SOC 205 (or SOC 206 and SOC 207) AND SOC 212W] | 4 |
| SOC | | 3 |
| SOC | | 3 |
| SOC | | 3 |
| SOC | | 3 |
| SOC 381W | Senior Seminar | 3 |
| EITHER SOC 701, or SOC 702, or SOC 728, or SOC 736, or other 700-level courses with approval | Sociological Theory or Substantive Topics in Sociology | 3 |
| SOC 710 | Basic Analytics | 4 |
| SOC 716 | Professional Writing and Communication | 4 |
| SOC 754 | Applied Social Research | 3 |

6. Evening, Weekend, and Summer Programs

Maintaining one of the largest day programs at the College, the department also supports a full evening program by offering a complete set of courses for majors, minors, and others during the evenings and on the weekends. As a result, students can make regular progress toward completion of their degrees by taking both required and elective sociology courses offered each semester in the evenings (and at non-overlapping times) on Saturdays and Sundays. The department also offers a wide range of courses in the College's summer program. These summer courses attract a mixture of regular Queens College students and many students from other colleges.

7. Internship Program

Students can gain work experience and earn credits toward their degree by working in a public agency or private business. In the past, students have interned in such organizations as schools, hospitals, nursing homes, homeless shelters, substance abuse treatment programs, youth recreation centers, libraries, police departments, probation departments, crisis hotlines, law firms, and marketing firms. Most students find their own internship placements, but sociology faculty may be able to offer some assistance. Faculty members engage in their own research may also offer internship possibilities within the department. **Registration for Sociology 325 is by permission only.**

The Internship Program is listed as Sociology 325 (*Field Work*) for 1 to 3 credits. There are no regular class meetings, but students must meet, at times to be arranged, with a faculty advisor several times throughout the semester. Course requirements for Soc 325.3 include 90 hours of field work (6 to 8 hours per week for the duration of the semester) and academic assignments related to the field placement (which may include readings, book reviews, research projects, term papers, etc.). Final grades will be calculated on the basis of academic assignments and an evaluation submitted by the internship supervisor.

8. Mentoring

Faculty members have served actively for years as mentors for students who do research with faculty. Students typically learn data management and analysis in computer labs, and conduct their analysis under the supervision of their mentor. Student participants are expected to work on projects between eight and ten hours per week, or more for more intensive summer projects. Depending on their activities, student participants may receive course credits, a fellowship stipend, or a combination of course credits (Soc 391, 392) and stipend.

9. How to Write a Research Paper

Students may consult the resources developed by our faculty on how to write a paper or to improve writing skills. To assist students with their writing, the college's Writing Center also offers individual tutoring in-person or online.

10. Computer and Technology

The department has long been in the vanguard of social science departments anywhere using computers and the internet. Through the efforts of Professors Dean Savage and Andrew Beveridge, one of the department's initiatives is the creation of an 18-station departmental student laboratory in Powdermaker 252G. The College refurbished this lab with all new machines. A flat panel screen was added to the mini-lab. Many sociology students favor this mini-lab over college labs because it is smaller, friendlier, and a better place to meet and get help from other sociology students.

11. The International Sociology Honor Society

The International Sociology Honor Society (Alpha Kappa Delta – AKD), founded in 1920, provides opportunities for students to get involved in the sociology community. Its goal is “to investigate humanity for the purpose of service.” AKD seeks to acknowledge and promote excellence in scholarship in the study of sociology, the research of social problems, and such other social and intellectual activities as will lead to improvement of the human condition.

Alpha Gamma of New York is the Queens College Chapter of Alpha Kappa Delta. Currently, the Queens College chapter has 263 student members. Member benefits include:

- A one-year free subscription to quarterly journal *Sociological Inquiry* (the official journal of the Society). After the first year, you may remain active by renewing your subscription to *Sociological Inquiry*,
- A certificate of permanent membership, and
- Civil service employees get a two-step boost in pay grade if they list their membership on their job applications.

To become a member, **Undergraduate Sociology Students** must:

- > Be at least a junior (third year) in class standing,
- > Have an overall GPA of 3.3,
- > Have a 3.0 GPA in sociology courses, and
- > Have completed four (4) regular sociology courses (exclusive of courses graded Pass/Fail).

Graduate Sociology Students must:

- > Have completed one semester of the graduate sociology program,
- > Have an overall GPA of 3.0, and

An application for AKD membership can be obtained from the Sociology Department.

12. Honors and Awards

The department holds an annual awards ceremony to honor the accomplishments of our outstanding students for the academic year. This ceremony is one of the year's high points, because it brings together many faculty members, award recipients, their families and friends, to recognize and honor its best students. At this event, faculty members introduce and present a variety of scholarships and awards to the recipients. Most of these awards and scholarships are supported from an endowment created by the department during the 1980s.

Department *honors* are awarded to sociology majors at the commencement on the basis of academic average within the College and within Sociology (*i.e.*, those who attain 3.40 grade point averages). Some flexibility in criteria may be used.

Department *awards and scholarships* are given as part of the same process. The primary method the department has for determining that students are sociology majors is from the list of majors provided by the College. This list is compiled from information students provide at registration. We recommend that students interested in these awards declare their major by filing an approval form and indicate that sociology is their major at registration. If you are interested in applying *and* eligible for the following awards and scholarships, you should see our administrative staff after the winter break/early in the spring semester. Also, you should fill out a form available in the department to indicate that you wish to apply for an award.

| Title of Award/Scholarship | Amount | Description/Eligibility |
|---|---------------|---|
| Carmine Avena Memorial Scholarship Award | Up to \$500 | Awarded annually to a Queens College sociology and/or education student who meets the following criteria: <ul style="list-style-type: none"> > high GPA > excellent academic record > outstanding character qualities > has been involved in citizenship activities |
| Lester H. Seiler Memorial Award | Up to \$500 | Awarded annually to a Queens College undergraduate sociology major who has achieved an outstanding grade point average. |
| Sherman Krupp Memorial Award | Up to \$1,000 | Awarded annually to a Queens College undergraduate Sociology major who has attained a high grade point average. Financial need may be taken into account. |
| Paul F. Lazarsfeld Scholarship in Sociology | Up to \$500 | Awarded annually to a student graduating from Queens College who satisfies one or more of the following requirements. Day and evening students will be equally eligible. <ul style="list-style-type: none"> > A sociology major who will be accepted for admissions by Columbia University's Graduate Sociology Department. > A Social Science major who will be accepted for admission by one of Columbia University's Graduate Social Science |

