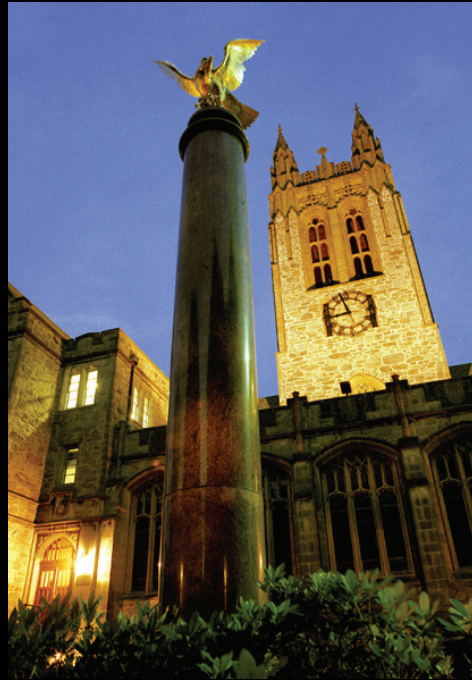


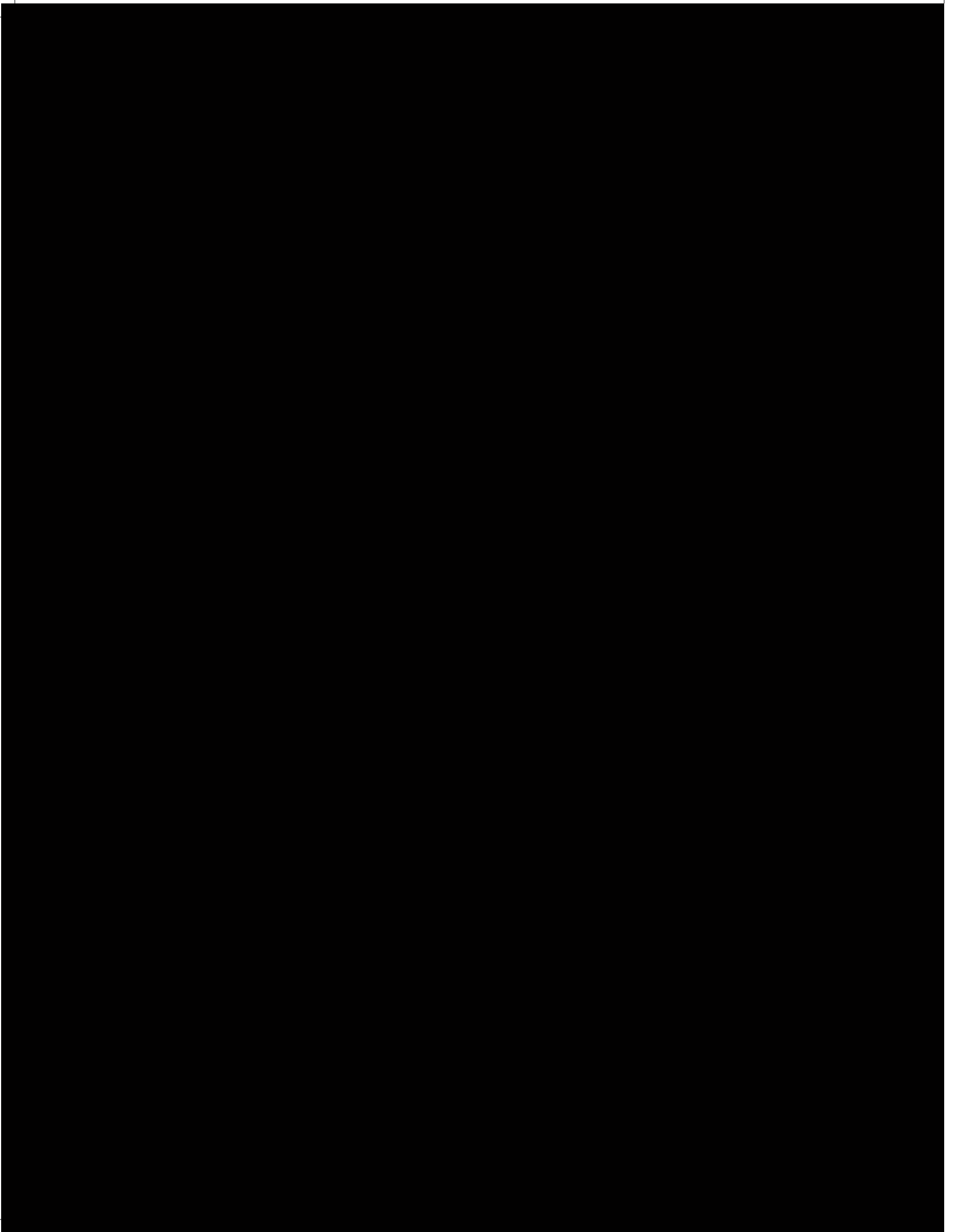
BOSTON COLLEGE

GRADUATE SCHOOL OF ARTS AND SCIENCES



GRADUATE PROGRAM

SOCIOLOGY



THE GRADUATE PROGRAM IN SOCIOLOGY

More than ever, the world needs sociology. We face mounting challenges of heightened global conflict, economic inequality, a fracturing political discourse, and environmental degradation. We believe that as sociologists, we are ideally placed to understand. But we are committed to more than understanding; we believe in acting affirmatively on that knowledge, in becoming what former American Sociological Association President Michael Burawoy has called "public sociologists." We collect data, we analyze, we debate, and we transform.

Boston College, I believe, is a unique place to study sociology. We have a distinguished faculty with a commitment to first-rate research, teaching and service. Our graduate curriculum includes not only in-depth training in the central traditions of sociology, but also a focus on "critical sociology" which puts us at the cutting edge of developments in sociology and related disciplines. In recent years, we have added six new faculty at all levels - Assistant, Associate, and Full Professor - and have made major improvements to our graduate training. The department has expanded its expertise in global sociology, race and post-colonial studies, gender and family, urban poverty, consumerism, advanced qualitative and quantitative methods, medicine and the body, as well as African American, Latin American and Native American studies.

We continue to be strong in social movements, theory, aging and retirement, the sociology of mental illness, and political economy. Our faculty members write influential books and publish widely in major sociological journals. A significant number consider themselves to be public sociologists, whose work is influential beyond the academy. We support students who have similar ambitions.

