

BOSTON COLLEGE



GRADUATE SCHOOL OF ARTS AND SCIENCES



SOCIOLOGY

INTRODUCTION

Social Economy and Social Justice: Gender, Race, and Class in a Global Context

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

The Master's and doctoral programs both provide a strong background in conceptual and analytical skills, and training in a wide variety of applied substantive fields. These areas include: political sociology and social movements, social change and policy planning, deviance and social control, race and ethnic relations, social psychology, community and family, social stratification, religion and society, sociology of art and popular culture, medical sociology, complex organizations and social problems of the economy.

A Brief History

The first Master's degree in sociology at Boston College was awarded in 1941. The first doctorate was awarded in 1971. Since the inception of the program, over 160 Ph.D. degrees have been awarded.

THE EMERGENCE OF THE CURRENT FOCUS OF GRADUATE EDUCATION

Prior to 1977, graduate sociology at Boston College was not identified with a distinctive focus. We were a generalist department which awarded far more Master's degrees than doctorates. Since then, the department has experienced three phases of growth. An initial focus for the graduate program, stimulated by a training grant from the National Institute of Mental Health for the study of innovative work systems, was on Social Economy and Social Policy (SESP). Throughout the 1980s new SESP subthemes and courses were created. Initial interest in the concept of worker self-management extended in a number of new directions: corporate social accountability, socio-technical systems, social investment, labor studies, industrial policy and community development.

A new phase in the history of the graduate program began in 1984 with the initiation of an independent program in social justice, with a focus on social movements, citizen

participation and mass communications. This concentration merged with the earlier SESP program to create a new entity called Social Economy and Social Justice (SESJ).

The current phase of the graduate program began in 1988. The program title was retained and a new theme adopted: "Studies in Gender, Race, and Class." In response to an awareness of the increasingly global character of contemporary society, in 2000, this theme was slightly modified to read: "Gender, Race and Class in a Global Context." This now serves as an umbrella for the current work of most faculty members. While graduate students can, of course, pursue research in all areas of sociology, both faculty and graduate student interests tend to focus on the intersection of social analysis and social change. The social justice concerns of many faculty in the department both mirror and are enriched by the concerns of our graduate student body.

Admission to Graduate Study

The department encourages superior students, regardless of their undergraduate area of specialization, to apply for admission. Application for the M.A. or Ph.D. programs for September admission should be completed and on file by January 2. Application for admission is made through the Graduate School of Arts and Sciences (<http://gsas.bc.edu>).

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

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

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

DEGREE PROGRAMS

Ph.D. Program

The Doctoral degree is completed by:

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

COURSE REQUIREMENTS

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

The required courses are:

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

SECOND-YEAR MASTER'S THESIS OR PAPER

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

A TIMETABLE FOR COMPLETING PH.D. REQUIREMENTS

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

First Year

Complete SC 710, Survey of Research Methods.

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

Second Year

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

Complete or plan to complete the residency requirement.

Enroll in SC761, Second Year Writing Seminar.

Complete Second Year Research Paper by end of Spring semester.

Third Year

Complete 18 courses by end of Spring Semester.

Complete Specialty Area Exams by the end of the summer.

Start applying for Dissertation Fellowships.

Constitute Doctoral Dissertation Committee.

Join the Dissertation Seminar.

Fourth Year

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

Continue in Dissertation Seminar.

Fifth Year/Sixth Year

Complete Doctoral Dissertation.

Complete Oral Defense of the Dissertation.

M.A. Program

The Master's degree is completed by passing ten courses and fulfilling a Master's Comprehensive requirement. The specific features of these two dimensions of the program are as follows:

THIRTY HOURS IN APPROVED COURSES

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

- ❖ A two-semester sequence in sociological theory (SC 715, SC 716)
- ❖ A one-semester course, "Survey of Research Methods" (SC 710)
- ❖ A two-semester sequence in statistics (SC 702, SC 703)

COMPREHENSIVE EXAM REQUIREMENT

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

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

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

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

- ❖ learn research skills relevant to the workplace
- ❖ train for management leadership in the coming decades
- ❖ explore the social dimensions of business
- ❖ earn two valuable degrees
- ❖ reduce cost and save time

The M.B.A./Ph.D. joint degree program is an interdisciplinary curriculum that provides social researchers with a systematic understanding of the business and workplace environment, and trains managers in social research techniques appropriate to their needs. Courses in all phases of management, social economy and research methodology are taught by distinguished faculty.

