

ACADEMIC PROGRAM REVIEW

Self-Study Report

Department of Sociology

Memorial University of Newfoundland

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INTRODUCTION

This is the first Academic Program Review (APR) of the sociology department at Memorial University. The year 2006 is a timely occasion for this review because it marks the fiftieth anniversary of the first sociology course at our university. How to preserve this heritage when about a third of our present faculty members will retire in the next six years and, at the same time, improve our program have been concerns for some time. Although we have discussed these issues informally, we have not until now produced the kind of inclusive statement which the department obviously needs in order to confront the future effectively. We welcome this opportunity to select and frame comprehensive objectives at a turning point in our history.

The department has established the following comprehensive objectives for our academic programs. These objectives are congruent with Memorial University's mission statement. How these objectives have been and will be implemented is answered in the subsequent sections of this self-study.

(1). *Encourage excellence in teaching.* As the only centre in the province of Newfoundland and Labrador where it is possible to study sociology beyond an introductory level, we recognize our obligation to provide instruction of the highest possible quality.

(2). *Provide a broad range of instruction in sociology in terms of subject matter, theory, and methodology.* It is essential to provide courses which are as diverse as possible, although within the context of the scientific model which has been central to sociology as a discipline.

(3). *Offer instruction which is supportive of students' occupational aspirations.* Without undermining the academic level of courses, it should be possible to prepare students for the job

market. Many of our courses already have applied dimensions which could be expanded without adding new courses to the university *Calendar*.

(4). *Preserve the current balance in the curriculum between courses which are national and global in scope as well as courses which are regional.* We recognize both the crucial role the department plays in offering courses about Newfoundland and Labrador, and its more general mission to address contemporary social developments in Canada as a whole and in other regions of the world.

(5). *Provide a climate of collegiality which will encourage excellence in research by the faculty, including tenure-stream and contractual instructors.* We have been fortunate in enjoying a collegial atmosphere which has encouraged an impressive record of research, both externally funded collaborative research with colleagues on campus, in Canada and abroad; and individual research. This supportive atmosphere should be further encouraged and perpetuated.

(6). *Maintain a healthy balance between collaborative and individual research.* Since sociologists are exposed to multiple methods of research, we are more prone to engage in collaborative investigations than the members of many departments within the Faculty of Arts. However, a fair number of full-time members of the department prefer to engage in individual research. It is essential to maintain a healthy balance between collaborative and individual research, and sometimes to resist the pressure of external funding agencies and the university administration, which privilege the former.

(7). *Encourage faculty members to share their expertise with policy makers and the public at large.* Over the years members of the department have been appointed to various positions as researchers or advisors at both national and provincial levels of government; others

have volunteered as activists promoting community development and social equality. The value of this work outside academia should be recognized in hiring and promotion decisions to the extent that the MUN Collective Agreement allows.

SOCIOLOGY AT MEMORIAL UNIVERSITY: AN OVERVIEW

The Beginning, 1956-1971

According to the annual *President's Report*, the first sociology course was offered at Memorial University in 1956.

The study of Sociology was introduced this year and the one course given, an introduction to Sociology, was deliberately treated in a tentative and experimental fashion. On the strength of the useful experience gained the instructor has been able to determine more exactly the proper scope of the course, the most efficient methods of instruction, and the requirements to be fulfilled by the textbooks. Though tentative, the course did not by any means lack intrinsic value and the students who completed it not only achieved a wholesome appreciation of Sociology as an academic discipline but got useful training in intelligent reading and independent thinking (*President's Report 1956-57: 12-13*).

The first sociology course was sponsored in part by the provincial Department of Public Welfare because the instructor's duties included teaching short training courses to Welfare officers. MUN's first sociologist was Donald Willmott, a British-born but American-trained scholar (Baker 1999: 22).

Sociology was initially accommodated within an interdisciplinary social studies department which included commerce, economics, political science, and psychology. By the academic year 1959-60 the number of sociology courses at Memorial University had risen to 6, according to the university *Calendar*, but not all were offered annually because there were not

enough instructors. Nonetheless, at that time, university administrators already aspired to establish an Honours course in sociology (*President's Report 1959-60*: 20). The first Honours degree was awarded in sociology at the May convocation of 1962.

For Newfoundland sociologists and anthropologists, the 1960s and early 70s are remembered as an exciting time because the province was one of the few areas in North America which had not been extensively investigated by social scientists:

Although isolated communities are still to be found in British North America, they are a rapidly vanishing phenomena. Herein lies the special interest of outport Newfoundland. It is one of the few areas of North America still in considerable measure untouched by industrialization. As the processes of modern society penetrate this area it offers a virgin field for research in the transformation of the small community (Philbrook 1966: 1).

In terms of institutions, these years are marked by three major events: the creation of the Institute for Social and Economic Research (ISER) in 1961, the founding of a publishing company called ISER Books in 1966, and the establishment of a sociology-anthropology department in 1965. The institute offered one-year research fellowships. The only requirement was giving seminars and allowing ISER Books to have the first right to publication. An attractive job – no longer an option – was being affiliated with ISER and teaching part-time. Sociologists who were keen to do research found that this combination resulted in more time for creative research. ISER was not parochial. Its mandate was to focus on the northern North Atlantic region: the Canadian Arctic, Newfoundland, the British Isles, and Scandinavia. ISER, in particular, gave MUN a competitive edge with respect to other North American universities.

The significant scholarly achievements during these years are disproportionately the work of anthropologists: Louis Chiaramonte's *Craftsman-Client Contracts: Interpersonal Relations in*

a Newfoundland Fishing Community, James Faris' *Cat Harbour: A Newfoundland Fishing Settlement*, Noel Iverson and Ralph Matthews' *Communities in Decline: An Examination of Household Resettlement in Newfoundland*, Elliot Leyton's *Dying Hard: The Ravages of Industrial Carnage*, Robert Paine's *Patrons and Brokers in the East Arctic*, and Cato Wadel's *Now Whose Fault is That? The Struggle for Self-esteem in the Face of Chronic Unemployment*.

Retired members of the department have a firm impression that it was exceptionally difficult to get Canadian scholars to come to Newfoundland. "Only the Canadians had trouble with this place called Newfoundland," one remarked. British; Americans; and, in anthropology, Scandinavians were easier to recruit. MUN's early sociologists tended to come from the USA. Teaching here was typically the first step in a career which, after a few years, was pursued elsewhere. Sociology was a very dynamic discipline and there were many job prospects in the rest of Canada and the United States. Six of the early professors, instructors and research fellows (Noel Iverson, Roger Krohn, Ralph Matthews, Tom Philbrook, Jack Ross, and Robert Stebbins) were educated at the University of Minnesota and were sometimes jokingly labeled the "Minnesota Mafia." The Memorial-Minnesota connection was apparently established through the social network of Roger Krohn, the second sociologist employed at Memorial.

Hiring in anthropology, however, was more stable, resulting soon in an age imbalance within the department. According to the anthropologist Tom Nemeč, most of the anthropologists had done ethnographic research in isolated areas and were accustomed to social isolation. In contrast, the early sociologists (or their partners) tended to be more attached to the pleasures of urban, cosmopolitan cities.

Although he was near the end of his career, there was one distinguished Visiting Professor who taught at MUN in the mid-1960s. This was Nels Anderson (1889-1986), remembered primarily as the author of *The Hobo*, one of the classic books of the Chicago School of Sociology. Our other connection to the Chicago School was the anthropologist George Park, who was the grandson of Robert Park and the nephew of Robert Redfield.

The Master's degree, with a thesis option, dates back to the late 1960s. Twelve M.A. theses in sociology were completed by the joint sociology-anthropology department. (See Appendix II for details.) At MUN, Robert Stebbins was the most inspiring sociologist during these years. Not surprisingly, several M.A. theses reflect his research interests.

Creation of the Department, 1972-73

By the early 1970s sociology at Memorial had evolved to a point that sociologists thought they needed to be able to make decisions without having to consult anthropologists. After a transitional stage in which a "sociology caucus" existed within the joint department, the two disciplines were organized as separate departments beginning in 1973 with Volker Meja as the first Head of the sociology department. The division of the department, the "mitosis" as it was informally called, was controversial. Actually, at the first vote, 7 members were in favor of the division and 8 opposed (Tuck 1972). The anthropologist Jean Briggs was one of the members of the joint department who was most opposed to the division. In a letter to the Vice President (Academic), she wrote in 1972:

...We have an exceptionally interesting and intelligent group of younger scholars, who are here because for a variety of reasons they like it here. Most of the sociologists who are here have been attracted specifically to Newfoundland; they

see it as an interesting and congenial place to live, teach, and learn. In other words, they are problem-oriented and/or place-oriented, rather than career-oriented. A number of them have been attracted also by the opportunity that an interdisciplinary department affords of associating with scholars of different training and orientation from one's own. In many reputable schools in the United States anthropology is the orphan child of the social sciences; its status is considerably lower than that of sociology, the "hard facts" discipline. The sociologists who come here have, to their credit, rejected this narrow-minded point of view. Most value anthropological ways of thinking and doing research, as most of us (anthropologists) value and wish to learn from sociological ways.

Such communication between the disciplines is one of the attributes that makes this sociology-anthropology department singularly appropriate to Newfoundland. Sociologists can learn from anthropologists to take account of culture as a variable, and can learn anthropological fieldwork techniques which are well suited to the study of small rural communities. Anthropologists, on the other hand, can benefit greatly from the critical attitude that sociologists – especially those with competence in quantitative methods – take toward data: their careful analytical methods, and their habit of thinking in terms of hypotheses, alternative explanations, and testing of ideas. Both sociologists and anthropologists would be greatly impoverished without the other (Briggs 1972).

In the opinion of some sociologists, however, the most influential anthropologist on campus and a key figure in the history of ISER and ISER books, Robert Paine, was biased against quantitative methods. Two months prior to Briggs' letter the sociologist Clint Herrick wrote the Vice President (Academic) to complain about this. Since Robert Paine protests that Herrick's letter is a caricature of his views, perhaps it should be interpreted as a sign of tension within the department. (We note in passing that one of the best known anthropologists at MUN once wrote that the sociology department was a "can of worms.")

When I first came to Memorial in 1967 neither the Department of Sociology and Anthropology nor the Institute of Social and Economic Research owned a desk calculator. I was told by Robert Paine, who was at that time both Institute Director of Sociological Research and Head of the Department, that we were not going to buy a desk calculator. Not because there was no money ... but because, in his estimation, a desk calculator is not an important tool for sociologists and

anthropologists. “After all,” he explained, “we learn mostly from books” (Herrick 1972).

Today, the surviving component of the joint department is our Sociology/Anthropology Interdisciplinary Program. About half of our courses remain cross-listed with anthropology, although interest in maintaining this program is regrettably low in both disciplines. The original rationale of the program, as set forth in 1973, was that the program should be directed to students who are professionally interested in both disciplines and to students who are primarily interested in a geographical area or research problem. The core courses were supposed to be taught by instructors from both disciplines. The proponents also aspired to expand the program to encompass other social science disciplines, such as geography, history, and economics. These suggestions were never actualized.

The assumption underlying this program is that it is the aim of an undergraduate education in the social sciences to teach students to think intelligently about the organization of society and about the relationship of individuals to that society. It should train students to think critically, logically, and rationally about their assumptions and about other points of view which they encounter, so that they can carry over these habits of thought into their own lives. It is further assumed that productive thinking of this sort can best be stimulated by teaching students to utilize in an *integrated* fashion the ways of thinking of a variety of disciplines which study the ways of human society. Many of the most interesting questions in the study of human relations can be best approached by ignoring traditional disciplinary boundaries. Students should be shown how to think in terms of problems and their solutions, and introduced to sources of information and concepts relevant to these problems, regardless of the disciplinary source of the idea (Briggs 1973).

The 1970s were marked by the rise of the Canadianization movement in sociology. In 1973 the Canadian Sociology and Anthropology Association (CSAA) passed a resolution that there should be a “moratorium” on the hiring of non-Canadians for any regular academic

appointment at or above the rank of Assistant Professor in all departments with more than 50 per cent non-Canadian faculty (Hofley 1992: 119). The association's direct efforts to change hiring practices at Memorial University seem to have had no impact (Bruce 1973). However, the lobbying efforts of the CSAA and other academic associations with respect to national immigration policy, which eventually resulted in a policy giving preference to Canadians and Canadian residents, has had a profound impact on the department (Anon 1976). Memorial University also had a policy, now abandoned, of hiring Newfoundland academics only after they had successfully taught at other universities. This did prevent some young sociologists, who eventually established prominent careers, from teaching in Newfoundland as they had hoped.

Present Profile of the Sociology Department

Statistics in Table 1 provide a profile of the sociology department, which has matured into a medium-sized comprehensive department. The sociology faculty complement is 17.5. The figure is misleading, however, because it includes four people who are engaged full-time in research and advising the provincial government; the half appointment is a result of one member being cross-appointed with Women's Studies. There are also 5 contractual and 3 per-course instructors. At the present, 5 of the 18 professors are female. None of the full-time faculty are members of visible minorities. With the exception of two Asian Canadians who taught many years ago as Visiting Assistant Professors and one African Canadian who teaches now as a per-course instructor, all of the teachers in the sociology department throughout its fifty-year history have been of European ancestry. This is not unusual for the Arts Faculty at Memorial University.

The countries of origin of the present faculty include Canada (8), Great Britain (4), the United States (4), and Russia (1).

The sociology department is the second largest department in the Arts Faculty. English is the largest, but this is to be expected because all undergraduate students are required to complete English courses. We now have about 4,400 enrolments annually. Unfortunately, the student-faculty ratio in the sociology department (252.7) is quite high. Among the 13 departments in the Arts Faculty, only English (311.8) and political science (286.5) are more disadvantaged. Although the M.A. program is not large, it is the 4th largest M.A. program in the Arts Faculty.

TABLE 1

Sociology Department, Basic Statistics, 2005

Enrolments	4,423
Current rank in Arts Faculty	2 nd . Only the department of English is higher.
Majors	306. An increase of about one-third since 2002 (208).
Minors	140. An increase of ten compared to the previous year.
S/A Majors	37. An increase of 8 compared with enrolments for 2002-03.
S/A Minors	16. An increase of 7 compared with enrolments for 2002-03.
M.A. Enrolment	24. 4 th largest M.A. program in the Faculty. Anthropology (36), Political Science (29) and Folklore (26) are larger.
Ph.D. Enrolment	8
Police Studies Enrolment	27
Certificate Program	87
Number of Full-time Faculty	17.5
Sessionals and Per-Course Instructors	5 sessionals, 3 per-course instructors.
Faculty/Student Ratio	252.7
Rank in Faculty	3 rd . English is 1 st (311.8), Political Science is 2 nd (286.5).

Source: CIAP data.

The sociology department offers approximately 25 undergraduate courses in the fall and winter terms, 6 of which are currently offered by distance education, not counting cross-listed

distance education courses taught by instructors outside the sociology department. In response to trends within both Memorial and graduate programs across the country, the Master's program was re-structured in 2000 to include a one-year M.A. requiring six graduate courses and a research paper alongside the thesis-based program. The Ph.D. program was established in 1990; however, we admitted only a few students before 2002. The research specialties of the faculty include rural and regional development, environmental sociology, the sociology of science, gender, deviance and crime, and cultural studies. But we endeavor to offer a range of courses in all the subjects which constitute contemporary sociology. We are an outward looking department while at the same time focused on Newfoundland and Labrador.

The department is now responsible for B.A. Majors and Minors, B.A. Honours, and M.A. and Ph.D. programs. In addition to the previously mentioned Interdisciplinary Program in Sociology and Anthropology, we provide required and elective courses for a Criminology Certificate and a Police Studies Certificate in the School of Continuing Education, the Law and Society program, the Bachelor of Technology certificate program, the Minor program in Newfoundland Studies, the Major program in Canadian Studies, the Russian Studies Minor, the Bachelor of Human Kinetics and Recreation degree, the Bachelor degree of the Collaborative Nursing Program, the Bachelor of Social Work degree, and for the Master of Employment Relations in the Faculty of Business. We provide teaching, supervisory and administrative support to the interdisciplinary Women's Studies Minor and the Master of Women's Studies Program, as well as some teaching support to the Master of Philosophy degree in the Humanities Program.

Our course offerings require the department to contribute to the interdisciplinary dynamics of the university. Some members of the department see this as one of our strengths; others see it as a weakness, i.e., we have gone too far in the service direction thereby weakening our own program. The interdisciplinary quality of the sociology department is also evident in the research which faculty members have published (see Table 23).

In the 1970s and 80s we were able to use funds which had been allocated for a tenure-track position to invite a series of distinguished Visiting Professors to teach for one or two terms in the sociology department. Some of these individuals taught at MUN on more than one occasion. The list includes: Kurt Wolff (an authority on social theory and the sociology of knowledge, especially the work of Simmel and Mannheim), Juan Corradi (who has written about urban cultures, fear and violence, and the sociology of culture), Jeremy Shapiro (known for his translations of key works by members of the Frankfurt School), Paul Piccone (founding editor of the influential journal *Telos*, and a scholar some people credit for writing the best book in English on Gramsci), Gianfranco Poggi (a theorist of the state who presently teaches at Harvard), and Zygmunt Bauman (one of the most important theorists of post-modernity). Volker Meja and Judith Adler were the key people responsible for these individuals coming to Memorial University. Money was available in the past to invite influential sociologists to give lectures. To cite a few names from the 1970s and 80s: Howard Becker, Egon Bittner, Dennis Wrong, Janet Wolff, Lewis Feuer, Gregory Baum, Philip Slater, David Kettler, Raymond Breton, and E.V. Walter. The department was also responsible for two sociologists receiving honorary degrees from Memorial University, Don Martindale and Michel Serres.

Social activist Kenneth Westhues, an Associate Professor at the University of Waterloo who was appointed a Visiting Professor at Memorial, summed up his impression of our department in the winter of 1983.

What impresses me here is [that] ... you appear more eager to contribute to the development of Newfoundland and Canada than to the development of the little community of properly credentialed sociologists and anthropologists scattered across this land. There seems [to be] ... more interest in illuminating social life than in propagating social science. I am grateful for your priorities. To a visitor like me they imply entanglement in the real complexities of oil and fish, work and unemployment, politics and ideology, rather than security in the abstractions of the ivory tower. There were more references in conversation to articles in *The Globe and Mail*, *The New York Review of Books*, *Telos*, and *The Rounder* (a Newfoundland quarterly), than to articles in the *American Sociological Review*. On the whole, I think, it is the engagé intellectual life you are practicing here, and it is around the liberating capacity of critical thought that your collegiality revolves. For that reason I am honoured to be spending a year of my life under your influence (Westhues 1983: 2-3).

Notwithstanding Westhues' observations, which capture the engaging collegiality of our department, we do have a long-standing tradition of professionalism, both in terms of research and teaching. The evidence is in the latter sections of this self-study. Even in the late 1970s and early 1980s members of the department were publishing in such journals as: *Theory and Society*, *The Journal of Arts Management and Law*, *Studies in Political Economy*, *Canadian Geographer*, *Sociological Review*, *Canadian Journal of Political and Social Theory*, *New German Critique*, *Comparative Rural and Regional Studies*, *Sociologia Ruralis*, *Canadian Review of Sociology and Anthropology*, *Human Organization*, *Cultural Hermeneutics*, *American Sociological Review*, etc.

