**THESIS HANDBOOK**

**DEPARTMENT OF SOCIOLOGY**

**WILLIAM PATERSON UNIVERSITY**

****

**PROCEDURES AND GUIDELINES FOR PREPARATION AND SUBMISSION OF MASTER’S THESIS**

**Effective January 2010**

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**INTRODUCTION**

As part of your degree requirements, you will need to complete either a second-semester internship or a thesis, both of which require a final written product. In selecting an option, you should evaluate your career goals and discuss the options with the Graduate Director. If you plan to continue your education beyond the master’s level, we strongly encourage you to select the thesis option. If you select the thesis option, the following information should guide you in setting up and completing your thesis.

The master’s thesis is an empirical study that involves a comprehensive review of the research literature on a specific topic, a carefully planned research design, the collection and analysis of data and a thoughtful discussion of the results. Completion of the thesis project will provide students with a thorough understanding of the research process. It will also develop the knowledge, skills and abilities that will enable students to understand and critically evaluate published research. Finally, the experience will provide training in research methodology that is needed by those students who are interested in pursuing an advanced degree.

Research topics can be varied and should reflect your interests and methodological capabilities. You will be required to submit a thesis application and proposal that includes the title, purpose of study, a brief literature review, definition of variables, research procedures, and references. The thesis you are planning to write should influence your decision as to who will be your thesis advisor. You will want to enlist someone with expertise in the area you will be pursuing in your thesis. Once your faculty supervisor, Graduate Director, and Dean approve your proposal (submitted at least one month before the end of the preceding semester), you will be issued a permit to register. You will then pursue the research activity related to your thesis, and complete the final document. When your thesis advisor approves the final work, you will be scheduled to present your thesis in a public forum to the faculty and students who will attend.

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**THE THESIS PROPOSAL**

You must submit your thesis proposal **in the semester prior** to registering for SOC 698 Research and Thesis.

The thesis proposal includes the following:

* **Statement of the problem.** Introduce your topic as an area of study, giving some factual information, the issues involved, and the concerns this topic generates.
* **Preliminary review of the literature**. The literature review in a proposal outlines the theoretical and substantive areas you plan to examine. You should also display knowledge of the literature and highlight key themes and concepts that you feel will help you understand your research question.
* **Methodological/measurement procedures**. Please include discussion of:

1. Research design

2. Cases or subjects used (if applicable)

3. Sampling design

4. Data collection procedure

5. Data analysis procedure

a. Quantitative: specify statistical analyses planned, including statistical software. If analyzing secondary data, give information about from where your data was downloaded, how was original data was secured, and what kinds of analysis you will conduct.

b. Qualitative: specify data gathering technique(s), use of computer software in the analyses, unobtrusive measures, etc.

6. Statement of Limitations

7. Statement about whether or not IRB approval is needed (human subjects research)

* + **Preliminary Bibliography**
  + **Tentative calendar for completion for each phase or chapter within the semester** (enables coordination of deadlines and realistic turnaround time for rewrites)

**THESIS GUIDELINES**

**Title Page**

The title should capture the primary purpose of your thesis; a search of key words should lead a researcher to your work.

**Abstract**

The abstract offers a brief, comprehensive summary of the thesis. It should be limited to 150 words to conform to ProQuest requirements. You write this after completing your thesis, as it contains a synopsis of your results. It needs to be dense with information but also readable, well organized and self-contained. See *ASA Style Guide* for information on the requirements of being accurate, self-contained, concise, specific and readable.

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**Acknowledgments**

It is important to acknowledge the support that you received in completing your thesis. There should be an acknowledgement of programs, organizations, etc, that provided an opportunity to locate participants for the study. In addition, there should a general acknowledgement of the groups that agreed to participate or to facilitate participation (e.g., parents, teachers and students). It is also important to acknowledge assistance in developing and completing your thesis project. This would include your thesis supervisor and any consultants who assisted in you literature review, development of materials, use of equipment or the statistical analyses of data. It is also customary to acknowledge family and friends who provided support during completion of the project.

**I. Introduction (1-2 pages)**

Introduce your topic as an area of study, giving some factual information, the issues involved, and the concerns this topic generates.

