

MCMASTER UNIVERSITY
DEPARTMENT OF SOCIOLOGY
GRADUATE HANDBOOK

2011-2012

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FOREWORD

Your programme as a Sociology graduate student is affected by expectations from three main sources: School of Graduate Studies; Department of Sociology; and your particular supervisor and supervisory committee.

This Graduate Handbook is presented as a working guide to graduate students and their supervisors.

For general university rules and procedures, refer to the current School of Graduate Studies [Calendar](#). Students should be familiar with the regulations therein and note that they take precedence over all Departmental regulations.

Regulations contained in this Handbook are always subject to revision. Students are responsible for fulfilling those requirements in effect at the time they entered the programme of study for any degree. If changes occur, students can sometimes opt to follow the new regulations. It is the student's responsibility to keep informed of changes. Students should consult the departmental Graduate Advisor if there are any questions concerning these regulations or changes in them.

The most up-to-date regulations in the graduate programme, and this handbook, may be found on the Department of Sociology website (see address below). The website also provides interactive information on graduate courses, faculty research activities, and e-mail addresses for faculty, graduate students and staff. No hard copy of this information is available, since it is updated on a regular basis.

GRADUATE COMMITTEE

2011-2012

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1. OBJECTIVES

Graduate education in the Department of Sociology at McMaster University is geared to the intellectual development of sociologists, at both the M.A. and the Ph.D. levels.

The Department's major areas are:

1. Individual and Society
2. Occupations and Organizations
3. Social Inequality

These are the three areas in which the Department has had its Ph.D. programme approved and all doctoral dissertations must be written on topics that fall within these areas. However, these are broad categories, subject to considerable interpretation, flexibility and expansion. The department's minor comprehensive examination areas (B list) and faculty research interests should be consulted when deciding on thesis topics. Most theses and dissertations are written in areas closely allied to the B list areas and faculty interests. Students writing an M.A. major research paper or thesis are also urged to do their research in one of these areas, though it is possible to undertake research in other areas as long as there are faculty available in the Departmental with the necessary expertise to provide guidance.

2. SUPERVISOR AND SUPERVISORY COMMITTEE

A. Faculty Advisor/Supervisor

Prior to their arrival at McMaster, new students are assigned a faculty advisor for one term for M.A. and two terms for Ph.D. students. At the end of these periods, the advisor becomes the permanent supervisor unless the student or advisor initiates a request for a change. The assignment of advisors is initially made on the basis of compatibility of interests between student and faculty member, taking into account the supervisory load and availability of particular faculty members. Students can change supervisors (see section 2C) but they should settle on a permanent supervisor and thesis topic early in the programme. The faculty advisor/supervisor will assist the student in planning his/her programme of study and ensure that the student is progressing at a satisfactory pace.

The Department has a number of associate members. Associate members can act as advisors and supervisors for M.A. students, and, on occasion, subject to Chair's approval, for Ph.D. students. Associate members can serve as members of both M.A. and Ph.D. supervisory committees as well as comprehensive examining committees.

Advisors/supervisors play a very important role in helping to develop a graduate student's programme of study. They consult with the student in setting up the programme of study and, at the same time, ensure that standards of excellence are met. They also guide students in their completion of M.A. and Ph.D. theses. At the regularly scheduled evaluation periods, the supervisor and supervisory committee are responsible for evaluating the student's performance and making recommendations to the Department and to the School of Graduate Studies regarding the student's status.

The student-advisor/supervisor relationship rests on mutual respect and trust. The student should be able to talk freely with the advisor/supervisor about all aspects of the graduate programme. To a large extent, the advisor/supervisor is responsible for ensuring that the student moves through the various stages of the graduate programme in a timely fashion, obtaining the best possible qualifications and meeting the programme's goals. The student has a responsibility to consult with the advisor/supervisor on a regular basis about all aspects of the programme of study and research.

Specifically:

1. Students consult with the faculty advisor/supervisor about the courses to be taken in order to satisfactorily complete the programme. **Students should be aware that the Graduate Committee could require a student to complete more than the minimum number of courses required if it believes that the student lacks expertise** in areas that are particularly **important** to his/her training as a sociologist.
2. Students consult with the supervisor about the topics for the M.A. major research paper and thesis and Ph.D. dissertation. Students should develop their thesis/dissertation proposal in consultation with their supervisors and members of their supervisory committee. Normally, early drafts of the one-page abstract and proposal are submitted to the supervisor for approval, and when these are deemed satisfactory they are submitted to all members of the supervisory committee. The proposal must be approved by the supervisory committee before the student begins intensive research on the topic. In the case of the M.A. thesis and MRP, the proposal must be formally completed and approved by the end of the first term; in the Ph.D. programme, the deadline is the end of the sixth term (typically the end of the summer of the second year).
3. Students should consult with their supervisor about the selection of other members of the supervisory committee. The committee must be set up in the case of those following the M.A. thesis route by October 15 of the first term, and in the Ph.D. programme by the end of the second term. Care should be taken to select members who have the necessary expertise to provide guidance in the student's area of interest, and also with whom a good working relationship has been or can be developed. It is also important to consider whether the areas of strength of committee members are complementary and whether committee members can work effectively together in moving the research forward. In cases where there is disagreement between student and supervisor regarding the selection of committee members, the supervisor's decision (made in consultation with the Graduate Committee if necessary) is final. In agreeing to be on a supervisory committee, faculty members commit to making themselves available for committee meetings and to provide guidance informally to students when necessary.
4. Students consult with the supervisor over the choice of areas in which Ph.D. comprehensive examinations will be taken. These areas are chosen primarily on the basis of the student's interests, and with an eye to gaining a solid grounding in the subject area in which research will be undertaken for the Ph.D. dissertation.
5. Students consult with the supervisor concerning any change in status that may be desired. This includes requests for transfer to part-time status, leaves of absence, off-campus status while undertaking field research, or for extension of the time normally permitted by the School of Graduate Studies for the completion of degree requirements.
6. Students consult with the supervisor regularly while conducting their M.A. MRP, thesis or Ph.D. dissertation research. The supervisor, in consultation with the student's supervisory committee, approves all data collection instruments (e.g. questionnaires, interview guides, etc.) before these are used by students. **Following approval by the supervisor, in cases where the research involves human participants, an application (protocol) must be submitted to the McMaster Research Ethics Board.** The appropriate forms may be obtained at http://www.mcmaster.ca/ors/ethics/faculty_forms.htm . Applications must be signed by the supervisor. The Ethics Committee takes several weeks to process applications.
7. Students consult with the supervisor regularly while writing the M.A. thesis or Ph.D. dissertation. The supervisor (and usually the supervisory committee) must also approve each chapter or section of the student's thesis or dissertation as these are being written. Students will not be

allowed to proceed to the oral defence of the thesis or dissertation unless it has been approved by the supervisory committee.

8. Students should consult with the supervisor about any problem being encountered in completing the programme, including any administrative or bureaucratic difficulties that may arise.

Students should contact their faculty advisors to work out their courses and programme of study as soon as they arrive on campus.

IMPORTANT: The Administrative Assistant for the Graduate Programme must be advised of all decisions that are made *vis-à-vis* the student's programme.

B. Supervisory Committee

The supervisory committee functions in conjunction with the supervisor as an advisory and examining body for each student's work. The committee should be established as soon as possible after the student enters the programme and has worked out a potential topic for research with the supervisor. **The supervisory committee must be in place no later than October 15 for those following the M.A. thesis route, and the end of the second term for those in the doctoral programme.**

At the M.A. level a supervisory committee consists of at least three members of the faculty in the Department of Sociology. If the student is working in an area in which there is limited expertise within the department, permission can be obtained to include someone from another department within the university.

At the Ph.D. level the supervisory committee consists of at least three members, at least **two of whom must be in the Department of Sociology**. On very rare occasions, a member of the committee can be from another university within driving distance, but this requires a formal application by the supervisor to the School of Graduate Studies; the application must demonstrate that a person of comparable expertise cannot be found at McMaster and that such a person is critical for the successful completion of the thesis or dissertation. This person must be available to attend regular supervisory committee meetings.

The School of Graduate Studies requires that each student meet with her/his supervisory committee at least once every academic year; however, typically such meetings between students and their committees are more frequent. At least once every academic year, normally in the fall, after the meeting the committee is required to submit a report to the School of Graduate Studies in which each member indicates his/her assessment of the student's progress and approval of the programme of study and research set out for the following year. In that way the School of Graduate Studies maintains a record of the student's progress through the programme, and can determine whether or not the student is fulfilling the expectations of the supervisory committee as set down at previous meetings.

The faculty of the Department meet to review each student's progress twice each year, usually in November and May. At these meetings the members of the supervisory committee are frequently called upon to comment on the progress of the students they supervise.

The supervisory committee, on the appointment of the Dean of Graduate Studies, acts as the oral examining committee for the M.A. thesis defence. Likewise, for the Ph.D. dissertation, members of the supervisory committee can be appointed by the Dean of Graduate Studies to sit on the final oral examining committee (for more information see "Guide for the Preparation of Thesis", available from Graduate Studies).

C. Procedures for Appointing and Changing Advisors/Supervisors

All assignments of a faculty advisor for incoming students will be made by the faculty members of the department's Graduate Committee. The faculty advisor normally becomes the permanent supervisor by the end of the first term in the M.A. programme and by the end of the second term in the Ph.D. programme unless a request for a change is made by either the student or advisor. Such a request will be viewed as a normal part of the process of student/faculty sorting out of interests and relationships early in the programme. Changes often occur when students develop clearer ideas of their thesis and dissertation topics. Students are encouraged to meet and work with a wide variety of faculty members and to participate in the process of selecting an appropriate supervisor.

Any student wishing to change supervisors must fill out a form available from the Administrative Assistant and submit the request to the Graduate Committee, which will consider the request and **make a recommendation** at a Faculty Meeting of the Department. **Only at Faculty Meetings can permission be given for a student to change supervisors.** The Graduate Committee also requires that the change request form include the written opinions of both "old" and "new" supervisors about the proposed change. It is not unusual for students to request a supervisor other than the one first assigned to them; however, as with any other changes of supervisor, such a request must be approved by faculty at a Faculty Meeting.

If a student is dissatisfied with the decision of the Faculty Meeting concerning the change of supervisor, he/she can appeal to the Chair of the Department who may ask the faculty to reconsider the matter. If, after this has taken place, a student is still dissatisfied, the appeal can be taken directly to the Dean of Graduate Studies.

