GRADUATE STUDENT HANDBOOK

MASTER OF SCIENCE DEGREE
&
DOCTOR OF PHILOSOPHY DEGREE
IN
JUSTICE STUDIES

2016-2017

Justice and Social Inquiry

Arizona State University vigorously pursues Affirmative Action and Equal Opportunity in its employment, activities, and programs.
JUSTICE AND SOCIAL INQUIRY

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INTRODUCTION
Justice and Social Inquiry (JSI) is a leader in the interdisciplinary study of justice and a pioneer in establishing full-fledged academic programs in the field. Other colleges and universities have followed, using Justice and Social Inquiry as their model, but we remain the only comprehensive B.S./B.A., M.S., and PhD programs in the study of justice in all its forms. Our perspective is global, both in terms of the problems we study and the international reputation we have earned.

This handbook provides an overview of our graduate degrees in Justice Studies. However, it is not an official document or contract of Arizona State University and does not replace the policies and procedures established by Graduate Education. Please consult your faculty advisors, Justice and Social Inquiry graduate director, Justice and Social Inquiry graduate coordinator, and/or the official Arizona State University Graduate Policies and Procedures.

Graduate Programs
The master’s and the doctoral degree programs in Justice Studies are innovative liberal arts programs that place social justice at the center of study. Our interdisciplinary program educates future scholars and change agents ready to address today’s complex social problems with social science skills and insights from the humanities. Our programs provide students with the scholarly training needed to sustain sophisticated analyses of socio-cultural, economic, legal, and educational inequalities, and the strategies and polices needed to address them. Our goals in studying justice include: 1) revealing intersecting forms of injustice based on race, gender, class, sexual orientation, disability, and legal status; 2) engaging in multiple visions of justice that are local and global; and, 3) transforming social life to promote pathways to a more just society.

Our faculty draws on many disciplines and interacts with departments across ASU. More than 60 faculties from across the university are part of the graduate faculty for Justice and Social Inquiry because they also teach and conduct research on justice related issues.

Graduate Degree Programs
JSI offers two graduate degree programs: Master of Science and Doctor of Philosophy; we also offer a Graduate Certificate in Socio-Economic Justice.

• The Master of Science (M.S.) degree program is designed for students who have completed an undergraduate degree and who seek further study in the structures, processes, and outcomes related to issues of justice and injustice. The M.S. provides advanced training to prepare students for careers in mid-level management positions, as advocates for social justice and social change, and for continuing education in a doctoral program.

• The Doctor of Philosophy (PhD) degree program is designed for students who want to pursue more intensive training to gain the knowledge and capacity to conduct research
on issues of justice and transmit this knowledge via publication and teaching. Typically, students who have completed either a master’s or law degree, or outstanding applicants with only an undergraduate degree, are admitted to the doctoral program. A concurrent J.D./PhD is available with the Sandra Day O’Connor College of Law.

• The Certificate in Socio-Economic Justice offers a specialization to ASU students in the social justice implications of local/global economic inequalities.

Students select areas of study based on the teaching and research expertise of faculty as noted below. A student may develop other, related areas of specialization after consulting with their advisory committee or applied project chair.

Citizenship, Migration, and Human Rights
Current projects include studies of citizenship and identity; the movement and exploitation of labor; migration and immigration policies and practices; nationality and ethnocentrism; conflicts and controversies involving human rights; crime and victimization; racial profiling; and, cultural artifacts and citizenship.

Globalization, Sustainability, and Economic Justice
Current projects include studies of racial and gendered barriers to the success of small businesses, social indicators of just cities, the privatization of water and other natural resources, and resource extraction; entrepreneurialism and inequality; and, the study of nongovernmental organizations and non-profits as foundations of a civil society.

Law, Policy and Social Change
Current research includes analysis of theories and philosophies of punishment, corporate crime, the social construction of target populations for social policy, youth and justice, and court decision-making.

Media, Technology and Culture
Media, technology and cultural studies incorporate scholarship on the print, television, and internet media. Also included are analyses of new technologies of surveillance and security, gendered media images, and the use of technology to do work away from the traditional office. Our research and courses address issues of international politics and the media constructions of fear.

Social Identities and Communities
Scholarship on social identities and communities include studies of identities, differences and justice. We focus on the analysis of intersecting forms of oppression and activism tied to relations of gender, race, class, sexual orientation and disabilities. We also analyze media representations, cultural imperialism and hegemony, and identify spaces for viable community activism and empowerment.
THE MASTER OF SCIENCE (M.S.) DEGREE PROGRAM

Three avenues exist for earning an M.S. degree in Justice Studies. **OPTION 1:** Students can apply directly to the two-year M.S. after completing a B.A./B.S. degree. **OPTION 2:** Eligible ASU undergraduate students can apply to the 4+1 program, which is a special program that allows undergraduates to begin graduate coursework during their senior year. This option is ONLY available for ASU Justice Studies undergraduates. **OPTION 3:** JSI doctoral students who enter into the PhD program without a master’s degree can earn a “Master’s in Passing” en route to obtaining their doctorate. More details about all three options are provided below. (The traditional M.S. and 4+1 routes are outlined in this section while the “Master’s in Passing” option is presented in the PhD section.)

<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Hours</th>
<th>Thesis Option</th>
<th>Applied Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses (JUS 500, 501, 509, 521)</td>
<td>12</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Three Elective JUS Classroom Courses</td>
<td>9</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Non-JUS Elective, Research, Readings and Conference (3 Hours)</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Research Hours (JUS 592)</td>
<td></td>
<td></td>
<td>3 hours</td>
</tr>
<tr>
<td>Thesis (JUS 599)</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Project (JUS 593)</td>
<td></td>
<td></td>
<td>3 hours</td>
</tr>
<tr>
<td>Total Hours</td>
<td>30</td>
<td>30</td>
<td>30 hours</td>
</tr>
</tbody>
</table>

**Prerequisites and Transfer Credit**

Students admitted to the M.S. degree must complete their undergraduate degree prior to entering the graduate program. Transfer credit must follow Graduate Council guidelines and Justice and Social Inquiry program requirements, and be approved by Graduate Education.

**The M.S. Curriculum**

The M.S. curriculum includes required core and self-selected elective courses. Core courses help build the theoretical foundations and research toolkit, which enable students to gain expertise in substantive areas of research. Students complete the degree with either a thesis or an applied project. M.S. students are required to complete a total of 30 credit hours as detailed below. At least 27 of the 30 credit hours must be taken in Justice and Social Inquiry.

**Core Courses**

M.S. students are required to complete four core courses. Students must earn a grade of B or better in each core course:
JUS 500  
**Justice Research Methods** (3 credit hours)
Theories and methods of qualitative and quantitative research; development of research most relevant to justice data and problems.

JUS 501  
**Justice Theory** (3 credit hours)
Classical and contemporary theories of social, economic, political and criminal justice; assessment of relevance to contemporary justice issues.

JUS 509  
**Statistical Problems in Justice Research** (3 credit hours)
Statistical methods specific to Justice and Social Inquiry. Successful completion of undergraduate course in statistical analysis of data is strongly advised before taking JUS 509. Students who have not taken undergraduate statistics may be required to take (without graduate credit) an appropriate undergraduate course upon entering the program.

JUS 521  
**Qualitative Data Analysis** (3 credit hours)
Analyzes qualitative data (e.g., field notes, in-depth interview transcripts and document analysis); coding programs, presenting qualitative research.

**Sample M.S. Course Schedule**
The M.S. degree is completed typically in two years, or four semesters. All work toward the M.S. must be completed within six consecutive years; the clock begins with the semester and year of admission to the program. Below is a sample course schedule for an M.S. student:

<table>
<thead>
<tr>
<th>FALL Year 1</th>
<th>JUS 500 Research Methods (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>JUS 501 Justice Theory (3)</td>
</tr>
<tr>
<td></td>
<td>JUS XXX Elective (3)</td>
</tr>
<tr>
<td>SPRING Year 1</td>
<td>JUS 509 Statistical Analysis (3)</td>
</tr>
<tr>
<td></td>
<td>JUS 521 Qualitative Data Analysis (3)</td>
</tr>
<tr>
<td></td>
<td>JUS XXX Elective (3)</td>
</tr>
<tr>
<td>FALL Year 2</td>
<td>JUS XXX Elective (3)</td>
</tr>
<tr>
<td></td>
<td>Non-JUS Elective, Research Hours, OR Readings and Conferences (3)</td>
</tr>
<tr>
<td></td>
<td>JUS 599 Thesis (3) OR JUS 592 Research (3)</td>
</tr>
<tr>
<td>SPRING Year 2</td>
<td>JUS 599 Thesis (3) OR JUS 593 Applied Project (3)</td>
</tr>
</tbody>
</table>
Faculty Advisors
Upon entrance into the program, students are assigned temporary advisors. The temporary advisor provides guidance on course selection and other relevant matters until the student identifies a thesis advisory committee or applied project chair. The thesis advisory committee or applied project chair oversees and approves the Plan of Study (iPOS), guides and monitors academic progress, and directs the thesis/applied project and its oral defense.