And speaking of students, ours are wonderful. I'm a relative newcomer to Boston College and the quality of the graduate students was a major draw for me. Their intelligence, talent, and commitment are impressive. Whether studying social movements aimed at reducing inequality or analyzing reconstructions of culture, sexuality, health care, crime, education, spirituality, or politics, our students engage in creative social research in their quest for social justice. As a department, we support originality in content and method, and believe in a model of graduate training that allows students to follow their passions. We aim to expand, not narrow, the terrain and methodologies of sociology for you to explore.

Our sociological sensibilities and programmatic themes fit

well with Boston College's mission as a Jesuit university, committed to both academic excellence and the pursuit of social justice. Indeed, whether in formal classroom exchange or informal dialogue, this much is clear - Boston College's faculty and graduate students are passionate about sociology and committed to grappling with the major social issues of our times. Being situated in Boston - a major metropolitan area steeped in history and culture - is another advantage. The promises and troubles of Boston invite timely sociological inquiry. We benefit also from our university's participation in a consortium of Boston area graduate schools. This enables our students to cross-register for courses at other leading institutions, diversifying course offerings, while facilitating exchange with other graduate students in the Boston Area. Two additional aspects of our graduate program also deserve mention. These include our Scholarly Events Series, an ongoing forum for exposing our students and faculty to cutting-edge research and writing in the social sciences, and our annual Distinguished Visiting Scholars Series. The Distinguished Visiting Scholars Series brings a leading sociological scholar to the Boston College campus for a period of residency during each semester. This provides a unique opportunity for members of the BC sociology department to dialogue and develop relations with a wide variety of important sociologists. In recent years the Distinguished Visiting Scholars Series has brought a wide variety of influential thinkers to the BC campus, including Loïc Wacquant, Saskia Sassen, Michael Hardt, David Harvey, Emily Martin, Anne Fausto-Sterling, Dorothy Roberts, Walden Bello, Giovanni Arrighi, Donatella della Porta, Nancy Naples, Francesca Polletta, Frances Fox Piven, Paul Gilroy, Aldon Morris, M. Jacqui Alexander, Patricia Hill Collins, Sandra Harding, Dorothy Smith, bell hooks, Mary Waters, Michael Burawoy, Tricia Rose, Alondra Nelson, and Prudence Carter.

If your view of yourself as a sociologist has affinities with ours, I encourage you to find out more about us by exploring our department's website and paying us a visit. Prospective graduate students are invited to meet with our faculty and students and to sit in on graduate seminars.

Sarah Babb, Chairperson

DEGREE PROGRAMS

Introduction

The Sociology Department offers Master's and Ph.D. programs. The Master's program is appropriate for students for whom the M.A. will be the final degree, as well as for those who will subsequently go on to doctoral work. The Ph.D. program is designed for students who intend to devote themselves to teaching, research, and practice in sociology. Admission to the M.A. program does not automatically imply admission to the Ph.D. program.

The Master's and doctoral programs both provide a strong background in conceptual and analytical skills, and training in a wide variety of applied substantive fields. Among our strengths are qualitative methodology, global sociology, gender, race and racism, culture, media, consumer society, aging and the life course, social movements, environment, and economic sociology.

Admission to Graduate Study

The department encourages superior students, regardless of their undergraduate area of specialization, to apply for admission. Applications for the M.A. program for September admission should be completed and on file by February 1. All those interested in applying to the Ph.D. program must submit by January 2. Application for admission is made through the Graduate School of Arts and Sciences (www.bc.edu/gsas).

M.A. and Ph.D. applicants must submit application forms, official transcripts of all previous academic work, three letters of recommendation, a personal statement, and a writing sample of no more than 20 pages that illustrates a capacity for sociological analysis. General GRE scores are required for Ph.D. applicants and strongly recommended for M.A. applicants. International applicants must also submit official TOEFL examination scores.

Students admitted to the Ph.D. program are typically offered financial assistance in the form of tuition remission and a stipend. Funded Ph.D. students are usually expected to serve as teaching assistants (TAs) for their first three years, and as teaching fellows (TFs) for the remaining two years. Unlike teaching assistants, who assist professors through grading, meeting with students, and other duties, teaching fellows are responsible for teaching one class of their own per semester.

Students who wish to do non-degree course work (special students) may file applications until August 15 for fall admission, and until December 15 for spring admission.

Ph.D. Program

The Doctoral degree is completed by:

- ❖ Obtaining a Master's degree, including the completion of ten courses, a Master's thesis or paper, and passing an oral defense.
- ❖ Taking an additional eight courses beyond the equivalent of the Master's degree in Sociology (eighteen courses in all) including a second graduate-level Research Methods course.
- ❖ Meeting a one year full-time residency requirement. (Full-time residency is a three course load for two consecutive semesters, exclusive of the summer session.)
- ❖ Passing a Comprehensive Examination, consisting of two area examinations and an approved doctoral dissertation proposal.
- ❖ Completing a Doctoral Dissertation and passing an oral defense.

COURSE REQUIREMENTS

Among the courses needed for completion of the Ph.D. degree, six are required.

The required courses are:

- ❖ A two-semester sequence in sociological theory (SC 715, SC 716)
- ❖ A one-semester course, "Social Inquiry Research Seminar" (SC 710)
- ❖ A two-semester sequence in statistics (SC 702, SC 703)
- ❖ An additional graduate research methods class (for example, in field research, feminist methodology, advanced quantitative techniques, historiographic research)

SECOND-YEAR MASTER'S THESIS OR PAPER

Ph.D. students are required to complete a Master's thesis or paper by June 1 of their second year. The Master's paper or thesis will be evaluated in the same manner as a thesis or paper submitted by students in the M.A. track, and reported to GSAS after successful completion, so that the M.A. can be added to the student's record. A revised (if necessary) version of the completed thesis or paper can be submitted to fulfill one of the Comprehensive Examination components toward the Ph.D.

A TIMETABLE FOR COMPLETING PH.D. REQUIREMENTS

The following timetable for meeting Ph.D. requirements is intended to provide students with "progress benchmarks" for each of their years of study within the department.

First Year

Complete SC 710, Social Inquiry Research Seminar.