3. COURSEWORK AND GRADING SYSTEM USED AT McMASTER

There are three types of courses for which a graduate student may register. These are

- Master's Degree Requirements (M) identifies courses that count towards the Master's degree requirements (including any additional graduate requirements or undergraduate courses specified by the supervisory committee or Department Chair). A B- is required for a pass.
- Doctoral Degree Requirements (D) identifies courses that are to count towards the Doctoral Degree requirements (including any additional graduate requirements or undergraduate courses specified by the supervisory committee or Department Chair). A B- is required for a pass.
- Extra Credit Courses (EC): Extra Credit Courses are not required, but are available for those students who wish to develop a particular interest. Permission of the supervisory committee is necessary. Passing grades are B- in a graduate course and D- in an undergraduate course, although failures are not recorded (unless the failure is due to academic dishonesty). Courses designated as EC may subsequently be counted towards doctoral graduate degree requirements and the course designation changed to M or D, if approved by the School of Graduate Studies Admissions and Study Committee.

The University and the Department use a letter grade system in which the following are passing grades: A+, A, A-, B+, B, B-. **A grade below B- is considered a failure in graduate courses.** While a B- standing is sufficient to earn a degree according to School of Graduate Studies criteria, **a failure in any course normally results in the Department recommending that the student not be allowed to continue.**

DEADLINE EXPECTATIONS AND INCOMPLETES

Grade Deadlines: Students are required to submit papers for credit to their instructors no later than 10 days before the grade is due in the School of Graduate Studies. These dates are given in the Graduate Calendar. They are typically a few weeks after the end of classes.

Instructors' Design of Courses: Instructors have a responsibility to design courses in order that all requirements can normally be completed within the limits of a single term, taking into account students' overall course loads. The desire for originality and the writing of publishable papers must be weighed against excessive time spent completing course requirements. Instructors can avail themselves of various measures to ensure the meeting of grade submission deadlines. One such measure is basing the grade on regular assignments completed throughout the term. Another approach is to let a mark stand for a first draft of a major paper submitted before the end of classes if a final draft is not produced by the deadline.

Exceptional Incompletes: Incompletes will be granted **only in very unusual circumstances**. To qualify, the student must apply for an incomplete by filling out the Department of Sociology Incomplete Application Form. This must be countersigned by the instructor and must be submitted to the graduate advisor for approval. Deadlines for removal of incomplete grades are given in the Calendar. Courses still incomplete after the deadline are given a grade of F and the student is not permitted to re-register without the approval of the School of Graduate Studies Committee on Graduate Admissions and Study.

SUMMER COURSES

To provide flexibility in the scheduling of students' course work, the Department makes an effort to offer one or two graduate courses during the summer. Since many faculty are absent from campus during the summer, however, the availability of summer courses, and the particular course or courses offered, vary from year to year. In planning course work, students should check with the Graduate Chair, Administrative Assistant, and individual faculty members to learn about summer course offerings.

4. SANDWICH THESES

A sandwich thesis consists of a collection of articles, some of which have been published or are about to be published. They are often multi-authored. The student must provide a thematic introduction, and indicate her or his role in researching and writing the articles. Copyright clearance must be obtained from the publishers of the articles. This is an acceptable thesis format at McMaster. The sandwich thesis was instituted so as to allow students in fields where expectations around publishing are high the opportunity to publish without having to wait till after the thesis defence occurs. The sandwich thesis also recognizes the increasingly cooperative nature of research. Further information may be obtained in the Graduate Calendar and from the School of Graduate Studies.

5. GRADUATE STUDENT WORKSHOPS

In order to assist graduate students in their progress through the programme and also to prepare them for their future careers, the Department of Sociology offers various professional development workshops. These workshops are offered under the rubric of Sociology #724 and #725, the Doctoral Research and Professional Development Seminars. The seminars are required for all doctoral students as of Fall 2010, but many of the workshops offered as part of the seminar will be open to all graduate students in the programme. Information about these seminars will be provided through the year. The School of Graduate Studies and the Centre for Leadership in Learning also offer workshops on various topics. These are widely advertised.

6. THE M.A. PROGRAMME

The Department offers three routes to an MA. Students may elect to take a course work, major research paper (MRP) or thesis option.

The course work option requires that students complete eight courses. These courses are normally completed within twelve months. Students are advised to take the course work option if they have little background in sociology, or wish to give themselves exposure to a range of substantive areas of study in sociology. We advise students to consider the course work option seriously both because it allows for the timely completion of the MA, and for those who want to continue their studies, provides the breadth of graduate level training that is a good foundation for doctoral studies.

The MRP option requires that students complete six courses and a major research paper. These requirements are normally expected to be completed within twelve months. The MRP option gives students the opportunity to both strengthen their general training in sociology and to plan and execute a major research project. Those pursuing this option are strongly advised to have a clearly defined topic before entering the M.A. programme. In addition, a proposal of approximately five pages must be completed and approved by December 15 and a copy must be submitted (see instructions below) to the Administrative Assistant by the end of the first day of classes in January. If this requirement is not met, you will be transferred into the course work option in January.

Those students who choose the thesis option are advised that this option normally takes at least two years to complete, and sometimes longer. For those who select the thesis option, we strongly encourage you to have a clearly defined thesis topic before entering the M.A. programme. In addition, you must form a three-person supervisory committee by October 15, and subsequently develop a thesis proposal of approximately five pages. The proposal must be approved by the committee by December 15 and submitted (see instructions below) to the Administrative Assistant by the end of the first day of classes in January. If any of these requirements is not met, you will be transferred into the course work option in January.

Whatever option is chosen, all M.A. candidates will be required to demonstrate their competence in theory. There are a number of ways to meet this theory requirement. The following material should be read carefully.

A. M.A. Theory Requirement

To meet the theory requirement, all M.A. students must pass an accepted theory course (B-). If the student is awarded a grade of B+ or more, he/she will have met the theory requirement at the Ph.D. level as well should that student continue with graduate studies. In other words, in cases where students pursue a doctorate at McMaster within two years of completing the M.A. degree, the Ph.D. Theory requirement will be waived.

Courses that meet the theory requirement are *750, *751, and *757.

B. M.A. Methods Requirement

Students who pursue the thesis option are not required to meet a methods requirement. For those who select the MRP or course work option, a pass (B-) must be attained in one of the following courses: quantitative (*740), qualitative (*742), or historical methods (*743). If the student is awarded a grade of B+ or more, he/she will have met the methods requirement at the Ph.D. level as well. In other words, in cases where students pursue a doctorate at McMaster within two years of completing the M.A. degree, the corresponding Ph.D. Methods requirement will be waived.

C. M.A. Students Meeting Ph.D. Theory and Methods Requirements

It is possible for M.A. students to meet the theory and the methods requirements for the M.A. and Ph.D. programmes simultaneously. To be eligible for this process, the student must have received a grade of "B+" or better for the course and must pursue a doctorate at McMaster within two years of completing the M.A. degree.

D. M.A. COURSE WORK OPTION

1. Schedule

Table 1: M.A. Course Work Schedule (September Admission)			
	Term 1 (Sept. - Dec.)	Term 2 (Jan – April)	Term 3 (May - Aug)
Year I:	- 3 courses	- 3 courses	- 2 courses
	[Includes one theory & one methods course; options of two 600-level courses, two Sociology *730 research courses and two courses in another department]		

The course work option requires that students take eight courses (courses are one term, or four months, in length), including one course in theory (see above) and one course in methods (see above). These courses can include only two *600 level courses, two research courses (Sociology *730) and two graduate courses in another department. Students must consult with their Graduate Advisor to ensure they enrol in courses that satisfy the requirements.

NOTE: At present the Department recognizes historical, qualitative or quantitative methods as fulfilling the methods requirement for the M.A.

E. M.A. MAJOR RESEARCH PAPER (MRP) OPTION

1. Schedule

Table 2: M.A. Major Research Paper (MRP) Schedule (September Admission)			
	Term 1 (Sept. - Dec.)	Term 2 (Jan – April)	Term 3 (May - Aug)
Year I	- 3 courses - Dec 15: submit thesis proposal identify supervisor & second reader - approval required by the beginning of term 2	- MRP Option Approved - 3 courses - work on MRP begins	- May Symposium - final paper submitted by August 1
		OR Option Not Approved continue coursework option	(see Table 1)
	[Includes one theory course & one methods course; and the options of one 600-level course and one course in another department]		

The MRP option requires approval by a supervisor. Those students completing the MRP option are required to complete six courses and prepare a major research paper on a sociological topic of their choice.

Students are expected to complete six courses (courses are one term or four months in length) including one course in theory (see above) and one course in methods (see above). Choices can include only one *600 level course and one graduate course in another the department. As independent study is incorporated into this path, students may not use a research course (*730) to fill course requirements. Students must consult with their Graduate Advisors to ensure they enroll in courses that satisfy the requirements.

By the end of the first term, students will have prepared a proposal of approximately five pages (see items 2 and 3 below) . The proposal must identify a supervisor and second reader. If the MRP option is not approved by the supervisor, students will be moved into the course work stream and will continue following the schedule for that stream: three courses in term II and two over the summer.

Students complete the major research paper through the summer term. The paper is expected to be 7,500-10,000 words in length (approximately 30-40 pages). At the beginning of May, students will present their work in progress at a Departmental Symposium.

The MRP can take one of two forms. The first is a critical literature review, in which the sociological literature relevant to a topic is researched, synthesized and discussed analytically. This would ideally provide a strong foundation in the sociological literature for a future dissertation-length project. The second option is to complete a paper that includes an empirical component and would take the form of a manuscript suitable for submission to an academic journal. Such a paper would include a research question, discussion of relevant literature, analysis of qualitative, quantitative, or historical data, and a discussion of the paper's contribution to the literature. In either case, the scope of the paper should be considered carefully and discussed with the supervisor.

For students entering in the Fall semester, the MRP must be completed and submitted to the supervisor, and the second reader by August 1. It will be marked on a pass/fail basis.

2. Supervisor and Second Reader

Students taking the MRP route will normally work with their Graduate Advisor as supervisor. In cases where the topic of inquiry makes it necessary to seek out a new supervisor with greater expertise in the area, a change in supervisor should be requested. Both the supervisor and second reader will submit their assessments of the MRP by August 31. In cases of dispute, the Chair of the Graduate Committee will act as a third reader. The decision of the Chair will be binding.