Several members of the sociology department have established outstanding publishing records; some have been advisers, researchers, and policy makers for the provincial and national

governments. Nonetheless, the sense of community within the department has remained relatively resilient in spite of a university-wide decline in collegiality. The causes include faculty aging; “professionalization,” which has resulted in faculty members becoming more engrossed in their own careers; and the increasing bureaucratization and commercialization of the university. One of the informal divisions within the department is between those one might call the “cosmopolitans” and those who are more involved in local research. This has only occasionally resulted in animosity because the boundaries between the two groups are so blurred and key people in both camps tend to define themselves primarily as theorists. It is probably typical that Robert Stebbins, who was such a prominent member of the department in the 1970s, refers to himself as a “grounded theoretician” (Stebbins 2002).

In 1997 we hosted the annual meeting of the Canadian Sociology and Anthropology Association. The theme of the meeting, chosen by the department, was “The Social Other: Diversity and Inclusiveness.” In addition to over 100 scholarly sessions the meeting included a department-sponsored tour of Petty Harbour, Ferryland, and Trepassey, designed to provide insight into the effect of the collapse of the fish stocks, the withdrawal of government income support, and the need to find new economic opportunities.

The stability of the department, established in the 1970s, has lasted until the first decade of the 21st century. But we are now at the beginning of a wave of retirements typical of the Faculty of Arts as a whole as well as other Canadian universities. In the future we anticipate another period of instability. We have not been able to retain more than half of the people who were offered tenure-track positions in the past five years. Given the weak position of Memorial University in competing with mainland universities and the evolution of the academic job

market, there is no reason to expect that this will change soon. Our weak competitive position is due to the relatively low salaries at Memorial and the difficulty of finding jobs for partners, although Memorial was one of the first universities in Canada to commit itself to spousal hiring, policies which were once dismissed as nepotism. We are, after all, located on an island; the nearest university is more than 1,000 kilometers away. Robert J. Brym (1980: 9) wrote in the preface to his book *Intellectuals and Politics*: “In general, my colleagues and students provided me with an ideal environment within which to practice the sociological craft. It is therefore to the community of sociologists and anthropologists at Memorial that this work is dedicated.” Nonetheless, we were not able to retain Brym as a member of the department longer than a couple of years. This may remain our future, if desirable changes are not implemented.

STUDENT ENROLMENT / PROGRAM OUTCOMES: UNDERGRADUATE STUDIES

Enrolment Trends

Data for this section are drawn from statistics established by the Centre for Institutional and Academic Planning (CIAP) at Memorial University, course evaluation questionnaires (CEQ's), and department of sociology records. In interpreting the following statistics one must bear in mind that enrolment figures in sociology reflect not only student demand but also the declining provincial birthrate, the level of economic opportunities for young people, social trends such as the popularity of occupations, and university policies.

Three departmental and university policies in particular have had an impact on enrolment during the last decade. In 1997 the sociology department tried to control entry to sociology courses by increasing the grade point average which was required in order to be admitted into the

program as a Major. This had an effect on enrolments for a while until a change in university policy took away our power to set a minimum grade point average for Majors. Secondly, in the late 1990s we were also confronted with the problem of having more students in fourth-year courses than we could graduate on schedule. As a result, we reduced the number of introductory sociology courses because this seemed to be the only way of dealing with this problem. We would have preferred to increase the number of full-time faculty, but this was not an option. Thirdly, MUN recently established a policy of encouraging first-year students to declare a Major before enrolling in university courses. Since it is not possible to study sociology in high school in Newfoundland, entering students are unlikely to initially declare sociology as a Major. The *MUN Fact Book 2004* (p. 25) indicates that the majority of full-time students declaring a sociology Major do so late in their undergraduate careers.

Enrolments in sociology varied considerably during the years 1990 to 2005 (Table 2). They peaked during the academic years 1994 to 1997, when the figure was approximately 5,400 enrolments annually. In third- and fourth-year courses the peak naturally lagged a year or two behind. However, our overall enrolments in the first years of the 21st century were approximately the same as they were in the early 1990s, figures in the range of 4,500. This pattern is not identical with enrolments in the Faculty of Arts, where the highest figure is for the academic year 1991-92. There is a noticeable decline in the late 1990s, but in 2003-04 the number is the second highest for this 15-year period.

Tables 4 and 5 show that sociology compares favourably with enrolments in other departments within the Faculty of Arts. Sociology has constituted between 11.2% and 13.3% of the total Faculty of Arts enrolments since 1997. History, for example, ranges between 6% and

9% of Arts registrations, while English, offering courses *required* for completion of an undergraduate degree, has settled in at about 23% in recent years.

Core undergraduate courses for the Major include: Principles of Sociology (Soci. 2000), Introduction to the Methods of Social Research (Soci. 3040), Classical Social Theory (Soci. 3150), and 2 courses at the 4000 level, one of which cannot be a cross-listed course; for the Minor: Principles of Sociology, Introduction to the Methods of Social Research, Classical Social Theory; and 1 course at the 4000 level. Naturally, content in each course – including Principles of Sociology – varies to some degree according to the interests of the teacher, changing theoretical perspectives, and empirical research in the field.

The sociology department has increasingly taken on the role of a provider of service courses in that a large proportion of our students are not sociology Majors. Our Principles of Sociology course is a service course for many departments and faculties across the university. We routinely have students majoring in education, nursing, engineering, social work and other subjects enrolling in Sociology 2000. This is reflected in the high enrolments in this course over the last decade: between 1997-2004 we taught nearly 10,000 students, with more than 1,000 students on average per year in this course alone. Annually, since the year 2000, we have offered 8 or 9 sections in each of the Fall and Winter terms and 2 or 3 sections in the Spring term. Needless to say, this course requires substantial teaching resources from the department. Table 6 graphically displays the substantial student interest in Principles of Sociology: at times nearly 40% of sociology enrolments have been captured in this one course

Introduction to the Methods of Social Research is offered regularly in 5 sections per year with enrolments averaging over 170 students per year for a total of 1,886 students since 1995.

Classical Social Theory is offered 3 terms per year as well. We have taught over 1,887 students since 1995 in this course, averaging about 171 students per year in 2 to 7 sections.

TABLE 2: Sociology Enrolments, 1990-2005

Year	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98
Enroll	4889	4124	4487	4673	5576	5330	5235	5002
2000	3402	2623	2881	2865	3648	3052	2525	2455
3000	1273	1165	1273	1491	1645	1918	2139	2038
4000	214	336	333	317	283	360	571	509

Year	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Enroll	4414	4422	4756	4523	4313	4827	4423
2000	2501	2686	3056	2974	2707	3163	2805
3000	1580	1402	1394	1263	1335	1407	1342
4000	333	334	306	286	276	277	276

Source: CIAP data.

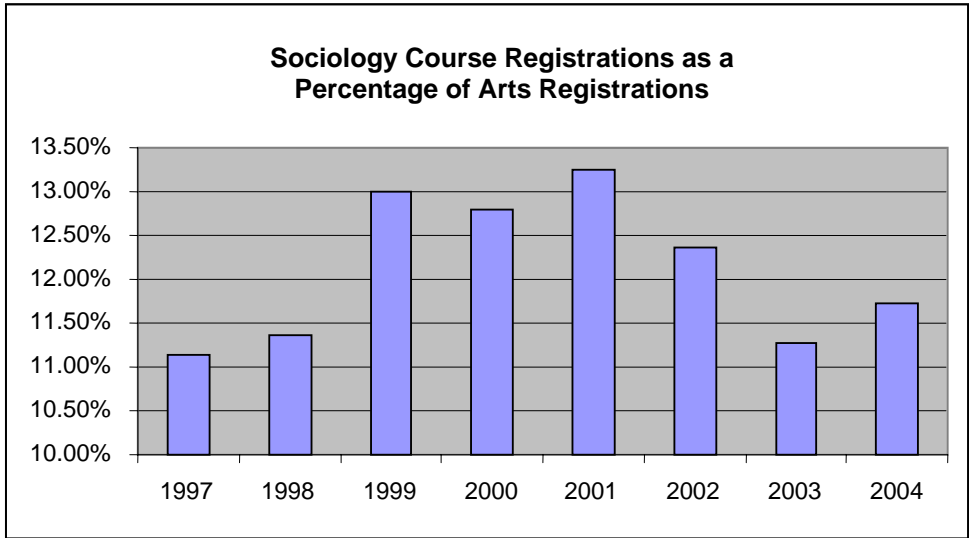
TABLE 3: Faculty of Arts Enrolments, 1990-2005

Year	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98
Enroll	41067	43468	39905	39556	41409	36080	34421	32767

Year	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Enroll	33741	34095	35411	36137	37878	41460	39099

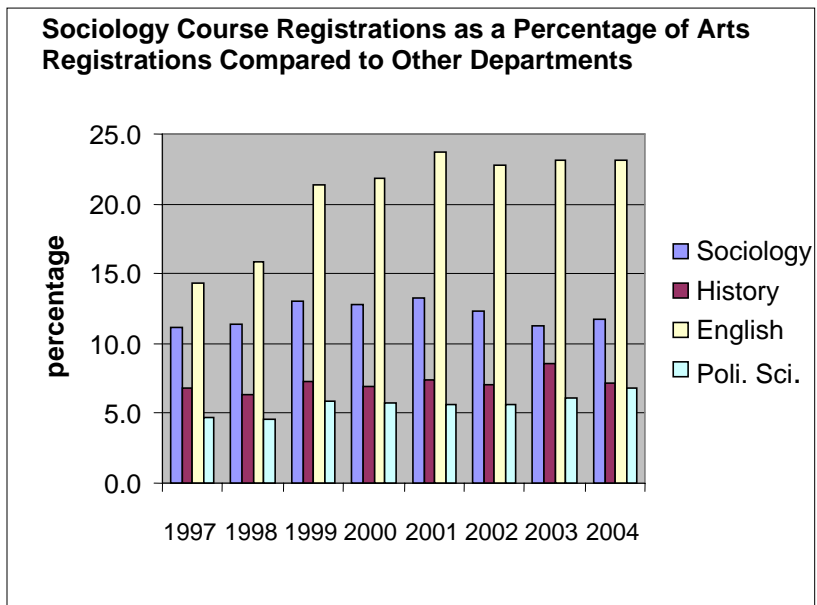
Source: CIAP data.

TABLE 4



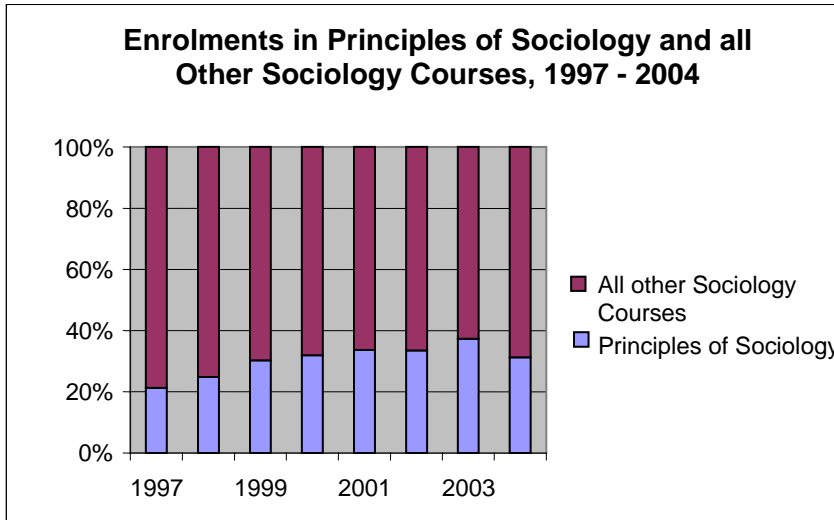
Source: CIAP data.

TABLE 5



Source: CIAP data.

TABLE 6



Source: CIAP data.

Sociology Majors

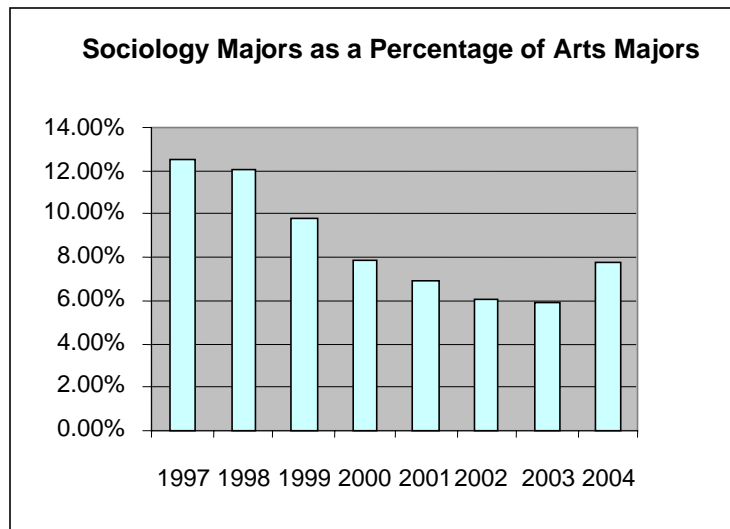
While there were 421 sociology Majors in 1995, the number consistently declined until 2002 (to a low of 172 Majors). It was stable the next year (178), but increased in 2004 (220). This decline in Majors is more dramatic than the decline in overall undergraduate registrations, which is in the range of approximately 10% to 12%. Our pattern of undergraduate Majors appears notably different from the pattern for Arts as a whole. Both the number of sociology Majors and our proportional share of Majors in the faculty have changed significantly in the last decade. As Table 7 shows, relative to all Arts Faculty Majors, the percentage of sociology Majors has dropped significantly since 1997. In 1997, sociology Majors made up over 12% of all Arts Faculty Majors but a steady decline occurred to a low of under 6% in 2003.

In 2004 our Majors began to climb once again. Note, too, that when data recording second Majors are collected, it is evident that approximately 10% of our sociology Majors are carrying a second Major. Sociology graduates a steady stream of students each year – an average of approximately 127 Majors between 1995-2000 and 75 between 2001-2005 (Table 9).

Sociology Minors

Declared sociology Minors have been more constant than declared sociology Majors. There were peak enrolments in 1997 and 2002. The dip in enrolments in 1998 to 2001 roughly corresponds to the pattern in the Faculty of Arts. Note that Table 10 shows enrolments in the Minor program rose once again in 2005.

TABLE 7



Source: CIAP data.

TABLE 8

Sociology Majors, Fall Term Only, 1995-2005

Year	Full-time*	Part-time	Total	2nd Majors
1995	369	52	421	n/a
1996	340	52	392	n/a
1997	296	50	346	n/a
1998	262	46	308	n/a
1999	224	38	262	n/a
2000	175	31	206	n/a
2001	159	37	196	14
2002	145	27	172	22
2003	148	30	178	20
2004	195	25	220	29
2005	212	52	264	n/a

*Full-time numbers only include 1st Majors.

Source: CIAP data.

TABLE 9

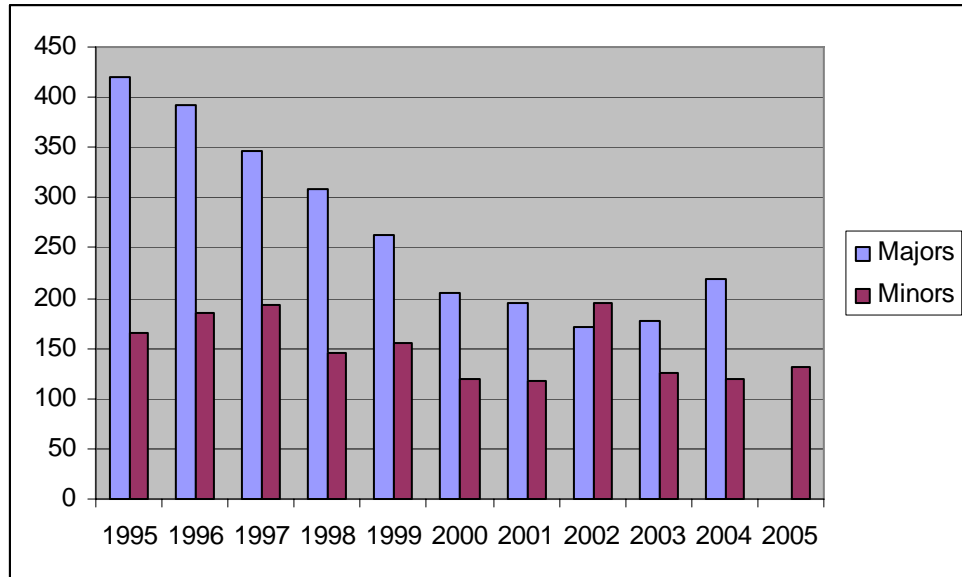
Sociology Degrees Awarded, 1995-2005

Year	FALL UNDERGRADUATES
1995	109
1996	120
1997	143
1998	153
1999	136
2000	103
2001	95
2002	84
2003	74
2004	53
2005	70

Source: CIAP data.

TABLE 10

Sociology Majors and Minors, Fall Term Only, 1995-2005



Source: CIAP data.

Honours Students

During the period 1995 to 2005, 23 students graduated from this program. However, we currently have no students registered in the Honours program. In general, it can be said that students have been encouraged to pursue a Master's degree rather than adding an additional year pursuing an Honours degree, and that it has been difficult for candidates to secure a supervisor for their Honours essay. Also, such a degree is not required for admittance to Memorial University's Graduate School.

Non-traditional Students Enrolled in Sociology

The institutional categorization of a "non-traditional" student is any student whose education has not followed what is termed a "normal" progression of attending

university directly after high school. Further descriptors include age and life or work experience as markers: usually over the age of 24 or 25; someone who has previously attended university and is returning after a few year's break or who graduated from high school, entered the work force, and is now attending university for the first time.

With the increased contemporary emphasis on lifelong learning, these categories become less salient. Our student body is more diverse than one might assume on the basis of a few categories such as age, sex, or work experience. Anecdotal evidence tells us that our Majors, Minors, and graduate students come to us from a range of social classes, ages, life experiences, family forms, abilities, and sexual orientations.

Gender

According to the *Academic Performance Profile, Fall 2004*, female students are disproportionately represented in our sociology undergraduate population. In 2004, 80.4% of the 219 sociology Majors were women. Among the departments within the Faculty of Arts only linguistics (86.7%) and French and Spanish (82.6) had higher proportions of female students. All departments in the faculty had more than 50% female students except for philosophy (25%) and economics (26.3%). However, the sex ratio is not quite this imbalanced for graduating sociology Majors (Table 11). From 2000 to 2003, the average cohort of graduating sociology Majors was about 70% women, although it was 80% for 2004.

TABLE 11

Gender of Graduating Sociology Majors, 2000-2004		
Year	Females	Males
2004	44	9 (20%)
2003	56	18 (32%)
2002	64	20 (31%)
2001	73	22 (30%)
2000	80	23 (29%)

Source: Department of Sociology.

According to CIAP's *Academic Performance Profile, Fall 2004*, 2.8% of the students who had declared sociology as their major subject in 2004 were considered "low achievers." The sociology department has the fewest low achievers of any department in the Arts faculty. The figures for other departments vary from 15.8% for economics to 3.2% for religious studies. Nonetheless, the average grade in sociology was 68%, only .6% lower than the average for the Arts Faculty as a whole. Although we were not able to obtain data comparing the academic achievement rates of male and female students who majored in sociology, CIAP calculated the rates for the Faculty of Arts as a whole. CIAP compared gender and the location of students' homes. The failure rate of male and female students from urban areas in 2004 differed by less than 1%. However, men from rural areas were about twice as likely to fail as women from rural areas (12.1% to 6.2%).

