The Department of Sociology’s

SENIOR THESIS HANDBOOK

Academic Year 2011-2012

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Author’s note: This is a substantial revision of the 2009 handbook which was developed by the author in consultation with the AY 2009-2010 Undergraduate Studies Committee (Kevin Christiano, Eugene Halton, Sean Kelly, & Andrew Weigert) and Department Chair (Rory McVeigh). Some of the information on pages 5 & 6 of this booklet originally appeared in the Sociology Department’s “Requirements For Honors Tutorial.”
THE SENIOR THESIS PROCESS

The senior thesis is the crowning point of the undergraduate experience. A student’s senior thesis is based on independent research on a topic chosen by the student him/herself. By engaging in a thesis, students are able to pull together the sociological knowledge and methodological skills they have acquired over their time in the major into a unified whole. All sociology majors are encouraged to write a senior thesis! **Students in the honors track must do so in order to graduate with the honors distinction.**

The benefits of taking on this complex intellectual challenge are many. Students are able to exercise creativity to investigate a question or a relationship of sustained interest. Furthermore, students increase the opportunities they have to exchange their developing ideas with faculty and other interested peers. At the same time, they gain a chance to strengthen their research, writing, and oral presentation skills. In addition, students learn about submitting manuscripts for publication and they present their research projects to a critical audience. Through these experiences, students lay the groundwork for undertaking graduate studies or other equally rigorous independent pursuits.

**Courses To Take**

Most undergraduate students undertake a senior thesis project during their senior year; but upon recommendation or request, students may initiate the process during their junior year. Students should see the Director of Undergraduate Studies about their timing.

Typically, students carry out their senior thesis work through special research-based courses, numbered 48xxx. Under the advisement of the Director of Undergraduate Studies (DUS), students may begin working on their senior thesis in SOC 48009, Senior Thesis Capstone Project, or they may launch their thesis research within another of the department’s segue courses (e.g., SOC 48002, “Doing Sociology: Senior Quantitative Research Practicum”). A third way to get going on the senior thesis is through the course required of students in the Glynn Family Honors Program, ALHN 48980, “Senior Honors Thesis,” which Glynn honors students take in the Fall semester. All students complete their senior thesis in the spring semester by enrolling in SOC 48009. This course is a repeatable course, so those students who began their thesis in SOC 48009 may take it again in the Spring. (All Sociology honors track students are required to take SOC
48009, Senior Thesis Capstone Project, at least once in their senior year, for 3 credits in order to complete the honors requirements.) All research-based courses (numbered 48xxx) count in the category of a 40000-level requirement.

During the semesters that students are enrolled in SOC 48009, they are also required to be enrolled in SOC 41800, Senior Thesis Workshop. This course provides students, working independently on their projects, with timely information and consistent support throughout the year. The workshop also offers a forum in which to share works-in-progress.

**Deciding on an Approach**

Senior thesis research projects may fall within any of the genres of sociological research: analytical, case study, historical, interpretive, phenomenological, quantitative, theoretical, etc., depending on each student’s objectives. Students may collect the data for their analyses themselves or extract data from an existing data set. To get started on their thesis projects, students are encouraged to develop a set of research questions within an area of research that strongly interests them. Students’ research questions should be specific and definable, and ones that can be fruitfully studied during the period of time in which the research is to be conducted, i.e., within two academic semesters. Research questions may arise from past sociological interests and concerns, personal experiences, a burning issue, current affairs, or future plans.

Students should be aware of the wide array of methodologies and consider which ones are best suited to their questions and data. It is best, therefore, if students work on developing questions and formulating ideas about the relationships among their variables of interest before trying to identify an appropriate methodology. Students are expected to discuss their research questions and possible methodological approaches with their thesis directors.

Completing a senior thesis is, by definition, primarily the responsibility of the individual student, and students are expected to put forth full and conscientious efforts throughout this year-long process. At the same time, thesis directors and the DUS can be counted upon to provide an adequate framework of support for reasonably conceived projects. So that appropriate resources can be mobilized in time for the student, it is important for students to begin thinking about their projects as early as possible.

**Choosing a Senior Thesis Director**

The Director of Undergraduate Studies assists students in finding faculty mentors for their senior thesis research projects. The choice of thesis director hinges on two main things: students’ research interests and a faculty member’s availability. Students may approach faculty members themselves or discuss their options first with the DUS. If a student does not know the faculty member most appropriate to his/her chosen topic, the DUS will contact that faculty member to ascertain his/her availability. If the student already knows the faculty member and has established a mentor relationship with the
faculty member, she may approach the faculty member herself. Students are discouraged from asking for a director outside the Sociology department, unless it is a faculty member in an affiliated department, like, for example, the Institute for Latino Studies.

In the beginning, students may tend toward research projects that extend beyond their present level of expertise in the field. If your director does not know you well, discuss your skills and background with your director prior to beginning your project, so that your director may guide you in limiting your topic to a manageable level. If you feel weak in certain areas (e.g., statistical analysis), feel comfortable about discussing this with your director and/or the DUS. If known ahead of time, the faculty member can then plan to assist you and advise you in those areas.