3. MRP Proposal

Students following the MRP route must write a proposal of approximately five pages, submit it to their supervisor **by December 15** of their first term in the programme and have it approved by the beginning of Term 2. An electronic and hard copy of the proposal, along with the department's Proposal Approval Form must be submitted to the Administrative Assistant by the end of the first week of classes in January. The goal of the proposal is allow students to select their topic of inquiry and have it approved in sufficient time to complete the MRP. Since the MRP proposal is expected to conform in structure to M.A. and Ph.D. proposals, students may want to consult the department guidelines for writing Ph.D. dissertation proposals (section 7-G below).

F. M.A. THESIS OPTION

It is expected that most M.A. students will take the course work or MRP route. The thesis option requires approval. Those students completing the thesis option are required to complete four courses (courses are one term or four months in length) and prepare and defend a thesis.

1. Schedule

Table 2: M.A. Thesis Schedule (September Admission)			
	Term 1 (Sept. - Dec.)	Term 2 (Jan – April)	Term 3 (May - Aug)
Year I	- 3 courses - Oct 15: supervisory committee formed - Dec 15: thesis proposal submitted - approval by beginning of term 2	Thesis Option Approved - 1 course - data collection	- data collection
		OR Thesis Option Not Approved - continue coursework option (see Table 1)	
		[Includes one theory course and the options of one 600-level course and one Sociology *730 research course and one course in another department]	
Year II	- 1st draft by 7th week	- final draft by 7th week - oral defence by end of term	

Students are expected to take three courses in the first term. These courses can only include one 600 level course, except (on petition to the Graduate Committee) if the student needs to take both *6Z3 (statistics) and a substantive 600-level course. Only one course may be a research course (Sociology *730). No more than one course may be taken outside the Department of Sociology. If the thesis option is not approved, students will continue following the schedule for the course work M.A: three courses in term II and two over the summer. Students must consult with their Graduate Advisors to ensure they enrol in courses that satisfy the requirement.

By October 15 of the first term, students will form a three member thesis committee. With the committee's guidance, the student will prepare a proposal of approximately five pages (see items 2 and 3 below). Proposals must be submitted by December 15 and approved by the end of the first week of classes in January.

Approval of the proposal allows students to do preliminary data collection and preparation during the second term, and to continue researching and writing through the third term. Students always have the option of planning a more accelerated programme.

If a complete first draft of the thesis has not been submitted to the supervisory committee by the end of the fifth term, a supervisory meeting will be held by May 15 to create a timetable for completion by the end of the sixth term.

The thesis must be defended at a public oral examination in which the examining committee separately judges the quality of the thesis and the performance in the oral. Both must be rated satisfactory for the student to be recommended for graduation. A minimum of 10 days must elapse between the time the student submits the defensible copy to the Administrative Assistant and the thesis defence.

2. Supervisory Committee

In the M.A. thesis route, the supervisory committee must be set up by **October 15**. The committee must consist of three members. Normally the committee will be made up of faculty in the Department, though one member of the committee can be from another department. For further information, see the general information on supervisory committees (Section 2).

3. Thesis Proposal

Students following the M.A. thesis route must write a proposal of approximately five pages and submit the proposal to their supervisory committees **by December 15** of their first term in the programme. The proposal must also be approved by the supervisory committee before data collection begins. The proposal must be approved by the beginning of the second term. An electronic and a hard copy of the proposal and the department's Proposal Approval Form must be submitted to the Administrative Assistant by the end of the first day of classes in January. The goal of the proposal is to enable the student to focus early in the programme on the thesis and to obtain preliminary agreement on its acceptability and feasibility from a supervisory committee. Since M.A. and Ph.D. proposals are similar in structure, M.A. students may want to consult the department guidelines for writing Ph.D. dissertation proposals (section 7-H below).

F. M.A. Application to the Ph.D. Programme

M.A. students who wish to pursue their Ph.D. at McMaster will be required to submit a new admission application by the regular admission deadline of January 15th. All applications to the Ph.D. programme will be considered together by the Graduate Admissions Committee.

7. THE PH.D. PROGRAMME

A. Overview

All degree requirements must be completed within a maximum of six years of entering the Ph.D. programme. Funding will be provided only for the first four years under the condition of satisfactory progress. The schedule below is based on this funding period.

The requirements of the Ph.D. programme consist of:

- seven graduate courses beyond the M.A. These courses must:
 - (a) meet the methodology requirement (this includes the fulfilment of two methods requirements [quantitative and qualitative or historical]) (see C, below)
 - (b) meet the theory requirement (see D, below)
 - (c) include two quarter courses on professional development
 - (d) include at least two regularly scheduled 700 level courses offered by the Department in addition to those taken to meet the methodology and theory requirements
 - (e) optionally include no more than one research course (*730) (Exception: McMaster Course work M.A. students see the below section "First Year" for more details);
 - (f) optionally include no more than two graduate courses offered by another McMaster department or by a Sociology Department in another university
- other than 6Z03, no 600 level courses are permitted
- fulfilment of two methods requirements (quantitative and qualitative or historical)
- the completion of comprehensive examinations in two special areas (see G, below)
- in some cases a foreign language proficiency examination
- an approved one-page dissertation abstract

- an approved proposal for a Ph.D. dissertation; and,
- the writing and oral defence of a Ph.D. dissertation consisting of original research.

Detailed regulations for the Ph.D. are given below. Others are provided in the School of Graduate Studies Calendar. Students are responsible for familiarizing themselves with these regulations, and are subject to all regulations which were in effect at the time they entered the programme. If the regulations governing any aspect of the programme change after a student enters, the student has the option of following the previous regulations or the new regulations.

B. Schedule

Students who fail to adhere to this schedule will:

- a) provide medical documentation explaining failure to adhere to the schedule; or,
- b) appear before the faculty members of the Graduate Committee to justify the delay in their progress. An attempt will be made to devise a satisfactory resolution for any outstanding problems. Failing this,
- c) students will receive an unsatisfactory progress report. Please note that two consecutive unsatisfactory progress reports threaten the status of a student in the programme.

Table 4: Ph.D. Schedule (September Admission)			
Yearly	Supervisory Committee Meeting Report		
	OGS, SSHRC or CIHR Fellowship applications		
	Term 1 (Sept. - Dec.)	Term 2 (Jan. – April)	Term 3 (May - Aug)
Year I:	All Students: Completion of #724		
	- 3 courses	- 3 courses	-preparation for first comprehensive -dissertation abstract
	OR completion of at least 4 courses Preparation for first comprehensive		- completion of one comprehensive
Year II:	As of September 2011 All Students: Completion of #725		
	- completion of one comprehensive exam	- preparation for 2nd comprehensive exam	- completion of 2nd comprehensive by 1st month (May) - completion of dissertation proposal
	OR completion of remaining courses		
Year III:	- dissertation data collection	- dissertation data analysis	- completion of 1st draft of dissertation
Year IV:	- rewriting dissertation	- completion of final draft of dissertation	- oral defence of dissertation by 2nd month (June)

Yearly

- Supervisory Committee Meeting Report: A student must meet with his or her full committee at least once per academic year to complete a Supervisory Committee Report. Copies of the report form may be downloaded from the School of Graduate Studies website; there is a portion of the form that the student must complete and submit prior to the meeting. Two or more reports may be required if a marginal or unsatisfactory evaluation was received in a previous report or if marginal or unsatisfactory reports threaten the status of a student in the programme.
- As outlined in the offer of admission, all doctoral students must apply each year for all major external scholarships for which they are eligible. These include OGS and SSHRC or CIHR.

First Year

- By the end of their first year, doctoral students must complete six courses, or alternatively, at least four courses and one comprehensive exam. In addition, students must complete Sociology #724. **If these requirements have not been met, the student will be considered to be making unsatisfactory progress through the programme.**
- The course requirement includes satisfying the theory and methods requirements, and includes the options of taking one *730 research course, and up to two graduate course in another McMaster department or sociology department at another university. Courses at the 600 level may not be taken for doctoral credit with the exception of 6Z03.
- Doctoral students who completed their M.A. degrees by course work at McMaster will already have taken eight McMaster graduate courses. Some of these students may have already taken courses offered in Year 1. For these students greater flexibility in courses approved will be considered on a case-by-case basis by petition to the Graduate Committee.
- A supervisory committee must be set up by the end of the second term; usually this is done earlier in the context of discussions about the dissertation abstract (see below). The committee must consist of three members, though in some cases it can include four. Two members (including the supervisor) must be from the Department. One member normally is from another department. For further information, see the general information on supervisory committees at the beginning of the handbook. Please inform the Administrative Assistant of the composition of your committee.
- By the end of April of the first year, all students must complete a “Doctoral Comprehensive Examination Planner” and have it signed by their supervisor. Students who wish to change their schedule must submit a new form *at least a month* before the date of the exam previously scheduled.
- A one to two page dissertation abstract must be completed and approved by the student's supervisory committee by the end of the third term.
- For students taking six courses in their first year, in addition to Sociology #724, the third term of the first year must be spent preparing for the first comprehensive examination.
- For students taking fewer than six courses in their first year, in addition to Sociology #724, the first comprehensive exam must be taken in May of the first year.

Second Year

- By the end of the second year, all seven courses and both comprehensive exams must be completed. **If these requirements have not been met, the student will be considered to be making unsatisfactory progress through the program.**
- Area comprehensive examinations are taken in the months of October, January and May. By the end of the second year, students must successfully complete both comprehensive examinations and all seven required courses. Both comprehensives can be taken from the A list, or one may be taken from the A list and one from the B list. In any case, at least one of the comprehensives must be from the A list. Students should consult the faculty membership of each area comprehensive committee (see Appendix C).
- For students taking six courses, in addition to Sociology #724, in their first year, the first comprehensive exam must be completed in September/October of the second year in the programme. These students prepare for the second comprehensive during the rest of the first and second term, and take the exam in May of their second year in the programme. Students may elect to take their second comprehensive in January of the second year of the programme.
- Students taking at least four courses, in addition to Sociology #724, and one comprehensive exam in their first year must complete their remaining course work, including Sociology #725, and a second comprehensive exam by the end of their second year in the programme.
- The dissertation proposal must be completed and approved by the student's supervisory committee by the end of the third term of the second year, normally the summer term. An electronic and a hard copy of the proposal and the department's Proposal Approval Form must be submitted to the Administrative Assistant (see section G)
- The foreign language requirement, when necessary, should be completed during the second year (see Section E).

