



BOSTON COLLEGE

Morrissey College of Arts and Sciences



GRADUATE PROGRAM

Sociology

THE GRADUATE PROGRAM IN SOCIOLOGY

Many things make Boston College an attractive site to study sociology. Our graduate program has earned a longstanding reputation for attracting and training first-rate students with a commitment to social justice and a passion for changing the world. Our talented and widely published faculty are committed to strong research, mentoring, and teaching. They provide in-depth exposure to the central traditions of sociology while encouraging innovative and interdisciplinary research. Our Departmental Seminar Series provides an ongoing forum for exposing students and faculty to cutting-edge research, and offers a great opportunity for graduate students to dialogue and develop relations with a wide variety of important sociologists.

More than ever, the world needs sociology. We face mounting challenges of heightened global conflict, inequality, a fracturing political discourse and widespread environmental degradation. To meet these challenges, our vibrant and supportive community embraces methodological pluralism and values high-caliber research that makes a difference in the world. Many of our faculty and graduate students are

public sociologists who collaborate with groups working for social change, and they frequently provide expert opinions in the national and international media.

Our location in Boston—a major metropolitan area steeped in history and culture—is a distinct advantage. The promises and troubles of Boston invite timely sociological inquiry. We also benefit from Boston College's participation in a consortium of area universities, which enables our students to cross-register for courses at other leading institutions, diversifying course offerings while facilitating exchange with other local students.

If your view of yourself as a sociologist has affinities with ours, we invite you to explore our department's website at bc.edu/sociology.

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PROGRAM OVERVIEW

The Department of Sociology offers M.A. 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 go on to doctoral work. The Ph.D. program is designed for students who intend to devote themselves to research, teaching, and practice in sociology. 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. Admission to the M.A. program does not automatically guarantee admission to the Ph.D. program.

PROGRAMS OF STUDY

Ph.D. Program

The doctoral degree is completed by:

- ❖ Obtaining a master's degree, including the completion of 30 credits, comprised of 10 courses, or a mix of courses and independent research credits, a master's thesis or paper (required for the Ph.D. but not for the terminal M.A.), and passing an oral defense.
- ❖ Taking an additional 24 credits beyond the equivalent of the master's degree in sociology (54 credits in all), including an additional graduate-level research methods course. These credits are fulfilled by a combination of classes and independent research credits. Most students will complete two years of classroom courses (12 classes, or 36 credits) and one year of credited independent research (18 credits) before beginning the dissertation.
- ❖ Meeting the one-year, full-time residency requirement. (Full-time residency is three courses 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., eight are required:

- ❖ A two-semester sequence in sociological theory
- ❖ A three-course sequence in research methods
- ❖ Two graduate-level courses in statistics
- ❖ An additional graduate research methods class (for example, in field research, feminist methodology, advanced quantitative techniques, workshop in historical sociology)

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; it is evaluated in the same manner as a thesis or paper submitted by students in the M.A. track. A revised version of the completed thesis or paper can be submitted to fulfill one of the comprehensive examination components toward the Ph.D.

First Year

- ❖ Complete Social Inquiry Research Seminar and Empirical Research Seminar
- ❖ Complete a minimum of one graduate theory course and preferably at least one graduate statistics course
- ❖ Take at least one, or possibly two, substantive electives

Second Year

- ❖ Finish required statistics and theory courses
- ❖ Take elective courses in the subfields of the planned comprehensive exams, or Readings and Research (R&R) courses to prepare for exams
- ❖ Complete or plan to complete the residency requirement
- ❖ Enroll in Second Year Writing Seminar and at least one additional R&R or other non-classroom course
- ❖ Complete M.A. paper or thesis by end of spring semester

Third Year

- ❖ Complete the required total 54 credits by the end of spring semester, generally with an emphasis on independent research credits in the third year
- ❖ Complete an additional course in research methods by the end of the 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

PROGRAM OVERVIEW

Fourth Year

- ❖ Complete public presentation of doctoral dissertation proposal by end of year

Fifth Year/Sixth Year

- ❖ Complete doctoral dissertation
- ❖ Complete oral defense of the dissertation

M.A. Program in Sociology and Social Research

The master's degree is suitable for students planning to subsequently apply to Ph.D. programs in preparation for scholarly careers in teaching at colleges and research universities, although it can also be useful for students interested in practicing sociology in an applied setting (e.g., academic administration or policy research).

To receive a master's degree in sociology and social research, the student must complete 10 courses, including the five required courses listed below. Students also have an option to complete a master's examination, including a master's thesis or paper, but it is not required for degree completion.

