This booklet details information about HDSP program requirements (including the core curriculum, trial research, course outline, and dissertation), arranged chronologically from what students should know before entering the program, through a hypothetical five-year course program, to what happens after students graduate. The appendices expand upon these topics with a list of professional conferences and fellowship opportunities, the annual Student Progress Report, and relevant courses outside of the department.
The Doctoral Program in Human Development and Social Policy

The doctoral program in Human Development and Social Policy (HDSP) focuses on understanding human development from infancy through adulthood, with an emphasis on the role of the contexts, programs, policies, and politics that influence the course of human lives.

HDSP is one of two doctoral programs in the School of Education and Social Policy on the Evanston campus of Northwestern University. The office of the HDSP program is Room 201 of Annenberg Hall (2120 Campus Dr., Evanston, IL, 60208). Erika Chavez, Program Assistant, can be reached there at (847) 491-4329 or e-chavez@northwestern.edu. Prof. James Spillane is the current Program Coordinator; his office is in Room 208 of Annenberg, and he can be reached at (847) 467-5577 or j-spillane@northwestern.edu

Things to Know Before You Begin

All first-year students will receive office space in Annenberg; please see the program assistant in September to obtain your room assignment and key. Office phones may be used to make local, off-campus calls (Chicago area codes are 847, 773, 312, 630, and 708); dial “9” first. Personal calling card numbers or special codes (which may be obtained from faculty if related to a research project) are necessary to make long-distance calls. In addition, all graduate students have mail bins in the first floor mailroom. To make an on-campus call from an on-campus telephone number simply dial the last five digits of the ten digit telephone number.

HDSP students and faculty arrange a variety of activities to build intellectual community and to promote better communication on Tuesdays at noon. Please plan on being on campus every Tuesday during the regular academic year.

Finally, HDSP students and faculty also attend presentations across campus, including:

- Institute for Policy Research (IPR): www.northwestern.edu/ipr
- Multidisciplinary Program in Education Sciences (MPES): www.sesp.northwestern.edu/mpes
- Brown bags/presentations hosted by Learning Sciences, Psychology, Sociology, Anthropology, Economics, etc.

Some of these presentations take place weekly, while others occur only once or twice per quarter. Please contact these departments or visit their websites for more information.
Core Curriculum:
Students who entered the program prior to fall 2012 are required to take the following core curriculum:

HDSP Overview:
   HDSP 401: Proseminar in Human Development and Social Policy

Methods:
   STAT 330-1: Basic Statistics 1
   STAT 330-2: Basic Statistics 2
   SOCIOL 404: Designs for Descriptive Causal Research in Field Settings
   HDSP 432: Field Methods and Social Policy

Development:
   HDSP 413: Theories of Human Development
   And 2 of the following 3 courses:
   HDSP 402: Child Development
   HDSP 403: Adolescent Development
   HDSP 404: Adult Development and Aging

Policy:
   HDSP 430: Economics of Social Policy
   And 2 of the following 3 courses:
   HDSP 429: Implementation Process
   HDSP 433: Modern Theories of the State and Social Policy
   HDSP 440: The Politics of Public Policy

Student who entered the program in the fall of 2012 or after are required to take the following core curriculum:

HDSP Overview:
   HDSP 401: Proseminar in Human Development and Social Policy

Foundations in Human Development:
   HDSP 413 - Theories of Human Development
   And 3 of the following 4:
   HDSP 402 - Child Development
   HDSP 403 - Adolescent Development
   HDSP 404 - Adult Development and Aging
   HDSP 415 - Nature – Nurture Revisited

Foundations in Empirical Research Methods:
   HDSP 410 - Quantitative Methods I: Probability and Statistics
   HDSP 411 - Quantitative Methods II: Regression Analysis
   SOCIOL 404 - Designs for Descriptive Causal Research in Field Settings
   HDSP 432 - Field Methods
Foundations in Social Policy:

*Students must take one course from each of the following groups:

Group I:
HDSP 430 - Economics of Social Policy

Group II:
HDSP 429 - Social-Community Interventions
HDSP 451 - Organizations, Institutions and Society: Persistence and Change Among Public, Private and Non-Profit Sectors

Group III:
HDSP 428 - Educational Policy: Design, Implementation and Effects
HDSP 427 - Sociology of Education

Group IV
HDSP 433 - Modern Theories of the State and Social Policy
HDSP 440 - The Politics of Social Policy

Beyond the core curriculum, students will then specialize in their area of interest (taking classes both within and outside of HDSP) in order to develop a strong intellectual identity that is recognized by specific aspects of the job market. This should be done in consultation with students’ advisors, other faculty, and more advanced students (see Appendix I for additional advice about classes). In addition, students have the option of completing an independent study (HDSP 499) under a HDSP faculty member.

A total of 27 courses are required for students entering without master’s degrees. For those who have obtained master’s degrees prior to coming to HDSP: Up to 9 courses may be counted toward the HDSP coursework requirement (either as electives or to fulfill part of the core curriculum), leaving students with a total of 18 courses to complete. Students must petition the program coordinator in writing for this to occur.

Many HDSP courses are offered only every other year. Students with completed master’s degrees must take this into consideration, if they wish to complete their coursework in two years. Contact the program assistant for a rough list of courses to be offered each quarter.

Students do not take coursework during the summer quarters, but must register for TGS 590: Research (for the summers following the 1st and 2nd years of coursework) or TGS 500: Advanced Doctoral Study (all summers after the 3rd year) in order to maintain their full-time student status. Students should work with their advisors and be involved in research over the summer.