Third Year

- To be 'on schedule' students should enter their third year with no requirements to complete but those associated with the dissertation. Dissertation proposals must be completed and accepted before the third year has begun. **If this requirement has not been met, the student will be considered to be making unsatisfactory progress through the program.**
- The third year is spent entirely on the dissertation. Details vary with the nature of the dissertation research (e.g., quantitative research using available data, quantitative research collecting data, data collected by participant observation, theoretical), but a draft of the dissertation should be completed by the end of the third year.

Fourth Year

- The final year in the doctoral programme is spent entirely on the dissertation.
- The first term is spent rewriting the first draft of the dissertation on the basis of comments from, and meetings with, the supervisory committee.

- During the second term, the finishing touches are put on the final draft. After recommendation and approval from the student's supervisory committee, the dissertation is submitted to the School of Graduate Studies.
- Students should plan on an oral defence of their dissertation by the second month of the third term in their final year. This is normally the end of June. Oral defences are not normally scheduled during July and August. Students should allow approximately two months for the external assessor and other defence committee members to read the final draft of the dissertation before an oral defence can be held.

Off-Campus Status

Students should be aware that Ph.D. studies off-campus are not permitted except in special circumstances, and only with prior approval of the School of Graduate Studies Committee on Admissions and Study. Students who leave campus for an extended period without having a "Leave of Absence" or "Off-Campus Status" approved by Graduate Studies risk being automatically dropped from the graduate programme.

Time Limits

Financial support for Ph.D. work is normally for a maximum of four years. Under normal circumstances, the University will not allow a Ph.D. student to continue her/his studies beyond six years from the time of admission or promotion to the Ph.D. programme.

Students in their fifth or sixth year who have completed all degree requirements (i.e., course work, comprehensive examinations, an accepted proposal and all laboratory /field research) except the writing of the thesis and its defence may apply to the School of Graduate Studies for discounted tuition fees.

C. Methodology Requirements

Ph.D. candidates will be required to demonstrate competence in quantitative methods AND in either historical or qualitative methods.

Regulations re QUANTITATIVE Methods Qualification

Demonstration of competence in quantitative methods is achieved by taking Sociology *740, for which Sociology 3H06 taken as a "U course", or Sociology 6Z03 taken as a "D course", or an equivalent course taken elsewhere, is a prerequisite. The instructor for Sociology *740 in any year will determine whether the student has the necessary prerequisite, or whether he/she will be required to take Sociology 6Z03. This determination will be made by means of a one-week take-home diagnostic exam in August/September of each year. More details can be found in Appendix E.

In very rare cases, another appropriate course may be substituted by petition to the Chair of the Quantitative Methods Committee. A graduate sociological quantitative methods course passed as part of an M.A. earned at another university also may be substituted by petition to the Chair of the Quantitative Methods Committee. In either case, the petition should be accompanied by a course outline and a copy of course assignments for the course in question. Appeals regarding exemptions will be handled by the Graduate Committee.

If the grade is "B+" or better, then the student will have fulfilled the quantitative methods requirement for the Ph.D. programme. If the student receives a course grade of "B-" or "B" the student must take the course again.

Regulations re HISTORICAL and QUALITATIVE Methods Qualifications

1. To be eligible to meet the historical and qualitative methods requirements, students must first pass the designated courses. For historical methods, the relevant course is Sociology *743, while for qualitative methods, the relevant course is Sociology *742. If the grade for these courses is "B+" or better, then the student will have fulfilled the historical or qualitative methods requirement for the Ph.D. programme. If the student receives a course grade of "B-" or "B" the student must take the course again.
2. A graduate sociological historical or qualitative methods course passed as part of an M.A. earned at another university also may be substituted by petition to the Chair of the Historical or Qualitative Methods Committee. The petition should be accompanied by a course outline and a copy of course assignments for the course in question. Appeals regarding exemptions will be handled by the Graduate Committee.
3. In rare instances exemption may be considered on the basis of completion of an M.A. thesis in which a broad knowledge of and competency in the methodology is demonstrated to the satisfaction of the examining committee. The Chair of the Historical or Qualitative Methods committee will examine the thesis for exemption. Appeals regarding exemptions will be handled by the Graduate Committee.

D. Theory Requirement

To meet the theory requirement, the student must pass a designated theory course with a grade of "B+" or better. Courses that meet this theory requirement are *750, *751, and *757. If the student receives a course grade of "B-" or "B" the student will be required to take the course again.

E. Second Language Proficiency Requirement

The Department may require a Ph.D. student to demonstrate competence in a second language if his/her chosen area for study and research makes knowledge of a second language desirable.

F. Ph.D. Comprehensive Examinations

The required Ph.D. Comprehensive Examinations consist of examinations in two fields of sociology. Each exam is designed to test the student's critical and comprehensive understanding of a field of study and to demonstrate his or her ability to teach in the area. One field must be one of the three major areas of the Department, namely Occupations and Organizations, Individual and Society, or Social Inequality. The other field may be chosen from another of the three major areas or from the list of minor areas given in Appendix C. Areas must be chosen so that they do not overlap in content.

The following regulations govern area examinations:

1. Each Comprehensive Area Committee must have at least three members, one of whom is to be designated as chair. A list of members is made available to all Ph.D. students. A Comprehensive Area will be struck from the list if there are fewer than three members on that area committee.
2. Each Comprehensive Area Committee must prepare a bibliography indicating the date of preparation. The bibliography must include approximately 50 units of reading (where one unit equals one book or five articles or chapters). Particular examining committees may not revise existing lists or replace them with substitutes. To ensure equality across areas, there will be no

supplementary readings beyond the required 50 units nor may students substitute readings for the required reading.

All Area Committees must review and approve their lists at least once every four years. An Area Committee that does not review its core area bibliography and question bank every four years may be struck from the list.

3. Each Area Comprehensive Committee will develop a bank of 10 to 20 questions from which comprehensive questions normally are drawn. Each Area Committee will revise these questions at least every four years, along with the reading list. The questions will be made available to faculty and graduate students.
4. All students taking a particular Comprehensive Exam at the same time will write a common exam with questions selected by the chairs of the examining committees involved and vetted by the Chair of the Area Committee and all members of the Examining Committees involved.
5. Examining Committees must have three members. Although it is the responsibility of students to constitute these committees from among those who make up the Area Committee, it is the responsibility of the Chair of the Comprehensive Area Committee to ensure that the interests of the students to be examined are balanced by the expertise and experience of faculty members on the Area Committee. To this end, the Chair of the Area Committee must examine and approve students' choices for an examining committee. Students may not have more than the same two individual faculty members on both of their comprehensive exams.

Difficulties in satisfactorily constituting Examining Committees and specific examination questions are resolved in the first instance by the Comprehensive Area Committee, in the second instance by the Graduate Committee, and in the third instance by the Chair of the Department, subject to University guidelines for resolving disputes.

6. Supervisors may sit on one or both Group A and B Comprehensives, but may act as chair only on the Group B (or second Group A) Area Comprehensive.
7. Comprehensive examinations will normally be held in October, January, and May. Any requests for exceptions to this timing must be with due cause supported by the student's supervisor.

In unforeseen circumstances such as illness, students can petition with agreement of the Chair of the Comprehensive Committee to the Graduate Committee for alternative dates. Students must fill out the Doctoral Comprehensive Examination Planner form in order to advise the relevant committee that they are planning to take the examination several months in advance. Comprehensive exams are held on the following dates: the second Friday in October; the second Friday in January; and the first Friday in May.

For 2011-2012, comprehensive examinations will take place on the following specific dates:

Pickup October 14, 2011	Return October 28, 2011
or Pickup January 13, 2012	Return January 27, 2012
or Pickup May 4, 2012	Return May 18, 2012

8. Comprehensive Examinations consist of a two-week take-home examination. In all exams, a maximum of four questions will be grouped into two subtopics, where students have a choice of one of two questions within each subtopic. For example, some areas differentiate questions about theory versus methods, while others differentiate substantive sub-areas (like Occupations and Professions versus Work and Organizations). In all cases, questions are intended to test the student's comprehensive knowledge in the chosen field of study. The exam is not designed to be a research paper or thesis proposal. Furthermore, comprehensive examinations in different areas

should be sufficiently different from each other to ensure that students are not essentially doing the same examination twice. It is the responsibility of the chairs of both the Area Committees as a whole and the specific examination committees to minimize the overlap between both different sections within the same examination and a student's two Comprehensive examinations. Guidelines for the length of the student's answers or written work and acceptable formatting are described under item 11.

9. A portion of the examination must be invigilated. An oral examination will fulfill this requirement. **Where fewer than three examiners are present, by Senate regulation, a tape recording must be made.**
10. Students may pick their comprehensive examination questions at the Sociology Office or have them emailed by 4:00 p.m. on the pick-up date. Students may return their answers in person to the Sociology office by 3:30 p.m. on the return date or email the exam answers to their committee (copied to the Administrative Assistant) by 4:30 p.m. on the return date.
11. Format Regulations for Writing Comprehensive Examinations:
 - i. **Line Spacing** - Answers are to be **double spaced**.
 - ii. **Margins** - Answers must have a **one-inch border** on all sides. Please note that the copier cuts off 1/4 inch from the left side and the bottom.
 - iii. **Standard Fonts** - Answers must be in **12-point font** and in a typeface no smaller than Times Roman.
 - iv. **Question** - Clearly identify the question that is being answered at the **beginning** of each answer by typing in the question number. It is not necessary to retype the question as part of your answer or to attach a separate cover sheet. A copy of all of the exam questions is given to the committee with your returned answers.
 - v. **Length** - Answers are limited to 10 pages each. Footnotes and endnotes are discouraged, but if used, are to be included in the 10-page limit for each question.
 - vi. **Printing** - A dark copy is required.
 - vii. **Deadline** - Completed examinations must be handed in before 3:30 p.m. as it takes approximately 20 minutes to complete the copying and the office **closes** at 4:30 p.m. Emailed answers see point 10 above.

NOTE: FAILURE TO ADHERE TO THESE FORMAT REGULATIONS MAY RESULT IN THE EXAMINING COMMITTEE RETURNING YOUR EXAM TO YOU UNREAD.