Thesis Option: The advisory committee consists of a chair and two other faculty members. The chair and at least one other member must be faculty of Justice and Social Inquiry.

Applied Project Option: A student pursuing the applied project is advised by one faculty chair and one faculty member. The second faculty member can be the graduate director or another faculty member from Justice and Social Inquiry.

Plan of Study (IPOS)
The Plan of Study (iPOS) is a record of a student’s completed and anticipated coursework; this form also officially establishes the thesis advisory committee or applied project chair. The iPOS is completed before a student begins the second year of enrollment or before completing 50% of the required 30 hours (i.e. before completing 15 credit hours).

A draft of the iPOS is first approved by the thesis advisory committee or applied project chair. The draft is then reviewed by the JSI graduate coordinator and the graduate director. Finally, the iPOS is submitted electronically to Graduate Education for approval. The JSI graduate coordinator will help ensure proper on-line entry and submission of the iPOS.

Please note that the advisory committee or thesis chair may approve a maximum of six credit hours of 400-level coursework to be included on the iPOS. Pass/Fail 400 level courses and any credit hours that were applied toward a previously awarded degree may not be included. Graduate courses taken prior to admission to the M.S. that are included on the iPOS must have been completed within three years of the semester and year of admission to the program.

Continuous Enrollment
Once admitted to the master’s program, students must be enrolled continuously, excluding summer sessions, until all requirements have been fulfilled. If a Plan of Study needs to be interrupted for one semester, the student must apply for leave status before the beginning of the semester.

Completing the M.S. degree
The thesis or applied project constitutes the culmination of a student’s degree. It reflects the research area of specialization identified by the student in consultation with the advisory committee or applied project chair. Before any formal work on the thesis is begun, the advisory committee or applied project chair approves the student’s research prospectus. The prospectus is a statement of the topic area, a brief discussion of its significance, the primary research questions to be addressed, and the research design.
Thesis option. When the advisory committee is satisfied with the progress of the thesis, the student presents and defends their thesis in an oral examination. The thesis defense must be scheduled according to Graduate Education policy, and the student should contact the Graduation section in the Registrar’s office well in advance of the defense. Notice of the student’s defense, with an abstract, must be posted for JSI faculty and students no later than one week before the date of the defense. Interested parties may attend the defense. After the thesis defense, the committee members and the graduate director (or JSI faculty head) sign the Report for Master’s Thesis Defense. A copy of the defense form and the thesis must be taken to Graduate Education. The chair must also give a copy to the JSI graduate coordinator.

Applied Project option. The applied project will typically include a brief literature review to identify the nature of the problem, a description of the methodology used and, if relevant, of the data gathered or program studied, followed by an analysis and conclusions. When the chair is satisfied with the progress of the applied project, the student should contact the Graduation Section in the Registrar’s office. This should be done well in advance of the defense. The student will then present and defend the project in an oral examination, conducted by the chair. The graduate director or another faculty member from Justice & Social Inquiry must be present. The defense is not publicized and Graduate Education does not require format approval, nor does the student need to submit any form to Graduate Education. After the defense, the applied project chair, second faculty member (if this person is not the graduate director), and the graduate director (or JSI faculty head) will sign the internal form (JSI’s Report of Final Master’s Applied Project). The chair will then give the form to the JSI graduate coordinator and approve the posting of the passing grade for the applied project.

Graduation
After all coursework has been completed, the requirements for Graduate Education have been met, and the thesis or applied project has been approved, the student is eligible for graduation. Students must check the Graduate Education website for information related to deadlines and procedures. The student must be enrolled during the semester or summer session in which the student defends the thesis or applied project.

THE 4+1 BS (or BA)/MASTER OF SCIENCE (M.S.) DEGREE PROGRAM

The accelerated program allows undergraduates in the Justice Studies BA or BS program to share 12 credit hours with the MS in Justice Studies and to complete the 30-hour MS program in just over a year from their undergraduate graduation date. Students will complete all requirements including the core courses for the BS or BA in Justice Studies (120 hours) degree program and the 30 credit hours required for the MS. With the 12 shared hours, the total credit hours at a minimum to complete the bachelor’s/master’s program will be 138.

The 4+1 BS (or BA)/M.S. Curriculum
Students in the 4+1 program begin taking M.S. courses in their undergraduate senior year. The M.S. curriculum includes required core and self-selected elective courses. Core courses help build the theoretical foundations and research toolkit, which enable students to gain expertise in substantive areas of research. Students complete the degree with either a thesis or an applied project. M.S. students are required to complete a total of 30 credit hours as detailed below. At least 27 of the 30 credit hours must be taken in Justice and Social Inquiry.

**Core Courses**
M.S. students are required to complete four core courses. Students must earn a grade of B or better in each core course:

**JUS 500**  
*Justice Research Methods* (3 credit hours)  
Theories and methods of qualitative and quantitative research; development of research most relevant to justice data and problems.

**JUS 501**  
*Justice Theory* (3 credit hours)  
Classical and contemporary theories of social, economic, political and criminal justice; assessment of relevance to contemporary justice issues.

**JUS 509**  
*Statistical Problems in Justice Research* (3 credit hours)  
Statistical methods specific to Justice and Social Inquiry. Successful completion of undergraduate course in statistical analysis of data is strongly advised before taking JUS 509. Students who have not taken undergraduate statistics may be required to take (without graduate credit) an appropriate undergraduate course upon entering the program.

**JUS 521**  
*Qualitative Data Analysis* (3 credit hours)
Analyzes qualitative data (e.g., field notes, in-depth interview transcripts and document analysis); coding programs, presenting qualitative research.

Sample 4+1. M.S. course schedule
The M.S. degree is completed typically in two years, or four semesters. All work toward the M.S. must be completed within two consecutive years; the clock begins with the semester and year of admission to the program. Below is a sample course schedule for an M.S. student:

<table>
<thead>
<tr>
<th></th>
<th>FALL Year 1 (UG Senior Year)</th>
<th>SPRING Year 1 (UG Senior Year)</th>
<th>SUMMER (after UG graduation)</th>
<th>FALL Year 2</th>
<th>SPRING Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>JUS 500 Research Methods (3)</td>
<td>JUS 521 Qualitative Data Analysis (3)</td>
<td>Non-JUS Elective, Research Hours, OR Readings and Conferences (3)</td>
<td>JUS 501 Justice Theory (3)</td>
<td>JUS 509 Statistical Analysis (3)</td>
</tr>
<tr>
<td></td>
<td>JUS XXX Elective (3)</td>
<td>JUS XXX Elective (3)</td>
<td></td>
<td></td>
<td>JUS XXX Elective (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>JUS 599 Thesis (3) OR JUS 592 Research (3)</td>
<td>JUS 599 Thesis (3) OR JUS 593 Applied Project (3)</td>
</tr>
</tbody>
</table>

Faculty Advisors
Upon entrance into the program, students are assigned temporary advisors. The temporary advisor provides guidance on course selection, and other relevant matters, until the student identifies a thesis advisory committee or applied project chair and faculty member. The thesis advisory committee or the applied project chair and faculty member oversee and approve the Plan of Study (iPOS); guides and monitors academic progress; and directs the thesis/applied project and its oral defense.

Thesis Option: The advisory committee consists of a chair and two other faculty members. The chair and at least one other member must be faculty of Justice and Social Inquiry.
**Applied Project Option:** A student pursuing the applied project is advised by one faculty chair and one faculty member. The second faculty member can be the graduate director or another faculty member from Justice and Social Inquiry.

**Plan of Study (IPOS)**
The Plan of Study (iPOS) is a record of a student’s completed and anticipated coursework; this form also officially establishes the thesis advisory committee or applied project chair. The iPOS is completed before a student begins the second year of enrollment or before completing 50% of the required 30 hours (i.e. before completing 15 credit hours).

A draft of the iPOS is first approved by the thesis advisory committee or applied project chair. The draft is then reviewed by the JSI graduate coordinator and the graduate director. Finally, *the iPOS is submitted electronically to Graduate Education for approval. The JSI graduate coordinator will help ensure proper on-line entry and submission of the iPOS.*

Please note that the advisory committee or thesis chair may approve a maximum of six credit hours of 400-level coursework to be included on the iPOS. Pass/Fail 400 level courses and any credit hours that were applied toward a previously awarded degree may not be included. Graduate courses taken prior to admission to the M.S. that are included on the iPOS must have been completed within three years of the semester and year of admission to the program.