The joint-degree program saves students up to one year of course work compared to pursuing both degrees separately. Graduates are fully credentialed and qualified in both management and sociology.

Sponsored by the Carroll Graduate School of Management and the Sociology Department at Boston College, the program is also available in an M.B.A./M.A. option.

Designed to explore the points of convergence between sociology and management, and to strengthen the scope and reach of two fields which have much to offer each other, the M.B.A./Ph.D. program is part of an ongoing

dialogue between faculties and students in both disciplines at Boston College.

The program offers students a unique opportunity to be part of a nationally recognized sociology program concerned with the social dimensions of economic life and strategies for the development of new economic structures, and an M.B.A. curriculum distinguished for its strength in functional areas and its focus on developing action skills.

Program participants will draw on relevant conceptual frameworks from both areas to enrich their study of management systems, organizational development, corporate planning strategy, decision and policy making, quality of work life and labor relations. The business sector—profit and non-profit enterprises of all kinds—is a rich source of data and ideas for sociological study. Courses explore the social consequences of economic decisions and the interplay among social responsibility, community economic development, employee stock option plans and social investment.

Appropriate occupational goals for joint-degree recipients include labor relations and consulting work; research in business corporations, national trade unions, community development corporations and government; management positions in organizational development and strategic planning, personnel, social auditing, and employee ownership planning; positions of responsibility in cooperatives, alternative and non-profit enterprises; and academic careers. All of these are exciting, rewarding and expanding fields for the new century.

DEGREE REQUIREMENTS

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

For additional information about graduate study in Sociology at Boston College, please contact Professor Sarah Babb, Director of Graduate Studies (e-mail, babbbsa@bc.edu).

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

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

Separate applications to each program are required.

Other Special Programs

THE MRAP PROJECT

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

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

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

DISTINGUISHED VISITING SCHOLARS SERIES

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

THE GLOBAL JUSTICE PROJECT

The Global Justice Project is a campus-wide initiative hosted by the Sociology Department. Its aim is to combine critical scholarship with activism directed at reducing global inequality and securing the social, political and economic rights of people the world over. Each year the Global Justice Project brings a wide variety of internationally acclaimed activists, critics, labor organizers, and human rights workers to the BC campus. It also conducts intensive workshops for graduate and undergraduate students on matters pertaining to such things as sweatshop exploitation, gender inequality in economic development, war, international racism, and threats posed to democratic institutions by the global reach of powerful transnational corporations.

LEADERSHIP FOR CHANGE

Leadership for Change is a year long, twelve credit certificate program designed to promote socially responsible business practice. Leadership for Change is interdisciplinary, drawing on faculty from the Department of Sociology and the Carroll School of Management. Participants are typically managers who want to demonstrate the viability of social as well as economic "bottom lines" and to pioneer socially responsible business practices in their organizations. The curriculum covers all aspects of organizational leadership: individual competencies, group dynamics, organizational change strategies, and cultivating societal allies. Students spend half their time with classroom-based curriculum, and the other half building projects in their host organizations. Leadership for Change is especially suited to students with an on-going tie to business organizations or community groups. Its classes are held monthly on weekends throughout the academic year.

THE NATIONAL ASSOCIATION FOR WOMEN IN CATHOLIC HIGHER EDUCATION (NAWCHE)

NAWCHE was founded at Boston College in 1992 and is affiliated with the Sociology Department and Women's Studies at Boston College. It is an organization made up of faculty, administrators, staff and students from Catholic Colleges and Universities around the country. The spirit of the association is one of sisterhood and solidarity. Its objectives, from its mission statement, are to "facilitate support of one another as women; to create, organize, and disseminate work for justice for women in the academy; and to provide a forum for members to speak out on issues relevant to women in the academy, especially those issues unique to Catholic institutions. These objectives are fostered in part by sharing research on women's lives, encouraging the development of women's studies programs, and actively supporting the enhancement of the quality of professional life for women at Catholic Colleges and Universities.