REQUIRED COURSES

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

- ❖ One course in sociological theory
- ❖ Two graduate-level courses in statistics
- ❖ A one-semester course, Social Inquiry Research Seminar, taken during the first semester in the program
- ❖ One additional methods course:
 - a) Those who do not plan to write a master's paper/thesis will select an additional methods course in consultation with the director of graduate studies. This course can be on either qualitative or quantitative methods; with the permission of the director of graduate studies, the student may use Internship in Sociology or an applied course aimed at building career skills (such as a course in writing grant proposals) to fulfill this requirement.
 - b) Those planning to write a master's paper/thesis should meet this requirement by attending the Empirical Research Seminar and Second Year Graduate Writing Seminar; these seminars will help students develop and refine their M.A. paper/thesis projects.

THE MASTER'S EXAMINATION

The master's examination is optional. The master's examination includes written and oral components. The written component is satisfied by the completion of a master's thesis or a master's paper, which 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 a one-hour oral presentation and discussion of the master's paper or the master's thesis. The oral component addresses issues of theory, methodology, policy, and substance raised by the thesis or paper.

The examining committee consists of the student's thesis or paper advisor (a faculty member in the Department of Sociology) and one other faculty member, selected by the advisor in consultation with the student and approved by the graduate program director.

To assist students in producing master's theses or papers, the department offers two faculty-led seminars: the Empirical Research Seminar, taken in the spring semester of the first year in the program, and the Second Year Graduate Writing Seminar, a biweekly year-long three credit course typically taken during the second year in the program. These required seminars support students in all aspects of research and writing M.A. theses/papers.

CERTIFICATE IN ADVANCED QUANTITATIVE METHODS

The Certificate in Advanced Quantitative Methods in sociology is designed to provide formal recognition of an M.A. or Ph.D. student's quantitative methods skills. The certificate appears on the M.A. or Ph.D. student's transcript upon graduation.

To meet the requirements to receive the certificate, the student must complete five approved advanced quantitative courses beyond the level of Introductory Statistics.

FACULTY PROFILES

SARAH BABB

Professor

Ph.D., Northwestern University

Professor Babb's research interests include political sociology, complex organizations, regulation, international financial institutions, development, and globalization. Her first book, *Managing Mexico: Economists from Nationalism to Neoliberalism* (Princeton University Press, 2001), examines the rise of the economics profession in Mexico during the 20th century and its role in that country's transition to market-liberalizing policies. Her second book, *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. Most recently, her book, *Regulating Human Research: IRBs from Peer Review to Compliance Bureaucracy* (Stanford University Press, 2020), looks at how American Institutional review boards (IRBs) were transformed from volunteer committees into bureaucratic subunits run by paid compliance professionals.

LATRICIA BEST

Associate Professor

Ph.D., Pennsylvania State University

Professor Best's areas of expertise include race and gender differences in population health across the life course. Her recent work explores the impact of psychosocial factors in late-life chronic disease experience in both the United States and in Ghana. She also conducts research examining methodological issues in studying biological markers in social science surveys.

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 many books include *Bully Nation: How the American Establishment Creates a Bullying Society* (Kansas University Press, 2017); *Welcome to the Revolution: Universalizing Resistance for Social Justice and Democracy in Perilous Times* (Routledge, 2017); *Sociopathic Society: A People's Sociology of the United States* (Routledge, 2015); *Marx's Ghost: Midnight Conversations on Changing the World* (Paradigm, 2011); *The Wilding of America* (St. Martins, 1996); *Corporation Nation* (St. Martins, 2000); *People Before Profit* (Picador, 2004); *The Pursuit of Attention* (Oxford, 2000); and *Hidden Power* (Berrett-Koehler, 2005). His books are translated into multiple languages and have won wide international acclaim. He teaches courses on political economy, globalization, and peace or war.

WEN FAN

Associate Professor

Ph.D., University of Minnesota, Twin Cities

Professor Fan is broadly interested in work, family, aging and the life course, and health. Currently, she is collecting original data to investigate the dynamics and social implications of two novel work models: remote/hybrid work and a four-day work week. She is also a co-investigator studying the pandemic-precipitated social change and mental health impacts in China. Her research has been supported by the National Science Foundation, the Russell Sage Foundation, and the Canadian Institutes of Health Research. Professor Fan was awarded the Early Career Work and Family Fellowship from the Work and Family Researchers Network (WFRN) and her work has been awarded the Rosabeth Moss Kanter International Award for Research Excellence in Work and Family. Her peer-reviewed research appears in journals such as *Advances in Life Course Research*, *American Sociological Review*, *Social Problems*, *Journal of Health and Social Behavior*, *Social Science Research*, *Social Science & Medicine*, *Society and Mental Health*, and *Work and Occupations*. She teaches advanced quantitative methods, medical sociology, and introductory sociology for pre-med students.