| | | |
|--|-------------|---|
| | | <p>Departments.</p> <ul style="list-style-type: none"> > A Sociology major who will be accepted by a graduate social science department at a major university and who will follow a graduate education following the intellectual traditions established by Paul F. Lazarsfeld. |
| Patricia Kendall Lazarsfeld Undergraduate Scholarship in Sociology | Up to \$500 | Awarded annually to a Queens College undergraduate Sociology major before she or he is eligible for graduation and who has a high academic average. Day and evening students will be equally eligible. |
| Joseph Gubernikoff Memorial Scholarship | Up to \$500 | Awarded to a Queens College Sociology major who has attained an exceptionally high grade point average while taking varied and challenging courses. |
| Paul Neurath Scholarship in Sociology | Up to \$500 | Awarded annually to a student entering or enrolled in Queens College Graduate Program in Sociology. |
| Erich Rosenthal Scholarship in Sociology | Up to \$500 | Awarded annually to a student entering or enrolled in the Queens College Graduate Program in Sociology. |
| Sylvia Newman Scholarship Award | Up to \$500 | <p>For students with a joint major in Labor Studies and Sociology. The purpose of the award is to encourage students of Labor Studies and Sociology to pursue their degrees, and to do so in the service of the community. First preference will be given to members, or children of members of Local 1180. If there are no eligible applicants in this category, applications from the general Queens College student body will be considered. The award will be granted to the applicant who (1) meets the minimum requirements listed below, and (2) accumulates the highest grade point average (GPA) of eligible applicants.</p> <ul style="list-style-type: none"> > Completion of at least 60 credits toward a bachelor's degree (of these, at least 30 must be Queens College credits). > A declared major in Labor Studies and Sociology with at least 15 credits completed in each department for a combined total of 30 credits in these departments. > A minimum GPA of 3.4 |
| DuBois Scholarship Award | Up to \$500 | <p>For minority students with a joint major in Labor Studies and Sociology. The award will be granted to the applicant who (1) meets the minimum requirements listed below, and (2) accumulates the highest grade point average of all eligible applicants.</p> <ul style="list-style-type: none"> > Completion of at least 60 credits toward a bachelor's degree (of these, at least 30 must be Queens College credits). > A declared major in Labor Studies and Sociology with at least 15 credits completed in each department. > A minimum GPA of 3.4 |

| | | |
|--|-------------|--|
| | | > Black or Hispanic student. |
| New York Times Company Foundation Endowed Scholarship for Latino Students | Up to \$500 | This award to be presented annually to a Latino Sociology major who is not yet a graduating senior. |
| Graduating Senior Latino Endowed Scholarship | Up to \$500 | This award to be presented annually to an undergraduate Sociology major at the time of graduation. |
| Lynn Zimmer Memorial Award | Up to \$500 | This award to be presented annually to an undergraduate Sociology major or graduate student who is putting his or her knowledge to work in the reform of drug policy. Aside from this commitment or activity, the student is expected to excel academically. |
| Charles W. Smith Award for the Best Paper Written By A Sociology Undergraduate Student | Up to \$500 | This award to be presented annually to an undergraduate student who has submitted a paper for a sociology course in the Spring, Summer, Fall, or Winter term of a given year. The paper must be nominated by a faculty member. Students interested should approach a faculty member about nominations. |

For information regarding college-wide scholarships and awards, you should check the *Queens College Undergraduate Bulletin* and contact the Office of Honors & Scholarships.

13. Preparing for Graduate School

If you are planning a career in sociology per se, graduate training is a must. Whether you want to teach, do research, or work for a government or private agency putting to use your background in sociology, you will find that the most basic qualification is a graduate degree. For some positions a Ph.D. is necessary; for others an M.A. will be enough to get started. Positions which do not require training are scarce and are becoming less and less available. If, therefore, you hope to work professionally as a sociologist, you should plan to go to graduate school.

13.1 Where to Apply

There are several questions to consider:

[a] Which schools are most likely to accept you (conversely which schools are out of reach)?

If a “top-ranked” school in which you are interested accepts only ten students a year and your grades and other qualifications are not the highest, then it might not be worth applying. It is true that one rarely knows how a given school will make its decision, but since there is an application fee (plus the cost of the Graduate Record Exam scores and undergraduate transcripts), it may be sensible to research the situation before you actually apply.

[b] Which schools will provide the kind of training you are most interested in getting?

It is a good idea to investigate what each school has to offer and to weigh that against your own needs. If you are particularly interested in criminology or demography or social psychology, then it would be valuable to know which schools specialize in, or have particular strength in, your area of interest. (This is *not* to suggest that you must have such an area of interest by the time you are ready to go on to graduate school, but it is a point to consider if you do have some special area in mind.)

The American Sociological Association’s *Guide to Graduate Departments of Sociology* provides useful information on various graduate schools including faculty, size, and specializations.

There are probably one or two faculty members who are specialists in your area of interest and knowledgeable about the graduate programs in that area. Such persons can be of great assistance in providing useful information about the requirements and expectations of such schools. Visit the Sociology Department’s Website to learn about the areas of interests for each faculty member.

[c] Do you want to do graduate work in a particular geographical area?

If you plan to apply only to schools in one city, or on the West Coast, for example, then again it makes sense to try to match your needs with the offerings of the various schools in that area. Even if you will not be applying to schools in other areas of the country that would otherwise be quite suitable for you, that does not mean that you should automatically apply to every school that is available in that particular area in which you intend to be located.

[d] Will you be able to visit a prospective graduate school?

Where feasible, a visit--giving you a chance to meet faculty and graduate students--is invaluable.

If you cannot arrange to make such a visit, perhaps you could contact the chair of the department at the school you are interested in by telephone or email.

A faculty member may be able to put you in touch with someone at that school who can give you information helpful to you in making your choice.

13.2 Admission Requirements

[a] Grades

It is, of course, difficult to generalize about grades. If your *overall* grade point average is around 3.0, you are likely to be accepted into a graduate program. This does not mean that you cannot be accepted with a lower average. Each school will weigh each case individually, but the more competitive the school, the more difficult it will be to get in. If you have less than a 3.5 average, Harvard and Berkeley may be out of your reach, but other schools may find your grades satisfactory. Improvement over the course of your undergraduate career is also taken into account. That is, if you had poor grades in your freshman year, your overall average may be pulled down even if you did much better later on. But the fact that you did better in succeeding years may be looked upon quite favorably, so that a lower average overall which shows improvement over the years may be helpful in gaining admission to a graduate school.

The average in your major should be as good or better than your overall grade point average. A grade point average of 3.3 in your *major* should get you into graduate school, if not your first choice, then at least your third or fourth choice.

The only real generalization to be made about grades is that the higher your grades, the more favorable your chances for acceptance into graduate school. However, academic requirements for admission into the M.A. and Ph.D. programs may differ.

[b] Graduate Record Exam

The Graduate Record Exam (GRE) is required by most graduate schools today. If you are applying to four or five graduate schools, you can expect that at least one of them will require you to take this exam. The exam consists of English and math tests followed by a longer exam in your specialty area. The question that seems to be asked most often about the GRE is whether you should study for it. Our answer would be that if you have a grasp of sociology, if you are doing well in your courses and understand what is going on in them, then you probably need not study that hard. But some preparation might prove useful and is recommended.

Whether or not you have studied for the exam, you will be faced with many questions to which you do not know the answers. Don't panic! Try to narrow down the choices. This will usually be fairly easy to do once you get used to it. Then put down the one that is left or the one that you lean toward among the two or three that are left.

[c] Letters of Recommendation

Most graduate schools will ask you to have letters of recommendation sent to them in support of your application. You should choose someone who knows you well; someone you have taken a couple of courses with or someone with whom you were in close contact even if only in one course. Do not expect a teacher to be able to say a great deal about you if she or he does not know who you are. Those who know the most about you can write the most meaningful letters of recommendation.