Sociology / Anthropology Interdisciplinary Program

The Sociology/Anthropology Interdisciplinary Program (S/A) was proposed in 1973 when the sociology-anthropology department separated into two departments. At that time

colleagues in the two disciplines perceived a great deal of overlap and common interest, both in terms of theoretical approaches and areas of research. This shared interest, as well as the collegiality, was to be preserved through the S/A program. The program was intended to be more than just a collection of cross-listed courses, but was in fact to have a specific interdisciplinary focus. Table 12 shows the S/A courses offered between 1995 and 2005.

As the two separate departments have evolved, this original purpose has largely been obscured. Throughout most of the succeeding three decades sociology has been the larger of the two departments, and has developed its own independent curriculum. The pressure of students has meant that most sociologists have not been able to participate in the teaching of the core courses of the Interdisciplinary S/A Program. The core courses are The Use of Theory in Sociology and Anthropology (S/A 3600) and Society and Culture (S/A 4000). They were originally designed as “integrative” courses. The result has been that the program has, at least for the sociologists involved, become merely a collection of cross-listed courses. In fact, the vast majority of students taking these classes are Majors and Minors in sociology who are picking up cross-listed courses to fulfill sociology requirements. Anthropologists teaching these courses throughout most of the past three decades were in effect offering courses to sociology students. This may in turn have contributed to the official enrolment numbers in the anthropology department since enrolment numbers are allocated to the department teaching the course. The number of S/A Majors and Minors has been quite low and does not appear to be drawn from students who would otherwise be sociology Majors. The S/A program thus appears to have evolved into a second stream in anthropology, largely under the guidance of anthropologists.

TABLE 12**S/A Courses, 1995-2005**

Course Number	Course Name	Instructors	How Often Taught	Number of Students
S/A 2210	Communication and Culture	1	1	53
S/A/F 2230	Newfoundland Society and Culture	3	14	881
S/A/F 2230 Distance	Newfoundland Society and Culture	2	22	1722
S/A 2270	Families	3	22	1904
S/A 3140	Social Movements	2	3	143
S/A 3260	Social and Economic Development	3	7	187
S/A 3314	Gender and Society	4	16	688
S/A 3314 Distance	Gender and Society	1	4	152
S/A 3317	Oil and Society	1	3	60
S/A 3318	Culture and Aging	2	8	216
S/A 3320	Terrorism and Society	1	1	36
S/A 3332 Distance	Sociology of Natural Resource Development	1	11	302
S/A 3731	Sociology of Culture	2	2	42
S/A 4071	Social and Cultural Aspects of Health and Illness	1	1	15
S/A 4091	Oil and Development	1	4	38
S/A 4092	Gender and Social Theory	4	8	90
S/A 4141	Political Ecology	1	13	120
S/A 4995	Honours Essay	10	9	17

Source: Department of Sociology.

An examination of the participation of sociologists in the S/A program over the last ten years is revealing. The course with the most participation by sociologists is Families (S/A 2270). This is an extremely well-subscribed course with some 1,904 students enrolled over the last ten years. It has been taught by a number of different sociology instructors. The course has very little relevance to the interdisciplinary program and is in effect just a cross-listed course between two

departments. Another well-subscribed course is Newfoundland Society and Culture (S/A 2230). This has had 1,722 students over ten years and has been taught by a number of sociologists. Along with Gender and Society (840 students in 10 years), this course serves as one of the elective courses for women's studies. In total, 16 S/A courses, including distance versions, have been offered during the last ten years. (See Table 12 for details.)

Though an argument could be made to continue to cross-list these courses, it is difficult to justify the existence of the S/A program. Sociologists are no longer participating in it as a program, nor is there much cognizance of the original motivation for the program. It appears that the anthropology department is also no longer committed to having a large number of cross-listed courses in the university *Calendar*.

An anthropologist who has coordinated this program wrote in response to the above comments:

I accept (the author's) conclusion; it is difficult to justify any longer that the cross-listed courses should constitute a program. Only an interest on the part of both departments in thinking ... and teaching ... outside our own disciplinary boundaries could constitute an intellectual project giving coherence to a program of specialization for students. Absent a program, it seems to me little point in keeping such a vast inventory of cross-listed courses as we now have. My suggestion is that we perform a cull, keeping cross-listed only those courses that some faculty member wishes to "claim" and for which there is a record of student interest.

Distance Education Courses

Distance education courses contribute to the democratization of education by compensating for the way higher learning tends to be centralized in a few locations. Such courses also make it easier for students who are employed full-time to complete their education. In the

academic year 1980-81 only 83 sociology and S/A students were enrolled in a distance education course; however, by 1996-97 the number had risen to 2,166 (Micucci 1998: 2). The same phenomenon was occurring throughout the university. The faculty in many departments were apprehensive about the rapid expansion of distance education courses in the 1990s, driven by what some people identified as a “romance with technology.” A meeting of departmental Heads in the Faculty of Arts adopted the following guidelines for distance education:

- I. Distance Education courses should be comparable in quality and academic rigour to regular on-campus courses.
- II. Decisions concerning which Distance Education courses should be offered, when they should be offered, what new courses should be developed, and the appropriate mode of delivery for such courses should be the responsibility of individual departments and should be taken in the context of an on-going curriculum development process.
- III. The rationale for changes in Distance Education offerings should be primarily student-centered. These courses should be used to increase student access to University programs, and hence they should meet regular on-campus standards.
- IV. Distance Education courses should not be offered if they have an adverse effect on the enrolment in on-campus courses (and hence the Faculty budget) (David Hawkin et al. N.D.: 1-2).

In 1998 the sociology department undertook an examination of distance education courses out of a concern primarily for their impact on our Majors and Minors. The Sociology Distance Education Review Committee, headed by Anthony Micucci, concluded that some of the regular faculty’s fears about distance education were exaggerated. One of the contentious issues was that all distance education courses in sociology and S/A had been taught by regular faculty in the early 1980s, but only about a quarter were being taught by regular faculty by the mid-1990s. On the other hand, the majority of instructors for most on-campus introductory sociology

courses were also per-term and per-course instructors. While the authors of the 1998 report were concerned about the quality of specific distance education courses, they concluded that there were no serious discrepancies between the requirements for on-campus and distance education courses (Micucci 1998:10).

To prevent the Distance Education Program from taking control of our own courses, the sociology department passed two resolutions: distance education courses could not fulfill 4000-level course requirements for the Major or Minor; and that all new distance education courses had to be approved by the Head of the sociology department, who would examine both course outlines and manuals (department minutes, October 6, 1998). Since that time the enthusiasm of university administrators for distance education has diminished as they realized that these courses were more expensive than traditional on-campus classes. No new distance education courses in sociology have been added to the curriculum in recent years, although we continue to offer most of the distance education courses which were created in the 1980s and 90s.

TABLE 13

Sociology Courses Offered by Distance Education, 1990 - 2005

Course Number	Course Name	Instructors	How Often Taught	Number of Students
Sociology 2000	Principles of Sociology	1	26	2208
Sociology 2120	Technology and Society	2	22	1049
S/A/F 2230	Newfoundland Society and Culture	2	25	1981
Sociology 2610	Socialization	1	8	260
S/A 2270	Families	1	26	1456
Sociology 3290	Deviance	3	25	1298
Sociology 3307	Sociology of Health	3	24	799
S/A 3314	Gender and Society	1	6	271

Sociology 3322	Sociology of Natural Resource Development	1	3	133
Sociology 3332	Sociology of Natural Resource Development	1	12	321
Sociology 3395	Criminal Justice and Corrections	2	17	531
Sociology 4097	Sociology of Religion	1	6	325

Source: Department of Sociology.

Criminology as a Popular Sub-area of Study in Sociology

Criminology is a very popular area of specialization for large numbers of sociology students, as demonstrated by recently collected enrolment and completion numbers associated with the Certificate in Criminology. The number of sociology Majors (845) and Minors (347) who have graduated at some time with a Certificate in Criminology is clearly very impressive. A further 360 students currently have a Certificate in Criminology but no other degree, diploma, or other certificate (including many who have already completed some sociology courses). Criminology courses also comprise a sizeable share of all sociology offerings each semester. Among the 144 sections of sociology course offerings between the Fall of 2004 and the Fall of 2005, 31 (22%) were criminology-oriented sociology courses.

Waitlists consistently demonstrate considerable student demand for our criminology courses, particularly for the more specialized 4000-level courses. It is not unusual for two dozen students to be wait-listed each semester for some 4000-level course offerings. We are not able to meet the large student demand by sociology Majors and Minors for more specialized criminology offerings. Contributing factors include: (1) new initiatives to expand the curriculum (e.g., the Police Diploma Program), intended to serve students who are not sociology Majors or Minors; (2) faculty sabbaticals and teaching remissions, which result in fewer undergraduate

criminology offerings; (3) faculty choices concerning course selections, which allow some regular faculty with a specialized interest in deviance and crime to offer one or more courses associated with another sub-area in sociology (e.g., health or sport); and (4) contractual faculty being the instructors for these courses.

Three courses have been offered consistently (Fall, Winter and Spring) during the last several years. They are Deviance (Soci. 3290), Criminal Justice and Corrections (Soci. 3395), and Juvenile Justice and Delinquency (Soci. 3306). Class discussion in these courses is inhibited because of class size (roughly 35-45 students). Deviance as well as Criminal Justice and Corrections are also offered on the Web at least two terms per year.

Over the past ten years, more specialized 4000-level seminar courses have been offered whenever resources allow. These include Issues in Policing, Debates in Corrections, Community-based Corrections, Criminology Seminar (corporate/white collar crime) and Child Sexual Abuse. There is limited access to all of these seminars due to the fact that the last two courses are taught by contractual faculty who are required to teach large Principles of Sociology courses.

Criminology Certificate through the Division of Lifelong Learning

This program, administered by the Division of Lifelong Learning, is designed for members of the community who have a special interest in the structure and administration of criminal justice. It can be completed in conjunction with a bachelor's degree or as a stand-alone certificate.

We currently make a major contribution to this certificate program. Three of the seven required courses and seven of the optional courses required for the certificate are sociology courses. The required courses are Principles of Sociology, Deviance, and Criminal Justice and Corrections; the optional courses are Social Inequality, Newfoundland Society and Culture, Changing World, Social Psychology, Juvenile Justice and Delinquency, Gender and Social Theory, and Special Areas in Sociology.

Many of the students who complete the certificate alone might be considered non-traditional students. They usually have not attended university on a regular basis; are probably older than average; and possibly work, or hope to work, in the criminal justice area. The availability of some of these courses by distance, by web or at night is important for these non-traditional students.

Police Studies Program

The Diploma in Police Studies began in the fall of 2004. It is offered to students who are recruit cadets of the Royal Newfoundland Constabulary (RNC) and who hold an undergraduate degree from MUN or another recognized university. For acceptance into the program individuals must be pre-selected by the RNC and have completed six credit hours in English, two introductory psychology courses, and Principles of Sociology. They must also meet the admission requirements of Memorial University.

The ideals of the Police Studies Program, as explained by Anne Morris who is its supervisor, is that:

The Royal Newfoundland Constabulary wants the police recruits integrated into the regular university classroom. They want the recruits to develop good critical thinking skills. (The Constabulary) wants them to understand the social issues facing individuals in society and to critically assess the various agencies of criminal justice. They hope that integrating the recruits will build public respect and confidence in the RNC and give the public a deeper understanding of the knowledge and training of its members. Other students might be encouraged to pursue a career in policing based on what they see of the recruits. The RNC encourages public scrutiny.

Sociology can play an important role in ensuring that our future police officers become critical thinkers and have a broad understanding of social issues (Anne Morris 2006).

Twenty-eight recruits completed the required courses for the program in the Fall of 2005. There are 26 recruits in the program for 2005-06 and we expect at least 30 recruits in 2006-07. The program will continue to fill the needs of the RNC which is currently facing a wave of retirements. Considerable resources from this department are dedicated to the RNC recruits. The program coordinator is an instructor in the sociology department and also acts as a supervisor for Police Studies 5000 - Instructional Field Placement. Half the required courses for the program are from sociology. These include the required courses: Principles of Sociology, Deviance, Juvenile Delinquency and Justice, Criminal Justice and Corrections, and Issues in Policing, with alternate courses being: Special Areas in Criminology, and Sexual Abuse.

There is evidence that the Police Diploma Program will be administered beyond its initial 3 year plan. The RNC leadership has already started to lobby the provincial government (through the Minister of Justice) for an expansion of the Police Diploma Program beyond 2007. In 2006 the provincial government will receive the final report of the *Lamer Inquiry* into wrongful conviction cases in Newfoundland. There is a very good bet that one of the policy

recommendations, designed to curb future wrongful conviction cases, will include further expansion of police education at MUN.

Due to a contractual agreement between MUN and the RNC, Police Studies students have priority access to their required and alternative courses. This means that 26 out of 30 seats must be set aside for RNC recruits in required courses. They may also need to be accommodated in the alternate courses next year. This has limited our capacity to effectively meet the needs of sociology Majors and Minors who are interested in taking more specialized criminology classes. The RNC is also interested in exploring other sociology courses for recruits to take in the future. Sociology/Anthropology of Families has been mentioned.

Law and Society Program

We make a further contribution to the administration of a relatively new degree program, the Minor program in Law and Society. According to the *Calendar* (p. 187), this program is “intended to encourage students to examine different facets of law and its role in society. It is neither a pre-law program nor one offering a certificate or qualification in legal studies. ... [It should] acquaint and confront students with different aspects of the history, philosophical basis, and role of law in modern society.”

Courses include two criminology-oriented sociology offerings: (1) Deviance and (2) Criminal Justice and Corrections. It is odd that this program is sponsored by the history department. Since the key instructor has recently retired, the future of the program is uncertain. It might be possible for it to be housed in the sociology department, if we are allowed to expand our offerings in deviance and criminology.

Cultural Studies

Given the eclectic nature of cultural studies, it can be difficult to distinguish between this discipline, communication studies, the sociology of gender and ethnicity, and social theory. But several members of the sociology department have made important research contributions to cultural studies, especially if the field is broadly defined. Judith Adler has written about tourism, the education of artists, monasticism, and the social history of angels. Jim Overton has published extensively on Newfoundland culture, history, and tourism. Stephen Riggins has written about the semiotics of material artifacts, critical discourse analysis of print media, narratology, ethnic minority media, and government support for the fine arts. Steven Crocker specializes in the study of modernity, especially ideas about time; and about video art. Ron Schwartz is a translator of Tibetan poetry. Peter Sinclair is an amateur photographer. Stephen Riggins is an amateur musician. Victor Zaslavsky, a retired member of the department, was initially trained in the Soviet Union as an art historian. Another retired colleague, the late Gilbert Foster, was an amateur poet. His works are publicly available through his website.

However, these personal research interests and hobbies have not led to a large number of course offerings in cultural studies. Most of the sociology courses on culture are jointly listed with anthropology and are usually taught by the latter. The cultural courses most likely to be taught by sociologists are Sociology of Culture (Soci. 3731), Mass Media and the Public (Soci. 4106), and the Sociology of Art (Soci. 4120).

TABLE 14

Courses on Mass Media, Faculty of Arts, 2005-2006	
Anthropology	New Media in Social Research (S/A 3630)
English	The Physical Stage and Video Technique (Engl. 3351)
	Film Studies (Engl. 3813)
	Television (Engl. 3816)
	Producing the Documentary (Engl. 4402)
Folklore	Folklore and Popular Culture (Folk. 3930)
French	Cinema francophone (Fren. 3506)
German	German Film I (Germ.3000)
	German Film II (Germ. 3001)
History	History of the Book (Hist. 3741)
	American Popular Culture Since 1877: Mass Culture, Consumerism and Identity (Hist. 4216)
Philosophy	Contemporary Issues (Phil. 2800)
Religion	Jesus in Film (Rels. 1022)
	Religion and Popular Culture (Rels. 2812)
	Religion and Popular Music (Rels. 2830)
Sociology	Sociology of Culture (Soci. 3731)
	Mass Media and the Public (Soci. 4106)
	Sociology of Art (Soci. 4120)

Source: Department of Sociology.

The Drama Specialization Program in the English department, in collaboration with the Centre for Academic and Media Services and CBC Television, established a diploma program in 2002 in Performance and Communications Media. The program consists of practical courses in acting, directing, stage/video craft and production. Courses are not aimed at giving students a background in social science perspectives on the media either in terms of content or institutions and audiences. Such approaches are, however, being taught in other departments (see Table 14). If the university were willing to allocate resources to expand the diploma program, mass media courses throughout the Faculty of Arts could be coordinated to produce a more intellectually vigorous program and one which would be useful to aspiring journalism students. Sociology

would certainly seem to be the natural bridging discipline in this endeavour. Given the national visibility today of Newfoundlanders as novelists, artists, choreographers, journalists, and humorists, there should be a demand for courses in cultural studies in the sociology department, especially if classes dealt with the popular arts such as television and film. Cultural studies need not be an elitist discipline. It can have applied value for many non-academic careers.

Student Satisfaction with the Undergraduate Program

According to *The 2000 Alumni Survey: Experience and Preferences of Memorial University Alumni*, conducted by CIAP, attitudes toward Memorial University in general were influenced by decade of graduation. This CIAP report notes that:

with each increment in decade of graduation, alumni were less likely to agree that their degree has been effective in helping them find employment. They were more likely to say they had kept in touch with the people they went to school with, and they felt a stronger bond to their academic department than they did to Memorial overall (p.22).

However, there were also differences in perceived employment prospects related to their degree in that:

...alumni who graduated from a professional discipline more frequently indicated they agreed or strongly agreed that their degree helped them find employment (81.1%, compared to 72.3% in Arts/Science and 50% Other), and that they feel a stronger bond to their academic department than to Memorial overall (36.1%, compared to 25.1% in Arts/Science and 25.6% Other) (p.23).

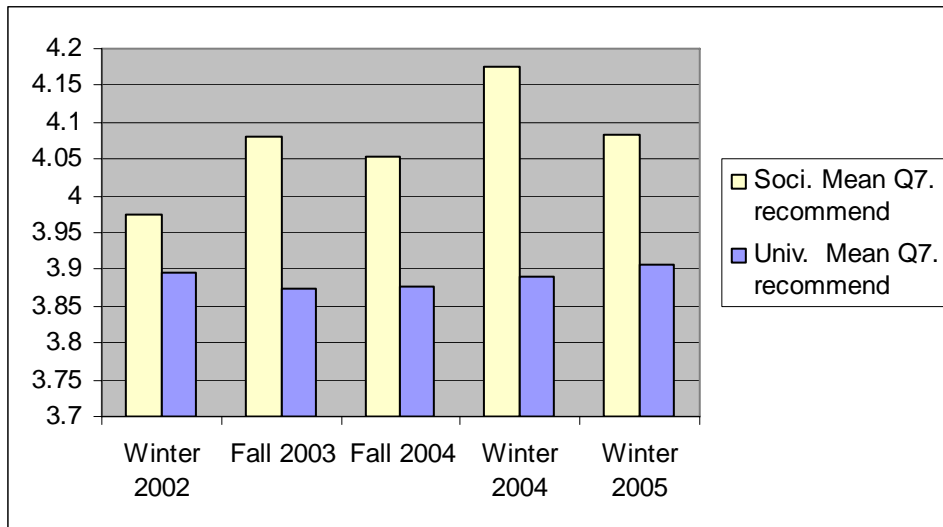
While not designed for this purpose because it does not address the question of satisfaction after graduation, there may be some evidence of satisfaction with the sociology

undergraduate program to be found in the Course Evaluation Questionnaires. Question 7 on the questionnaire asks whether the student would recommend a course to another student. Question 8 asks for an appraisal of the overall quality of the course. Using these as indicators, the mean scores for the sociology department tend to be higher than both the means for the Arts Faculty and the university as a whole.