**Continuous Enrollment**
Once admitted to the masters program, students must be enrolled continuously, excluding summer sessions, until all requirements have been fulfilled. If a Plan of Study needs to be interrupted for one semester, the student must apply for leave status before the beginning of the semester.

**Completing the M.S. degree**
The thesis or applied project constitutes the culmination of a student’s degree. It reflects the research area of specialization identified by the student in consultation with the advisory committee or applied project chair. Before any formal work on the thesis is begun, the advisory committee or applied project chair approves the student’s research prospectus. The prospectus is a statement of the topic area, a brief discussion of its significance, the primary research questions to be addressed, and the research design.

**Thesis Option.** When the advisory committee is satisfied with the progress of the thesis, the student presents and defends their thesis in an oral examination. The thesis defense must be scheduled according to Graduate Education policy, and the student should contact the Graduation section in the Registrar’s office well in advance of the defense. Notice of the student’s defense, with an abstract, must be posted for JSI faculty and students no later than one week before the date of the defense. Interested parties may attend the defense. After the thesis defense, the committee members and the graduate director (or JSI faculty head) sign the Report for Master’s Thesis Defense. A copy of the
defense form and the thesis must be taken to Graduate Education. The chair must also give a copy to the JSI graduate coordinator.

**Applied Project Option.** The applied project will typically include the following: a brief literature review to identify the nature of the problem; a description of the methodology used; a description of the data gathered or program studied (if relevant); an analysis and conclusion. When the chair is satisfied with the progress of the applied project, the student should contact the Graduation Section in the Registrar’s office. This should be done well in advance of the defense. The student will then present and defend the project in an oral examination, conducted by the chair. The graduate director or another faculty member from Justice & Social Inquiry must be present. The defense is not publicized and Graduate Education does not require format approval, nor does the student need to submit any form to Graduate Education. After the defense, the applied project chair, second faculty member (if this person is not the graduate director), and the graduate director (or JSI faculty head) will sign the internal form (JSI’s Report of Final Master’s Applied Project). The chair will then give the form to the JSI graduate coordinator and approve the posting of the passing grade for the applied project.

**Graduation**
After all coursework has been completed, the requirements for Graduate Education have been met, and the thesis or applied project has been approved, the student is eligible for graduation. Students must check the Graduate Education website for information related to deadlines and procedures. The student must be enrolled during the semester or summer session in which the student defends the thesis or applied project.

**THE DOCTOR OF PHILOSOPHY (PhD) IN JUSTICE STUDIES DEGREE**

**Overview**
The doctoral program in Justice Studies is an interdisciplinary degree under the auspices of Justice and Social Inquiry. The degree integrates philosophical, legal, and ethical approaches with social science and humanities perspectives to study inequalities and justice in social life. Interdisciplinary courses are offered within Justice and Social Inquiry; students also are encouraged to take courses from other academic units across the university.

Outstanding undergraduate students, master’s degree students, and law school students may apply for admission to the doctoral program. Candidates for admission to the doctoral program are recruited from a wide variety of academic backgrounds, including (but not limited to) the social sciences, philosophy, law, and relevant interdisciplinary fields (e.g., public administration, legal studies, criminal justice, women’s studies). Admission is competitive and decisions for admission are based on: record of academic achievement, promise of academic excellence both in the program and following completion of the program, and the degree to which substantive interests and career goals are compatible with the strengths and goals of our doctoral program.
The doctoral program produces scholars whose research and teaching activities contribute to the knowledge and understanding of conflicts and dilemmas surrounding inequalities, justice and social change. Graduates from this program will have a strong theoretical background and interdisciplinary training in law, humanities, and the social sciences, and possess the technical skills associated with both qualitative and quantitative research methodologies. These qualifications provide graduates with the opportunity to successfully compete for a variety of positions in academic, for-profit and non-profit related fields including government and policy work. In terms of university and college positions, our graduates obtain jobs in traditional academic disciplinary programs (e.g., sociology, social work, political science, law, anthropology) as well as in interdisciplinary academic programs focused on the following realms: crime, race and ethnicity, gender, government, socio-legal studies, public administration, and economy and society.

Please note: through a formal arrangement with ASU’s Sandra Day O’Connor College of Law, we also offer a concurrent J.D./PhD program in Justice Studies. Please see relevant section below for more information.

Prerequisites

Undergraduate degree: Admitted students must complete the undergraduate degree prior to entering the doctoral program.

Post-baccalaureate degrees at universities other than ASU: Admitted students who are enrolled in a post-baccalaureate degree program must complete that degree (e.g. M.S./M.A. or J.D.) prior to enrolling in the Justice Studies doctoral program, unless otherwise noted in the letter of acceptance. If the M.S./M.A. or J.D. is not completed, the student will be permitted to enroll in doctoral graduate courses for only one semester. Enrollment will be permitted in subsequent semesters only if the post-baccalaureate degree has been completed.

Post-baccalaureate degrees at ASU: Admitted students who are enrolled in a post-baccalaureate degree program must complete that degree prior to enrolling in the Justice Studies doctoral program. If the M.S./M.A. or J.D. is not completed, the student will not be eligible for funding in the doctoral program (TAships or scholarships) until the post-baccalaureate degree is completed.

Residency Requirement

The residency requirement for the doctoral program is two consecutive academic semesters in full-time enrollment status (not including summer sessions) subsequent to admission.

Continuous Enrollment

Once admitted to the doctoral program, students must be enrolled continuously, excluding summer sessions, until all requirements have been fulfilled. If a Plan of Study needs to be interrupted for one semester, the student must apply for leave status before the beginning of the semester.
The PhD Curriculum
The PhD curriculum is interdisciplinary in nature and includes required core and self-selected elective courses. Core courses help build the theoretical foundations and research toolkit, which enable students to gain expertise in elective substantive areas of research. Upon completion of required coursework, students demonstrate their intellectual breadth and width through the comprehensive examinations. After successfully passing the “comps,” students submit for approval their dissertation prospectus. Once approved, students conduct this original dissertation research, and finish the degree by defending their dissertation thesis. Each of these steps is outlined below.

Required Core Courses
Students must complete three core courses (JUS 620, 640, and 630 or 650), and earn a grade of B or better in each of them. Students are encouraged to complete both JUS 630 & JUS 650, or their equivalents.

**JUS 620** **Justice Research Methodology** (3 credit hours)
The epistemology of knowledge and method in justice research; history and philosophy of social science/critical inquiry; and, perspectives which link these concerns to research strategies. Critically explores the strengths and weaknesses of varied methodologies. **Please Note:** Students who have not successfully completed a master’s level research methods course may be required to take JUS 500 before JUS 620.

**JUS 640** **Theoretical Perspectives on Justice** (3 credit hours)
Analyzes philosophical perspectives of justice; linkages between social science and justice constructs; application of justice to social issues. **Please Note:** Students who have not successfully completed a master’s level theory course may be required to do so before taking JUS 640.

**JUS 630** **Data Analysis for Justice Research** (3 credit hours)
Bivariate and multivariate techniques of data analysis and hypothesis testing for justice-related research and use of information and statistical programs. **Please Note:** Students who have not successfully completed a master’s level statistics course may be required to do so before taking JUS 630.

OR

**SST 691** **Quantitative Methods for Qualitative Researchers** (3 credit hours)
Focuses on giving qualitative researchers the skills to (1) understand and critique quantitative research, (2) identify areas of their own research where they may want to incorporate quantitative data, (3) assess the quality and suitability of different quantitative data sources, and (4) access and analyze quantitative data to enhance their research projects.
OR

JUS 650  **Advanced Qualitative Analysis** (3 credit hours)
Advanced qualitative data collection and analysis techniques: ethnography, interviews, field notes, coding, transcribing, content analysis, textual analysis.

Required Pedagogy Course
Students who are funded as Teaching Assistants (TAs) are required to take SST 691 Teaching for Social Transformation in the spring of their second year in the doctoral program.

SST 691  **Teaching for Social Transformation** (3 credit hours)
Focuses on the pedagogy and practicum of teaching for Social Transformation at the university level. Meeting weekly, students will engage in readings and activities directed toward increasing their knowledge and skills in the college classroom. Sample topics include: reading selection; teaching/discussing challenging topics; assignment design; exam construction; grading; understanding university policies; communication with students and faculty and classroom management. Throughout the course, students will construct a syllabus of their own, which may be used in a future course.

