GRADUATE PROGRAM
SOCIOLGY
Any things make Boston College an attractive setting to study sociology. Our talented and widely published faculty are committed to strong research and teaching and to providing in-depth exposure to the central traditions of sociology while also encouraging innovative interdisciplinary inquiry. Many of our faculty members are public sociologists who are committed to making a difference in the world outside of the academy. Our faculty and graduate students have wide-ranging interests, but we have particularly strong concentrations of expertise in the areas of Aging and the Life Course; Advanced Statistical Methodology; Environmental Sociology; Family; Gender; Global and Transnational Sociology; Qualitative Methods; and Race.

Our faculty members and graduate students are very active in various professional associations (e.g., American Sociological Association), and many are public sociologists who frequently appear in the national and international media. Simply, we are a vibrant and supportive community that embraces methodological pluralism and values high-caliber research that can make a difference. Another major advantage of graduate studies at Boston College is the quality of students drawn to our program.

One additional aspect of our graduate program also deserves mention: our Scholarly Events Series, an ongoing forum for exposing our students and faculty to cutting-edge research and writing in the social sciences. This forum provides a unique opportunity for members of the department to speak with and develop relations with a wide variety of important sociologists.

If your view of sociology has affinities with ours, we encourage you to find out more about us by exploring our department’s website. Prospective graduate students are also invited to meet with our faculty and students and to sit in on graduate seminars.

The Department of Sociology offers an M.A. program and a Ph.D. program. 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 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., eight are required:

- A two-semester sequence in sociological theory
- A two-year 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**

- Two graduate-level statistics courses and at least one (but preferably two) theory courses completed by the end of the year
- Take elective courses in the subfields of the planned comprehensive exams; if such courses are not available that year, enroll in 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

**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

To receive a master’s degree in sociology and social research, the student must complete 10 courses, including the five required courses listed below, as well as Plans of Study for each semester in the program (in collaboration with a departmental advisor and approved by the graduate program director). 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.

PLAN OF STUDY

A Plan of Study includes a brief description of the kind of career the student plans to pursue (which can change from one semester to the next as the student’s interests and aspirations evolve), an outline of the courses he or she has already taken, a list of the courses the student plans to take along with an explanation how these courses help meet his or her career goals and an optional statement regarding an M.A. thesis or paper. Specifically, those who want to write a master’s paper or thesis must include a statement in their second semester update and specify their thesis advisor (after securing that advisor’s agreement to supervise).

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; students must obtain approval from the director of graduate studies if they wish to pursue this option. The request to pursue this option should be made in the beginning of the second semester of study, when submitting the second Plan of Study. The master’s examination includes two components: a written component and an oral component. The written component is satisfied by the completion of a master’s thesis or a master’s paper. Whether the product is designated as a master’s thesis or master’s paper is the student’s choice. Both 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: Empirical Research Seminar, to be taken in the spring semester of the first year in the program, and 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.

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 Department of Sociology. 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 the degrees separately. The program is also available in an M.B.A./M.A. option.

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

Separate applications to each program are required. For more information about this joint degree program, please contact:

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

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).
FACULTY PROFILES

1996): Corporation Nation (St. Martins, 2000); People Before Profit (Picador, 2004); The Pursuit of Attention (Oxford, 2000); The Nuclear Seduction (University of California Press, 1989); Power in the Highest Degree (Oxford, 1990); Hidden Power (Berrett-Koehler, 2005); and The New Feminized Majority (Paradigm, 2008). 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
Assistant Professor
Ph.D., University of Minnesota, Twin Cities

Much of Professor Fan’s research examines social determinants of health-related outcomes, with particular attention paid to how these outcomes vary across socioeconomic status, historical moments and organizational as well as institutional contexts. Her current research revolves around three broad themes. The first concerns the extent to which population health and health disparities—as well as changes therein—are shaped by demographic processes (fertility and marriage in particular). The second theme is related to the way in which work and family combine together to facilitate or constrain individuals’ and couples’ health behaviors, as well as how gender ideologies moderate these processes. The third theme is concerned with how socioeconomic status and health co-evolve over the life course and across multiple generations. Professor Fan’s peer-reviewed research appears in journals such as American Sociological Review, Social Science Research, Social Science & Medicine, Society and Mental Health and The Sociological Quarterly. At the graduate level, she teaches advanced quantitative methods and medical sociology.

