



University
of Victoria

Department of Sociology

Dear Graduate Student,

On behalf of the Graduate Committee, I wish to welcome you to the Department of Sociology at the University of Victoria.

The information in this Guide to Graduate Studies in Sociology is intended to assist you in your graduate program planning. I urge you to read this Guide carefully since it is your responsibility to be familiar with the rules, regulations, and expectations relating to your program.

If you require any assistance or advice, please feel free to see me or the Graduate Secretary, Zoe Lu (zoec@uvic.ca).

I wish you the best in your forthcoming year.

Sincerely,

*Cecilia Benoit
Chair
Graduate Committee*

cbenoit@uvic.ca

**GRADUATE COMMITTEE MEMBERSHIP
2011-2012**

Dr. Douglas Baer
Dr. Cecilia Benoit (Chair)
Dr. Steve Garlick
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INTRODUCTION

The purpose of this guide is to introduce incoming graduate students to current procedures and policies regarding graduate studies in Sociology. It is divided into the following sections:

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PART I. The MA Program in Sociology

The programs leading to the Master of Arts degree in Sociology, while containing a core of theory and methods, are designed to provide flexibility for students as well as to reflect the diversity that characterizes the discipline. Individual programs beyond the core are designed to fit students' interests and to supplement areas in which they may require additional work, insofar as faculty resources and specializations permit.

1. Program of Studies

The Department offers two programs leading to the M.A. degree. Normally, students will declare their intention to pursue one or the other option by the end of April of their first year in the graduate program.

A. Thesis Option

This program involves nine units of course work (i.e., six one-term courses) and a six unit thesis, with at least 12 of the 15 units drawn from Sociology listings in the Calendar. At least 13.5 units must be at the graduate level; 1.5 units may be selected from undergraduate Sociology courses numbered 300 and higher (subject to approval by the Graduate Advisor). In this program, students write a thesis (SOC 599) for which they will receive six units of credit. Students are required to demonstrate competence in both sociological theory (SOC 503 or 504) and methods (both SOC 507 and 515). In addition, students must complete at least *one* of the following: SOC 508, 511, 525, 535, 545, 556, 566, 585, CSPT 500, or CSPT 501 (the latter two, if taught by a member of the Sociology Department). These courses are designed to facilitate the range of interests displayed by traditional and contemporary sociological inquiry and are reflected in the current areas of interest declared by the Sociology faculty (see below).

B. Non-Thesis Option

This program involves 12 units of course work (i.e., eight one-term courses) and a three-unit Extended Essay, with at least nine of the 15 units drawn from Sociology listings in the Calendar. At least 13.5 units must be at the graduate level; 1.5 units may be selected from undergraduate Sociology courses numbered 300 and higher (subject to approval by the Graduate Advisor). In this program, students write an Extended Essay (SOC 598) for which they receive three units of credit. Students are required to demonstrate competence in both sociological theory (SOC 503 or 504) and methods (SOC 507 and 515). In addition, students must complete at least *two* of the following: SOC 508, 511, 525, 535, 545, 556, 566, 585, CSPT 500 or CSPT 501 (the latter two, if taught by a member of the Sociology Department). Additional courses may be taken from other Departments, up to a maximum of 4.5 units, selected in consultation with the Graduate Advisor and the student's supervisor, and with permission of the other Departments.

2. Courses

SOCI 503 Units: 1.5

Classical Sociological Theory

An in-depth examination of the original works of Marx, Weber and Durkheim, with a supplemental focus on key themes, predecessors, contemporaries and descendants of the canonical trio in the years up to the 1920s.

SOCI 504 Units: 1.5

Contemporary Social Theory

Surveys major perspectives in, and critical responses to, contemporary social theory, including such formulations as postmodernism, poststructuralism, post-Marxism, psychoanalysis, and feminism and such theorists as Bauman, Beck, Bourdieu, Fraser, Giddens, Habermas, hooks, and Wallerstein.

Note: *Credit will be granted for only one of 504, 500.*

SOCI 507 Units: 1.5

STATISTICAL ANALYSIS

An introduction to statistical methods for Sociology including bivariate and multivariate analysis, with an emphasis on an introduction to regression models in the social sciences and on the use of computer statistical software to analyze sociological data. This course is equivalent to and may be taught as SOCI 471.

Note: *Credit will be granted for only one of 507, 471, 371B (if taken before May 2011)*

SOCI 508 Units: 1.5

LINEAR MODELS

Intermediate multivariate linear models and related methods with applications to sociological research, including a detailed assessment of model assumptions, diagnostics and extensions and the generalization of models to non-linear relationships. Includes the use of computer statistical software for the analysis of data.

Note: *Credit will be granted for only one of 508, 472, 501.*

Prerequisite: 507

SOCI 510 Units: 1.5

Categorical Data Analysis

Introduction to statistical methods for analyzing categorical data. The emphasis is on practical applications rather than statistical theories.

Prerequisites: 501 or its equivalent.

SOCI 511 Units: 1.5

Research Design

Planning sociological inquiry: formulating a research problem and question(s), relating the problem and questions(s) to existing theory and research, and determining appropriate empirical strategies to examine/explore the problem and question(s).

SOCI 515 Units: 1.5

Qualitative Research Methods

Key issues and methods in the systematic study of the social world through qualitative sociological research. Examination of the relationship between analytical perspective and methodological decisions, methods of gathering data and analysis. Issues of language, representation, politics, social organization and participation.

Prerequisites: 374 or its equivalent.

SOCI 520 Units: 1.5

Selected Topics in Contemporary Sociology

A seminar on topics shaped by the interests of students and instructor. Topics may include current issues in contemporary social theory, environmental sociology, racialization, mass media and social power, feminist theory, the sociology of disability.

Note: *Credit will be granted for only one of 520, 610 if taken in the same topic.*

SOCI 525 Units: 1.5

Gender, Power and Social Justice

An exploration of the formation and transformation of gender in the contemporary world, drawing on sociological, feminist and other relevant frameworks. Themes may include the relations between gendered discourses, identities and bodies, the political economy of gender, and intersections between gender and other forms of social power.

SOCI 535 Units: 1.5

Political Sociology

Examines political behaviour, formal politics, non-conventional politics, the state and civil society in contemporary societies. The social bases for political support and contention, including the role of social class and other forms of social cleavage and solidarity, the dimensions and consequences of the distribution of power in contemporary societies, and the political role of various social groups are discussed.

SOCI 545 Units: 1.5

Sociology of Health

The social determinants of health and illness in human societies. Topics may vary from year to year and, to a certain extent, will be modified to reflect student interest. Applies major theoretical perspectives in its coverage of specific topics. Topics may include: the social and cultural determinants of health with an emphasis on the health of vulnerable populations; embodiment and health; substance use and addictions; the organization and use of health services; public health; the conduct of socio-medical research; and ethical issues in health research..

NOTE: *May be taken more than once for credit in different topics.*

Prerequisites: 445 or equivalent; 285 strongly recommended.

SOCI 556 Units: 1.5

Social Inequality

Studies the structure of economic inequality in contemporary societies, from the perspective of theory and research in social mobility, gender inequality, occupational segregation, elite formation, race/ethnic segregation, and social class. The role of the welfare state and global capitalist social organization in the distribution of income and the form and extent of poverty across societies are discussed.

SOCI 566 Units: 1.5

Social Movements

Studies the origins, strategies, ideologies and political implications of social movements in North America, Europe and beyond. Attention is given to ecology, feminist, gay/lesbian, anti-racist, and human rights movements, as well as to the formation of the New Right.

SOCI 585 Units: **1.5****Seminar on Aging**

An advanced study of social gerontology. Topics may vary from year to year and may be modified to reflect student interest. Examples include: caregiving, intergenerational relations, and health care policies. Applies key theoretical perspectives to specific topics (such as examining the subjective worlds of caregivers to older adults from feminist and constructivist perspectives; critiquing neoliberal health care policies for an aging society from a political economy perspective). Not offered every year.

Prerequisites: 385 or its equivalent.

SOCI 590 Units: **1.5****Directed Studies**

NOTE: *May be repeated once for a total of 3 units.*

The study of a special topic under the supervision of a Department member. Directed studies topics must be approved by the Department.

SOCI 598 Units: **3.0****Extended Essay**

Prerequisites: *Normally, a student is expected to have completed all course work prior to registration.*

Grading: *INP, COM, N or F*

SOCI 599 Units: **6.0****Thesis**

Prerequisites: *Normally, a student is expected to have completed all coursework prior to registration. After 16 months of coursework, the student is required to have an approved proposal on file to maintain registration in 599.*

Grading: *INP, COM, N or F*

3. Supervisory Committee

A. Thesis Option

Students in the thesis option will be supervised by a committee consisting of a minimum of two (2) members: an academic supervisor from the home academic unit plus at least one member from within the home academic unit. Additional members can be (but are not required to be) from outside the Department.

B. Non-Thesis Option

Students in the non-thesis option will be supervised by a committee consisting of a minimum of two (2) members: their academic supervisor and one other member. The second member may be from outside the Department.

4. Registration – CURRICULUM ADVISING AND PROGRAM PLANNING (CAPPs)

By December of their first year in the program, students are expected to have on file with the Faculty of Graduate Studies a completed **Program of Studies** form. The CAPP (Curriculum Advising and Program Planning) form is computer generated and lists the courses required for the degree and matches these against those that the student expects to take in fulfillment of the requirements for a Master's degree. (CAPP forms can be obtained from the Sociology main office.) (Note: students may find that they cannot be granted authorization to re-register in their second year if the names of the proposed members of their supervisory committees are not on file with the Faculty of Graduate Studies.)

In order to complete their M.A. degree in two years, students should register in every term from the time of admission until the requirements of the degree have been met. Therefore, students do not normally withdraw from the program over the summer. If you have to do so because of unforeseen circumstances, please consult the Office of the Faculty of Graduate Studies for details on how to do so.

Students are required to carry a full course load (three courses per term, to be selected from the formal M.A. courses – excluding directed studies) and to complete all course work within the first academic year in order for funding to be guaranteed for the second year.

5. Length of Program

The Department normally expects full time students to spend two years completing the M.A. degree.

Students are allowed a maximum of five years to complete the program. Students enrolled in a cooperative education program will have an additional 4-8 months (depending upon the number of work terms completed) added on to the normal completion time.

6. Chronology of a Model Program (2011-12)

A. Thesis Option:

A model program of study for the 2011-12 academic term will conform to the following structure:

1st Term (Fall):

A total of three courses, including SOCI 507, 515 and one of 503, 556, CSPT 501, or an elective.

By the end of the first term, students should have a fairly clear idea about a thesis topic and possible committee members.

Please note that approval of the “Human Subjects” Committee is required for any studies involving people (except for secondary data analyses). This includes pretests.

2nd Term (Spring):

A total of three courses, including SOCI 504 (if 503 was not taken in the Fall term) and any two of the following: 508, 525, 545 CSPT 501, or an elective.

By the end of the second term, students should have completed all course work requirements and be ready to finalize a thesis proposal. Ideally, the thesis proposal would be finished in April and the summer term would be used to work on the thesis (e.g., ethics approval, data collection, data analysis).

The thesis proposal must be approved at a meeting of the student and the supervisory committee. At the very latest, students should have a thesis proposal approved by their committee by the end of the summer.

3rd and 4th Term (Fall/Spring):

SOCI 599 – complete thesis. By April, the thesis should be just about finished; if necessary, one more summer term might be needed to complete all degree requirements.

*If a student has sufficient financial resources, it should be possible to do the work of the “third term” during the summer and to do the “fourth term” in the fall.

**Be aware that theses often undergo revision and that committee members can require up to a month to return comments. Also be aware of the Faculty of Graduate Studies’ deadlines for submitting and defending theses.

B. Non-Thesis Option

The non-thesis option involves three units of course work beyond that required for the thesis option. A three unit extended essay is also required. A model program of study for this option for the 2011-12 academic term is outlined below:

1st Term (Fall):

A total of three courses, including SOCI 503, 507 or 515 plus *one or two* of SOCI, 556, or CSPT 501, or an elective.

By the end of the first term students should have some rough ideas about possible essay topics and committee members.

2nd Term (Spring):

A total of three courses, including SOCI 504(if 503 was not taken in the Fall term) plus *one or two* of SOCI 508, 525, 545 or CSPT 500 or 501, or an elective.