Keep in mind that the graduate school does not want a letter saying you received an A in a particular course and therefore the teacher thinks that you did well, and are therefore intelligent. They basically already have that information on your transcript. The graduate school wants to know about your motivation and initiative, your participation in class, and your ability to be articulate verbally as well as in writing. They want the writer of the letter to be able to evaluate you as a whole person, not simply a name on a class roster.

A further point to consider is the significance of the writer from the point of view of the graduate school. It would be less than realistic to think that faculty rank and "recognizable" names are unimportant. Three letters from instructors may not be as helpful as two or three from the ranks of assistant professor or higher. If you know a faculty member who taught at or graduated from a school to which you are applying, then by all means ask such a person for a recommendation.

In general, letters from those who know you best and who may themselves be known at the schools to which you are applying are likely to be the most useful recommendations.

It is wise to remember that people in academic jobs move around a lot. If you are thinking of going to graduate school, you may have the unsettling experience of finding when the time comes for recommendations that many people you had classes with and did work are gone. One remedy, though not always practical, is to stay in touch with a faculty member

on your own. Another alternative is to keep your recommendations on file in the Office of Career Development and Internships. This may be done in the following way. Each semester go to the instructors you have and tell them you intend to go to graduate school. At the end of the semester, if this person is someone from whom you would like a recommendation, ask him or her to write you one and send it to Career Development office. When you submit applications to graduate schools, you can go to that office and request that selected recommendations from your file be sent to those schools.

In addition to letters of recommendation, some schools ask you to submit papers, so save your best ones.

[d] Tutorials & Honors Courses

Although virtually no graduate school requires you to have a tutorial or honors course, the value of such courses ought to be mentioned. It would not be surprising to find that admissions committees are impressed by the fact that a prospective graduate student has had more specialized kinds of training likely to be part of a tutorial or honors course. Such courses therefore look good on your record. For more information about honors programs, visit the College's website.

Further, the training that one usually gets in a tutorial or honors course is very relevant for graduate school, where the courses are usually small seminars. Having studied in close contact with a faculty member; having discussed topics on a one-on-one basis with him/her and written a lengthy paper under his/her guidance, the student should have learned a good deal about the process of graduate education which can be helpful when he/she gets to graduate school.

To sum up, there is one important point you should keep in mind. Your admission will be based on an overall picture which the graduate school has of "you" from your transcript, your GRE scores, and your letters of recommendations. The ninety-ninth percentile on the GRE is no more a guarantee of acceptance than is a 3.8 grade point average. The graduate school is interested in a good all-around student shown to be capable in as many different ways as possible. Good grades plus a respectable GRE score plus good recommendations will provide the kind of picture the admissions committee needs in order to make a favorable decision.

13.3 Financial Support: How Can You Get it?

If you are interested in receiving some sort of financial assistance from the schools to which you are applying, keep the following in mind:

- Plan ahead and check deadlines. Graduate schools often have an early cut-off date for receiving applications for financial assistance.
- When you send for an application for admission, be sure to submit an application for financial support.
- Apply even if you feel that you cannot prove you are in need of financial support. Some schools make their decisions in terms of how good a student you appear to be, rather than basing such decisions simply on need. In general, the better your grades, GRE scores, and letters of recommendation, the greater your chance for financial aid.
- There are different kinds of financial support. A scholarship does not require you to work for money. An assistantship does. Read the bulletins of the schools to which you are applying carefully. All the information about financial aid from a particular school should be described in the bulletin.
- Once you have been accepted by a graduate school, contact its financial aid office and inquire about assistance including government grants and bank loans.

14. Master of Arts in Data Analytics and Applied Social Research

You may decide that a Masters degree in sociology is all you wish to pursue for the present. You should seriously consider the excellent M.A. program offered by the department. Data analytics is a rapidly expanding field with almost unlimited applications and high potential for career advancement. In as little as three semesters, Queens College prepares students for promising jobs in a variety of fields. With one-on-one mentoring from our faculty, students can customize our MA Program to suit their research interests and aspirations.

We offer 5 concentrations:

- Data Science (“Big Data”)
- Market Research
- Media and Marketing
- Program Evaluation and Policy Analysis
- Applied social research

All classes are held in the evenings to let students learn while they work. To learn more about this exciting program and where our graduates are working, visit our website at <http://QCBigData.org>.

If you are a Queens College junior, consider applying to our Accelerated Master’s Program in Data Analytics and Applied Social Research.

15. What Can I Do with a B.A. in Sociology?

Career opportunities in many academic fields have been adversely affected by the current economic situation. However, some areas are more “open” than others. In order to help you in your later employment efforts, we list the following as a guide. The job market in the 21st century may look quite different than it appeared in the late 1980s, or early 1990s. Thus, it is advisable to try to combine your areas of interest with current projected trends. To obtain the latest employment outlook information, visit the U.S. Bureau Labor Statistics Office of Employment Projects or go to the American Sociological Association link for students.

15.1 Criminal Justice

The Sociology major provides a good foundation for students seeking careers in criminal justice, law, and related fields. Some jobs (e.g., in law enforcement and juvenile custody and control) are available with a B.A. degree, but students interested in more advanced careers will need to consider post-graduate education. All post-graduate programs are competitive. Students with GPA's over 3.0 will have more choices, although scores on standardized tests are very important; and letters of recommendation are also considered.

The City University of New York, through John Jay and the Graduate Center, offers both M.A. and Ph.D. programs in Criminal Justice, with specialties in criminology, forensic psychology, law enforcement, corrections, public administration, research, and program evaluation. There are several other graduate programs in criminology and criminal justice in New York State and many others around the country. Students interested in attending graduate school should take the Graduate School Exam (GRE) by fall semester of their senior year.

Most post-graduate institutions provide financial assistance to qualified students. Students may also consider doing a sociology internship in a legal or criminal justice agency.

➤ *Sociology Electives in Criminology, Criminal Justice, & Law*

Sociology 209: Criminal Justice
Sociology 217: Crime and Juvenile Delinquency
Sociology 247: Sociology of Law

➤ *Other Related Electives*

Sociology 213: Deviance and Social Pathology
Sociology 225: Sociology of Drugs
Sociology 240: Drugs and Alcohol
Sociology 211: Ethnic and Race Relations
Sociology 222: Social Welfare as a Social Institution

➤ *Other electives related to criminal justice and law are listed in the next section on LAW*

15.2 Law

As a sociology major, you may want to consider law. A combination of courses or at least exposure to philosophy, political science, economics, accounting, business history, or English literature will stand you in good stead. Each year there is an increase in the extraordinary variety of tasks which lawyers are asked to perform and, therefore, a diversity of skills are brought into play. The American Bar Association considers it unwise to prescribe particular undergraduate law courses. Law courses in undergraduate instructions should not be taken for the purpose of learning “the law,” although they can be very helpful in undergraduate curricula for teaching students “about law” and quite possibly for helping students estimate whether they might be interested in law study. The quality of the undergraduate program and the development in prelaw students of basic skills and insights are the major concerns of law schools.

The City University of New York Law School is located at 2 Court Square, Long Island City, New York 11101-4356, Main Phone (718) 340-4200, Admissions (718)-340-4210.

Other law schools in the New York City area include Fordham, St. John’s, Hofstra, Brooklyn, New York University, and Columbia University; a number of other public and private law schools are located throughout New York State.