MASTER OF ARTS IN TEACHING WITH A CONCENTRATION IN SOCIOLOGY

Requirements for the M.A.T. degree are listed in the Lynch Graduate School of Education Bulletin and on its website: www.bc.edu/bc_org/avp/soe. For students concentrating in Sociology, 18 credits are required within the Sociology Department, including one course in Advanced Theory. One portion of the student's M.A. comprehensive examination will be in Sociology.

FIVE-YEAR B.A./M.A. PROGRAM IN SOCIOLOGY

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

FINANCIAL AID

Tuition remission and Teaching Assistantships are available and are awarded to Ph.D. applicants competitively, on the basis of merit. Candidates accepted into the Ph.D. program are routinely provided with funding for five consecutive years. Advanced students may be eligible for Dissertation Fellowships.

ACHIEVEMENTS AND PLACEMENTS

Many of our students arrive in the department with a wealth of professional and life experience. Some have conceived very specific projects prior to entering the program, which they use their training in Sociology to complete. Two measures of the quality of graduate student work are the number of their co-authored books with faculty members and the number of their doctoral dissertations that have been published. Faculty and graduate students have collaborated on over 30 books and multiple articles. Of the doctoral dissertations completed through 2008, over 25 now appear as books.

Students have entered diverse occupations upon graduation. They hold non-academic positions in labor management relations, management, banking, city and state government, public health, police work, social law and consulting. Recent graduates embarking on academic careers have obtained positions at Harvard, Brandeis, Tulane, University of California at Santa Cruz, Clark, Marquette, Virginia Commonwealth, Stony Brook, Villanova, North Dakota, Suffolk, Wichita State, St. Lawrence, and Drake Universities; the Universities of Vermont, Hawaii, and West Virginia; and Vassar, Middlebury, Regis, Curry, Stonehill, St. Anselms, Augsburg, Assumption, and Bridgewater State Colleges.

COURSES

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

	Title	Professor
SC 507	Sociology of Mental Health and Illness	Karp
SC 510	Approaches to Mixed Methods	Hesse-Biber
SC 514	Workshop in Historical Sociology	Babb
SC 520	Gender and Society	McGuffey
SC 525	Social Gerontology	Moorman
SC 532	Images and Power	Pfohl
SC 535	Research at the Margins	Dodson
SC 540 and SC 541	Internships in Sociology	Williamson
SC 559	Economic Sociology	Babb
SC 568	Sociology of Education	Youn
SC 578	Corporate Social Responsibility	Lowry
SC 583	Postmodernity and Social Theory	Pfohl
SC 584	Sociological Roots of War	Lowry
SC 590	Carework and Inequality	Dodson
SC 591	Poor Laws to Working Poor	Dodson
SC 702	Intro to Stats/Data Analysis	Malec
SC 703	Multivariate Statistics	Williamson
SC 704	Advanced Topics/Multivariate Statistics	Sarkisian
SC 705	Advanced Statistics	Moorman, Sarkisian
SC 706	Longitudinal Data Analysis	Sarkisian
SC 707	Topics in Advanced Statistics	Sarkisian
SC 710	Advanced Research Methods	Hesse-Biber, Gray
SC 715	Classical Social Theory	Schervish, Spangler, Gray, Magubane
SC 716	Contemporary Social Theory	Pfohl, Schervish
SC 751	Quest for Social Justice	Gamson
SC 771	Understanding Consumer Society	Schor
SC 799	Readings and Research	The Department
SC 900	Teaching Apprenticeship	The Department
SC 902	Teaching Seminar	Malec, Gray, Spangler