After completing coursework, all students must continue to register for TGS 500 every quarter in order to maintain their full-time student status and funding eligibility. Students can continue to take additional courses, but if they are taking less than 3 courses per quarter, they must also register for TGS 500 in order to be considered a full-time student.
Overview of Suggested Five-Year Program:

Year 1:
- Get involved in research (ideally with HDSP faculty)
- Enroll full-time in classes or TGS 590

Year 2:
- Complete Trial Research project
- Enroll full-time in classes or TGS 590

Year 3:
- Complete Course Outline (qualifying exam). Student is in candidacy upon the completion of both the trial research and course outline.
- Enroll full-time in classes or TGS 500

Year 4:
- Defend dissertation proposal by end of year
- No classes; students enroll in TGS 500

Year 5:
- Work on and complete dissertation
- No classes; students enroll in TGS 500

Year 6 and Beyond:
- Work on and complete dissertation
- No classes; student enroll in TGS 500 if receiving funding; TGS 512 if unfunded

You can view The Graduate School’s PhD degree timeline, here:
http://www.tgs.northwestern.edu/academics/academic-services/phd/timeline/index.html

Year 1

HDSP Guidelines—

- Get involved in research (ideally with advisor): All entering students are assigned an academic advisor who is a member of the HDSP core faculty. It is highly recommended that students meet regularly with their advisor to discuss courses and professional interests, as well as work with them on their research projects to gain valuable research experience. In addition, students are also welcome and encouraged to explore the research interests of other HDSP faculty.

  o By the end of the first year, most students will have made substantial progress toward solidifying their research interests (with an eye toward their Trial Research project – see “Year 2”) and may choose a particular research advisor. (Note that although they are often the same, one’s academic advisor does not have to be one’s research advisor.)
• Enroll full-time in classes: Students register for their courses online (www.northwestern.edu/caesar) during the few weeks preceding each quarter; talk to your advisor regarding which classes to take.

• Other:
  
  o Apply for external fellowships: While funding (full tuition and stipend) is guaranteed for five years for all full-time HDSP students, students are encouraged to pursue external fellowships and scholarships. Several of these fellowships provide multiyear funding and are extremely competitive and prestigious; students should research and prepare their applications early. See the Graduate School website (www.tgs.northwestern.edu/financialaid/fellowshipsandscholarships) for a current list of internal and external funding opportunities, and speak with your advisor and other faculty and students for suggestions as well. Appendix II provides an abbreviated list of internal and external fellowships.

  o Attend conference(s): During the first year, many students attend one or two conferences to help determine which specialty areas best fit their developing research interests (see Appendix III for a list of professional conferences of interest). All full-time HDSP students can receive up to $300 per academic year for such travel. Prior to traveling, students must apply for approval (see the program assistant for form). Afterwards, students need to fill out an Expense Report (also available from the program assistant) and return it with all receipts.

  o Attend workshops/seminars: There are often seminars and workshops (both within and outside Northwestern) for students who would like to strengthen their methodological skills, or who are interested in using particular datasets; speak with your advisor and other faculty and students for suggestions.

  o Faculty review: The faculty meet annually to review the progress of all students who are not in candidacy. One basis for this review is the Student Progress Report (see Appendix IV), which students fill out and discuss with their advisors near the end of each academic year. Students will be notified about this review during spring quarter.

Year 2

HDSP Guidelines—

• Complete the Trial Research project: Throughout their second year, students should engage in research related to their particular interests, working closely with their advisor to hone their research interests and skills. Once the student has identified an appropriate research question(s) as well as an empirical dataset (whether primary or secondary) to investigate that question, he or she may be ready to begin the Trial Research project. The purpose of the Trial Research requirement is to provide evidence that the student has had adequate training and experience in designing and carrying out a research project, and is now ready to begin planning the doctoral dissertation.
Description: Typically the length and format of a journal article (30-80 pages, double-spaced), the trial research paper addresses questions that can be answered through empirical, feasible investigations (please note that neither a critical review of the literature on a topic, nor a speculative essay, nor a case study, is acceptable). The final paper should include the student’s particular (1) research questions, (2) conceptual framework and review of prior literature, (3) methods of data collection, (4) results, and (5) discussion, conclusions, interpretations, and suggestions for further research.

A suggested timeline might be:

- **Summer after first year:** Meet with advisor and/or other HDSP faculty to identify research questions that can be answered using one or more social/behavioral science research methods.
- **During second year:** In conjunction with advisor, work on and complete project.
- **End of second year:** Once the advisor has approved the trial research project, students must choose a second reader to review their paper. The two readers and HDSP Program Chair must sign a form testifying to the satisfactory completion of the requirement; students are responsible for obtaining and remitting the form to the program assistant.

- **Option to submit previous work:** Students may petition to submit an M.A. thesis completed elsewhere, or another published or unpublished paper, as their trial research. Together with their advisor, they will determine if this previous work (either as is, or with additional revision) is acceptable.

- Enroll full-time in classes

- Other:

  - **Attend/Present at conference(s):** By the second or third year, many graduate students submit proposals to present a poster or paper at national scholarly conferences. In addition to the $300 per academic year available for conference attendance, up to $700 is available for conference expenses in which students (beyond their first year) present papers or posters (totaling a maximum of $1000 per academic year). See Appendix II and contact the program assistant for more information.

  - **Fulfill TA requirement:** The HDSP program requires that students complete two quarters working as a Teaching Assistant (TA). Many students choose to fulfill this requirement during their second or third years (although they may fulfill it at any time). Students are encouraged to speak with faculty about the undergraduate courses they teach and decide which one interests them the most. Together, the student and course professor will determine the TA’s responsibilities, which usually require about 5-7 hours per week throughout the quarter. Teaching Assistants earn approximately $2,000 per quarter for their work. (Note that if students are on external fellowships, are receiving funding through an internal research assistantship, or are in their first year, they will receive this...
$2,000 to supplement their other support. If students do not fall into one of these categories, this $2,000 will be used to offset the department’s expense in supporting the student, and the student will not receive an addition to their stipend.) Please let the Department Assistant know when you have fulfilled this requirement.