Minimum requirements for students entering the doctoral program with M.S./M.A. or J.D.:

<table>
<thead>
<tr>
<th>Type of course hours</th>
<th># of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses (JUS 620, 640 &amp; JUS 630 or SST 691 or JUS 650)</td>
<td>9 hours</td>
</tr>
<tr>
<td>Elective Classroom Courses (9 hours must be JUS XXX)</td>
<td>15 hours</td>
</tr>
<tr>
<td>Elective Classroom Courses, Research Hours and/or Reading and Conference. (If a student is a TA, then one of these courses must include SST 691-Teaching for Social Transformation.)</td>
<td>18 hours</td>
</tr>
<tr>
<td>Dissertation Hours (JUS 799)</td>
<td>12 hours</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>54 hours</strong></td>
</tr>
</tbody>
</table>

A sample course schedule for students entering the program with M.S./M.A. or J.D.:

<p>| Year 1, Fall | JUS 620 Justice Research Methodology (3) |
|             | JUS 640 Theoretical Perspectives on Justice (3) |
| Year 1, Spring | JUS 630 OR SST 691 OR JUS 650 (3) |
|               | JUS XXX Elective (3) |
|               | JUS XXX or non-JUS Elective (3) |</p>
<table>
<thead>
<tr>
<th>Year, Semester</th>
<th>Courses</th>
</tr>
</thead>
</table>
| Year 2, Fall  | JUS XXX or Non-JUS Elective (3)  
|               | JUS XXX Elective (3)  
|               | JUS XXX Elective (3)  |
| Year 2, Spring| JUS XXX Elective (3)  
|               | SST 691-Teaching for Social Transformation (3)  
|               | JUS 790 Reading & Conference (3)  |
| Year 3, Fall  | JUS 792 Research (3) – Comprehensive Exams  
|               | JUS XXX Elective (3)  |
| Year 3, Spring| JUS 792 Research (3) - Prepare/Defend Prospectus  |
| Year 4, Fall  | JUS 799 Dissertation (6)  |
| Year 4, Spring| JUS 799 Dissertation (6)  |

**Minimum requirements for doctoral program without M.S./M.A. or J.D.:**

<table>
<thead>
<tr>
<th>Type of course hours</th>
<th># of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory and methods foundation (JUS 500, 501, 509, 521)</td>
<td>12 hours</td>
</tr>
<tr>
<td>Core Courses (JUS 620, 640 &amp; 630 or 650 or SST 691)</td>
<td>9 hours</td>
</tr>
<tr>
<td>Elective Classroom Courses (at least 15 hours JUS XXX)</td>
<td>24 hours</td>
</tr>
<tr>
<td>Elective Classroom Courses, Research Hours and/or Reading and Conference. (If a student is a TA, then one of these courses must include SST 691-Teaching for Social Transformation.)</td>
<td>27 hours</td>
</tr>
<tr>
<td>Dissertation Hours (JUS 799)</td>
<td>12 hours</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>84 hours</strong></td>
</tr>
</tbody>
</table>

**A sample course of study for the doctoral program without M.S./M.A. or J.D.:**

<table>
<thead>
<tr>
<th>Year, Semester</th>
<th>Courses</th>
</tr>
</thead>
</table>
| Year 1, Fall  | JUS 500 Research Methods (3)  
|               | JUS 501 Justice Theory (3)  |
| Year 1, Spring| JUS 509 Data Analysis for Justice Research (3)  
|               | JUS 521 Qualitative Data Analysis (3)  
|               | JUS XXX Elective (3)  |
| Year 2, Fall  | JUS 620 Justice Research Methodology (3)  |
| Year 2, Spring | JUS 640 Theoretical Perspectives on Justice (3)  
JUS XXX Elective (3) |
|----------------|--------------------------------------------------|
| Year 3, Fall   | JUS XXX Elective (3)  
JUS XXX Elective (3)  
Non-JUS Elective (3) |
| Year 3, Spring | JUS 790 Reading & Conference (3)  
Non-JUS Elective (3)  
Non-JUS Elective (3) |
| Year 4, Fall   | JUS 792 Research (9) -- Comprehensive Exams |
| Year 4, Spring | JUS 792 Research (9) -- Prepare/Defend Prospectus |
| Year 5, Fall   | JUS 799 Dissertation (6)  
JUS 792 Research (3) |
| Year 5, Spring | JUS 799 Dissertation (6) |
| TOTAL          | 84 hours |

**Faculty Advisors**

Upon entrance into the program, students are assigned temporary advisors. The temporary advisors work with their assigned students, providing guidance on course selection, and other relevant matters, until the students identify their advisory committee.

A student’s advisory committee guides preparation of the Plan of Study; guides and monitors academic progress; determines (with student participation) the areas to be covered by the comprehensive examinations; and, administers and grades the comprehensive examination. The advisory committee is comprised of a chair and two other faculty members.

- The chair must be a member of the Justice Studies Doctoral Program Graduate Faculty and be approved to chair doctoral student committees.
- At least one member of the committee must be a tenured or tenure-track faculty member in Justice and Social Inquiry.
- One member must be a faculty member from an academic unit outside of Justice and Social Inquiry.
- The committee members may not all be from the same discipline.
● At least 50% of the committee must be faculty from ASU and members of JSI graduate faculty.

Any change in the committee members from those listed on the Plan of Study must be recommended by the graduate director and approved by Graduate Education.

**Progress toward degree**
Students should demonstrate continuous and satisfactory progress toward the degree. The graduate programs committee in consultation with the student’s advisory committee will determine if satisfactory progress has been made. Failure to make satisfactory progress will result in denial of financial support from the Justice and Social Inquiry graduate program; withdrawal from the program may be initiated as well. Satisfactory progress is achieved by successful passage through the stages of the doctoral program. Students should work closely with their faculty advisors as they progress toward the degree.

**Master’s Degree in Passing.**
Students who enter the doctoral program without a master’s degree or J.D. degree may petition for a Master’s Degree in Passing (MIP) after they have completed 30 credit hours and successfully defended a Capstone Writing Project (CWP). Twenty-seven (27) of the thirty (30) credit hours must be classroom hours and include the four theory and methods foundation courses (i.e., JUS 500, JUS 501, JUS 509, JUS 521) or their approved equivalent. The remaining three credit hours may be research hours or a combination of research and class-based hours needed to complete the capstone project. Candidates pursuing the Master’s in Passing must present their Capstone Writing Project (CWP) and defend it in an oral examination conducted by the supervising faculty advisor. The graduate director or a designated representative must also be present at the defense. The CWP will typically include a brief literature review to identify the nature or issue of the problem, a description of the methodology used and, if relevant, of the data gathered or program studied, followed by an analysis and conclusions. The CWP and its defense must be approved in writing by the supervising faculty advisor and the graduate director. The CWP defense is not posted. The supervising faculty advisor will inform the JSI graduate coordinator of the results of the defense. The student should then turn in a hard copy of the final Capstone Writing Project to the graduate coordinator. Doctoral students with a Master’s in Passing are eligible for consideration for Teaching Associateships. Students should apply for graduation.

**Plan of Study (iPOS)**
Per Graduate Education, the Plan of Study (iPOS) functions as a contract between the student, the academic unit, and Graduate Education. The iPOS will include the student’s completed, current and future coursework that fulfill the requirements of the degree. Courses that appear on the iPOS must be 500-level or above. The iPOS reflects the student’s areas of specialization, and the interdisciplinary nature of the program. The iPOS also formally registers the faculty members of the advisory committee.
The iPOS must be approved by the student’s faculty advisory committee and the graduate director before it is submitted online for approval to Graduate Education. The JSI graduate coordinator must be consulted prior to the on-line entry of the iPOS. Doctoral students must file their iPOS before the semester in which they will be completing the first half (50%) of the credit hours required toward their degree program.

Justice Studies doctoral students who entered the program with a J.D. or Master’s degree file their iPOS before the semester in which they will have completed 27 of their required 54 credit hours of study. In addition to the required 54 hours for the PhD, these students must have approval to apply 30 credit hours from the previously awarded M.S./M.A. or J.D. degree to the iPOS.

Justice Studies doctoral students who entered the PhD program with only a bachelor’s degree must file the iPOS during the semester in which they will complete 42 of their required 84 credit hours.

Please note that the Justice and Social Inquiry Graduate Handbook in effect during the semester and year the student is admitted determines the degree requirements for the student’s graduation, unless superseded by the current ASU Graduate Policies and Procedures.

Comprehensive Area Examinations
The Comprehensive Area Examinations demonstrate the student’s ability to master, synthesize, critically assess, and creatively elaborate on material drawn from core and elective course work, primary research, and readings in two distinct comprehensive research areas of specialization (e.g., social movements, immigration, public policy, globalization and economic justice, juvenile justice, restorative justice, legal consciousness, gender and work, critical race studies, sexuality and justice; and see five areas of Justice and Social Inquiry specialization). For each specialty, the student critically examines theories and methodologies as well as substantive research relevant to the area, and explains the relevance of the area to the study of justice. Successful completion of each area should indicate that the student has achieved sufficient expertise to teach and conduct research in that specialty. The advisory committee works closely with the student to identify their two distinct comprehensive areas of specialty.