Complete a minimum of three of the other four required core courses (SC702, SC703, SC715, and SC716).

Second Year

Have all five required core courses completed by the end of the Spring Semester.

Complete or plan to complete the residency requirement.

Enroll in SC761, Second Year Writing Seminar.

Complete M.A. paper or thesis by end of spring semester.

Third Year

Complete 18 courses by end of spring semester.

Complete Specialty Area Exams by the end of the summer.

Start applying for Dissertation Fellowships.

Constitute Doctoral Dissertation Committee.

Join the Dissertation Seminar.

Fourth Year

Complete public presentation of Doctoral Dissertation Proposal by end of year.

Continue in Dissertation Seminar.

Fifth Year/Sixth Year

Complete Doctoral Dissertation.

Complete Oral Defense of the Dissertation.

M.A. Program

The Master's degree is completed by passing ten courses and completing the requirements for either the Academic Master's Degree or the Applied Master's Degree. The Academic Master's Degree is particularly suitable for students planning for scholarly careers in teaching colleges and research universities. The Applied Master's Degree is particularly suitable for students interested in practicing sociology in an applied setting (e.g., academic administration or policy research) after receiving their M.A.

The Academic Master's Degree

To receive an Academic Master's Degree, the student must complete ten courses, including five required courses, and a Master's Examination, including a Master's Thesis or Paper.

Required courses:

Among the ten courses needed for completion of the M.A. degree, five are required. The core required courses are:

- ❖ A two-semester sequence in sociological theory (SC 715, SC 716)
- ❖ A one-semester course, "Social Inquiry Research Seminar" (SC 710)
- ❖ A two-semester sequence in statistics (SC 702, SC 703)

THE MASTER'S EXAMINATION

The M.A. comprehensive exam includes two components, a written component and an oral component. The written

component is satisfied by preparing a Master's thesis or a Master's paper. Whether the product is designated as a Master's thesis or Master's paper, the final product should aim toward a standard of sufficiently high quality so as to be accepted for presentation at a professional conference or meeting. The oral component takes the form of an oral presentation focused on the Master's thesis or the Master's paper. It will include issues of methodology, theory, policy, and substance as raised by the student's work.

The examining committee shall consist of the student's thesis or paper advisor and one other faculty member, selected by the advisor in consultation with the student and approved by the Graduate Studies Director.

The Applied Master's Degree

To receive an Applied Master's Degree, the student must complete a Plan of Study in collaboration with a departmental advisor, have that Plan of Study approved by the Graduate Program Director, and complete ten courses, including the six required courses listed below.

Plan of Study

A Plan of Study is a brief description of the applied sociological career the student plans to pursue, and outlines the courses he or she plans to take that will help meet his or her career goals.

Required Courses

The core required courses for the Applied M.A. are:

- ❖ One semester of sociological theory (either SC715 or SC716)
- ❖ A two semester sequence in statistics (SC702 and SC703)
- ❖ Either three additional courses in research methods (including statistical methods), or two additional courses in research methods (including statistical methods) and SC540 (Internship in Sociology). With permission of the Director of Graduate studies, the student may substitute an applied course aimed at building career skills (such as a course in writing grant proposals) for one of these three courses.

Five Year B.A./M.A Program

It is possible for Boston College undergraduates to earn both Bachelor's and Master's degrees after five years of study. Application normally takes place early in the second semester of the junior year. Admission to the five year B.A./M.A. program is very selective. Normally, a student must have an overall GPA of at least 3.5 after five semesters, with at least a 3.5 GPA in Sociology courses. The applicant must submit the same admissions materials and adhere to the same deadlines required of all graduate degree applicants; this material may be obtained from the Graduate School of Arts and Sciences website (www.bc.edu/gsas).

M.B.A./Ph.D. Program

The M.B.A./Ph.D. program is a joint effort of Boston College's Carroll Graduate School of Management and the Sociology Department.

Its interdisciplinary curriculum provides social researchers with a systematic understanding of the business and workplace environment, and trains managers in social research techniques appropriate to their needs. Courses in all phases of management, social economy and research methodology are taught by distinguished faculty. The joint degree program saves students up to one year of course work compared to pursuing both degrees separately. The program is also available in an M.B.A./M.A. option.

The Joint M.B.A./Ph.D. Degree in Sociology requires a total of 82 credits, 43 in the School of Management, and 39 in the department. Students may begin study in either field, but it is recommended that Sociology courses be taken initially.

For more information about the joint degree program in Management and Sociology, please contact:

Director of Admissions
Carroll Graduate School of Management
Telephone 617-552-3920
or Dr. Paul S. Gray, Department of Sociology
Telephone 617-552-4140 / E-mail: gray@bc.edu

Separate applications to each program are required.

Financial Aid

Students admitted to the Ph.D. program are typically offered financial assistance in the form of tuition remission and a stipend. Funded Ph.D. students are usually expected to serve as teaching assistants (TAs) for their first three years, and as teaching fellows (TFs) for the remaining two years. Advanced Ph.D. students may be eligible to compete for a limited number of Dissertation Fellowships. M.A. students do not receive funding.

Other Special Programs

THE MRAP PROJECT

The Media Research and Action Project (MRAP) is a network of related activities designed to: help grassroots and social change organizations with their media and public education strategies; further the practice of public (or civic) journalism; and further our understanding of the interaction between the mass media system and -social movements in the U.S. and other countries. The central coordinating mechanism of MRAP is an ongoing, weekly non-credit seminar in which Boston College graduate students in Sociology are welcome to participate, subject to a maximum size limit of 15 (including participants from BC and elsewhere).