- Investigate opportunities at Searle Center: The Searle Center for Teaching Excellence provides a number of workshops and opportunities for graduate students and faculty to expand their teaching skills and effectively meet their teaching responsibilities. In addition, the Searle Center offers a Graduate Teaching Certificate Program, as well as a TA Fellows Program, for outstanding graduate TAs. Please see their website (http://teach.northwestern.edu) for additional details.

- Faculty review: The faculty meet annually to review the progress of all students who are not in candidacy. One basis for this review is the Student Progress Report (see Appendix IV), which students fill out and discuss with their advisors near the end of each academic year. Students will be notified about this review during spring quarter.

**Year 3**

**HDSP Guidelines—**

- Complete course outline (qualifying exam): Virtually all Ph.D. programs have a Qualifying Examination, whose purpose is to assure that the student has mastered the broad content of the field and is now ready to proceed to dissertation stage in the program. For some programs, the Qualifying Examination is an actual in-class or take-home written exam. For other programs, it is a comprehensive review paper that aims to synthesize theory and research in a given area. The specific mechanism whereby the Qualifying Examination is achieved in HDSP is the HDSP course outline.

The course outline is structured as an extended syllabus for an integrative course that the student might conceivably teach some day. The topic of the course should be focused enough so that it might be well-covered in a quarter-long (e.g., approximately 11-week) or semester-long (e.g., approximately 14-week) undergraduate- or graduate-level course, but broad enough to allow the student to integrate perspectives from both the human development and the social policy sides of HDSP. The course outline should provide a week-by-week listing of topics and readings, and it should discuss in some detail how those topics and readings will be discussed and considered along the way. The course outline provides the HDSP student with an opportunity to make an argument about some topic or set of topics in the field, incorporating ideas that come from research, theory, and policy considerations. As such, the course outline is not unlike an integrative conceptual paper that might be submitted to a review journal: It should be broadly integrative; it should present a coherent argument; it should elaborate upon a thesis or idea that brings together important perspectives from the study of human development and social policy.

The course outline should be approximately 30 pages in length and double-spaced. Students should work with their advisors as well as with program faculty to develop a course outline. The completed course outline should be submitted to the program assistant who will then distribute
copies to the program coordinator and to a committee made up of approximately half of the HDSP faculty. The committee members will read the course outline and submit comments/evaluations to the program coordinator. The program Coordinator will then prepare a letter to the student, synthesizing the comments and providing an overall evaluation, much as an action editor might do in synthesizing the different reviews of a manuscript. In some cases, the course outline will receive a passing grade with no need for changes; in other cases, the student will be asked to make changes in the manuscript and re-submit the course outline to the program coordinator. Copies of selected HDSP course outlines from past years can be obtained from the program assistant in the HDSP office. Among topics pursued in recent HDSP course outlines are the following:

- Black Women’s Influence on American Public Policy: Transforming Institutions and Protecting their Family’s Well-Being
- Inventing Fatherhood: Social Policy Contexts of Providing and Caregiving
- The Role of Values in Social Policy
- Crime and the Life Course: Human Development and Antisocial Behavior
- Research Methods and their Implications for Educational Policy
- Emerging Adulthood: Transitions, Theoretical Considerations, and Policy Implications
- Families, Work, and Public Policy
- Social and Emotional Development in Childhood: Theory, Research, and Policy

• Enroll full-time in classes
  
  o **NOTE:** Students who have obtained an M.A. degree prior to coming to HDSP (and who have successfully petitioned for course credit) will have completed their coursework. Rather than registering for/taking classes, these students will instead register for TGS 500 each regular quarter indicating that they are working full-time on their research.

• Other:
  
  o Choose dissertation committee: Now is the time to start thinking about your dissertation and who you would like to serve on your committee (see information under “Year 4” for additional details).
  
  o Apply for M.A. degree (optional): The M.A. credential may be obtained en route to the Ph.D., if desired. To obtain the M.A., students must complete the core curriculum (as described above), in addition to elective courses, totaling 18 courses. In addition, the student’s trial research project must also be completed.
  
  o Attend/Present at conference(s): Continue to attend/present your work at conferences.
  
  o Fulfill TA requirement: If not already fulfilled, seek out a course that you might like to TA. In addition, please note that the Searle Center offers many opportunities to hone your TA skills and receive additional training/certification; see [http://teach.northwestern.edu](http://teach.northwestern.edu) for additional details.
Faculty review: The faculty meet annually to review the progress of all students who are not in candidacy. One basis for this review is the Student Progress Report (see Appendix IV), which students fill out and discuss with their advisors near the end of each academic year. Students will be notified about this review during spring quarter.

Year 4

HDSP Guidelines—

- Defend dissertation proposal (prospectus) by end of the academic year. Dissertation Year Fellowships are contingent on a successful dissertation proposal defense by the summer quarter of the fourth year. Before working on the dissertation, students must be approved by HDSP faculty and the Graduate School. The steps and forms needed to obtain this approval are described below (see Appendix V for more information).

- Dissertation Committee: Once the trial research and course outline have been approved, the student is ready to form a committee that is responsible for evaluating the student’s dissertation proposal and defense. The committee must include at least three full-time faculty of Northwestern University, two of whom (including the chairperson) must be graduate faculty members. The chairperson of the committee (usually a student’s advisor) must hold an appointment in HDSP. Usually students approach faculty members during their third year to ask them to be “on their committee.”

- Dissertation Proposal Defense: Once they have written a formal proposal, students should submit the proposal to their committee members and schedule their dissertation proposal defense (students must submit their written proposal to committee members prior to their oral defense of it). After students pass the dissertation proposal defense, they must complete the “TGS PhD Prospectus” form (available online on CAESAR).

- Coursework completed: All students should have completed their coursework. Rather than registering for/taking classes, students will register for TGS 500 each regular quarter indicating that they are working full-time on their research.