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 postdoctoral students on the Media Research and Action Project (MRAP). His book, Talking Politics (Cambridge University Press, 1992), describes how ordinary working people talk about issues of affirmative action, nuclear power, troubled industry and the Arab-Israeli conflict. His book, Shaping Abortion Discourse (Cambridge University Press, 2002), 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 has 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, 2011 recipient of the Merit Award of the Eastern Sociological Society and 2012 recipient of the ASA W.E.B. Du Bois Career of Distinguished Scholarship Award.

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 Hybrity (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). He has published articles in a wide range of journals, including Environment and Planning, The Journal of World-Systems Research, Environmental Politics, Rural Sociology, Antipode and International Environmental Agreements.

PAUL S. GRAY
Associate Professor
Ph.D., Yale University

Professor Gray’s interests include research methodology (especially field work and action research), and the development and dependency of Third World nations. He has conducted two studies of the impact of higher education on the economy of Massachusetts. In addition, he served as co-principal investigator of a worker education project during which he collaborated with six different labor unions, including the United Auto Workers. Professor Gray currently works as a business consultant, and is a principal in the Leaderful Consultancy of Boston. In this work, he explores the connections between social change and business, especially the rise of a new, more horizontal industrial relations paradigm and the increasing emphasis on corporate social responsibility, both within the firm and in the outside community. He is associate editor of the Action Research Journal, and his most recent book is The Research Imagination (with John B. Williamson, et al.) published by Cambridge University Press.

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, 1996), which was selected as one of Choice magazine’s best academic books for 1996, and Cult of Thinness (Oxford, 2007). Professor Hesse-Biber
is co-author of Working Women in America: Split Dreams (Oxford, 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, 1999), Approaches to Qualitative Research: A Reader on Theory and Practice (Oxford, 2004) and Emergent Methods in Social Research (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, 2011). Professor Hesse-Biber is co-developer of the software program Hyper-RESEARCH, a computer-assisted program for analyzing qualitative data, and the new transcription tool Hyper-TRANSCRIBE.

ANDREW JORGENSON
Professor
Ph.D., University of California, Riverside

The primary area of Professor Jorgenson’s research is the political economy and human ecology of global environmental change. His secondary areas of research include the environmental and institutional conditions that shape health disparities in developing nations, and the political economy of development and income inequality. His current research (with Co-PIs Don Grant and Wes Longhofer) on the facility-level and country-level factors that shape power plant carbon emissions is funded by the National Science Foundation. Professor Jorgenson’s peer-reviewed research appears in journals such as American Journal of Sociology, Nature Climate Change, Social Problems, Social Forces, Climatic Change, Social Science Research, Global Environmental Politics, Ecological Economics, Sustainability Science, Energy Policy, Sociological Forum, Sociological Quarterly, Rural Sociology, Sociological Perspectives, Organization & Environment, Human Ecology Review, Population & Environment, Society & Natural Resources, Environment & Behavior, Journal of Environmental Studies and Sciences, Environmental Research Letters and PLoS ONE. He is the elected chair of the Section on Environment and Technology of the American Sociological Association, and founding co-editor of the journal Sociology of Development, published by the University of California Press.

ZINE MAGUBANE
Associate 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.

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 Essential Statistics for Social Research (Westview Press, 1993) and The Social Roles of Sports in Caribbean Societies (Gordon and Breach, 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

Professor 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 and a Boston College Research Incentive Grant. He is a contributor to edited volumes and journals, such as Gender & Society, Social Problems and Men’s Lives. He is the recipient of two American Sociological Association awards: the 2006 Sally Hacker Award for research excellence from the Section on Sex and Gender and the 2009 “Best Research Article Award” from the Section on Sexualities. Professor McGuffey holds a joint appointment in African and African Diaspora Studies.
SARA M. MOORMAN
Associate Professor
Ph.D., University of Wisconsin, Madison

Professor Moorman’s areas of interest include aging and the life course, family and health. Her major area of research concerns the ways in which older adults consider their family members when planning for end-of-life medical care. She conducts research on dating, marriage and sexuality in later life, and on the effects of the age composition of one’s neighborhood on one’s physical health and psychological well-being. At the graduate level, she teaches advanced quantitative methods and survey methodology. Professor Moorman holds a joint appointment in the Department of Sociology and the Institute on Aging.