By the end of the second term, all course work requirements in *theory and methods* should be completed. Also, it is expected that all but two of the other courses required for the degree be completed. Students should also have narrowed down a list of possible essay topics and committee members..

If possible, students should have an Essay proposal approved by their committee by the end of the summer.

3rd Term (Fall):

A total of two courses, including *one or two* of SOCI 525, 535, 545, 556, 566, 585, 590, CSPT 500 or 501, or an elective.

During this term, work on the extended essay should be actively under way.

4th Term (Spring):

During this term, work on the extended essay (SOCI 598) should be completed.

Please note that an oral examination is required upon completion of the extended essay.

Concentration in Cultural, Social & Political Thought (CSPT):

This is an Interdisciplinary Program open to students in Sociology, English, History, and Political Science. Admission to the program in CSPT is subject to the written approval of the Program Director. Applicants must already have been accepted in to the graduate program in Sociology.

Participating faculty are drawn from several departments. In rotation, they offer seminars on themes of their choice to CSPT students. These seminars are the focal point of the Program. To complete the CSPT Master's program in Sociology, a student must complete the 15 units of requirements for an M.A. in Sociology (with a thesis in the field of CSPT), including a completion of three units of two CSPT graduate seminars of CSPT 500, 501 or 590. The calendar entry under the CSPT program should be consulted for description of CSPT courses.

Sociology CSPT graduates receive an M.A. or Ph.D. in Sociology, with a notation that they have completed the Interdisciplinary Program in Cultural, Social and Political Thought. Departmental requirements vary, but students normally are able to devote at least one half their studies to contemporary social and political thought. This includes work on a graduating thesis or dissertation, which must be on an approved topic within the field. All other requirements for a disciplinary M.A. or Ph.D. must be satisfied: these are detailed in the Departmental calendar entries. The Sociology Graduate Advisor or the Director of CSPT should be consulted for details.

The requirements for the program in the Departments of English, History and Political Science differ from those in Sociology.

For more information go to <http://web.uvic.ca/~csptweb/>

PART II. The Ph.D. Program in Sociology

The Department has a doctoral program with three disciplinary areas: (1) health and aging; 2) social inequality*; 3) political sociology and social movements. There is also an interdisciplinary CSPT option.

* Includes critical examination of social inequalities and their intersections based on class, gender, sexuality, race, ethnicity, immigrant status, and other social divisions.

1. Program of Studies

The Ph.D. program requires one year of course work beyond the Master's degree and successful completion of two Comprehensive Examinations as well as a dissertation. Total number of units for graduation is 33.0 units (nine for coursework, three for Ph.D. Candidacy Exams and 21.0 for dissertation).

2. Courses

The course work requirement for the Ph.D. is nine units beyond the Master's degree. Doctoral students must demonstrate, through graduate-level course work, a firm grasp of sociological theory and method. Unless taken as part of a previous graduate program in Sociology, doctoral students will, by the end of their doctoral program, have completed two graduate-level courses in social theory (classical and contemporary) as well as two graduate-level courses in methods (qualitative and quantitative). These four courses have prerequisites at the upper-undergraduate level. Students deficient in theory and methods will be asked to enrol in the prerequisite courses (additional to the nine required graduate-level units) before taking the graduate-level theory or method courses. To ensure mastery of theory and method, students with grades below A- in any of the four designated courses must pass a written supplementary examination to meet the theory/methods requirements. Doctoral students must also be registered in SOCI 693 (Ph.D. Candidacy Examinations) for the duration of their preparation for their candidacy exams. This begins at the time a student first enrolls in the Ph.D. program and continues until candidacy requirements have been completed.

Sociology doctoral students are encouraged to take graduate courses from the Department's list of elective graduate courses. They may also take three units from other departments to enhance their studies, to be selected from a list of approved courses. They are encouraged to take EDCI 560, "Teaching and Learning in Higher Education," which is offered by the university's Learning and Teaching Centre. To be included in a program of study, courses taken outside the list must be relevant to the student's program and approved by the Graduate Advisor. As part of their professional socialization, Ph.D. students are encouraged to take credit or non-credit courses on teaching available at the University of Victoria through the Learning and Teaching Centre.

CSPT courses taught by a Sociology faculty member are considered to be Sociology courses. Students pursuing the CSPT interdisciplinary option within their Sociology doctoral program are required to take one section of CSPT 500 plus the CSPT doctoral field course, CSPT 601, presently In addition, such students write, as one of their comprehensive exams, a CSPT candidacy exam, to be set by the CSPT program. Students taking the CSPT doctoral option must have as their supervisor a CSPT faculty member who is also a member of the Sociology Department.

SOCI 503 Units: 1.5**Classical Sociological Theory**

An in-depth examination of the original works of Marx, Weber and Durkheim, with a supplemental focus on key themes, predecessors, contemporaries and descendants of the canonical trio in the years up to the 1920s.

SOCI 504 Units: 1.5**Contemporary Social Theory**

Surveys major perspectives in, and critical responses to, contemporary social theory, including such formulations as postmodernism, poststructuralism, post-Marxism, psychoanalysis, and feminism and such theorists as Bauman, Beck, Bourdieu, Fraser, Giddens, Habermas, hooks, and Wallerstein.

Note: *Credit will be granted for only one of 504, 500.*

SOCI 507 Units: 1.5**STATISTICAL ANALYSIS**

An introduction to statistical methods for Sociology including bivariate and multivariate analysis, with an emphasis on an introduction to regression models in the social sciences and on the use of computer statistical software to analyze sociological data. This course is equivalent to and maybe taught as SOCI 471.

Note: *Credit will be granted for only one of 507, 471, 371B (if taken before 201105)*

SOCI 508 Units: 1.5**LINEAR MODELS**

Intermediate multivariate linear models and related methods with applications to sociological research, including a detailed assessment of model assumptions, diagnostics and extensions and the generalization of models to non-linear relationships. Includes the use of computer statistical software for the analysis of data.

Note: *Credit will be granted for only one of 508, 472, 501.*

Prerequisite: 507

SOCI 510 Units: 1.5**Categorical Data Analysis**

Introduction to statistical methods for analyzing categorical data. The emphasis is on practical applications rather than statistical theories.

Prerequisites: 501 or its equivalent.

SOCI 511 Units: 1.5**Research Design**

Planning sociological inquiry: formulating a research problem and question(s), relating the problem and questions(s) to existing theory and research, and determining appropriate empirical strategies to examine/explore the problem and question(s).

SOCI 515 Units: 1.5**Qualitative Research Methods**

Key issues and methods in the systematic study of the social world through qualitative sociological research. Examination of the relationship between analytical perspective and methodological decisions, methods of gathering data and analysis. Issues of language, representation, politics, social organization and participation.

Prerequisites: 374 or its equivalent.

SOCI 520 Units: 1.5**Selected Topics in Contemporary Sociology**

A seminar on topics shaped by the interests of students and instructor: Topics may include current issues in contemporary social theory, environmental sociology, racialization, mass media and social power., feminist theory, the sociology of disability.

Note: *Credit will be granted for only one of 520, 610 if taken in the same topic.*

SOCI 525 Units: 1.5**Gender, Power and Social Justice**

An exploration of the formation and transformation of gender in the contemporary world, drawing on sociological, feminist and other relevant frameworks. Themes may include the relations between gendered discourses, identities and bodies, the political economy of gender, and intersections between gender and other forms of social power.

SOCI 535 Units: 1.5**Political Sociology**

Examines political behaviour, formal politics, non-conventional politics, the state and civil society in contemporary societies. The social bases for political support and contention, including the role of social class and other forms of social cleavage and solidarity, the dimensions and consequences of the distribution of power in contemporary societies, and the political role of various social groups are discussed.

SOCI 545 Units: 1.5**Sociology of Health**

The social determinants of health and illness in human societies. Topics may vary from year to year and, to a certain extent, will be modified to reflect student interest. Applies major theoretical perspectives in its coverage of specific topics. Topics may include: the social and cultural determinants of health with an emphasis on the health of vulnerable populations; embodiment and health; substance use and addictions; the organization and use of health services; public health; the conduct of socio-medical research; and ethical issues in health research..

NOTE: *May be taken more than once for credit in different topics.*

Prerequisites: 445 or equivalent; 285 strongly recommended.

SOCI 556 Units: 1.5**Social Inequality**

Studies the structure of economic inequality in contemporary societies, from the perspective of theory and research in social mobility, gender inequality, occupational segregation, elite formation, race/ethnic segregation, and social class. The role of the welfare state and global capitalist social organization in the distribution of income and the form and extent of poverty across societies are discussed.

SOCI 566 Units: 1.5**Social Movements**

Studies the origins, strategies, ideologies and political implications of social movements in North America, Europe and beyond. Attention is given to ecology, feminist, gay/lesbian, anti-racist, and human rights movements, as well as to the formation of the New Right.

SOCI 585 Units: 1.5**Seminar on Aging**

An advanced study of social gerontology. Topics may vary from year to year and may be modified to reflect student interest. Examples include: caregiving, inter-generational relations, and health care policies. Applies key theoretical perspectives to specific topics (such as examining the subjective worlds of caregivers to older adults from feminist and constructivist perspectives; critiquing neoliberal health care policies for an aging society from a political economy perspective). Not offered every year.

Prerequisites: 385 or its equivalent.

SOCI 620 Units: 1.5**Selected Topics in Sociological Research Methods**

In-depth examination and/or comparison of specific research methods, such as survey research, critical discourse analysis, social network analysis, historical/comparative method, multilevel and longitudinal quantitative analysis, and institutional ethnography.

SOCI 690 Units: 1.5

Directed Studies

NOTE: *May be repeated once for a total of 3 units.*

The study of a special topic under the supervision of a department members. Directed studies topics must be approved by the Department.

SOCI 693 Units: 3.0

Ph.D. Candidacy Examinations

Students enrol in SOCI 693 for the duration of their preparation for their candidacy examinations. This begins at the time a student first enrolls in the PhD program and continues until candidacy requirements have been completed. Students are expected to complete all required course work and comprehensive exams within 25 months after entering the PhD program.

Grading: INP, COM, N, F

SOCI 699 Units: 21.0

Ph.D. Dissertation

Prerequisites: [693](#)

Grading: INP, COM, N, F.

3. Candidacy Exams

Students entering the program prior to September 2011 may choose to complete the candidacy exams under the former system. Guidelines are available in the main Sociology office.

All students who enter in 2011 and thereafter must adhere to the following guidelines.

There are three broadly defined candidacy exam options from which students will choose any two :

- a. Health & Aging
- b. Social Inequality*
- c. Political Sociology & Social Movements

*Includes critical examination of social inequalities and their intersections based on class, gender, sexuality, race, ethnicity, immigrant status, and other social divisions.

The Graduate Committee, in consultation with the Department Chair, appoints three regular faculty members to serve on the Candidacy Examination Committee for each core disciplinary area. Each Candidacy Examination Committee produces an undated reading list of 90-100 units by May 15th of each year, which will be available in the main office. Candidacy exams will be held three (3) times per year: September, May and January. Students must notify their supervisor and the Graduate Chair that they will be taking the exam no less than six weeks prior to the exam date. When a student is writing two comprehensive exams in one term, the respective examining committees will communicate with each other to ensure that the student has at least one week, and preferably two, between exams.

The written examination will follow one of two formats:

1. A 7-day take-home examination picked up anytime between 8:00 a.m. and 4:00 p.m. on Day 1 and returned by exactly the same time on day seven (if the examination is picked up at 9:00 a.m. on a Monday, it should be returned by 9:00 a.m. the following Monday), with the student normally being presented with 4 or 5 questions and asked to answer three of them; or

2. A closed-book 6-hour examination written from 9:00am-12:00pm. and 1-4:00 p.m. on the designated day, with the student normally being asked to answer two out of four or more questions (one each in the morning and in the afternoon).

Both exam formats will have an oral component no later than one month after the submission of the written part. The oral examination is to be based on the student's answers to the written exam. The oral examination will assess the student's ability to situate his or her written answers within the broader literature on the reading list. A student may fail a comprehensive examination in a given area only once and must pass both comprehensive examinations in order to continue in the Ph.D. program.