Table 15 demonstrates that satisfaction levels for sociology courses, as defined by the question asking for the student’s views on recommending the course to others, are consistently higher between 2002 and 2005 than university-wide levels. As we can see in Table 16, this is also true for sociology courses as measured by the question rating the “quality” of the course.

TABLE 15

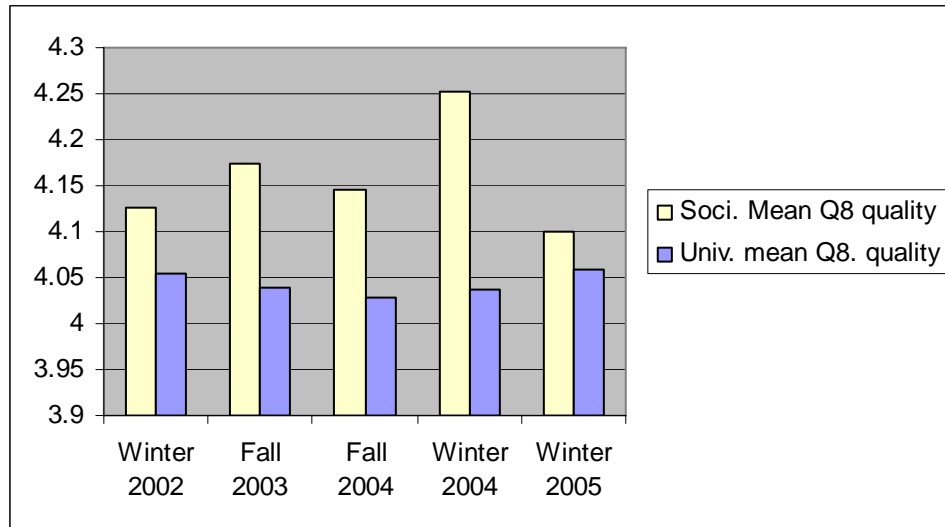
**CEQ Data for Question 7 (Would Recommend Course to Another Student)
Data for Sociology Department and University as a Whole**



Source: CIAP data.

TABLE 16

**CEQ Data for Question 8 (Rating of “Quality” of Course)
sociology department and the university as a whole**



Source: CIAP data.

One worrying source of information about student outcomes that is publicly available is the Government of Newfoundland and Labrador’s Department of Education *Career Search* website which tabulates and interprets survey questions administered to graduated students in each department at MUN for a particular “reference week.” Since the number of visits to the site is unavailable, it is difficult to say how frequently it is consulted.

The latest survey compiled for the Career Search 2004 reference week of June 23-29, 2003, included results of interviews with 49 sociology graduates and 7 sociology and anthropology graduates of the Bachelor of Arts program and 6 sociology graduates of the Master of Arts program. While these numbers are *not* the result of a valid or reliable study, they should be considered as part of the public information available on the Internet as a source for students

to use in determining their choice of Major. It is possible that this information is dissuading some from considering sociology.

For the MUN Bachelor degrees in sociology and the S/A Interdepartmental Studies Program as well as the Master of Arts degree in sociology, the interpretation of the statistics is that “a lower percentage of this program’s graduates (compared to their counterparts at MUN overall) were (1) employed full time in the reference week ... (2) reported a salary in excess of \$560 a week ... (3) considered their job directly related to their training ... (4) satisfied with the personal investment of time for class and study ... (5) satisfied with the financial investment required for their education.” A lower percentage of sociology Masters graduates and sociology and anthropology Bachelors graduates were still resident in Newfoundland and Labrador at the time of the survey (4 of 6 interviewed), but a higher proportion of sociology Bachelors graduates (42 of 48) still resided in Newfoundland and Labrador, compared with all other MUN graduates on the same levels.¹

The statistics generated by this site are generally not reliable. A different answer from only 1 or 2 respondents in most of the preferred categories would have changed the proportions from lower than the total MUN reference group to higher. However, few lay visitors to the website are likely to evaluate the actual statistics in these terms and most will probably remember the poor showing our department appears to have on student outcomes.

A number of our undergraduate sociology students have received recognition for their outstanding work in both course and awards competitions. For example, since 1995, 37

¹ Newfoundland and Labrador, Department of Education. *Career Search 2004* Retrieved from https://os.edu.gov.nf.ca/csp/pkgmain.Display_Mun_Page on October 7, 2005.

sociology undergraduates have been recognized for academic excellence by the Faculty of Arts Dean’s List – a number of these more than once. One student received a bursary from the Birks Family Foundation for leadership in student affairs during his university years. Another was awarded the Pro Vice-Chancellor’s Prize for Undergraduate Scholarship in 2003. (Undoubtedly, there are other awards but university records do not allow us to verify them.) These undergraduate achievements bode well for further academic opportunities for our students.

STUDENT ENROLMENT / PROGRAM OUTCOMES: GRADUATE STUDIES

Enrolment Trends

We are now graduating an average of 4 M.A. students per year. There has been a steady rise in the numbers of graduate students enrolling in both Master and Doctoral programs in sociology. Although enrolment is higher in the full-time category, we continue to accept and graduate part-time students as well. We remain consistent in our graduate numbers, recording approximately 2% of all declared graduate students across the university between 1996 and 2004.

TABLE 17

Graduate Program Cohort Data

Year	Program	Admitted	Graduated	Continuing	Withdrawn	Terminated
2005	MA Course	6		6		
	MA Thesis	1		1		
	Ph.D.	1		1		

2004	MA Course	1		1		
	MA Thesis	4		4		
	Ph.D.	2		2		
2003	MA Course	2	2			
	MA Thesis	6		6		
	Ph.D.	4		3	1	
2002	MA Course	5	3	1		1
	MA Thesis	5	4	1		
	Ph.D.	4		3		1
2001	MA Course	4	4			
	MA Thesis	0				
	Ph.D.	0				
2000	MA Course	5	5			
	MA Thesis	2	2			
	Ph.D.	0				
1999	MA Thesis	6	4		1	1
	Ph.D.	0				
1998	MA Thesis	8	6		2	
	Ph.D.	1			1	
1997	MA Thesis	6	5			1
	Ph.D.	0				
1996	MA Thesis	6	6			
	Ph.D.	1			1	
1995	MA Thesis	2	2			
	Ph.D.	0				

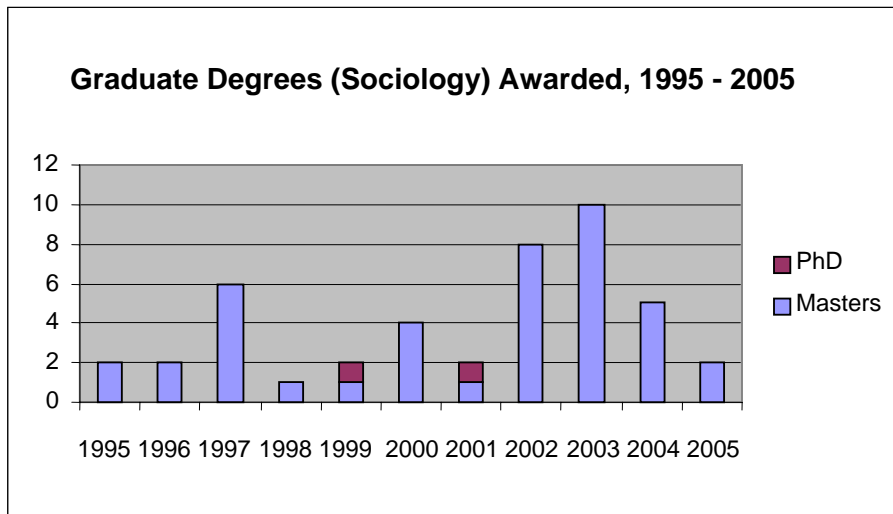
Source: Department of Sociology.

The overall graduate student completion rate per faculty member is 4.8. However, this obscures the fact that four faculty between them have an average of 14 completions (both M.A. and Ph.D.), while the number for the remaining faculty is much lower (1.8) (Table 20). While to some extent this reflects the fact that we have a group of new junior faculty in the department who have only begun to supervise, it also reflects the fact that the department has never required

faculty to participate in graduate supervision and some have chosen to focus their attention elsewhere. At least five faculty members are actively engaged in the supervision of students from other departments and programs including women's studies, geography and environmental studies, reflecting their involvement in interdisciplinary programs and large, interdisciplinary grants. It is anticipated that supervision will be more evenly spread in the future as new faculty members become more involved in the M.A. and Ph.D. programs. It is also important to note that some full-time faculty, and at least four contractual faculty, have supervised students in the Graduate Program in Teaching on more than one occasion.

Although the Ph.D. program was established in 1990, that date can be misleading in terms of evaluating the program because we actually admitted few students before 2002. Initially, several students were attracted to our program because of the possibility of part-time study; however, it proved to be more difficult for them to complete the program than we or they had anticipated. The Ph.D. program became somewhat moribund in the mid-1990s for this reason and we will have to decide in the future if we want to continue offering a part-time option at the Ph.D. level. There is an exception to our pessimism about part-time studies at the Ph.D. level, students who are already per-course or per-term instructors in our department. In our opinion they have a good chance of successfully completing the degree. The Ph.D. program was revived in 2002. Since then we have admitted 13 students. We feel that we have been successful with students since 2002. Enrolment numbers in the Ph.D. program are consistent with other Faculty of Arts departments. In 2001 english had 22 registered Ph.D. students, history had 15; in 2004 english had 17 and history 13.

TABLE 18



Source: CIAP data.

TABLE 19

Current Students in the Ph.D. Program

Year admitted	Full-time	Part-time	Comps. Completed	SSHRC	SSHRC Application	Status in Program
2005	1	0	0	0	1	1 Continuing
2004	2	0	0	1	1	2 Continuing
2003	0	4	0	0	0	2 Continuing 1 Absence 1 Withdrew
2002	4	0	3	1	1	3 ABD 1 Terminated

Source: Department of Sociology.

Graduate Curriculum

Most of our graduate students enter the M.A. program through their interests in the sociology of work and occupations, environmental sociology, gender, deviance, and rural and regional development. But a few theses and extended papers have been completed on theory (the

politics or representation, Jürgen Habermas, Hannah Arendt), on cultural studies (science fiction, news coverage of the United Nations conference on racism and intolerance, Chinese modern dance, knitting in rural Newfoundland, independent musicians), and on the sociology of sports (the television program Hockey Night in Canada, and senior hockey). **Seventy-three M.A. theses** have been completed in the department since 1969. Students have finished **15 research papers** in the course work M.A. program since 2002. (See Appendix II for details.)

At the graduate level, there has been considerable difficulty in finding enough regular faculty to serve as student supervisors. In recent years, a sizeable number of M.A. candidates wishing to do work in the area of criminology had to be turned away because of the unavailability of faculty supervisors. There are currently no specialized graduate course offerings in the area of deviance, crime, and criminal justice for M.A. students. This is explained largely by the fact that faculty are reluctant to do “overload” teaching to remedy this problem. Most sociology departments that rival ours in terms of size have at least three or more regular faculty with a research and teaching specialization in criminology. We believe this difference in faculty staffing explains in large part the far greater degree of criminology curriculum specialization in sociology departments outside Memorial. Several recent graduates of our M.A. program produced theses or research papers on criminological topics. Some of these graduates were at that time interested in pursuing a Ph.D. in the sociology department but eventually decided instead on some alternative plan, which included studying at other universities.

Student Satisfaction with the Graduate Program

In November, 2005, we e-mailed an informal survey to 32 current graduate students (23 M.A. and 9 Ph.D. students) and to 26 graduate alumni asking that they assist us with the Academic Program Review by evaluating their experience of the program. We received 13 replies from the current graduate students: 5 from Ph.D. students and 8 from M.A. students (3 taking the thesis route). Of these, 5 were in the course work phase of the program, 1 was studying for comprehensive exams, 2 were working on proposals, and 5 were in the writing stages of their work. We received 6 alumni responses. A few of the e-mail surveys bounced back due to outdated addresses, all from graduated M.A. students. Three of the respondents are employed full-time and 4 are currently in Ph.D. programs at other universities.

Current graduate students participating in our informal e-mail survey gave many reasons for enrolling at MUN: to study with particular faculty members who were known for their research or from the students' undergraduate educations; to stay in Newfoundland and/or near family; to take advantage of MUN's low tuition rates or the savings they could realize by studying at home; the small department size and hopes for greater interaction; sociology at MUN offering a part-time studies option; and significantly, because the high rate of funded research projects in sociology can provide additional financial support.

Questions in our survey did not incorporate the nebulous word "satisfaction." Rather, we opted for asking more specific questions that would provide some feedback about particular aspects of the sociology program. When the students were asked if the available graduate courses were appropriate to their program, 11/13 students answered "yes." Two said "no." In total, 8 students felt they had an "adequate background preparation for the graduate courses taken" but 5

did not – 2 of those who did not were admitted to the sociology graduate program without an undergraduate Major in sociology.

A common problem identified by 6/13 respondents was that there are too few supervisors *willing* to take on graduate students, leaving those remaining overburdened – ultimately affecting students’ experiences of the program. Spreading the graduate supervision more consistently across the sociology faculty is required for an enrolment increase to be managed successfully. Table 20 illustrates the dependence of the graduate program during the past 5 years on only 3 members of the department. Two professors are responsible for half (15/30) of the Ph.D. student supervision. (These statistics do not reflect the amount of graduate supervision which is undertaken during an entire academic career. Some senior professors were more active as advisors before 1999. Some junior professors have had only a brief time to serve in this capacity.)

TABLE 20

Graduate Student Supervision, 1999-2005	
Faculty Member	M.A. and Ph.D.
Judith Adler	1 M.A. Student
Michael Atkinson	1 M.A. Student
Steven Crocker	7 M.A. Students
Linda Cullum	2 M.A. Students 3 Ph.D. Students
Larry Felt	5 M.A. Students 3 Ph.D. Students
Robert Hill	17 M.A. Students 7 Ph.D. Students
Douglas House	4 M.A. Students 1 Ph.D. Student
Scott Kenney	3 M.A. Students
Anthony Micucci	4 M.A. Students 1 Ph.D. Student

Barbara Neis	9 M.A. Students 5 Ph.D. Students
James Overton	6 M.A. Students 1 Ph.D. Student
Marilyn Porter	4 M.A. Students 1 Ph.D. Student
Stephen Riggins	6 M.A. Students
Peter Sinclair	11 M.A. Students 8 Ph.D. Students
Karen Stanbridge	4 M.A. Students

Source: Department of Sociology.

Graduate student funding is a constant problem in the sociology department, and respondents in our survey of current graduate students commented that lower tuition rates in part shaped their choice of MUN. Table 21 indicates the graduate financial support in the sociology department from 1999 to 2006.

TABLE 21

Graduate Financial Support, Department of Sociology, 1999-2006

Year	Fellowships	GA Monies
1999-2000	\$58,320.00	n/a
2000-2001	\$58,320.00	n/a
2001-2002	\$58,320.00	n/a
2002-2003	\$58,320.00	n/a
2003-2004	\$58,320.00	n/a
2004-2005	\$78,438.00	\$21,750.00
2005-2006	\$82,500.00	\$24,635.25
Total	\$452,538.00	\$46,385.25

Source: Department of Sociology.

Most current graduate students who responded to the survey (11/13) felt that their graduate courses were academically challenging in terms of expectations for critical thought,

participation and standard of work, but not to the point of being overwhelming or a detriment to the program. Only 3 of these students felt they were under-prepared for the course work. Two of the 12 disagreed with the overall assessment of sociology graduate courses as “academically challenging,” although one *did* find course content challenging at times when it was new. These particular respondents made excellent suggestions for changing the core course work required in the program, including three requests to separate and extend courses in both qualitative and quantitative methodology. Most of these students specified that their comments were directed at the curriculum, and not the instructors in these courses, who they found to be excellent, supportive and knowledgeable teachers. One student appreciated the option of doing reading courses as part of the degree program and two students identified the flexibility to incorporate relevant courses from other departments in their program as a “strength” in our department. Graduate alumni also pointed to “latitude in course selection” as a strength in the graduate program.

Alumni graduate students commented on satisfaction levels as well. Satisfaction levels varied with some focusing on the quality of supervision and teaching they received: “I am thankful for the support and guidance I received during my M.A. In comparison to my Ph.D. studies, I found MUN to be stellar in their commitment to graduate students.”

The same student responded that a strength of the department was:

... the sense of inclusion I felt. I remember being told that as graduate students we were like “junior faculty.” This sentiment was strong in the department as well as the other committees I served on throughout the university. I had excellent and supportive supervisors, who took time to listen to my concerns and guided me aptly. I had no issue with my curriculum, and felt that it was flexible enough to meet my needs.

Another student pointed to specific department members as significant in their satisfaction level: “X was my supervisor and I credit him with all the experience and knowledge I gained from my program. He is very hands-on. He is very knowledgeable and he is very understanding of demands on a student’s time. Great asset.”

The quality of the teaching and the administrative support were also cited as important strengths in the department: “... accessibility, in general high level of competency in teaching staff” and “... M.A. program – thesis-based Latitude in course selection Appropriateness of supervision (qualified and committed)... Excellent administrative support.” Not all comments were positive, of course. One student commented “the undergrad program at MUN (is) in need of some serious revisions! Students are not gaining an adequate knowledge of what sociology is really all about.” Certain areas were singled out for critique, specifically that the accommodation for part-time students was not supportive: “part-time students are not awarded the same opportunities and financing as those completing full-time” nor are part-time students allowed “the same opportunities as full-time – fellowships, teaching assistantships, etc.”

When the current graduate students were asked about the relevance of the sociology graduate program to their future employment or study plans, the response was very positive – a few noted how specific skills learned in sociology courses (processing information, empirical research skills, ability to write cogently) were future assets and one speculated that because: “this experience has changed my way of thinking, (it) will make me a stronger candidate in whatever I choose to do.”

Two students specified research and teaching as future goals. One felt that the sociology program:

has certainly prepared me for my future goal of teaching. My program has been specifically tailored to my area of interest, hence providing me with a great foundation and knowledge base through which to teach undergraduate, and hopefully one day, graduate students.

Two students attributed learning these skills to their excellent supervisors rather than the program itself.

Graduate alumni commented on the applicability of skills learned and developed in the sociology graduate program as well. One said:

The skills I developed as a part of the program/research work are very relevant to my career (research, analytical skills). I would not be in the job I have today without the M.A. program. The actual topic I chose to research for the M.A. is less relevant for my job (Fishers' traditional knowledge). I would still like to work in that field; however, the jobs are limited.

This alumnus went on to point out the value of the M.A. program and skill development to employers:

I think there needs to be a better understanding at the school that most sociology graduates (B.A. and M.A.) will not pursue a Ph.D. Most will take their degrees and try to develop a career. As a public servant in a senior advisory role, I am now in the position to offer opinion about new hires. Though we do seek graduates with sociology backgrounds, we are looking for graduates with the appropriate skills.

Our Master's and Doctoral students have received public recognition for their writing and research and have been awarded significant scholarships and other awards. In 2005, one of our Master's graduates (*Robert Kean*) was awarded the Pierre Elliott Trudeau Foundation Scholarship, enabling him to go on to Doctoral studies at Dalhousie University. Six of our

graduate students have been made Fellows of the School of Graduate Studies at Memorial. Others have been nominated for the Graduate Students Union Community Service Award.