**II. Literature Review (8-10 pages)**

Here you provide an overview of relevant also articulate the substantive areas of relevance to your topic—such as education, racial and ethnic minorities, and labeling theory. You may find yourself wanting to focus on a particular area of literature within a subfield; thus, instead of social psychology you may address symbolic interaction or labeling theory. Students are generally advised to focus in their literature review on about three substantive areas of relevance to the research you will conduct. Once you have written you review essay in this section on the relevant, recent, and most important research on your topic, you should then articulate your research question and/or hypotheses.

**III. Data and Methods (7-10 pages)**

Describe your methodological approach. How did you intend to answer your research question? What was your research design? What data did you use? How did you obtain them? How were your population and sample selected? Indicate your level of analysis, what were your hypotheses or expectations.

**IV. Findings (7-10 pages)**

Give a straightforward report of all significant results. If quantitative research, these could be data statistics, aided by accompanying tables, graphs or figures to help convey the information effectively. If qualitative, these could include relevant quotations and text.

**V. Discussion and Conclusion (5-10 pages)**

It is here that you offer an evaluation and interpretation of your findings. Tie your analysis of the data back to the literature and to the theory you are developing and to the research question(s) you are answering in this study.

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In your conclusion you should explain why the research you did is important for sociology by answering the “so what?” question. In other words, why should others care about the research you have done? What are the broader implications of your research?

Conclusions generally summarize your findings, and highlight your contributions to the literature, but also note the limitations of your research. All research has limitations by definition of the focus. However, in addition to these factors, we generally discover approaches we wish we had taken in the course of doing our research. It is important to convey these to the community of sociologists so they may anticipate these issues in their research. Furthermore, given your findings suggest directions for future research and/or directions for social policy or social change.

**VI. Appendix**

Generally, appendices are used to share the instruments that you used in your research.

Depending on your methods, this can include forms related to the Institutional Review

Board, such as Human Subjects Informed Consent Forms or your interview schedules. Additionally, it may include your survey, forms, statistics, transcripts of qualitative data, or templates relevant to your research.

**VII. Bibliography**

This will include all the substantive and methodological literature that you cite in your thesis—including journal articles, books, and the web pages with the dates your retrieved them. Be sure to consult the American Sociological Association format.

**SUBMISSION OF THE THESIS**

The thesis must be read and approved by two faculty readers. At that time they will submit a signed evaluation form with comments to the student’s thesis advisor. After the Graduate Director has reviewed and approved the thesis for correct grammar, formatting, and style, both the Thesis Supervisor and Graduate Director will sign the signature page. At that time the student may make an appointment with the Library Thesis Coordinator.

The thesis, along with departmental approvals must be submitted to the Library by May 30th for May graduation, by June 30th for August graduation, and by November 30th for January graduation. Students who miss a deadline may be deferred to the next graduation date and would then need to submit a new application for graduation to the Office of Graduate Admissions.

Students must follow the requirements set forth in this thesis guide. All theses must be submitted in the format required for publication by **ProQuest.** The Cheng Library will only accept a PDF files though online submission. ***Appendix A*** contains ProQuest forms and instructions. Students should read over these forms prior to their meeting with the Library’s thesis coordinator. A checklist is included in ***Appendix A*** as a quick guide to the ***ProQuest*** requirements.

Students’ theses will be added to **Dissertations & Theses@William Paterson University** which provides access to the full text of these theses to all members of the William Paterson Community at no charge via **ProQuest's UMI Dissertation**

**Publishing**. Furthermore, ***ProQuest*** will add our theses to its comprehensive file, ***ProQuest Dissertations and Theses*** *(****PQDT)*** which is a database that contains the most comprehensive collection of dissertations and theses in the world. It is customary for graduate students to consult the database to make sure their proposed thesis or dissertation topics are original. Although the Cheng Library does not subscribe to the full text of the database, individual theses or dissertations can be ordered by students for a small fee. To access the ***PQDT*** via the Cheng Library, go to www.wpunj.edu/library, click *Find articles*, go to *Dissertation Abstracts* and ask a reference librarian for the password. This password is available only in the Library. Once connected to the database, students can access the bibliographic information and abstract of theses from throughout the world.