Scheduling. Upon approval of the iPOS, Justice and Social Inquiry doctoral students demonstrate mastery in their two areas no later than their third year (or fourth year for those who enter without the Master’s or J.D.). If the comprehensives are not successfully completed by that time, students must be able to demonstrate satisfactory progress toward the degree in other respects (e.g., publications, grants). Students may be withdrawn from the program if they fail to complete the comprehensives by the spring semester of their fourth year (or fifth year for those who enter without the Master’s or J.D.) of enrollment in the PhD program.

Comprehensives are administered at different points in time – one paper or test for each of the two specialty areas. The length of time between the two comprehensive areas is decided by the student in consultation with the advisory committee.
At least a month before test answers and/or papers are submitted for review to the advisory committee, the committee chair must submit to the graduate coordinator:

- A copy of their approved reading list for each research area.
- Indication of the format they have selected for each research area.
- Dates for the scheduled test and/or deadlines for the paper completion.

Format options. In consultation with their advisory committee, students select from among format options (test or paper) to demonstrate their competence in their two selected areas; students may elect to complete BOTH areas in the same format (e.g., two papers or two tests) or in different formats (e.g., a paper for one area and test for the second area).

A) In-Office Test Format. An eight-hour testing period for each area taken in a Justice and Social Inquiry office on the ASU campus.

B) 48-Hour Take Home Test Format. One 2-Day testing period for each area (e.g. student receives questions at 4:00 p.m. on Friday and returns responses by 9:00 a.m. the following Monday. Weekday formats are also permissible.

C) Article-length Paper Format. An original scholarly article length paper (approximately 25-35 double spaced pages) that demonstrates creative mastery of the selected comprehensive area.

D) Multiple-essay Paper Format. At least two shorter original essays on more narrowly focused but linked topics, comprising a total of 25-35 double-spaced pages, and demonstrating a mastery of the selected comprehensive areas.

Procedures. After approving the selected format(s), the advisory committee must determine the procedures to be used. The committee chair must provide the student and the JSI graduate coordinator with a copy of the procedures prior to administering the comprehensives. See appendices for samples of recommended procedures.

Test format A or B. The procedures should specify the number of questions to be asked for each area; the number of questions to be addressed during each test period; the total number of questions to be answered; what constitutes a pass or fail for each question and for the test as a whole (i.e., qualitative expectations, number of passing votes, number of questions student must pass, etc.), and any specified minimum or maximum page length.

Paper format C or D. The procedures should specify the timeframe and deadline(s); if Format D, the nature and approximate length of each essay; what constitutes a pass or fail for each paper and/or for the papers as a whole (i.e., qualitative expectations, number of passing votes, and if Format D, number of essays a student must pass, etc.); The committee also must specify in
advance both the number of drafts or revisions (if any) that will be permitted prior to making their pass/fail assessments.

**Reading lists.** Regardless of format, students create a reading list (i.e., theoretical, methodological, and substantive literature), developed with and approved by the advisory committee, for each comprehensive area. The committee also may identify a list of seminars relevant for the mastery of each comprehensive area. Typically, each major section of the reading list includes a paragraph highlighting the student’s goals/emphases. - Before undertaking the comprehensives, a copy of the committee-approved reading list must be submitted to the graduate coordinator.

**Preparing for the comprehensives.** Regardless of format, students prepare for the comprehensives by carefully reviewing and discussing the relevant research literature with their committee, peers and others.

**Test format options A and B.** Students may develop study questions, which they respond to and discuss with their committee members. Committee members may generally discuss the content of the test, but they may not convey the exact questions to the students ahead of time. Committee members may draw on the study questions to develop the test questions. Test questions may pertain to teaching as well as research.

**Paper format options C and D.** Students may develop potential paper topics in conversation with committee members, who then approve the topic for each paper prior to their undertaking by the student. References used within the paper format will typically expand beyond that of the approved reading list as necessary to prepare a strong manuscript.

**Composing responses/papers.** Regardless of format, students are required to demonstrate mastery of scholarship in the designated area, including synthesis, critical assessment, and elaboration of designated topics within the area in a creative and scholarly manner. A mastery of scholarship in each comprehensive area goes beyond a simple description or overview of the literature. The responses and/or papers must constitute original work prepared explicitly for the comprehensives. Course papers, previously published articles, previously submitted grant applications or master’s theses do NOT meet requirements. Although each comprehensive area requires original work, this work should be applicable to one or more of the following subsequent projects: grant application, scholarly publication, dissertation, and/or teaching.

**Evaluation.** Advisory committee members evaluate each comprehensive area (e.g., responses and/or papers) based on agreed upon criteria about what constitutes a pass/fail, and then submit written comments and grades (pass/fail) to the committee chair (with attribution) by a designated date. The chair reviews committee member input, and determines the final grade (pass/fail) for each comprehensive area. The chair shares a compilation of committee members’ comments and grades (without attribution or identification), along with the overall final comprehensive area grade, with the student.
**Reporting grades.** After the student passes both parts of the comprehensive examination, all committee members must sign the comprehensive exam completion form (available for pick-up from the SST graduate coordinator). Only one date should be used on the form to indicate when the comprehensive exam was passed. Then, the chair must give the form to the SST graduate coordinator who will be responsible for obtaining the signature of the graduate director or faculty head. After all signatures are gathered, the SST graduate coordinator will post the pass for the comprehensive examination in the student’s iPOS. -go into the student’s iPOS account and post the comprehensive examination pass date.

Also, for each completed comprehensive area, the committee chair **MUST** provide copies to the SST graduate programs office of the final version of the comprehensive area (e.g., question and answers and/or completed papers), committee members’ (unnamed) grades and comments, and the overall grade. Please note that the graduate director or faculty head will not approve the comprehensives until all paperwork has been submitted to the office.

**Failing grades and reexamination.** A failing grade in one or more of the comprehensive areas is reported to Graduate Education. The failing grade is considered final unless the advisory committee and the head of the academic unit recommend a reexamination. The Vice Provost of Graduate Education must approve such a reexamination. The student must then follow the Graduate Education guidelines for reexamination. Only one reexamination is permitted by Graduate Education.

**After the comprehensives.** Students who have successfully passed the comprehensive area Examinations must confirm the membership of their dissertation committee, and with their guidance, prepare the dissertation prospectus and a plan for their research.

**Dissertation Committee**

The dissertation committee may be constituted by the same or different faculty from the advisory committee that supervised the comprehensive examinations. However, approval by the graduate director and Graduate Education is required for any changes in committee composition. The dissertation committee supervises and approves the subject and title of the dissertation, the dissertation prospectus, and the completed dissertation. The dissertation committee is comprised of a chair and two other faculty members.

- The chair must be a member of the Justice Studies Doctoral Program Graduate Faculty and be approved to chair doctoral student committees.
- At least one member of the committee must be a tenured or tenure-track faculty member in Justice and Social Inquiry
- One member must be a faculty member from an academic unit outside of Justice and Social Inquiry.
The committee members may not all be from the same discipline and members of JSI graduate faculty.

At least 50% of the committee must be faculty from ASU.

Upon the recommendation from the graduate director and the approval from Graduate Education, qualified individuals outside the University may serve as members of the dissertation committee, but may not serve as chairs or co-chairs.

Former ASU faculty whose students are completing their degrees may continue to serve as co-chairs pending approval by Justice and Social Inquiry and Graduate Education.

Faculty Emeriti who meet Graduate Education criteria may serve as members or co-chairs on graduate supervisory committees. They may serve as chairs with the recommendation from the academic unit and approval from Graduate Education on a case by case basis.

The Dissertation Prospectus and Advancement to Candidacy
The dissertation committee approves the format and content of the prospectus. The prospectus should include a statement of the problem, a review of the literature, and a detailed plan for research. Candidacy (ABD- all but dissertation) is achieved after the student has passed the required comprehensive examinations and has successfully presented and defended the prospectus. After the student has successfully defended the prospectus, they should turn in the signed prospectus form to the SST graduate coordinator who will then update the student’s iPOS to reflect that the student has passed the prospectus. The student is notified of candidacy status by letter from the Vice Provost of Graduate Education.

Dissertation and Dissertation Defense
The dissertation consists of a fully documented written analysis demonstrating a high level of interdisciplinary skill and competence associated with a justice-related research problem and approved by members of the dissertation committee. An oral defense of the dissertation is required. Please check the Graduate Education website for details.

Justice and Social Inquiry doctoral students are expected to defend their dissertations on campus within two years after passing the comprehensive examinations. Students who do not defend within this time frame may lose financial support from the graduate program, and may be withdrawn from the program.