BRIAN J. GAREAU

Associate 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 in 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 topics such 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 the author of three books: *From Precaution to Profit: Contemporary Challenges to Environmental Protection in the Montreal Protocol* (Yale University Press, 2013); *Environments, Natures, and Social Theory: Towards a Critical Hybridity* (with co-authors Damian White and Alan Rudy) (Palgrave-Macmillan, 2015); and *Organic Futures: Struggling for Sustainability on the Small Farm* (with co-author Connor Fitzmaurice) (Yale University Press, 2016). Professor Gareau has published articles in a wide range of journals, including *Environment and Planning*, *Journal of World-Systems Research*, *Environmental Politics*, *Rural Sociology*, *Antipode* and *International Environmental Agreements*.

FACULTY PROFILES

ALYSSA GOLDMAN

Assistant Professor

Ph.D., Cornell University

Professor Goldman's research spans the areas of social networks, health, the life course, and social inequality. Her research uses national survey data to examine the intersection of social relationships and social stratification in the U.S. context. In current projects, she focuses on understanding how changes in older adults' social networks shape trajectories of later life well-being. Her work has appeared in the *Journal of Health and Social Behavior*, *Social Science and Medicine*, and *Journal of Marriage and Family*.

SHARLENE NAGY HESSE-BIBER

Professor

Ph.D., University of Michigan

Professor Hesse-Biber is director of the Women's Studies and Gender Studies Program at Boston College. 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* (Oxford University Press, 1996), which was selected as one of *Choice* magazine's best academic books for 1996, and *The Cult of Thinness* (Oxford University Press, 2007). Professor Hesse-Biber is co-author of *Working Women in America: Split Dreams* (Oxford University Press, 2005) and *The Practice of Qualitative Research* (Sage, 2006; second edition, 2011) and co-editor of *Feminist Approaches to Theory and Methodology: An Interdisciplinary Reader* (Oxford University Press, 1999), *Approaches to Qualitative Research: A Reader on Theory and Practice* (Oxford University Press, 2004) and *Emergent Methods in Social Research* (Sage, 2006). She is editor of *The Handbook of Feminist Research: Theory and Praxis* (Sage, 2007), which was selected as one of the Critics Choice Award winners by the American Education Studies Association and received *Choice* magazine's award for outstanding titles for 2007. She also co-edited *The Handbook of Emergent Methods in Social Research* (Guilford, 2008). She is a contributor to *The Handbook of Grounded Theory* (Sage, 2008) and author of *Mixed Methods Research: Merging Theory with Practice* (Guilford, 2010). In addition, she completed a special issue on mixed methods research that appears in the journal *Qualitative Inquiry* and edited *The Handbook of Emergent Technologies in Social Research* (Oxford University Press, 2011). She is co-developer of the software program Hyper-RESEARCH, a computer-assisted program for analyzing qualitative data, and the transcription tool Hyper-TRANSCRIBE.

ALI KADIVAR

Assistant Professor

Ph.D., University of North Carolina at Chapel Hill

Professor Kadivar's research contributes to political and comparative-historical sociology by exploring the interaction between protest movements and democratization. This work grows out of his experience as a participant-observer of the pro-democracy movement in Iran, but his research agenda moves outward from this case to explore these issues on a global scale, using case studies, comparative-historical methods, and statistical analyses. His research has been published in the *American Sociological Review*, *Social Forces*, and *Mobilization*, and has won awards from the Collective Behavior and Social Movement (CBSM), Comparative Historical Sociology, Global and Transnational Sociology, Sociology of Development, and Peace, War, and Social Conflict sections of the American Sociological Association (ASA).

ZINE MAGUBANE

Professor

Ph.D., Harvard University

Professor 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.

C. SHAWN MCGUFFEY

Associate Professor

Ph.D., University of Massachusetts, Amherst

Professor McGuffey's research primarily highlights how race, gender, sexuality, and social class both constrain and create the choices survivors pursue in the aftermath of trauma. This approach recognizes both conflict and cohesion in interpersonal dynamics. Two of his current projects focus on sexual trauma. One examines how gender, sexuality, and race shape parental responses to child sexual abuse and the other investigates the social psychology of Black rape survivors in the U.S., Ghana, and South Africa. A third project investigates the ways in which Darfurian genocide survivors navigate the International Criminal Court, and a fourth examines Black LGBT views on same-sex marriage and civic engagement. He is a contributor to edited volumes and journals, such as *Du Bois Review*, *Gender & Society*, *Social Problems*, and *Men's Lives*. Professor McGuffey is the recipient of three American Sociological Association section awards: the 2006 Sally Hacker Award for research excellence, a 2009 Best Research Article Award, and a 2016 Distinguished Article Award. In 2016, he also received the Kimberlé Crenshaw Award from the Society for the Study of Social Problems. His research has been supported by the Ford Foundation, a Boston College Research Incentive Grant, and the Institute for Liberal Arts. He has also written op-eds and guest blogs on the George Zimmerman verdict, Bashir and the International Criminal Court, the Orlando massacre, and Confederate monuments, among others.