Students must decide between **ProQuest’s *Open Access* or *Traditional*** publishing options and are offered the opportunity to bind their theses. For an explanation and charges, see pages 15 & 18 of ***Appendix A*.**

**IMPORTANT NOTE**: William Paterson University has established standards of academic conduct because of its belief that academic honesty is a matter of individual and University responsibility and that, when standards of honesty are violated, each member of the community is harmed. All members of the University community are expected to adhere to the Academic Integrity Policy.

**Plagiarism** is the copying from a book, article, notebook, video, or other source material, whether published or unpublished, without proper credit through the use of quotation marks, footnotes, and other customary means of identifying sources, or passing off as one’s own the ideas, words, writings, programs, and experiments of another, whether such actions are intentional or unintentional. Plagiarism also includes submitting a paper written by another person and/or previously tendered for academic credit.

Plagiarism in any form is unacceptable and will result in serious disciplinary actions.

The policy of the Department of Sociology is: “With documented evidence, a student who plagiarizes will fail the course, and the record of the student’s violation of the academic integrity policy will be sent to the Department Chair and Dean. When a student plagiarizes a second time, the student will again fail the course and be expelled from the sociology major. The *Graduate Catalog* specifies a student’s due process rights in such cases. Students must act ethically in all aspects of the thesis process. Students are expected to know, understand and follow the University policies on academic integrity.

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**THE THESIS SUPERVISOR AND FINAL APPROVAL**

Subject content and appropriate supervision of all aspects of the thesis process are the responsibility of the thesis supervisor. The thesis supervisor will approve the final clean corrected copy of the thesis only if style, form and content standards have been met and the thesis conforms to the guidelines specified in this *Thesis Handbook*. The Graduate Director will approve the thesis once it is approved by the thesis supervisor. The Library’s thesis coordinator will only approve documents that have final approval by the Graduate Director. The thesis must conform to the ProQuest requirements described in this *Thesis Handbook*.

Each student must schedule a meeting with the Library thesis coordinator. Students should come prepared with their theses in Microsoft Word electronic format (saved on a disc or flash drive), and a credit card to pay the Proquest Fees. Once these requirements are met, the Library Coordinator notifies the Graduate Director and Chairperson. **This notification is required for clearance for graduation.**

**FINAL COPIES**

**Two print copies must be submitted to the department. Each copy must be placed in a secure plastic binder. All pages must fit in the binder.** Loose leaf notebooks or binders, clasp or pocket folders, or any other form of binding which may result in lost or loose pages are not acceptable. Students should check with the Graduate Director to learn what type of binders are acceptable.

The final copy of the paper should not contain any typographical or other errors. No corrections can be made in ink or pencil and use of white correction fluid is not permitted. Failure to meet these requirements will result in the return of the paper for further corrections.

The two copies must be given first to the thesis supervisor. One copy will remain with the thesis supervisor. The second copy must include a title and signature page which will be signed by the thesis supervisor. This copy and the signature page must be given to the Graduate Director. Students must submit a digital copy to the Thesis Coordinator in the Library. The signature page (see page 24), WITHOUT the signatures, must accompany the digital copy.

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**THESIS DOCUMENT STRUCTURE AND STYLE**

The thesis must follow the format specified in the most recent edition of *the Style Guide of the American Sociological Association* (ASA). The guidelines are accessible at the WPUNJ Library home page.

**Organization and Content**

A thesis must have the pages and sections noted below. Dedication pages are optional.

The exact order of the pages is as follows:

 Title Page (page not numbered)

 Signature page (page not numbered)

 Copyright page

 Abstract

 Dedication (if used)

 Acknowledgements

 Table of Contents

 List of Tables (if used)

 List of Figures (if used)

 Thesis Text (divided into chapters)

 References

 Appendices

The abstract, acknowledgements, table of contents, lists of tables and figures, references, and appendices have a title in uppercase letters centered at the top of the first (or only) page as illustrated below:

ACKNOWLEDGMENTS

Chapters are titled as follows:

CHAPTER I

INTRODUCTION

For further formatting and content details for each of these pages see the **sample pages** in appendix B of this *Thesis Handbook*.