CENTER ON WEALTH AND PHILANTHROPY: STUDIES ON RELIGION, SPIRITUALITY, PHILANTHROPY, CARE, AND CULTURAL LIFE IN AN AGE OF AFFLUENCE

The Center on Wealth and Philanthropy (CWP) is a multidisciplinary research center specializing in the study of spirituality, wealth, philanthropy, and other aspects of cultural life in an age of affluence. Founded as the Social Welfare Research Institute (SWRI) in 1970, and recently renamed, CWP is a recognized authority on the relation between economic wherewithal and philanthropy, the motivations for charitable involvement, and the underlying meaning and practice of care. Over the past thirteen years CWP has received generous support from the T.B. Murphy Foundation Charitable Trust, which funded its ground-breaking Study on Wealth and Philanthropy, and from the Indiana University Center on Philanthropy, the W. K. Kellogg Foundation, and the Lilly Endowment, Inc. Current research projects include Philanthropy and the Spiritual Horizon of Wealth and Identification and Association: The Spiritual Foundations of Caritas and the Empirical Dynamics of Charity. These projects explore the association among philanthropy, income, and wealth; the organizational and moral determinants of giving and volunteering; and the implications for fundraising and philanthropy. CWP is also reviewing how survey research studies spirituality. The goal is to develop from intensive interviews and focus groups more refined conceptual approaches to and techniques for ascertaining people's spirituality. Some graduate students have worked as research assistants at CWP. Please contact Paul G. Schervish, Professor of Sociology and Director of CWP, for more information. A list of working papers, published articles, and books is available by requesting one in writing or by logging on to the Institute's web page: (<http://www.bc.edu/cwp>).

DISTINGUISHED VISITING SCHOLARS SERIES

The Distinguished Visiting Scholars Series brings leading sociologists to the Boston College campus for a period of residency during the Spring Semester. During their stay, each scholar delivers a major public lecture, teaches one or two sessions of an intensive faculty/graduate student seminar, and is available for informal conversation with students and faculty. This provides a unique opportunity for members of the BC Sociology Department to dialogue and develop relations with a wide variety of important sociological thinkers.

COURSES

The combined and varied interests of the faculty as indicated in the faculty profiles ensure that the department offers a wide range of graduate course electives. While the number and content of graduate electives varies from year to year, the following courses are likely to be offered over each student's years of Ph.D. study. Courses numbered below SC 700 are also open to advanced undergraduates.

	Title	Professor
SC 507	Sociology of Mental Health and Illness	Karp
SC 510	Approaches to Mixed Methods	Hesse-Biber
SC 514	Workshop in Historical Sociology	Babb
SC 520	Gender and Society	McGuffey
SC 525	Social Gerontology	Moorman
SC 532	Images and Power	Pfohl
SC 535	Research at the Margins	Dodson
SC 540 and SC 541	Internships in Sociology	Williamson
SC 559	Economic Sociology	Babb
SC 568	Sociology of Education	Youn
SC 583	Postmodernity and Social Theory	Pfohl
SC 590	Carework and Inequality	Dodson
SC 591	Poor Laws to Working Poor	Dodson
SC 702	Intro to Stats/Data Analysis	Malec
SC 703	Multivariate Statistics	Williamson
SC 704	Advanced Topics/Multivariate Statistics	Sarkisian
SC 705	Advanced Statistics	Moorman, Sarkisian
SC 706	Longitudinal Data Analysis	Sarkisian
SC 707	Topics in Advanced Statistics	Sarkisian
SC 710	Social Inquiry Research Seminar	McGuffey
SC 715	Classical Social Theory	Schervish, Spangler, Magubane
SC 716	Contemporary Social Theory	Pfohl, Schervish
SC 751	Quest for Social Justice	Gamson
SC 771	Understanding Consumer Society	Schor
SC 799	Readings and Research	The Department
SC 900	Teaching Apprenticeship	The Department
SC 902	Teaching Seminar	Malec, Gray, Spangler

Through Boston College membership in the Boston Area University Consortium, courses are also available for graduate credit at Brandeis, Tufts and Boston Universities.

ACHIEVEMENTS AND PLACEMENTS

Many of our students arrive in the department with a wealth of professional and life experience. Some have conceived very specific projects prior to entering the program, which they use their training in Sociology to complete. Two measures of the quality of graduate student work are the number of their co-authored books with faculty members and the number of their doctoral dissertations that have been published. Faculty and graduate students have collaborated on over 30 books and multiple articles. Of the doctoral dissertations completed through 2011, over 55 now appear as books.

Students have entered diverse occupations upon graduation. They hold non-academic positions in labor management relations, management, banking, city and state government, public health, police work, social law and consulting. Recent graduates embarking on academic careers have obtained tenure-track positions at Loyola University of Baltimore, Wheaton College, the State University of New York at Stony Brook, Dalhousie University (Canada), Texas A&M, Montana State University, the Hebrew University of Jerusalem, Cleveland State College, Westfield State College, the College of William and Mary, University of Dayton, Minnesota State University, Northern Arizona University, Stonehill, Assumption, and Bridgewater State Colleges.

FACULTY PROFILES

SARAH BABB

Professor

Ph.D., Northwestern University

Sarah Babb received her Ph.D. in sociology from Northwestern University in 1998. Her research interests include political sociology, economic sociology, historical sociology, organizational sociology, international financial institutions, and Latin America. She also teaches in the areas of Global Sociology and Sociology of Revolutions. Her first book, *Managing Mexico: Economists from Nationalism to Neoliberalism* (Princeton 2001) examines the history of the economics profession in Mexico during the 20th century. The book was awarded the Mirra Komarovsky Award from the Eastern Sociology Society and the Viviana Zelizer Prize for Best Book in Economic Sociology by the Economic Sociology Section of the ASA. Babb received a Fellowship from the Woodrow Wilson International Center for Scholars for the 2005-06 academic year, which she spent in Washington D.C. Her book based on this research, entitled *Behind the Development Banks: Washington Politics, World Development, and the Wealth of Nations*, was published by the University of Chicago Press in 2009. This book looks at how Washington politics shapes American policy toward the World Bank and regional development banks, and thereby shapes influential global trends in economic development policy.

SEVERYN T. BRUYN

Professor Emeritus

Ph.D., University of Illinois

Professor Bruyn's interests are in the areas of community development, social economy and cultural evolution. He was among the first to write extensively on the philosophy and logic of participant observation. Equally, he has been a pioneer in illuminating the sociological aspects of business and the social economy. Other studies in Central America, the Caribbean and Europe emphasize field research. He has organized a number of conferences at Boston College around the topics of world peace, community development and joint-degree projects with the School of Management. His most recent work, *A Civil Republic: Beyond Capitalism and Nationalism* (2005), concerns the problems of economic injustice, ecological destruction, and the rise of authoritarian governments. It describes his strategy of societal development and interdisciplinary research intended to inspire more sustainable government policies. In 2005 he received the William Foote Whyte Distinguished Career from the ASA section on Sociological Practice.