The senior thesis project entails an application (see Appendix A), and each faculty director must sign this application form along with the student before the DUS grants department approval to the student to add the senior thesis course (SOC 48009) to their schedule. Subsequent to the application process, each director receives the senior thesis guidelines as well as periodic communiqués from the DUS with regards to the senior thesis process.

Relatively few undergraduates are capable of doing a senior thesis without considerable direction from a faculty member, and students’ experiences in carrying out their thesis research will be enriched by working with a mature scholar. Directors will have differences in style and strategy in terms of guidance, and the scope of that guidance will depend on a student’s individual needs. Yet, while direction must be available, the project must not become the director’s project, and staying on track must be primarily the student’s responsibility. All that being said, students may expect their directors’ help in the following areas:

1. To encourage the student to attempt an inquiry of appropriate rigor within the bounds of the student's potential, the time available, and the University's and student's access to resources;
2. To advise the student toward the successful completion of the project, meeting the general specifications as interpreted by the department, which suggests counseling as frequently as appropriate for each student on content, method, and form; and
3. To assist with the editing of the report for the typical errors of logic, style, and mechanics that may occur. Evaluation and grading will be based upon the total report.

Evaluating the Senior Thesis

Students will receive a standard grade for their thesis work, in each semester. Individual faculty directors assign the grade for their thesis mentee’s work. In order for their senior thesis to receive the honors distinction, students must earn a grade of B or higher on their work.
Because most students are concerned about the evaluation process, they should discuss with their directors at the outset of each semester what their expectations are for the student’s performance in the thesis process. In general, in evaluating the project, each faculty director will consider the following four elements and the manner in which these are combined in the production of the senior thesis:

**Form.** Form is an essential element of clear expression. The project should reflect explicit attention to the requirements of form for writing in sociology. Students should review appropriate sociological journals (e.g., *American Sociological Review, Journal of Health and Social Behavior, Social Psychology Quarterly, Sociological Theory, Sociology of Education*, etc.) for models of how components of the research process tie together into a clear, integrated whole, and for directions on how to present tables, headings, and referencing. In addition, students should consult the manuscript style guidelines in Appendix B of this handbook. (For more on style and formatting, see next section, “Manuscript Style Guidelines.”)

**Content.** Your set of research questions should reflect a considered and stated judgment as to the significance and manageability of the topic. The completed project should represent a serious and systematic attempt to pursue your questions effectively, making good use of available resources. The theory (or theories) explaining the phenomenon to be studied should be comprehensively and systematically presented along with an assessment of it/them. The literature review should consist of relevant studies on the pertinent issues under investigation. The theory and literature should be clearly linked to the hypotheses or the theses or themes generated.

**Method.** The choices made in selecting a methodology should be clearly explained. Concepts should be operationalized or otherwise defined, and the technique to be followed outlined in detail. Sampling design should be appropriate and any statistical technique used should be explained and justified. The strengths and weaknesses in methodology should be anticipated and explicaded.

**Process.** The director will take into account the manner in which the project was completed. Did the student work independently, show up for appointments, meet deadlines, etc.? Has the student complied with the expectations related to the senior thesis project (e.g., submitted the thesis to a journal, presented the project to a critical audience, etc.)?

**INSTITUTIONAL REVIEW BOARD APPROVAL PROCESS**

Research involving human subjects requires approval from the university’s Institutional Review Board, which is set up to protect the well being of human subjects:

“The Institutional Review Board’s (IRB) major role is to safeguard the rights and welfare of all human subjects who participate in research. In compliance with
Federal law and institutional policy, all research projects involving human subjects or human material must be reviewed and approved by the IRB.”

Thus, all student researchers who will be collecting their own data must seek approval from the IRB. Part of this process also entails taking a tutorial to become familiar with the process. The following information is offered to help students proceed through this process in a timely way.

**IRB Submission Process Requirements**

1) **IRB Education and Training**

   - Researcher must complete Human Subjects Protection Certification prior to protocol submission on CITI (Collaborative Institutional Training Initiative) website. Course entitled “Undergraduates, Stage 1.”

     Link: [https://www.citiprogram.org/Default.asp](https://www.citiprogram.org/Default.asp)

2) **IRB Submission Form (Protocol)**

   - Researcher must submit complete research proposal along with methodologies, survey instrument, consent forms, and recruitment materials.


     - Researcher must also have approval from their faculty advisor. Faculty advisor must send a brief note stating their approval of the research project.

       ~ Submit forms in PDF format and faculty approval to Tracey Poston, tposton@nd.edu.

3) **Proposals must be submitted at least 10 working days before the IRB meets.** *This usually pertains to researchers who have to undergo a “full IRB review.”*

   See here for full explanation for primary types of review: [http://or.nd.edu/compliance/human-research/the-irb-process/](http://or.nd.edu/compliance/human-research/the-irb-process/)

   Meeting dates:
   November 15, 2011
   December 20, 2011
   January 17, 2012
   February 21, 2012

**Criteria for IRB Approval**
A study should meet the following criteria in order to gain approval from the IRB:

1. The risks to subjects are minimized as much as possible.
2. The risks to subjects are reasonable in relation to anticipated benefits.
3. The informed consent is adequate.
4. Where appropriate, the research plan makes provisions for the safety of the subjects during the data collection process.
5. Where appropriate, there are adequate provisions to protect the privacy of subjects and maintain confidentiality of data.
6. Appropriate safeguards are included within the study to protect the rights and welfare of the vulnerable subjects.