*To ensure completion by the end of Year 2, preparation for comprehensive examinations will start in April of Year 1. The second comprehensive examination must be complete by September of Year 2.

5. Dissertation

The successful completion and defense of a 21-unit dissertation is a requirement of the Ph.D. program. Students are required to complete and defend a dissertation proposal before their supervisory committee, normally within six months of passing the candidacy exams. The proposal and oral defense must be considered satisfactory before students can proceed to the dissertation.

6. Residency requirements and anticipated times to completion

Normally, Ph.D. students will be expected to register on a full-time basis for a minimum of five terms and be present on campus during this period. Candidacy examinations are to be written within the first two years. Except in cases where students require make-up work (additional coursework), the program plans for Ph.D. student completions in 3-4 years.

PART III. Funding

Funding for UVic Masters and Ph.D. students is generally provided by fellowships, teaching assistantships, research assistantships, and co-op work term placements. Not all Master's students can expect to be funded. Students will be required to carry a full course load (three courses per term, to be selected from the formal course list above – excluding directed studies) and to complete all course work within the first academic year in order to continue receiving funding. All departmental funding is contingent on maintaining satisfactory standing (A- or better). M.A. students cannot expect continued funding, office space, or other support after their first two years. If resources are available after the needs of faculty, Doctoral students and first and second year Master's students are met, priority will be given to students who have made visible progress toward completion of their program requirements during the initial two years. "Visible progress" includes completion of course work, creation of a functioning thesis committee, acceptance of a written thesis proposal by the committee, collection of data, and so forth.

1. University of Victoria Fellowships

University of Victoria Fellowships are worth up to \$15,000 (Master's) and \$18,000 (Ph.D.) a year. They are awarded to full-time students by the Faculty of Graduate Studies primarily on the basis of grade point average. These are usually awarded by July 1. All new applicants who meet the February 1 admission deadline are considered for these Fellowships. The minimum standard required for consideration is an "A-." Normally, awards are available for those entering in September only. It is Departmental policy to offer one-year half-Fellowship to several of its most outstanding incoming students, combined with teaching assistantships.

2. Teaching Assistantships

Teaching assistantships are awarded annually based upon recommendations from the Graduate Committee. In the recent past, the typical remuneration for full teaching assistantships (including an Academic Income Supplement which supplements wage) has been over \$7000 for 300 hours work from September through March. It is Departmental policy that students awarded a teaching assistantship, fellowship, or similar award may not accept any additional major award without written permission from the Department. Generally, a condition of such permission will be a reduction of teaching assistantship hours and/or the resignation of the earlier award for reallocation to an otherwise unfunded or under-funded student. Such a condition normally will be waived in the case of small (under \$1,000) additional awards. In any event, a student receiving any additional award will continue to receive at least as much, and generally somewhat more, income than would have been the case had the additional award not been received.

3. Cooperative Education Option

The Department has a Cooperative Education Work Placement Option for Master's students. This program provides full-time Master's students with an opportunity to alternate between study terms and work terms. In addition to providing income, the co-op program is intended to provide valuable experience and to foster contacts helpful for obtaining subsequent employment. Moreover, in some cases, a co-op work term placement may generate access to research materials that will be suitable for the student's MA thesis.

Each work term is of four months duration and typically pays in excess of \$10,000 for the four month period (though rates of pay may vary for different placements and depending upon the student's status)

Master's students who work a minimum of two co-op work terms will have their transcript indicate that they participated in the co-op program. Departmental practice is to give preference in placement recommendations to students who have completed their required graduate courses (Sociology 503 and 504 and 507 and 515) by the time their work term placement is expected to begin. It is also Departmental practice to limit each student to two placements for a total of eight months so that these opportunities can be equitably distributed among our graduate students. Students who accept a co-op work term placement may not defer any commitment of a teaching assistantship to a subsequent term. Nevertheless, students who worked only one year as a teaching assistant and then worked one or more co-op work terms will be eligible for teaching assistantships in their third year if funds are available.

Please note that there is no guarantee that co-op work terms will be available to all students who want such placements, or that such placements will be available to students for the specific terms during which they wish a placement.

The Department of Sociology is a participant in the Social Sciences and Geography Cooperative Education Program. See the Calendar entry under Co-operative Education Program, visit the Social Sciences/Geography Co-op office in Social Science and Math Building (SSM), Room A204, or check the Social Sciences Co-op website (<http://www.uvic.ca/coopandcareer/studentsalumni/coop/ss/index.php>) for additional information about the program. Applications for the program must generally be filed with the Social Sciences/Geography Co-op office eight months prior to the first expected work term.

4. Other Sources of Support

Graduate students are urged to apply for Social Sciences and Humanities Research Council of Canada (SSHRC) scholarships and fellowships, available at both the Master's and Doctoral level. If conducting thesis research in the area of health, health care or aging, they should apply for either a Michael Smith Foundation for Health Research (MSFHR) Research Trainee

Award or a Canadian Institutes of Health Research (CIHR) Graduate Master's or Doctoral Award. Please check with the Graduate Office for details on all three competitions (<http://web.uvic.ca/gradstudies>)

Ph.D. students are sometimes hired as sessional lecturers in the Department of Sociology normally **after** they complete their course work and candidacy exams.

Other typical sources of income include research assistantships and work-study programs. Such positions are usually advertised on e-bulletin boards and awarded by individual faculty. The Student Employment Centre may also be helpful.

All students are provided computer access for course work in qualitative and quantitative method and for thesis preparation. The Department's Graduate Computer Lab, dedicated in memory of our founding Chair, Dr. Roy Watson, is located in Cornett A312. Students are advised to subscribe to a copy of the Computing Users Services Newsletter to keep them informed about constantly changing computing access and facilities available to them. They may also familiarize themselves with the Microcomputer Facilities in the Business and Economics Building, the Human and Social Development Building, and the Clearihue Building.

Students are urged to look after their own interests. Various types of fellowships, scholarships, prizes, etc. are listed near the end of the University Calendar. Some of these awards have gone unclaimed in the past because no qualified student applied for them. Some of the scholarships, awards, and bursaries for which graduate students in Sociology are eligible include:

***THE BOB AND KAY LANE SCHOLARSHIP** – An award is made annually to one or more Sociology graduate students who conduct Masters thesis research in demography. The Award is currently valued at \$2,500. Selection will be made by the Graduate Admissions and Awards Committee on the recommendation of the Department of Sociology.

***GRADUATE STUDENTS SOCIETY BURSARIES** – Awards of \$300, the gift of the Graduate Students Society, are to be made annually to three full time graduate students in Humanities and/or Social Sciences (as described by the Social Sciences and Humanities Research Council). The Bursaries will be based firstly on the financial need of those eligible and secondly on their academic standing. Selection will be made by the Graduate Faculty Awards Committee in consultation with the Executive of the Graduate Students Society. Applications should be made to the Dean of Graduate Studies.

***THE MARTLET CHAPTER IODE GRADUATE SCHOLARSHIP FOR WOMEN** – A Scholarship to the value of \$400 will be awarded to a woman student with high standing who is entering the second year of a Master's program.

***THE MRS ANNIE GRESKIW GRADUATE AWARD** – An award of \$400.00 is made annually to a highly qualified Master's or Doctoral student doing thesis research on a health related subject. The Award is valued at \$2,500 and may be held concurrently with a major award such as a Natural Sciences and Engineering Research Council Post-graduate Scholarship, a Social Sciences and Humanities Research Council Scholarship or Fellowship, or a University of Victoria Fellowship. Selection of the recipients will be made by the Graduate Faculty Awards Committee on the recommendation of the Dean of the relevant Faculty.

***ROBERT HAGEDORN GRADUATE SCHOLARSHIP** – An award will be given to a graduate student in Sociology who completes the first year of the graduate program with the highest grade in Sociology 507. Normally, by "first year" is meant completion of all course work requirements for the Master's degree. In the event of a tie, the award will be divided equally. Selection of the recipient will be made by the Graduate Admissions and Awards Committee upon the recommendation of the Department of Sociology.

***VICTORIA CANADA-CHINA FRIENDSHIP ASSOCIATION BURSARIES** – A number of awards, which may vary annually, valued at \$350 each, are available to students from the People's Republic of China who are either already attending graduate school at the University of Victoria or who have been offered admission. These awards are intended to defray costs of special language courses required by students. They may also be used for other necessary courses or materials recommended for the students' programs by their supervisory committee.

***ROYE. L. WATSON GRADUATE SCHOLARSHIP** – A Scholarship of \$4,500.00 will be awarded to an outstanding student in the graduate program in Sociology. Selection will be made by the Graduate Admissions and Awards Committee upon the recommendation of the Department of Sociology. In the event the scholarship is not awarded in one year, an additional scholarship will be awarded in a subsequent year.

***THE SARA SPENCER FOUNDATION RESEARCH AWARDS IN APPLIED SOCIAL SCIENCE** – These awards are intended to encourage social scientists in cultural, environmental, and social studies, with particular reference to the Capital Regional District. The proceeds of a fund established by the Sara Spencer Foundation and administered by the University of Victoria Foundation will be used to provide individual awards in amounts up to a maximum of \$3,000 to superior students, to assist with the costs of research in the applied areas of the Social Sciences. The award will normally only be given to support research which is directly related to the student's thesis or dissertation and has been approved by the student's supervisory committee. Awards will be made by the Awards Committee of the Faculty of Graduate Studies on the recommendation of the Sara Spencer Committee which is composed of members from the Social Sciences Departments.

***WOMEN IN DEVELOPMENT GRADUATE BURSARY** – Graduate tuition bursaries in the amount of full graduate tuition fees to deserving women from developing countries. Bursaries are granted in any field of study leading to the Master's degree. The maximum value of a bursary is five full fee installments. Application forms may be obtained from the Office of the Dean of Graduate Studies and must be submitted by September 15 of the year of application. Selection of recipients will be made by the Graduate Admissions and Awards Committee on the recommendation of the WID Graduate Bursary Committee.

There are also various data sets and research assistantships available from faculty members for those graduate students who opt to participate in faculty members' research, rather than pursuing their own specific research topics. Graduate students are strongly advised to discuss research interests, available data and funding, with individual Sociology faculty during their first year of studies.

Students who present a research paper at a scholarly conference can frequently obtain limited financial assistance from the Faculty of Graduate Studies. The Sociology Department also strives to provide some financial assistance for these purposes. Students who present a paper at the annual meetings of the Canadian Sociology Association can apply for a travel grant from that association, if they are student members. Consult the Graduate Committee for additional information.

Ideally, financial assistance for thesis research, supplies, equipment, etc. would be available to students. Unfortunately, however, Departmental resources are limited. Generally speaking, students can expect no financial assistance from the Department, other than what has been specified above.

**Administered by the University of Victoria Foundation*

As noted above, those who plan to go on to doctoral programs should keep in mind external sources of support such as the SSHRC Fellowships, MSFHR Senior Graduate Studentship Awards, CIHR Graduate Doctoral Awards and Commonwealth Fellowships. Those who intend to apply to doctoral programs should do so by December 1 of the preceding year. Those who plan to go to the United States should plan on taking the Graduate Record Exam (GRE) in the Fall prior to this application.

PART IV. Instructions to Graduate Students and the Student's Supervisory Committee

The following instructions reflect formal requirements of the University, the Faculty, and the Department. For some informal tips from previous graduate students, see Appendix A.

1. General Requirements

Requirements of the program are stated under the Department's heading in the Faculty of Graduate Studies Calendar. Occasionally, special conditions may be required at the time of admission. The responsibility for designing individual students' programs and for recommending deviations from the program as outlined rests with the student's supervisory committee.

Upon acceptance for graduate work, each Master's student is assigned an appointed supervisor. This Sociology faculty member is your initial contact person, and (s)he will be helpful to you in getting oriented. The Graduate Committee tries its best to match incoming students with academic counselors sharing similar research interests, but inevitably some pairings are less than ideal. As soon as possible and no later than April 1 of the first year of graduate work, your appointed supervisor and you should select a permanent supervisor (who may or may not be the appointed supervisor) and in consultation with this person form a supervisory committee by selecting one other faculty member from the Sociology Department. Additional members can be (but are not required to be) from outside the Department.