CHARLES DERBER

Professor

Ph.D., University of Chicago

Professor Derber's central interests are politics and social economy, globalization, the sociology of militarism and social change. His research and teaching involve a critique of individualism and class power in contemporary global capitalism and the prospects for a shift toward a more democratic and less hegemonic order. His twelve books include *Greed to Green: Solving Climate Change and Remaking the Economy* (Paradigm), *Morality Wars: How Empires, the Born-Again, and the Politically Correct Do Evil in the Name of Good* (Paradigm), *The Wilding of America* (St. Martins), *Corporation Nation* (St. Martins), *People Before Profit* (Picador), *The Pursuit of Attention* (Oxford); *The Nuclear Seduction* (California); *Power in the Highest Degree* (Oxford); *Hidden Power* (BerrettKoeHLer), and *The*

New Feminized Majority (Paradigm). His books are translated into multiple languages and have won wide international acclaim. He teaches courses on political economy, globalization, and "Peace or War."

LISA DODSON

Research Professor

Ph.D., Brandeis University

Professor Dodson is a public sociologist whose research interests include poverty, public policy, and low-income work and family life. She also specializes in collaborative research methods, conducting inquiry that includes the thinking of people "under study." Professor Dodson came to Boston College from the Radcliffe Public Policy Center at Harvard University, where she taught and conducted policy research from 1996 to 2002. In the past she has presented research findings in US Congressional hearings and to the US Equal Employment Opportunity Commission, as well as in many community organizations, labor groups, schools, and public health forums. In collaboration with other Sociology faculty, she has developed an area of specialty -- Poverty, Families, and Social Policy -- focusing on the spreading effects of economic stratification. Her new book *The Moral Underground: How Ordinary People Subvert an Unfair Economy* is based on eight years of research about hidden resistance to an economy that harms millions of working families. Her previous book *Don't Call Us Out of Name: The Untold Lives of Women and Girls in Poor America* explored the lives of low-income women raising children after welfare reform.

JOHN D. DONOVAN

Professor Emeritus

Ph.D., Harvard University

Professor Donovan has published in the areas of religion, the professions and aging. In particular, he has written about the changes in some of the major institutions and social roles of American Catholicism. His current interests include the study of work, cultures of lawyers, aging and the aged in the United States and Ireland, and the consequences of modernization processes in contemporary Ireland. He has also been writing about the problems of identity posed for the contemporary Catholic Church. Professor Donovan was one of the founders of the Sociology Department and, as an acknowledgment of his contribution, an award bearing his name is given annually to an outstanding undergraduate student.

WILLIAM A. GAMSON

Professor

Ph.D., University of Michigan

Professor Gamson is interested in the efforts of social movements to change society. His earlier work focused on what kinds of organizational and influence strategies are most likely to succeed under what circumstances. Since coming to Boston College in 1982, he has focused on the role of the mass media in the process of change. He works with a group of graduate and post-doctoral students on the Media Research and Action Project (MRAP). His book *Talking Politics* describes how ordinary working people talk about issues of affirmative action, nuclear power, troubled industry and the Arab/Israeli conflict. His latest book, *Shaping Abortion Discourse*, won the 2004 Distinguished Book Award from the ASA Section on Collective Behavior and Social Movements. It involves a comparative study of abortion discourse in Germany and the United States and how it is

affected by social movements. He's also researched the role of the mass media in the process of preventing genocide and mass killings. Professor Gamson is a past president of the American Sociological Association, and recent recipient of the Merit Award of the Eastern Sociological Society.

BRIAN J. GAREAU

Assistant Professor

Ph.D., University of California, Santa Cruz

Professor Gareau is primarily an environmental sociologist, specializing in the study of global environmental governance. However, he teaches and writes on a wide range of areas including environmental sociology, political ecology, agro-food and sustainable agriculture, development sociology, political economy, globalization, social theory, science and technology, and international studies. He has published on such topics as neoliberalism in global environmental governance, global civil society, alternative development in Central America, globalization of agriculture, and the theorization of natural/society relations. He is working on two book projects: 1) *The Environment, Nature, and Social Theory*, which lays out the most important reframings of environmental debates in recent sociological theory – particularly in its engagement with political ecology, science studies and cultural studies, and; 2) *Neoliberal Nature: The Montreal Protocol and Struggles for Environmental Protection*, which shows how neoliberalism – as a dominant discourse and economic practice – has become increasingly embedded in the Montreal Protocol, affecting relations between global powers, members of the scientific community, and serving to legitimize certain forms of scientific knowledge over others. His current research also investigates the social, political, and economic barriers to transferring successes between ozone layer protection and global climate change in the current age of neoliberal globalization.

EVA M. GARROUTTE

Associate Professor

Ph.D., Princeton University

Professor Garroutte's main research interests include the areas of racial/ethnic identity, Native American Studies, health, aging and religion. As an enrolled citizen of the Cherokee Nation, she is especially concerned with making her work in these areas responsible not only to the values and interests of academic communities, but also to those of American Indian communities. Her book, *Real Indians: Identity and the Survival of Native America* (2003, University of California Press) explores ways that modern American Indian racial/ethnic identity is negotiated, modified, challenged, and revoked. It then develops the emerging intellectual perspective of "Radical Indigenism." A recent and ongoing project applies this new perspective by examining an urban American Indian community through the life histories of its members. Other current projects focus on the medical communication needs of American Indian elder patients and on the linkage of health and spirituality in tribal contexts.

PAUL S. GRAY

Associate Professor

Ph.D., Yale University

Professor Gray offers graduate level courses in research methodology (including field work and action research), and the development and dependency of third world nations. He is currently researching the connections between social change and business, especially the rise of a new industrial relations paradigm and the increasing emphasis on corporate social responsibility, both within the firm and in the

outside community. He has conducted two studies of the impact of higher education on the economy of Massachusetts. In addition, he served as chief consultant to a worker education project during which he collaborated with six different unions, including the United Auto Workers. Professor Gray currently works as a business consultant and is Founding Faculty Chair of Leadership for Change, an executive training program presented in association with B.C.'s Carroll School of Management. His most recent book is *The Research Imagination* (w/ John B. Williamson et al.) published by Cambridge University Press.