MANUSCRIPT STYLE GUIDELINES

As previously stated, students must adhere strictly to Sociological Voices/ASA’s manuscript style guidelines. Appendix B includes Sociological Voices’ guidelines (entitled “Style Guide”). This set of guidelines should provide a complete reference for all formatting questions. For further examples, students may consult recent journal issues containing articles within the genre of their research. In addition, students may consult their directors as well as the DUS for guidance in presenting the information as effectively as possible. Tables should be clearly and accurately labeled, and easy to read. The sections of the report should be tightly integrated and should flow from one to the other. Typos should be eliminated and proofreading carefully done. These guidelines apply to both quantitative and qualitative reports.

Because the report will be a senior thesis, here are a few additional rules to be followed when formatting the official copy to be submitted to the Sociology Department:

1. Margins: The left (binding edge) margin should be 1.5 inches. The top, bottom and right margins should be 1 inch. This requirement applies to every page in the document. Keep in mind that the bindery may trim approximately one-quarter of an inch off each edge. Tables should be accommodated within these limits.
2. Page numbering: Center each page number horizontally; and, without including any punctuation, place the number approximately three-quarters of an inch from the bottom of the page. Paginate, in Arabic numerals, the main body of the text, beginning with the first chapter or its equivalent (e.g., your introduction), from page number 1 through the last page, avoiding supplementary page numbering (e.g., 1a).
3. Tabs should be .5 inches.
4. Line spacing: Double-space between lines; 0 pt before and after each paragraph. Do not double space after periods.
5. Title page: See an example of the required form in Appendix C, one for honors track students, one for non-honors. (An electronic version is available through the DUS.) The title of your paper should be 24-point type.

PRESENTING YOUR RESEARCH

The Sociology Department holds the Senior Thesis Symposium each year, during the third week of April. All senior thesis students in the Sociology Department are required to present their research projects at this event. Once the DUS has set the date with the Department Chair, students should mark their calendars well in advance so as to ensure they are prepared for the event.

In addition, students are required to submit an abstract of their thesis project to at least one sociological association’s annual meeting, held regionally or nationally. Check below for the list of the conferences that are most appropriate to this goal and for the deadline dates for submitting abstracts to each. Also included are the dates and locations of these events for the upcoming year. Another forum in which students may present their research is the University of Notre Dame’s annual undergraduate research conference, i.e., ND Scholars Conference, held on the Friday immediately following the last day of classes in the Spring semester.

*Sociology Department’s Senior Thesis Symposium*

- Date scheduled: _____TBA
- Location: _____TBA

National and Regional Conferences

**American Sociological Association** (visit [www.asanet.org](http://www.asanet.org))
Meeting Theme: “Real Utopias: Emancipatory Projects, Institutional Designs, Possible Futures”
Annual Conference Dates: August 17-20, 2012
Location: Colorado Convention Center & Hyatt Regency in Denver, Colorado
Deadline for submitting abstracts: Call for papers launches in October 2011
2012 Meeting Chair: Erick Olin Wright, wright@ssc.wisc.edu

**Midwest Sociological Society** (visit [www.themss.org](http://www.themss.org))
Meeting Theme: “Sociological Understandings of the Global Transformation”
Annual Conference Dates: March 29-April 1, 2012
Location: Marriott Minneapolis City Center in Minnesota
Deadline for submitting abstracts: TBA
2012 Meeting Chair: Linda Lindsey, MSS2012@maryville.edu

**North Central Sociological Association** (visit [www.ncsanet.org](http://www.ncsanet.org))
Meeting Theme: “Renewing Sociology: Living Traditions and Creative Beginnings”
Annual Conference Dates: April 12-15, 2012
Location: Marriott Pittsburgh City Center in Pennsylvania
Deadline for submitting abstracts: December 1, 2011
2012 Meeting Chair: Carrie Erlin, cerlin@saintmarys.edu

Pacific Sociological Association (visit www.pacificsoc.org)
Meeting Theme: “Intersectionalities and Inequalities: Knowledge and Power for the 21st Century”
Annual Conference Dates: March 22-25, 2012
Location: Sheraton Hotel, Harbor Island in San Diego, California
Deadline for submitting abstracts: October 15, 2011
2012 Meeting Chair: Mary Virnoche, mary.virnoche@humboldt.edu

Southern Sociological Society (visit www.southernsociologicalsociety.org)
Meeting Theme: “Shifting Social Contracts”
Annual Conference Dates: March 21-24, 2012
Location: Hotel Monteleone in New Orleans, LA
Deadline for submitting abstracts: TBA
2012 Meeting Chair: program@southernsociologicalsociety.org

Eastern Sociological Society (visit www.essnet.org)
Meeting Theme: “Storied Lives: Culture, Structure, and Narrative”
Location: Millennium Broadway Hotel in New York, NY
Deadline for submitting abstracts: October 15, 2011
2012 Meeting Chair: Dan Clawson/Mary Ann Clawson, 2012easterns@gmail.com