Graduation
Students must apply for graduation in accord with the University Registrar policies through MyASU, and must meet all University, Graduate Education and program degree requirements. The office of Graduate Education sets the graduation deadlines and procedures and this
information is available on the Graduate Education website. Students must be enrolled during the semester of the dissertation defense.

The office of Graduate Education mandates that doctoral students complete all program requirements and graduate within a ten-year period from time of initial enrollment.

CONCURRENT JD/PhD DEGREES
The purpose of the concurrent JD/PhD Degrees is to provide a rigorous education for highly qualified students interested in pursuing academic careers in law, law and the social sciences and/or philosophy. The demand for interdisciplinary legal studies dates to the beginning of the 20th century. Early on, scholars such as Roscoe Pound, Dean of the Harvard Law School, and sociologist, E.A. Ross, pioneered this field of inquiry. Later, legal anthropologist E.A. Hoebel, and Karl Llewellyn, the author of the Uniform Commercial Code, championed interdisciplinary legal studies. More recently, the creation of such organizations as the Law and Society Association and the American Psychology-Law Society has facilitated this interdisciplinary approach to law. Today, the National Science Foundation has a permanent Law and Social Science Program, which provides financial support for research and advanced studies in this area.

Qualifications & Requirements. Prospective students apply separately for admission to the Sandra Day O’Connor College of Law and to Justice and Social Inquiry. Before applying, students must request special approval from the College of Law and Justice and Social Inquiry to pursue concurrently the JD and PhD degrees. When admitted into both programs, the student will submit to ASU Graduate Admissions, letters from each program granting their approval for the student to pursue the PhD/JD concurrent degrees, along with a copy of the completed Graduate Degree Selection Form, selecting the Concurrent Option. Requirements for the concurrent degrees are designed to ensure the integrity of both the PhD and JD degree programs and to enable students to earn concurrent degrees in five to six years.

• Students pursuing the concurrent degrees must maintain the grade point averages required of both programs and fulfill all other stated requirements.
• Students earning concurrent JD and PhD degrees enroll solely in law school courses the first year, beginning the PhD coursework in the second year. Students may not serve as TAs during their first year of law school.
• Students who leave one of the programs must complete the standard graduation requirements associated with the other program: Baccalaureate-only students in the PhD program need 84 credit hours and all other requirements; students with a Master’s degree in the PhD program need 54 credit hours and all other requirements.

Please consult with the graduate director and the graduate coordinator for additional details regarding the requirements for the concurrent degree.

FINANCIAL ASSISTANCE FOR GRADUATE STUDENTS

Teaching-based awards
Graders
When funds are available, student worker grader positions are awarded competitively on a semester basis, typically to master’s students. Graders work with assigned JSI faculty.

Teaching Assistantships/Associateships
Awarded competitively to doctoral students at the time of admission to the program, and typically renewed for a total of four years if the student is making reasonable progress toward the degree and is in good standing with Graduate Education. These positions can be guaranteed only for students who are admitted with a written, multi-year funding commitment. During the first two years, Teaching Assistants work with assigned faculty in support of faculty courses; during the third year or afterwards, Teaching Associates teach a class or classes as part of Justice and Social Inquiry’s undergraduate curriculum.

Faculty Associates
Whether admitted into the program as funded or unfunded, all doctoral students are eligible to apply for a faculty associate position when they have completed a master’s (or Master’s in Passing) or J.D. degree. Faculty associates teach a class or classes as part of Justice and Social Inquiry’s undergraduate curriculum.

Renewal of teaching-based awards
Considered at the end of each semester, typically in December and May of the academic year, and prior to placements for the following semester (January and August). Renewal of a teaching award is based on the following factors. Renewal may be denied on the basis of any one of them:

1. The availability of funding. In the event of drastic budget cuts to Justice and Social Inquiry, teaching assistantships and teaching associateships may be reduced in duration or size.

2. Satisfactory progress in the degree program. Unsatisfactory progress is noted by one or more of the following: (a) a grade point average below 3.0; (b) failure to complete core courses with a grade of B or better, or to complete these courses in a timely manner; (c) grades of “incomplete” for classes, especially more than one incomplete, and/or for more than one year following the semester in which the course was offered; and (d) failure to make progress consistent with the timelines provided in this Handbook and/or by the office of Graduate Education.

3. Satisfactory teaching performance. Satisfactory performance is determined on the basis of evaluations by faculty to whom the student has been assigned. For students who teach their own classes, performance is based on a review of the course materials and student evaluations.
The graduate director conducts the initial review for renewal. Recommendations for nonrenewal must be approved by the graduate programs committee. Nonrenewal may be appealed by the affected student to the faculty head of Justice and Social Inquiry.

Research Assistantships
Graduate students may be hired as Research Assistants by Justice and Social Inquiry faculty (or faculty across the university) with funds derived from a grant or other sources.

External Sources of Financial Assistance
Check with the office of Graduate Education for internal and external fellowships and awards for master’s and doctoral students to help finance graduate studies.

FAFSA – Free Application for Federal Student Aid
Each student should have a current FAFSA on file in order to meet the eligibility requirements for scholarships, grants, and other funding opportunities.

Professional Travel
Students are encouraged to participate in professional academic conferences as a part of their intellectual and academic growth. Based on available funds, and according to guidelines outlined in the application form, Justice and Social Inquiry provides limited support for travel. Funds also may be available from the Graduate and Professional Students Association (GPSA), and other internal or external resources.

ADDITIONAL INFORMATION FOR GRADUATE STUDENTS

Academic Standards
Justice and Social Inquiry expects its graduate students to retain high academic standards. Specifically, a student must maintain a minimum GPA of 3.00 in all graduate-level coursework within the Plan of Study (iPOS) to sustain regular status in the program. In addition, students must earn a grade of B or higher in each of the required core courses. A student who earns a grade below “B” (3.00) in a required core course must retake that course and earn a grade of “B” (3.00) or higher.

A student whose GPA falls below 3.00 will be notified in writing that they will be placed on probationary status. While on probationary status, the student must take no fewer than nine credit hours within two consecutive semesters immediately following placement on probationary status. The nine credit hours will be determined after consulting with the graduate director and obtaining approval from the student’s committee chair or temporary advisor. If the student does not attain a 3.0 GPA minimum after taking nine credit hours, the student will be notified in writing that JSI will recommend their dismissal to the Vice Provost of Graduate Education.
Graded and Ungraded Graduate Courses
Courses which involve classroom instruction may be taken for a letter grade (A,B,C,D,E) or for a grade of “Y” (pass). Courses such as internships, reading and conference hours, and research hours, are generally recorded as a grade of “Y” for “pass.” Applied projects/theses/dissertation hours are also recorded as a grade of “Y” for “pass.”

Incompletes
Incompletes for courses are discouraged. However, if a student should receive an incomplete, the work for that course must be completed within one calendar year. Check ASU Graduate Policies and Procedures for additional information.

Substitution for a Course
Requests to substitute an alternative course for a required core course are generally discouraged, but will be considered under the following circumstances. Prior to taking the substitute course, (1) the student should make a request in writing to the graduate director, (2) accompanied by the syllabus for the alternative course, and (3) an explanation of why the substitution is thought to be necessary or appropriate. The graduate director will consult with faculty who teach this core course and ask for a review of the syllabus and make a recommendation concerning the equivalence of the two courses. In reaching a decision concerning the substitution, the graduate director will, to the extent appropriate and feasible, take into account the following:

• suitability of substituting the course
• programmatic considerations
• student enrollment in the core courses
• recommendation from the actual/potential faculty advisor
• the particular needs and circumstances of the student

If the student believes that an improper decision was made, reconsideration may be proposed to the graduate programs committee.
Justice Studies MS
Plan of Study Checksheet
30 CREDIT HOURS

4 Core Courses (12 credit hours)
JUS 500 Research Methods
JUS 501 Justice Theory
JUS 509 Statistical Problems in Justice Research
JUS 521 Qualitative Data Analysis and Evaluation

3 Justice Studies Elective Courses (9 credit hours)
JUS Elective/Substantive seminar (3 credit hours)
JUS Elective/Substantive seminar (3 credit hours)
JUS Elective/Substantive Seminar (3 credit hours)

1 Additional Course (3 credit hours)
JUS 590 Reading & Conference (3 credit hours)
JUS 592 Research (3 credit hours)
Non-JUS Elective/Substantive Seminar (3 credit hours)

Culminating Experience (6 credit hours)
Applied Project
   o JUS 593 Applied Project (3 credit hours)
   o JUS 592 Research (3 credit hours)
Thesis
   o JUS 599 Thesis (6 credit hours)
54 CREDIT HOURS WITH A MASTER’S OR J.D. DEGREE CHECKSHEET FOR JSI PHD STUDENTS PLAN OF STUDY (POS)

THREE (3) JUS CORE COURSES TOTALING NINE (9) CREDIT HOURS

JUS 620 – Justice Research Methodology – (3 credit hours)
JUS 640 – Theoretical Perspectives on Justice – (3 credit hours)
JUS 630 – Data Analysis for Justice Research – (3 credit hours)
OR

SST 691- Quantitative Methods for Qualitative Researchers – (3 credit hours)
OR

JUS 650 – Advanced Qualitative Data Analysis - (3 credit hours)

FIVE (5) ELECTIVE COURSES - TOTALING FIFTEEN (15) CREDIT HOURS –
THREE (3) COURSES MUST BE JUS

JUS - Elective/Substantive seminar – (3 credit hours)
JUS - Elective/Substantive seminar – (3 credit hours)
JUS - Elective/Substantive Seminar – (3 credit hours)
XXX – Elective/Substantive Seminar – (3 credit hours)
XXX – Elective/Substantive Seminar – (3 credit hours)

*Students funded as TAs must take SST 691-Teaching for Social Transformation during the spring of their second year. This course counts as one of their non-JUS elective requirements.