GUSTAVO MORELLO
Assistant Professor
Ph.D., University of Buenos Aires, Argentina

Professor Morello is interested in the relations between Catholics and politics in Argentina’s and Latin America’s recent history. How did Catholics deal with Latin America’s injustice? Why did some of them join revolutionary armies? Why did others help dictatorships to crush their fellow Catholics? To some extent, part of the answer to these questions relies on the secularization process; that is, on the relation between religion and modernity. He has published his research in English and Spanish and his most recent works are The Catholic Church and Argentina’s Dirty War (Oxford, 2015), and Dónde estaba Dios. Los católicos y el terrorismo de estado (Editorial B, 2014). Starting with the relation between religion and modernity, Professor Morello’s current research focuses on the religious transformation of Latin America. How have urbanization, economic development and social change affected Latin Americans’ religious experience?

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.

NATALIA SARKISIAN
Associate Professor
Ph.D., University of Massachusetts, Amherst

Professor Sarkisian’s main interests lie in the areas of family sociology; race, gender and class; aging and the life course; and quantitative methods. Her recent book, Nuclear Family Values, Extended Family Lives: The Importance of Gender, Race, and Class (Routledge, 2012), addresses variation in extended family experiences by race/ethnicity, gender and marital status and explores the structural circumstances and cultural values that may account for this variation. Her recent 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 extended family integration and in adult 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 extended family 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, 2015; 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 also 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 and a course on work and families.

JULIET SCHOR
Professor
Ph.D., University of Massachusetts, Amherst

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, a founding board member of American Jews for a Just Peace, a teacher for Jewish Voices for Peace adult education programs and a frequent evaluator of applied academic programs.

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 (Columbia University Press, 1993); The Senior Rights Movement: Framing the Policy Debate in America (Twayne, 1996); Death: Current Perspectives (Mayfield, 1995); Old-Age Security in Comparative Perspective (Oxford, 1995); Age, Class, Politics and the Welfare State (Cambridge University Press, 1989); Aging and Public Policy: Social Control or Social Justice? (Charles C. Thomas, 1986); and Politics of Aging: Power and Policy (Charles C. Thomas, 1982).

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

FALL 2017

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<tr>
<th>Course</th>
<th>Instructor</th>
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<tr>
<td>Second Year Writing Seminar</td>
<td>Chuang</td>
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<tr>
<td>Applied Sociology</td>
<td>Fried</td>
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<tr>
<td>Social Inquiry Research Seminar</td>
<td>McGuffey</td>
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<tr>
<td>Quest for Social Justice</td>
<td>Gamson</td>
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<tr>
<td>Environmental Sociology Workshop I</td>
<td>Gareau, Jorgenson, Schor</td>
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<tr>
<td>Environmental Sociology Workshop II</td>
<td>Gareau, Jorgenson, Schor</td>
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<tr>
<td>Classical Social Theory</td>
<td>Magubane</td>
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<tr>
<td>Social Inquiry Research Seminar</td>
<td>McGuffey</td>
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<td>Postmodernity and Social Theory</td>
<td>Pfohl</td>
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<td>Introduction to Statistics &amp; Data Analysis</td>
<td>Sarkisian</td>
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<tr>
<td>Dissertation Seminar</td>
<td>Sarkisian</td>
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<tr>
<td>Technology and Culture</td>
<td>Griffith</td>
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<tr>
<td>Introduction to Social Work</td>
<td>Ryan</td>
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SPRING 2018

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<th>Course</th>
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<tr>
<td>Global and Transnational Sociology</td>
<td>Babb</td>
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<tr>
<td>Empirical Research Seminar</td>
<td>Chuang</td>
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<tr>
<td>Regression Models for Categorical Data</td>
<td>Fan</td>
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<td>Political Sociology</td>
<td>Gareau</td>
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<tr>
<td>Advanced Topics: Transnational Feminisms</td>
<td>Hesse-Biber</td>
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<tr>
<td>Contemporary Race Theory</td>
<td>Magubane</td>
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<td>Contemporary Social Theory</td>
<td>Pfohl</td>
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<td>Structural Equation Modeling</td>
<td>Sarkisian</td>
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<td>Dissertation Seminar</td>
<td>Sarkisian</td>
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<td>Multivariate Statistics</td>
<td>Williamson</td>
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<td>Introduction to Social Work</td>
<td>Ryan</td>
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<tr>
<td>Sociology of Education</td>
<td>Youn</td>
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Recent Theses and Dissertations
Faculty and graduate students have collaborated on more than 30 books and multiple articles. More than 55 doctoral dissertations have been published as books.