12. Normally, no more than one month should elapse between the time the student submits a written portion of an examination and a judgment is rendered by the Examining Committee.
13. The outcome will be reported to the School of Graduate Studies as "pass with distinction", "pass", or "fail". In the event of a failure, the student will be informed in writing. Following the SGS Calendar (4.3), students will be offered a second opportunity to take the comprehensive exam. The questions for the second exam need not be the same as those given the first time. The Examining Committee must set a time limit for the completion of the exam. If the student fails the exam a second time, the Department will recommend to the Faculty Committee on Graduate Admissions and Study that the student be withdrawn from the programme.
14. Normally, students will be expected to complete coursework and comprehensives within twenty-four months after entering the Ph.D. programme.

NOTE: The Methodology Comprehensive examination is exempt from core bibliography, question bank and number of question rules. Please see the reading list for regulations governing this Comprehensive Area.

G. Format for Dissertation Proposal

Dissertation proposals should be brief, concrete, and focussed. The purpose of the proposal is to set out a plan for the dissertation research and for writing the dissertation. The proposal also functions as a kind of contract between the student and the committee. A concrete dissertation proposal, once approved, should eliminate the possibility of later conflict over the scope and nature of the dissertation. Well formulated dissertation proposals should be about 15 to 30 double-spaced pages.

While the specific format of dissertation proposals can vary, a proposal in general should include the following elements:

- A clear introductory statement of the problem to be researched. The research problem for the dissertation must represent an original contribution to sociology; the nature of this contribution should be made clear in the introductory section of the proposal. (Length suggestion: 1-2 pages.)
- A brief, critical review of the relevant theoretical and empirical literature in the specific area of the dissertation. Although students often produce literature reviews for their proposals that constitute the literature-review chapters of their dissertations, this practice is not in general desirable. The focus of the dissertation proposal should properly be on the proposed research, and the literature review should in general be substantially briefer than the review chapter of the dissertation. (Length suggestion: 5-10 pages.)
- A detailed statement of the problem to be researched, including research questions to be addressed or hypotheses to be tested. The nature of this section will depend upon the style of work of the dissertation and will, for example, generally be worked out in greater detail for a statistical study than for research employing methods of participant observation. (Length suggestion: 2-5 pages.)
- A description of the research methods to be employed in the dissertation, and the manner in which they will be employed. It is insufficient, for example, to say that a survey will be conducted (of what population?, with what questionnaire?); that data will be analysed by regression analysis (of which variables?); or that participant observation will be employed (of what group? to what end?) It is important to keep the data-collection plan realistic and within the means of the student. In quantitative research, in particular, it is often better to use existing data sources, even when these do not precisely reflect the student's interests, than to collect inadequate data of one's own. This is the most important part of the proposal, because it concretely describes the research to be undertaken. (Length suggestion: 6-12 pages.)
- Research "instruments," such as questionnaires or interview schedules, should be appended to the proposal. (These are not included in the 15-30 page guideline for length.)
- A tentative chapter outline, with chapter titles and one-sentence descriptions. (Length suggestion: 1-2 pages.)
- A tentative schedule of work, indicating when each part of the dissertation is to be completed. Be realistic. (Length suggestion: 1 page.)
- Remember that research that involves human participants requires approval by the McMaster Research Ethics Board.

An electronic and hard copy of the proposal and the department's Proposal Approval Form **must be** submitted to the Administrative Assistant.

H. Dissertation

Doctoral dissertations are normally limited to no more than 300 manuscript pages. Should a substantially greater length be required, the supervisory committee must obtain written approval from the Associate Dean of Graduate Studies prior to the submission of the thesis for the defence. (See School of Graduate Studies Calendar section 2.7.1)

General instructions regarding dissertation format and acceptable methods of reproduction can be obtained from the School of Graduate Studies website:

<http://graduate.mcmaster.ca/current-students/completing-your-degree>

When the dissertation is in its final stages (10-12 weeks prior to defence), the student begins the electronic thesis defence request programme.

<https://sgs-websvr.mcmaster.ca/TBindStudent/Login.aspx>. This programme replaces two forms: 1) the "Nomination of External Examiner" form and 2) the "Submission of a Doctoral Thesis for Examination and Identification of Date for Oral Defence."

The final dissertation must be approved by the student's supervisory committee, an external examiner from outside the university and in some cases an internal reviewer from inside the university but outside the department. The dissertation must be orally defended.

I. Oral Dissertation Defence

In this examination, the candidate will defend the dissertation and answer questions the committee finds appropriate. The Dean of Graduate Studies or his/her delegate will serve as Chair of the Examination Committee. The committee normally will consist of three members of the supervisory committee, a McMaster faculty member who is not a member of the supervisory committee and an external examiner. If the external examiner is within easy travelling distance of the university, he or she will be invited by SGS to attend. If the external examiner cannot attend, he or she will send a report which the candidate will receive after the defense. If external examiners are not able to attend, any questions they have raised will be asked by another member of the defence committee. Dissertations are public documents and cannot be classified as secret or not accessible.

J. REQUESTS FOR EXTENSION OF PERIOD OF STUDY AND/OR CHANGE OF STATUS

Graduate students should be aware that all requests for extensions beyond the normal period for completing a degree must be approved by the Graduate Admissions and Study Committee of the Graduate School. Requests for Leave of Absence, for Off-Campus Status, and for Part-Time Status also must be approved by this committee. Each case is examined on its merit and no request for extensions or change of status is automatically approved. Though the Chair of the Department is asked to make a recommendation on these requests, the final decision on these matters is made by the Graduate Admissions and Study Committee of the Faculty. This is a University committee made up of members from several departments and is chaired by the Associate Dean of Graduate Studies.

Consequently, no member of the Department of Sociology can guarantee that a student will be granted permission to change his or her status.

Graduate students should also be aware that it is their responsibility, in consultation with their supervisor, to file requests for change of status if these become necessary. The Graduate School does not automatically continue a student in the graduate programme beyond the normal period required to complete a degree.

Normally, no requests for extension beyond six years of study are approved unless there is a documented medical reason for the delay in completing the requirements. Students who have not completed the Ph.D. in SIX YEARS are "required to withdraw in good standing due to time limit". Should they subsequently complete their degree requirements, they must apply for readmission to the graduate programme. Permission will not be granted unless the Department is willing to certify that all requirements but the final oral examination have been completed. Students on withdrawn status must understand that the faculty (including their supervisors) have no obligation to work with them.

Students who withdraw or who are automatically dropped from the graduate programme of the Department will have to apply for readmission in the regular manner, and their new applications are placed in competition with those students applying to the Department for the first time.

Appendices

APPENDIX A

A: FACULTY AND INTERESTS

BUDROS, Art (Associate Professor) email: budros@mcmaster.ca

B.A. Sociology, San Jose State University, 1977
M.A. Sociology, UCLA, 1982
Ph.D. Sociology, UCLA, 1989

Sociology of Slavery; Social Movements; Social Stratification; Organizations

Current Research: three projects involving U.S. slavery: the causes of slave manumissions; the liberalization and restriction of manumission laws in the Old South; and the abolition of slavery in the North.

CAMPBELL, Lori (Associate Professor, Sociology & Health, Aging and Society; Associate Dean, Faculty of Social Sciences) email: lcampbe@mcmaster.ca

B.A. Sociology, University of Western Ontario, 1991
M.A. Sociology, University of Western Ontario, 1993
Ph.D. Family Relations and Human Development, University of Guelph 1997

Aging and Family Relationships; Men's Filial Caregiving; Family Inheritance; Sibling Ties in Middle and Later Life.

Current Research: 1) qualitative study that explores the experience and meaning of inheritance within families; 2) qualitative research on adult sons who provide care to older parents.

DAVIES, Scott (Professor, Sociology & Ontario Research Chair in Educational Achievement and At-Risk Children, Core Member of Offord Centre for Child Studies) email: daviesrs@mcmaster.ca

B.A. Sociology and Psychology, University of Toronto, 1986
M.A. Sociology, McMaster University, 1987
Ph.D. Sociology, University of Toronto, 1992
Post-Doctoral Fellowship, University of British Columbia, 1993-94

Sociology of Education; Stratification; Work and Occupations; Quantitative Methods; Professions and Organizations

Current Research: 1) emergence and impact of educational markets in the form of private schooling, home schooling, and other educational businesses; 2) competitive and stratified nature of post secondary education; 3) school achievement and inequality; 4) links between education and the criminal justice system.

DENIS, Jeffery (Assistant Professor) email: denisj@mcmaster.ca

B.A. Sociology & Psychology, University of Toronto, Trinity College, 2004
A.M. Sociology, Harvard University, 2007
Ph.D. Sociology, Harvard University, 2011

Race and Ethnic Relations, Indigenous-Settler Relations, Social Inequality and Health, Social Psychology, Cultural Sociology, Political Sociology, Social Theory, Qualitative Methods

Current Research: (1) ethnographic study of Indigenous-Settler relations in small-town Northwestern Ontario; (2) life history interviews with non-Indigenous supporters (“allies”) of Indigenous rights; (3) collaborative study of poverty and health in First Nations communities (Poverty Action Research Project); (4) evaluation of the impact of Truth and Reconciliation Commission (TRC) activities on Canadians’ awareness of and attitudes toward “Aboriginal issues”

DENTON, Margaret (Professor, Sociology & Health, Aging and Society; Director, McMaster Centre for Gerontological Studies) email: mdenton@mcmaster.ca

B.A. Psychology, McMaster University, 1970
M.A. Sociology, McMaster University, 1976
Ph.D. Sociology, McMaster University, 1984

Sociology of Aging -- Formal Caregiving, Health and Aging, Community Health and Social Services, Long-Term Care, Supportive Housing, Retirement and Income Inequality, Gender Differences; Research Methodology -- Applied Social Research, Survey Research, Quantitative Research Methods.

Current Research: 1) co-investigator: Social and Economic Dimensions of an Aging Population research project; 2) access to community based services for seniors and continues her research on gender differences in health.

FETNER, Tina (Associate Professor) email: tina.fetner@mcmaster.ca

B.A. Economics, University of California, Santa Cruz, 1990
M.A. Sociology, New York University, 1996
Ph.D. Sociology, New York University, 2001

Gender; Sexualities; Social Movements; Youth and Youth Cultures; Comparative Historical Sociology; Political Sociology

Current Research: 1) Gay-Straight Alliances in high schools, focusing on the role that friendships between gay and straight youth play in the formation and life of these groups; 2) attitudes toward homosexuality in Canada and the United States, and the changes in people's opinions over the last 20 years.