SIX (6) OTHER COURSES TOTALING EIGHTEEN (18) CREDIT HOURS

ELECTIVES AND INDEPENDENT COURSES (JUS 790, JUS 792)

JUS 790 – Reading & Conference - (3 credit hours)
JUS 792 – Research - (3 credit hours)
JUS 792 – Research - (3 credit hours)
Elective/Independent course – (3 credit hours)
Elective/Independent course – (3 credit hours)
Elective/Independent course – (3 credit hours)

**TWELVE (12) CREDIT HOURS – JUS 799 - DISSERTATION**

JUS 799 – Dissertation - (12 credit hours)

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**84 CREDIT HOURS WO/MS/MA/JD CHECKSHEET FOR JSI PHD STUDENTS PLAN OF STUDY (POS)**

**SEVEN (7) CORE COURSES TOTALING TWENTY-ONE (21) CREDIT HOURS**

- JUS 500 – Research Methods – (3 credit hours)
- JUS 501 – Justice Theory – (3 credit hours)
- JUS 509 – Statistical Analysis – (3 credit hours)
- JUS 521 – Qualitative Data Analysis – (3 credit hours)
- JUS 620 – Justice Research Methodology – (3 credit hours)
- JUS 640 – Theoretical Perspectives on Justice – (3 credit hours)
- JUS 630 – Data Analysis for Justice Research – (3 credit hours)

**OR**

- SST 691 - Quantitative Methods for Qualitative Researchers – (3 credit hours)

**OR**

- JUS 650 – Advanced Qualitative Data Analysis - (3 credit hours)

**EIGHT (8) ELECTIVES TOTALING TWENTY-FOUR (24) CREDIT HOURS - FIVE (5) COURSES MUST BE JUS**

- **JUS** - Elective/Substantive seminar – (3 credit hours)
- **JUS** - Elective/Substantive seminar – (3 credit hours)
- **JUS** - Elective/Substantive Seminar – (3 credit hours)
- **JUS** – Elective/Substantive Seminar – (3 credit hours)
- **JUS** – Elective/Substantive Seminar – (3 credit hours)
- XXX – Elective/Substantive Seminar – (3 credit hours)
- XXX – Elective/Substantive Seminar – (3 credit hours)
- XXX – Elective/Substantive Seminar – (3 credit hours)

*Students funded as TAs must take SST 691-Teaching for Social Transformation during the spring of their second year. This course counts as one of their non-JUS or JUS elective requirements.*
NINE (9) OTHER COURSES TOTALING TWENTY-SEVEN (27) CREDIT HOURS - ELECTIVES & JUS 790, JUS 792

JUS 790 – Reading & Conference - (3 credit hours)
JUS 792 – Research - (6 credit hours)
JUS 792 – Research - (3 credit hours)
Other course – (3 credit hours)
Other course – (3 credit hours)
Other course – (3 credit hours)
Other course – (3 credit hours)
Other course – (3 credit hours)

TWELVE (12) CREDIT HOURS – JUS 799 - DISSERTATION

JUS 799 – Dissertation - (12 credit hours)
30 CREDIT HOURS FOR MASTER’S IN PASSING
CHECKSHEET FOR JSI DOCTORAL STUDENTS
PLAN OF STUDY (POS)

FOUR (4) JUS CORE COURSES TOTALING TWELVE (12) CREDIT HOURS
JUS 500 – Research Methods - (3 credit hours)
JUS 501 – Justice Theory - (3 credit hours)
JUS 509 – Statistical Analysis - (3 credit hours)
JUS 521 - Qualitative Data Analysis - (3 credit hours)

THREE (3) JUS ELECTIVE COURSES TOTALING NINE (9) CREDIT HOURS
JUS - Elective/Substantive Seminar – (3 credit hours)
JUS - Elective/Substantive Seminar – (3 credit hours)
JUS - Elective/Substantive Seminar – (3 credit hours)

ONE (1) ELECTIVE COURSE TOTALING THREE (3) CREDIT HOURS (THIS COURSE MAY BE A JUSTICE STUDIES COURSE OR OTHER ELECTIVE)
XXX - Elective/Substantive Seminar – (3 credit hours)

SIX (6) CREDIT HOURS TO COMPLETE CAPSTONE WRITING PROJECT (THESE COURSES MAY BE RESEARCH OR A COMBINATION OF RESEARCH AND CLASSROOM-BASED HOURS)
JUS 592 or JUS 792 – Research - (6 credit hours)
OR
JUS 592 or JUS 792 – Research - (3 credit hours)
XXX XXX - Elective/Substantive Seminar (3 credit hours)
SAMPLE COMPREHENSIVE PROCEDURES: TEST FORMATS

The following guidelines for your comprehensives are based on discussions that you have had with the members of your advisory committee (X, Y & Z). A copy of these procedures should be signed and dated by the student and all committee members indicating their agreement with the procedures, and submitted to the SST graduate programs office prior to beginning the comprehensives.

FORMAT: We have agreed that you will use the take-home test format to demonstrate mastery in Research Area A and Research Area B.

LOGISTICS: You will take the examination in research area “A” beginning on Month, Day, Year. You may receive and send questions and answers electronically. You will receive via email a list of questions for the research area A portion of the exam between 4:00 PM and 5:00 PM on Friday, Month, Date, Year. Answers to those questions will be due by 9:00 AM on Monday, Month, Date, Year.

You will take the examination in research area “B” beginning on Month, Day, Year. You may receive and send questions and answers electronically. You will receive via email a list of questions for the research area B portion of the exam between 4:00 PM and 5:00 PM on Friday, Month, Date, Year. Answers to those questions will be due by 9:00 AM on Monday, Month, Date, Year.

QUESTIONS: You will be asked to answer three questions in research area A and three questions in Research Area B. In each research area, you will have one mandatory question, plus you will be asked to select two additional questions from a list of three or more questions.

ANSWERS: Answers to each question should not exceed 20 pages (double-spaced, 12 pt font). You need to include a copy of your reading list when you submit your answers, and include any additional references cited in your answers. You need to use the (Chicago, APA, etc...) style manual to compose your answers. You may not consult with anyone in order to compose your answers.

EVALUATION: Your answers will be evaluated using the following process: (A): The decision of two of three committee members is binding for each question and for the entire exam. (B): You must pass all three questions in an area to receive a “pass” for that area. (C): You must pass both research areas in order to receive a “pass” for the comprehensives. In terms of evaluating the substance of your answers, the committee will be looking for indication that you have mastered each research area and are able to creatively analyze, critique, and synthesize the literature at an advanced graduate level.

PASS/FAIL: Should the committee decide that you have failed one research area of the examination, you will be requested to discuss a retake of that portion at a later time. Should the committee decide that you have failed both research areas of the examination, Graduate Education will be notified, and your reexamination will occur within their time requirements.

REPORTING RESULTS: Copies of these procedures, reading list, comprehensive questions and answers, and the committee evaluations (without attribution) must be provided to the SST graduate programs office.
SAMPLE COMPREHENSIVE PROCEDURES: PAPER FORMATS

The following guidelines for your written comprehensives are based on discussions that you have had with the members of your advisory committee (X, Y & Z). A copy of these procedures should be signed and dated by the student and all committee members indicating their agreement with the procedures, and submitted to the SST graduate programs office prior to beginning the comprehensives.

FORMAT: We have agreed that you will use the paper format to demonstrate mastery in research area A (article length) and research area B (multiple essays).