Visit a few local law schools, sit in on several classes and take the time to speak to the law students in attendance; they can give you insights into their law programs that no bulletin can provide.

Although the schools claim that application for financial aid does not affect admission, it may be that in times of depression/recession, requests for aid will hinder your chances. Thus, we advise you to apply early to the schools and after you have been accepted put in your application for financial aid.

Letters of recommendation or appraisal from deans, professors, pre-law advisors and/or former employers can often make the difference when several candidates have the same LSAT score and grade point average. Thus, it is wise to get to know your professors and advisers so they can write insightful letters describing your talents.

- *Sociology Electives in Criminology, Criminal Justice, & Law* (See Electives in an earlier section on CRIMINAL JUSTICE)
- *Related Courses in Other Departments*

Students should consult the *Undergraduate Bulletin* before registering for the following courses:

Accounting 361: Business Law I
Business and Liberal Arts 302: Law and Ethics of Business
Communication Arts and Sciences 246: Freedom of Speech
Communication Arts and Sciences 351: Communication and the Legal System
Communication Arts and Sciences 357: Media, Law, and Ethics
History 282: American Constitutional History to 1865
History 283: American Constitutional History since 1865
Philosophy 121: Philosophy of Law, Ethics, and Medicine

Philosophy 223: Philosophy of Law
Political Science 100: American Politics and Government
Political Science 213: The Legislative Processes in America
Political Science 214: The Judicial Process
Political Science 215: Constitutional Law I
Political Science 216: Constitutional Law II
Psychology 222: Psychology and the Law

➤ *Writing Courses*

It is extremely beneficial for students to improve their writing skills while an undergraduate, and is especially important for students considering going to law school:

English 110: English Composition I
English 120: English Composition II
English 201: Essay Writing for Special Fields

15.3 Social Work

Many students who have majored in sociology pursue postgraduate careers in social work. The demand for social workers typically has fluctuated with the expansion and contraction of public spending for health care, mental health, treatment of substance abusers, rehabilitation of criminal offenders, and family services (e.g., child welfare, foster care). Although approximately 31 percent of social workers are employed by public agencies, many social workers have found employment in private sector institutions (e.g., in corporate based Employee Assistance programs designed to offer counseling to employees suffering from substance abuse or other mental health problems, in nursing homes, mental health clinics, hospitals, home health agencies) or are self-employed licensed psychotherapists.

Career information in this section is adapted from the Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*. For additional information such as nature of social work, working conditions, earnings and employment, training, qualifications, and advancement, visit <http://stats.bls.gov/oco/>.

Employment Outlook

According to the U.S. Department of Labor's *Occupational Outlook Handbook*, the demand for social workers would increase faster than the average for all occupations through the year 2022. Employment of social workers is expected to increase by 19 percent (114,100 jobs) during the 2012-22 decade. The growth in the population of aged Americans, single-parent families, and the immigrant population, will create a continuing need for social services and social work practitioners. Social workers with bilingual skills are particularly in demand in urban areas, and there is a dearth of qualified personnel in rural locations.

Requirements

Whereas a generation ago, the possession of an undergraduate degree in sociology, psychology or a related field enabled someone to obtain employment in a social service field with a promise of advancement, in recent years, a bachelor's degree is of limited value in this job market. Opportunities do exist, particularly in small social service agencies, for counselors or case managers in substance abuse rehabilitation programs (particularly if B.A.s augment their undergraduate training with a certificate in counseling alcoholics) as well as in foster care placement, adoption agencies, nursing homes and the growing home health care field. Typically, these positions require prior volunteer or paid work experience with the relevant population. In some cases, agencies will train employees.

A bachelor's degree in social work (B.S.W.) is the most common minimum requirement to qualify for a job as a social worker; however, majors in sociology or related fields may qualify for some entry-level jobs. Although a bachelor's degree is sufficient for entry into the field, an advanced degree is required for some positions. A master's degree in social work (M.S.W.) is typically required for positions in health and school settings and is required for clinical work as well. Some jobs in public and private agencies may require an advanced degree, such as an MSW with a concentration in social services policy or administration. Supervisory, administrative, and staff training positions usually require an advanced degree. College and university teaching positions and most research appointments normally require a doctorate in social work (D.S.W. or Ph.D.).

Some social workers go into private practice. Most private practitioners are clinical social workers who provide psychotherapy, usually paid for through health insurance or by the client themselves. Private practitioners must have at least a master's degree and a period of supervised work experience. A network of contacts for referrals also is essential.

Master's degree programs prepare graduates for work in their chosen field of concentration and continue to develop the skills required to perform clinical assessments, manage large caseloads, take on supervisory roles, and explore new ways of drawing upon social services to meet the needs of clients. Master's programs usually last 2 years and include a minimum of 900 hours of supervised field instruction or internship. A part-time program may take 4 years. Entry into a master's program does not require a bachelor's degree in social work, but courses in sociology, psychology, biology, economics, political science, and social work are recommended. In addition, a second language can be very helpful. Most master's programs offer advanced standing for those with a bachelor's degree from an accredited social work program

Most accredited social work graduate programs expect undergraduates to have 3.0 undergraduate grade point averages and extensive course work in social sciences, particularly sociology, psychology, or urban studies. Most M.S.W. programs do not require the Graduate Record Examination (GRE). In addition, admission chances will be greatly enhanced if applicants can present a record of work or volunteer experience in social service agencies. Volunteer or paid jobs as a social work aide can help people test their interest in this field. The Mayor's Voluntary Action Center is a clearinghouse for social agencies requesting volunteer workers.

All States and the District of Columbia have licensing, certification, or registration requirements regarding social work practice and the use of professional titles. Most States require 2 years or 3,000

hours of supervised clinical experience for licensure of clinical social workers. Due to some limitations on what settings unlicensed social workers may work and some variation in the requirements to obtain a license, those interested in becoming a social worker should research requirements in their State.

Finally, it is important to get at least three letters of recommendation from professors and/or volunteer work supervisors. Simply getting good grades or listing work experience on a resume is not enough. Admissions committees are most likely to be impressed by an applicant whose performance can be amplified by a detailed recommendation from someone who has genuine familiarity with the quality of his/her work.

In the New York area, the best graduate programs are in Manhattan at (1) Hunter College School of Social Work at 123 East 79th Street, (2) Columbia University on Broadway and 116th Street, and (3) New York University at Washington Square. Yeshiva University, Fordham University, and Adelphi University also have respectable accredited programs. Hunter College's program is the largest, least expensive, but also the most selective, accepting only 20 percent of applicants.

Hunter is particularly anxious to recruit students who want to work in social agencies as opposed to those seeking to work as psychotherapists in private practice. (For this reason, unlike NYU and Columbia, it looks less favorably upon admission applications from psychology majors). Nevertheless, Hunter's program does have a casework concentration (also known as clinical social work) which emphasizes exposure to psychodynamic psychotherapy and field work assignments in mental health settings in which graduate students interested in becoming psychotherapists learn appropriate techniques working with in-patient or out-patient clients.