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

FACULTY PROFILES

SARAH BABB

Associate Professor

Ph.D., Northwestern University

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

SEVERYN T. BRUYN

Professor Emeritus

Ph.D., University of Illinois

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

CHARLES DERBER

Professor

Ph.D., University of Chicago

Professor Derber's central interests are politics and social economy, globalization, the sociology of militarism and social change. His research and teaching involve a critique of individualism and class power in contemporary global capitalism and the prospects for a shift toward a more democratic and less hegemonic order. His twelve books include *Morality Wars* (Paradigm), *The Wilding of America* (St. Martins), *Corporation Nation* (St. Martins), *People Before Profit* (Picador), *The Pursuit of Attention* (Oxford); *The Nuclear Seduction* (California); *Power in the Highest Degree* (Oxford); *Hidden Power* (Berrett-Koehler), and *The New Feminized Majority* (Paradigm). His books are translated into multiple languages and have won wide international acclaim. He teaches courses on political economy, globalization, and "Peace or War."

LISA DODSON

Research Professor

Ph.D., Brandeis University

Professor Dodson's main research interests include poverty, race, single-motherhood, low-wage work & family life, and the public value of carework. She conducts field-based research and publishes -often with graduate students- on the experiences and perspectives of people working and raising families in low-income America. In the past she has presented her research findings in US Congressional hearings and recently to the US Equal Employment Opportunity Commission, arguing that parents are unable to meet basic family responsibilities when earning unsustainable wages. She is currently working on a book- *Common Cares*- revealing the shared dilemmas that middle and working class people face in the current immoral economy. Her previous book, *Don't Call Us Out of Name: The Untold Lives of Women and Girls in Poor America* examined the lives of low-income women raising children. In the 1990s-at the Radcliffe Public Policy Center, Harvard University-she studied and published on the aftermath of welfare reform.

JOHN D. DONOVAN

Professor Emeritus

Ph.D., Harvard University

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

WILLIAM A. GAMSON

Professor

Ph.D., University of Michigan

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

BRIAN J. GAREAU**Assistant Professor****Ph.D., University of California , Santa Cruz**

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

EVA M. GARROUTTE**Associate Professor****Ph.D., Princeton University**

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

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

Professor Gray offers graduate level courses in research methodology (including field work and action research), the development and dependency of third world nations and the teaching of sociology. He is also very interested in the connections between social change and business, especially the rise of a new industrial relations paradigm and the increasing emphasis on corporate social responsibility, both within the firm and in the outside community. He has conducted two studies of the

impact of higher education on the economy of Massachusetts. In addition, he served as chief consultant to a worker education project during which he collaborated with six different unions, including the United Auto Workers. Professor Gray currently works as a business consultant and serves on the faculty of Leadership for Change, an executive training program presented in association with B.C.'s Carroll School of Management. He recently co-authored (with colleagues David Karp and Lynda Lytle Holmstrom) a study of family dynamics and the college choice-making process.

JEANNE GUILLEMIN**Research Professor****Ph.D., Brandeis University**

Trained as an anthropologist, Professor Guillemin concentrates on health care policy, with a special emphasis on technology and its impact on diverse populations. A former Congressional Fellow and Fellow at the Hastings Center for Study of Ethics, she has researched and written on high technology issues, such as the rise of cesarean delivery rates and newborn intensive care, as well as the politics of epidemics, such as the 1979 anthrax outbreak in Russia.

SHARLENE NAGY HESSE-BIBER**Professor****Ph.D., University of Michigan**

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

LYNDA LYTLE HOLMSTROM**Professor****Ph.D., Brandeis University**

Professor Holmstrom's main interests lie in the areas of medical sociology, careers, the family, and gender violence. She has written widely on these subjects and regularly teaches courses on the latter two. She was among the first researchers to write about the challenges posed by two-career families. In the 1970s Professor Holmstrom (with Ann Burgess) wrote a number of books on the

victims of rape and sexual assault which had a significant impact on theory and social policy. More recently she brought her ethnographic skills to a study of the use of technology on a neonatal intensive care unit (along with Jeanne Guillemin). She has recently completed a collaboration with other departmental members on a study of family dynamics during the college application process.