. Ph.D. supervisory committees consist of a minimum of three members: the academic supervisor and one other member from the Department of Sociology plus at least one member from outside the home academic unit. The composition of the committee may be changed at any time upon request to the Faculty of Graduate Studies by the student or a committee member (using the CAPP form, available from the Sociology main office). The formation and maintenance of a supervisory committee is the responsibility of the student and is a prerequisite to continuation in the program.

2. Evaluation of Progress

As indicated in the Calendar description, full-time Master's students are expected to take two years to complete their degree. Full-time Ph.D. students are expected to take 3-4 years to complete their degree. At the end of the first year, the supervisory committee will recommend whether the student should continue in the program. If the student's progress is unsatisfactory, i.e. if his or her sessional GPA falls below 5.0, that student will normally be asked to withdraw from the program. A grade of B- or less received on any course is not accepted by the Department for credit towards a graduate degree. If a grade of B- or less is obtained on any course, it shall be reviewed by the supervisory committee who will make a recommendation to the Dean of Graduate Studies. Required courses may be repeated provided the 5.0 GPA is maintained. Most students should be able to complete their course work in two terms (i.e., by the end of their first year).

Beginning at the end of the fall term in the second year, all graduate students and their supervisors complete a brief progress report, indicating what has been accomplished in the term just ending and what is to be accomplished in the next terms. These progress reports are thereafter completed on a term-by-term basis, until degree requirements have been met. The

reports are forwarded to the Graduate Advisor. Students whose progress seems to be blocked will be asked to meet with the Graduate Advisor to draw up a plan for degree completion. The Graduate Committee monitors all students and supervisors in order to gauge progress and suggestions for improving the program.

3. Thesis and Dissertation Preparation

The University has strict regulations concerning research involving human subjects (except for secondary data analyses). Any such research must be approved in advance by the Human Research Ethics Committee. This includes pretests and pilot studies. For further information, students should contact the Human Research Ethics Assistant at the Office of Research Services (472-4545, <http://www.research.uvic.ca/ethics/ethicsmain.htm>).

A. Master's Thesis

The following guidelines are recommended for preparation of theses and according to the model presented above in Part I.6, applying in the academic year in which a student expects to complete the degree, normally the second year of a two-year program. These guidelines have been prepared to help the student and it is advantageous to work in advance of them.

1. Thesis Proposal

Ideally, no later than September 15 of the second year, a thesis proposal outlining the student's problem (from a theoretical and methodological viewpoint) is approved at a meeting of the supervisory committee. Ideally the student and the committee should have tentatively worked out a thesis proposal the previous spring. A copy of the proposal and the recommendations of the supervisory committee will be placed in the student's file. An M.A. Thesis Proposal Approval form is available from the Secretary. (The Departmental Secretary maintains a file of past thesis proposals. These are available on 24 hour loan [one at a time] to assist students in understanding Departmental expectations regarding a thesis proposal.)

2. First Draft of Thesis

By December of the second year, a first draft of the thesis should be in the hands of the supervisory committee. The committee should return the draft with written comments to the student within approximately 2-3 weeks of its submission.

3. Second Draft

If a second draft is required (and it almost always is), then by the end of February, a second draft should be in the hands of the supervisory committee, who will evaluate it with all deliberate speed and return it to the student with any written comments.

4. Submission of Final Draft of Thesis

Usually towards the middle of March, to enable a thesis defense at least a week before the end of April, which is the deadline for Spring Convocation. The deadlines for submission of the thesis are set by the Faculty of Graduate Studies annually. Check with the Faculty of Graduate Studies well in advance to ensure that you know their deadlines for any particular year.

B. Doctoral Dissertation

Dissertation research involves extensive independent study; thus it is only possible to sketch the broad outlines of dissertation preparation.

1. Dissertation Proposal

Once comprehensive examinations have been completed, Ph.D. students prepare a dissertation proposal, which is approved at a meeting of the supervisory committee. A copy of the proposal and the recommendations of the supervisory committee will be placed in the student's file. A Doctoral Thesis Proposal Approval form is available from the Secretary.

2. Dissertation Drafts

Typically, the dissertation takes shape in close dialogue with the supervisor and other members of the supervisory committee. This may involve a succession of drafts in which the argument and analysis are sharpened. At a minimum, the committee should provide written comments on a full draft of the dissertation, before it is put forward for defense.

3. Submission of Final Draft of Dissertation

Once all members of the supervisory committee are satisfied that the thesis is ready to be defended, the final draft is submitted to the Faculty and to committee members. The Faculty requires at least 30 working days between submissions of the dissertation and the date of the defense.

4. Thesis/Dissertation Style

a. General

The student should obtain from the Faculty of Graduate Studies a current copy of the manual, "A Guide to Completing a Thesis or Project Proposal" (also available on-line http://web.uvic.ca/gradstudies/pdf/SPP_thesis_guide_2007.pdf). It is the responsibility of the student to assure that the thesis adheres to the rules of style listed therein. One is advised especially to note sections on typing, inking of figures, weight of paper, instructions for preparing the abstract, title pages, margins, etc.

b. Bibliography

The student should use a style currently in use in a major sociological journal, e.g., Canadian Review of Sociology and Anthropology, Canadian Journal of Sociology. If the student has any questions about a particular journal's style, the committee should be consulted to obtain the approval of the format in advance of its final submission.

c. Number of Copies

It is the student's responsibility to present the original and one copy of the thesis or dissertation to the Faculty of Graduate Studies, one copy to the Department, one copy to the Supervisor, one copy to each of the other committee members, and one copy to the "external" member of the oral examination committee. All of these copies must be exactly the same and should be presented at least four weeks before the oral examination.

PART V. Procedural Guidelines

1. The Graduate Advisor

The Departmental Graduate Advisor is the faculty member responsible to the Department Chair for the administration of graduate studies in the Department. S/he is appointed annually by the Department Chair. Graduate Advisors, or their nominees, should attend all meetings of the Faculty of Graduate Studies. Other responsibilities of the Graduate Advisor would normally include the following:

- a. to act as a liaison between the Department and the Faculty of Graduate Studies;
- b. to submit to the Department and, when approved, to the Faculty of Graduate Studies via the Departmental Chair, any new programs or courses;
- c. to advertise (where this is appropriate) the Department's graduate programs;
- d. to recommend, on behalf of the Department, the admission of students, on the basis of the completed application form and other materials provided by the faculty.
- e. to follow, where applicable, Departmental guidelines regarding the financial support of students, and to recommend, in consultation with the Department Chair, students for Fellowships and other graduate awards;
- f. to communicate to the Faculty the structure of Supervisory Committees;
- g. until a Supervisor has been appointed, to recommend to the Faculty the academic program for a student, and to act as advisor in the interim;
- h. to monitor, in consultation with the Supervisor, the progress of the graduate student;
- i. to act as a liaison between the graduate students and the Sociology Department; and
- j. to Chair the Departmental Graduate Committee.

2. The Supervisory Committee

The responsibilities of the Supervisory Committee include the following:

- a. to recommend to the Faculty of Graduate Studies a program of study for the student;
- b. to recommend to the Faculty of Graduate Studies the thesis or research project;
- c. to provide general guidance about normal expectations concerning the volume, quality, style, and standard presentation of the thesis;
- d. to evaluate the thesis or research proposal;
- e. to guide the student in the conduct of research, and evaluate the progress of the student's work;
- f. to evaluate the penultimate and final drafts of the thesis;

- g. to recommend to the Faculty of Graduate Studies corrective steps or withdrawal if progress is unsatisfactory; and
- h. to serve as the core of the examining committee.

Unless other arrangements are made with the Faculty of Graduate Studies, the Supervisory Committee should meet formally with the student at least once a year.

Although the Supervisor serves as the student's major advisor, the entire Committee, including the external member(s), should be involved in these functions. The Supervisor shall coordinate the involvement of the Committee in these functions, and shall serve as the liaison with the Faculty of Graduate Studies, through the Graduate Advisor and the Departmental Graduate Committee.

The Supervisor should encourage and be available for frequent consultation with the student. Material submitted by the student should be evaluated promptly and returned to the student. If the Supervisor is to be away for an extended period, and if this absence is likely to be detrimental to the student's program, an interim Supervisor should be chosen, and the Faculty of Graduate Studies notified, in writing.

Other members of the Committee should also encourage and be available for consultation with the student at reasonable intervals. Material submitted by the student should be evaluated promptly and returned. If a Committee member is to be away for more than three months, and this absence is deemed detrimental to the student's progress, an interim member should be appointed and the Faculty of Graduate Studies notified, in writing. If the absence is extended (e.g., Study Leave), a new member should be chosen.

As soon as possible, but not later than six months after a student first registers in a graduate degree program, the Graduate Advisor should communicate the structure of the student's Supervisory Committee to the Faculty of Graduate Studies. The first progress report should be submitted no later than eight months after registration.

2. Thesis/Dissertation Examination

Before asking for the Graduate Advisor's signature requesting the scheduling of a final examination of the thesis or dissertation, each member of the student's supervisory committee must have already indicated, by their signatures on the "Request for Oral Examination" form (<http://web.uvic.ca/gradstudies/pdf/RequestforOralformwithholdingMay2011.pdf>), that they consider it acceptable for the final examination. When this stage is reached, and all of the copies specified above (See 4c, above, "Number of Copies") have been distributed as required, the Graduate Advisor will recommend the scheduling of a Final Examination. **This form must be submitted to the Dean of Graduate Studies at least 20 working days before the anticipated date of the oral examination for a Master's thesis (30 working days for a Doctoral dissertation).**

Note: Students who are doing the non-thesis option, must submit the "Request for Oral Examination" form in to the Faculty of Graduate Studies at least a minimum of 10 working days <http://web.uvic.ca/gradstudies/pdf/Non-thesis%20Oral%20Notification%20FORMMar2011.pdf>

After consultation with the Supervisory Committee, the Supervisor shall recommend suitable external examiners to the Dean of Graduate Studies. In the case of a Master's candidate, the external examiner will normally be a member of the University who is not on the Supervisory Committee and who is not a member of the Sociology Department. In the case of a Doctoral candidate, the external examiner will be a professor at another university.

The thesis/dissertation examination is chaired by the Dean of Graduate Studies, or the Dean's nominee. The student will normally be asked to give a brief presentation (not more than 20 minutes), summarizing the most important features of the thesis. All members of the Examining Committee should prepare a suitable slate of questions.

Assuming the student passes this final oral examination, there remains a strong probability that the student will be required to make a number of “minor” changes to the manuscript.

4. Completion of Program Requirements

After completion of the final examination, the student must complete all corrections required by the Examining Committee. Then, and only then, the student will obtain the Department Chair's signature as the final signature on a letter recommending the student for the degree sought. This letter will state that the student has successfully completed all the requirements of the program, including the oral examination.

At the time of requesting the Department Chair's signature as the last signature on the letter recommending the student for the degree, the student must present the Department with a final corrected copy of the thesis or dissertation in PDF format on a CD ROM.

In addition to the content of the thesis or dissertation there are a number of elements required in the submission of a thesis or dissertation. You are advised to read through the final submission document requirements and submission steps ahead of time.

Document Requirements: Checklist for Submission of Master's Theses and Doctoral Dissertations to UVicSpace <http://web.uvic.ca/gradstudies/pdf/ETD-DocumentRequirements.pdf>

Student Electronic Theses and Dissertation Submission Steps:
<http://web.uvic.ca/gradstudies/pdf/ETDSubmissionStepsRev.pdf>

PART VI. Harassment

The Department of Sociology strongly supports the University's policies on sexual harassment, harassment and chilly climate, and is committed to ensuring that all students, staff, and faculty are able to exercise fully their rights to participate in activities at the University without fear of harassment.

The Department of Sociology is committed to inclusiveness and to a welcoming, friendly learning and working environment. We condemn sexism, ageism, racism, ethnocentrism, homophobia and inappropriate behaviour toward people with a disability.

If any person perceives herself or himself as being harassed in any way, the person is encouraged to discuss the matter directly with the offending party or parties. If the aggrieved party continues to feel harassed, then the harassed person is encouraged to raise the matter with the Graduate Advisor and/or directly with the Chair of the Department. There also exist additional appellate avenues through the Office of the Equity Advisor.

In response to substantiated cases of harassment, the offender may lose access to Departmental facilities (including office space), may have various types of financial assistance terminated, and in extreme cases will be required to withdraw from the University of Victoria.