The main sections of the thesis include five chapters: Introduction, Literature Review, Data and Methods, Findings, and Discussion.

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The **introduction** begins with a statement of the problem which introduces the area of study and indicates why it is important. Prevalence data may be important for this section. The discussion of the rationale for the topic area is followed by a comprehensive review of the literature related to the topic. The review has a logical organization which culminates in a statement of the research hypotheses. Students should refer to the *ASA Style Guide* for additional guidelines on this section.

The **literature review** chapter is an account of what has been published on your topic by accredited scholars and researchers. In writing the literature review, your purpose is to convey to your reader what knowledge and ideas have been established on your topic, and what their strengths and weaknesses are. As a piece of writing, the literature review must be defined by a guiding concept (e.g., your research objective, the problem or issue you are discussing, or your argumentative thesis). It is not just a descriptive list of the material available, or a set of summaries. Besides enlarging your knowledge about the topic, writing a literature review lets you gain and demonstrate skills in two areas:

1. **information seeking:** the ability to scan the literature efficiently, using manual or computerized methods, to identify a set of useful articles and books
2. **critical appraisal:** the ability to apply principles of analysis to identify unbiased and valid studies.

A literature review must do four things: 1) be organized around and related directly to the thesis or research question you are developing; 2) synthesize results into a summary of what is and is not known; 3) identify areas of controversy in the literature; and 4) formulate questions that need further research.

The **data and methods** chapter describes in detail how the study was conducted. It includes a detailed description of the subjects, procedures, materials, apparatus/equipment and scoring systems. Subsection headings must be used in this chapter. The chapter ends with a restatement of the hypotheses which includes a clear specification of the independent and dependent variables. The research design and proposed statistical analysis should also be described. Students should refer to the *ASA Style Guide* for additional guidelines on this section.

The **findings** chapter begins with descriptive statistics that provide a clear picture of the data obtained in the study. As noted in the *ASA Style Guide*, individual scores or raw data should not be included with the exception of single subject studies. Results of analyses performed to test all stated hypotheses are reported. All relevant results including those that run counter to the hypothesis should be reported. The results chapter concludes with the results of any post hoc analyses or qualitative analyses that were performed. The results for all statistical tests must be reported following ASA format. Any tables and/or figures should be incorporated into the text.Tables and figures supplement the text and increase readability. The text should highlight the important information contained in the tables and figures. The text should also provide information that makes the tables and figures interpretable. All tables and figures must follow ASA format. Note that there is **no** discussion of the implications of the results in this section. Students should refer to the *ASA Style Guide* for additional guidelines on this section.

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The **discussion and conclusion** chapter begins with a clear statement of the support or nonsupport of the original hypotheses. In this section, all results are evaluated and interpreted. There should be a discussion of the theoretical implications of the results. The findings should also be discussed with respect to their implications for results of studies that were reported in the literature review. This would include a discussion of similarities and differences between the findings and those reported in previous research. Logical implications of the findings should also be discussed. While limitations of the study may be discussed, this should be a very small section of this chapter. Not all studies have implications for future research. If there is an important methodological finding, an important discovery or an important implication for a new direction of inquiry, then this chapter may mention directions for future research. Otherwise, this topic does not need to be mentioned. The main focus of this chapter is to interpret, evaluate and consider the findings in relation to previous research. In some instances, interpretation can involve additional review of published research. The discussion chapter should end with a conclusion section providing a brief overview of the hypotheses, findings and main conclusions of the study. Students should refer to the *ASA Style Guide* for additional guidelines on this section. A subsection heading must be included for the conclusion section. Other subsection headings may be included as well.

**Page Numbering**

Pagination for the preliminary pages is in **lower case roman numerals (i, ii, iii)**. The title page counts as the first page. **However, no number should be typed on the title page**. The text of the thesis carries **numbers**. This includes appendices. Roman numerals and numbers should be located in the upper right hand corner of the page. Note that there should **not** be a running head. This is only used for papers submitted for publication.

**Levels of Heading**

Headings for subsections in each chapter must follow ASA format. The *ASA Style Guide* identifies three levels of heading, which are selected depending on the number of levels used in a given chapter. The rules outlined in the style guide must be followed in setting up the subsections in each chapter.