FOX, John (Professor & Chair, Graduate Committee; Chair, Senator William McMaster) email: jfox@mcmaster.ca

B.A. Sociology, City College of New York, 1968
A.M. Sociology, University of Michigan, 1971
Ph.D. Sociology, University of Michigan, 1972

Social Statistics and Research Methods; Computer Applications and Statistical Software; Political Economy and Social Inequality; Social Psychology

Current Research: 1) "An R Companion to Applied Regression, Second Edition" (with Sanford Weisbeg); 2) contributions to the R Project in Statistical Computing, including in the areas of structural-equation modeling, graphical interfaces, and graphical displays; 3) graphical summaries of statistical models; 4) optimal generalized methods for testing nested linear hypotheses (with Georges Monette); 5) research on eating disorders (with Caroline Davis).

GILLETT, James (Associate Professor, Sociology & Chair, Health, Aging and Society) email: gillett@mcmaster.ca

B.A. Sociology/English, University of Calgary, 1990
M.A. Sociology, McMaster University, 1992
Ph.D. Sociology, McMaster University, 1999

Sociology of the Media; Sociology of Health and Illness; Sociology of Sport.

Current Research: 1) life writing by professionals through Internet weblogs; 2) the role of HIV primary care professionals; 3) the history of sport horse cultures.

HEATH, Melanie (Assistant Professor) email: mheath@mcmaster.ca

B.A. Philosophy, University of California, Berkley, 1989
M.A. Sociology, California State, Sacramento, 1999
Ph.D. Sociology, University of Southern California, 2006
Post-Doctoral Fellowship, Sociology, Rice University, 2008

Gender; Sexuality; Social Inequality; Family; Politics; Global Social Change; Religion; Culture; Qualitative Methods

Current Research: 1) Marriage promotion politics in the United States; 2) The legal and cultural challenge of same-sex relationships to monogamous marriage; 3) Comparative analysis of Canadian, French, and U.S. regulation of polygamous marriage

LEVITT, Cyril H. (Professor) Leave: Term I & II 2011-12 email: levittc@mcmaster.ca

B.A. Sociology, University of Waterloo, 1971
M.A. Sociology, University of Waterloo, 1972
Dr. Phil. Sociology, Freie Universität, Berlin, 1975
Completed Psychoanalytic Training, Toronto Institute of Psychoanalysis, 2005

European Social Theory; Sociology of Knowledge; Canadian Ethnic Relations; Psychoanalytic Perspectives on Society and Social Interaction.

Current Research: 1) influence of Ludwig Feuerbach on the thinking of Sigmund Freud; 2) translation of paper written by Feuerbach "The Mystery of Sacrifice or Man is What he Eats" (1862); 3) comparative study of Durkheim's "Elementary Forms of Religious Life" and Freud's "Totem and Taboo"; 4) preparation of a manuscript for publication written by the late Lawrence Krader on "Noesis" or thinking and knowing.

MCKERROW, Mark (Assistant Professor, Sociology) email: mckerrm@mcmaster.ca

B.Sc. Engineering, University of Guelph, 1994
M.A. Sociology, University of Guelph, 1999
Ph.D. Sociology, Cornell University, 2008

Sociology of Education; Social Inequality; Quantitative Methods

Current Research: (1) The effects of adolescents' school-related preferences and beliefs on their educational attainment; (2) Black-white differences in educational and labour-market outcomes; (3) The effects of education on labour-market outcomes.

MCLAUGHLIN, Neil (Associate Professor & Chair, Undergraduate Committee)
email: nmclaugh@mcmaster.ca

B.A. First College, Cleveland State University, 1986
M.A. History, Cleveland State University, 1987
Ph.D. Sociology, City University of New York, 1996

Sociological and Critical Theory: Sociology of Culture; Intellectuals and Knowledge; Globalization

Current Research: the public intellectual in Canada and globally, the sociology of collaborative circles in creative work, and the theory of the Frankfurt School. Currently I am working on case studies on the American literary critical Lionel Trilling, the financial speculator, philanthropist and activist George Soros and Noam Chomsky and Edward Said. I am also researching the writing of op-eds in Canadian and American newspapers, and the institutional dynamics of Canadian sociology.

MIALL, Charlene (Professor) Leave Term I email: miallce@mcmaster.ca

B.A. Psychology, University of Ottawa, 1968
M.A. Sociology, University of Calgary, 1972
Ph.D. Sociology, York University, 1984

Social Psychology; Social Construction of Knowledge; Deviance & Social Problems; Family, Sociology of Science; Environmental Sociology, Qualitative Methods.

Current Research: 1) exploring earth scientists' perspectives on global warming drawing on social constructionist research on social problems and professions; 2) examining geology as a discipline in transition and how attempts to engage in social problems work have created divisions within and between universities and professional segments making up earth sciences; 3) exploring the role of science and advocacy in social problems claims-making about global warming. This research will be of interest to sociologists studying social problems, environmental sociology, disciplinary analysis, and professions in transition.

PAWLUCH, Dorothy (Associate Professor & Chair)
email: pawluch@mcmaster.ca

B.A. Sociology, Laurentian University, 1976
M.A. Sociology, McGill University, 1978
Ph.D. Sociology, McGill University, 1989

Sociology of Health and Health Care; Deviance/Social Problems; Social Constructionism; Occupations and Professions; Social Psychology

Current Research: 1) Rhetorical power plays in social problems claims-making: Stockholm syndrome and the medicalization of opposition 2) Innocence verdicts as exoneration ceremonies.

SATZEWICH, Victor (Professor & Chair, Undergraduate Committee) Leave Term II
email: satzewic@mcmaster.ca

B.A. Sociology, University of Saskatchewan, 1982
M.A. Sociology, University of Saskatchewan, 1984
Ph.D. Sociology, University of Glasgow, 1988

Immigrants; Racialized Minorities; Ethnic Groups; First Nations; Historical and Contemporary Analysis; the Ukrainian Diaspora

Current Research: 1) (with W. Shaffir) ethnic and racial diversity in the context of Hamilton Police Services; 2) the International Union of the Save the Children Fund and the Russian Famine of 1921; 3) transnationalism and ethnic communities.

SHAFFIR, William (Professor & Associate Chair) Leave Term II email: shaffir@mcmaster.ca

B.A. Sociology, McGill University, 1968
M.A. Sociology, McGill University, 1970
Ph.D. Sociology, McGill University, 1972

Socialization and Conversion; Ethnic Relations; Religious Communities; Field Research Methods

Current Research: 1) (with V. Satzewich) how the Hamilton Police Service manages diversity both within its ranks and in its encounters with the public; 2) how the Yiddish language is prioritized in various educational and institutional settings in Canada; 3) study of defeated politicians: how they and their families are affected by defeat at the polls.

STOREY, Robert (Associate Professor, Sociology & Acting Director, Labour Studies)
email: storeyr@mcmaster.ca

B.A. Sociology, University of Toronto, 1973
M.A. Sociology, Dalhousie University, 1975
Ph.D. Sociology, University of Toronto, 1981

Political Sociology; Sociology of Work; Worker Health and Safety; Workers' Compensation; Labour History

Current Research: the occupational health and safety and injured workers' movements in Ontario from the 1950s to the present.

WHITE, Philip (Professor, Sociology & Kinesiology) email: pwhite@mcmaster.ca

B.Sc. Economics, London University, England, 1973
M.Sc. Kinesiology, University of Waterloo, 1980
Ph.D. Sociology, University of Waterloo, 1987

Sociology of Sport; Popular Culture; Sociology of Gender, Cultural Studies; Media Studies

Current Research: media representations of male and female athletes, various aspects of sport injury, and sport and masculinities. He is the co-editor, with Dr. Kevin Young, of the forthcoming second edition of Sport and Gender in Canada (Oxford University Press).

ASSOCIATE & ADJUNT MEMBERS

ARCHIBALD, Peter (Professor Emeritus) email: archbld@mcmaster.ca

B.A. Psychology, Mount Allison University, 1964
M.A. Sociology, University of British Columbia, 1966
Ph.D. Social Psychology, University of Michigan, Ann Arbor, 1971
Post-Doctoral Fellowship, Universität Bielefeld, Germany, 1972

Sociological Social Psychology; Theory; Political Economy; Labour

Current Research: 1) how workers experience and respond to economic crises, both during the 1930s and during recent recessions: restructuring, downsizing, job insecurity, "concession bargaining"; 2) the role the legitimacy of employers and workers and their unions has played relative to objective advantage or disadvantage and fear, and 3) how academic and media analysts have portrayed and explained crises, competing interests, and the responses of various parties.

ARONSON, Jane (Associate Member of Sociology; Professor & Director, School of Social Work)
email: aronsonj@mcmaster.ca

B.Sc. Social Administration, New University of Ulster, 1972
B.S.W. Social Work, McGill University, 1974
M.S.W. Social Work, McGill University, 1975
Ph.D. Community Health, University of Toronto, 1988

Women and Social Welfare: long-term care as an arena for understanding how government cuts and the managerial organization of services shift the work and costs of caring to families and poorly paid care providers and reduce elderly people's entitlement to public support; the impact of state restructuring and market-modeled organizational forms for social service workers.

Current Research: perspectives of elderly women and women with disabilities who receive care at home; market-modeled home care work; institutional structuring of social service organization and administration.

ATKINSON, Michael (Adjunct Associate Member, McMaster University; Associate Professor, Faculty of Physical Education and Health, University of Toronto) email: michael.atkinson@utoronto.ca

B.A. Sociology, University of Waterloo, 1995
M.A. Sociology, McMaster University, 1997
Ph.D. Sociology, University of Calgary, 2001

Violence; Bioethics; Masculinity; Body Modification; Sport; Physical Cultural Studies; Methodology

Current Research: constructions and embodied performances of physical culture including ethnographic analyses of men's cosmetic surgery, radical dieting, and violence and abuse in sport; environmentalism and spirituality; intersections between bodies and technology in physical activity settings; human rights movements in sport

BOURGEAULT, Ivy Lynn (Adjunct Associate Member, McMaster University; Professor, Bachelor of Health Sciences Program, University of Ottawa)
email: bourgea@mcmaster.ca; ivy.bourgeault@uottawa.ca

B.Sc. Psychology, University of Alberta, 1989
M.Sc. Community Health, University of Toronto, 1992
Ph.D. Community Health, University of Toronto, 1996

Health Professions; Health Policy; Women's Health and Health Care; Women's Work; Complementary and Alternative Medicine; Qualitative Research; Comparative Research

Current Research: 1) The migration of health care providers [physicians, nurses and midwives] into and out of Canada, the U.S., the U.K., and Australia. 2) A comparative study of work culture in hospital units in Canada and France. 3) Interprofessional, collaborative models of care in maternity, primary and mental health care in Canada and the U.S. and 4) Comparative policy analysis of prescriptive authority for optometrists, nurse practitioners, and midwives in Canada, the U.S., the U.K., Australia and New Zealand.