Undergraduate Preparation

It is recommended that students interested in pursuing a career in social work take the following courses:

In Sociology:

- Sociology 222: Social Welfare as a Social Institution
- Sociology 211: Ethnic & Racial Relations
- Sociology 213: Deviance & Social Pathology
- Sociology 217: Crime & Juvenile Delinquency
- Sociology 225: Sociology of Drugs
- Sociology 244: Sociology of Women
- Sociology 246: Sociology of Human Sexuality
- Sociology 271: The Black Family
- Sociology 272: Blacks in American Society
- Sociology 325: Field Work

In addition to courses in sociology, future social workers can benefit from courses in other related departments: Anthropology, Political Science, Psychology, and Urban Studies.

In Anthropology:

Anthropology 214 -- Peoples of New York City

In Political Science:

Political Science 211: Urban Politics

Political Science 223: Introduction to Public Administration

Political Science 224: The Public Service

In Psychology:

Psychology 218: Psychology of Aging

Psychology 221: Psychopathology (Abnormal Psychology)

Psychology 224: Child Psychology

Psychology 232: The Psychology of Personality

Psychology 317: Behavior Modification

Psychology 336: Humanistic Psychology

Psychology 341: Introduction to Psychoanalytic Theory

Psychology 347: Introduction to Clinical Psychology

Psychology 349: Psychological Disorders of Childhood & Adolescence

Psychology 360: Contemporary Psychotherapies

In Urban Studies:

Urban Studies 102: Urban Issues: Services & Institutions

Urban Studies 105: Socioeconomic & Political Power in the City

Urban Studies 113: Urban Health Issues

Urban Studies 220: Studies of Selected Urban Service Institutions

Urban Studies 221: Public Policy & Implementation

Finally, students interested in becoming more familiar with specific subcultures with whom they might wish to work as social workers might benefit from course offerings in various ethnic/interdisciplinary studies programs: Irish, Italian-American, Jewish, Puerto Rican, and Women's. However, not all listed courses will be given every semester or academic year. Students should consult the relevant department or program.

A *Directory of All Accredited Social Work Degree Programs* is available from the Council on Social Work Education (CSWE). <http://www.cswe.org/Accreditation/Accredited-Programs.aspx>.

For information about career opportunities in social work, students should contact the National Association of Social Workers (NASW) <http://www.socialworkers.org/>.

15.4 Applied Social Research

There are good jobs for those who specialize in statistics and survey research. People with such qualifications are needed for research in industry; advertising and market research; social research with private and public agencies; government agencies (some skills in working with quantitative data); and academic research institutes. (Please turn to an earlier section of this handbook—MA PROGRAM IN DATA ANALYTICS AND APPLIED SOCIAL RESEARCH.)

We suggest the following undergraduate preparatory courses: elementary and advanced statistics (if currently not offered, you can ask for a tutorial); sociological analysis; methods of social research; workshop in sociology research; population problems; economics; vocabulary building; and computer courses (programming, sampling, data analysis, technical writing). We also encourage students to do research with faculty members.

Universities that offer the best advanced training are Pennsylvania, Columbia, Stanford, Harvard, Michigan, Wisconsin, Johns Hopkins, North Carolina, Indiana, Washington at Seattle, Illinois, and Washington State.

15.5 Demography

Demography is defined as the study of the size, distribution, and composition of a population and its components of change: fertility, mortality, and migration. Population studies attempt to explain and ultimately predict population processes by examining historical, economic, social, psychological, and biomedical determinants and consequences of these processes.

Unlike some other disciplines, population studies is a rapidly expanding area with numerous and varied employment opportunities. Currently, the demand for demographers is greater than the supply. Employment can be found in research institutes (e.g., United Nations, Population Council, East-West Population Institute), in the U.S. Census Bureau, and other government agencies, life insurance companies, as well as in universities. An M.A. degree is the minimum requirement. Of course, opportunities are greater for those with a Ph.D.

We suggest the following undergraduate preparatory courses: methodology, statistics, history, calculus, economics, social psychology, and population problems.

Many universities offer advanced training in population studies including Pennsylvania, Chicago, Cornell, Duke, Fordham, Michigan, Minnesota, Princeton, and Washington. Schools differ in emphasis on foreign vs. domestic population processes; and in the quantitative skills required. Most universities offer an M.A. or Ph.D. in sociology (or economics) with a specialization in population studies. A few offer advanced degrees in demography. Since the schools differ somewhat in their emphases, one should make this a major consideration in applying to graduate schools with these programs.

You can obtain additional information from the Population Association of America <http://www.popassoc.org/>.

15.6 Medical Sociology

In recent years, we have focused more and more of our attention on our health care delivery system as well as increased our personnel and monetary allocations enormously to this area. Therefore, it should come as no surprise that there are job opportunities in this area. Medical schools, hospitals, and medical research institutions are currently recruiting medical sociologists to either teach or conduct research. Now the demand for such far exceeds the supply. A Ph.D. is required!

We suggest the following undergraduate preparation: methodology, statistics I and II, theory, sociology of medicine, deviance, social psychology, and courses in psychology.

Schools which offer programs in this area include Columbia, Pennsylvania, NYU, Adelphi, CUNY-Graduate Center, SUNY-Stony Brook, Brandeis, Brown, UCLA, Chicago, Harvard, North Carolina, and Rutgers.

15.7 Urban Planning

There are job opportunities in urban planning of American cities and in social and economic planning of developing countries.

If you are interested in urban planning, it would be wise to take such courses as urban sociology and population problems, as well as courses in economics, computer science, and urban studies.

The schools that have the best programs in this area are Harvard, Pennsylvania, Berkeley, Columbia, Michigan, NYU, Wisconsin, Chicago, North Carolina, and CUNY-Hunter College.

15.8 Academic Teaching

Teaching positions at the university level have become difficult to obtain in recent years. But there are always some openings for the nation's best students, especially in certain sub-specialties including demography, medical sociology, and criminal justice.

For details on current openings, consult the Job Bank maintained by the American Sociological Association, <http://jobbank.asanet.org/jobbank/index.cfm>.

15.9 Elementary or Secondary Education

Many students are joint majors in both sociology and education. Many students at Queens are interested in pursuing a career in teaching.

For many students, sociology is an ideal major to prepare for a teaching career. Sociology allows you to develop a broad understanding of American society and its current social issues. It provides an excellent foundation for a teaching career.

The department regularly offers a variety of courses that interest education majors. These courses include:

Sociology 215: Sociology of Education
Sociology 103: Sociology of American Life
Sociology 208: Social Problems
Sociology 211: Ethnic and Racial Relations
Sociology 213: Deviance and Social Pathology
Sociology 216: Social Psychology
Sociology 217: Crime and Juvenile Delinquency
Sociology 219: Social Class in American Society
Sociology 225: Sociology of Drugs

In addition, each semester there are selected topics in sociology, the Sociology 240 series, that are also of great interest: Beliefs and Believers, Women and Film, Sociology of Disability, Sociology of Children, Social Impact of Computers, Sociology of Literacy, and Science and Technology. The department also offers a variety of senior seminars (Sociology 381W) on topics related to educational issues: Gender and Education and Seminar on Higher Education. Soc 381W may be repeated for credit provided the topic is different.