DAVID A. KARP

Professor

Ph.D., New York University

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

RITCHIE LOWRY

Professor

Ph.D., University of California, Berkeley

Professor Lowry's past and continuing research and teaching interests include the use of military force and war in American foreign policy, corporate social responsibility, social problems theory and public policy, socially responsible investing, and community power structures. For many years, he has studied the increasing militarization of governmental policy and American society, including while conducting research for the department of the Army in Washington (D.C.) during the Vietnam War and the Kennedy-Johnson Administrations. He has been an active participant in the national movement to bring about a more democratic and responsive corporate sector of the economy for over 25 years and is the founder of Good Money, Inc., which maintains a website (<http://www.goodmoney.com>) for socially concerned investors, consumers, and business people. He is the author of *Good Money: A Guide to Profitable Social Investing*, *Social Problems: A Critical Analysis of Theory and Public Policy*, and *Who's Running This Town? Community Leadership and Social Change*, as well as many other monographs, articles and books.

ZINE MAGUBANE

Associate Professor

Ph.D., Harvard University

Zine Magubane's research lies in the areas of gender and sexuality, colonialism and post-colonialism, globalization, and race and class. Her work has dealt with two major geographic areas of the world, the United States and Southern Africa. Within the broader framework of the sociology of knowledge, the question of how ideology 'works' has been the thread connecting her varied research projects. Her book, *Bringing the Empire Home: Imagining Race, Gender, and Class in Britain and Colonial South Africa* (University of Chicago

Press, 2004), examines how ideologies about domination, images of the dominated and the methods of domination these ideologies and images authorize cohere into cultural systems that 'travel' across geographic space and transform over time. The book sets forth a method for analyzing the continual severing, realignment, and recombination of discourses, social groups, political interests, and structures of power in society. It also suggests a way of analyzing and better understanding the discursive processes by which knowledge concepts and identities are formed and/or given meaning.

MICHAEL A. MALEC

Associate Professor

Ph.D., Purdue University

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

C. SHAWN MCGUFFEY

Assistant Professor

Ph.D., University of Massachusetts, Amherst

C. Shawn McGuffey's research examines the social psychology of trauma, childhood and family life. His work primarily highlights how race, class, and gender both constrain and create the choices individuals and family members pursue. This approach recognizes both conflict and cohesion in inter-personal dynamics. His current research analyzes how gender and race shape parental responses to child sexual abuse. Three other ongoing projects include: (a) the social psychology of Black rape survivors; (b) a comparative study of children's active construction of Black identities; and (c) an investigation of intra-familial stratification among African-Americans. His work has been supported by the Ford Foundation and has appeared in edited volumes and journals, such as *Gender & Society*, *Social Problems*, and *Men's Lives*. He was the 2006 recipient of the Sally Hacker Award from the Sex and Gender section of the American Sociological Association for his article "Engendering Trauma: Race, Class, and Gender Reaffirmation after Child Sexual Abuse."

SARA M. MOORMAN

Assistant Professor

Ph.D., University of Wisconsin-Madison

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

STEPHEN J. PFOHL**Professor****Ph.D., The Ohio State University**

Professor Pfohl teaches and writes in the areas of social theory, cultural studies, crime and social justice, critical perspectives on deviance and social control, social psychoanalysis, women's studies and sociology of gender and the sociology of art, images and power. He has published widely on such topics as the discovery of child abuse, the social construction of psychiatric labels, historical images of deviance and social control and poststructuralist approaches to social theory and research. His most recent work involves the study of power in postmodern societies and of the impact of cybernetic forms of capitalism on sex/gender, racialized and economic hierarchies. Professor Pfohl is also a visual artist and video-maker. His mixed-media performance/lectures represent an experimental engagement with new media of sociological exchange. A former chair of the Massachusetts Governor's Juvenile Justice Advisory Committee and founding member of the activist/research group, Sit Com International, Pfohl has also served as associate editor of *Social Problems* and the *Canadian Journal of Political and Social Theory*. He was the 1991-92 president of the Society for the Study of Social Problems.