- Other:

  - Apply for dissertation-year fellowships: To compete more effectively for Graduate School and other dissertation-year fellowships, students should apply once their trial research and course outline have been approved. See www.tgs.northwestern.edu/financialaid/fellowshipsandscholarships for a current list of dissertation-year funding opportunities, and speak with your advisor and other faculty and students for suggestions as well.

  - Faculty review: The faculty meet annually to review the progress of all students who are not in candidacy. One basis for this review is the Student Progress Report (see Appendix IV), which students fill out and discuss with their advisors near the end of each academic year. Students will be notified about this review during spring quarter.

Year 5
**HDSP Guidelines—**

- **Work on and complete dissertation:**
  
  - Dissertation Defense: Students work closely with their advisor in order to accomplish their dissertation. It is highly recommended that students meet with committee members as well, after consultation with the advisor. Once the advisor agrees that the dissertation is ready for a formal defense, the student must schedule the defense so that all committee members can be present.

  - Prior to the dissertation defense, students should allow plenty of time (at least three weeks) for the committee to read the final dissertation draft. The defense itself usually lasts two hours. The student and committee assemble in a designated room, and the student is then asked to leave so that committee members can discuss their reactions to the written dissertation. When the student re-enters, he/she takes about 10-20 minutes to present the dissertation's design and findings, and then committee members ask questions. After this, the student is asked to leave the room again, so that the committee can decide what course of action should take place. Most dissertation committees request some revisions: some are minor; others can require considerable time.

  - Depending upon the views of committee members, either the advisor has full responsibility for signing off on the final dissertation, or individual committee members may request that they read the revisions as well. In any case, the form, “TGS PhD Final Exam” (available online on CAESAR), must be signed by each committee member.

    - **NOTE:** To graduate and receive the Ph.D. at Northwestern’s Convocation and SESP’s Convocation in the spring, the “Application for Degree” form (available online on CAESAR) must be submitted to the Graduate School (and the dissertation must be defended) in a timely manner; please check with the program assistant or the Graduate School for up-to-date deadlines.

**Life Beyond HDSP**

Where do HDSP students go after graduation? How should one begin the job search? Students should consult with their advisors, faculty, and fellow students for ideas and advice. Below is a brief listing of jobs obtained by recent HDSP graduates:

- **Policy Settings:** Many HDSP graduates have assumed a professional position in government agencies or research institutions, where they now serve as policy analysts or research directors. Examples of such organizations include:

  - General Accounting Office or the Congressional Budget Office
  - Urban Institute
  - Manpower Demonstration Research Corporation
  - RAND Corporation
Mathematica

• Private Sector: Some HDSP graduates are now employed in businesses, corporations, or foundations as directors of programs or as consultants. Examples include:
  
  o MacArthur Foundation
  o American Academy of Pediatrics
  o Learning Point Associates
  o Retirement Research Foundation

• Academic Settings: Many graduates of the program have assumed teaching and research positions in such colleges and universities as:
  
  o University of Chicago, Department of Comparative Human Development
  o University of Illinois at Urbana-Champaign, Departments of Sociology and African American Studies
  o Johns Hopkins University, Department of Sociology
  o Duke University, Department of Public Policy Studies
  o Cornell University, Department of Policy Analysis and Management
  o Marquette University, Department of Psychology
  o Oregon State University, Department of Human Development
  o Queen's University, Belfast, Department of Criminality
  o University of Ghana, Department of Psychology
  o University of Wisconsin-Madison, School of Social Work
  o University of California-Davis, School of Education
Appendix I: A Note About Courses Within and Outside HDSP

Students, together with their advisor, should plan a systematic course of study that will help prepare them for preferred post-doctoral positions. Many students will seek positions in interdisciplinary academic programs, research institutes, or non-profit organizations. Others may pursue jobs in specific academic disciplines (e.g., sociology) or in an academic unit dominated by a particular discipline. The following are some recommendations for coursework that should provide a stronger set of job-related training credentials. Students should discuss these recommendations with their advisors, other faculty, and fellow students.

Qualitative Methods
The following course is recommended for students who wish to become expert qualitative researchers—i.e., those who wish to thoroughly investigate the processes, or the “how,” of social actions, situations, and contexts.

- HDSP 435: Advanced Qualitative Methods: This course is most appropriate for students who are in the process of analyzing their own qualitative data. Students will explore different theories and epistemologies that inform qualitative work, learning to situate their own work within these traditions.

In addition, a variety of courses that expand upon the ethnographic and observational techniques taught in HDSP include (contact the corresponding departments for more information):

- SOCIOL 410: Comparative Methodology
- SOCIOL 439: Comparative and Historical Sociology
- LRN SCI 428: Observational Techniques and Methods
- ANTHRO 461: Methods of Linguistic Anthropology
- ANTHRO 490: Life History Methods

Quantitative Methods
Following are recommendations for HDSP students who aspire to identify as “quantitative researchers”—as researchers who focus primarily on statistical analyses:

- PSYCH 405: Psychometrics: Described in the bulletin as an “introduction to principles of measurement, reliability, validity and scale construction,” this course is recommended for those working with scale data and covers topics such as factor analysis.
- PSYCH 454: Psychological Measurement Using Latent Variables: This course provides an introduction to the use of latent variables, including structural equation modeling.
- STATS 325: Survey Sampling: This course covers topics such as probability sampling, stratification, and cluster sampling.

