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,

Steve Garlick
Chair
Graduate Committee

sgarlick@uvic.ca
GRADUATE COMMITTEE MEMBERSHIP
2015-2016

Dr. Steve Garlick (Chair)
Dr. William Carroll
Dr. Helga Hallgrimsdottir
Dr. Andre Smith
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 (SOCI 599) for which they will receive six units of credit. Students are required to demonstrate competence in both sociological theory (SOCI 503 or 504) and methods (both SOCI 507 and 515). In addition, students must complete at least one of the following: SOCI 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 (SOCI 598) for which they receive three units of credit. Students are required to demonstrate competence in both sociological theory (SOCI 503 or 504) and methods (SOCI 507 and 515). In addition, students must complete at least two of the following: SOCI 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 Heath
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 courses must be approved by the Graduate Advisor.

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 (CAPP)**

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. Students can access this information under ‘Grades and Records’ via ‘My Page’ on the UVic website. Any details that are not decided upon application, such as thesis/non-thesis or concentrations must be communicated during the program. Students are required to inform the Graduate Secretary of any changes or updates to their program or supervisors/committee members.

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 (2015-16)

A. Thesis Option:

A model program of study for the 2015-16 academic year will conform to the following structure:

1st Term (Fall):
A total of three courses, including SOCI 507, SOCI 515, and one of SOCI 503, CSPT 500, CSPT 501, SOCI 535, or another elective.

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

2nd Term (Spring):
A total of three courses, including SOCI 504 (if SOCI 503 was not taken in the Fall term), and any two of the following: SOCI 508, SOCI 545, SOCI 556, CSPT 500, or another 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 or May 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.

Please note that approval of the Human Research Ethics Board is required for any studies involving people (except for secondary data analyses). This includes pretests.

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.

**Be aware that theses often undergo revision and that committee members can require several weeks 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 2015-16 academic year is outlined below:

1st Term (Fall):
A total of three courses, including SOCI 507, SOCI 515, and one of SOCI 503, SOCI 535, CSPT 500, CSPT 501, or another 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 SOCI 503 was not taken in the Fall term) and one of SOCI 508, SOCI 545, SOCI 556, or CSPT 500, or another 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.

Students should have an Essay proposal approved by their committee by the end of the summer.

3rd Term (Fall):
A total of two courses, chosen from SOCI 525, 535, 545, 556, 566, 585, CSPT 500 or 501, or another 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 theory program open to students in Sociology, English, History, Environmental Studies, 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 into the graduate program in Sociology.

Participating faculty are drawn from multiple departments. In rotation, they offer seminars on themes of their choice to CSPT students. These seminars, along with the core course in Cultural, Social, and Political Thought (CSPT 501), 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 CSPT graduate courses (CSPT 500, 501 or 590). To complete the CSPT Doctoral program in Sociology, a student must complete the 33 units of requirements for an M.A. in Sociology (with a thesis in the field of CSPT), including a completion of three units of CSPT graduate courses (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. The student’s supervisor must be a member of the CSPT program, and the graduating thesis or dissertation must be on an approved topic within the field of CSPT. 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, Environmental Studies, and Political Science differ from those in Sociology.

For more information go to [http://www.uvic.ca/interdisciplinary/cspt/](http://www.uvic.ca/interdisciplinary/cspt/)
PART II. The Ph.D. Program in Sociology

The Department has a doctoral program with three broad areas of focus: (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 Candidacy 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 are required to complete 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 undergraduate or graduate level. Students deficient in theory or methods will be asked to enroll in the prerequisite courses (additional to the nine required graduate-level units) before taking the required 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, dependent on the approval of the Graduate Advisor. They are also encouraged to take the Certificate in Learning and Teaching in Higher Education (LATHE) program, which is jointly offered by Educational Psychology and Leadership Studies (EPLS), the Learning and Teaching Centre (LTC), and the Faculty of Graduate Studies (FGS).

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 CSPT 600 plus CSPT 601 or 690. In addition, such students write, as one of their comprehensive exams, a CSPT candidacy exam 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.
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 member.