**PROQUEST THESIS REQUIREMENTS**

The commercial publication of theses requires that authors conform to a variety of additional intellectual standards, such as copyright compliance, and make several important decisions regarding the degree and conditions under which their work will be made available via the Internet.

**Thesis Style Requirements**

In addition to the thesis document style requirements specified by the department, ProQuest, the digital publisher of William Paterson University theses, requires the following style and format specifications.

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**1. Adobe PDF:** Manuscripts that will be submitted via UMI ETD administrator (online system) must be uploaded as PDF files, which will only be done at the Library using ProQuest software. Files should not be password protected, compressed, or contain a digital signature.

**2. Margins:** The following margin specifications apply to all text (except page numbers) including figures, headers/footers, footnotes, images, etc: 1.5 inches for left margin, 1 inch for right margin and 1 inch for top and bottom margins. Page numbers must appear within .75 inches from the edge of the page but do not need to appear within the margins of the manuscript.

**3. Font:** Use only 12 pt Times New Roman. Italics may be used for non-English words and quotations. These specifications apply to all text including captions, footnotes/endnotes, citations, etc. Bold is not used for text.

**4. Line spacing:** Double-spacing is required for the body of the manuscript as well as for the abstract, dedication, acknowledgements, table of contents, and references, with the following exceptions: quotations as paragraphs, captions, items in tables, lists, graphs, charts, footnotes/endnotes should be single-spaced.

**5. Color:** Only black color should be used for all text, but color may be used for charts and figures.

**6. Multimedia Files and Formats**: The following list describes what files and formats are acceptable for image, video, and audio files.

**a**. Images: GIF (.gif); JPEG (.jpeg); TIFF (.tif)

**b**. Video: Apple Quick Time (.mov); Microsoft Audio Video Interleaved (.avi); MPEG (.mpg)

**c**. Audio: AIF (.aif); CD-DA; CD-ROM/XA; MIDI (.midi); MPEG-2; SND (.snd); WAV (.wav)

**Thesis Format Requirements**

**Abstract**

There is no word limit for the online abstract, but since ProQuest/UMI also publishes print indices for which the word limit is 150 words, it may be advisable to observe this limit for all abstracts. The editorial process for print publications is to simply truncate any abstract after the word limit as well as remove non-text content. The abstract will NOT be altered in the published manuscript.

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**Title**

The title on the submission form must be the same as the title on the manuscript’s title page. Titles will appear as sentences regardless of the conventions of any specific discipline. Whenever possible, the following guidelines should be observed:

1. Use full and proper names of people, places, organisms, etc.;

2. Spell out abbreviations for specialized vocabulary;

3. Use word substitutes for formulas, symbols, superscripts, Greek characters, etc.

4. Include all appropriate accents and diacritical marks.

**Subject Categories and Keywords**

The selection of appropriate and descriptive subject categories and keywords is an important step in preparing theses for publication, since these terms will be used by others as they search to find relevant research. Subject Categories provided in Guide 2 of the ProQuest Manual should be used to determine the primary subject category of the thesis and up to two other, secondary subjects also may be chosen. Additional Keywords may also be assigned, thus increasing the likelihood that the thesis will be retrieved by others and by search engines. The selection of Keywords that do not appear in the title or abstract (such as specialized terms or geographical locations) is recommended since it can increase exposure of the work.

**Signature page**

It is important to note that signatures **MUST NOT** be included on signature pages of theses submitted for digital publishing. The exclusion of signatures prevents the unauthorized release of digital signatures.

**Licensing and Rights Permissions and Copyright Issues**

Thesis authors must authorize ProQuest to reproduce and disseminate their manuscripts based upon a choice of publishing options, summarized below. Students should carefully review these considerations as fully explained in Guide 3 of the ProQuest Manual.

**Publishing Options: Open Access or Traditional?**

ProQuest offers theses’ authors the option of publishing their work under the “**Open Access**” model or the **Traditional** model. Since there are important differences in these options, it is important to fully review and understand these distinctions before a publishing option is selected.