SARA M. MOORMAN

Professor

Ph.D., University of Wisconsin, Madison

Professor Moorman's areas of interest include aging and the life course, family, and health. At the graduate level, she teaches advanced quantitative methods (e.g., hierarchical linear modeling) and survey methodology. She has expertise in statistical models for dyadic data. She has three major areas of research: (1) family planning for end-of-life medical care, and family decision-making at the end of life; (2) negative psychological experiences in personal relationships broadly speaking, including loneliness and social isolation, age discrimination, and the long-term consequences of parental abuse; and (3) early life predictors of later life cognitive functioning, particularly childhood socioeconomic status.

GUSTAVO MORELLO

Professor

Ph.D., University of Buenos Aires, Argentina

Professor Morello focuses on the interaction between religion and modernity in Latin America, looking for new ways to explore and understand religious practices beyond established categories and theoretical frameworks. His research agenda focuses on practices; looking at religion as an ongoing human relation with a supra-human power; paying attention to the concrete historical and cultural context; and practitioner's material and embodied engagement. Exploring religion from the perspective of the practices, he does not necessarily explore practices that conforms to churches' mandates, nor to the variables sociologists have been using to measure religious practice. For his research, he uses qualitative techniques, such as interviews and participant-produced photos.

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, 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. He is author of *Predicting Dangerousness: The Social Construction of Psychiatric Reality* (Lexington, 1978); *Images of Deviance and Social Control: A Sociological History* (McGraw-Hill, 1985); *Death at the Parasite Café: Social Science (Fictions) and the Postmodern* (St. Martin's Press, 1992); and *Left Behind: Technology, Religion and Flight from the Flesh* (CTheory Books, 2006). He is co-editor of *Culture, Power, and History: Studies in Critical Sociology* (Brill, 2006). 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, Professor 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*.

FACULTY PROFILES

NATALIA SARKISIAN

Associate Professor

Ph.D., University of Massachusetts, Amherst

Professor Sarkisian's interests lie in the areas of family sociology; race, gender, and class; aging and the life course; and quantitative methods. Her book, *Nuclear Family Values, Extended Family Lives: The Importance of Gender, Race, and Class* (Routledge, 2012), describes and explains variation in extended family experiences by race/ethnicity, gender, and marital status. Her peer-reviewed publications examine issues of unemployment and retirement (*Social Forces*, 2015; *The Gerontologist*, 2015; *Journals of Gerontology: Social Sciences*, 2013); structural and cultural sources of racial/ethnic differences in kin integration and education (*Ethnic and Racial Studies*, 2015; *Social Forces*, 2007; *Journal of Marriage and Family*, 2007; *Family Relations*, 2006; *American Sociological Review*, 2004); the relationship between marriage and kin involvement (*Journal of Social and Personal Relationships*, 2015; *Journal of Marriage and Family*, 2008; *Contexts*, 2006; *Journal of Marriage and Family*, 2006); and gender gaps in family practices and values (*Community, Work and Family*, 2016; *Journal of Marriage and Family*, 2004). Her work has been recognized with numerous awards, including the 2008 Oliver Cromwell Cox Article Award of the ASA Section on Racial and Ethnic Minorities, the 2008 Distinguished Contribution to Scholarship Award of the ASA Section on Race, Gender and Class, and the 2005 Rosabeth Moss Kanter International Award for Research Excellence in Families and Work. She was a co-principal investigator on a cross-national study of age and employment funded by the Sloan Foundation (2008–2011) and a visiting scholar at the Russell Sage Foundation (2011–2012). At the graduate level, she teaches numerous advanced quantitative methods courses.

LACEE SATCHER

Assistant Professor

Ph.D., Vanderbilt University

Professor Satcher's research centers on the routes through which manifestations of structural and institutional “-isms” shape the health and well-being of marginalized groups. Currently, she is exploring the ways that racism in America has historically shaped and continues to shape the health and well-being of Black Americans via racial capitalism and environmental racism. Environmental racism burdens Black Americans with disproportionate exposure to environmentally toxic industry and, at the same time, spurs disproportionate access to material resources (e.g., grocery stores, pharmacies and parks) in the built environment. This lack of access shapes health and well-being as well as attachment to place. Her academic work has been published in *Environmental Sociology*, *Environmental Politics*, *Social Currents*, *Sociology of Race and Ethnicity*, and *Aging & Mental Health*.