Economics
Economics provides the backbone for policy research. Students with backgrounds and strong interests in economics and with the necessary mathematical training are urged to consider taking the graduate-level theory classes offered by the Economics Department, and to take that Department’s theory preliminary exams. These are very rigorous courses; passing them and, especially, the qualifying exam, should provide an impressive set of credentials when looking for jobs in public policy schools and high-level research institutes (e.g., the Urban Institute, MDRC).
Microeconomics (Econ 410-1, 2 & 3) and Econometrics (Econ 480-1, 2 & 3) are each taught as yearlong sequences. Both require strong mathematical preparation including multivariate calculus, real analysis topics, and linear algebra. These topics are covered in the economics department mathematics review course (Econ 401), taught during the three weeks before the beginning of the fall quarter. The economics prelims are given in June following the conclusion of the spring quarter. Registration for the 410 and 480 courses are open to all students; contact the economics department office for details of the 401 course. Contact the Economics Department’s Graduate Student program coordinator for permission to take the prelim exams.

Other recommended courses include:

- ECON 339: Labor Economics
- ECON 341: Economics of Education
- ECON 436: Theory and Practice of Public Finance
- ECON 480-1: Introduction to Econometrics
- ECON 481-1: Econometrics

**Learning Sciences**

HDSP students commonly take courses in the Learning Sciences (LS), our sister program in the School of Education and Social Policy. The three pillars of LS that permeate much of its research and theory are: 1) Social context (e.g., classrooms, schools, home environments, neighborhoods), 2) Cognition (e.g., understanding the processes by which learning occurs), and 3) Design (e.g., curriculum, multimedia, artificial intelligence). Recommended courses include:

- LS 401: Cognition and Learning
- LS 451: Analyzing Educational Policy

**Political Science**

An understanding of political science enables one better to examine the problems and issues of modern political life and to comprehend political behavior more fully. Political science provides a framework for thinking about policy questions, for understanding the policy context in which policy decisions get made, and for examining the politics of policy issues. Recommended courses include:

- POLI SCI 401: Introduction to Political Science
- POLI SCI 402: Conducting Political Research
- POLI SCI 412: Political Participation

**Psychology**

Students desiring a greater background in the human development side of HDSP should consider additional coursework in psychology, either in the Department of Psychology or in Kellogg (particularly the PhD program in Management and Organizations). The Department of Psychology strongly values the norms of laboratory-based scientific inquiry, with courses emphasizing experimental methodologies, careful measurement of well-designed psychological constructs, and quantitative over qualitative analysis. Recommended courses include:
• PSYCH 462: Cognitive Development
• PSYCH 466: Analogy and Similarity
• PSYCH 467: Culture and Cognition
• PSYCH 481: Theories in Social Psychology
• PSYCH 489: Discrimination, Stereotyping, and Prejudice
• PSYCH 494: Theory and Research in Personality Psychology

Sociology
Sociologists study the implementation of policy in institutions, agencies, communities, families, and individual behavior. They also can examine the ways social context influences human development. Students who wish to gain knowledge of sociology are urged to consider taking one or more courses in social theory. In addition, the Department of Sociology (and sociologists in Kellogg) offer courses in a number of relevant substantive areas, including stratification, organizations, labor markets, gender, law and society, and comparative/historical sociology. Recommended courses include:

• SOCIOL 420: Cultural Sociology and the Sociology of Culture
• SOCIOL 439: Comparative and Historical Sociology
• SOCIOL 440: Stratification, Race, and Gender
• SOCIOL 476: Practice Evaluation
• SOCIOL 476: Special Topics: Genetics and Society
Appendix II: Fellowships

While HDSP students receive five years of guaranteed funding, many students pursue competitive fellowships as well. This appendix gives a partial list of fellowships that HDSP students are eligible to apply for. It includes both internal fellowships (those distributed through Northwestern University) and external fellowships (those funded by and distributed through outside sources).

Eligibility for fellowships often depends on how far along a student is in the program; therefore, this appendix lists fellowships that students will be eligible for based on the stage they are at in the program.

AVAILABLE TO STUDENTS BOTH PRIOR TO CANDIDACY AND WHILE IN CANDIDACY:

Conference Travel Grant: This internal grant is available on an annual basis to students beyond their first year of study. The grant funds travel to conferences to make presentations; students must have invitations to present in order to receive funding. In addition, funding must be partially covered through other university sources (e.g., departmental support). Maximum grant is $700, and students are eligible for only one Conference Travel Grant award per year (so students should plan to apply for funding accordingly). Grants are awarded on a rolling basis.
http://www.tgs.northwestern.edu/financialaid/fellowshipsandscholarships/fellowshipsandgrants/conferencetravelgrant/

Dolores Zohrab Liebmann Fellowship: Students in all fields are eligible for the Liebmann fellowship. Although Armenian studies is an interest of the fund, this is not a requirement; Liebmann fellowships were awarded to three Northwestern students in other fields in 2007. Applicants must demonstrate financial need. Fellowships may be renewed for a total tenure of three years maximum, and applications may be submitted at any point in a student’s doctoral career. Fellowships cover the cost of tuition plus an $18,000 annual stipend.
http://www.northwestern.edu/fellowships/info/grad/liebmann.html

PRE-DISSERTATION FELLOWSHIPS:

Ford Foundation Predoctoral Diversity Fellowship: This fellowship supports predoctoral students with the aims of: 1) improving diversity among university faculties, 2) maximizing the educational benefits of diversity, and 3) increasing the number of professors who will use diversity as a research support student education. Students in the social sciences are eligible to be supported, and while membership in a minority racial/ethnic group is a positive factor, it is not required. Three years of support are provided, and applicants must show that they will use all three years. Fellowships include a $20,000 annual stipend, plus $3,000 to the institution and expenses to attend at least one Conference of Ford Fellows.
http://www7.nationalacademies.org/fordfellowships/fordpredoc.html