SHARLENE NAGY HESSE-BIBER

Professor

Ph.D., University of Michigan

Sharlene Nagy Hesse-Biber, PhD, is professor of sociology and the director of Women's Studies at Boston College in Chestnut Hill, Massachusetts. She has published widely on the impact of socio-cultural factors on women's body image, including the book *Am I Thin Enough Yet?: The Cult of Thinness and the Commercialization of Identity* (1996), which was selected as one of Choice Magazine's best academic books for 1996, and *Cult of Thinness* (Oxford, 2007). Dr. Hesse-Biber is coauthor of *Working Women in America: Split Dreams* (Oxford, 2005) and *The Practice of Qualitative Research* (Sage, 2006; second edition, 2011); co-editor of *Feminist Approaches to Theory and Methodology: An Interdisciplinary Reader* (Oxford, 1999), *Approaches to Qualitative Research: A Reader on Theory and Practice* (Oxford, 2004), and *Emergent Methods in Social Research* (2006); and editor of the *Handbook of Feminist Research: Theory and Praxis* (2007), which was selected as one of the Critics Choice Award winners by the American Education Studies Association, and the *Handbook of Feminist Research* which recently received Choice Magazine's Award for Outstanding Titles for 2007. She recently co-edited *The Handbook of Emergent Methods in Social Research* (Guilford, 2008). She is a contributor to the *Handbook of Grounded Theory* (2008) and author of *Mixed Methods Research: Merging Theory with Practice* (Guilford, 2010). She has just completed a special issue on Mixed Methods Research that will appear in an upcoming issue of the journal *Qualitative Inquiry*. Her edited *Handbook of Emergent Technologies in Social Research* (Oxford, 2011) is forthcoming. Dr. Hesse-Biber is co-developer of the software program *HyperRESEARCH*, a computer-assisted program for analyzing qualitative data, and the new transcription tool *Hyper-TRANSCRIBE*. (Go to www.researchware.com to download a free, fully functional demo version of each of these software packages, as well as a free teaching edition.)

LYNDA LYTLE HOLMSTROM

Professor

Ph.D., Brandeis University

Professor Holmstrom's main interests lie in the areas of medical sociology, careers, the family, and gender violence. She has written widely on these subjects and regularly teaches courses on the latter. She was among the first researchers to write about the challenges posed by two-career families. In the 1970s Professor Holmstrom (with Ann Burgess) wrote a number of books on the victims of rape and sexual assault which had a significant impact on theory and social policy. More recently she brought her ethnographic skills to a study of the use of technology on a neonatal intensive care unit (along with Jeanne Guillemin). She has recently completed a collaboration with other departmental members on a study of family dynamics during the college application process.

DAVID A. KARP

Professor

Ph.D., New York University

Professor Karp's primary identification is as a social psychologist. Most of his research involves participant observation and in-depth interviewing. Theoretically, he is partial to symbolic interaction. After writing about aging during the middle to late 1980s he began an investigation of how people live with and make sense of clinical depression. This work is summarized in his book, *Speaking of Sadness: Depression, Disconnection, and the Meanings of Illness* (the recipient of the 1996 Charles Horton Cooley Award given by the Society for the Study of Symbolic Interaction). His more recent books include *The Burden of Sympathy: How Families Cope with Mental Illness* (2001), and *Is It Me or My Meds? Living with Antidepressants* (2006). He's also completed a longitudinal study of family dynamics during the senior year in high school as students apply to college. These projects, as well as earlier books on cities and everyday life, reflect Professor Karp's enduring interest in how people invest their daily worlds with meaning.

RITCHIE LOWRY

Professor

Ph.D., University of California, Berkeley

Professor Lowry's past and continuing academic interests include the use of military force and war in American foreign policy and alternatives to force, corporate social responsibility, social problems theory and public policy, and socially responsible investing and consuming. For many years, he has studied the increasing militarization of governmental policy in American society, in particular while conducting research for the department of the Army in Washington (D.C.) during the Vietnam War and the Kennedy/Johnson Administrations. He has been an active participant in the national movement to bring about a more democratic and responsive corporate sector of the economy for over 30 years and is the founder of Good Money, Inc., which maintains a website (<http://www.goodmoney.com>) for socially concerned investors, consumers, and business people. He is the author of *Good Money: A Guide to Profitable Social Investing in the '90s*, *Social Problems: A Critical Analysis of Theory and Public Policy*, *Problems of Studying Military Roles in Other Cultures*, as well as many other monographs, articles and books.

ZINE MAGUBANE

Associate Professor

Ph.D., Harvard University

Zine Magubane's research lies in the areas of gender and sexuality, colonialism and post-colonialism, globalization, and race and class. Her work has dealt with two major geographic areas of the world, the United States and Southern Africa. Within the broader framework of the sociology of knowledge, the question of how ideology 'works' has been the thread connecting her varied research projects. Her book, *Bringing the Empire Home: Imagining Race, Gender, and Class in Britain and Colonial South Africa* (University of Chicago Press, 2004), examines how ideologies about domination, images of the dominated and the methods of domination these ideologies and images authorize cohere into cultural systems that 'travel' across geographic space and transform over time. The book sets forth a method for analyzing the continual severing, realignment, and recombination of discourses, social groups, political interests, and structures of power in society. It also suggests a way of analyzing and

better understanding the discursive processes by which knowledge concepts and identities are formed and/or given meaning.

MICHAEL A. MALEC

Associate Professor

Ph.D., Purdue University

At the graduate level, Professor Malec teaches the first required course in "Statistics and Data Analysis." His writing and research interests are primarily in the areas of the sociology of sports. He is a past President of the North American Society for the Sociology of Sport and of Alpha Kappa Delta, the international sociology honor society, and has served as Chair of the ASA's Section on Undergraduate Education. His publications include books such as *Essential Statistics for Social Research* (1993) and *The Social Roles of Sports in Caribbean Societies* (1995), and articles such as "Patriotic Symbols in Intercollegiate Sports During the Gulf War," "Gender Equity in Athletics," and "Baseball, Cricket, and Social Change."