CATHERINE RIESSMAN**Research Professor****Ph.D., Columbia University**

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

LESLIE SALZINGER**Associate Professor****Ph.D., University of California at Berkeley**

Professor Salzinger is an ethnographer, specializing in the study of gender, feminist theory, economic sociology and globalization. Within those fields, her primary research and teaching interests lie in the cultural constitution of economic processes and in the creation of subjectivities within political economies. Her recent book, *Genders in Production: Making Workers in Mexico's Global Factories* (University of California Press, 2003) focuses on the formation and consequences of gendered subjectivities in transnational production on Mexico's northern border. Her current research investigates the social constitution of markets and value among peso/dollar traders in banks located in the U.S. and Mexico.

NATALIA SARKISIAN**Assistant Professor****Ph.D., University of Massachusetts, Amherst**

Natalia Sarkisian's research focuses on the effects of race, gender, and class on family experiences. Much of her work examines the differences and similarities in familial involvement by race/ethnicity and gender, and explores the structural circumstances and cultural values that may account for these differences and similarities. She also investigates the link between the help given by older adults to

their extended family members, the help received from these family members, and these older adults' employment status and characteristics. This project is funded by the Sloan Center on Aging and Work/Workplace Flexibility at Boston College. Finally, she studies the effects of marriage and parenthood on extended kin involvement, empirically assessing the notion of the nuclear family as a "greedy institution." Her recent publications examine the racial/ethnic differences in extended family integration (*Social Forces* 2007, *Journal of Marriage and Family* 2007, *Family Relations* 2006, *American Sociological Review* 2004), the relationship between marriage and extended family involvement (*Journal of Marriage and Family* 2008, *Contexts* 2006, *Journal of Marriage and Family* 2006), and the gender gap in help given to parents (*Journal of Marriage and Family* 2004).

PAUL G. SCHERVISH**Professor****Ph.D., University of Wisconsin, Madison**

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

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

Professor Schor's current research areas are consumer society, environment and sustainability, and economic sociology. Schor is the author of numerous articles and books including *The Overworked American: The Unexpected Decline of Leisure*, *The Overspent American: Upscaling, Downshifting and the New Consumer*, *The Golden Age of Capitalism: Reinterpreting the Postwar Experience* (co-edited with Stephen Marglin), *Born to Buy: The Commercialized Child and the New Consumer Culture*, *Do Americans Shop Too Much?*, *The Consumer Society Reader* (co-edited with Douglas Holt) and the forthcoming *Consumerism and Its Discontents*. In 2006 she was awarded the Leontief Prize for expanding the

frontiers of economic thought. Schor teaches courses on consumer society and political economy. She was a 1995 Guggenheim Fellow for a project on consumer spending. She is also a founding member of the Center for a New American Dream, an organization devoted to making U.S. lifestyles more sustainable.

EVE SPANGLER

Associate Professor

Ph.D., University of Massachusetts, Amherst

Professor Spangler's main interests lie in the intersecting areas of work, inequality, and health. Her current research focuses on occupational health and safety, particularly the social and psychological stresses associated with new forms of work (consulting, temping, homework). Several themes converge in the study of employee health and safety; the Left's concern with the organization of production, women's stake in controlling their lives and the public's concern with environmental health. This work, which is inherently global, also has led Professor Spangler to organize cross-national exchanges and curriculum planning in Eastern Europe and the Caribbean. Professor Spangler also participates in Leadership for Change, run jointly between the Sociology Department and the Carroll School of Management. Leadership for Change is designed to promote socially responsible business behavior. Professor Spangler's most recent interests include the role of the boycott/sanctions/divestment movement in the Israeli-Palestinian conflict. Earlier in her career, Professor Spangler's interests in inequality shaped her research on working class college students and on salaried professionals.

JOHN B. WILLIAMSON

Professor

Ph.D., Harvard University

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



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