The Postgraduate Careers of our M.A. Students

A number of our M.A. graduates have gone on to lead outstanding academic careers. *Cecilia Benoit* received an M.A. degree from Memorial in 1982 and a Ph.D. from the University of Toronto in 1989. She is presently a Professor in the department of sociology at the University of Victoria and Senior Administrator for the Office of Research Services. Dr. Benoit is the author of two books, *Women, Work and Social Rights: Canada in Historical and Comparative Perspective* (Prentice Hall) and *Midwives in Passage: The Modernization of Maternity Care* (ISER Books); and the co-author of an introductory textbook, now in its third edition, *Society: The Basics* (Pearson Education Canada). She has co-edited five book, including: *Research Ethics in Community-based and Participatory Action Research with Children, Adolescents, and Youth* (forthcoming: University of Toronto Press) and *Reconceiving Midwifery: Emerging Canadian Models of Care* (McGill-Queen's University Press).

After graduating from our M.A. program in 1999, *MaDonna Maidment* was awarded the 2005 Governor General's Medal for Graduate Work at Carleton University and the Carleton University Medal in Sociology. Dr. Maidment received a tenure-track position in the department of sociology and anthropology at the University of Guelph. She has worked as a researcher and policy analyst on aboriginal resource development, fisheries and aquaculture, petroleum research development, adult probation, and wrongful convictions. *John David Flint* completed an M.A. thesis on family farming in Newfoundland. He entered Dalhousie University where he received a Killam scholarship and completed his Ph.D. degree. As a specialist in the areas of social justice

and rural and coastal communities, he now teaches at Dalhousie. He recently collaborated in a project designed to encourage community-based collaborative research on sustainable development in Vietnam and the Philippines. *Barbara Neis*, is a Professor in our department. Some of the highlights of her career are mentioned in other sections of this self-study.

In the winter of 2006 we offered a tenure-track position to *Nicole Power*. Dr. Power received an M.A. degree from Memorial University for a thesis on the fishing industry. After graduating from the University of Essex, her Ph.D. thesis was published by ISER Books, *What Do They Call a Fisherman? Men, Gender, and Restructuring in the Newfoundland Fishery*. She specializes in the areas of gender (including masculinities), occupational health and safety, fishing economies, work, and the environment. Dr. Power received a post-doctoral fellowship with the Newfoundland and Labrador Centre for Applied Health Research. She is a co-investigator on the Safe Catch Fishing Vessel Safety/Perceptions of Risk Study with SafetyNet.

Dr. *Daniel MacInnes* completed a Ph.D. at McMaster University. He is presently Professor and Chair of the sociology and anthropology department at St. Francis Xavier University. MacInnes is an authority on comparative regional fisheries in Norway, Scotland, New Zealand and Atlantic Canada. He has been involved in several ambitious research projects about the ecological knowledge of fish and lobster harvesters, the impact of Sable oil and gas on the local economy, and the future quality of rural life. Dr. *Wilfred B.W. Martin* was the first or second person to complete an M.A. thesis in sociology at Memorial University. He is now Professor Emeritus of education and has an extensive list of publications on education, sociology, and Newfoundland history, including: *The Negotiated Order of the School*

(Macmillan); *Canadian Education: A Sociological Analysis* (Prentice-Hall); and *Voices from the Classroom* (Creative Publisher).

We have hired as per-term instructors four of our M.A graduates: *Paul Ripley*, who is a key instructor in our undergraduate methods class and whose work allows other instructors to teach their preferred courses; *Anne Morris*, the coordinator for the Police Studies Program, *Linda Parsons*, who has specialized in teaching courses on families and has been active as a fund raiser for the Girl Guides of Canada; and *Susanne Ottenheimer*, who won the Dean's Award for Excellence in Teaching. In addition, *Terry Murphy* is a sociology teacher at the College of the North Atlantic and is employed as a per-course instructor by Memorial University.

Kirk Helliker completed an M.A. thesis on South Africa. He has continued to published in African sociology journals and is the co-author of *Voices from Rini: A Survey of Black Attitudes to a Consumer Boycott in Grahamstown* (Rhodes University Press). *Hu Fang* is teaching Marxist political economy and statistics in the department of social work at Guangdong University of Technology in the People's Republic of China. *Sheila White* teaches sociology at the College of the North Atlantic in Grand Falls. *Robert Biezenski*, who earned a Ph.D. from the University of Toronto, is an instructor in sociology and social studies at the University of Regina. *Roger Carter* has a long history of video and community development work in Newfoundland. He has been an instructor at the College of the North Atlantic as well as a fieldworker and manager with MUN Extension. *Gerald White* is a Research Community Specialist in the graduate program at MUN's Faculty of Education. It should also be noted that the outstanding M.A. thesis of our student *Alan Christopher Finlayson* was published by ISER

Books, *Fishing for Truth: A Sociological Analysis of Northern Cod Stock Assessments from 1977 to 1990*.

Other graduates of our M.A. program in sociology have enjoyed successful careers in public service, journalism, and research. *Colin Flynn* served as a Crown Prosecutor for the Province of Newfoundland for over a decade. He is now a Provincial Court Judge. *Roger Bill* worked as a broadcast journalist with CBC radio in St. John's, specializing in arts programming and current affairs. He is an editor and part-owner of the alternative St. John's newspaper, *The Current*. *Philip Perry* is a Rehabilitation Management Consultant at VocEast Rehabilitation and Consulting Services, St. John's. He was previously employed as a counselor at the John Howard Society and an instructor at Avalon Community College. *Brenda Kitchen* assumed the Executive Director's position at the Newfoundland and Labrador Sexual Health Centre in 2005. *Tanya Lopez* works as a Policy, Planning and Research Analyst for the College of the North Atlantic. *Darrin McGrath* has had an impressive career as a journalist, writing for *The Telegram* about such topics as outdoor recreation. He is also the author of three popular books on Newfoundland history and culture, *From Red Ochre to Black Gold*, *Last Dance: The Knights of Columbus Fire*, and *Hitching a Ride: The Unsolved Murder of Dana Bradley*. *Joseph Courtney* is a senior policy analyst for the Canadian Union of Public Employees in Ottawa. *Mary Hall* works as a policy researcher in Ottawa for Health Canada and Corrections Services of Canada. A lawyer in Corner Brook, *Eugene Ozon* is a Queen's Counsel for Newfoundland and Labrador.

An early M.A. graduate, *Barbara Wakeham*, was appointed Deputy Minister in the department of Works, Services and Transportation in the Newfoundland and Labrador government in 1997. She has been involved in municipal, federal and provincial governments for

about 30 years, often at high levels of responsibility. *Wanda Legge*, is Director of Policy and Planning in the department of Health and Community Services of the Newfoundland and Labrador government. Upon graduation, *Heather Rossiter* received a contract as a data analyst at the Centre for Institutional and Academic Planning at Memorial University. She now works as a social data analyst at Statistics Canada. *Lorrie Yetman* is the Sexual Harassment Officer at Memorial University. *Simone Kendall* is employed as a Community Resource Coordinator for the Canadian Cancer Society. *Richard Fuchs* completed an M.A. degree in our department and then taught criminology and deviance courses for us for several years. He now heads the information technology branch of the International Development Research Centre in Ottawa (Goar 2005). In 2004 and 2005 *John K. McKnight* was an Environmental Officer for the Department of National Defense, working with the NATO International Security and Assistance Force in Kabul, Afghanistan.

SOCIOLOGY FACULTY CONTRIBUTIONS

Effectiveness of the Faculty as Teachers

Four criteria should be considered in assessing the effectiveness of the faculty: (1) aggregate teaching evaluation data (as provided by the Centre for Institutional Analysis and Planning); (2) faculty teaching awards and nominations; (3) graduate student supervisions and completions; and (4) the range and overall number of courses taught by faculty over time. With regard to teaching, CIAP provided aggregate data for the past four years. These data broadly compare evaluations of sociology faculty with those of all CEQ mandated undergraduate courses in the Faculty of Arts for seven semesters between Winter 2002 and Winter 2005.

Overall, the sociology faculty measure up well on this comparison. Table 22 shows mean scores on the first 8 questions. Bearing in mind that the maximum score is five, the overall mean for all questions in both sociology and Arts as a whole exceed four. When individual items are less than four, the difference is always small. In general, it is reasonable to conclude from this source that students are generally satisfied with their courses in sociology and the Arts Faculty as a whole. We also calculated, for each question, the differences between sociology course evaluations and those of Arts. Sociology is close to the Arts mean for all courses (+0.03) and exceeds the general mean more substantially for being well organized, making requirements clear, and having students willing to recommend the courses to others. The department does less well on showing concern for students' progress and providing constructive feedback. This may be related to large class sizes at the lower levels. We were unable to assess this because data by course level were not available for use in this report. We note that the department employs a relatively large number of per-course and per-term instructors. Although the department's evaluations by appointment status were also not available to us, there is no evidence that this has hurt the overall performance according to student evaluations and, indeed, in some cases (see below) we have other evidence of excellent teaching by contractual instructors.

TABLE 22

Sociology and Arts CEQs, Mean Scores								
Sociology	W'02	F'02	W'03	F'03	W'04	F'04	W'05	All Semesters
1. Student requirements were clear	4.31	4.33	4.25	4.40	4.39	4.32	4.30	4.33
2. Effective response to questions	4.29	4.30	4.26	4.35	4.44	4.25	4.24	4.30

3. Concern for students' progress	4.03	4.07	4.03	4.15	4.20	4.09	3.94	4.07
4. Stimulated interest	4.05	3.96	3.98	3.96	4.03	3.94	3.96	3.98
5. Constructive feedback	3.99	4.09	3.97	4.06	4.01	4.00	3.81	3.99
6. Course well organized	4.15	4.30	4.21	4.25	4.34	4.24	4.20	4.24
7. Recommend to others	3.97	4.02	4.02	4.10	4.18	4.05	4.08	4.06
8. Overall quality	4.13	4.18	4.11	4.19	4.25	4.15	4.10	4.16
Mean of all questions	4.11	4.15	4.10	4.18	4.23	4.13	4.08	4.14
ARTS								
1. Student requirements were clear	4.29	4.21	4.26	4.29	4.29	4.24	4.25	4.26
2. Effective response to questions	4.32	4.26	4.29	4.31	4.31	4.28	4.28	4.29
3. Concern for students' progress	4.13	4.08	4.11	4.09	4.16	4.07	4.07	4.10
4. Stimulated interest	3.98	3.87	3.93	3.95	3.94	3.91	3.92	3.93
5. Constructive feedback	4.08	4.08	4.09	4.05	4.09	4.06	4.04	4.07
6. Course well organized	4.13	4.09	4.13	4.17	4.12	4.09	4.13	4.12
7. Recommend to others	4.04	3.96	3.99	4.02	4.00	3.96	3.99	3.99
8. Overall quality	4.16	4.09	4.11	4.13	4.13	4.09	4.10	4.11
Mean of all questions	4.14	4.08	4.11	4.13	4.13	4.09	4.10	4.11
Sociology Scores Minus Arts Scores								
1. Student requirements were clear	0.02	0.12	-0.01	0.11	0.10	0.08	0.05	0.07
2. Effective response to questions	-0.03	0.04	-0.03	0.04	0.13	-0.03	-0.04	0.01
3. Concern for students' progress	-0.10	-0.10	-0.08	0.06	0.04	0.02	-0.13	-0.03

4. Stimulated interest	0.07	0.09	0.05	0.01	0.09	0.03	0.04	0.05
5. Constructive feedback	-0.09	0.01	-0.12	0.01	-0.08	-0.06	-0.23	-0.08
6. Course well organized	0.02	0.21	0.08	0.08	0.22	0.15	0.07	0.12
7. Recommend to others	-0.07	0.06	0.03	0.08	0.18	0.09	0.09	0.07
8. Overall quality	-0.03	0.09	-0.02	0.04	0.13	0.05	-0.01	0.04
Mean of all questions	-0.03	0.07	-0.01	0.06	0.10	0.04	-0.02	0.03
Mean difference all semesters combined	0.03							

Source CIAP data.

With regard to the second criterion, there are a number of past and present members of the department who have been recognized as excellent teachers through either nominations or teaching awards. For example, Susanne Ottenheimer, one of our per-term faculty, received the 2005 Dean's Award for excellence in teaching. Anne Morris, another contractual faculty member, was nominated for the Glenn Roy Blundon Award for outstanding service to students with disabilities. Stephen Crocker was nominated for the President's Award For Distinguished Teaching in 2002, and Rick Johnstone (who retired in 2005) was presented with the President's Award in 2000. Given the excellent caliber of our existing faculty and new recruits, it is likely that there will be more such awards in the future.

Finally, it is clear that the faculty in sociology have been busy teaching a wide range of courses, and that many of these have been taught in numerous sections. For example, with respect to developing and teaching specific classes, the average range of courses taught per full-time faculty member stands at 13.6. Indeed, there are three faculty members who have taught

over 25 different courses, and half of our full-time faculty have taught more than 10. Some full-time faculty have also developed and taught web-based courses. Overall, the undergraduate teaching load of some full-time faculty members has exceeded that of others due to course remissions related to graduate supervisions, administrative responsibilities, University Research Professorships and grant-funded course remissions.

For per-term and per-course instructors, not surprisingly, the variety of courses taught has been lower, standing at an average of 4.75. Although all of the non-tenure stream faculty have developed and taught new courses, three of them have also developed distance and web-based courses and four of them teach on the web as well as in the classroom. These instructors have taught a narrower range of courses because they are generally asked to teach the same three or four courses over and over again. Per-term and per-course instructors on average teach substantially more courses annually than full-time faculty. The five contractual employees teach eight or nine courses annually with a minimum of approximately 150 students per semester. The normal load for full-time faculty is five courses per year. The work load for per-course and per-term employees has increased in recent years. When interpreting data on undergraduate and, to a lesser degree, graduate teaching, it is important to note that sociology courses are often required for completion of several other programs at MUN beyond those of Majors and Minors and other Arts degrees. A number of these service courses for other programs are currently taught by per-course and per-term faculty.

Overall, the picture in terms of faculty teaching is a positive one. An analysis of teaching evaluation data places us favourably in relation to the rest of the university. Historically, graduate supervision has been unevenly distributed across the full-time faculty but with the

retirement of some teachers not active in the graduate program and the recruitment of new scholars who generally exhibit strong interest in graduate work, we expect this pattern to change.

Faculty as Researchers and Scholars

To the extent possible, we assessed our track record as a department in relation to the following types of publications:

- | | |
|--|-------------------------------------|
| (1). Publications in refereed journals | (5). Non peer-reviewed publications |
| (2). Books by faculty | (6). Book reviews |
| (3). Edited books & special issues of journals | (7). Manuscript review for journals |
| (4). Chapters in books | (8). Research grants received |

It is clear that full-time faculty in the department of sociology have been successfully publishing their work in refereed journals. The full-time members of our department have an average of 14.6 refereed journal articles per person. Not surprisingly, the average number is generally higher for senior faculty who are more advanced in their careers. Nevertheless, the four individuals with more than 25 refereed journal articles include one of our new junior members. The remaining full-time faculty have an average of 8.4 refereed journal articles. This can partly be explained by the fact that nearly half of this group is made up of new junior faculty. Also, some longer-term members have concentrated more of their efforts on other venues for publication, as well as administrative or teaching responsibilities. As for per-term and per-course instructors, not surprisingly, only 3 of the 8 individuals have published in a refereed journal (one or two publications) reflecting the fact that most have not completed their Ph.D.'s and their heavy teaching commitments.

Secondly, full-time faculty in our department published a total of 32 single or co-authored monographs, an average of 1.9 per person. Three of our senior faculty have published

five or more books of this type, while four of our most junior faculty have also published books – a good sign for the future. Given the caliber of our junior and senior faculty, we have no doubt that many more books will be forthcoming in the future. Per-term and per-course have not published any books to date reflecting, again, their teaching load, career stage and career paths. Edited books and special issues of journals are also important dimensions of scholarly publishing. Department members have produced 23 volumes (1.4 per faculty member) in this category. Four senior faculty each contributed four books or special issues to this total.

Table 23 is a selective bibliography of books published by tenure-stream faculty members of the sociology department. The bibliography is restricted to one volume per person except for publications written or edited by two members of the department. In cases in which a tenure-stream faculty member taught only briefly at Memorial University we attempted to select either a title which was published when he or she was in St. John’s or the title which appeared shortly after leaving. This may not be the individual’s most significant publication. Unfortunately, restricting the list to tenured faculty members has prevented us from listing books written by some exceptionally interesting scholars (such as Michael Gardiner, Gary Kinsman, and Ester Reiter), who had limited appointments teaching sociology at Memorial University. Table 23 provides only an impression of faculty publications.

TABLE 23

**Selective Bibliography of Books Published by Sociology Faculty at Memorial University
Restricted to One Title per Faculty Member Except for Departmental Collaborations**

Judith Adler	<i>Artists in Offices: An Ethnography of an Academic Art Scene</i>
Michael Atkinson	<i>Tattooed: The Sociogenesis of a Body Art</i>
Peter Baehr	<i>Caesar and the Fading of the Roman World: A Study in</i>

	<i>Republicanism and Caesarism</i>
Robert J. Brym and Victor Zaslavsky	<i>Soviet-Jewish Emigration and Soviet Nationality Policy</i>
Linda Cullum	<i>Narratives at Work: Women, Men, Unionization and the Fashioning of Identities</i>
François Dépelteau	<i>La démarche d'une recherche en sciences humaines</i>
Lawrence Felt and Peter Sinclair	<i>Living on the Edge: The Great Northern Peninsula of Newfoundland</i>
Gilbert Foster	<i>Language and Poverty: The Persistence of Scottish Gaelic in Eastern Canada</i>
Ian Gomme	<i>The Shadow Line: Deviance and Crime in Canada</i>
Douglas House	<i>The Challenge of Oil: Newfoundland's Quest for Controlled Development</i>
Noel Iverson and Ralph Matthews	<i>Communities in Decline: An Examination of Household Resettlement in Newfoundland</i>
Frederick Johnstone	<i>Class, Race and Gold: A Study of Class Relations and Racial Discrimination in South Africa</i>
Roger Krohn	<i>The Social Shaping of Science: Institutions, Ideology, and Careers in Science</i>
Volker Meja et al.	<i>Karl Mannheim and the Crisis of Liberalism: The Secret of these New Times</i>
Barbara Neis and Lawrence Felt	<i>Finding our Sea Legs: Linking Fishery People and their Knowledge with Science and Management</i>
Anton Oleinik	<i>Organized Crime, Prison and Post-Soviet Societies</i>
James Overton	<i>Making a World of Difference: Essays on Tourism, Culture and Development</i>
Marilyn Porter	<i>Feminists Doing Development: A Practical Critique</i>
Shelley Reuter	<i>Narrating Social Order: A Reinterpretation of Agoraphobia</i>
Stephen Harold Riggins	<i>Beyond Goffman: Studies on Communication, Institution and Social Interaction</i>
Jack Ross	<i>An Assembly of Good Fellows: Voluntary Associations in History</i>
Ronald Schwartz	<i>Circle of Protest: Political Ritual in the Tibetan Uprising</i>
Peter Sinclair	<i>From Traps to Draggers: Domestic Commodity Production in Northwest Newfoundland, 1850-1982</i>
Karen Stanbridge	<i>Toleration and State Institutions: British Policy Toward Catholics in 18th-century Ireland and Quebec</i>
Robert A. Stebbins	<i>Commitment to Deviance: The Non-professional Criminal in the Community</i>
Will Wright	<i>Six Guns and Society: A Structural Study of the Western</i>
Victor Zaslavsky	<i>The Neo-Stalinist State: Class, Ethnicity, and Consensus in Soviet Society</i>

Source: Department of Sociology.