C. SHAWN MCGUFFEY

Associate Professor

Ph.D., University of Massachusetts, Amherst

C. Shawn McGuffey's research examines the social psychology of trauma, childhood and family life. His work primarily highlights how race, class, and gender both constrain and create the choices individuals and family members pursue in trauma's aftermath. This approach recognizes both conflict and cohesion in interpersonal dynamics. His current research analyzes how gender and race shape parental responses to child sexual abuse and the social psychology of Black rape survivors. His work has been supported by the Ford Foundation, a Research Incentive Grant and has appeared in edited volumes and journals, such as *Gender & Society*, *Social Problems*, and *Men's Lives*. He is the 2006 recipient of the Sally Hacker Award from the Sex and Gender section and the Sexualities Section Best Article Award winner for 2009 of the American Sociological Association for his articles "Engendering Trauma: Race, Class, and Gender Reaffirmation after Child Sexual Abuse" and "Saving Masculinity: Gender Reaffirmation, Sexuality, Race and Parental Responses to Male Child Sexual Abuse."

SARA M. MOORMAN

Assistant Professor

Ph.D., University of Wisconsin-Madison

Professor Moorman's areas of interest include aging and the life course, family, and health. Her current research concerns the ways in which older adults consider their family members when planning for end-of-life medical care. She has also conducted research on dating, marriage, and sexuality in later life. At the graduate level, she teaches advanced quantitative methods and social gerontology. Professor Moorman holds a joint appointment in Sociology and the Institute on Aging.

STEPHEN J. PFOHL

Professor

Ph.D., The Ohio State University

Professor Pfohl teaches and writes in the areas of social theory, cultural studies, critical approaches to crime, deviance and social control, social psychoanalysis, sociology of gender, images and visual culture, and new global technologies of power. He has published on such topics as the discovery of child abuse, the social construction of psychiatric labels, historical images of deviance and social control,

and poststructuralist approaches to social theory and methods. His most recent work involves the study of ultramodern forms of power and the impact of cybernetic capitalism on sex/gender, racialized, and global economic hierarchies. The author of *Predicting Dangerousness: The Social Construction of Psychiatric Reality*; *Images of Deviance and Social Control: A Sociological History*; *Death at the Parasite Café: Social Science (Fictions) and the Postmodern*; *Left Behind: Technology, Religion and Flight From the Flesh*; and co-editor of *Culture, Power, and History: Studies in Critical Sociology*. Professor Pfohl is also a visual artist and video-maker. His mixed-media performance/lectures represent an experimental engagement with new media of sociological exchange. A past-president of the Society for the Study of Social Problems, former chair of the Massachusetts Governor's Juvenile Justice Advisory Committee, and a founding member of the activist/research group Sit Com International, Pfohl has also served as an associate editor of *Social Problems* and is currently on the Editorial Board of *CTheory: an International Journal of Theory, Technology, and Culture*.

CATHERINE RIESSMAN

Research Professor

Ph.D., Columbia University

Professor Riessman's areas of interest include narrative studies in social research, medical sociology/health and illness, life events, and biographical disruption. She is currently on leave, but periodically offers graduate students innovative courses in advanced qualitative methods, including Narrative Analysis. Her books include *Divorce Talk: Women and Men Make Sense of Personal Relationships*, *Narrative Analysis (Qualitative Research Methods, Vol 30)*, and numerous articles about medical sociology.

NATALIA SARKISIAN

Assistant Professor

Ph.D., University of Massachusetts, Amherst

Natalia Sarkisian's main interests lie in the areas of family sociology, race, gender, and class, aging and the life course, and quantitative methods. Specifically, her research examines variation in extended family experiences by race/ethnicity, gender, age, and marital status and explores the structural circumstances and cultural values that may account for this variation. She is also a co-Principal Investigator on a cross-national study of age and employment, funded by the Sloan Foundation. Her recent publications examine the racial/ethnic differences in extended family integration (*Social Forces* 2007, *Journal of Marriage and Family* 2007, *Family Relations* 2006, *American Sociological Review* 2004), the relationship between marriage and extended family involvement (*Journal of Marriage and Family* 2008, *Contexts* 2006, *Journal of Marriage and Family* 2006), and the gender gap in help given to parents (*Journal of Marriage and Family* 2004). At the graduate level, she teaches advanced quantitative methods courses.

PAUL G. SCHERVISH

Professor

Ph.D., University of Wisconsin, Madison

Professor Schervish is director of the Center on Wealth and Philanthropy (CWP) at Boston College. Schervish has published in the areas of philanthropy, the sociology of money, the sociology of wealth, labor markets, unemployment, biographical narrative, and sociology of religion. He directed the Study on Wealth and

Philanthropy, an examination of the strategies of living and giving among 130 millionaires, and the study, "The Contradictions of Christmas: Troubles and Traditions in Culture, Home, and Heart." Along with John J. Havens, Associate Director of CWP, he is currently directing "Philanthropy and the Spiritual Horizons of Wealth," funded by the T. B. Murphy Charitable Trust, and "Identification and Association: The Spiritual Foundations of Caritas and the Empirical Dynamics of Charity," funded by the Lilly Endowment, Inc. Schervish is now conducting a first-ever survey of wealth holders with net worth of \$25 million or more, asking about the meaning of money and philanthropy in their lives. Schervish is the editor of and contributor to *Wealth in Western Thought: The Case for and against Riches* (Praeger, 1994). He is principal editor of *Care and Community in Modern Society* (Jossey-Bass, 1995) and the principal author of *Taking Giving Seriously* (Indiana University Center on Philanthropy, 1993) and of *Gospels of Wealth: How the Rich Portray their Lives* (Praeger, 1994). Schervish also serves regularly as a speaker and consultant on how to surface and analyze the moral biographies of wealth holders, on the motivations for charitable giving, and on the spirituality of financial life.

JULIET SCHOR

Professor

Ph.D., University of Massachusetts, Amherst

Professor Schor's current research areas are consumer society, environment and sustainability, and economic sociology. Schor's most recent book is *Plenitude: the New Economics of True Wealth* (May 2010). She is also the author of *The Overworked American: The Unexpected Decline of Leisure*, *The Overspent American: Up-scaling, Downshifting and the New Consumer*, *The Golden Age of Capitalism: Reinterpreting the Postwar Experience* (co-edited with Stephen Marglin), *Born to Buy: The Commercialized Child and the New Consumer Culture*, *Do Americans Shop Too Much? And The Consumer Society Reader* (co-edited with Douglas Holt). Schor has published in a variety of journals including *Social Problems*, *The Review of Economics and Statistics*, the *Journal of Consumer Culture*, *Labor Relations* and others. In 2006 she was awarded the Leontief Prize for expanding the frontiers of economic thought. Schor teaches courses on consumer society, environment and sustainability. She was a 1995 Guggenheim Fellow for a project on consumer spending. She is also a founding member of the Center for a New American Dream, an organization devoted to making U.S. lifestyles more sustainable.