PART VII. Miscellaneous (Upcoming Seminars, Facilities, Information, Deadlines, Visa Students and Library Carrels)

The Department will be hosting four professional development seminars, led by Dr. Kevin Walby, in the Fall 2011 term. Further seminars, topics to be determined, will take place in Spring 2012 term. The schedule for the Fall seminars are as follows:

Tuesday September 13th, 9:00am-10:30am in COR B145 - **Negotiating Graduate School**

Tuesday September 20th, 9:00am-10:30am in COR B145 - **Grant/Scholarship Preparation**

Tuesday October 11th, 9:00am-10:30am in COR B145 - **Thesis Preparation**

Friday October 21st, 9:30am-12:30pm in DSB C122 - **Writing for Graduate Students** (this will be led by Dr. Lisa Surrige, English Department)

Facilities available exclusively for Sociology graduate student usage include a drop-in room (Cornett A312), which includes personal computers. The room also includes a phone (for local usage only). You may obtain a key to this room from the Departmental Office. You must not loan your key to anyone and ensure that the door is locked in evenings and on weekends

Graduate student representation is provided through a representative elected by graduate students who has voice and vote at Departmental meetings. Sometimes graduate students elect two representatives (e.g., of 1st year students and of 2nd year students) who decide between them who will exercise their vote. Most Departmental and ad hoc committees also invite graduate students to designate a representative to their committees.

Information dissemination is always problematic. All information deemed by the Chair or Graduate Advisor to be of relevance to graduate students will be sent to students by email via the listserve, as well students are invited to visit the departmental website to keep informed about ongoing Departmental matters. The Graduate Student Representative will also communicate relevant information that is discussed in Graduate Committee and Departmental meetings.

Deadlines. As a general rule, students should allow two weeks turnaround time for work required of faculty, the Graduate Advisor, or the Chair. Something simple like a signature on a form may be turned around on the spot, but reading a research or thesis proposal, a term paper, and the like may need to be worked into other teaching, research, writing, service, and committee commitments over a longer period.

Visa students whose previous education was in a language other than English may be required to take an English course in addition to their normal studies during their first year of enrolment. There will be an additional tuition charge for this course. Visa students are required to be competent in the English language.

PART VIII. Faculty Members and Areas of Interest

In order to complete a thesis or dissertation, you must work closely with at least two members of the Department. It is wise to acquaint yourself with as many Faculty members as possible as soon as you can. Since the student grapevine is not always accurate, you are advised to make your own study of Faculty members so as to determine who is most likely to meet your individual needs. Some study of Faculty publications is advisable. The list below, with Faculty interests and selected publications, will also help. (Remember that the research interests of Sociology Faculty members can and do change.)

DOUG BAER, Ph.D. (Waterloo)

Social inequality; political sociology; immigration; quantitative methods; voluntary associations.

Dr. Baer is a former President of the Canadian Sociological Association and currently the Academic Director of the University of Victoria Branch Statistics Canada Research Data Centre (affiliated with the BC Inter-University RDC). He gives a workshop in advanced quantitative methods at the Inter-University Consortium for Political and Social Research's Summer Program in Ann Arbor, MI, but regards sociology's major strength as one in which a diversity of methods can be applied to the critical analysis of social conditions. He is also a Senior Researcher affiliated with Metropolis British Columbia (Centre for Excellence for Research on Immigration and Diversity).

2008 Baer, D. "Community context and civic participation in immigrant communities: A multi-level study of 137 Canadian communities." *Metropolis British Columbia Working Paper* 08-02. Retrieved from <http://www.riim.metropolis.net/research/working/index.html>

2006 Baer, D. "Voluntary association and new social movement association involvement in comparative perspective." In L. Tragardh (Ed.) *The State and civil society in Northern Europe: The Swedish model reconsidered*. (pp. 67-125). New York: Berghahn Books.

2005 Baer, D. "On the Crisis in Canadian Sociology." *Canadian Journal of Sociology*, 30(4), 491-502.

2001 Baer, D., Curtis, J. & Grabb, E. "Nations of joiners: Explaining voluntary association membership In democratic societies." *American Sociological Review*, 66(6), 783-805.

CECILIA M. BENOIT, Ph.D. (Toronto)

Health equity; social determinants of population health; health behaviours and outcomes; barriers to health and social care; work and citizenship rights; intersectionality.

Dr. Cecilia Benoit is a Professor in the Department of Sociology and Scientist at the Centre for Addictions Research of BC (CARBC). Her research interests include social determinants of health equities, normative and problematic substance use, stigma and other barriers to health and social care for different vulnerable populations, and work and citizenship rights across welfare states. Cecilia is currently leading two CIHR-funded projects that adopt an intersectionality lens: "Team Grant on contexts of

vulnerabilities, resiliencies and care among people in the sex industry” and “Interventions to promote health and healthy equity for pregnant and early parenting women facing substance use and other challenges.”

- In press Phillips, R., Benoit, C., Vallance, K., & Hallgrimsdottir, H. “Courtesy stigma: a hidden health concern among frontline service providers to sex workers.” *Sociology of Health & Illness*.
- 2011 Benoit, C. & Hallgrimsdottir, H. (Eds.). *Valuing care work: Comparative perspectives*. Toronto: University of Toronto Press.
- 2010 Benoit, C., Zadoroznyj, M., Hallgrimsdottir, H.K., Treloar, A. & Taylor, K. “Medical dominance and neoliberalisation in maternal care provision: the evidence from Canada and Australia.” *Social Science & Medicine*, 71, 475-481.
- 2010 Jansson, M., Benoit, C., Casey, L., Phillips, R. & Burns, D. “In for the long haul: Knowledge translation between academic and non-profit organizations.” *Qualitative Health Research*, 20, 131–143.
- 2010 Benoit, C. “Historical linkages between reproduction, pronatalism and professional institutions in North America.” *Journal of Women’s History*. 22: 224-34.
- 2010 Benoit, C., Shumka, L., Phillips, R., Hallgrímsdóttir, H.K., Hankivsky, O., Kobayashi, K., Reid, C. & Brief, E. “Explaining the health gap between girls and women in Canada.” *Sociological Research Online*, 14(5). Retrieved from <http://www.socresonline.org.uk/14/5/9.html>

WILLIAM K. CARROLL, Ph.D. (York)

Political economy; social inequality; social movements; Marxism and post-Marxism, critical theory and method

Dr. William Carroll is a critical sociologist with research interests in the areas of social movements and social change as well as the political economy of corporate capitalism. Dr. Carroll directs the interdisciplinary undergraduate program in Social Justice Studies, participates in the interdisciplinary graduate program in Cultural, Social and Political Thought and has an active interest in emancipatory methods of social inquiry. He is Principal Investigator on the SSHRC-funded study “Alternative policy groups and global civil society: networks, discourses and practices of counter-hegemony.”

- 2011 Carroll, W.K., Sapinski, J.P. “Corporate Elites and Intercorporate Networks.” In John Scott and Peter Carrington (eds.), *The Sage Handbook of Social Network Analysis*. London: Sage.
- 2010 Carroll, W.K. *The Making of a Transnational Capitalist Class*. London: Zed Books.
- 2010 Carroll, W.K. *Corporate Power in a Globalizing World*. Toronto: Oxford University Press, revised edition.
- 2010 Carroll, W.K., Klassen, J. Hollowing out corporate Canada? Changes in the corporate network since the 1990s. *Canadian Journal of Sociology*, 35(1), 1-30.

- 2010 “Crisis, Movements, Counter-Hegemony: in search of the new.” *Interface* 2(2): 168-98
<http://interfacejournal.nuim.ie/2010/11/interface-issue-2-volume-2-voices-of-dissent/>
- 2010 Carroll, W.K., R.S. Ratner, “Social Movements and Counter-Hegemony: Lessons from the Field.” *New Proposals* 4(1): 7-22, with as co-author
<http://ojs.library.ubc.ca/index.php/newproposals/issue/view/96/showToc>

NEENA L. CHAPPELL, Ph.D. (McMaster)

Aging, health & social policy, caregiving, dementia care, home care, Chinese families

Dr. Neena Chappell is Professor in the Department of Sociology, tier 1 Canada Research Chair in Social Gerontology, and former Director of the research Centre on Aging at the University of Victoria. Her research interests focus on age as a major structural determinant of social inequity and the role of social policy in creating and facilitating those inequities and their potential in ameliorating them, with particular attention to Caucasian Canadian and Chinese caregivers to older adults, older adults with dementia and methodological concerns when researching in these areas. Neena is currently principal investigator of a provincially funded program of province-wide research involving 5 studies focused on older adults with dementia receiving cholinesterase inhibitors and caregivers to these individuals and is authoring a book on an appropriate and cost-effective health care system of an aging society.

- (Forthcoming) Chappell, N.L. 2012. “Family Still Matters: Intergenerational Caring Across Three Cultural Groups.” In McDaniel & Zimmer (eds). Global Ageing in the 21st Century: Challenges, Opportunities and Implications. UK: Ashgate Pub.
- 2011 Chap Chappell, N.L., & Funk, L.M. “Social Support and Aging in Canada – Revisited.” *Canadian Journal on Aging*, 30 (3) 1-16.
- 2011 Chappell N.L. & Cooke H.A. “Age Related Disabilities - Aging and Quality of Life.” In: JH Stone, M Blouin, editors. *International Encyclopedia of Rehabilitation*. Available online:
<http://cirrie.buffalo.edu/encyclopedia/en/article/189/>
- 2010 Chappell, N.L.& Chou, K.L. “Chinese Version of Staff-Based Measures of Individualized Care for Institutionalized Persons with Dementia.” *Asian Journal of Gerontology & Geriatrics*, 5 (1): 5-13.
- 2010 Chappell, N.L. & Funk, L.M. “Social capital: Does it add to the health inequalities debate? Social Indicators Research” , Retrieved from
<http://www.springerlink.com/content/h275122868327747/fulltext.pdf>
- 2010 Parke, B. & Chappell, N.L. “Transactions between Older People and the Hospital Environment: A Social Ecological Analysis.” *Journal of Aging Studies*, 24, 115-124.

AARON H. DEVOR, Ph.D. (Washington)

Gender and sexual variance, transgender, LGBTQI

Dr. Devor studies the social construction of sex, gender, and sexuality using a grounded theory approach. He believes that the best social science research builds theoretical understandings of social realities using empirical data. In recognition of excellence in research, he was elected in 1999 as a Fellow

of the Society for the Scientific Study of Sexuality. Dr. Devor also accords the highest importance to teaching. In 2000, he was recognized in a national competition as one of Canada's best university teachers and chosen as a 3M Fellow of the Society for Teaching and Learning in Higher Education. Dr. Devor is the Dean of the Faculty of Graduate Studies.

- 2009 Matte, N., Devor, A.H. & Vladicka, T. "Nomenclature in the standards of care of the world professional association for transgender health: Background and recommendations." *International Journal of Transgenderism*, 11(1), 42-52.
- 2007 Devor, A.H. & Matte, N. "Building a better world for transpeople: Reed Erickson and the Erickson Educational Foundation." *International Journal of Transgenderism*, 10(1), 47-68.
- 2004 Devor, A.H. & Matte, N. "ONE Inc. and Reed Erickson: The uneasy collaboration of gay and trans activism, 1964-2003." *GLQ: A Journal of Gay and Lesbian Studies*, 10(2), 179-209.
- 2004 Devor, A.H. "Witnessing and mirroring: A fourteen stage model of transsexual identity formation." *Journal of Gay and Lesbian Psychotherapy*, 8(1/2), 41-67.
- 1997 Devor, H. *FTM: Female-to-Male Transsexuals in Society*. Bloomington: Indiana University Press.
- 1989 Devor, H. *Gender Blending: Confronting the Limits of Duality*. Bloomington: Indiana University Press.

DANIEL FRIDMAN, Ph.D. (Columbia)

Economic Sociology; Cultural Sociology; Expertise; Qualitative and Ethnographic Methods; Sociological Theory; Popular Culture; Latin America

Dr. Daniel Fridman's current research focuses on the intersections between culture, economic expertise, and the economy. He is working on a book manuscript about the role of best-selling financial success books in shaping economic actors, based on a two-year ethnography with groups of readers of financial self-help in New York City and Argentina. He is also working on a project about boxing cultures in Latin America with historian David Sheinin. Daniel's articles have appeared in the journals Qualitative Sociology, Economy and Society, Left History, Latin American Essays, and Apuntes de Investigación. Daniel received his PhD in Sociology from Columbia University, where he was a Mellon Fellow at the Institute for Social and Economic Research and Policy (ISERP). He previously studied sociology at the University of Buenos Aires and worked for the National Statistics Institute in Argentina.