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In brief, the **Open Access** model enables anyone with access to the Internet to freely view and download the thesis at no cost. Theses authors do not receive royalty payments based upon the sale of copies of their work.

In contrast, for the **Traditional** publishing option, theses are added to the ***PQDT Database*** (accessed as abstracts ***Dissertation Abstracts International*** at the Cheng Library) and only the bibliographic information and abstracts are accessible to those who do not have access to the full content of the database. The full text of these theses can be ordered for a fee and royalties are paid from ProQuest based on the sale/use of their work. For the current charges for ***Open Access*** or ***Traditional*** publishing options, see page 15 of ***Appendix A***.

**Issues of Embargo and Restriction**

In addition to selecting a publishing option, students may choose to delay the release of their work (embargo) and prohibit third party search engine access. They may delay the release of their theses for 6 months, 1 year, or 2 years. Universities usually require students to request permission before they embargo or restrict their work.

**Copyright Protection**

There are two aspects to copyright protection that must be noted. First, authors must avoid infringing on the copyright of others. One way this can occur is if authorship of any part of the thesis is shared. In this event, permission of the second author must be acquired in order for that content to be included in the published thesis. If any content in the manuscript (including appendices) is already under another copyright, permission must be acquired from the copyright holder. All permissions must accompany submission of the manuscript to ProQuest.

Thesis authors also infringe on the copyright of others if their use of copyrighted materials exceeds the limits described as “fair use.” For further information, refer to the work of Kenneth D. Crews, a recognized copyright authority. (http://www.copyright.iupui.edu/director.htm)

The second aspect of copyright protection deals with protecting the author’s own copyright interests. ***ProQuest*** recommends that theses authors formally register their copyrights and provides a copyright registration service.

**ProQuest/UMI Publishing Agreement**

The ProQuest Publishing Agreement becomes a contract between the thesis author and ProQuest that establishes the rights and conditions under which the author grants certain rights to preserve, archive and publish his or her thesis. It is imperative that the author fully review and comprehend the authorship, copyright and publishing options listed above and in the ProQuest manual before signing the Publishing Agreement.

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**APPENDIX A**

**PROQUEST CHECKLIST AND FORMS**

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[Pages 14 to 23 from ProQuest will be inserted here.]

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**(Sample Title Page)**

UPDATING THE SOCIAL DISTANCE SCALE

A THESIS

Submitted in partial fulfillment of the requirements

for the degree of

MASTER OF ARTS

IN APPLIED SOCIOLOGY

By

John William Doe

William Paterson University of New Jersey

Wayne, NJ

2013

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**(Sample Thesis Signature Page)**

WILLIAM PATERSON UNIVERSITY OF NEW JERSEY

UPDATING THE SOCIAL DISTANCE SCALE

By

John William Doe

A Master’s Thesis Submitted to the Faculty of

William Paterson University of New Jersey

In Partial Fulfillment of the Requirements

For the Degree of

MASTER OF ARTS

IN APPLIED SOCIOLOGY

May 2013\*

College of Humanities and Social Sciences

Department of Sociology

Thesis Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Thesis supervisor signs on line; type name under signature)

Graduate Director: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Graduate Director signs on line; type name under signature)

**\*(Insert Month and Year with no comma between. The only months degrees are conferred are January, May and August. No other months should be specified.)**

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**(Sample Copyright Page)**

Copyright © 2013 by *John William Doe*. All rights reserved

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**ABSTRACT**

This study sought to gauge changes in sentiment towards various U.S. ethnic and religious groups by updating and replicating the Bogardus social distance scale. The Bogardus study, designed to measure the level of acceptance by Americans towards members of the most common ethnic groups in the United States, was conducted five times between 1920 and 1977 with few changes in research design. Consistent with prior replications, this author collected a random sample of 2,916 college students and administered the social distance scale in the form of a questionnaire. The findings indicate that the mean level of social distance towards all ethnic groups, as well as the spread between the groups with the highest and lowest levels of social distance, decreased since 1977. Mean comparisons and ANOVA tests also showed that gender, nation of origin, and race are all significant indicators of the level of social distance towards all groups.