EVE SPANGLER

Associate Professor

Ph.D., University of Massachusetts, Amherst

Professor Spangler's main interests lie in the intersecting areas of work, inequality, and health. Her current research focuses on occupational health and safety, particularly the social and psychological stresses associated with new forms of work (consulting, temping, homework). Several themes converge in the study of employee health and safety; the Left's concern with the organization of production, women's stake in controlling their lives and the public's concern with environmental health. This work, which is inherently global, also has led Professor Spangler to organize cross-national exchanges and curriculum planning in Eastern Europe and the Caribbean. Professor Spangler also

participates in Leadership for Change, run jointly between the Sociology Department and the Carroll School of Management. Leadership for Change is designed to promote socially responsible business behavior. Professor Spangler's most recent interests include the role of the boycott/sanctions/divestment movement in the Israeli Palestinian conflict. Earlier in her career, Professor Spangler's interests in inequality shaped her research on working class college students and on salaried professionals.

JOHN B. WILLIAMSON

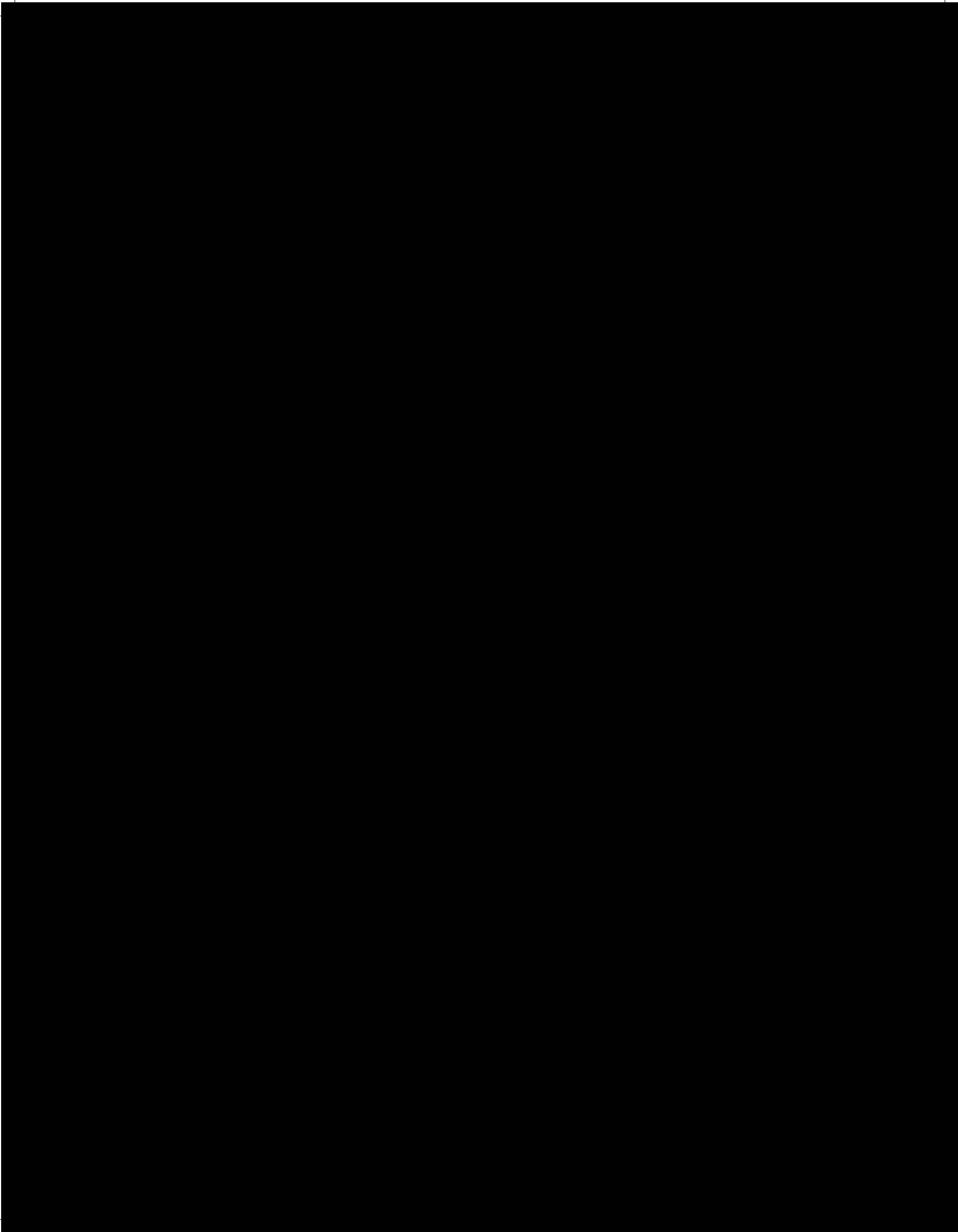
Professor

Ph.D., Harvard University

Professor Williamson has written extensively on the comparative study of social welfare policies, particularly those dealing with the elderly. Some of his recent work has used the comparative historical method and some has been based on quantitative cross-national analysis. His current research and writing efforts deal primarily with the comparative study of social security systems, as well as the debate over generational equity and justice between generations particularly in connection with Social Security policy in the United States. He has co-authored or co-edited a number of books including: *The Generational Equity Debate* (1999); *The Senior Rights Movement: Framing the Policy Debate in America* (1996); *Death: Current Perspectives* (1995); *Old-Age Security in Comparative Perspective* (1993); *Age, Class, Politics and the Welfare State* (1989); *Aging and Public Policy: Social Control or Social Justice?* (1986); and *The Politics of Aging: Power and Policy* (1982).









BOSTON COLLEGE

GRADUATE SCHOOL OF ARTS AND SCIENCES

Department of Sociology
McGuinn Hall 426
140 Commonwealth Avenue
Chestnut Hill, MA 02467
617-552-4130
E-Mail: gsasinfo@bc.edu
www.bc.edu/sociology