LOGISTICS: The final, approved version of both reading lists (1 per research area) must be submitted to the committee and the SST graduate programs office no later than Month, Date, Year. For research area A, the penultimate draft of the paper must be submitted to the committee by Month, Date, Year. The committee will take XX weeks to comment on this draft and provide written feedback to you. The deadline for the final version of the paper will be set at that time; no additional feedback from the committee is allowed. For research area B, the three essays will be due no later than Month, Date, Year. No committee input is allowed in the composition of these essays.

TOPICS: For research area A, you will have one mandatory question/topic and two choice-based sub-questions/topics. For research area B, you will respond to three out of five linked questions/topics. Committee members will work with your prepared reading list to identify research questions/topics.

ANSWERS: Research area A paper should be approximately 35 double-spaced pages in length (12 pt font). research area B should be a series of 3 papers, each approximately 10-12 double-spaced pages in length (12 pt font). The papers for research areas A & B will describe the key bodies of literature in the area and then focus on the development of a framework for analyzing focal areas or topics –XXX. The papers should indicate a mastery of literature, theory and methodology for your specified area as well as your ability to synthesize and creatively conceptualize the study of XXX focal areas or topics. Include a copy of your reading list when you submit your papers, and include any additional references cited in your answers. Please use (Chicago, APA, etc...) style manual. Do not consult with anyone to prepare your papers, other than committee members for feedback on research area A.

EVALUATION: (A): Committee members will assign a grade of pass or fail and provide written comments for the student for each research area paper/series of essays. (B): A pass for research area A is achieved if all committee members assign “pass” to the paper; a pass for research area B is achieved if all committee members assign “pass” to all three of the essays. (C): Both research areas must be passed in order to “pass” the comprehensives. The committee will look for mastery of each research area and that you are able to creatively analyze, critique, and synthesize the literature at an advanced graduate level.

PASS/FAIL: A failure on any parts of these comprehensives will be reported to Graduate Education and their procedures regarding comprehensive examination failures will be followed.

REPORTING RESULTS: Copies of these procedures, approved reading lists, final papers, grades, and committee evaluations (without attribution) must be filed with the SST graduate office.
GRADUATE FACULTY

FACULTY OF JUSTICE AND SOCIAL INQUIRY

Madelaine Adelman (PhD–Duke University) Political and legal anthropology/socio-legal studies; gender violence; youth and schooling; social movements; Middle East and U.S.

Angela Arzubiaga (PhD-UCLA) Immigration, education, childhood and family studies


Gray Cavender (PhD–Florida State University; J.D.–University of Tennessee) Law and social control; media.

Wendy Cheng (PhD-University of Southern California) Comparative ethnic studies, Asian American studies, geography and urban suburban studies.

Alan Eladio Gomez (PhD-University of Texas-Austin) History of social movements in the U.S, Mexico and the U.S.-Mexico borderlands; political cultures; white supremacy, violence, law and state formation; prison rebellions and incarceration logic.

La Dawn Haglund (PhD–New York University) Globalization; gender and development; political sociology.

Nancy C. Jurik (PhD–University of California–Santa Barbara) Work and occupations; economic justice; feminist theory.

Pat Lauderdale (PhD–Stanford University) Comparative sociology of law; political deviance; globalization and inequity; indigenous law.

Charles Lee (PhD-University of Southern California) Political theory; immigration.

Vera Lopez (PhD-University of Texas–Austin) Latina childhood studies, Latina/o studies, gender and sexuality, critical family studies, adolescent substance use, delinquency, prevention research

Nathan Martin (PhD-Duke University) Achievement and inequality in education; the implication of economic globalization for workers.

H. L. T. Quan (University of California, Santa Barbara - Political Science) Black radical thought; feminist of Color consciousness; social movements; movements for economic justice; feminist international political economy; prison abolitionism; Queer theory; feminist methodology
Mary Romero (PhD-University of Colorado) Racial justice; critical race feminism; narrative and ethnography.

Eunice Romero-Little (PhD-University of California-Berkeley) Child language socialization, early education/learning in and out of school, language and literacy sociolinguistics, applied/educational linguistics, indigenous language maintenance

Tsonianina Lomawaima (PhD-Stanford University) Native American cultures and histories; history of education, including federal Indian education and boarding schools; US federal Indian law and policy; comparative US citizenry status (citizen, ward, immigrant, alien)

Jennifer Sandlin (PhD-University of Georgia) Curriculum theory, public pedagogy, consumerism, consumption and education, gender and consumption, out of school learning, adult education, cultural studies

Elizabeth Sumida Huaman (Ed.D-Columbia University) Indigenous out-of-school/community education and rural community schools; international and comparative Indigenous and eco-education; adult heritage language revitalization; indigenous youth agency, new media and language revitalization

Beth Blue Swadener (PhD-University of Wisconsin-Madison) Children’s rights and social justice; social policy, anti-oppressive/ally strategies in early childhood contexts; and global policies linked to local lives in sub-Saharan Africa.

Daniel Schugurensky (PhD-University of Alberta) Participatory democracy, social pedagogy, community development, social economy, civic engagement, education policy, citizenship education, social transformation

GRADUATE FACULTY DRAWN FROM OUTSIDE JUSTICE AND SOCIAL INQUIRY

Lisa M. Anderson, Women and Gender Studies, School of Social Transformation

Jose Ashford, School of Social Work, ASU Downtown

Andrea Ballester Salaverry, School of Sustainability

Robert Bartels, College of Law

Robert Bolin, School of Human Evolution and Social Change

A. Cheree Carlson, School of Letters and Sciences, ASU Downtown

Monica J. Casper, New College, Div. Arts, Humanities and Cultural Studies, ASU West Campus

John Chance, School of Human Evolution and Social Change

Pauline Cheong, Hugh Downs School of Human Communication
Frederick Corey, School of Letters and Sciences, ASU Downtown

Evelyn Cruz, College of Law

Maria Cruz–Torres, Department of Transborder Chicana/o and Latina/o Studies

Thomas J. Davis, School of Historical, Philosophical and Religious Studies

Peter de Marneffe, School of Historical, Philosophical and Religious Studies

Alesha Durfee, Women and Gender Studies, School of Social Transformation

Edward Escobar, Department of Transborder Chicana/o and Latina/o Studies; History

Joseph Feller, College of Law

Mary Margaret Fonow, Women and Gender Studies, School of Social Transformation

David Foster, Department of Languages and Literatures

Jennifer Glick, School of Social and Family Dynamics

Aaron Golub, School of Geographical Sciences and Urban Planning and School of Sustainability

Marie Griffin, School of Criminology and Criminal Justice, ASU Downtown

Crystal Griffith, School of Theater and Film

Ann Hibner Koblitz, Women and Gender Studies, School of Social Transformation

John Hepburn, School of Criminology and Criminal Justice, ASU Downtown

Stanlie James, African and African American Studies, School of Social Transformation

Hjorleifur Rafn Jonsson, School of Human Evolution and Social Change

Yasmina Katsulis, Women and Gender Studies, School of Social Transformation

Charles Katz, School of Criminology and Criminal Justice

Jennie Kronenfeld, School of Social and Family Dynamics

Stephen Kulis, School of Social and Family Dynamics

Richard Lanyon, Department of Psychology

Kathryn Lemery, Department of Psychology
Wei Li, Asian Pacific American Studies, School of Social Transformation

Myles Lynk, College of Law

Lisa Magana, Department of Transborder Chicana/o and Latina/o Studies

Eric Margolis, Hugh Downs School of Human Communication

Jacqueline Martinez, School of Letters and Sciences, ASU Downtown

Cecilia Menjivar, School of Social and Family Dynamics

Elsie G. Moore, Culture, Society and Education; School of Social Transformation

Jeffrie Murphy, College of Law; School of Historical, Philosophical and Religious Studies

Laura Peck, School of Public Affairs

James Riding In, American Indian Studies

Nancy Rodriguez, School of Criminology and Criminal Justice, ASU Downtown

Amit Ron, New College, Div. Social & Behavioral Sciences, ASU West Campus

Elizabeth Segal, School of Social Work, ASU Downtown

Shahla Talebi, Religious Studies

John Tippeconnic, American Indian Studies

Stephen Toth, New College, Div. of Humanities, Arts and Cultural Studies, ASU West Campus

Sarah Tracy, Hugh Downs School of Human Communication

Angela Trethewey, Hugh Downs School of Human Communication

Rebecca Tsosie, College of Law

Takeyuki (Gaku) Tsuda, School of Human Evolution and Social Change

Carlos Velez- Ibanez, Department of Transborder Chicana/o and Latina/o Studies

Matthew Whitaker, School of Historical, Philosophical and Religious Studies

Please consult with the graduate coordinator, graduate director and/or Graduate Education to ensure accurate application of these policies and procedures.
Revised July, 2016