JULIET SCHOR

Professor

Ph.D., University of Massachusetts, Amherst

Professor Schor's current research and teaching areas are labor, consumer society, environment, and sustainability. Since 2022, she has led a research team studying companies that are instituting four-day weeks with no reduction in pay. Since 2011, she has also been researching gig labor and the sharing economy, and is currently part of an NSF-funded interdisciplinary project on “The Algorithmic Workplace.” In 2017, she completed a seven-year research project on the sharing economy, funded by the MacArthur Foundation. Professor Schor is the author of many books, including *After the Gig: How the Sharing Economy was Hijacked and How to Win it Back* (University of California Press, 2020); *Plenitude: The New Economics of True Wealth* (Penguin Press, 2010); *The Overworked American: The Unexpected Decline of Leisure* (Basic Books, 1993); *The Overspent American: Up-scaling, Downshifting and the New Consumer* (Basic Books, 1998); *The Golden Age of Capitalism* (co-edited with Stephen Marglin) (Oxford University Press, 1989); and *Born to Buy: The Commercialized Child and the New Consumer Culture* (Simon & Schuster, 2014). Professor Schor has published approximately 750 articles in a wide variety of journals, including *Social Problems*, *The Review of Economics and Statistics*, and *Poetics and Nature*. In 2023, she became a fellow of the American Association for the Advancement of Science, and in 2014, she received the ASA's Public Understanding of Sociology Award. She has been a Radcliffe Fellow, a Guggenheim Fellow, and a Brookings Fellow. In 2006, she was awarded the Leontief Prize for expanding the frontiers of economic thought and in 2011 she received the Herman Daly Award.

JOSH SEIM

Assistant Professor

Ph.D., University of California, Berkeley

Professor Seim is broadly interested in the governance of poverty and suffering, and this has led him into the sociologies of medicine, punishment, labor, and more. His work has appeared in *American Sociological Review*, *Sociological Methods and Research*, *Punishment and Society*, *Journal of Contemporary Ethnography*, *RSF: The Russell Sage Foundation Journal of the Social Sciences*, *Teaching Sociology*, and other outlets. His book, *Bandage, Sort, and Hustle: Ambulance Crews on the Front Lines of Urban Suffering* (University of California Press, 2020), asks a simple question: What is the role of the ambulance in the American city? Drawing on field observations, medical records, and his own experience as a novice emergency medical technician, Professor Seim shows how ambulance crews are placed in recurrent, and sometimes tense, contact with the emergency department nurses and police officers who share their clientele.

COURSES

EVE SPANGLER

Associate Professor

Ph.D., University of Massachusetts, Amherst

Professor Spangler positions her work within public sociology, using scholarly methods to contribute to the struggle for social justice. Class inequality has been the focus of much of her work. She has investigated the career patterns of blue-collar college graduates (they rarely catch up to their more privileged classmates); the experiences of professionals as their work is reorganized from independent to salaried forms (they lose autonomy); and the safety and health of workplaces (generally better served by labor militancy than by managerial enlightenment). Through these studies, she has also become interested in gender (for example, issues of sexual harassment at work), and in issues of race, especially as Islamophobia complicates American participation in a just resolution to the Israeli-Palestinian conflict. Her most recent work is focused on human rights and social justice struggles in Palestine and Israel. Professor Spangler is a board member of the Human and Civil Rights Organizations of America and a frequent evaluator of applied academic programs.

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 the graduate electives vary from year to year, the following courses are illustrative of the range offered.

FALL 2024

Second Year Writing Seminar	Babb
Multivariate Statistics	Fan
Classical Theory	Magubane
Postmodernity and Social Theory	Pfohl
Social Inquiry Research Seminar	Sarkisian

SPRING 2025

Empirical Research Seminar	Best
Regression Models for Categorical Data	Fan
Contemporary Race Theory	Magubane
Contemporary Social Theory	Pfohl
Introduction to Statistics and Data Analysis	Sarkisian
Sociology of Work	Schor
Craft of Ethnography	Seim

OUTCOMES

Recent Placements

Recent graduates embarking on non-academic careers have obtained positions in such fields as labor relations, management, government, public health, the nonprofit sector, and consulting. Those embarking on academic careers have obtained tenure-track positions at the following institutions (among others):