National Conference on Undergraduate Research (visit http://www.weber.edu/ncur2012)
Meeting Theme: General
Annual Conference Dates: March 29-31, 2012
Location: Weber State University in Ogden, Utah
Deadline for submitting abstracts: November 15, 2011
2012 Meeting Chair: NCUR2012@weber.edu

Rural Sociological Society (visit www.ruralsociology.org)
Meeting Theme: “Local Solutions to Inequality”
Annual Conference Dates: July 25-29, 2012
Location: Palmer House Hotel in Chicago, IL
Deadline for submitting abstracts: February 15, 2012
2012 Meeting Chair: Keiko Tanaka, keiko.tanaka@uky.edu

University of Notre Dame Undergraduate Scholars Conference
Conference Dates: TBA
Location: Jordan Hall of Science, DeBartolo Hall, Stinson-Remick Hall
Deadline for submitting abstracts to student sections: TBA
2012 Meeting Chair: Cecilia Lucero, clucero@nd.edu

PUBLISHING YOUR RESEARCH REPORT

ALL Sociology honors track students must submit their theses to a journal for review. The journal to which students are expected to submit their manuscripts is the department’s own Sociological Voices: A Journal of Research by Undergraduates at the University of Notre Dame, unless they are advised by their thesis director to submit to another journal. In the case of the latter, students must inform the DUS about the journal to which they have submitted their manuscript.

ORGANIZING YOUR SENIOR THESIS RESEARCH PROJECT

Much of your senior thesis capstone project is carried out independently. You make your own schedule. It is important to be consistent and organized in carrying out your project. Build in regular times each week during which you are working on your research and writing. Similar to the amount of time expected for any three credit course, students should plan to devote, on average, at least ten hours per week to their thesis projects. Students are well advised to get in the habit of writing every day -- and revising based on feedback from constructive sources.

If you are enrolled in SOC 48009 during the first semester of your project, you should have the following parts of your project completed by the end of that semester:

- Application for the Senior Thesis Capstone Project (SOC 48009) signed by both you and your director and submitted to the Director of Undergraduate Studies (Students may contact the DUS for this form; see Appendix D for sample copy.)
- Summary of your research questions
- Identification of the source of your data
- Summary of your research methodology
- List of the research literature to be reviewed
- Data file (or theoretical, historical, or ethnographic contents) organized and ready for analysis
- Completed version of your Review of the Literature
- Solid draft of the Methodology section submitted to director for feedback
- Draft of Analysis & Results section submitted to director for feedback
Having this work completed by the end of the first semester of the capstone project provides thesis directors with a solid basis for determining students’ grades for the work completed during the first semester of the project. Students in an alternative segue course (e.g., SOC 48002 or ALHN 48980) are given a list of milestones and deadlines by their course instructors. If they do not receive one, students are advised to follow the above plan.

TO-DO LIST AND DEADLINES FOR ENTIRE TWO-SEMESTER PROJECT

The senior thesis research and writing project is a two-semester endeavor. The list below includes the major milestones you will reach as you proceed through the entire project. Suggested time lines are included for achieving each milestone, but these are only suggestions. You and your thesis director should work out each specific due date which then may be entered in the spaces provided.

1. **Senior Thesis Application:** Students should submit their research question and a general description of the project when they apply to enroll in SOC 48009. This is a first step in your senior thesis research project. (See Appendix A for sample copy of application.)
   
   **Date Due:** __________________________

2. **Research Questions:** A two-page summary of your research questions and an explanation of the relationships you intend to explore should be submitted to your thesis director **during the first couple of weeks of the first semester** of your senior thesis research project. The following are a few questions to be thinking about as you prepare this statement: **What are the questions and relationships you want to explore? How is your research sociological? What is the dependent variable, and what are the main independent variables? Who are the affected groups? What are the competing explanations of the issues/problems and their consequences? What are the possible methodological approaches you can employ to answer your questions?**
   
   **Date Due:** __________________________

3. **Identification of Source of Data and Methodology:** Students should hand into their thesis directors a summary of their general research design and the source of their data **by the end of the first month of the first semester** of their senior thesis project.
   
   **Date Due:** __________________________

4. **List of the literature to be reviewed and identification of relevant theories:** From the time they first begin to formulate their questions, students should be looking into the empirical and theoretical work that has already been done on their topic. A compiled list of the literature to be reviewed should be submitted to your thesis director **by the end of the fifth week of the first semester** in carrying out the senior thesis research project.