SOCI 693  Units: 3.0
Ph.D. Candidacy Examinations
Students enroll 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 two weeks 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 should start in May of Year 1. The second comprehensive examination must be complete by the beginning (i.e., September) of Year 3.

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 4-5 years.

**PART III. Funding**

Funding for UVic Master’s 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 ensure continued funding. All departmental funding is contingent on maintaining satisfactory standing (B+ or better). M.A. students cannot expect continued funding after their first two years. Office space is also not guaranteed. 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 January 15th admission deadline are considered for these Fellowships. The minimum standard required for consideration is an “A-” average. 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 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 or 504, 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/programs/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://www.uvic.ca/graduatestudies/finances/financialaid/externalawards/index.php)

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 methods 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 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 Master’s thesis research in demography. The Award is currently valued at $2,525. 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 of the recipients will be made by Student Awards and Financial Aid in consultation with the executive of the Graduate Students’ Society.

*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.

*ROY E. L. WATSON GRADUATE SCHOLARSHIP* – A Scholarship of $4,000.00 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.

For more information on other donor awards available, please go to the Faculty of Graduate Studies website: [http://www.uvic.ca/graduatestudies/finances/financialaid/uvicawards/index.php](http://www.uvic.ca/graduatestudies/finances/financialaid/uvicawards/index.php) Please note that some awards students apply on their own as per the award description; others must be nominated by the student’s academic unit.

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.

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 student is assigned an appointed supervisor. This Sociology faculty member is your initial contact person, and will be helpful to you in getting oriented and planning your course of study. By the end of the second week of the first term of study, all students are required to have met with their supervisor and to have submitted a Graduate Plan of Study form to the Graduate Secretary.

The Graduate Committee tries its best to match incoming students with academic supervisors sharing similar research interests, but occasionally some pairings are less than ideal. As soon as possible and no later than April 30th of the first year of graduate work (for students who entered in Sept), your appointed supervisor and you should select a permanent supervisor (who may or may not be the appointed supervisor). In consultation with this person, MA students should form a supervisory committee by selecting at least one other faculty member from the Sociology Department. Additional members can be (but are not required to be) from outside the Department. This process should be completed by May 31st of the first year of graduate work, by which time students are required to submit an Approval of MA Supervisory Committee form to the Graduate Secretary.

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. As soon as possible, but not later than the second term after registration in SOCI 699, students are required to communicate the structure of their Supervisory Committee to the Faculty of Graduate Studies. In order to do this, the student should complete the Approval of Doctoral Supervisory Committee form and submit it to the Graduate Secretary. The formation and maintenance of a supervisory committee is the responsibility of the student and the student’s supervisor, and is a prerequisite to continuation in the program. 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 (please contact the Graduate Secretary for details of this process).

2. Evaluation of Progress

As indicated in the Calendar description, full-time Master’s students are normally expected to take two years to complete their degree. Full-time Ph.D. students are expected to take 4-5 years to complete their degree. At the end of the first year, if a 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 Graduate Committee (in consultation with the student’s supervisor), 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).
Annually (in May) all graduate students and their supervisors receive Progress Reports that detail the student’s progress to date in their program. These reports should be jointly evaluated by the student and supervisor to determine any necessary plan of action. The Graduate Committee monitors all students and in order to gauge progress, and students whose progress seems to be blocked will be asked to meet with the Graduate Advisor to draw up a plan for degree completion.

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 Board. 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](http://www.research.uvic.ca/ethics/ethicsmain.htm)).

A. Master’s Thesis

The following guidelines are recommended for preparation of theses, according to the model presented above in Part 1.6, 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 15th of the second year, a thesis proposal (average length of 20-25 pages) outlining the student's research problem (from a theoretical and methodological perspective) is approved at a meeting of his/her supervisory committee. When preparing the proposal, the student should keep in mind that multiple revisions are expected, whether these be grammatical, context, etc., and that ideally the student and his/her committee should have tentatively worked out a thesis proposal in the spring semester of the first year. After the proposal defense, a copy of the proposal along with the recommendation of the supervisory committee will be placed in the student's file. An M.A. Thesis Proposal Approval form is available from the Graduate Secretary. Please note that the Graduate Secretary maintains a file of past thesis proposals. These are available on 24-hour loan [one at a time] to provide guidance to students in understanding Departmental expectations regarding the thesis proposal.