Jacob Javits Fellowship: The Javits fellowship is a highly competitive national fellowship granted to students in selected fields, including the social sciences. Fellowships are awarded for a term of 48 months, or until students complete their degrees. Fellowships are awarded for a term of 48 months, or until students complete their degrees. Awards include a cost of education award, plus a stipend that is determined based on need. Maximum stipend is $30,000. Applicants must not have completed their first year of study; thus, incoming HDSP students should apply the fall that they start the program.
Multidisciplinary Program in Education Sciences fellowship: Although funded by the Institute for Education Sciences, MPES fellowships are distributed through Northwestern University. MPES fellowships are open to social science students with an interest in education research. Fellows must fulfill a few extra coursework requirements and attend MPES seminars every other week. Applicants must be in their first year at HDSP. Fellows receive a yearly stipend of $30,000, plus additional travel support.  
http://www.sesp.northwestern.edu/mpes/

National Science Foundation Fellowship: The NSF is a highly competitive national fellowship open to social science students as well as to students in the physical and life sciences. The fellowships are intended for early career graduate students; students may apply as long as they have less than 1 year and 1 quarter of graduate credits. Students are encouraged to apply the fall that they start the program. Financial need is not a requirement. NSF fellowships offer a $30,000 stipend plus a cost-of-education allowance and a one-time $1,000 international research travel allowance. Fellowship terms are three years.  
https://www.fastlane.nsf.gov/grfp/

FELLOWSHIPS FOR STUDENTS IN THE EARLY STAGES OF DISSERTATION RESEARCH:

Adolescent Literacy Predoctoral Fellowship: This fellowship supports research aimed at improving literacy outcomes for middle and secondary school students. The award aids students in finalizing their dissertation proposals and collecting data. Preference is given to students who complete all coursework and qualifying exams before applying. Fellows receive a $25,000 stipend to be disbursed over a period of up to two years. 
http://www.naeducation.org/Adolescent_Literacy_Pre-Doctoral_Fellowship.html#TopOfPage

Dissertation Proposal Development Fellowship: This program, run through the Social Science Research Council, provides fellowships for students to participate in two workshops, the first of which helps them prepare to undertake predissertation research on their topics of interest, and the second of which helps them synthesize their summer research and draft proposals for dissertation funding. However, the workshops are organized around specific sub-fields of the humanities and social sciences; students should check to determine whether the sub-fields being covered align with their research interests. Applicants will generally be second- or third-year students. Fellows may apply for $5,000 to complete research over the summer between workshops.  
http://programs.ssrc.org/dpdf/

Graduate School Research Fellowship: This internal fellowship is intended to provide for field/archive work that must be completed for a student’s dissertation; that is, it covers the period between the end of coursework and the beginning of the dissertation write-up. Students must be nominated by their department; departments may nominate only two candidates per year. Fellowships cover tuition payments and a monthly stipend at the same rate as the University Fellowship.  
http://www.tgs.northwestern.edu/financialaid/fellowshipsandscholarships/fellowshipsandgrants/researchfellowships/

National Science Foundation Dissertation Improvement Grant: This grant provides support for students in social, economic, and behavioral sciences who need extra funds to cover costs involved in dissertation research, such as data collection and sample survey costs, payments to research
subjects, and costs of conducting research away from the home university. The proposal must be submitted by your dissertation advisor when you are at the point of initiating, or are already conducting, your dissertation research. Grants are awarded for up to 24 months, and are to be used exclusively for research costs—not as stipends or for tuition. Award varies depending on the field the student applies in (e.g., sociology; economics; methodology, measurement, and statistics). Proposals are due twice yearly; specific due dates depend on the student’s field. See website for more information on deadlines.


Presidential Fellowship: This internal fellowship is considered the most prestigious fellowship awarded by Northwestern. Fellows participate in twice-quarterly meetings of the Society of Fellows. Students already supported through external fellowships do not receive additional funding; however, they may be awarded honorific fellowships. Fellowships are awarded by nomination only; although departments determine which students to nominate, students must prepare application materials. HDSP can only nominate one student as of 2007. At the time of nomination, nominees must have received approval for their dissertation proposals. Fellowship awards include tuition payments and a monthly stipend.

https://www.tgs.northwestern.edu/financialaid/fellowshipsandscholarships/fellowshipsandgrants/presidentialfellowships/

Spencer Dissertation Fellowship for Education: The Spencer Fellowship is open to advanced students writing dissertations on education (broadly conceived). Students must certify that they have completed all pre-dissertation requirements, or that all such requirements will be completed before June in the year that their fellowship term will start. They must also present a plan to finish the dissertation within a one- to two-year time frame. Fellowships include a $25,000 stipend to be used over the one to two-year duration of the grant. Spencer Dissertation Fellows are also eligible to apply for the Spencer Foundation’s Exemplary Dissertation Awards when the dissertation is completed; these awards carry prizes ranging from $2,500 to $25,000.


Fellowships specifically for dissertation write-up

Alumnae Dissertation Fellowship: This internal fellowship is open to women in their final dissertation write-up year; preference is given to women with financial need and women who have had to interrupt their education. Applicants must be admitted to candidacy. While the department must endorse applications, there are no limits to how many applicants a department can endorse. The fellowship provides tuition payment and a stipend for 9 months at the same rate as the University Fellowship.

http://www.tgs.northwestern.edu/financialaid/fellowshipsandscholarships/fellowshipsandgrants/alumnaedissertationfellowships/

American Association of University Women Dissertation Fellowship: Available to women completing their final year of dissertation writing. Applicants must complete all coursework and preliminary examination requirements and receive approval for research proposal by the application due date. Research relating to gender issues is especially encouraged. Eligibility is restricted based on receipt of prior dissertation fellowships; see website for more details. Award is $20,000.

http://www.aauw.org/fga/fellowships_grants/american.cfm#apply
American Education Research Association Dissertation Grants: These awards are open to students writing dissertations on a broad range of educational topics. Grant recipients must use at least one NSF or NCES database in their dissertation research. Awards range up to $15,000 for one-year projects.  
http://www.aera.net/grantsprogram/res_training/diss_grants/DGFly.html