   **Date Due:** __________________________
5. **Completed Literature Review:** A complete version of the review of the literature should be submitted to your thesis director by the end of the first semester in SOC 48009.
   **Date Due:** ______________________________

6. **Draft of Methods Section:** A comprehensive draft of the methods section of your report should be submitted to your director by the end of the first semester of your senior thesis capstone project.
   **Date Due:** ______________________________

7. **Draft of Results Section:** A good working draft of the results of your analyses should be submitted to your thesis director by the end of the first semester of your senior thesis project.
   **Date Due:** ______________________________

8. **Final Versions of Methods and Results Section:** These sections should be completed by the beginning of the fifth week of the second semester of your research project and should be submitted to your director for feedback.
   **Date Due:** ______________________________

9. **Final Version of Discussion Section:** This section should be completed and submitted to your director for feedback by the beginning of March or the end of October, depending on which term is the second semester of your project.
   **Date Due:** ______________________________

10. **Abstract:** All senior theses must include an abstract, which is a short paragraph of **150-200 words.** It should be concise and well-written. Your abstract should include the following: a statement of the research question, short description of the methodology, summary of the highlights of your results, and the main points of your conclusions and/or recommendations. Do NOT include formulas, diagrams, figures and references. Your abstract should be approved by your thesis director. This should be submitted by the second week of March or the first week of November, depending on which term is the second semester of your project.
    **Date Due:** ______________________________

11. **Final Version of Thesis:** A complete version of your thesis should be submitted to your director for review and feedback by the **common date** determined by the College of Arts and Letters, which for AY 2011-12 is **Friday, March 30, 2012.** (For students completing their thesis in the Fall semester, the thesis must be submitted by the third Monday of November.) Please note: Students may count on getting feedback from their directors on this version and may, if necessary, make any necessary revisions to their work and resubmit their thesis by the end of the first week of April.
    **Date Due:** **March 30, 2012**
12. **Format check**: Each student should also submit their completed thesis to the DUS by the common due date in March (or November) for a format check.  
**Date Due:** **March 30, 2012**

13. **Final Completed Thesis (containing all final revisions)**: Students must submit their theses to their respective directors by the end of the first week of April (or the first week of December) -- along with the official title page which your thesis director must sign. The final, signed version of each thesis should be handed into the DUS upon receiving your director’s signature. An electronic version of your final thesis should also be sent via email to the DUS at this time.  
**Date Due:** ______________________________

14. **Submission to Journal (Sociological Voices recommended)**: Students are expected to submit their theses for publication to a sociological journal. Students should consult their thesis directors for suggestions on an appropriate journal. If a student has not been advised by their director to submit their manuscript to an outside journal, then s/he should submit it to *Sociological Voices* on the same day they submit their signed thesis to the DUS.  
**Date Due:** same as #13  
**15. Abstract Submissions**: All students are expected to submit an abstract of their thesis to a regional and/or national conference for consideration in either a student paper section or a regular session.  
**Submission Due Date (see pp. 9-11)**  
**16. Conference Presentation**: All students are required to present their research at the department’s senior thesis symposium. In addition, students are encouraged to present their thesis research at a local, regional or national conference, especially in forums devoted to undergraduate research. Each student should consult their thesis director and the DUS for suitable options.  
**Date of Conference:** ______________________________


APPENDIX A. FACULTY AGREEMENT TO ADVISE

FACULTY AGREEMENT TO ADVISE
SENIOR THESIS CAPSTONE PROJECT (SOC 48009)

The senior thesis capstone project is the crowning point of the sociology major. All Sociology Majors are encouraged to participate in this challenging endeavor, yet it is required of only the students in the honors track. Students may enroll in SOC 48009 twice during their time in the major. (All honors track students must enroll in the course at least once.) A co requisite for SOC 48009 is the “Senior Thesis Workshop,” SOC 41800. Students should consult the DUS when working out the arrangements for their senior thesis capstone research project.

FALL ___ SPRING ___

AGREEMENT:
I agree to advise ___________________ in the Senior Thesis Capstone Project
during ___________________.

Research question and basic research design:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(Attach extra pages as needed)

________________________________________________________________________

Faculty Name ___________________ Faculty Signature ___________________
Date ___________________

________________________________________________________________________

Student Name ___________________ Student Signature ___________________
Date ___________________

Approved: _______________________ (Director of Undergraduate Studies)

Date
“Style Guide” for Authors Preparing Papers for Submission to *Sociological Voices*

Developed by Russell S. Faeges, Editor

**Abstract**

Every professional journal has a distinct “style”, and papers submitted to a journal for possible publication must follow its style to facilitate the editors’ work of turning authors’ manuscripts into publication-ready articles. This guide sets out the major features of the style used by Notre Dame’s journal of undergraduate research, *Sociological Voices*.

This style guide sets out most of what you need to know to prepare your paper for submission to *Sociological Voices*, a journal of research and related work done by undergraduates at the University of Notre Dame, and does so in two ways. First, it explains the main features of SV’s style. Second, it exemplifies most of those features in its own formatting. If you have any questions about preparing your paper for submission that are not answered in this guide, please contact the editors of SV at socvoice@nd.edu.

**FONTS AND SPACING: THE BASICS**

**Fonts: The Basics of Typeface and Size**

*Sociological Voices* uses the Times New Roman typeface.

12-point is the default size for text in SV. 11-point is used for abstracts, block quotations, and references. 24-point is used for paper titles.

**Spacing: The Basics**

Double-space between lines.

Do **NOT** add extra blank lines between paragraphs.

Do **NOT** add extra spaces between sentences, or after commas, colons, semi-colons.

**SECTIONS, SUB-SECTIONS, AND SUB-SUB-SECTIONS**

The American Sociological Association’s *Style Guide* calls for papers to be organized in titled sections, sub-sections, and -- if needed -- sub-sub-sections.