2. **First Draft of Thesis**

   By the beginning of the Spring term 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), and the student wishes to finish the degree before the summer term, 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

The final draft of the thesis must usually be submitted to the Faculty of Graduate Studies in mid- to late-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 Graduate 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/spp/people/faculty/documents/comppthesis.pdf ). It is the responsibility of the student to assure that the thesis adheres to the rules of style listed therein.

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 electronically to the Faculty of Graduate Studies via CourseSpaces, 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 non-departmental 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.

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, that they consider it acceptable for the final examination.

For Master’s students:

For doctoral students:

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, once the examination date is chosen, the first page of the checklist is completed by the department. After the oral examination is complete, page 2 of the checklist is completed and the entire form is submitted to the Graduate Admissions and Records office within 5 working days of the examination.


After consultation with the Supervisory Committee, the Supervisor shall recommend a suitable external examiner 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 electronic copy of the thesis or dissertation in PDF format.

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


Withholding your thesis or dissertation on UVicSpace:

http://www.uvic.ca/graduatestudies/assets/docs/docs/Withholding-form.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 (Facilities, Information, Deadlines, Visa Students and Library Carrels)

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 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 listserv, 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 is currently the Academic Director of the University of Victoria Branch Statistics Canada Research Data Centre (affiliated with the BC Inter-University RDC). He frequently gives workshops in advanced quantitative methods at various locations around the world (most recently including ICPSR, Ann Arbor Michigan and GSERM, St. Gallen Switzerland). His area of methodological specialization include structural equation models, multi-level (hierarchical) models, and longitudinal data analysis. He studies civic engagement and voluntary associations, immigrant social and economic integration, social inequality, political party support and political attitudes.


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

Health equity; sex work and social rights; perceived stigma and discrimination; substance use and risk; maternity care; 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.”


Marcellus, L., MacKinnon, K., Benoit, C., Phillips, R. ‘They show up, they come back, they bring friends:’ Re-envisioning definitions of success for programs supporting pregnant and early parenting women with problematic substance use. *Qualitative Health Research* 25, 500–512.


**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 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” and is Co-Director of the SSHRC Partnership project “Mapping the Power of the Carbon-Extractive Corporate Resource Sector.”


2013  Carroll, W.K. “Whither the Transnational Capitalist Class?” Socialist Register 50: 162-88


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

Aging in Canada and cross-culturally, health & social policy, caregiving, dementia care, home care

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. Her 9th book, co-authored with Marcus Hollander, on an appropriate and cost-effective health care system of an aging society is available from Oxford University Press summer 2013.


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

Transgender, Gender and sexual variance, LGBTQI

Dr. Devor studies the social construction of gender, sex, 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 his excellence in research he was elected in 1994 to the International Academy of Sex research and in 1999 as a Fellow of the Society for the Scientific Study of Sexuality. 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 was the Dean of Graduate Studies 2002-2012.


**DONALD FETHERSON, J.D. (Alberta); Ph.D. (Hawaii)**

*Dr. Fetherston’s main interest is teaching. He has experience teaching at all levels in the education system and in a wide variety of subject areas. He is a practicing lawyer with experience in criminal law and business law. He now specializes in civil litigation. He is interested in issues involving law and society and criminology as well as health and longevity issues. His research is mainly limited to legal research for ongoing cases although he has done some writing in criminology and law and society.*

- In 1998, the Center for Youth Research had a contract for a project for the State of Hawaii concerning youthful status offenders. There are specific and well-funded programs and procedures for serious juvenile offenders as well as very young neglected children. However, there are problems of policy, jurisdiction, coordination of services, and dispositions for 13 to 16 year old non-delinquent status offenders. My part in the project was to do the literature review and complete evaluative research on various programs. The Report was completed and presented to the Center and to the State.
- In 1997, I completed a report for the Department of Human Services for the State of Hawaii’ which analyzed Federal Statutory requirements and then evaluated health services delivered to date through the Hawaii’s Health QUEST Program.
STEVE GARLICK, Ph.D. (CUNY Graduate Center)