Turning to the fourth criterion, many sociology faculty have also been successful in publishing chapters in books, many of these refereed. The average number of book chapters per full-time member stands at 10.4. Again, there is a split between three senior professors, who each have more than 25 such publications, and the rest who have an average of 4.9. Approximately half of this remaining group is made up of new junior faculty. As for per-term and per-course instructors, the situation above in relation to refereed journal articles is essentially repeated. Only three out of eight have published book chapters (one or two at most).

Fifth, department members have been busy writing and publishing in other areas. Full-time faculty have published a total of 246 non-refereed publications, an average of 14.5 per individual, be they research reports, contract research, government reports, journalism, or the like. This type of publication is largely concentrated among four senior members, who together have an average of 36 such works in print. Three other senior faculty members have also been relatively active in this respect, averaging 10 per person. The remainder of the full-time faculty have not been quite so busy in this respect, partly due to their junior status (where such publications do not count as much), and partly due to the fact that their efforts have been concentrated elsewhere. This seems to be the area in which per-term and per-course instructors have been most successful, with an average of 3.3 non-refereed publications per person. Indeed, only one per-term faculty member has no such publications. Two have over five.

Sixth, it is clear that sociology faculty have taken a keen interest in the work of other academics in their (and other) disciplines. Overall, full-time faculty have published an average of 11.5 book reviews apiece, and this estimate is on the low side given that several senior faculty have described their contributions in this regard in such terms as over 50, or many. Indeed, there

are two professors in the department who have written and published more than 40 book reviews, and four others who have written more than 10. Yet, even among the seven most junior faculty, the average number of book reviews is 3.7, suggesting that more such critical evaluation of scholarly work, and contribution to the academic community, is likely forthcoming. Part-time faculty, not surprisingly, have not been as active in this regard. Only three of the eight per-term and per-course faculty have written book reviews (one or two).

Seventh, sociologists at MUN are not merely content to rest on their laurels. Available data show that our 17 full-time faculty are engaged in at least 57 ongoing research projects, an average of 3.4 per person. Even some of our junior members have many irons in the fire (one is working on 13 separate projects). As for our per-term and per-course instructors, some are engaged in their dissertation research, which, in time, may lead to academic publications. All of this bodes well for the productivity of the department in the future.

Finally, research grants are a very important criterion for measuring faculty productivity as researchers and scholars. MUN sociologists have been very successful in obtaining funding for their research, bringing both helpful resources into the university and providing recognition of Memorial as a major centre of sociological research in this country. In addition to six faculty members who have received Social Science and Humanities Research Council of Canada doctoral fellowships, more than half have received post-doctoral fellowships from the Social Science and Humanities Research Council of Canada, the Institute of Social and Economic Research, or other prestigious funding bodies in Canada or around the world. Peter Sinclair, for example, reports numerous research grants (often with collaborators) from various funding agencies totaling \$10.25 million and was appointed University Research Professor in 1992.

Marilyn Porter is currently a University Research Professor. Other senior faculty members, namely Barbara Neis and Larry Felt, are also heavily involved in funded research, and between them, have obtained many grants from such bodies as the Social Sciences and Humanities Research Council of Canada, the Institute of Social and Economic Research, Canadian Institutes of Health Research, International development Research Centre, Community-University Research Alliance, Atlantic Canada Opportunities Agency, and Health and Welfare. Barbara Neis (who has been principal investigator or co-investigator in association with grants totaling over \$11 million from the Social Sciences and Humanities Research Council of Canada / Natural Sciences and Engineering Research Council, Canadian Institutes of Health Research, and other sources) received the President's Award for Outstanding Research in 1998-99.

Three other individuals have been awarded SSHRC research grants, seven obtained SSHRC travel grants (often several times – an underestimate because not everyone records these), seven obtained Vice-President's grants, followed by a variety of other specialized grants including Anton Oleinik's SSHRC Research Development Initiative. Application for and receipt of research grants is uneven across the faculty reflecting career stage and faculty priorities. Those with research professorships and with funding that permits them to obtain teaching remissions are in a better position to emphasize research activities. In some cases, these activities involve providing leadership roles within large, interdisciplinary projects which are obtaining funds for and administering research grants benefiting many scholars across the university. Other faculty members have focused on standard research grants or pursue research that does not require substantial funding, such as theoretical work. Younger sociologists generally have a very

strong track record in relation to grant submission and success, implying that the department will continue to perform strongly in this area in the future.

Per-term and per-course instructors are generally not eligible for research grants from the national granting councils but some have collaborated on others' grants. In addition, one received a SSHRC doctoral fellowship, two others have received other doctoral fellowships, and one has received ongoing research funding from the Newfoundland Cancer Treatment and Research Foundation. Taken together, half of our contractual faculty have obtained some form of research funding over their careers, and one more has significant institutional research experience in government settings.

It is difficult to evaluate the quality and impact of scholarly contributions, but the volume of publications and conference presentations suggests that our department fares well on these criteria. Several sociologists have received invitations to deliver invited lectures (separate from conference presentations) and others have received awards from Memorial University that recognize distinction and reputation. These have been mentioned in the previous section. In addition, several members of the department have been recognized externally. Thus Peter Sinclair was awarded a certificate of merit for Outstanding Achievements in the Sociology of Natural Resources by the Rural Sociological Society in 1997 and was presented with the 2005 Award for Outstanding Contribution to Canadian Sociology by the CSAA. Barbara Neis' achievements have been recognized by her recent appointment to the SSHRC Council, her receipt of the Women's Health Leadership Award 2002, and the Margaret Lowe Benston Award (AASA 1993) for combining scholarship and activism. Linda Cullum's recent book has been nominated for the 2005 Canadian Women's Studies Book Award. Anton Oleinik won the Young

Sociologists' Worldwide Competition offered by the International Sociological Association in 1998 and Book of the Year 2001 from the Russian National Library.

Involvement with Professional Communities

Measures of engagement with relevant professional communities include involvement in editorial boards, participation in scholarly meetings and in the organization of conferences and workshops, and engagement in grant competitions and research collaborations funded by granting councils and other agencies. In terms of participation in scholarly conferences and other professional venues, whether invited or uninvited, full-time faculty in the department of sociology average 28.5 presentations at academic conferences. Indeed, this is an underestimate of their involvement because several only included selected presentations in their CV's, and one senior member with a stellar research and publication record simply indicated that he had done many such presentations. Indeed, from the available information, it would appear that seven senior faculty members have given more than 40 papers, and three junior faculty members have presented more than 20 apiece. Our per-term and per-course teachers have also been active, all but one having presented academic papers at conferences, with an average of three papers per instructor. One of our contractuales has given 11 papers.

Full-time faculty members have acted as associate editors or as members of editorial boards for a wide range of journals including: *Canadian Review of Sociology and Anthropology*, *Rural Sociology*, *Maritime Studies*, *Studies in Political Economy*, *Labour/Le Travail*, *Telos*, *Canadian Journal of Political and Social Theory*, *Newfoundland Studies*, *Journal of Peace Research*, *International Journal of Sociology and Social Policy*, *Glimpse: Media Phenomena*,

Semiotic Review of Books, Journal of Sociolinguistics, Journal of the Society for Phenomenology and Media, Journeys: The International Journal of Travel and Travel Writing, Canadian Journal of Sociology, and Qualitative Studies. They have reviewed manuscripts for these and many other journals. Of the seven faculty who provided detailed information in this regard, the average number of manuscript reviews was 8.9. However, most of the senior members of the department do not appear to systematically monitor this aspect of their professional lives. Per-term and per-course instructors have generally not been engaged in manuscript review.

Sociologists at MUN have served or are serving as members and chairs of several granting councils and other adjudication committees including the College of Reviewers for the Canada Research Chairs Program; SSHRC Post-doctoral Fellowship Committee; the SSHRC Committee on Research Development Initiatives, the Canadian Foundation for Innovation, MAC Committee on Small Universities, SSHRC Virtual Scholar in Residence Evaluation Panel, SSHRC Strategic Committee on the Knowledge Based Economy, SSHRC Council, SSHRC Committee on Aid to Journals, the Institute Advisory Board for the CIHR Institute for Gender and Health, the Grants Adjudication Boards of the Institute for Social and Economic Research and the Smallwood Institute at Memorial.

Marilyn Porter has served as Editor of *Atlantis: A Women's Studies Journal*. She was Associate Editor of the *Canadian Review of Sociology and Anthropology* and is currently Sociology Editor for this journal. In 1992-93 she served as the President of the Canadian Sociology and Anthropology Association. Stephen Riggins is the Sociology Book Review Editor for the *Canadian Review of Sociology and Anthropology*. He served as the local program coordinator for the 1997 CSAA annual meeting and was elected National Program Chair for the

CSAA Executive Committee. Others have also served on the CSAA executive and committees at other times in their careers. Karen Stanbridge is founder and coordinator of the Canadian Network for the Study of Identities, Mobilisation and Conflict. Department members have coordinated multiple conferences and workshops and some have served on executives and committees of such professional associations as the Rural Sociological Society, the International Association for Society and Natural Resources, the Canadian Association of Gerontology, and the International Sociological Association. Many are members of relevant professional associations including the CSAA, the American Society of Criminology, Canadian Women's Studies, Rural Sociological Society, Society for Asian Studies, American Sociological Association, Canadian Asian Studies Association, Society for Phenomenology and Media, and the International Sociological Association.

While most of the newer faculty members have not yet had an opportunity to serve on editorial boards or national adjudication committees, some are already engaged in this work and others are reviewing manuscripts and have served on local or more specialized adjudication committees. Some faculty members have been dedicated in recent years to developing new, interdisciplinary research teams and initiatives, which are broadening the relevant communities for their work and dissemination. Others are more solidly tied to sociological audiences. The mix of work in this area is healthy.

Per-term and per-course instructors are significantly less likely to be members of professional associations and to participate in conferences. However, some belong to the Canadian Society of Sociology and Anthropology, the Canadian Association of Gerontology, Women's Studies Council at MUN, participated in the APR committee for Women's Studies,

etc. They are ineligible for research grants from the national granting councils and generally ineligible for travel grants from Memorial so this would substantially limit their ability to contribute in these areas.

Relationships with Business, Government, Cultural, and Other Communities

Douglas House, who is currently on leave, was invested as a Member of the Order of Canada in 2001. He ran the Economic Recovery Commission of a previous provincial government and is now Deputy Minister for the Provincial Development Plan. Barbara Neis is the co-chair of SafetyNet, a community alliance for health research with a focus on occupational health in marine and coastal occupations. This community alliance involves a broad range of government, quasi-government and community groups in the identification of research priorities as well as in the design of research and the transfer of research results. Larry Felt is a Co-Principal Investigator with a SSHRC-funded Community-University Research Alliance that is monitoring and evaluating Newfoundland and Labrador's Strategic Social Plan. This is a collaboration with the Community Services Council in St. John's. He has also worked on a variety of projects funded by such government agencies as the Atlantic Canada Opportunities Association and Health and Welfare Canada. Bob Hill was a member of a panel advising the federal Minister of Employment and Immigration on unemployment insurance issues (1982-3), while Peter Sinclair served two years on the Canadian Atlantic Fisheries Scientific Advisory Committee which set quotas for all commercial fisheries in the region (1990-2).

Department members have worked with a variety of community groups (often in leadership roles) over their careers. These groups include Oxfam Canada, Coalition for Equality,

St. John's Status of Women Council, Newfoundland Historical Society, Women and History Collective, East Coast Trail Association, Women and Resource Development Committee, Credit Counseling Service of Newfoundland and Labrador, Ability Works Employment Centre for Persons with Disabilities, Choices for Youth, Parent Teacher Associations, the Women's Health Network, the Newfoundland and Labrador Human Rights Association, the Board of Directors of the Shastri Indo-Canadian Institute, the Wu Ming Dance Project, the Newfoundland Writers' Guild, and the Community Services Council. Some have made presentations to government and a range of community groups and participated in public forums, panels and other events sponsored by community groups. Some have presented to government committees and drafted briefs for government agencies. Some faculty members' research has been funded by such organizations as the Canadian International Development Association, Status of Women Canada, Health Canada and the Public Health Agency of Canada. The knowledge translation work of department members has also included, in some cases, in media interviews and documentary production.

Per-term and per-course instructors are also generally quite active in their communities in a range of volunteer activities often relevant to their research interests, many of which are included in the list above. Other activities include working with the RNC, RCMP, group homes, victim services organizations, cycling organizations, Girl Guides of Canada and others.

COST EFFECTIVENESS

The evaluation of the cost effectiveness of an academic department within the university setting is a controversial issue. The university is a public institution with multiple stakeholders.

The criteria and measurements typically used in the private sector, such as the productivity of labour and capital, market share and profitability are not applicable. Perhaps this is why some academic departments which have already completed the APR process have declined to address the cost effectiveness issue at all. Furthermore, the question of comparing student/faculty ratios and program costs with similar programs elsewhere is fraught with difficulties. CIAP has informed us that there is no standardized data base from other universities with information available at the department level.

TABLE 24

Cost Effectiveness – Sociology, 2003-2004

	Registration per Regular Full Time Faculty	Ratio: Majors/Minors Faculty Complement	Dollars per Lecture Registrations	Dollars per FTE Undergrad Major	Full Time Academic Salary per Registration	Research Dollars	Research Dollars per FT Regular Faculty	Operating Expenditure
Faculty of Arts	243.2	17.9	525	8,023	345	3,339,048	20,115	1,908,723
Sociology	298.9	20.7	394	9,325	289	708,149	44,259	67,126
Anthropology	197.9	10.1	539	15,173	381	767,412	51,161	100,316
Classics	460	12.5	387	35,574	223	8,583	4,292	17,026
Economics	223.7	5.1	482	49,107	381	4,356	396	39,844
English	312.8	23.6	367	8,027	256	20,820	694	120,750
French/Spanish	277.5	27.9/9.0	437	10,430	287	11,546	770	95,752
Folklore	223	10.1	520	39,108	375	3,080	385	67,364
Geography	116.1	13.7	884	13,623	719	341,094	22,740	70,677
German/Russian	190.4	10.3/16.0	578	19,056	463	0	0	21,252
History	184.2	21	611	10,129	502	891,428	55,714	73,535
Linguistics	135.6	11.1	760	22,428	598	68,227	9,747	43,497
Philosophy	268.2	11.8	497	32,561	356	0	0	50,617

Political Science	274.7	18.9	355	8,317	295	195,840	19,584	60,069
Religious Studies	270.9	17.1	375	26,082	294	12,561	1,570	50,118

Source: CIAP data.

CIAP offered the opinion that even if we attempted to build such a data base from institutional websites or fact books, the data would be very problematic because there is no way of knowing how such data have been put together, what specific data definitions have been used at other universities, and how to establish that an academic unit at a different university is comparable to sociology at Memorial. Since there are no identical sociology departments, any results would depend on which departments at other universities were included and which excluded. Reasonable people could debate these issues at length. Therefore, it was decided that no attempt would be made to compare the sociology department at Memorial with sociology departments elsewhere because no data exist on which reliable and valid conclusions could be made. In terms of cost effectiveness then, this report will confine its attention to Memorial University and within Memorial to the departments in the Faculty of Arts. These are the most comparable programs at Memorial. We will not include non-departmentalized programs whose structure and functioning are somewhat different from the main academic departments.

Student/Faculty Ratios

The data in Table 24, Cost Effectiveness – Sociology, 2003-2004, are taken from the Academic Unit Profile 2003-2004 published by CIAP in February, 2005. This is the most recent information available at the time of writing. Data on registrations clearly show that sociology has a high ratio of total registrations per faculty member. The average for the Faculty of Arts is 243.2

whereas for sociology it is 298.9. Of the 13 other departments in the Faculty of Arts only english and political science have higher numbers.

Similar findings result when the ratio of Majors and Minors to faculty is examined. The average ratio of Majors and Minors to regular faculty in the Faculty of Arts as a whole is 17.9 whereas for sociology it is 20.7. Of the thirteen other departments only english (23.6) and history (21.0) have a higher ratio. These official university data clearly show that the sociology department has a higher ratio of total registrations per faculty and a higher ratio of Majors and Minors per faculty than the average for the Faculty of Arts.

However, such data are not without problems of definition and enumeration. Two problems affect the sociology department in particular. The first is the allocation of interdisciplinary S/A Majors and Minors. These are included, along with Majors and Minors in several other non-departmentalized programs, under "Arts/Other." They are not apportioned between sociology and anthropology despite the fact that these two departments are responsible for their program and their courses. The second problem is the use of the faculty complement in calculating student/faculty ratios. Sociology has a disproportionate number of regular faculty who do no undergraduate teaching because of leaves of various kinds including secondment to the provincial government, University Research Professorships, and full-time research leaves. This does not include sabbatical leaves whose number one might assume are similar to other departments in the Faculty of Arts. These anomalies result in data which seriously underestimate the ratio of registrations and Majors and Minors to sociology faculty.

A real problem for the department is the fact that senior sociology faculty have not been replaced when leaves of various sorts (not including sabbaticals) have freed them from

undergraduate teaching. In some instances, these leaves free up their salaries from the department budget or involve research time bought out through successful research applications. However, there appears to be no public accounting for the cost-savings such leaves bring and no direct compensation to the department for the loss of undergraduate faculty teaching complement which results. During the academic year 2005-2006 the faculty complement was reported as 17.5 but three senior faculty (House, Neis, and Porter) did no undergraduate teaching at all during the academic year and one other (Felt) had his teaching loads reduced because of a released time stipend from Community Services. This does not include the loss of teaching complement due to sabbaticals and the reduced teaching load of newly hired professors. The department seems to be penalised for the success of its senior faculty in attracting research appointments and awards as these senior people with long-term commitments are not replaced.

Sociology's Share of Resources and Benefits

The data on program costs clearly show that the sociology department is one of the more cost effective departments in the Faculty of Arts. Total expenditure per lecture registration for sociology was \$394 compared to an average of \$525 for the Faculty of Arts as a whole. Total expenditures per Full-time Equivalent (FTE) undergraduate Major (\$9,325) are also lower than most departments in the Faculty and very much lower than many departments. The figure reported for total expenditures per FTE undergraduate Majors for the Faculty of Arts as a whole is misleading because non-departmentalized Majors listed under Arts/Other are included in the overall Faculty of Arts data but not included within any single academic department. Hence, the total figure reported for the Faculty of Arts as a whole (\$8,023) does not represent the average for academic departments in the faculty.

The statistics provided by CIAP suggest that sociology is *at least as efficient* as the Faculty of Arts average. Comparing sociology's costs relative to the department's share of student (graduate and undergraduate) registrations, see Table 25, it can be seen that, over the five years ending in 2003-2004, while sociology dealt with 12.0% of undergraduate and graduate registrations and 17.3% of undergraduate degrees, it did so with 8.9% of regular full-time faculty, 2.9% of full-time staff, and 8.6% of the net expenditures of the Faculty of Arts.

TABLE 25

Sociology's Share of Costs and Benefits in the Faculty of Arts, 1999-2004 Average			
	Arts	Sociology	Sociology's %
UG Registrations	37,130	4,548	12.20
Grad Registrations	1,554	113	7.30
Total Registrations	38,684	4,661	12.00
Regular Full-Time Faculty	177	16	8.90
Contractual Full-Time Faculty	26	5	18.50
Total Full-Time Faculty	203	21	10.10
Contractual Part-Time Faculty	54	4	8.20
Full-Time Staff	55	2	2.90
Part-Time Staff	8	1	7.50
UG Degrees	472	82	17.30
Graduate Degrees	73	6	8
Net Expenditure	\$18,313,225	\$1,574,159	8.60

Source: CIAP data.