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**ACKNOWLEDGMENTS**

I would like to thank Dona Fountoukidis, Gurvinder Khaneja, and Claudia Geers at the William Paterson University Office of Institutional Research and Assessment for their invaluable assistance in the questionnaire design and data posting. I also want to extend my deepest thanks to my thesis supervisor, Professor Gooden Statistics, and Professors Ima Scholar and Mimi Researcher, who guided me through the development of this project. I am also extremely grateful to my family and friends for their understanding and support that sustained me during the completion of this project.

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(Similarly, you could have a list of figures, such as bar graphs or

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CHAPTER I

INTRODUCTION

When Emory Bogardus published *A History of Social Thought* in 1922, the use of social surveys and statistical analyses to describe social phenomena by social scientists was fairly new. Bogardus incorporated these fledgling research techniques in his suggestion that we could gain insights through the analysis of a social survey on “racial” attitudes—conducted at regular intervals—to detect what changes, if any, occurred. His seminal idea of social measuremen, augmented by longitudinal comparisons, was the genesis of a simple but effective research tool widely used and influential in the study of intergroup relations.

Bogardus initiated his first nationwide survey of college students in 1926. Except for some minor fine tuning, Bogardus utilized the same procedures in subsequent nationwide surveys in 1946, 1956, and 1966. Following his death in 1973, Carolyn A. Owen, Howard C. Eisner, and Thomas R. McFaul replicated the Bogardus studies in 1977, using the same 30 groups and selecting their respondents in a manner virtually identical to that of Bogardus

Since 1977, no other national study has been done, until now, perhaps because that demographic changes in U.S. society since 1977 so affected its diversity, that the original list of 30 groups became obsolete, making further comparisons useless. This study attempted to preserve the Bogardus legacy of social distance measurement yet meet the challenge presented by a far more diverse society. To do so, the author deleted some groups—no longer visible minorities—to make room for newer groups both sizable in number and highly visible as minorities. Otherwise, the author employed the same research instrument and methodology to replicate the earlier studies as closely as possible.

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CHAPTER II (new page)

LITERATURE REVIEW

In his last book, A Forty-Year Social Distance Study (1967), Bogardus looked back on his work, noting both his own accomplishments using the social distance scale and that of others. Although acknowledging that some questioned the underlying assumption of his or any other scale as a valid and reliable measurement index (Krech and Crutchfield 1947; Sartain and Bell 1947), he found satisfaction that the work of others reaffirmed his scale’s reliability and validity (Hartley and Hartley 1952; Newcomb 1950; Sherif and Sherif 1956).

And, as Brein and Ryback (1971) reported, many other scholars utilized the social distance scale to measure a wide variety of social distance phenomena, including that between doctors and nurses in a mental hospital (Pearlin and Rosenberg 1962); among college students when mental retardation is a factor (Dent 1966); and among health professionals when patients are dying (Kalish 1966). Since Brein and Ryback’s article, other social distance studies further explored this dimension of intergroup relations. Yancey (1998), for example, determined that whites attending interracial churches exhibit less social distance toward African Americans. Kleg and Yamamoto (1998), replicating the first Bogardus study, examined the views of 135 middle school teachers. Raden (1998) explored the preferred social distance toward Jews by blacks and whites. Wilson (1996) studied white attitudes toward Asians, blacks, and Hispanics. Walsh (1989) analyzed the relation between immigrants with lower social acceptance and naturalization rates.

A common finding among these studies was that individuals typically are more comfortable with others of perceived similarity and so maintain a closer social distance in

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CHAPTER III (new page)

DATA AND METHODS

The colleges and universities were selected at random from an alphabetical listing of four-year higher education institutions, stratified by the four major regions of the United States (East, South, Midwest, and West). To further ensure a representative sample, the number of surveys to be completed at each institution was prorated according to its total enrollment. There were six schools each chosen from the East and South, and five schools each from the Midwest and West, for a total of 22. This fairly even distribution over the four regions thus makes this study comparable to previous studies in geographic sampling.

A total of 2,916 students enrolled in 22 colleges and universities throughout the United States participated in this study, conducted from late September through October 2001. Another 154 completed surveys were eliminated because they had been administered prior to the terrorist attacks on September 11, 2001, and the radically changed world thereafter rendered those responses incompatible (invalid) with all other responses. The horror of 9/11 and the timing of the survey led the author to a new expectation: 9/11 would have a negative impact on the survey results for Arabs and Muslims.