CAIN, Roy (Associate Member of Sociology; Professor, School of Social Work) Leave: Term III
email: cainr@mcmaster.ca

B.S.W. School of Social Work, McGill University, 1980
M.S.W. School of Social Work, McGill University, 1982
Ph.D. Sociology, McGill University, 1987

Sociology of Health and Health Care; Deviance and Social Problems

Current Research: (1) qualitative study on the experience of depression among aboriginal people living with HIV; (2) the involvement of people living with HIV in service delivery and policy making

CAIRNEY, John (Associate Member of Sociology; Associate Professor, Family Medicine & Psychiatry and Behavioural Neuroscience) email: cairnej@mcmaster.ca

B.A. Sociology, Brock University, 1993
M.A. Sociology, Queen's University, 1995
Ph.D. Sociology, University of Waterloo, 2002

Aging; Childhood Disability; Health; Psychiatric Epidemiology; Social Class

Current Research: epidemiology of mental health problems across the life span; impact of childhood psychical disability on psychosocial and physical development in children.

KNIGHT, Graham (Associate Member of Sociology; Professor & Communication Studies and Multi-Media) Leave Term I email: knightg@mcmaster.ca

B.A. Sociology, University of Kent, Canterbury, U.K., 1969
M.A. Sociology, Carleton University, 1971
Ph.D. Sociology, Carleton University, 1978

Modern Sociological Theory; Media Sociology; Political Sociology

Current Research: 1) campaign against sweatshop labour practices (final stages); 2) relationship between corporate, governmental, and activist communication strategies and media coverage of climate change.

APPENDIX B

B: GRADUATE COURSES OFFERED 2011-2012

TERM I

600 & 700 level classes Start:	Monday, September 12, 2011
Last Day to Add Courses:	Friday, September 30, 2011
Last Day to Drop Courses:	Friday, October 14, 2011
Classes end:	Monday, December 5, 2011

TERM II

700 level classes start:	Tuesday, January 3, 2012
Last Day to Add Courses:	Friday, January 27, 2012
Last Day to Drop Courses:	Friday, February 10, 2012
Classes End:	Friday, March 30, 2012
**740 ends	Monday, April 16, 2012

SUMMER

Last Day to Add Courses:	Friday, May 25, 2012
Last Day to Drop Courses:	Friday, June 15, 2012

*****COURSE SCHEDULE IS SUBJECT TO CHANGE*****

Enrolment is limited with priority given to students in the Department of Sociology. Permission of the instructor is required for all non-Sociology students. Non-Sociology students should attend the first day of the class. If academic background and space permits, a waiver form will be completed by the instructor which will permit non-Sociology students to register on Solar.

Grade Deadlines: Students are required to submit papers for credit to their instructors no later than 10 days before the grade is due at the School of Graduate Studies. These dates are given in the Graduate Calendar. They are typically a few weeks after the end of classes.

6Z03 INTRODUCTION TO SOCIAL STATISTICS

Mark McKerrow

Term I, Tuesday, 2:30 p.m. – 5:30 p.m., KTH-712

This course covers topics in statistics that are required to understand quantitative research methods used in sociology and other social sciences, and it introduces students to basic data analysis. The course attempts to develop a depth of understanding of the fundamentals of research methods that will encourage critical evaluation of methods and facilitate learning methods in the future, especially in the course Sociology 740.

TEXTS: Moore, David S. 2009. *The Basic Practice of Statistics, Fifth Edition*.

704 SOCIAL PROBLEMS
Summer, T.B.A., KTH-712

Dorothy Pawluch

This seminar traces the emergence and development of the social constructionist perspective in social problems theory. We begin with Malcolm Spector and John Kitsuse's *Constructing Social Problems* — a book described as "a watershed in the development of the contemporary sociology of social problems." We will be considering both the dissatisfaction with previous objectivist approaches and the ways in which social constructionism re-shaped the sociological study of social problems. We will also be examining critiques of social constructionism -- both those offered by those working outside of the perspective and those working within it -- and the theoretical debates it has generated.

705 SOCIOLOGY OF ORGANIZATIONS
Term II, Friday, 11:30 a.m. – 2:30 p.m., KTH-712

Tina Fetner

This course surveys the development of modern organizations and organizational analysis. This includes both profit-driven firms, as well as other forms of complex organizations such as the state, social movements, and families. Basic questions in this field include: how do organizations work? why do they fail? how should organizations be managed? how do organizations relate to other parts of the social structure and culture? This course will cover organizations theory and consider the applied aspects of organizations in the social world.

713 SOCIAL INEQUALITY
Term I, Friday, 11:30 a.m. – 2:30 p.m., KTH-712

Tina Fetner

The study of inequality has been at the core of sociology since its inception—in fact, we trace this scholarship back before sociology was a discipline. Stratification, which indicates that society is divided into unequal groups, has received much attention, as has the concept, social inequality, which suggests that there is more than one axis upon which society is divided. Sociologists are concerned not only with describing these social divisions, but with explaining the mechanisms through which inequalities are produced, maintained and reproduced. Scholars in this field use a diverse range of methodologies and theories.

Although this topic is far too broad to cover comprehensively in one semester, this course will provide its participants with an overview of the theoretical and empirical developments in this body of scholarly work. We will focus first on theories that seek to explain inequality and debates about how to conceptualize and measure inequality. We will then turn to a handful of social processes and institutions that have been shown to produce inequality. As most of the work in this field has limited its focus to inequality within a society or nation-state, the bulk of the course presents material from this point of view. However, we end the course with a discussion of global inequality, which has brought a new set of questions to this discussion.

716 SOCIOLOGY OF EDUCATION
Term II, Wednesday, 8:30 a.m. – 11:30 a.m., KTH-712

Scott Davies

This will be a state of the art course in the Sociology of Education as practiced in English-speaking countries. Education is one of the core institutions in modern society, and is central to any discussions of changing economies, forms of inequality, and social organization. The focus of this course will be on the relationships between forms of institutionalized schooling in western nations over the past century. We will start by exploring the history of the area, including its major theoretical and empirical traditions, and will then update these concerns by examining the crucial trends of the past 20 years. The latter section of the course will examine topical currents that are changing the face of contemporary schooling, such as

shifting patterns of class, gender and ethnic disparities, various educational innovations beyond regular public schooling, the rise of private and for-profit schooling, new school reform movements, and transitions from school to work.

724 DOCTORAL RESEARCH AND PROFESSIONAL DEVELOPMENT I Margaret Denton
Term III, Wednesday, 11:30 a.m. – 2:30 p.m., KTH-712

This course is the first of two courses designed to support students in their progress through the PhD programme and to facilitate their transition into careers. The course introduces PhD students to faculty and their areas of research interest.

PREREQUISITE: Registration in Sociology Doctoral Programme. Required of all Doctoral students entering September 1, 2011

NOTE: This is a quarter course offered over two terms on selected dates as listed in the course outline. On Solar it will appear as term III.

725 DOCTORAL RESEARCH AND PROFESSIONAL DEVELOPMENT II Margaret Denton
Term III Wednesday, 11:30 a.m. – 2:30 p.m., KTH-712

This course is the second of two courses designed to support students in their progress through the PhD programme and facilitate their transition into careers. The course involves a series of professional development workshops on topics such as applying for scholarships, teaching in large and small classes, writing a research grant, conference presentations, writing a curriculum vitae., careers and more.

PREREQUISITE: Registration in Sociology Doctoral Programme. Required of all Doctoral students whom entered September 1, 2010

NOTE: This is a quarter course offered over two terms on selected dates as listed in the course outline. On Solar it will appear as term III.

730 SUPERVISED RESEARCH COURSE
Term I, II or S

To be undertaken with a core Sociology faculty member. Research courses undertaken with a faculty member from another department must obtain the appropriate course designation from that department.

Note: Students undertaking the MA MRP option are not permitted to register for this course.

740 STATISTICAL METHODS FOR SOCIAL RESEARCH John Fox
Term II, Monday, 12:30 p.m. – 2:30 p.m. and 3:30 p.m. -5:30 p.m.
Lab: 5:30 – 6:30 p.m., room t.b.a.

Sociology 740 is a second course in social statistics with a focus on regression analysis, linear models, and generalized linear models, such as logistic regression. Emphasis will be placed on the practical application of statistical methods, and students will have considerable opportunity to apply these methods to real data. One of the goals of the course is to introduce students to modern statistical computing, using the S language (as implemented in the open-source R software). There will be frequent (approximately weekly) ungraded homework assignments and two exams.

Texts

J. Fox, Applied Regression Analysis and Generalized Linear Models, Second Edition. Thousand Oaks CA: Sage, 2008

J. Fox and S. Weisberg, An R Companion to Applied Regression, 2nd edition. Thousand Oaks, CA: Sage, 2011

Prerequisite: Sociology 6Z3 or permission of the instructor as determined by a diagnostic exam (see Appendix E for details).

742 QUALITATIVE METHODS

William Shaffir

Term I, Tuesday, 11:30 a.m. – 2:30 p.m., KTH-712

This course introduces students to the study and use of qualitative methods. It includes an examination of some of the problems and advantages of a qualitative approach and the application of fieldwork methods. Students are expected to read and comment critically on selected materials presented in the course outline. Students will conduct a field study of a group or settings approved by the instructor and write and present an analysis of their data.

Prerequisite: Permission of the Instructor. Enrolment is limited. Priority will be given to graduate students in the Department of Sociology.

743 HISTORICAL METHODS

Vic Satzewich

Term I, Thursday, 2:30 p.m. – 5:30 p.m., KTH-712

The aim of this course is to familiarize students with the range of methodological issues associated with historical sociology. Students will learn about, and gain experience in, research design, concept formation and measurement, and the use and interpretation of various kinds of historical data (government records, oral history, documentary analysis, secondary sources). These methodological issues will be examined by looking at a number of problematics within historical sociology, which may include, and not be limited to, the historical sociology of state formation, unfree labour, moral regulation, racism, gender and the world system. Emphasis in the course will be on building expertise using different kinds of historical sources.