- 2010 Fridman, D. "From Rats to Riches: Game Playing and the Production of the Capitalist Self." *Qualitative Sociology* (Special issue on Knowledge in Practice), 33(4).
- 2010 Fridman, D. "A new mentality for a new economy: Performing the homo economicus in Argentina (1976-1983)." *Economy and Society*, 39(2), 271-302.
- 2008 Fridman, D. "La creación de los consumidores en la última dictadura Argentina". *Apuntes de Investigación*, 14, 71-92.

- 2007 Fridman, D. & Sheinin, D. "Wild bulls, discarded foreigners, and brash champions: U.S. empire and the cultural constructions of Argentine boxers." *Left History*, 12(1), 52-77.
- 2006 Sheinin, D. & Fridman, D. "The last champions: Boxing, violence, and American cultural influences in 1970s Argentina." *Latin American Essays*, 14.

STEVE GARLICK , Ph.D. (CUNY Graduate Center)

Gender; Sexuality; Sociology of the Body; Technology & Science Studies; Critical Social Theory

Dr. Steve Garlick's research focuses on a range of issues concerning technology, gender (especially masculinity), sexuality, and the body. He is particularly interested in how historically specific understandings of sex, gender, and sexuality function as technologies that mediate between society and nature, and thereby come to shape forms of knowledge and politics. While drawing mainly on theoretical and historical approaches to sociology, he aspires to be interdisciplinary in the scope of his work and participates in UVic's Interdisciplinary Program in Cultural, Social and Political Thought. His current research project combines theoretical, historical, and semiotic analyses to examine the recent proliferation of sexual representations on the internet in relation to constructions of masculinity.

(Forthcoming) Garlick, S. "A new sexual revolution? Critical theory, pornography, and the internet." *The Canadian Review of Sociology*.

- 2010 Garlick, S. "Taking control of sex? Hegemonic masculinity, technology, and internet pornography." *Men and Masculinities* 12 (5): 597-614.
- 2010 Garlick, S. "Uncanny sex: Cloning, photographic vision, and the reproduction of nature." *Social Semiotics* 20 (2): 139-154.
- 2009 Garlick, S. "Given time: Biology, nature, and photographic vision." *History of the Human Sciences* 22 (5): 81-101.
- 2009 Garlick, S. "Organizing nature: Sex, philosophy, and the biological." *Philosophy and Social Criticism*, 35 (7), 821-837.
- 2008 Garlick, S. "Code-scripting the body: Sex and the onto-theology of bioinformatics." *Postmodern Culture*, 19 (1).

HELGA KRISTIN HALLGRIMSDOTTIR, Ph.D. (Western Ontario)

Historical and comparative sociology; social movements; theories of culture, discourse, and social action; Canadian and American labour politics; work and marginalization

Dr. Helga Kristín Hallgrímsdóttir's research interests include work and vulnerable populations, labour movements, gender and sexuality, and historical and historical-comparative research methods in sociology. Recent projects include a historical-comparative analysis of the claims-making activities of women's movements in Canada, Sweden, Iceland and Finland, and research concerning care-work

and gender, street-involved youth, and the sex industry. Her current research focuses on historical shifts in the discursive foundations of social and political citizenship in Canada.

- 2011 Benoit, C. & Hallgrimsdottir, H.K. (Eds.). *Valuing care work: Comparative perspectives on Canada, Finland and Iceland*. Toronto: University of Toronto Press
- 2010 Benoit, C., Zadoroznyj, M., Hallgrimsdottir, H.K., Treloar, A. & Taylor, K. "Medical dominance and neoliberalisation in maternal care provision: The evidence from Canada and Australia." *Social Science and Medicine*, 71, 475-481.
- 2009 Hallgrimsdottir, H.K. & Einarsdóttir, Þ. "Women's activism and the welfare state: Social citizenship claims and the development of childcare policy in Canada and Iceland in comparative perspective." *Þjóðarspejill*, 10.
- 2009 Benoit, C., Shumka, L., Vallance, K., Hallgrimsdottir, H.K. Phillips, R., Kobayashi, K., Hankivsky, O., Reid, C. & Brief, E. "Explaining the health gap experienced by girls and women in Canada: A social determinants of health perspective." *Sociological Research On-line*, 14(5), Retrieved from <http://www.socresonline.org.uk/14/5/9.html> <http://www.socresonline.org.uk/14/5/9.html>
- 2008 Hallgrimsdottir, H.K., Teghtsoonian, K. & Brown, D. "Public policy, caring practices and gender in health care work." *Canadian Journal of Public Health*, 99(2), 43-47.

SEAN P. HIER, Ph.D. (McMaster)

Surveillance; Moral Regulation & Moral Panic; Race & Racism; Criminology and Socio-Legal Studies

Dr. Sean Hier is currently writing The Institutionalization of Streetscape Video Surveillance in Canada (with K. Walby) and investigating the legal implications of public-private partnerships in redeployable video surveillance systems at special events

- 2011 Hier, Sean P. "Tightening the Focus: Moral Panic, Moral Regulation, and Liberal Government" *British Journal of Sociology*, 62, 3.
- 2011 Hier, Sean P., Dan Lett, Kevin Walby, and Andre Smith. "Beyond Folk Devil Resistance: Linking Moral Panic and Moral Regulation." *Criminology and Criminal Justice*, 11, 3: 259-76.
- 2011 Hier, S.P. *Moral Panic and the Politics of Anxiety*. London: Routledge. (ed.)
- 2011 Hier, S.P. & Walby, K. "Privacy pragmatism and streetscape video surveillance in Canada." *International Sociology*, 26.
- 2010 Lett, D, Hier, S.P. & Walby, K. "CCTV surveillance and the civic conversation: A study in public sociology." *Canadian Journal of Sociology*, 35, 3: 437-462.
- 2010 Hier, S.P. *Panoptic dreams: Streetscape video surveillance in Canada*. Vancouver, BC: University of British Columbia Press.

KAREN M. KOBAYASHI, Ph.D. (Simon Fraser)

Aging, Health and Illness, Ethnicity and Immigrant Status, Family Dynamics and Intergenerational Relationships, Research Methods

Dr. Kobayashi is a social gerontologist who uses a life course perspective to explore the intersections of social structural, cultural, and individual factors affecting health and aging. She believes that in order to develop a better understanding of the nexus between micro- and macro-levels of analysis in sociological theory, a mixed-method -- qualitative and quantitative -- approach to research is needed. With recent funding from the Canadian Institutes of Health Research (CIHR) and the Michael Smith Foundation for Health Research (MSFHR), her current research programs focus on the linkages between ethnicity, immigrant status, gender, class, and health in mid- to later-life Canadians.

- 2011 Fisher-Cloutier, D., Kobayashi, K., Smith, A. "The subjective dimension of social isolation: A qualitative investigation of older adults' experiences in small social support networks" *Journal of Aging Studies*, DOI information: 10.1016/j.jaging.2011.03.002
- 2011 Smith, A., Kobayashi, K., Chappell, N. & Hoxsey, D. "The controversial promises of cholinesterase inhibitors of Alzheimer's disease and related dementias: A qualitative study of caregivers' experiences" *Journal of Aging Studies*. DOI information: 10.1016/j.jaging.2011.03.002
- 2010 Kobayashi, K.M. & Funk, L. "Of the family tree: Congruence on filial obligation and its implications for social support among older parents and adult children in Japanese Canadian families." *Canadian Journal on Aging*, 29(1), 85-96.
- 2009 Funk, L. & Kobayashi, K.M. "Family responsibilities and choice: The negotiation of care between adult children and aging parents." *Canadian Review of Sociology*, 46(3), 235-252.
- 2009 Kobayashi, K.M., Cloutier-Fisher, D. & Roth, M. "The link between social isolation and health among older adults in small city and small town, British Columbia." *Journal of Aging and Health*, 21, 374-397.
- 2009 Cloutier-Fisher, D. & Kobayashi, K.M. "Exploring the linkages between place, health status and health care utilization among socially isolated older adults in Canada: Findings from the 2000-01 Canadian Community Health Survey." *Gender, Place, and Culture*, 16(2), 181-199.

MARTHA McMAHON, Ph.D. (McMaster)

Local food and farming, ecological feminism, food sovereignty, agri-food governance, women farmers, environmental sociology, motherhood, feminist methods and domestic violence.

Dr. Martha McMahon is an Associate Professor in the Department of Sociology. She completed her undergraduate degree in Economics and Sociology at the National University of Ireland, University College Dublin and her Ph.D. (Sociology) at McMaster University, Hamilton, Ontario. Her current research interests are focused on issues of food sovereignty, food security and social justice, the viability

of local agriculture, agri-food governance, ecologically sustainable agriculture and environmental sociology. She is part of a network of scholars and civil society organizations interested in exploring possibilities for alternative food system foods and new agriculture policy. She attends particularly to the contributions of feminist analysis in the study of agri-food issues. She spent 7 years as a full-time farmer in Ireland and now farms part-time as a way of keeping her research grounded.

- 2011 McMahon, M. "Standard far or fairer standards. A feminist perspective on agri-food governance." *Journal of Agriculture and Human Values*, (forthcoming).
- 2009 E. Pence & M. McMahon (2009) "A Coordinated Community Response to Domestic Violence" a re-publication of earlier article of the same name by The National Council of Juvenile and Family Court Judges in partnership with the Office on Violence Against Women for a publication entitled, **A New Direction for a Safer Tomorrow: National Conference on Supervised Visitation and Safe Exchange**, Reno, Nevada.
- 2008 Eagle, Alison, Robin Tunnicliffe, Martha McMahon and G. Cornelis van Kooten. "Farming on the urban fringe.." APRN Farm Level Policy brief. May FLP#534. <http://www.farmlevel.re.ualberta.ca>
- 2008 McMahon, M., and E. Pence,. *On Safety's Side. Protecting those Vulnerable to Violence: Challenges to notions of Neutrality in Supervised Visitation Centers*. US Dept of Justice.
- 1997 McMahon, M. "From the Ground Up: Ecofeminism & Ecological Economics." *Ecological Economics*, 20, 163-173.
- 1995 McMahon, M. *Engendering motherhood: Identity and self-transformation in women's lives*. New York, NY: Guildford Press. (Winner of 1996 American Sociological Association Book Award for distinguished scholarship on gender.)

RICHARD L. OGMUNDSON, Ph.D. (Michigan)

Stratification; political; elites

Dr. Ogmundson is interested in major concerns regarding social thought and social policy (e.g. revolution vs. reform; the role of capitalism; the consequences of previous attempts at social intervention). He believes that the best way to improve on the previous record of humanity is to examine the historical and international experiences in a careful, empirical way, and to draw the obvious pragmatic conclusions. If in doubt, social policy should be responsive to popular wishes rather than to the dictates of modern "philosopher-kings".

- 2002 Ogmundson, R.L. & Doyle, M. "The Rise and Decline of Canadian Labour/1960 to 2000: Elites, Power, Ethnicity and Gender." *Canadian Journal of Sociology* 27(3), 413-454.
- 2002 Ogmundson, R.L. "The Canadian case: Cornucopia of neglected research opportunities." *American Sociologist*, 33(1), 55-78.
- 1994 Ogmundson, R.L. & Fatels, L. "Are the Brits in decline?: A note on trends in the ethnic origins of the labour and church elites." *Canadian Ethnic Studies*, 26(1),

108-112.

- 1994 Ogmundson, R.L., & Fisher, L. "Beyond Lipset and his critics: An initial reformulation." *Canadian Review of Sociology and Anthropology*, 31(2), 196-199.
- 1992 Ogmundson, R.L. & McLaughlin, J. "Trends in the Ethnic Origins of Canadian Elites: The Decline of the Brits?" *Canadian Review of Sociology & Anthropology*, 29(2), 227-242.