*Titles of Sections, Sub-Sections, and Sub-Sub-Sections: Fonts and Spacing*
The titles of sections, sub-sections, and sub-sub-sections each have distinct formats.

Table 1. Formats for the Titles of Sections, Sub-Sections, and Sub-Sub-Sections

<table>
<thead>
<tr>
<th>SECTION TITLES</th>
<th>Font: CAPITALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spacing: Before section titles, 2 blank lines; after, 1 blank line</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-Section Titles</th>
<th>Font: Bold-Italic, Initial Letters of Words Capitalized</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spacing: Before sub-section titles, 2 blank lines; after, 1 blank line</td>
</tr>
</tbody>
</table>

Except: 1 blank line between Section and Sub-section titles

<table>
<thead>
<tr>
<th>Sub-sub-sections titles</th>
<th>Font: Bold-italic, formatted as if the initial sentence of a paragraph.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spacing: 1 blank line preceding sub-sub-sections</td>
</tr>
</tbody>
</table>

Introductions are untitled. Introductions – if used – should be left untitled. (ASA’s Style Guide does not require an introduction, since the abstract that it does require will often render an introduction superfluous.)

References section. Your references belong in a section with that title, which follows your conclusion in the usual way, i.e., REFERENCES should be separated from your conclusion by 2 blank lines: do NOT put your references on a separate page.) (For the formatting of the references themselves see below.)

Appendices. If your paper includes appendices they belong in sections that follow your references, with section titles that start with the tags APPENDIX A, APPENDIX B, etc.

Formatting Paragraphs Relative to Sections and Sub-Sections

Do NOT indent the first paragraph of a section or sub-section.

OTHER PARTS OF YOUR PAPER

Paper Title, Name/s of Author/s, and Acknowledgements

Your paper title belongs at the top of your first page, flush left, in 24-point type, initial letters capitalized.

Your name and those of any co-authors should follow your title after 2 blank 12-point lines; it should be flush left, in 12-point type.

Sociological Voices publishes authors’ acknowledgements along with their bios in a separate section of the journal. If your paper is accepted for publication an editor will contact you for your bio and acknowledgements.

Abstract

Include a 100-200 word abstract with your paper which sets out its main/essential features and the main points that it makes, sans details.

Your abstract, with the title Abstract, should be in 11-point type, indented as a block, both preceded and followed by 2 blank 12-point lines.
**Formatting Quotations**

This section discusses the formatting of quotations; substantive issues of quotations are discussed below.

*Formatting in-text quotations.* Quotations of one sentence or less should be enclosed within quotation marks within a regular paragraph, in 12-point type.

*Formatting block quotations.* Quotations of more than one sentence should be formatted in 11-point type, indented as a block, offset from the preceding and following text by 1 blank, 12-point line.

*Modifications of quotations.* If you modify a quotation in any way, for any reason, you must indicate this. To indicate omissions use ellipses ( . . . ). To identify added words or changes to words, use square brackets (e.g., if you change the word “changes” to “change[d]”).

**Formatting Citations**

This section discusses the format for citations; substantive issues of citation are discussed below.

ASA’s *Style Guide* calls for parenthetic, a.k.a. in-text, citations. The default format for a citation in this system, which *Sociological Voices* uses for all citations, is: (Doe 2009:1), where *Doe* is the last name of the author of the source being cited, 2009 is the date of its publication, and 1 is the number of the relevant page. **NO space follows the colon** that separates the date of publication and the page number.

In so-called “chain citations”, which include multiple sources in a single citation, separate each source from the next by a semi-colon (followed by a single space).

Some of the information required to identify your sources can be included in the text, rather than in parentheses. Thus, if you refer to an author in your text, then only the date of publication and page number need be placed in the parenthetic citation:

> According to Eugen Weber’s famous study, *Peasants into Frenchmen*, by 1870 barely half of the people living within the territory claimed by successive governments in Paris had been assimilated into a “nation”, that is, “a body of people united according to their own will and having certain attributes in common” (1976:485).

Similarly, you might also mention the date of publication in the text and thus need only identify the page number in parentheses.

> In 1976 Eugen Weber concluded that, even by 1870 barely half of the people living within the territory claimed by successive governments in Paris had been assimilated into a “nation”, that is, “a body of people united according to their own will and having certain attributes in common” (485).

**Formatting References**
Your references (aka, works cited), should be formatted in “hanging” paragraphs in 11-point type, within a section titled REFERENCES, following your conclusions. (See below for further issues regarding references.)

Tables, Figures, Photographs, Maps, Etc.

If your paper includes tables, figures, photographs, maps, etc., put them at the end of your manuscript, each on a page of its own, in the order in which they appear. Indicate approximately where they should appear in your text as follows:

[TABLE 1. APPROXIMATELY HERE]

Formatting tables and their titles. Tables MUST be prepared in Word (due to the requirements of SV’s printer).

Sociological Voices is published as a 6” x 9” book, which entails that we reduce the size of any tables that are prepared in 8 & 1/2” x 11” format. You should consider whether your tables will be legible when so reduced.

The following example of how to format tables and their titles comes from the ASA’s Style Guide (25).