Sociology majors who intend to become elementary school teachers can take the following sociology courses to satisfy part of the new Regents requirements:

Mathematics:

Sociology 205: Social Statistics I

Social Studies Learning Standards (Geography Area):

Sociology 278: Social Geography of Contemporary Cultures
Sociology 279: Globalization: Social & Geographic Perspectives

To obtain current Regents requirements for teacher certification, contact the departments of Elementary and Early Childhood Education and Secondary Education.

15.10 Public Health Administration

There is a great demand for public health administration. At this time, the government is funding health programs for the aged and rehabilitation programs. If you are interested in this field, we advise you to take a double major in sociology and health education. You should also consider taking courses in economics, urban studies, accounting, and communication arts and sciences.

An M.A. degree is a must. Graduate schools with solid programs in public health administration are Minnesota, Iowa, Johns Hopkins, Yale, Harvard, Columbia, NYU, Berkeley, UCLA, the University of North Carolina at Chapel Hill, CUNY-Baruch College, and CUNY-John Jay College of Criminal Justice.

15.11 Business

Industry is always clamoring for skilled managers. Since industry spans many fields, and within each field there are many different types of administrative responsibilities, it may be advisable to look to industry for a career. There are, however, different degree programs being offered. For example, Yale and Princeton offer a Masters in Administrative Science. In effect, this is a management trainee program whose faculty is drawn from the top business and financial communities. This degree will afford you entrance into the middle management level.

Then, there is the M.B.A. degree. This degree varies greatly depending upon the school you attend, and the schools—prerequisites vary as well. We suggest you go online or visit the College's Rosenthal Library Reference Section and look through the current editions of business school guides for a complete profile of all business schools and their requirements. The best schools in the New York area for an M.B.A. are NYU, Columbia, Rutgers, SUNY-Binghamton, Buffalo, Albany, and the University of Rochester. Baruch is considered a middle-range school. Hofstra, Adelphi, and LIU are on the bottom of the heap. Out-of-state there are University of Pennsylvania's Wharton School, frequently rated #1 in the nation, Harvard, Michigan, Chicago, Illinois-Urbana, UCLA, Stanford, Berkeley, Texas-Austin, and University of Utah.

We suggest the following undergraduate preparatory courses: a minimum of introduction to accounting, economics, sociology, and psychology. Also Sociology 224 and 228, and Psychology 226. A computer science course is very helpful. At the very least Accounting 361 (Business Law I) should be taken. Of course, if you have good grades with a strong liberal arts background, many of the prestigious schools will seriously consider you—with the understanding that you will make up their prerequisites. If, however, you are a sophomore or junior, you have time enough to prepare.

16. Jobs Held by Queens College Sociology Graduates

The sociology major provides an excellent foundation for students seeking careers in criminal justice, law, social work, applied social research, elementary or secondary education, public administration, business, and other related fields. The following is a list of first job held by sociology graduates after graduating from Queens College:

- Accountants
- Accounting or auditing clerks
- Auditors
- Billing clerks
- Bookkeepers
- Cashiers
- Clinical lab technologists or technicians
- College professors
- Correctional institution officers
- Designers
- Early childhood teacher's assistants
- Economists
- General office clerks
- General office supervisors
- Health managers
- Interviewers
- Investigators/adjusters
- Labor relations specialists
- Lawyers
- Medical doctors
- Police officers
- Public administrators
- Public relations specialists
- Recreation workers
- Researchers
- Sales workers
- Secretaries
- Social workers
- Systems analysts
- Teachers (pre-kindergarten and kindergarten, elementary, post-secondary, special education)
- Technicians
- Training specialists

Sociological training at Queens has also launched a fairly large number of scholarly careers and has continued to do so even during the national downturn in scholarly degrees awarded. Four of our regular faculty are sociology graduates from Queens: formerly Melvin Reichler (B.A. 1956), Basil Browne (B.A. 1978), Thomas Gorman (B.A. 1982, Emeritus), and Nicholas Alexiou (M.A. 1993). Additionally, because of our large number of joint sociology-education majors, many of our graduates have gone on to pursue graduate training. Our graduates tend to have a lower unemployment rate, probably for much of the same reason.

17. A Survey of Members of Alpha Gamma of New York

Alpha Gamma of New York is the Queens College chapter of the International Sociology Honor Society (Alpha Kappa Delta--AKD). Alpha Gamma of New York was established in 1981. All members are students with academic records showing excellence in sociology. Alpha Gamma of New York has been inactive for some time until a group of sociology students re-registered it with the College's Student Union in 1995. Recently, as a new member of the Chapter, I decided to follow up on all of our members to determine what they have accomplished (before and after graduation) and to create an electronic directory. This is the first systematic survey of members of the Queens College chapter. This report is based on the information provided by the 37 members who have returned the survey.

17.1 Discussions

Most respondents have strong academic records. An impressive number of students have received awards, honors, and scholarships from Queens College and other institutions that they have attended. Eighty-four percent (84%) of respondents received one or more awards other than being inducted into AKD. There are a total of 43 different awards/honors/scholarships that have been received by our members, including Phi Beta Kappa – one of Queens College's most prestigious honors. Some of the other honors/awards and scholarships that respondents have received include:

- Golden Key International Honour Society
- Summa Cum Laude – Queens College's highest graduating honors
- Student Senate Scholarship
- Virginia Frese Palmer Award
- Elle Peisner Writing Award

Table 1. Highest Degree Obtained, Respondents of Alpha Gamma of New York Networking Survey: Fall 2008

| Highest Degree Obtained | | |
|--------------------------------|-----------|-------------|
| High School | 5* | 14% |
| Associates Degree | 2 | 5% |
| Bachelors | 14 | 38% |
| Masters | 13 | 35% |
| PsyD | 1 | 3% |
| Professional Degree | 2 | 5% |
| Total | 37 | 100% |

*Note that all 5 students, who indicated that their highest degree obtained was "High School," are all current Queens College students and thus have not yet graduated.

Table 1 shows the highest degrees obtained by respondents. The rate of graduate school attendance is shown in Table 2 below. A majority of the respondents either have already attended graduate school or plan to do so. More specifically, 97% of the participants fall into this category.

Table 2. Graduate School Attendance, Respondents of Alpha Gamma of New York Networking Survey: Fall 2008

| Graduate School Attendance | | |
|--|-----------|------------|
| Have Already Attended | 23 | 62% |
| Have graduated – plan to attend in the near future | 8 | 22% |
| Have not graduated – plan to attend in future | 5 | 13% |
| Total | 36 | 97% |

Some of the graduate schools that respondents have attended include:

- CUNY School of Law
- Columbia University
- New York University
- Southwestern Law School
- Stony Brook University

The current occupations of respondents are shown in Table 3. We found that 30% of the respondents are currently working as teachers, while 27% are in the fields of Social Work, Law, and Administration. Eight percent of them are working in health-related fields.

Table 3. Current Occupation, Respondents of Alpha Gamma of New York Networking Survey: Fall 2008

| Occupation | | |
|------------------------------|-----------|-------------|
| Accounting/Finance/Insurance | 3 | 8% |
| Administration | 5 | 14% |
| Child Protective Specialist | 1 | 2.7% |
| Health-related | 3 | 8% |
| Law | 3 | 8% |
| Real Estate Developer | 1 | 2.7% |
| Research | 3 | 8% |
| Social Work | 2 | 5% |
| Social worker/sex therapist | 1 | 2.7% |
| Student | 4 | 11% |
| Teaching | 11 | 30% |
| Total | 37 | 100% |

Table 4 below shows where respondents are currently employed.