Amherst College
Augustana College
Bridgewater State University
Dalhousie University, Canada
University of Denver
Universidad Diego Portales, Chile
Drexel University
University College, Dublin, Ireland
University of Dublin, Ireland
Endicott College
Fairfield University
Fitchburg State University
George Mason University
University of Hartford
University of Illinois Urbana-Champaign
Lassell College
Loyola University Chicago
Loyola University Maryland
University of Massachusetts, Boston
University of Massachusetts, Lowell
Miami University of Ohio
Monash University, Australia
State University of New York-Potsdam
University of North Dakota
Oklahoma State University
Otterbein University
Providence College
University of Saint Thomas, Minnesota
Singapore Management University, Singapore
Simmons University
Stony Brook University
Victoria University of Wellington, New Zealand

Recent Theses and Dissertations

2023

Jaclyn Carroll, “‘Eating Clean’: Negotiations of Power, Politics, and Knowledge Within Alternative & Fringe Health Movements in the US”

Annika Rieger, “From MACRO to MESO: A Multi-Level Analysis of the Effect of National Context on Corporate Emissions, 2010-2020”

Cedrick-Michael Simmons, “The Trouble with White Fragility: Towards a Class Analysis of Resistance to Diversity, Equity, and Inclusion Work by Administrators”

Ryan Thombs, “Resource Dependency and Sustainability in the United States”

2022

Emily Barko, “Perceptions of Anorexia Nervosa and Presumptions of Recovery: A Phenomenological Analysis of Performance, Power, and Choice in Healing”

Matthew Del Sesto, “Transforming Correctional Landscapes”

2021

Samantha Eddy, “Captive Imaginings: An Ethnography of Live Action Role Play”

Maheen Haider, “Keepers and Explorers: An Acculturation Case Study of the Multi-faceted Identity of Pakistani Graduate Students Navigating U.S. Culture”

Kathryn Olson, “Farms, Fish & Forests: An Ethnography of Climate Change in Maine”

2020

Jared Fitzgerald, “Working Time, Inequality, and a Sustainable Future”

Orla M. Kelly, “The Silver Bullet? A Cross-National Investigation of the Relationship Between Educational Attainment and Sustainability”

2019

Caliesha Comley, “Dismantling the Criminal Justice Empire: A Feminisms Analysis of U.S. Law, State Violence, and Resistance in the Digital Age”

Isak Ladegard, “Open Secrecy: How Drug Market Actors Use Information and Communication Technology to Build Community, Overcome Crackdowns, and Broadcast Consumption”

Iyar Mazar, “‘On a Good Day No One Knows’: Management of Disease Impacts in Barth Syndrome”

Jeremiah Morelock, “Elements of Authoritarian Populism in Diseased Others Science Fiction”

Marya Mtshali, “Gray Matter: The Roles of Race, Gender, and Racialized Gender Ideologies in the Management of Racial Difference in Heterosexual Black/White Intimate Relationships”

Robert Wengronowitz, “A Field Analysis of the Climate Movement: The Perils and Potentials of Climate Activist Capital”

Darcy Schnack, “Environmental Attitudes, Intentions, and Behavior: informing Conservation Education, Policies and Programs in the U.S. Military”

MORRISSEY COLLEGE OF ARTS AND SCIENCES

The oldest and largest of the University's eight schools and colleges, the Morrissey College of Arts and Sciences offers graduate programs in the humanities, social sciences, and natural sciences, leading to the degrees of Doctor of Philosophy, Master of Arts, and Master of Science. In addition, numerous dual-degree options are offered in cooperation with the Carroll School of Management, the Boston College Law School, the Lynch School of Education and Human Development, and the School of Social Work.

With approximately 900 graduate students and more than 500 full-time faculty, the Morrissey College of Arts and Sciences is small enough to know you as a person, but large enough to serve you and prepare you for a rewarding life and satisfying career.

Academic Resources

SEMINAR SERIES

The Seminar Series is an ongoing forum for exposing our students and faculty to cutting-edge research and writing in the social sciences. In recent years it has brought many stimulating scholars to our department, such as Amada Armenta, Javier Auyero, Bruce Carruthers, Nitsan Chorev, Thomas Dietz, Justin Farrell, Dana Fisher, René Flores, and Frederick Wherry.

BOSTON AREA CONSORTIUM

The Boston Area Consortium allows graduate students to cross-register for courses at Boston University, Brandeis University, and Tufts University.

THE GRADUATE CONSORTIUM IN WOMEN'S STUDIES

The Graduate Consortium in Women's Studies (GCWS) brings together scholars and teachers at nine degree-granting institutions in the Boston area: Boston College, Boston University, Brandeis University, Harvard University, Massachusetts Institute of Technology, Northeastern University, Simmons University, Tufts University, and the University of Massachusetts Boston.

The GCWS is devoted to graduate teaching and research in Women's Studies and to advancing interdisciplinary Women's Studies scholarship. Students can engage in the community and cross-disciplinary study promoted by the GCWS in myriad ways. Through courses, attending events, and organizing conferences, these initiatives provide a learning environment unlike any other.