Table 1. Coefficients from Regression of Gross National Product on Four Predictors: United States, 1985

<table>
<thead>
<tr>
<th>Variable</th>
<th>Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population (x 100,000)</td>
<td>.284**</td>
</tr>
<tr>
<td></td>
<td>(106)</td>
</tr>
<tr>
<td>Military Government (1 = yes)</td>
<td>.043***</td>
</tr>
<tr>
<td></td>
<td>(.010)</td>
</tr>
<tr>
<td>Debt (x $1,000,000)</td>
<td>.112</td>
</tr>
<tr>
<td></td>
<td>(105)</td>
</tr>
<tr>
<td>Years since independence</td>
<td>5.13*</td>
</tr>
<tr>
<td></td>
<td>(2.40)</td>
</tr>
</tbody>
</table>

Source: United Nations

Note: Numbers in parentheses are standard errors.

* In 1985 dolllars.

*p<.05  **p<.01  ***p<.001 (two-tailed tests)

Formatting photographs, maps, drawings, etc. SV’s ability to publish photographs, maps, drawings, etc., depends on the ability of our printer to “extract” the images from the file that we prepare for them, based on the file that you submit to SV. Photographs, maps, drawings, etc., can only be published in black & white. As with tables, the size of photographs, maps, drawings, etc., which SV can publish is limited by SV’s 6” x 9” format and may need to be reduced.

Notes

Sociological Voices tries to avoid publishing footnotes and endnotes and asks you to eliminate them before you submit your paper, if possible. However, if you believe that
your paper requires notes you may submit them – with, however, no guarantee that they will ultimately be published. SV’s editors will work with you to recast essential material to fit into the body of your paper or an appendix.

IDENTIFYING YOUR SOURCES FOR IDEAS, FACTS, AND QUOTATIONS

The Professional Responsibility to Identify Your Sources for Facts, Ideas, and Quotations

The professional norms of academic/scientific work require you to identify your sources for facts, ideas, and quotations. These norms go beyond simply not trying to cheat; they impose a positive obligation to identify your sources.

The identification of sources serves two vital functions in the collective enterprise of scholarship.

One function served by identifying the sources of the facts, ideas, and quotations that you obtain from the work of other scholars is to afford them due credit for their work. Failure to provide this credit is both theft and fraud: it is theft from your sources and fraud perpetrated on your readers (since, unless if you identify a source for your facts, ideas, and words, you are implicitly claiming credit for them yourself (unless they are common knowledge)).

The other function served by identifying the sources that you used is to make it possible for your readers to consult your sources themselves, either to check the validity of your use of those sources or to use them in their own work.

You should keep both of these functions in mind as you work on your paper.

The professional responsibility to identify your sources of facts and ideas. You must identify your sources for facts and ideas whether you quote or paraphrase those sources. Remember, if you do not identify a source for a fact or idea, you are claiming by default, either that it is common knowledge or that it is something that you discovered or thought up yourself.

The professional responsibility to identify other author’s words as quotations. You must identify your sources for facts and ideas whether you quote or paraphrase those sources. Identifying as quotations the words of other authors – their distinct way of stating a fact or idea – is a further professional responsibility.

Be aware that you cannot change a quotation into a paraphrase by changing a few words in a passage of someone else’s writing and you risk committing plagiarism if you try. If you find yourself wondering how many words you must change in a quotation to change it into a paraphrase, you are on the wrong track: either quote the original passage or start over with a “blank page” and render your source’s facts or ideas in your own words from scratch.

How to Identify Your Sources: The System of Citations and References

The Style Guide of the American Sociological Association requires a system of parenthetical citations paired with a list of “references” (aka “works cited), rather than a
bibliography. A bibliography can list works consulted, but not cited, whereas a list of references is restricted to works cited in your paper. The ASA system requires that every work cited in your paper must be listed in your references section and that every work listed in your references section must be cited in your paper at least once.

References: The Information Needed and How to Format It

As you prepare your references, keep in mind their function, which is to make it possible for other scholars to identify and locate your sources, if they choose to (for whatever reason).

In your references section, list your sources alphabetically by their authors’ last names, whether their authors are individuals or corporate entities.

If you have two or more sources by a single author list them in order of their date of publication and replace the author’s name by -------- (8 dashes), in the second and subsequent entries.

If you have two or more sources from the same year by a single author add a lower case letter to the year of publication, as in the following examples:


If you did major research in sources of a special type – e.g., government archives, interviews, newspapers, etc. – divide your references section into sub-sections according to types of sources.

The ASA’s formats for references to sources of the four most common types are illustrated below.

1. Books. The following 5 examples cover the most common information required for references to books. Capitalization of subtitles and other bibliographic information should follow the format of the books themselves, as in the following examples.


2. Journal articles. For journals which start each issue of a given volume with page 1, provide the issue number (or month), for example:

For journals which number pages across issues within a volume, omit the issue number (or month), for example:


**Please note the punctuation in these examples:**
- there is no punctuation mark between journal titles and volume numbers;
- there is no space after the colon separating volume and page numbers.

3. **Newspaper and magazine articles.** The word “The” in the titles of newspapers is omitted in references and citations, for example:


4. **Articles from websites.** You must identify the date on which you accessed a website (since websites can change over time). You should also identify, if you know, the date on which a website was originally composed and/or last modified before you accessed it.