MARGARET J. PENNING, Ph.D. (Alberta)

Aging, health and health care, social networks and social support, research methods

Dr. Penning is interested in the social structuring of health and health care as well as in how, within their contexts, people attempt to deal with chronic illness and disability including their use of self-care practices, informal social supports, and formal service utilization) particularly in later life. She is also a Research Affiliate of the Centre on Aging at the University of Victoria.

- 2010 Votova, K., Penning, M.J., Zheng, C., and Brackley, M.E. "Trends and Predictors of Publicly Subsidized Chiropractic Service Use among Older British Columbians in the Context of Healthcare Reform, 1991–2000." *Journal of Alternative and Complementary Medicine*, 16(9), 995-1001.
- 2009 Chappell, N.L., Penning, M.J. *Understanding Health, Health Care and Health Policy in Canada*. Toronto, ON: Oxford University Press.
- 2009 Brackley, M.E. & Penning, M.J. "Home care utilization within the year of death: trends, predictors and changes in access equity during a period of health policy reform." *Health and Social Care in the Community*, 283-294.
- 2009 Penning, M.J., Brackley, M.E., Zheng, C. & Allan, D.E. "Geography, home care, and health reform in British Columbia, 1991-2000." In D. Cloutier-Fisher, L. Foster & D. Hultsch (Eds.), *Health and Aging in British Columbia: Vulnerability and Resilience*. Canadian Western Geographical Series, Victoria: Western Geographical Press.
- 2009 Raina, P., Wolfson, C., Kirkland, S., Griffith, L., Oremus, M., Balion, C., Brazil, K., Hogan, D., Patterson, C., Payette, H., Penning, M., Riabowol, K., Shannon, H., Tuokko, H., Wister, A. "The Canadian Longitudinal Study on Aging (CLSA)" *Canadian Journal on Aging*, 28(3), 221-9.
- 2008 Penning, M. J. & Votova, K. "Health and health care: From hospital and residential care to home and community care." In S. Bolaria & HD Dickinson (Eds.), *Health, Illness and Health Care in Canada*, 4th Ed. Toronto: Harcourt.

ANDRÉ SMITH, Ph.D. (McGill)

Health and Illness, blood donation, mental health, deviance, aging, dementia

Dr. André Smith is an Assistant Professor involved with research activities in the areas of aging, mental health, deviance, blood donation, and dementia care. His research program reflects a desire to broadly understand the impact of institutional and social contextual factors in shaping illness experience. He has investigated the diagnostic categorization and regulation of chronic mentally ill patients. He has studied the diagnostic experiences of people suffering from dementia and their families and, in collaboration with Dr. Kobayashi, examined how cultural values and immigration history mediate intergenerational understandings of dementia in Japanese Canadian families. Dr. Smith is currently researching the social determinants of blood donation in Canada with colleagues in the Department of Sociology at UBC. As a member of the ELDERS research team (also at UBC), he is involved in research on the social determinants of oral health in elderly populations of Chinese and Punjabi origins. Another interest concerns the way institutional policies, regulatory environments, and organizational cultures influence care practices for persons with dementia. Finally, Dr. Smith is affiliated with the Centre on Aging, where he is involved in research on caregiver experience in the context of dementia treatment.

Forthcoming Smith, A., Fiddler, J., Walby, K., & Hier, S.P., "Blood donation and institutional trust: Risk, policy rhetoric, and the men who have sex with men lifetime deferral policy in Canada." *Canadian Review of Sociology*.

Forthcoming Smith, A., & Anaïs, S., "Diagnostic categorization and regulation of water intoxication in a psychiatric asylum." *The Journal of Deviant Behavior*.

2011 Smith, A., Kobayashi, K., Chappell, N., & Hoxsey, D. "The controversial promises of cholinesterase inhibitors for Alzheimer's disease and related dementias: A qualitative study of caregivers' experiences." *Journal of Aging Studies*. DOI information: 10.1016/j.jaging.2011.03.002.

2011 Smith, A., Matthews, R., & Fiddler, J. "Blood donation and community: Exploring the influence of social capital." *The International Journal of Social Inquiry*, 4(1), 45-63.

2011 Fisher-Cloutier, D. Kobayashi, K., & Smith, A. "The subjective dimension of social isolation: A qualitative investigation of older adults' experiences in small social support networks." *Journal of Aging Studies*. DOI information: 10.1016/j.jaging.2011.03.002

2011 Hier, S. P., Lett, D., Walby, K. & Smith, A. "Beyond folk devil resistance: Linking moral panic and moral regulation." *Criminology and Criminal Justice*, 11(3), 261-278.

PEYMAN VAHABZADEH, Ph.D. (Simon Fraser)

Classical and contemporary social theory, social movements, phenomenology, continental philosophy, epistemology and the philosophy of social sciences, exile studies, sociology of literature, Iranian Studies.

Dr. Peyman Vahabzadeh has taught sociology, political science, CSPT and humanities at SFU, UVic and Brock University (Ontario). He has been the co-guest editor of the special issue of the Journal for Cultural and Religious Theory on "Democracy, Religion, and the Politics of Fright" (2007). He has been a commentator on Iranian affairs on radio and television in Canada. His books, essays, poems, short

stories and interviews have appeared in English, Persian, Kurdish, and German

- 2011 Vahabzadeh, P. "SAKA: Iran's Grassroots Revolutionary Workers' Organisation." *Revolutionary History* 10(3), 348-359.
- 2011 Vahabzadeh, P. "Mostafa Sho'a'iyani: An Iranian Leftist Political Thinker Unlike His Peers." *Revolutionary History* 10(3), 360-375.
- 2011 Vahabzadeh, P. "Secularism and the Iranian Militant Left: Cultural Issues or Political Misconception?" *Comparative Studies of South Asia, Africa, and the Middle East* 31(1), 85-93.
- 2010 Vahabzadeh, P. *A Guerrilla Odyssey: Modernization, Secularism, Democracy, and the Fadai Discourse of National Liberation in Iran, 1971-1979*. Syracuse, NY: Syracuse University Press.
- 2009 Vahabzadeh, P. "Ultimate referentiality: Radical phenomenology and the new interpretive sociology." *Philosophy and Social Criticism* 35(4), 447-465.

KEVIN WALBY, Ph.D. (Carleton)

policing; security; punishment; surveillance; access to information; sex work

Dr. Kevin Walby is an Assistant Professor in the Department of Sociology. His research interests include policing work, national security and intelligence practices, the politics of imprisonment and punishment, camera surveillance, the administration of access to information law, and male commercial sex.

- 2011 Walby, K. and R. Lippert. "Spatial Regulation, Dispersal, and the Aesthetics of the City: Conservation Officer Policing of Homeless People in Ottawa, Canada". Forthcoming in *Antipode*
- 2011 Walby, Kevin and Mike Larsen. "Getting at the Live Archive: on Access to Information Research in Canada". Forthcoming with *Canadian Journal of Law and Society*
- 2011 Walby, Kevin and Justin Piché. "Dark Tourism and Ontario's Penal History Museums". Forthcoming in *Punishment & Society*
- 2011 Walby, K. and J. Monaghan. "Private Eyes and Public Order: Policing and Surveillance in the Suppression of Animal Rights Activists in Canada". *Social Movement Studies*, 10/1: 21-37.
- 2010 Walby, Kevin. "Interviews as Encounters: Issues of Sexuality and Reflexivity when Men Interview Men about Commercial Same Sex Relations". *Qualitative Research*, 10/6: 639-657.
- 2010 Walby, Kevin and Nicolas Carrier. "The Rise of Biocriminology: Capturing Observable Bodily Economies of 'Criminal Man'. *Criminology and Criminal Justice*, 10/3: 261-285.

ZHENG WU, Ph.D. (Western Ontario)

Dr. Zheng Wu's primary research interests are in the field of demography, particularly the issue of changing patterns of family formation and dissolution, fertility and contraception. He is also interested in the areas of medical sociology and social gerontology. His geographical areas of interests are Canada and China.

Forthcoming Zheng Wu, Christoph M. Schimmele, and Feng Hou. "Racial Diversity and Sense of Belonging in Urban Neighborhoods." *City and Community*.

Forthcoming Zuo Dongmei, Zheng Wu, and Shuzhuo Li. "Age and Intergenerational Exchange among Older Parents in Rural China." *International Journal of Social Welfare*.

Forthcoming Christoph M. Schimmele and Zheng Wu. "Cohabitation and Social Engagement." *Canadian Studies in Population*.

ZHOU, MIN, Ph.D. (Harvard)

globalization and transnational sociology, economic sociology, social network analysis, and East Asian societies

Dr. Min Zhou is an Assistant Professor in the Department of Sociology. His research interests include global market networks, institutionalization and diffusion of global norms, social power in the network of international organizations, and social change in East Asia (especially China and Japan). Currently he is working on three projects: (1) the causes and mechanisms driving global efforts to institutionalize human rights; (2) fundamental transformations of global market networks; (3) increasing involvement of civil-society actors in policy making in China and Japan.

2011 Zhou, Min. "Intensification of Geo-Cultural Homophily in Global Trade: Evidence from the Gravity Model." *Social Science Research* 40(1): 193-209.

2010 Zhou, Min. "Multidimensionality and Gravity in Global Trade, 1950-2000." *Social Forces* 88(4): 1619-1643.

Emeritus and Adjunct Professors

B. SINGH BOLARIA, Ph.D. (Washington State) (Adjunct)

Social inequality; labour migrations; immigration policy; health and illness

2003 Basran, G.S. & Bolaria, B.S. *The Sikhs in Canada: Migration, race, class, and gender*. New Delhi: Oxford University Press.

2002 Bolaria, B.S., Dickinson, H.D. (Eds.). *Health, illness and health care in Canada*. Scarborough, ON: Nelson Thomson Learning.

2000 Bolaria, B.S. (Ed.). *Social Issues and Contradictions in Canadian Society* (3rd ed.). Scarborough, ON: Nelson Thompson Learning.

THOMAS K. BURCH, Ph.D. (Princeton) (Adjunct)

Household and family demography [marriage, cohabitation, divorce, fertility, household formation, kinship]; computer modeling and theory; theory and methodology in demography.

Dr. Burch's main substantive area of research has been household and family demography, including marriage, cohabitation, divorce, kinship, household formation, and fertility. His most recent work deals with the relations between theory and computer modelling [simulation], and the search for alternatives to logical empiricism as a guiding methodology for empirical [including quantitative] research. This methodological work has led to a re-interpretation of demography as a large body of substantive theoretical models of human population dynamics.

- 2011 Burch, T. "Does demography need differential equations?" *Canadian Studies in Population* 38 [Spring-Summer 2011] 151-64.
- 2006 Burch, T. "The model-based view of science: an encouragement to interdisciplinary work" *21st Century Society* [UK] 1 [June] 39-58.
- 2003 Burch, T. "Demography in a new key: a theory of population theory" *Demographic Research* [Max Planck Institute for Demographic Research] 9 : 263-84.
- 2003 Burch, T. "Data, models, theory and reality: the structure of demographic knowledge" in Francesco C. Billari and Alexia Prskawetz [eds.] *Agent-Based Computational Demography*. Heidelberg, Physica-Verlag, pp.19-40

BARRY EDMONSTON, Ph.D. (Michigan), (Adjunct)

Internal and international migration; population distribution; human ecology; social epidemiology (especially infant and childhood mortality; nutritional surveillance

Dr. Barry Edmonston has had a long-standing interest in Canadian demographic issues. He has been an active member of the Canadian Population Society and has taken the lead to organize joint Canadian-U.S. forums at the annual meetings of professional population societies. He has been working with researchers in Alberta, British Columbia, and Nova Scotia about plans to develop and fund a research project focusing on the adaptation of immigrants settling initially in small towns and rural areas

- Forthcoming. Barry Edmonston and Eric Fong (editors), *Canada's Population Situation*. McGill-Queens University Press.
- 2010 "Measuring the Effect of Immigration on Population Growth," in Thomas Saltzmann, Barry Edmonston, and James Rayner (editors), *The Demography of Migration*. Dordrecht, The Netherlands: Springer-Verlag Publishing
- 2004 "International Migration," in Henry Shryock, Jacob Siegel, and David Swanson (editors), *The Methods and Materials of Demography*, Second Edition. New York: Academic Press, (with

Margaret Michalowski).