Gender; Sexuality; Bodies; Technology & Science Studies; Critical Social Theory

Dr. Steve Garlick’s research focuses on a range of issues concerning gender (especially masculinity), sexuality, technology, and bodies. He is particularly interested in how historically specific constructions of sex, gender, and sexuality function as technologies that mediate between social formations and natural forces, 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.


GARRY C. GRAY, PH.D. (University of Toronto)

Criminology; institutional corruption; public health; behavioural ethics; regulations and compliance; organizational crime; health and safety; sociology of science; qualitative methods

Garry C. Gray is an Assistant Professor of Sociology at the University of Victoria in Canada. Previously, Gray was a Research Fellow at the Edmond J. Safra Center for Ethics at Harvard Law School (2011-2015) where he conducted research on institutional corruption and behavioral ethics inside academia. He was also a Research Fellow in the Department of Health Policy and Management at the Harvard School of Public Health from 2009- 2011 where he examined the influence of organizational culture on medical errors inside hospital settings. Gray received his PhD in Sociology from the University of Toronto in 2008 and holds a MA in Criminology from the Centre of Criminology and Sociolegal Studies, University of Toronto. He also received an Hon. BA double major in Criminology and Sociology at the University of Toronto.
2015 Reme, Silje, E., Alberto J. Caban-Martinez, Justin Young, Anna Arlinghaus, and Garry Gray. ‘A Model for Development and Delivery of a Graduate Course in Transdisciplinary Research’, Public Health Reports (Forthcoming)


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 Hallgrimsdóttir's research interests include social movements, especially labour movements, work and vulnerable populations, 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 includes the dynamics of social protest following the 2008 economic collapse in Europe, with a focus on anti-austerity politics, and she is a co-investigator in a SSHRC-funded multi-disciplinary and international partnership project concerning historical and contemporary dimensions of borders and borderlands.


2013  Hallgrimsdottir, Helga K., Benner, Bryan. ‘Knowledge is power’: risk and the moral responsibilities of the expectant mother at the turn of the twentieth century. *Health, Risk & Society*. Published online November 2013, 1-15


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

Surveillance; Moral Panic; Social Problems; Race & Racism; Policy-Making; Nonhuman serial killing and mass murder

Dr. Sean Hier is currently thinking about good (as opposed to bad) moral panics. He is aiming to explain the virtuous characteristics of a moral panic. The challenge of explaining a good moral panic has pulled Dr. Hier deep into the literatures on vulnerability, human rights, distant suffering, social obligations, and ethical responsibilities. As of July 2015, he has yet to emerge from the literature with a firm grasp on how to analytically demonstrate that a moral panic can be good. He remains hopeful that something will materialize soon.

Dr. Hier’s most recent publication will appear in the Czech Sociological Review. The paper responds to applications of the analytical framework he has developed over the past decade. He remains hopeful that someone will read it.

2013 Hier, Sean P. and Kevin Walby “Policy Mutations, Compliance Myths, and Redeployable Special Event Public Camera Surveillance in Canada.” Sociology. 48, 1:150-66


KAREN M. KOBYASHI, 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 Michael Smith Foundation for Health Research (MSFHR), the Social Sciences and Humanities Research Council (SSHRC), and the Vancouver Foundation, her current research programs focus on the linkages between ethnicity, immigration status, gender, class, health, and family relationships in mid- to later-life.