Table 4. Current Employer, Respondents of Alpha Gamma of New York Networking Survey: Fall 2008

| Employer | | |
|-----------------------------------|-----------|-------------|
| Educational Institution | 14 | 38% |
| Health-Related | 3 | 8% |
| Insurance/Accounting/Finance | 3 | 8% |
| Law | 2 | 5% |
| Management | 5 | 14% |
| Protective Services (Social Work) | 3 | 8% |
| Research | 3 | 8% |
| Unemployed | 4* | 11% |
| Total | 37 | 100% |

*Note: Of the 4 members who are currently unemployed, 2 of them are Queens College students who have not yet graduated, and 1 of them is currently a full-time graduate student working towards a master's in Public Health (MPH).

Table 5 shows that 27% of respondents have an annual income of \$60,000 or greater, while only 14% are earning \$19,999 or less annually. Of the 14% in this category, a majority of them are students who are not currently working full-time.

Table 5. Income Level, Respondents of Alpha Gamma of New York Networking Survey: Fall 2008

| Income Level | | |
|---------------------------------|-----------|-------------|
| \$19,999 or less | 5 | 14% |
| \$20,000-\$39,999 | 9 | 24% |
| \$40,000-\$59,999 | 7 | 19% |
| \$60,000 or greater | 10 | 27% |
| Unemployed | 4 | 11% |
| Employed but no income reported | 2 | 5% |
| Total | 37 | 100% |

The future academic and career goals of the participants are presented in Table 6 below.

Table 6. Academic and/or Career Goals, Respondents of Alpha Gamma of New York Networking Survey: Fall 2008

| Future Academic and/or Career Plans | | |
|--|-----------|-------------|
| Completing graduate or professional school/obtaining higher degree | 19 | 51% |
| Teach | 4 | 11% |
| Private Practice | 4 | 11% |
| PhD Research | 1 | 2.7% |
| Find a job as a lawyer | 1 | 2.7% |
| Policy work | 1 | 2.7% |
| Working with domestic violence victims | 1 | 2.7% |
| Administration in Education | 1 | 2.7% |
| Undecided | 5 | 13.5% |
| Total | 37 | 100% |

Sixty-eight percent of the members are currently single, while 15% are married, 14% are divorced, and 3% are widowed. Perhaps the large number of respondents who are single could be explained by looking at the large percentage of members who are interested in advancing their education.

Members of Alpha Gamma of New York come from diverse backgrounds. According to the data collected, 54% of respondents speak one or more languages other than English. Furthermore, 17 different languages, excluding English, are spoken by respondents. Some of the languages spoken by our members include Arabic, Bengali, Chinese, Farsi, Italian, Romanian, Russian, and Spanish.

Many respondents have interesting hobbies outside of academics. For instance, 19% of our members are interested in sports, 35% are interested in some form of arts, while 24% of members engage in other interesting activities and hobbies such as:

- Embroidery
- Promotional/Tradeshaw modeling
- Scuba-diving
- Skydiving

17.2 Conclusion

This project brings attention to the accomplishments of many of those who were recognized members – graduates and undergraduates – of Alpha Gamma of New York. In the near future, an electronic directory consisting of all the members will be set up. For the next cycle of networking survey, the following questions may be included:

- *What sociology courses did you enjoy the most at Queens College?*
- *Are you content with your current occupation?*
- *How has earning a degree in Sociology benefited you?*

*Prepared by **Stella Lam, M.D.** (B.A. 2009)*

AKD member since 2007

Recipient of Queens College's Wilbur Gilman Scholarship (2009)

Recipient of Queens College Sociology Department's Sherman Krupp Award (2009)

Class of 2013, Boston University School of Medicine

18. Areas of Expertise

The following is a list of areas of expertise compiled by the American Sociological Association for the *Guide to Graduate Departments of Sociology*.

The list is not meant to be exhaustive but it does include many relevant areas of sociology that developed over recent years.

| | | |
|--|-----------------------------------|-------------------------------------|
| Aging/Social Gerontology | Public Opinion | Undergraduate Education or Teaching |
| Alcohol and Drugs | Mathematical Sociology | Urban Sociology |
| Anthropology | Medical Sociology | Visual Sociology |
| Applied or Evaluation Research | Mental Health | Work and Labor Markets |
| Biosociology | Microcomputing | World Conflict |
| Children and Youth | Migration and Immigration | |
| Collective Behavior or Social Movements | Military Sociology | |
| Community | Occupations/Professions | |
| Comparative or Historical Sociology | Organizations: Formal and Complex | |
| Conflict Resolution | Penology/Corrections | |
| Criminal Justice | Policy Analysis or Public Policy | |
| Criminology/Delinquency | Political Economy | |
| Cultural Sociology | Political Sociology | |
| Demography | Qualitative Methodology | |
| Development | Quantitative Methodology | |
| Deviant Behavior or Social Disorganization | Race/Class/Gender | |
| Disabilities | Race/Ethnic/Minority Relations | |
| Economy and Society | Rational Choice | |
| Education | Religion | |
| Emotions | Rural Sociology | |
| Environmental Sociology | Science and Technology | |
| Ethnomethodology | Sex and Gender | |
| Family | Sexuality and Homosexuality | |
| History of Sociology/Social Thought | Small Groups | |
| Human Ecology | Social Change | |
| Industrial Sociology | Social Control | |
| Knowledge | Social Inequality | |
| Language/Social Linguistics | Social Networks | |
| Latina/o Sociology | Social Organization | |
| Law and Society | Social Psychology | |
| Leisure/Sports/Recreation | Social Welfare or Social Work | |
| Marxist Sociology | Socialization | |
| Mass Communication | Statistics | |
| | Stratification/Mobility | |
| | Theory | |

19. Rating Sociology Departments

A ranking of graduate schools in sociology, based on the doctoral program's quality, research productivity, student outcomes, student resources, and diversity, by the National Research Council, is presented below: <http://graduate-school.phds.org/rankings/sociology>

Top 20 U.S. Graduate Schools in Sociology

- 1 Princeton University
- 2 Harvard University
- 3 University of Pennsylvania
- 4 Pennsylvania State University
- 5 University of Miami
- 6 Duke University
- 7 University of Michigan
- 8 University of Nebraska—Lincoln
- 9 University of Texas—Austin
- 10 University of California—San Francisco
- 11 University of North Carolina—Chapel Hill
- 12 Ohio State University
- 13 Columbia University
- 14 Bowling Green State University
- 15 Brown University
- 16 Cornell University
- 17 Stanford University
- 18 University of Chicago
- 19 Johns Hopkins University
- 20 University of Maryland—College Park

The Queens Sociology faculty suggested the following distinguished departments (not ranked in order): Pennsylvania, Columbia, Berkeley, Chicago, Michigan, Wisconsin, Minnesota, Princeton, Harvard, Stanford, Indiana, University of Texas--Austin, University of Washington, the CUNY-Graduate Center, and SUNY at Albany and at Stony Brook.