**Page Numbers in Citations?**

Do you need to include page numbers in your citations? The answer is, it depends.

If you are citing a work as a whole, then, there is no specific page to refer to.

Eugen Weber’s book *Peasants into Frenchmen* (1976) is a study of social mobilization in France during the 3rd Republic.

However, remember that one of the purposes of identifying your sources is to make it possible for your readers to consult your sources themselves and it would be unreasonable to expect someone to hunt through a 40 page article, let alone a an entire book to find a particular fact or idea, simply because you are too lazy or careless to identify its location for them. If the fact or idea or quotation that you are providing a citation for is located on a particular page or group of pages in your source, it is only reasonable to identify it for your readers – you should know it!

In the concluding chapter of *Peasants into Frenchmen* (1976), Eugen Weber explicitly compares the incorporation of the peasantry into the French “nation” with Frantz Fannon’s analysis of colonialism in *The Wretched of the Earth* (490-493).
THE ELEMENTS OF STYLE

Sociological Voices, like the American Sociological Association’s Style Guide, recommends and follows Strunk and White’s The Elements of Style, Parts I and II.

On the one hand, the “Reader’s Reports” that SV receives on papers under consideration for publication frequently mention problems addressed in The Elements of Style. On the other hand, implementing the advice of The Elements of Style will make your paper stronger and increase its chances of being accepted for publication.

The following notes amplify Strunk and White’s “Principles of Composition” with respect to the major problems seen in papers submitted to Sociological Voices.

Principle 12. “Choose a suitable design …” The “style” called for by the ASA/SV (e.g., organization in titled sections; parenthetic citations; etc.), is part of a suitable design for sociology papers, as are the conventions/requirements of sociological scholarship, in general and in the various subfields (e.g., a literature review; a section on methods; etc.).

Principle 13. “Make the paragraph the unit of composition” This principle requires more than simply indenting a sentence every so often. True paragraphs have thematic unity: every step in your paper deserves its own paragraph; every paragraph in your paper should have its own topic.

Principle 17. “Omit needless words” Say everything that is required by your paper’s topic, once, but nothing more. Omitting needless words requires work: needless words/passages will creep into your paper unless you actively hunt them down and eliminate them. Edit out passages that needlessly repeat things that you have already said (unless you have a reason for repeating them), and edit out passages that address issues that are not essential to your topic/subject (or, at least, are very useful).

Principle 20. “Keep related words together” This principle applies to sentences, paragraphs, and sections: each should have its own topic and everything that you write about that topic belongs in the appropriate sentence/paragraph/section. This, too, requires work: your paper will be fragmented (to one degree or another), unless you actively “defrag” it.

Principle 22. “Put the emphatic words … at the end” This principle applies to sentences, paragraphs, sections, and your paper as a whole; it means, don’t bury your key points!

The Elements of Style is available at the Hammes Notre Dame Bookstore and on-line. If you write you should own a copy.

QUESTIONS

If you have questions about any of the preceding issues, or any others related to Sociological Voices, please contact the editors at socvoice@nd.edu.

SUBMITTING YOUR PAPER TO SOCIOLOGICAL VOICES
To submit your paper for possible publication in *Sociological Voices*, send it in a Word file attached to an email to socvoice@nd.edu, subject: submission.

REFERENCES

TITLE ALL CAPS
CENTERED

A Senior Thesis

Submitted in Partial Fulfillment of
the Honors Track
in the Undergraduate Program
of the Department of Sociology

by

Student Name

__________________________

Faculty Name, Director

University of Notre Dame
Notre Dame, Indiana
Month, year
TITLE ALL CAPS
CENTERED

A Senior Thesis

Submitted to the
Department of Sociology

by

Student Name

Faculty Name, Director

University of Notre Dame
Notre Dame, Indiana
Month, year
APPENDIX D. REVIEW OF HONORS TRACK REQUIREMENTS

I. Courses Required for All Sociology Majors (10 credits):

1. Soc 30900 Foundations of Sociological Theory – take as soon as possible
2. Soc 30902 Methods of Sociological Research – take as soon as possible; requires 30900
3. Soc 30903 Statistics for Sociological Research – take as soon as possible
4. Soc 33090 Sociology Proseminar (1 credit) – take as soon as possible

II. Elective Courses (21 credits):

A. Four courses at any level, 10000 through 40000 (for 3 credits each):

5. Soc Elective #1 ____________________________
6. Soc Elective #2 ____________________________
7. Soc Elective #3 ____________________________
8. Soc Elective #4 ____________________________

B. Three 40000 level courses (3 credits each) - at least two should be research-based:

9. Soc 40/43/48xxx ____________________________
10. Soc 48xxx (This course should launch you in your senior thesis research project. ____________________________
11. Soc 48009 Senior Thesis Capstone Project (required for at least one semester). (N.B. Students must also enroll in co requisite, Soc 41800, Senior Thesis Workshop)

III. One Graduate Level Course for 3 credits.

12. Soc 53xxx ____________________________

TOTAL NUMBER OF CREDITS FOR HONORS STUDENTS = 34

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