M.A. THeses
2016-2017
Caliesha Comley, “Meeting Minimums or Maintaining Margins?: U.S. Liberal Imperialism and the War on Trafficking”
Cedrick-Michael Simmons, “We See Race But …: How Administrators Reproduce Inequality at a Race-Conscious University”

2015-2016
Kyle Carr, “Multiple Identities: The Performance of an Idiosyncratic Identity for those diagnosed with Multiple Sclerosis”

2014-2015
Paulina Bongay, “The Management of Stigmatized Masculinities Among Disabled War Veterans”
Elizabeth Brennan, “The Rise of Privacy Professionals”
Annelise Hagar, “An Invisible Need: Exploring the Experiences of College-Age Individuals with a Disabled Sibling”
Ju Young Lee, “The Role of ‘Creative Identity’ in Institutional Change: The Case of Socially Responsible Investing in the Diversified Financial Service Industry”

2013-2014
Julia Bates, “The Racialization of Childhood: A Comparative History of Child Removal in the Late Nineteenth Century”
Sarah Hogan, “Genderqueers and Popular Culture: A Comparative Analysis of ‘The L Word’ and ‘The Joys of Life’”
Jeremiah Morelock, “Compliant Resistance: Mental Health Professionals Under the Discipline of Utilization Management”
Don Smith, “Adepts in Exile: Sociological Practice and Thought in Modern Marketing”

PH.D. DISSERTATIONS
2016-2017
Jeffrey Stokes, “What’s Love Got To Do With It? Marital Quality and Mental Health In Older Age”

2015-2016
Amanda Freeman, “The Myth of Self-Sufficiency as Success for Low-Income Single Mothers”
Liam Martin, “To Go Straight or Return to the Street? Life After Prison in an Old Industrial City”
Rie Taniguchi, “Dueling Development Models: Japan’s Challenge to the Washington Consensus in the 1990s”
Margaret Willis, “Interpreting ‘Big Data’: Rock Star Expertise, Analytical Distance and Self-Quantification”
Sarah Woodside, “Social Mission or Revenue Generation?: Challenges and Opportunities in Social Enterprise from Competing Institutional Logics”

2014-2015
Emilie Dubois, “The Field of Consumption: Contemporary Dynamics of Capital, Exchange and Status”
Kimberly Bacheco, “Workin’ Towards Something Steady: Aspirations and Education in a Semi-Rural Hispanic Community”
Dave Harker, “Service, Politics and Identity: On Realizing the Potential of Service Learning”

2013-2014
Alexander Hernandez, “Adapting to Technological Change in the Workplace: An Assessment of the Effects of Information and Communication Technology on Older Workers”
Elizangela Storelli, “Support Transfers and Well-Being Among Older Adults in Latin America”
Recent Placement

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

Amherst College
Assumption College
Augustana College
Bentley University
Bridgewater State University
Central Connecticut State University
College of William and Mary
Dalhousie University, Canada
University of Denver
Universidad Diego Portales, Chile
Endicott College
Fitchburg State University
George Mason University
Hebrew University of Jerusalem
Universidad Jesuita de Guadelejara, Mexico
Lassell College
Loyola University Chicago
Loyola University Maryland
Lynn University
Montana State University
University of North Dakota
Northern Arizona University
Providence College
University of Saint Thomas, Minnesota
Sogang University, South Korea
Stonehill College
Stony Brook University
Texas A&M, Corpus Christi
Victoria University of Wellington, New Zealand
Westfield State University
Wheaton College
MORRISSEY COLLEGE OF ARTS & 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 the Graduate School of Social Work.

With approximately 1,000 students and 400 full-time faculty, the Graduate School 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

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).

BOSTON COLLEGE LIBRARIES
The University is home to eight libraries, containing 2.95 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.

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 College, 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.

THE BOSTON AREA CONSORTIUM
The Boston Area Consortium allows graduate students to cross-register for courses at Boston University, Brandeis University and Tufts University.
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 14,250 students, 805 full-time faculty and more than 175,000 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 31st 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 4,000 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, Woods College of Advancing Studies, Boston College Law School, Graduate School of Social Work and 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 main 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 one-and-a-half day “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.

FLYNN RECREATION COMPLEX
The 144,000-square-foot Flynn Recreation Complex houses a running track; tennis, basketball, volleyball, squash and racquetball courts; an aquatics center with pool and dive well; saunas and more. Its 10,000-square-foot Fitness Center offers more than 100 pieces of cardio equipment, a full complement of strength training equipment and free weights, an air-conditioned spin studio and three air-conditioned group fitness studios. During the academic year, BC Rec holds more than 80 group fitness classes per week in a variety of disciplines, including Zumba, spin, yoga, strength training, Pilates and 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 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 required for all applicants.
- **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 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 OF SPONSORED PROGRAMS

The Office of 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.
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