The interpretation of these results is not unambiguous. From an administrative perspective the department appears to be a relatively cost effective unit compared to many other departments within the Faculty of Arts. From a student perspective, however, these data indicate that the university is spending less on students who register for sociology courses and less on those students who choose sociology as their Major or Minor. Issues of equity and fairness might

reasonably be raised by students who are paying the same tuition fees for courses within the university but are receiving a lower share of expenditures and resources. From the perspective of sociology faculty, the data suggest that our workload in terms of class size and student numbers is greater than the faculty average. Also the financial resources available to the department are less than the average in the Faculty of Arts.

If expenditures on the sociology department were brought to the Faculty of Arts average, this would result in a lower ratio of students to faculty in our department. This might help to provide additional teaching resources in areas where the department is weak. It might also help us to sustain an increase in the number of sociology Majors and the number in the Honours program.

External Support

External support for departments in the Faculty of Arts can be measured by the total dollar value of research awards and the dollars awarded per regular full-time faculty. These data are provided in Table 25. The data clearly show that there is an enormous variation in the research awards to the different departments in the Faculty of Arts. Three departments stand out as receiving large amounts of external support. They are history (\$891,428) anthropology (\$767,149) and sociology (\$708,149). Two other departments have substantial amounts of research awards. They are geography (\$341,094) and political science (\$195,840). The other nine departments have much smaller amounts of research awards.

The same results are demonstrated if research dollars per regular full-time faculty are examined. History (\$55,714), anthropology (\$51,161), and sociology (\$44,259) far exceed all other departments, and the Faculty of Arts average of \$20,115. Geography (\$22,740) and

political science (\$19,584) come closer to the Faculty of Arts average, while all other departments fall well below.

The only conclusion one can reach from these data is that the sociology department is generating far more support in research awards than the average for the Faculty of Arts as a whole and is among the top three departments in both total amounts of research awards and amounts per full-time faculty member.

Deployment of Resources

The sociology department possesses no teaching or research space to deploy and only one small office for the entire graduate program. The operating grant for sociology (\$67,126 for 2003-2004) is below that of anthropology, english, french/spanish, folklore, geography, and history despite the fact that sociology has higher total registrations and more Majors and Minors than most of these departments. The only conclusion that one can make about resources is that the department has far fewer resources than its size and contribution to the university warrants.

The only significant resources that the department possesses are its staff and faculty members. The data and conclusions described above clearly demonstrate that these resources are very effectively deployed.

ADMINISTRATIVE SUPPORT FOR THE SOCIOLOGY DEPARTMENT

Secretarial Staff

The office staff of the sociology department consists of an Administrative Secretary (Judi Smith) and an Intermediate Clerk-Stenographer (Audrey O'Neill), a Departmental Head, and a Graduate Coordinator. Both secretaries are employed full-time. Judi Smith has worked at MUN

for 26 years. She is responsible for advising the departmental Head; looking after financial matters, grants, travel, academic programs, and serves as a student liaison. In many respects the department would be clueless without Judi Smith's intimate knowledge of university procedures. She received a President's Award for Exemplary Service to Memorial University in 1997. Audrey O'Neill has worked at MUN for 16 years, 4 of which are with the sociology department. The Intermediate Clerk-Stenographer is responsible for all of the secretarial work related to graduate students, correspondence associated with hiring, data entry, and replacing the Administrative Secretary during vacations. In the past the department has also taken advantage of the MUCEP program to hire one student to assist with the secretarial work.

We sometimes claim that there are three secretaries in the office, the third being the Head of the department whose job tends to consist of the more glorified type of clerical work. The faculty member who agrees to accept this role receives a stipend of \$4,000 and teaching remission for three courses per year. The money does not compensate for the amount of work the Headship involves. It was extremely difficult to find a departmental Head in 2005 because of the aging of the faculty and because serving as Head conflicts with family life and with a research career. Unless there is an increase in the stipend, it will be difficult in the future to find faculty members who are willing to do this work.

One full-time faculty member (Bob Hill) is responsible for administering the graduate program. This work is very time-consuming, if it is done properly. We would like to take this opportunity to protest – again – that the Graduate Coordinator is not compensated for this administrative work by a reduced teaching load. When Professor Hill steps down, it will be difficult to fill this position if there is no automatic compensation for this work.

Over the past five years there has been little change in the operating funds for the department. The amount has been sufficient because of the frugality of the Administrative Secretary. The other reason we have been able to live within this budget is because a number of faculty members buy computers through their research grants. On the other hand, the work of the Administrative Secretary is unnecessarily complicated by administrative work related to faculty grants. This is more than secretarial work. At the present it is possible for faculty members applying for large grants to put administrative expenses in their budget, but then to use this money themselves rather than giving it to secretaries who actually administer the grants. In 2001 the department tried to have Judi Smith's position reclassified as *Administrative Assistant II* because of this extra work. However, our request was rejected by Human Resources under the pretext that the reclassification was not consistent with the procedures in the Aiken Plan for evaluating occupational positions.

One of our concerns about the future is that Judi Smith plans to retire within the next couple of years. We definitely need two full-time secretaries. Our suggestion is that when she retires her position be redefined as Administrative Assistant II, if that cannot be done earlier. Alternatively, if the university is not going to reclassify the position of the key staff member in the department office, the administration must find an alternative way of supervising large grants. They should be administered by someone other than secretaries working in the department office.

Office, Research, and Study Space

We have 32 graduate students, 20 of whom are in St. John's and need office space. However, the space provided by the university is a small windowless office originally designed

for a single faculty member. The office is equipped with three computers, two of which are connected to the Internet. Graduate students are presently lobbying for additional space in proximity to their supervisors. The study area in Feild Hall is fine for the graduate students who live there, but it is not very useful for the rest of the graduate students. Most of the per-term and per-course instructors share offices. When these offices are officially assigned to a full-time faculty member who rightly uses the space for storing his/her books and papers, it can be an unpleasant arrangement. Despite the limited office space in the Arts Building the administration continues to give offices to retired faculty members. Retired faculty negotiate the sharing of offices – often with at least two other retired faculty.

The sociology department has one seminar room. Too small to hold as many as 15 students, it is not really functional except for small graduate classes and make-up examinations. It is an unpleasant location for department meetings. There are five time slots (10 through 14) in the MUN timetable for 90-minute courses on Wednesdays (9:00 am to 17:00 pm), which overlap 50-minute courses. It is difficult to assign courses during these times because our seminar room is too small. We have to rely on space provided by other departments, which is not always practical.

Like undergraduate students in many departments at MUN, sociology students do not seem to have a very strong sense of community. The undergraduate Sociology Society is active as long as there is an interested student willing to organize events. The society might be more dynamic if there were some area where students could meet informally, similar to the room which the anthropology department managed to retain after both departments moved from

Queen's College to the Arts Building. In our opinion anthropology's large seminar room was supposed to be for both departments.

RECOMMENDATIONS: CURRICULUM CHANGES

There are a number of features of the undergraduate curriculum in sociology which are unsatisfactory in our opinion:

- The introductory sociology course (Soci. 2000) is not always enforced as a prerequisite for more advanced courses.
- Students arriving in advanced courses have not mastered a core curriculum in sociology.
- Classical theory (Soci. 3150) is the only required theory course for sociology Majors and Minors.
- Only one elementary course in research methods (Soci. 3040) is required for Majors and Minors.

On paper it might appear that Principles of Sociology is a prerequisite for enrolling in all other sociology courses. However, it can be avoided if students enroll in sociology courses through the Sociology/Anthropology Interdepartmental Studies Program. We cannot enforce prerequisites for cross-listed courses. It is possible for students to enroll in several cross-listed courses taught by non-sociologists, in distance education courses at MUN or other universities, and then to arrive at third- and fourth-year sociology courses having taken almost no courses with full-time faculty in the sociology department.

Second, most standard curricula in sociology would require at least one contemporary social theory course for Majors and Minors. In the early 1980s we did have this requirement, but it was discontinued in the 1990s because it was not possible to find enough faculty members to teach it to satisfy enrolment demands. The course is in the *Calendar* as an option. Third, our students do not receive sufficient instruction in research methods when the only requirement is a one-term, third-year course. At the present we would have great difficulty offering even that one course without the dedication of a contractual instructor (Paul Ripley).

The department met on three occasions for a total of six hours to try to shape policies which would improve the curriculum. The department voted **unanimously** to adopt the following changes:

- Renumber Soci. 2000 as Soci. 1000.
- Make Soci. 1000 a pre-requisite for all other sociology courses (Technology and Society would be an exception because engineering students did not have time to take two sociology courses) and de-list as many cross-listed courses as possible to prevent students avoiding this pre-requisite by registering for courses beyond the 1000 level in the cross-listed departments. Retain only those cross-listed courses that are regularly taught by sociology faculty and encourage these faculty to develop alternative sociology courses in their fields that are **not** cross-listed.
- Require Sociology 1000 and two other sociology courses as a pre-requisite for all 3000-level sociology courses.
- Remove all automatic transfer credits for Soci. 3040 to prevent students from substituting inappropriate transfer credits for this course. Students denied credit

for Soci. 3040 should be given credit for an unspecified third-year course which will count towards their electives.

- Require Soci. 1000, Soci. 3040, Soci. 3150 and three additional sociology course credits as a pre-requisite for Soci. 4000-level courses.

The logic of renumbering Principles of Sociology is that the course will attract more first-year students if it has a 1000-level number. Students in high school tend to sign up for 1000-level courses. They are more likely to enroll in Soci. 2000 in their second year and only later do they decide sociology their Major. This is too late in their academic career to be attracted to the Honours program. Soci. 1000 and 1001 (see below) would allow us to spot good students earlier and tell them about the advantages of an Honours degree.

We recognize the reality that sociology – like other disciplines in the social sciences – is becoming increasingly eclectic due to pressure from the top (for example, SSHRC requirements for interdisciplinary projects) and from students yielding to interdisciplinarity as a fad. Nonetheless, we still share the opinion that students arriving in advanced courses should have mastered a core curriculum. We discussed the possibility of having common core topics and a shared textbook for introductory sociology but no vote was taken on this idea. There was no enthusiasm for creating one large introductory course. Everyone seemed to agree that the present structure of several introductory courses consisting of 70 to 80 students should be retained. There were few objections to adopting a common textbook(s) and/or agreeing on topics to be covered in Principles of Sociology. Some members of the department seem to think that the primary reason our students have not mastered a core curriculum in sociology is because of the Sociology/Anthropology Interdepartmental Studies Program. De-listing most of these courses

should assist in solving that problem. The alternative explanation is that it is the sociology department itself which lacks a core curriculum and this makes it possible for our students to get credit for so many S/A courses.

In essence, the department voted to scrap the Sociology/Anthropology Interdisciplinary Program. A few key courses, notably The Use of Theory in Sociology and Anthropology (S/A 3600), would be taught in a truly interdisciplinary manner. This will require some agreement between sociologists and anthropologists in terms of our responsibilities to our neighboring discipline. Differences of opinion about our courses in research methods were resolved to the extent that we agreed on three options:

- Two required methods courses for Majors and Minors. A first-year course in research methods (Soci. 1001), which would serve as a prerequisite for the present third-year methods course (Soci. 3040).

OR

- Two required methods courses for Majors and Minors. This would consist of two third-year linked methods courses (Soci. 3040 and Soci. 3041).

OR

- Three required methods courses for Majors and Minors combining the first two options. This would consist of the first-year methods course (Soci. 1001) and the two linked third-year courses (Soci. 3040 and 3041).

The liability of a required first-year methods course for Majors and Minors is that it will result in a bottleneck preventing them from completing their advanced courses in time. Many

people who enroll in Soci. 1001 will be third-year students who have decided relatively late to major in sociology.

The argument for a two-term course in methods consisting of 48 lectures and 24 labs is the following. The one-term course Introduction to the Methods of Social Research (Soci. 3040) has been used to familiarize students with the process and spirit of social research across the quantitative-qualitative spectrum. The instructors have always been forced, however, to make trade-offs in terms of the attention given to the logics of research processes, various forms and strategies of data collection and evidence building, the basics of qualitative and quantitative analysis, and important meta-issues. Regular access to a lab and incorporation of a lab component in the course has allowed them to deepen their treatment of qualitative and quantitative work, but as Sociology 3040 remains compressed with the framework of a 12-week course, the instructors are constantly aware of the risk of overwhelming students with information.

Feedback from students suggests that they appreciate the importance of a grounding in methodology, but that they would have greater success with the course if instructors could spend more time on a number of key areas and with “hands-on” work in the lab and in small-scale qualitative and quantitative research projects. A two-term course would allow us to give students a full component on identifying and developing research questions; a focused introduction to epistemological issues; a full component on qualitative analysis, including an introduction to qualitative analysis software; content analysis (qualitative and quantitative approaches; elementary models of participant observation; and SPSS and NVivo (or QDA Miner). There is an obvious liability of having two linked, third-year courses in which the first is a prerequisite

for the second. It will require more teaching resources than we are likely to get in the future. Some people suggested that we would be better to informally link the two courses through conversations among instructors and that students should be free to take them in any order.

We agreed upon two possible solutions for theory:

- Two required theory courses for Majors and Minors. This would consist of the present courses in the *Calendar*: Classical Social theory (Soci. 3150) and Modern Social Theory (Soci. 3160).

OR

- One required theory course for Majors and Minors: a redesigned Soci. 3150 focused on topics rather than on 19th - and early 20th-century theorists.

At least five people at this meeting volunteered to teach Modern Social Theory, if it again becomes a requirement for Majors and Minors. Not everyone who might be interested in teaching this course was present. It would appear that we do have the teaching resources to once again require Modern Social Theory.

No votes were taken on the cultural studies component of the department. But it would be strengthened if the courses which are already in the *Calendar* were taught more regularly. We recommended that the Head of the sociology department contact the Heads of anthropology, english, folklore, french, german and russian, history, philosophy and religion to see if it is possible to coordinate the mass media courses taught within the Faculty of Arts so that students are better prepared for careers in journalism and communications. As previously argued, we feel that the discipline of sociology is in the best position to play this role of coordinator.

The department also made some informal decisions during the self-study concerning our graduate program. By “informal” we mean that no vote was taken and that we recognize the necessity of further discussing these decisions.

Areas of Concentration in Graduate Studies. The department voted to change the out-of-date areas of graduate concentration which appear in the MUN *Calendar*. The new list should read:

M.A. Level

- Environmental sociology, gender, political sociology, economic sociology, social theory, sociology of culture, social inequality, deviance and criminology.

Ph.D. Level

- Environmental sociology, gender, political sociology, economic sociology, deviance and criminology.

It was assumed that environmental sociology encompasses maritime sociology, which was previously considered a departmental specialty. Areas of concentration – at the Ph.D. level – cannot be listed in the *Calendar* unless a department offers at least three courses in that specialty. Since we lack the teaching resources to do this for some of the new specialties, our list must be viewed as a future goal which will take several years to implement.

Curriculum Development in Deviance and Criminology. The department approved the following option:

- **Hire two regular faculty persons** with expertise in deviance, crime, and criminal justice. One of these positions would include a person with specialized research and teaching expertise in (1) sociological theories of deviance, crime and criminal justice processing and (2) quantitative and qualitative research methods (with applications to deviance and criminological topics). This option aims to more fully develop deviance

and criminology as an area of concentration, primarily at both the M.A. and Ph.D. levels.

- At the M.A. level there would be a freshly developed **co-op option** made available to interested criminology students (in addition to both thesis and course-based options). Work placement sites could include: the RNC and/or RCMP, Adult Corrections (e.g., H. M. Penitentiary, John Howard Society, Elizabeth Fry Society), Victim Services (e.g., Sexual Health Centre, MUN Sexual Harassment Office), Communication Mediation Services, and the Department of Fisheries (e.g., DFO unit). This option should also help us to address our ongoing teaching concerns with respect to research methods.

The Law and Society Program, offered by the history department, seems to be homeless since its founder retired a couple of years ago. It might be possible for this program to be transferred to the sociology department, which would seem to be its more natural home.

At the APR meetings there were also some wide-ranging discussions about our graduate program, which did not produce a consensus. Some speakers wanted to strengthen the Honours program; others could not understand why professors would spend time advising Honours students when it is more meaningful to devote this time to graduate students. The issue of whether we should have a more structured or a more individualized program was aired without resolution. Although some speakers thought that the one-year M.A. weakened the graduate program, others seemed relatively content with it. Some speakers argued the M.A through course work, with an extended paper, did not result in any genuine research. The counter-argument was that while it did not result in a participant observation study or a primary survey, it led to research projects which were actually quite similar to the types of research undertaken by many faculty members attending the meeting.

It is not so much that people wanted to deliberately let the Honours program languish. Some of us do not want to require the Honours as a condition of admission because we recognize that for most of our Majors this would effectively mean another year of undergraduate studies. Since they could apply to many other M.A. programs without the Honours, we might end up with no M.A. program or a very small one.

Students entering the one-year program have to specify an area of specialization, but they do not need to provide an actual research proposal. In fact, many of the students applying for the thesis option have only general and sometimes vague notions of a research topic. So it is not that we should pay less attention to them, but an issue of how much detail to require in a research statement for applicants on the course route.

Some student finish the one-year program in three semesters. If they do not, it is because they are weaker students; life intervenes, e.g., medical problems; because of personality issues or they have not received adequate supervision. School of Graduate Studies regulations require 24 credit hours for an M.A. The way to address this issue might be through admission standards. However, higher standards means fewer graduate students.

These wide-ranging discussions might be summarized in terms of two options. They were not formally presented at the meeting.

- Strengthen the Honours program as a means of guaranteeing that our own undergraduates are better prepared for advanced study, especially in terms of developing a thesis.
- Require an Honours degree as a prerequisite for admission to our graduate program.
- Allow per-term instructors to supervise Honours students, if this is consistent with the Collective Agreement.
- Abolish the course work option for the M.A.

OR

- Assume that it is premature to encourage our undergraduate Majors to concentrate on a specialty in sociology prior to graduation.
- Keep the Honours program for those students who want it or need it for their future educational or occupational aspirations.
- Require a specific research statement only for applicants to the thesis-based M.A.
- Raise admission standards so that those students who enter the one-year course-based M.A. are more likely to complete the degree within three semesters.

RECOMMENDATIONS: UNIVERSITY SUPPORT

Improve the university's ability to recruit new faculty. Memorial University must find a solution for our weak position in recruiting new faculty members. This includes higher wages, more release time for research and for preparing grant proposals which would assist with the expansion of the graduate program since it is increasingly dependent on externally funded collaborative research projects. The university should recognize that it has a responsibility for either re-opening the Faculty Club or providing an alternative to fast-food chains as the only restaurants on campus. The absence of a Faculty Club and the dependence on fast food outlets is not helpful in attracting new faculty.

Due to budgetary restrictions we are no longer able to offer 1-year and 3-year contracts to sessional instructors. Eight-month contracts are not an incentive for young scholars to leave the mainland to teach in Newfoundland. Nor do they provide security for those living here who contribute substantially to the collegial atmosphere and intellectual stimulation in the department. (We are fortunate to have such a stable and skilled group of contingent workers.) The university should award longer contracts to sessional instructors.

Encourage more participation in graduate teaching. The objective of the President of Memorial University is to double the number of graduate students. However, we are barely able to maintain our present program because we are too dependent on “volunteers” to teach graduate courses and to supervise theses. Any increase in graduate enrolment will require more funding and more release time. We thus recommend that the university administration negotiate with the Faculty Association so that the normal workload of full-time faculty includes graduate teaching. Providing more release time for graduate teaching and supervision would give faculty members more incentive to become involved in the graduate program.