Charlotte W. Newcome Doctoral Dissertation Fellowship: This fellowship supports the study of ethical or religious values in all fields of the humanities and social sciences. Eligibility is restricted based on receipt of prior national dissertation fellowships; see website for more details. Applicants should expect to complete dissertation writing during the tenure of the award, and should complete requirements for candidacy prior to application. The award provides a stipend of $19,000 for 12 months of full-time dissertation writing.  
http://www.woodrow.org/newcome/

Dissertation Year Fellowship: This internal fellowship is intended to provide funding for the final dissertation write-up year. Applicants must be admitted to candidacy and have completed one chapter of the dissertation at the time of application. The fellowship is awarded for three quarters (fall to spring). Students must be nominated by the department; departments may nominate up to four candidates per year. Fellowships cover tuition payments and a monthly stipend at the same rate as the University Fellowship.  
https://www.tgs.northwestern.edu/financialaid/fellowshipsandscholarships/fellowshipsandgrants/dissertations/yearfellowships/

Ford Foundation Dissertation Diversity Fellowship: This fellowship holds goals and requirements similar to those of the Ford Foundation Predoctoral Diversity Fellowship, but is intended for students who expect to finish their dissertations after 9-12 months of support. Applicants must have advanced to candidacy at the time of application. Fellowships include a one-year $21,000 stipend, plus expenses to attend one Conference of Ford Fellows.  
http://www7.nationalacademies.org/fordfellowships/forddiss.html

Josephine de Kármán Fellowship: Available to students who plan to defend their dissertation by June of the next year (e.g., by June 2008 for those who apply in January 2007). Fellowships are held for one year. Fellows receive a $16,000 stipend.  
http://www.dekarman.org/Qualifications

Mellon/ACLS Dissertation Completion Fellowship: This grant provides support for students in humanities and related social sciences to finish dissertations. “Related social sciences” means that while students in departments like sociology, political science, psychology, and economics are eligible to apply, “humanistic approaches” must be employed (e.g., economic history, political philosophy, etc.). All requirements except the dissertation must be complete upon application. Awards include a $25,000 stipend, $3,000 for research costs, and $5,000 for university fees.  
http://www.acls.org/ecfguide.htm

Woodrow Wilson Doctoral Dissertation Fellowship in Women’s Studies: This fellowship may cover a broad range of women’s studies issues; past topics have included women’s role in African-American adult literacy and the dynamics of employment and child-bearing. Fellowships are intended for applicants who plan to complete their dissertations in the fellowship year. Fellowships are awarded for $3,000 to be used on expenses associated with the dissertation.  
http://www.woodrow.org/womens-studies/index.php
2012 SECC Dissertation Research Funding Awards

The Student and Early Career Committee (SECC) of the Society for Research in Child Development is pleased to announce the fourth annual competition for student funding for dissertation research. Up to five non-renewable awards in the amount of $2,000 (maximum) are given for research proposals that merit special recognition and display the strong potential to contribute to the field of child development. Submissions should be in the proposal stage (i.e., not completed), and money is to be used for research costs or professional development related to the proposed dissertation project. [http://www.srcd.org/index.php?option=com_content&task=view&id=46&Itemid=454](http://www.srcd.org/index.php?option=com_content&task=view&id=46&Itemid=454)
### Appendix III: Professional Associations & Conferences

<table>
<thead>
<tr>
<th>ASSOCIATION</th>
<th>WEBSITE</th>
<th>Proposals DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Association for Public Opinion Research (AAPOR)</td>
<td><a href="http://www.aapor.org">www.aapor.org</a></td>
<td>December</td>
</tr>
<tr>
<td>American Economic Association</td>
<td><a href="http://www.vanderbilt.edu/AEA/">www.vanderbilt.edu/AEA/</a></td>
<td></td>
</tr>
<tr>
<td>American Educational Research Association (AERA)</td>
<td><a href="http://www.aera.net">www.aera.net</a></td>
<td>August</td>
</tr>
<tr>
<td>American Political Science Association</td>
<td><a href="http://www.apsanet.org">www.apsanet.org</a></td>
<td>November</td>
</tr>
<tr>
<td>American Psychological Association (APA)</td>
<td><a href="http://www.apa.org">www.apa.org</a></td>
<td></td>
</tr>
<tr>
<td>American Sociological Association (ASA)</td>
<td><a href="http://www.asanet.org">www.asanet.org</a></td>
<td>January</td>
</tr>
<tr>
<td>Association for Psychological Science</td>
<td><a href="http://www.psychologicalscience.org">www.psychologicalscience.org</a></td>
<td>January</td>
</tr>
<tr>
<td>Association for Public Policy Analysis &amp; Management (APPAM)</td>
<td><a href="http://www.appam.org">www.appam.org</a></td>
<td>March</td>
</tr>
<tr>
<td>Gerontological Society of America</td>
<td><a href="http://www.geron.org">www.geron.org</a></td>
<td>March</td>
</tr>
<tr>
<td>International Society for the Study of Behavioral Development</td>
<td><a href="http://www.issbd.org/">www.issbd.org/</a></td>
<td>October</td>
</tr>
<tr>
<td>Midwest Political Science Association (MPSA)</td>
<td><a href="http://www.indiana.edu/~mpsa">www.indiana.edu/~mpsa</a></td>
<td>September</td>
</tr>
<tr>
<td>Midwest Sociological Society (MSS)</td>
<td><a href="http://www.themss.org">www.themss.org</a></td>
<td>October</td>
</tr>
<tr>
<td>Midwestern Psychological Association (MPA)</td>
<td><a href="http://www.midwesternpsych.org">www.midwesternpsych.org</a></td>
<td>October</td>
</tr>
<tr>
<td>National Council on Family Relations</td>
<td><a href="http://www.ncfr.com">www.ncfr.com</a></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Website</td>
<td>Month</td>
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<tr>
<td>Population Association of America (PAA)</td>
<td><a href="http://www.popassoc.org">www.popassoc.org</a></td>
<td>September</td>
</tr>
<tr>
<td>Society for Community Research &amp; Action</td>
<td><a href="http://www.scra27.org">www.scra27.org</a></td>
<td>October</td>
</tr>
<tr>
<td>Society for Personality and Social Psychology (SPSP)</td>
<td><a href="http://www.spsp.org">www.spsp.org</a></td>
<td>July</td>
</tr>
<tr>
<td>Society for Research in Child Development (SRCD)</td>
<td><a href="http://www.srcd.org">www.srcd.org</a></td>
<td>August</td>
</tr>
<tr>
<td>Society for Research on Adolescence (SRA)</td>
<td><a href="http://www.s-r-a.org">www.s-r-a.org</a></td>
<td>August</td>
</tr>
<tr>
<td>Society for the Study of Human Development (SSHD)</td>
<td><a href="http://www.sshdonline.org">www.sshdonline.org</a></td>
<td>August</td>
</tr>
<tr>
<td>Society for the Study of Social Problems</td>
<td><a href="http://www.it.utk.edu/sssp">www.it.utk.edu/sssp</a></td>
<td>January</td>
</tr>
</tbody>
</table>
Appendix IV: HDSP Student Progress Report