BOSTON COLLEGE LIBRARIES

The University is home to eight libraries, containing nearly 3 million volumes; more than 700 manuscript collections, including music, photos, art, and artifacts; 625,000 e-books; and more than 600 electronic databases. O'Neill Library, Boston College's main library, offers subject-specialist librarians to help with research, to set up alerts to publications in areas of interest, and to answer any research- and library-related questions.

THE BOSTON LIBRARY CONSORTIUM

The Boston Library Consortium allows Boston College students access to millions of volumes and other services at 19 area institutions in addition to the world-class resources available through the Boston College Library System.

STUDENT LIFE AND CAMPUS RESOURCES

Boston College is located on the edge of one of the world's most vibrant cities. Just six miles from downtown Boston—an exciting and dynamic place to live and learn—Boston College is an easy car or “T” ride away from a booming center for trade, finance, research and education.

Home to some of New England's most prestigious cultural landmarks, including the Museum of Fine Arts, the Isabella Stewart Gardner Museum, Boston Symphony Hall, and the Freedom Trail, Boston provides a rich environment for those passionate about art, music, and history. For sports fans, Boston hosts a number of the country's greatest sports teams: the Celtics, Patriots, Bruins, and, of course, Fenway Park's beloved Red Sox. Found within a short drive from Boston are some of New England's best recreational sites, from the excellent skiing in New Hampshire to the pristine beaches of Cape Cod.

Boston also offers a wide range of family friendly attractions, including the Children's Museum, New England Aquarium, Franklin Park Zoo, and the Museum of Science. There are roughly 50 universities located in the Boston area, and the large student population adds to the city's intellectually rich and diverse community. Events, lectures, and reading groups hosted by world-renowned scholars abound on area campuses, providing abundant opportunities to meet and network with other graduate students and faculty throughout the Boston area.

The University

Boston College is a Jesuit university with 15,000 students, 880 full-time faculty, and more than 190,000 active alumni. Since its founding in 1863, the University has known extraordinary growth and change. From its beginnings as a small Jesuit college intended to provide higher education for Boston's largely immigrant Catholic population, Boston College has grown into a national institution of higher learning that is consistently ranked among the top universities in the nation. Boston College is ranked 36th among national universities by *U.S. News & World Report*.

Today, Boston College attracts scholars from all 50 states and over 80 countries, and confers more than 4,300 degrees annually in more than 50 fields through its eight schools and colleges. Its faculty members are committed to both teaching and research and have set new marks for research grants in each of the last 10 years. The University is committed to academic excellence. As part of its most recent strategic plan, Boston College is in the process of adding 100 new faculty positions, expanding faculty and graduate research, increasing student financial aid, and widening opportunities in key undergraduate and graduate programs.

The University is comprised of the following colleges and schools: Morrissey College of Arts and Sciences, Carroll School of Management, Connell School of Nursing, Lynch School of Education and Human Development, Woods College of Advancing Studies, Boston College Law School, School of Social Work, and Clough School of Theology and Ministry.

General Resources

HOUSING

While on-campus housing is not available for graduate students, most choose to live in nearby apartments. The Office of Residential Life maintains an extensive database with available rental listings, roommates, and helpful local real estate agents. The best time to look for fall semester housing is June through the end of August. For spring semester housing, the best time to look is late November through the beginning of the second semester. Additionally, some graduate students may live on campus as resident assistants. Interested students should contact the Office of Residential Life.

JOHN COURTNEY MURRAY, S.J., GRADUATE STUDENT CENTER

One of only a handful of graduate student centers around the country, the Murray Graduate Student Center is dedicated to the support and enrichment of graduate student life at Boston College. Its primary purpose is to build a sense of community among the entire graduate student population and cultivate a sense of belonging to the University as a whole. Its amenities include study rooms, a computer lab, two smart televisions, kitchen, deck and patio space, complimentary coffee and tea, and more. Throughout the year, the center hosts programs organized by the Office of Graduate Student Life and graduate student groups. The Murray Graduate Student Center also maintains an active job board (available electronically), listing academic and non-academic opportunities for employment both on and off campus.

MCMULLEN MUSEUM OF ART

Serving as a dynamic educational resource for the national and international community, the McMullen Museum of Art showcases interdisciplinary exhibitions that ask innovative questions and break new ground in the display and scholarship of the works on view. The McMullen regularly offers exhibition-related programs, including musical and theatrical performances, films, gallery talks, symposia, lectures, readings, and receptions that draw students, faculty, alumni, and friends together for stimulating dialogue. Located on the Brighton campus, the McMullen Museum is free to all visitors.