**CATHERINE KRULL, Ph.D. (Alberta)**

Migration, diasporas/transnationalisms, inequality, circuits of knowledge, gender and reproductive politics, Cuban/Latin American Studies

Dr. Krull’s research most recent project (with Jean Stubbs, University of London) addresses Cuban migrant communities outside the United States. This SSHRC funded project focuses on Cuban émigrés living in Toronto (Canada), Paris (France), Berlin (Germany), Madrid (Spain), and London (United Kingdom). The object of this research is to demonstrate that recent migratory patterns and modes of incorporation have shaped a new Cuban diaspora that differs largely from the traditional exile group in the United States. I am also examining intergenerational differences among Cuban women living on the Island in terms of social identity, strategies of resistance, community formation and participation in Cuban society. The focal point of this research is on the intersection of neighbourhood, class, gender, race and generation, within a context of understanding the national-scale events that have shaped Cuba.


2013 Krull, Catherine and Jean Stubbs. (Submitted, November 2013) “‘Not Miami’: Cubans Living in Toronto and Montreal’ In Cynthia Wright and Lana Wylie’s (Eds) ‘Other Diplomacies’: CanadA-Cuban Relations (U of T Press, 23 pp.).


MARTHA McMAHON, Ph.D. (McMaster)

Environmental sociology, local food and farming, human dimensions of climate change, ecological feminism, food sovereignty, agri-food governance, gender and agriculture, motherhood, feminist methods.

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 the human dimensions of climate change with a focus on 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. She is currently the director of the minor degree program in the human dimensions of climate change.

2014 McMahon, Martha. “Food Sovereignty or Alternative Consumer Sovereignty” in Globalization and Food Sovereignty: Global and Local Change in the New Politics of Food edited by Peter Andrée, Jeffrey Ayres, Michael J. Bosia and Marie-Josée Massicotte. Toronto: University of Toronto Press


2013 McMahon, Martha. “What food is to be kept safe and for whom: food safety governance in an unsafe food system.” LAWS, Vol. 2, no. 4: 401-427


2013 McMahon, Martha. Food Sovereignty or alternative consumer sovereignty (in press as part of U of T edited collection)


2009 E. Pence & M. McMahon “A Coordinated Community Response to Domestic Violence” a republication 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.


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

Aging, health and health care; loneliness; social support; caregiving

Dr. Penning is interested in the sociology of aging, health and health care. Within these areas, her research tends to focus on issues of social support, and informal and formal care in relation to chronic illness and disability in middle and later life, mental health and well-being, the impact of structural inequalities on health and health care, and health care restructuring and reform in the Canadian context. She is currently a principal investigator of a program of research focussing on transitions and trajectories in late life care.


2015 Wu, Z. and Penning, M.J. Immigration and loneliness in later life. *Ageing and Society,* 35(1), 64-95. DOI: 10.1017/S0144686X13000470, Published online: 07 August 2013


BRUCE RAVELLI, Ph.D. (Victoria)

Anonymous student assessment of teaching; Classical Sociological Theory; Media and Mass Communication.

Dr. Ravelli is currently completing the 3rd Edition of Exploring Sociology (with M. Webber), working with Pearson Education to develop online tools attempting to assess students’ sociological imaginations as well as organizing the department’s first International Field School scheduled for summer 2015.


ANDRÉ SMITH, Ph.D. (McGill)

Aging; dementia; health and illness; health policy; blood donation; mental illness; qualitative methodologies; social inequality

Dr. André Smith has research interests in the areas of aging and dementia, mental health, ethnicity, and blood donation. His research program reflects a desire to understand the intersectionality of health and health-related behavior and their wider socio-cultural, institutional, and familial dimensions. Dr. Smith is affiliated with the University of Victoria’s Centre on Aging and the UBC Centre for Blood Research.

Dr. Smith has studied the diagnostic experiences of individuals with dementia and their family caregivers. In collaboration with Dr. Kobayashi, he has also examined how cultural values and immigration history mediate intergenerational understandings of dementia in Japanese Canadian families. As a member of the UBC’s ELDERS research team, he has been involved in research on the social determinants of oral health in elderly populations of Chinese and Punjabi origins. His current research program examines how institutions, regulatory environments, and organizational cultures influence health care practices with a focus on: (1) the experiences of family caregivers to relatives receiving drug treatment for Alzheimer’s disease or a related dementia (with Dr. Neena Chappell and Dr. Karen Kobayashi); (2) the discourse of dementia drugs advertising; and (3) the social determinants of blood donation (with Dr. Ralph Matthews and Dr. Jay Fiddler). His articles on aging, dementia, mental health, and blood donation appear in the Journal of Aging Studies, The Journal of Deviant Behaviour, Transfusion, Dementia, and the Canadian Review of Sociology.
Dr. Smith teaches courses in qualitative research methods, mental health, and self and identity. He is available to supervise graduate students in several broadly defined areas, including health and illness, aging, mental health, qualitative research, self and identity, and interactionist sociology.