- 1997 James P. Smith and Barry Edmonston (editors), *The New Americans: Economic, Fiscal, and Demographic Effects of Immigration*. Washington, D.C.: National Academy Press,
- 1994 Barry Edmonston and Jeffrey S. Passel (editors), *Immigration and Ethnicity: The Integration of America's Newest Arrivals*. Washington, D.C.: The Urban Institute Press

C. DAVID GARTRELL, Ph.D. (Harvard) (Professor Emeritus)

Networks; social psychology; theory; methods and statistics; religion

Throughout most of his career, Dr. Gartrell has been interested in how people decide if they are fairly paid in the economic contexts where they work for a living. He has also done research on the nature of scientific practice in Sociology and on the relationship between social networks and social perception (especially social comparison). His approach to this work, and in his teaching, has been eclectic: he draws on a range of sociological methods and theories, as well as relevant work from other disciplines.

- 2002 Gartrell, C.D. & Gartrell, J.W. "Agricultural Innovation." In E.F. Borgatta & R.J.V. Montgomery (Eds.), *Encyclopedia of Sociology* (2nd ed.) (Vol. 1) (pp. 86-92). New York, NY: Macmillan.
- 1997 Gartrell, C.D. & Paille, B. "Wage Cuts and the Fairness of Pay in a Worker-owned Plywood Cooperative." *Social Psychology Quarterly*, 60, 103-117.
- 1996 Gartrell, C.D. & Gartrell, J.W. "Positivism in sociological practice: 1967-1990." *Canadian Review of Sociology and Anthropology*, 33, 143-158.

JAMES C. HACKLER, Ph.D. (Washington)(Adjunct)

Criminology; juvenile justice; agents of social control

Dr. Jim Hackler spent his career at the University of Alberta. His primary research interest has been comparing juvenile justice in different countries. As part of this research he has been a Fulbright Scholar to Austria, an Exchange Researcher with France, and a Visiting Professor in Sydney, Australia. He is currently specializing in writing diatribes for the Times-Colonist. His Invited Briefs on the Youth Criminal Justice Act were given to the House of Commons Committee on Justice and later to the Senate Legal and Constitutional Affairs Committee.

- 2011 Hackler, J.C. "Juvenile Justice Systems in Different Countries: What Strategies Seem to Make the System Work Better?" *International Society of Criminology*. Kobe, Japan. (Forthcoming, August 2011)
- 2011 Hackler, J.C. "Strain Theories" in E. Linden (ed.) *Criminology: A Canadian Perspective*. 7th edition. Toronto: Nelson
- 2011 Hackler, J.C., "Reducing Crime the Intelligent Way: Building Parenting Not Prisons". *Justice Report*. 26(3)
- 2010 Hackler, J.C. "Restorative Justice: Future Strategies that might improve effectiveness"

Justice Report 25(1)

- 2009 Hackler, J.C. "Justice: What can we infer from the latest research?" *Justice Report* 24(2)
- 2007 Hackler, J.C. "How to screw up at cross cultural research" Fullbrighters in Science Conference, Panama City, Panama

KEN HATT, Ph. D. (Alberta) (Adjunct)

Social organization, complex organizations, critical realism, food studies, ecosocial realism and application of the above to the ASD spectrum

Dr. Hatt's research has revolved around studies of reform and resistance to Canadian state hegemony in three waves of capitalism: the Metis following the fur trade; liberal reform and neoliberal reconstruction in Canadian criminal justice; and local, organic, traditional, and urban, small farming in an era of global trade liberalization. His perspective on these studies has developed around critical realism and the work of Gramsci and Foucault. Extending that work, Hatt works toward an ecosocial realist alternative within sociology which involves acknowledging ecological and social complexity, which includes accommodating and engaging paradox (viewed as a specific formulation of power-relations). Hatt is also currently serving on the graduate faculty of the University of Catalonia (Barcelona) where he teaches a graduate online course in Trade Liberalization and Food Governance.

- 2011 Hatt, Ken. "Resilience as a Social Attractor", under submission.
- 2011 Hatt, Ken and Kierstin Hatt. "Neoliberalizing food safety and the 2008 Canadian listeriosis outbreak. *Agriculture and Human Value*. 28(3) (Currently online)
- 1996 Hatt, K. & Caputo, T. Beyond critique: Toward a post-critical criminology, in T.O'Reilly-Fleming (Ed.). *Post-Critical Criminology*. (410-435). Toronto: Prentice-Hall.

FENG HOU, Ph.D. (Western Ontario) (Adjunct)

Immigration and the second generation; socioeconomic status of racial minorities; urban residential patterns; applied quantitative methods

Dr. Feng Hou's research focuses on socioeconomic integration of immigrants and the second generation, dynamics of social diversity, neighbourhood and community contextual effects, and applied statistical techniques. He is a senior researcher with Social Analysis Division, Statistics Canada. From 1996 to 1999, he was a researcher with the Centre for Addiction and Mental Health and Assistant Professor in the Department of Psychiatry, University of Toronto.

- 2010 Hou, F. and S. Coulombe. "Earnings gap for Canadian-born visible minority groups in the public and private sectors" *Canadian Public Policy* 36(1): 29-43.
- 2009 Hou, F. and Z. Wu. "Racial diversity, minority concentration and trust in Canadian urban neighbourhoods" *Social Science Research* 38(3): 693-716.

- 2008 Hou, F. and J. Myles. "The changing role of education in the marriage market: Assortative marriage in Canada and the United States since the 1970s" *Canadian Journal of Sociology* 33(2): 337-366.
- 2007 Hou, F. "Changes in the initial destinations and re-distribution of Canada's major immigrant groups: Re-examining the role of group affinity" *International Migration Review* 41(3): 680-705.
- 2006 Hou, F. "Spatial assimilation of racial minorities in Canada's immigrant gateway cities" *Urban Studies* 43(7): 1191-1213.
- 2006 Hou, F. and L. Bourne. "The migration-immigration link in Canada's gateway cities: A comparative study of Toronto, Montreal and Vancouver." *Environment and Planning A* 38(8): 1505-1525.

MIKAEL S. JANSSON, Ph.D. (Western Ontario) (Adjunct)

Health equity; social determinants of population health; health behaviours and outcomes; barriers to health and social care; research ethics, life course transitions

Dr. Mikael Jansson is a Scientist at the Centre for Addictions Research BC (CARBC) and a member of the Human Research Ethics Board at UVic. His current research uses a combination of qualitative and quantitative approaches to understand the situation of marginalized youth, young adults and workers in low-prestige occupations. Mikael is a primary or co-investigator on research projects in Victoria, BC, Sacramento, California and Nairobi, Kenya. He is particularly interested in panel data and cross-cultural comparisons. He welcomes expression of interest from students interested in working with him at CARBC on the data from these data sets. Students can be fully funded from external sources or partially funded by these research programs.

- 2010 Stockwell, T., Reist, D., Macdonald, S., Benoit, C. & Jansson, M. "Addiction research centres and the nurturing of creativity: The Centre for Addictions Research of British Columbia, Canada." *Addiction* 105(2): 207-215.
- 2010 Jansson, M., Benoit, C., Casey, L., Phillips, R. & Burns, D. "In for the Long Haul: Knowledge translation between academic and non-profit organizations." *Qualitative Health Research*. 20(1): 131-143.
- 2009 Galambos, N.L., Albrecht, A.K. & Jansson, S.M., "Dating, sex, and substance use predict increases in adolescents' subjective age across two years." *International Journal of Behavioral Development*. 33(1), 32-41.
- 2008 Benoit, C., Jansson, M., Hallgrimsdottir, H.K. & Roth, E. "Street youth's life course transitions." *Comparative Social Research*. 25, 325-353.
- 2008 Nixon, M.K., Cloutier, P. & Jansson, S.M. "Prevalence, mental health correlates and help seeking for non-suicidal self-harm in a sample of Canadian youth." *Canadian Medical Association Journal*. 178(3), 306-312.
- 2008 Macionis, J.J., Jansson, S.M. & Benoit, C.M. *Society, the basics: Fourth Canadian edition*. Scarborough, ON: Pearson Education Canada.

SHARON LEE, Ph.D. (Princeton) (Adjunct)

Race and ethnicity (measurement, intermarriage, identity); immigration and immigrant experiences; social inequalities; applied and policy research

Dr. Sharon Lee has received research funding from U.S. organizations including the Annie E. Casey Foundation, Fulbright Foundation, National Science Foundation, and U.S. Department of Health and Human Services, and in Canada, from SSHRC and Metropolis BC. Her current research includes a three-year SSHRC-supported project comparing the socioeconomic integration of Asian immigrants and their children in Canada and the U.S., a study of national ethnic identities in Australia, Canada, and the United States, and housing transitions among immigrants in Canada. She is on the Council of the Canadian Population Society, and has served as an adviser to the U.S. Census Bureau, U.S. Department of Health and Human Services, and the Robert Wood Johnson Foundation. The U.S. Congress, U.S. Commission on Immigration Reform, U.S. Commission on Civil Rights, U.S. Social Security Administration, and National Endowment for the Arts have invited her to testify/present on immigration, race/ethnicity, and cultural diversity issues.

Forthcoming. S.M. Lee. "Ethnic Origins of the Canadian Population." Chapter in *Canada's Changing Population*, edited by B. Edmonston and E. Fong (McGill Queen's University Press).

Forthcoming. S.M. Lee. "Intermarriage Trends, Issues, and Implications for Multiracial Families and Children's Wellbeing." Chapter in *Multiethnic Families: Development, Identities, and Wellbeing*, edited by H. McCubbin (University of Hawaii Press).

2008 S.M. Lee and M. Boyd. "Marrying out: Comparing the marital and social integration of Asians in the U.S. and Canada." *Social Science Research*, 37: 311-329.

2006 S.M. Lee and B. Edmonston. "Hispanic Intermarriage, Identification, and U.S. Latino Population Change." *Social Science Quarterly*, 87(5): 1263-1279.

2006 S.M. Lee and S. Tafoya. "Rethinking U.S. census racial and ethnic categories for the 21st century." *Journal of Economic and Social Measurement*, 31: 233-252.

DOROTHY E. SMITH, Ph.D. (UC-Berkeley) (Adjunct)

Social Organization of Knowledge; Institutional Ethnography

Dr. Dorothy Smith joined the Department of Sociology in January, 1994 as an Adjunct Professor. Dr. Smith is an internationally renowned scholar whose work focuses on the application of a feminist perspective to sociology and institutional ethnography.

- 2011 Livingstone, D.W., D.E. Smith and W. Smith. *Manufacturing meltdown: reshaping steel work*. Winnipeg, MA: Fernwood Publishing.
- 2006 Smith, D. *Institutional ethnography as practice*. Lanham, MD: Rowman & Littlefield Publishers. (edited collection)
- 2005 Smith, D. *Institutional Ethnography: A sociology for people*. Lanham, MD: AltaMira Press.
- 2005 Griffith, A., & Smith, D. *Mothering for Schooling*. New York, NY: Routledge/Falmer.
- 1999 Smith, D. *Writing the Social: Critique, Theory and Investigations*. Toronto, ON: University of Toronto Press.
- 1990 Smith, D. *The Conceptual Practises of Power: A Feminist Sociology of Knowledge* Toronto, ON: University of Toronto Press.

T. RENNIE WARBURTON, Ph.D. (London School of Economics) *Professor Emeritus*

Racism and Multiculturalism; Class Relations and Ideology; Religion.

Dr. Warburton sees sociology as the study of mechanisms which create, maintain and transform relations within human societies. His critical realist perspective is derived from the analysis of capitalism, political economy, feminism and the oppression of aboriginal peoples and ethnic and racialized minorities. Together with a commitment to historical and qualitatively grounded research that is sensitive to cross-cultural differences, he has a keen interest in understanding power and possibilities for social justice and peace.

- 2007 Warburton, T. R. "Canada's multicultural policy: A critical realist narrative." In S. P. Hier, & B. Singh Bolaria (Eds.), *Race and Racism in 21st century Canada* (pp. 275-290), Peterborough, ON: Broadview Press.
- 1997 Warburton, T. R. "Status, class and the politics of Canadian Aboriginal politics." *Studies in Political Economy*, 54, 119-141.

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<http://web.uvic.ca/gradstudies/students/current.php>