Please respond to the following questions, which are designed to provide a comprehensive overview of your progress in the program. The questions were developed by the faculty in consultation with the program coordinator’s student advisory group. You should discuss the report with your advisor and then hand it in to the program assistant by the specified date. The report will be duplicated, distributed to all faculty members, and discussed at an upcoming faculty meeting. The program coordinator will send you an e-mail concerning this discussion; you should plan to meet with your advisor for more extensive feedback.

Begin the report with your name and date. Use the bold, underlined phrases as subheadings to organize your report. The report should not be more than 2 pages or so, single-spaced (it may be slightly longer if you have an extensive list of papers under #3). Whatever your stage in the program, there are probably some questions that can be answered very briefly.

1) What are your current career objectives? For example, if an academic position is your anticipated first choice, indicate the department(s) in which you would like to obtain a position (e.g., human development and family studies, criminology, educational policy, sociology, psychology) and, if appropriate, the subunit within a department (e.g., developmental program in a psychology department). If two choices are equally attractive to you at present, indicate that.

2) Indicate your progress toward completing your trial research or dissertation. If you are working on the dissertation, simply list the title of your trial research, and then discuss current status of dissertation. If you are very far along in your trial research, you should mostly discuss that, but also add a sentence or two indicating progress toward identifying dissertation topic.

3) List any publications (in print or accepted), conference presentations (presented or accepted), and grants. Give full citation, including coauthors (in order of authorship). If you are currently writing a paper to be submitted for publication (or are literally on the verge of doing so), list that as well.

4) Other research/policy experiences. Briefly indicate involvement in research, policy or other relevant activities not reflected above (e.g., summer internship).

5) Indicate your progress toward completing the course outline. If you have already completed this requirement, list the topic of your course.

6) Which required courses, if any, do you still need to take? [Include here required number of elective courses.]

7) List professional meetings or conferences that you attended over the past year.

8) Indicate how you have met the teaching requirement, or how you would like to satisfy it (i.e., courses you might like to TA for).

9) Any additional comments or information you might like to add, such as concerns, resources you could use, etc.
10) How has being a student in HDSP influenced your intellectual identity? Please provide a thoughtful response as the faculty are genuinely interested in understanding program effects in this area.
## Appendix V

### The Graduate School (TGS) Contacts

*In addition to your faculty advisor, all graduate students are encouraged to contact the TGS Student Services office where capable persons are available to answer questions regarding enrollment, degree deadline, residency, and paperwork that you need to submit during your time at Northwestern as well as to graduate. You can reach a TGS Student Services staff member, here: [gradservices@northwestern.edu](mailto:gradservices@northwestern.edu)*

### TGS Forms Available on CAESAR Include:

<table>
<thead>
<tr>
<th>Form</th>
<th>TGS PhD Masters Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>Notifies TGS of student’s successful fulfillment of the trial research requirement.</td>
</tr>
<tr>
<td>Date Due</td>
<td>Immediately after successfully completing the trial research.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Form</th>
<th>TGS PhD Qualifying Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>Notifies TGS of student’s successful fulfillment of the course outline requirement.</td>
</tr>
<tr>
<td>Date Due</td>
<td>Immediately after successfully completing the course outline.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Form</th>
<th>TGS PhD Prospectus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>Notifies TGS of student’s successful dissertation proposal and defense as well as their dissertation committee members.</td>
</tr>
<tr>
<td>Date Due</td>
<td>Before the start of the student’s fifth year.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Form</th>
<th>TGS PhD Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>Notifies TGS of student’s successful completion of dissertation and defense.</td>
</tr>
<tr>
<td>Date Due</td>
<td>Immediately before your scheduled dissertation defense.</td>
</tr>
<tr>
<td>Notes</td>
<td>You should print this form, bring it to your dissertation defense, and ask your committee members to sign it. Once the form is signed, give it to the program assistant.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Form</th>
<th>Application for Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>Information on your diploma is based on this form; verification of intention to graduate.</td>
</tr>
<tr>
<td>Date Due</td>
<td>Usually the second Friday of spring or fall term</td>
</tr>
</tbody>
</table>

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<tr>
<th>Form</th>
<th>TGS Petition for Absence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>Leave of absence (e.g., family leave, medical leave).</td>
</tr>
<tr>
<td>Date Due</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Notes</td>
<td>TGS usually honors petitions, if you have the support of your advisor and program chair.</td>
</tr>
</tbody>
</table>