These ratings ought to help you identify superior departments of sociology, and they should be utilized as a guide for this purpose. However, your final choice depends upon which department would be most suitable for your personal needs. Students are encouraged to get as much professional career counseling as possible, and to research the available options. It is useful to consult the university bulletins and also to seek advice from your professors and peer (student) advisers. The burden is on you to explore various areas of knowledge at college, and then later link your interests with a professional career. Many prestigious universities favor the "liberal arts" student who has developed a broad reservoir of knowledge over the "vocationally" oriented undergraduate. Thus, philosophy or history courses may be viewed as valuable as economics. The only requirements that we know with certainty are: to be able to write,

express, and articulate your ideas well. Don't shy away from taking English courses—writing, vocabulary building, and reading labs are an excellent way to improve your skills.

In the end, success primarily is earned by hard work, perseverance, loyalty, integrity, brains, guts, personality, and good judgment. We offer you GOOD LUCK, the rest is up to you!!

20. **Guide to Graduate Departments of Sociology**

When you think of graduate departments of sociology, do you find yourself asking . . .

How many are there? Where are they located?

*Which ones emphasize offerings in Criminal Justice, Law and Society,
Deviance, Medical Sociology, Education, Mathematical Sociology, etc.?*

Who is on the faculty at _____?

How many students do they have?

Who is Chair there?

What financial aid is available?

Do you need to take the GRE for admission?

Are research and teaching assistantships available?

If you would like the answer to these and other crucial questions about departments in the United States, Canada, Great Britain, Australia, Israel, Germany, Ireland, and Scotland, then you need to consult:

GUIDE TO GRADUATE DEPARTMENTS OF SOCIOLOGY

Copies of the *GUIDE* may be ordered from:

American Sociological Association

<http://www.asanet.org/journals/guides.cfm>

21. Sociology Undergraduate Courses at Queens

| <p>Consult the <i>Undergraduate Bulletin: Sociology</i> for prerequisites and descriptions http://www.gc.cuny.edu/Academics/Pages/CollegeBulletins.aspx (* Offered almost every semester; @ Offered once a year)</p> | |
|---|--|
| <i>Number</i> | <i>Title</i> |
| 101 * | General Introduction to Sociology |
| 103 * | Sociology of American Life |
| 135W | Writing Workshop (1 credit) |
| 190 | Writing for Sociology (3 credits) |
| 205 * OR SOC 206 <u>with</u> SOC 207 | <p>Social Statistics I (<u>6 contact hours and 4 credits</u>)</p> <p>Introduction to Social Statistics (3 contact hours and 3 credits)</p> <p>Applied Statistical Analysis (3 contact hours and 1 credit)</p> <p>Per "<u>Advisement Reminder: Changers in Statistics Equivalences</u>" Memo to Sociology Faculty and Advisement Center dated 12-3-2014:</p> <p>Equivalencies for SOC 205:</p> <ul style="list-style-type: none"> ➤ Queens College's PSY 107 (<i>Statistical Methods</i>) ➤ Queens College's ECON 249 (<i>Statistics as Applied to Economics and Business</i>) ➤ Transfer credit from Nassau Community College for students completing both MAT 102 (Introduction to Statistics) and MAT 103 (Computers and Applied Statistics) <p>**The Sociology Department DOES NOT ACCEPT Queens College's MAT 114 (<i>Elementary Probability and Statistics</i>) as equivalent to SOC 205.</p> <p>Equivalencies for SOC 206:</p> <ul style="list-style-type: none"> ➤ Transfer credit from LaGuardia Community College for students completing MAT 120 (<i>Elementary Statistics I</i>) ➤ Transfer credit from Queensborough Community College for students completing BUS 203 (<i>Principles of Statistics</i>) <p>**For the Sociology Major, students receiving transfer credit for SOC 206 should still have to take SOC 207.</p> |
| 208 * | Social Problems |
| 209 * | Criminal Justice |

| | |
|---------|---|
| 210 * | The Modern Urban Community |
| 211 * | Ethnic & Racial Relations |
| 212 W * | Sociological Analysis |
| 213 * | Deviance & Social Pathology |
| 214 * | The Family |
| 215 * | Sociology of Education |
| 216 * | Social Psychology |
| 217 * | Crime & Juvenile Delinquency |
| 218 @ | Mass Communication & Popular Culture |
| 219 @ | Social Class in American Society |
| 220 | Interpersonal Behavior & Group Processes |
| 221 @ | Sociology of Religion |
| 222 @ | Social Welfare as a Social Institution |
| 223 | Introduction to Social Work Method (<u>4 credits</u>) |
| 224 | Complex Organizations |
| 225 * | Sociology of Drugs |
| 226 @ | Political Sociology |
| 227 @ | Sociology of Medicine |
| 228 @ | Work, Industry, & Society |
| 229 | Sociology of Health & Illness |
| 235 | Data & Society |
| 236 | Population Problems |
| 237 | Sociology of Selected Countries |
| 238 @ | Social Change & Social Movements |
| 239 | Sociology of Developing Countries |
| 240 * | Selected Topics in Sociology (<u>May be repeated for credit provided the topic is</u> |

| | |
|-------|---|
| | <u>different.</u>) |
| 241 | The American Jewish Community |
| 242 | Modern Israel: Sociological Aspects |
| 243 @ | Sex & Gender in Comparative Perspective |
| 244 * | Sociology of Women |
| 245 * | Women & Work |
| 246 * | The Sociology of Human Sexuality |
| 247 @ | Sociology of Law |
| 249 @ | Sociology of Cinema (<u>4 contact hours</u>) |
| 250 | Sociology of Friendship |
| 271 | The Black Family |
| 272 @ | Blacks in American Society |
| 273 | Social Change in Africa |
| 274 | Social Change in Latin America & the Caribbean |
| 275 | Sociology of Asian Americans |
| 277 * | Sociology of Gambling |
| 278 @ | Social Geography of Contemporary Cultures |
| 279 @ | Globalization: Social & Geographic Perspectives |
| 289 @ | Sociology of Death & Dying |
| 306 | Social Statistics II |
| 325 * | Field Work--Internship (<u>1 to 3 credits</u>) |
| 331 * | Foundations of Sociological Theory (<u>4 contact hours and 4 credits</u>) |
| 332 | Sociology of Knowledge |
| 333 | Applied Programming for Research |
| 334 * | Methods of Social Research (<u>6 contact hours and 4 credits</u>) |
| 348 | Orthodox Jews in America |

| | |
|----------------------|--|
| 351 | Social Ecology: Field Study of a City |
| 353 | Ethnography |
| 381W * 381 382 | Senior Seminar (May be repeated for credit provided the topic is different.) |
| 391, 392 * | Special Problems--Independent Study (1 to 3 credits) (May be repeated for credit provided the topic is different.) |

22. Acknowledgement

To update this publication, we draw heavily from other sources including the Queens College Sociology Department's self-study reports as well as the student handbooks published by—

Hanover College (Department of Sociology and Anthropology)

Millersville University (Department of Sociology and Anthropology)

Northern Michigan University (Department of Sociology and Social Work)

St. John Fisher College

State University of New York at Geneseo (Department of Sociology)

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Questions and insights from our administrative staff, part-time and visiting faculty, and students help make this handbook resourceful.

Every effort has been made to ensure accuracy in this handbook. For current information, please visit the Sociology Department in Powdermaker Hall 252.

* Deceased