THE CENTER FOR TEACHING EXCELLENCE

The Boston College Center for Teaching Excellence supports best and innovative practices in teaching by faculty and graduate students. The center aims to sustain and further Boston College's culture of distinction in all pedagogical methods, including the effective use of technology to enhance faculty-student interaction both inside and outside the classroom. The center sponsors events, seminars, grant programs, and awards, and actively collaborates with Boston College schools and departments to support their efforts to enhance and review teaching. Center staff consult with individual instructors about their teaching and bring the latest research on innovative pedagogies to the campus community.

CONNORS FAMILY LEARNING CENTER

Working closely with the Graduate School, the Connors Family Learning Center sponsors seminars, workshops, and discussions for graduate teaching assistants and teaching fellows on strategies for improving teaching effectiveness and student learning. Each fall, the Learning Center and the Graduate School hold a "Fall Teaching Orientation" workshop designed to help students prepare for teaching. The center also hosts ongoing seminars on college teaching, higher learning and academic life; assists graduate students in developing teaching portfolios; and provides class visits and teaching consultations, upon request. Through these and other activities, the Connors Family Learning Center plays an important role in enhancing the quality of academic life at Boston College.

MARGOT CONNELL RECREATION CENTER

The Margot Connell Recreation Center redefines the future of fitness and recreation at Boston College. The 244,000-square-foot, four-story structure offers our community an inspired space to play, pursue sports, gather with friends, and work out. This facility includes a fitness center, rock climbing wall, jogging track, aquatics center, wood-floor basketball courts, tennis courts, multi-activity courts, multi-purpose rooms for spin, yoga, and fitness classes, and so much more.

BOSTON COLLEGE CAREER CENTER

The Boston College Career Center works with graduate students at each step of their career development. Services include self-assessment, career counseling, various career development workshops, resume and cover letter critiques, and practice interviews. In addition to extensive workshop offerings, Career Center staff members are available throughout the year for one-on-one advising about any aspect of the career path. The Career Resource Library offers a wealth of resources, including books, periodicals, and online databases.

ADMISSION AND FINANCIAL INFORMATION

Admission Requirements

The application deadline for fall admission is January 2 for the Ph.D. program and February 1 for the M.A. program. Please visit bc.edu/gsas for detailed information on how to apply.

Application requirements include:

❖ Application Form:	Submitted online, via the GSAS website.
❖ Application Fee:	\$75, non-refundable.
❖ Abstract of Courses Form:	A concise overview of background and related courses completed in an intended field or proposed area of study.
❖ Official Transcripts:	Demonstrating coursework completed/degree conferral from all post-secondary institutions attended.
❖ GRE General Test:	Official score report (strongly recommended).
❖ Three Letters of Recommendation:	From professors or supervisors. It is highly advisable that at least one letter be from an academic source.
❖ Statement of Purpose:	A brief (1-2 page) discussion of an applicant's preparation, motivation, and goals for their proposed course of study.
❖ Writing Sample:	A sample of an applicant's best work (usually a course paper or equivalent of no more than 20 pages) related to their proposed field of study.
❖ Proof of English Proficiency: (international only)	Official TOEFL/IELTS reports accepted.

Financial Assistance

DEPARTMENT FUNDING

The Department of Sociology guarantees five years of funding to all incoming Ph.D. students who do not hold a prior M.A. in sociology from a U.S. institution, and four years of funding to those incoming Ph.D. students who come in with a prior sociology M.A. obtained in the U.S. Funding is contingent upon satisfactory academic performance and progress toward the degree, as well as satisfactory performance in teaching as evaluated by the faculty. We offer competitive packages, which include an annual stipend and full-tuition scholarship.

FEDERAL FINANCIAL AID

Graduate students can apply for federal financial aid using the FAFSA. The loans that may be available to graduate students are the Federal Direct Unsubsidized Stafford Loan and Perkins Loan, based on eligibility. If additional funds are needed, student may apply for a Grad Plus Loan. For more information, see the Graduate Financial Aid website at bc.edu/gradaid or contact the Graduate Financial Aid Office at 617-552-3300 or 800-294-0294.

OFFICE FOR SPONSORED PROGRAMS

The Office for Sponsored Programs (OSP) assists both faculty and graduate students in finding sources of external funding for their projects and provides advice in the development of proposals. OSP maintains a reference library of publications from both the public and private sectors listing funding sources for sponsored projects. In the recent past, graduate students have received research support from prominent agencies, corporations and organizations such as the Fulbright Commission, the Guggenheim Foundation, the National Science Foundation, the American Political Science Association, the American Chemical Society, and the American Association of University Women.



BOSTON COLLEGE

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