As with previous studies, the respondents were enrolled in social science (primarily sociology) courses, and no questionnaires were distributed in classes on minority groups or race relations. Under specific guidelines set by each institution’s Institutional Research

Board (IRB) for human subjects research, respondents were assured of anonymity in their answers.

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CHAPTER IV (new page)

FINDINGS

Although this analysis is not directly comparable with the five previous national studies because of changes in the list of groups, some comparisons are still possible in terms of mean scores, social distance spread, and general rankings. Previous studies employed only descriptive statistics, and this study utilizes them also to allow for those comparisons. In addition, results of *t* tests and an Analysis of Variance (ANOVA) are used to illustrate the relative effects of gender, nation of origin, ethnicity and race on the level of social distance.

**Table 2**

*Social distance rankings in 2001 (N= 2,916)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Rank | Group | Score | Rank | Group | Score | Rank | Group | Score |
| 1 | Americans (white) | 1.07 | 11 | Jews | 1.38 | 21 | Dominicans | 1.51 |
| 2 | Italians | 1.15 | 12 | Amer. Indians | 1.40 | 22 | Japanese | 1.52 |
| 3 | Canadians | 1.20 | 13 | Africans | 1.43 | 23 | Cubans | 1.53 |
| 4 | British | 1.23 | 14 | Polish | 1.45 | 24 | Koreans | 1.54 |
| 5 | Irish | 1.23 | 15 | Other Hispanics | 1.45 | 25 | Mexicans | 1.55 |
| 6 | French | 1.28 | 16 | Filipinos | 1.46 | 26 | Indians (India) | 1.60 |
| 7 | Greeks | 1.33 | 17 | Chinese | 1.47 | 27 | Haitians | 1.63 |
| 8 | Germans | 1.33 | 18 | Puerto Ricans | 1.47 | 28 | Vietnamese | 1.69 |
| 9 | African Americans | 1.33 | 19 | Jamaicans | 1.49 | 29 | Muslims | 1.88 |
| 10 | Dutch | 1.35 | 20 | Russians | 1.50 | 30 | Arabs | 1.94 |

*Descriptive Statistics*

With a larger sample size than for the previous studies, the total responses were thus also larger, reaching 126,053. The new list of 30 groups received an overall mean social distance score of 1.45, with a spread of 0.87. Thus, despite the removal of more assimilated groups and the addition of less assimilated groups to the list, the downward trend in both social distance indicators continued, revealing greater social acceptance than the 1977 replication.

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CHAPTER V (new page)

DISCUSSION

The findings are encouraging in many ways. As anticipated, gender, and place of birth

all affected a group’s social acceptance. The greater tolerance by females over males echoed

other studies (Carter 1990; Johnson and Marini 1998; Mills, Magrath, Sobkoviak, Stupec, and Welsh 1995; Qualls, Cox, and Schehr 1992). However, the spread in social distance—despite (1) increased diversity in society, (2) a revised list reflecting that demographic reality, and (3) increased diversity among respondents— continued to shrink. The overall mean score of 1.45 was substantially lower than the 1.92 and 1.93 overall mean scores in 1966 and

1977 (see Table 1). These results may suggest a growing level of acceptance by a more diverse society of different others, even though many are recent arrivals, racial minorities, and/or from nonwestern lands. As stated earlier though, that growing acceptance might also be due to the legacy of political correctness and multicultural education initiatives designed

to promote tolerance of others (Parrillo, 2003, pp. 583–585). With 96% of respondents under age 30 and 46% first-year undergraduates (proportions comparable to past national studies), most of those expressing these attitudes were young adults who were inundated with such initiatives in the elementary and secondary grades. Interestingly though, there were no significant differences in their responses compared to those who were over 30 years of age.

In some ways, little changed in the pattern of responses. U.S. Whites remained top-ranked, with the various European groups continuing to occupy most of the upper ranks, while a variety of racial minorities, especially Asians, continued to rank near the bottom. Significantly, however, African Americans broke the racial barrier in entering the top sector

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