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 BBC Persian, CBC Television and radio shows in Canada. He is the author of three scholarly books in English and ten books of poetry, fiction, memoir, and literary criticism in Persian. His works have appeared in English, Persian, Kurdish, and German.

2014 Vahabzadeh, P. “Homecoming to No Home: Reflections on Samir Gandesha’s ‘Hegel’s Homecoming of Spirit’.” Contours 4 (Summer 2014)


ZHENG WU, Ph.D. (Western Ontario)

Dr. Zheng Wu’s research interests reach across numerous socio-demographic topics, with long-standing interest in family demography, health, aging, and immigration. His research general evolves using large-scale survey data and statistical methods.


**Zhou, Min, Ph.D. (Harvard)**

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

*Dr. Min Zhou is an Associate Professor in the Department of Sociology. His research interests fall under the rubric of globalization and transnational sociology. Currently he is working on three projects that cover distinct aspects of global change: (1) the causes and mechanisms driving global efforts to promote human rights and environmentalism; (2) fundamental transformations of global market networks; (3) increasing involvement of civil-society actors in policy making in China-Japan relations.*


Emeritus and Adjunct Professors

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

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


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.


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

Internal and international migration; population distribution; human ecology; social epidemiology

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, and served as Vice-President and President from 2008-2012.

2013 Barry Edmonston (special issue editor), Special Issue on “Lifecourse Perspectives on Immigration”, Canadian Studies in Population, 40(1-2).


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.


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. He currently writes diatribes to newspapers and speaks to groups in the community.


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
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 principal 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.


2014 Hou, F. “Keep up with the J oneses or keep on as their neighbours: Life satisfaction and income in Canadian urban neighbourhoods.” Journal of Happiness Studies DOI: 10.1007/s10902-013-9465-4


2013 Fong, E. and F. Hou. “Effects of ethnic enclosure of neighborhoods, workplace, and industrial sectors on earnings.” Social Science Research (Online published in Feb 2013)


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

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

Dr. Mikael Jansson is a Scientist at the Centre for Addictions Research BC (CARBC). His current research uses a combination of qualitative and quantitative approaches to understand the situation of marginalized youth, young adults, sex workers and workers in other low-prestige occupations. 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 quantitative and qualitative data from interviews with Sex Workers in Victoria, BC., Sacramento California, or from romantic partners of sex workers in Canada, or street involved youth in Victoria, BC. Students can be fully funded from external sources or partially funded by one of these research projects.


http://www.harmreductionjournal.com/content/6/1/5/comments#337634


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

Race and ethnicity; immigration and immigrant experiences; social inequalities; applied and policy research

Prior to joining the University of Victoria in 2006, Dr. Sharon Lee had taught sociology at the National University of Singapore (Singapore), and in the U.S. at Cornell University, University of Richmond, and Portland State University. Her research has been supported by U.S. funders including the Annie E. Casey Foundation, Fulbright Foundation, National Science Foundation, and U.S. Department of Health and Human Services, and in Canada, by SSHRC and Metropolis BC. She is the PI of a recently completed three-year SSHRC-supported project comparing the socioeconomic integration of Asian immigrants and their children in Canada and the U.S., and is Co-PI of another SSHRC-funded 3-year project on intermarriage in Canada. She is also collaborating with colleagues at McGill and University of Victoria on a project on visible minorities and health disparities in Canada. She has held elected offices in the American Sociological Association and Canadian Population Society, and 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 present on immigration, race and ethnicity, and cultural diversity issues.


**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._


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.


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