Offer release time to the Graduate Co-ordinator. There must be a policy of automatic compensation for this work either in terms of money or release time, if not for all academic units and programs at least for the larger departments such as sociology. At the present there are few incentives for doing this work.

Allocate more space in the Arts Building to the sociology department. The anthropology department will move to Queen’s College at the end of this academic year. We do not know what implications this will have for allocating space in the Arts Building. The sociology department needs an adequate seminar room. The cheapest solution would be to give us the present anthropology seminar room. Alternatively, the sociology seminar room could be expanded to include the neighboring office. Three or four offices should also be allocated to graduate students. There is also no research space in the Arts Building. Two of the members of our department are forced to work elsewhere.

Re-classify the position of one secretary in the department as Administrative Assistant II.

This needs to be done in order to recognize the way his/her duties have expanded to include the work of administering funds for research grants.

Invite distinguished scholars to teach in the department for one or two semesters. It is regrettable that this practice has ceased. It was a department initiative in the first place, not one which was established by the Faculty of Arts. It helped give the department more visibility and was an inspiration for both students and teachers.

The university guidelines for the Academic Program Review state that departments should choose objectives which are realistic. Thus we have concluded that it was in the long-term interest of the sociology department if we focused on improving the present program rather than launching utopian schemes which the province cannot afford to implement. We have explicitly articulated what does not work and how to fix it. However, should we receive positive signs from the administration that we ought to develop a more idealistic vision of the future and if we had the assurance that the university was ready to contribute financially to this endeavour, we are prepared to advance more experimental ideas. As Head of the department, I would personally propose as progressive options a more ambitious program in terms of the sociology of tourism, oil and society, immigration and refugee studies, journalism, and peace studies. But whatever option is granted to the department, we look forward to collaborating with the university administration in advancing the education of sociologists in Newfoundland.

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APPENDIX I

Memorial University Undergraduate Sociology Courses, 2005-06

Soci.	2000	Principles of Sociology
Soci.	2100	Social Inequality
Soci.	2110	Economy and Society
Soci.	2120	Technology and Society
S/A	2200	Communities
S/A	2210	Communication and Culture
S/A	2220	Labrador Society and Culture
S/A	2230	Newfoundland Society and Culture
S/A	2240	Canadian Society and Culture
Soci.	2250	Changing World
S/A	2260	War and Aggression
S/A	2270	Families
S/A	2280	The City
S/A	2350	Religious Institutions
Soci.	2610	Socialization
Soci.	3030	Political Sociology
Soci.	3040	Introduction to the Methods of Social Research
S/A	3100	Dominance and Power
Soci.	3110	Social Organizations
Soci.	3120	Social Psychology
S/A	3140	Social Movements
Soci.	3150	Classical Social Theory
Soci.	3160	Modern Social Theory
Soci.	3170	Contemporary Industrial Societies
Soci.	3180	Minority Groups
Soci.	3200	Population
S/A	3210	Persistence and Change in Rural Society
S/A	3220	Work and Society
Soci.	3230	Urban Sociology
S/A	3240	Regional Studies: Contemporary Native Peoples of Canada
S/A	3241	Regional Studies: The Atlantic
S/A	3242	Regional Studies: European Societies
S/A	3242-	Regional Studies I
	3249	
S/A	3249	Peoples of the Pacific
S/A	3254-	Regional Studies II
	3257	
S/A	3258	Contemporary Israeli Culture and Society
S/A	3259	Arab Culture and Society in Palestine and Israel
S/A	3260	Social and Economic Development

S/A 3290 Deviance
 Soci. 3300- Sociological Specialties
 3313
 S/A 3314 Gender and Society
 S/A 3315- Interdisciplinary Specialties (Excluding 3316, 3317 and 3320)
 3325
 S/A 3317 Oil and Society
 S/A 3318 Culture and Aging
 S/A 3320 Terrorism and Society
 S/A 3330- Interdisciplinary Specialties
 3339
 Soci. 3395 Criminal Justice and Corrections
 Soci. 3410 Sociology of Sport
 S/A 3600 The Use of Theory in Sociology and Anthropology
 S/A 3610 Society and the Life Cycle
 S/A 3620 Primary Group Behaviour
 S/A 3630 New Media Methods in Social Research
 S/A 3700 Social and Cultural Change
 Soci. 3710 Soviet Society
 Soci. 3731 Sociology of Culture
 S/A 4000 Society and Culture
 Soci. 4040 Advanced Methods of Social Research
 Soci. 4050 Honours Seminar
 S/A 4070- Advanced Interdisciplinary Specialties (excluding 4071 and 4072)
 4079
 S/A 4070 Aboriginal Self-government
 S/A 4071 Social and Cultural Aspects of Health and Illness
 S/A 4072 Social and Cultural Aspects of Death
 S/A 4073 Studies in Underclass Life
 S/A 4074 Ritual and Ceremony
 S/A 4077 Advanced Studies in Terror and Society
 S/A 4089 Language and Social Change
 S/A 4091 Oil and Development
 S/A 4092 Gender and Social Theory
 Soci. 4096 Voluntary Associations
 Soci. 4093- Special Areas in Sociology (excluding 4096)
 4099
 Soci. 4100- Special Topics in Institutional Analysis
 4109
 Soci. 4101 The Modern State
 Soci. 4106 Mass Media and the Public
 Soci. 4107 Women and Technological Change
 S/A 4110 Culture and Personality
 Soci. 4120 Sociology of Art

Soci. 4130 Social Stratification
 S/A 4140- Advanced Interdisciplinary Specialties
 4149
 Soci. 4150 Advanced Social Theory
 Soci. 4160 Theory Construction and Explanation in Sociology
 Soci. 4170 Sociology of Knowledge
 Soci. 4200- Special Topics in Sociology (excluding 4204)
 4220
 Soci. 4200 Post-modern Culture
 Soci. 4202 Canadian Criminal Justice
 Soci. 4203 Special Topics in Social Structure (Reading Course)
 Soci. 4204 Women and Development
 Soci. 4205 Icelandic Society and Culture
 Soci. 4206 Current Issues in Technology and Society
 Soci. 4207 Globalization
 Soci. 4210 Sexual Abuse
 Soci. 4211 Sociological Perspectives on Male Batterers: Origins and Interventions
 Soci. 4212 Issues in Policing
 Soci. 4213 Reading Course
 Soci. 4214 Advanced Topics in Oil and Society
 Soci. 4215 Ethnicity in Newfoundland and Labrador Society
 Soci. 4230 Women and Development
 Soci. 4240 Development Issues and Policies in Newfoundland and Labrador
 Soci. 4600 Social Psychology (Advanced Seminar)
 S/A 4990 Honours Dissertation
 S/A 4991 Comprehensive Examination
 Soci. 4995 Honours Essay

MEMORIAL UNIVERSITY GRADUATE SOCIOLOGY COURSES, 2005-06

Soci. 6040 Methods of Sociological Research
 Soci. 6090- Special Areas in Sociology
 6094
 Soci. 6120 Social Organization
 Soci. 6130 Social Stratification
 Soci. 6140 The Community
 Soci. 6150 Social Theory
 Soci. 6160 Theory Construction and Explanation in Sociology
 Soci. 6240 Sociology in Medicine
 Soci. 6280 Social and Economic Development
 Soci. 6300 Maritime Sociology
 Soci. 6310 Political Sociology
 Soci. 6320 Gender and Society
 Soci. 6330 Science and Technology

- Soci. 6340 Comparative North Atlantic Societies
- Soci. 6350 Environmental Sociology
- Soci. 6360 Sociology of Work
- Soci. 6370 Feminist Theory and Methods
- Soci. 6380 Women, Nature, Science and Technology
(Cross-listed as Women's Studies 6380)
- Soci. 6610 Socialization
- Soci. 6620 Current Topics in Social Behaviour
- Soci. 6880 Sociology Graduate Seminar
- Soci. 6900 Master's Research Paper

APPENDIX II

M.A. and Ph.D. Theses Completed in the Department of Sociology, Memorial University of Newfoundland, 1970-2005²

Carey, Joanne, "It's 24-7!" The Production, Meaning and Mediation of Students' Experiences of Stress." December 2005.

Bowden, Greg, "The Politics of Representation." October 2005.

Caicedo, Sylvia, "Crafting Identities: Masculinities, Femininities and Marriage in Cod Moratorium Times." January 2005.

Spracklin, Lisa, "The Slippery Road to Empowerment: The Musquash Experience in Developing a Co-Management Model for a Marine Protected Area in the Bay of Fundy." November 2003.

Morris-Jenkins, Melanie, "Fishers' and Scientists' Social-Ecological Knowledge and Newfoundland's Capelin Fisheries." October 2003.

Sheppard, Tina, "Means of Survival: Youth Unemployment and Entrepreneurial Training in Newfoundland." May 2003.

Kitchen, Brenda, "Ma'am, Yes Ma'am': Gender Relations and Institutional Change in the Royal Newfoundland Regiment." May 2003.

Courtney, Joseph C., "Gay Men at Work: A Qualitative Study of Workplace Anti-Gay Violence in St. John's, Newfoundland." March 2003.

² Information about M.A. and Ph.D. theses is recorded in this appendix, whenever possible, as it appears on the title page of the document.

Marsh, Kerry, "The Trials Between Harmony and Invention: An Examination of Historical Fishing Practices in the Enterprise Allocation Program in Atlantic Canada." February 2003.

Coovadia, Ferhana, "Looking Good and Feeling Great – Women, Exercise and Weight Consciousness." June 2002.

Kean, Robert Wilfred, "The Aesthetics of Dissent – Cultural Opposition and the Independent Musician." February 2002.

MacNevin, Audrey "Every Body has a Dream: A Social Inquiry into the Relationship between the Pursuit of Physical Fitness and Conceptions of the Self." October 2001. **Ph.D. Thesis.**

MacDonald, Johanna Alexana, "Delivering Legal Aid in Newfoundland: An Exploration of Decision Making, Emotional Labour and Time Management." August 2001.

Mackey, Evelyn, "'Active' Income Support Programs: A Case Study of Improving our Odds and Choices: Components of NCARP and TAGS." 2001.

Dowdedoff, Penny, "Caught Between Two Worlds: Renegotiating the Boundary Between Infertility and Fertility: A Study of Women's Experiences with Infertility in St. John's, Newfoundland." June 2001.

Taylor, Sharon. "Living on the Other Side of Nowhere: Unravelling Meanings of Community in the Context of the TAGS Era." June 2001. **Ph.D. Thesis.**

Monster, Miranda, "'There's Nothing Offered Here': The Rhetoric and Reality of a Rehabilitative Approach at the Newfoundland and Labrador Correctional Centre for Women." September 2000.

Harling-Stalker, Lynda L, "Wool and Needles in my Casket: Knitting as Habit among Rural Newfoundland Women." August 2000.

King, Katherine, "Writing the Breast Cancer Journey: Illness Narratives from an Internet Forum." May 2000.

Maidment, Madonna, "In Conflict with Women?: A Gendered Analysis of Offenders Electronically Monitored in St. John's, Newfoundland." October 1999.

Lilly, David. "Police Officer Occupational Socialization and Attitudes Towards the Police Role as it Relates to Community Policing." Spring 1999.

Irving, Catherine, "The Inessential Student: The Current Climate and Future Vision of University Continuing Education." October 1997.

Chapman, Tanya, "The Effects of the Fishery Crisis on the Domestic Division of Labour in Trepassey, Newfoundland." October 1997.

Corbett, Allan Francis, "'Not so Good, Not so Bad': An Ethnographic Study of the Lives of Former Residents of Exon House Following Deinstitutionalization." September 1997.

Calder, Scott C., "Local Knowledge Matters: Knowledge, Technology, and Power in Newfoundland Cod Farming." August 1997.

White, Gregory B., "Icing the Puck: The Origins, Rise, and Decline of Newfoundland Senior Hockey, 1896-1996." April 1997.

Power, Nicole Gerarda, "Women, Processing Industries and the Environment: A Sociological Analysis of Women Fish and Crab Processing workers' Local Ecological Knowledge." March 1997.

Clark, Jonathan, "'Breaking the Cycle': The Concept of Movement in the Work of Hannah Arendt." January 1997.

McKnight, John K., "The Political Economy of Environmental Regulatory Policy: The Case of Come by Chance." June 1996.

White, Gerald J., "Patrick Manor: A Case Study of Environment and Subjective Life Satisfaction." October 1995.

Flint, John David, "Family Farming in Western Newfoundland: Production and Exchange Strategies in a Remote Agricultural Region." June 1995.

Leamon, Anthony Walter, "From the Bottom-Up? Community Control in Two Community Development Corporations." December 1994.

Ottenheimer, Susanne, "Fish and Oil Don't Mix – Power Relations at Bull Arm Construction Site Trinity Bay, Newfoundland." August 1993.

Scott, David, "Bureaucratic Orientation and Counselling in Contrasting Settings." August 1993.

Murphy, Terry J., "Student Satisfaction: The View From The Bottom of the Ivory Tower." December 1992.

McGrath, Darrin Michael, "Poaching in Newfoundland and Labrador: The Creation of an Issue." October 1992.

White, Sheila Mary, "New Found Life: Return Migration to the Great Northern Peninsula." August 1992.

Morris, Anne M., "Lost in The Shuffle: Follow-up With Victims of Child Abuse." June 1992.

Hall, Mary Patricia, "On 'The Rock' in a Hard Place: Role Overload, Role Conflict and Role Strain Among Crown Prosecutors in a Canadian Province." October 1991.

Yeo, Cindy, "Women and Retirement: Strategies Adopted by Women as they Adjust to Retirement." July 1991.

Finlayson, Alan Christopher, "The Social Construction and Reconstruction of a Scientific Crisis: A Sociological Analysis of Northern Cod Stock Assessments From 1977 to 1990." Spring 1991.

Larkin, Maureen, "Our Way of Living: Survival Strategies in Lobster Fishing Households in Prince Edward Island." December 1990.

Yetman, Lori, "Sex As Power: Stories and Memories." May 1990.

Ripley, Paul, "Economic Restructuring and Technological Change: Resistance and Control Among Inside Workers and Letter Carriers at Canada Post Corporation, St. John's, Newfoundland." July 1989.

Stockwood, Pauline. "Mobilization of the Anti-Pornography Movement in Newfoundland (1938-1988): An Analysis of Ideology, Structure, and Strategy." July 1988.

Kennedy, John M., "Organizational Linkages, Ideological Association and Small Group Political Protest: A Case Study of an Unemployment Protest Organization." February 1987.

Parsons, Linda Ann, "Passing the Time: The Lives of Women in a Northern Industrial Town." August 1986.

Carter, Roger Alexander, "The Fogo Island Co-Operative: An Alternative Development Strategy?" August 1984.

Flight, Claude Bruce, "Rocking the Boat: A Change in the Power Balance of a Modern Corporation." May 1984.

Helliker, Kirk David, "The South African Townships: Social Crisis and State Policy." January 1984.

Legge, Wanda Lynn., "A Social Impact Assessment of the Electric Reduction Company of Canada's Phosphorous Plant at Long Harbour, Placentia Bay." September 1983.

Biezanski, Robert Peter, "Science Fiction as a Social Project: Subversion in the Scientific Age." January 1982.

Benoit, Cecilia, "The Poverty of Mothering: A Case Study of Women in a Newfoundland Community." Spring 1982.

Neis, Barbara Lou Laurette, "A Sociological Analysis of the Factors Responsible for the Regional Distribution of the Fishermen's Protection Union of Newfoundland." March 1980.

Chang, Yuen-Loong, "Women's Status in Post-Revolutionary China." January 1979.

Perry, Philip F.K., "The Worldwide Church of God – A Study of Sectarian Evolution." March 1978.

O'Neil, Mollie G., "Access and Adjustment To University: An Exploratory Study of Memorial University of Newfoundland's 1971 Freshmen Applicants." October 1977.

Cryderman, Blake, "Comparison of Two Urban Citizen Action Groups, St. John's, Newfoundland." Fall 1975.

Flynn, Colin Joseph, "Policemen's Definitions of the Situation: An Evaluation of a Diploma Program in Law Enforcement and Community Relations." November 1974.

Perry, Roy Alan, "Role Set Theory: An Analysis of Function and Structure in a Crisis Intervention Centre." August 1974.

Bill, Roger D., "An Ethnography of the People's Planning Programme." January 1974.

Fuchs, Richard P., "The Career Orientations and Commitment Adaptations of Male Homosexuals." July 1973.

Burse, John Richard., "Moral Judgement and Its Sociological Correlates: A Study of Newfoundland University Students." June 1973.

Godsell, Edward J., "Value Changes Among St. John's Police Force." May 1973.

Karnouk, Marlene, "Boscoville and Social Adjustment." May 1973.

Ozon, Eugene R., "Hockey Night in Canada: The Impact of a Television Program on White-Collar Workers." April 1973.

Wakeham, Barbara B.C., "The Sociological Aspects of the Leisure Patterns of University Students: An Exploratory Study." April 1973.

MacInnes, Daniel William, "'What can be said of Those who Remain Behind?' A Historical, Cultural and Situational Perspective on the Poplar Grove Scot." November 1972.

Dinham, Paul S, "Conceptions and Management of Mental Illness in Outport Newfoundland." July 1972.

Joudrey, Ronald Michael, "The Meaning of Work in a Hospital Emergency Department." August 1971.

Press, Marjorie Jean Puddester, "Achievement Motivation in Women: Some Consequences for Familial and Professional Careers." September 1970.

Hayes, Vivienne M., "Institutionalization and the Self-Concepts of Deviants and Non-Deviants: A Comparative Study." October 1969.

Martin, Wilfred B.W., "Preservation of Self-Esteem: A Study in Role Distance." October 1969.

**M.A. Research Papers Completed in Sociology
At Memorial University, 2002-2005**

Date	Student Name	Title
April 2002	Horatio G. Sam-Aggrey	Youth Unemployment in Newfoundland: A Causal Analysis
May 2002	Leanne F. Combden	The Social Impacts of Oil-Related Development: A Social Constructionist Perspective
Aug. 2002	A. Mark Thorne	“She’s Gone B’y, She’s Gone”: An Analysis of Inter-Provincial Migration in a Canadian Periphery
Aug. 2002	David Peters	Enabling Empowerment and Enslavement: Telecommunications Technology and the Ontology of Labour in the Early 21 st Century
Oct. 2002	Leonard, Paulette	Youth Problems and Programs in Newfoundland and Labrador
Oct. 2002	Mark C. Eddy	Measuring Incarcerated Criminals: A New Measurement Practice Learned Through Studying Female Offenders in Newfoundland and Labrador
June 2003	Joanne Hayes	Giving Boot Camps the Boot: The Functions of Prison Boot Camps
May 2003	Steve Ledrew	Globalization, New Media and the Public Sphere Debate: Rethinking Habermas after Hardt and Negri
June 2003	Tanya M. Lopez	From Durban to the Newsroom: The World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance
August 2003	Sherry Quirke	Role Conflict and Mental Health Policing
May 2004	Michael Sooley	The Social Implications of the Threat of Global Terrorism on State-based Surveillance: Canadian Airports and Panopticism
July 2004	Hu Fang	Discourses of Chineseness in Modern Dance
August 2004	M. Rita John	Phantoms and Quays: Immanence, Religion, and Modernity
Sept. 2004	Michael Tilley	Knowledge and Agency in a Post- Modern World
March 2005	Heather M. Rossiter	Employment Program and the Transition to Work: Sociology of Work Perspective

Source: Department of Sociology.