750 CLASSICAL SOCIOLOGICAL THEORY

Peter Archibald

Term I, Wednesday, 2:30 p.m. – 5:30 p.m., KTH-712

A relatively in-depth examination of those classical sociological theorists usually considered to have had the most influence upon the official discipline of sociology. In addition to continuing Cyril Levitt's tradition of emphasizing the original writings of Marx, Durkheim and Weber, here we also consider those of two liberal, classical political/economic theorists whose ideas early sociologists were reacting to and being influenced by (Adam Smith and Alexis deTocqueville), and Cooley and Mead, who were both influenced by sociologists before them and had a major effect on contemporary sociology. As the latter implies, the course will include not only comparisons among the substantive theory of different paradigms, but some attention to the "history of ideas" and meta-theoretical assumptions about the nature of and relationships between "the individual" and "society", structure versus agency, history, what constitutes good empirical evidence and so on.

751 CONTEMPORARY SOCIOLOGICAL THEORY

Neil McLaughlin

Term II, Tuesday, 2:30 p.m. – 5:30 p.m., KTH-712

This contemporary theory class will be organized around the themes and concepts outlined and debated throughout global sociology in the aftermath of Michael Burawoy's American Sociological Association

Presidential address on "For Public Sociology." We will discuss the theoretical approaches on knowledge production in Bourdieu, Randall Collins, Diane Vaughan and Stephan Fuchs. The central task of the class will be to critically examine the concepts of "reflexivity," "critical," and "public" in a variety of sociological thinkers including Giddens, Becks, Mills, Habermas and Dorothy Smith in order to think sociologically and theoretically about some key debates in the discipline. Students will present to the class on a leading theorist of their choice who deals with issues of reflexivity, critical or public, share in the presenting and discussing of the class readings and answer three "comprehensive type" questions on the theoretical themes of the class.

755 INDIVIDUAL AND SOCIETY

Charlene Miall

Term II, Tuesday, 8:30 a.m. – 11:30 a.m., KTH-712

The purpose of this course is to critically examine selected classical and contemporary theoretical and empirical writings in the area of Individual and Society with a primary focus on issues and debates in the interactionist tradition. Among topics to be considered will be differences in theory and method within the interactionist tradition; alternate theoretical formulations and ongoing debates in the study of the self, motivations and emotions; the study of social organization and social structure within the interactionist tradition; and narrative sociology. Throughout the course, the interplay of agency and structure in the theoretical explanations developed within this tradition will be explored.

Required Readings

Maines, David (2001) *The Faultline of Consciousness: A View of Interactionism in Sociology*. New York: Aldine deGruyter.

Prus, Robert (1996) *Symbolic Interaction and Ethnographic Research*. New York: State University of New York Press. *This text, unless otherwise indicated, is intended to provide background information on topics in the course. Students should read assigned chapters to situate and supplement readings assigned for each week.*

Evaluation

This course will be conducted as a seminar course. Students are expected to produce and submit two written seminar presentations on individually assigned readings, participate in discussion, produce a research proposal, a research paper outline, and a research paper on a selected theoretical issue or debate. Students can frame this issue or debate within a substantive area or write a purely theoretical paper.

Seminar presentations: Worth 25% each. - Students will be responsible for readings for two weeks this term and will conduct the class. Students then have two weeks following their oral presentation to submit their written presentation for evaluation.

Research paper outline: Worth 10%

Research paper: Worth 40%

759 SOCIOLOGY OF GENDER

Melanie Heath

Term II, Tuesday, 11:30 a.m. – 2:30 p.m., KTH-712

This course provides an interdisciplinary overview of the sociology of gender at the graduate level. In the first few weeks, we will tackle the fluid, hard-to-pin-down, contested meanings of the terms sex and gender that reflect a range of theories from essentialist/biological to social constructionist to poststructuralist. After establishing our bearings in the theories and methods of gender studies, this seminar will engage with provocative and contemporary empirical research that analyzes gender as a central axis of inequality, along with class, race, ethnicity, nationality, and sexuality. We will pay particular attention to the relationship between gender, sexuality and power. In thinking about the confounding domains of gender, sex, and sexuality, we will read texts in the emergent field of transgender studies that raise broad questions about the theoretical and empirical underpinnings of gender, feminist, and sexuality studies.

Thematic topics include feminist theory; feminist methods; transgressive sexual identities; masculinities; militarism; work and family relationships in the global economy; immigration; and states and social movements.

770 ADVANCED ANALYSIS OF SURVEY DATA Michel Boyle and Kathy Georgades

Cross listed with HRM *790/Econ *770/ Geo *770/ Psych *770

Term II, Tuesday, 9:30 a.m. – 12:30 p.m., t.b.a.

The course requires preparation sessions in Term I

The course is divided into two parts. The objective of Part 1 is to have students identify a suitable data set (research study) and develop a proposal describing their secondary analysis project. Students will be helped to develop their 1-2 page proposals which will include: the research question, a brief outline of its relevance and importance; identification of the appropriate data set(s); a brief statement about analytical approach to be used; and the identification of 3-4 key references. The instructors have access to several data sets that can be used for this course. This part will occur between October and December. There will be two class sessions – one in October and the other in November and the opportunity for two individual sessions. The objective of Part 2 is to complete the research paper (review of the literature, analysis of data, write-up and revision of the report) with the purpose of submitting the paper for review to a peerreviewed journal. This part will occur between Jan-May and include 10 class sessions.

Pre-requisite: permission of the instructor (and Department of Health Research Methodology).

Forward the instructor's agreement to Kristine Bonnell (bonnek@mcmaster.ca) and to register in the preparatory classes.

APPENDIX C

C: PH.D. COMPREHENSIVE AREA EXAMINATION COMMITTEES

Notes:

- 1) Ph.D. candidates will be required to take two comprehensive area examinations - one from Group A and one from Group B, or both from Group A.
- 2) Supervisors may sit on one or both Group A and B comprehensives, but may act as chair **ONLY** on the Group B area comprehensive.
- 3) The examining committees in A and B will ensure that there is no extensive overlap in the examination of each student between Groups A and B.
- 4) All comprehensive examinations require THREE members. In the case of an oral comprehensive examination an audio recording should be made whenever there are fewer than three examiners present (ref: "Policy for keeping records of Graduate Student Oral Examination approved by Senate, May 25, 1994).

GROUP A

INDIVIDUAL & SOCIETY	<u>PAWLUCH</u> , Cain ³ , Campbell, Denis, Fox, Gillett, Knight ¹ , McLaughlin, Miall ¹ , Shaffir ²
OCCUPATIONS & ORGANIZATIONS	<u>DAVIES</u> , Fetner, McLaughlin
SOCIAL INEQUALITY	<u>MCKERROW</u> , Budros, Campbell, Denis, Denton, Fetner, Fox, Heath, Levitt ³ , McKerrow, Satzewich ² , Storey, White

GROUP B

Aging	<u>DENTON</u> , Aronson, Cairney, Campbell
Deviance & Social Problems	<u>PAWLUCH</u> , Cain ³ , Knight ¹ , Miall ¹ , White
Education	<u>DAVIES</u> , Budros, McKerrow, McLaughlin, White
Gender	<u>FETNER</u> , Aronson, Campbell, Heath, White
Health and Health Care	<u>GILLETT</u> , Cain ³ , Cairney, Denis, Denton, Pawluch, Shaffir ² , Storey, White
Ideology & Culture	<u>MCLAUGHLIN</u> , Budros, Fetner, Gillett, Heath, Knight ¹ , White
Methodology	<u>FOX</u> , Denton, Knight ¹ , McKerrow, Miall ¹ , Pawluch, Satzewich ² , Shaffir ²
Political	<u>FETNER</u> , Fox, Heath, Knight ¹ , Levitt ³ , Satzewich ² , Storey
Race/Ethnic Relations	<u>SATZEWICH</u> ² , Denis, Heath, Levitt ³ , Shaffir ²
Theory	<u>HEATH</u> , Davies, Knight ¹ , Levitt ³ , McLaughlin

APPENDIX D

D: PH.D. METHODS SPECIALIZATION COMMITTEES

NOTE:

All doctoral students are required to demonstrate competence in Quantitative Methods and either Qualitative Methods or Historical Methods. See page 13-14 for the requirements for these areas-

Historical Methods Committee	<u>SATZEWICH</u> ² , Budros, Levitt ³ , Storey
Qualitative Methods Committee	<u>SHAFFIR</u> ² , Fetner, Gillett, Heath, Knight ¹ , Miall ¹ , Pawluch
Quantitative Methods Committee	<u>FOX</u> , Budros, Denton, McKerrow

CODE: On Leave 2011-2012 ³
On Leave 1st term ¹
On Leave 2nd term ²
Underscoring denotes chair of committee

APPENDIX E

E: QUANTITATIVE METHODS DIAGNOSTIC EXAM

All doctoral students are required to meet a quantitative methods requirement. To do so, a student must pass Sociology *740 with a minimum grade of B+ (note: a similar course from another institution may be substituted by petition to the Graduate Committee. Please contact the Graduate Administrative Assistant for details). Course work and MRP M.A. students may take Sociology *740 to meet their methods requirement; thesis students are not required to meet a methods requirement. (For further information see the main text of the Graduate Handbook).

The prerequisite for Sociology *740 is either Sociology 6Z03 or permission of the instructor as determined by a diagnostic exam. This is a one week take-home exam. Students may use whatever written sources they wish to assist with the exam, and -- where calculation is required -- students can check their work with a computer program, if they wish. Students may not, however, seek assistance from others. Please direct any questions to the instructor of Sociology *740. Currently it is John Fox (jfox@mcmaster.ca).

The diagnostic take-home will cover basic statistical methods, with questions drawn from the following topics:

- Graphing data: histograms, scatterplots
- Summarizing distributions: measures of centre (mean, median), and spread (variance, standard deviation, interquartile range)
- Probability distributions: expectation (mean), variance, and standard deviation of a random variable
- Standard sampling distributions: for means and proportions; bias and variance of estimators
- Basic statistical inference: confidence intervals and hypothesis tests
- Tests and confidence intervals for means and proportions: single mean, difference in means, single proportion, difference in proportions, one-way analysis of variance
- Two-way and three-way contingency tables: percentage tables, chi-square test of independence
- Simple regression and correlation

Any competent introductory statistics text should cover these topics adequately, so if students have a favourite book, they may use it for review and reference. If students are looking for a book, Dr. Fox recommends David Moore, *The Basic Practice of Statistics* (any edition), New York: Freeman.

The test is available by request from the Graduate Administrative Assistant. The test must be returned by September 7, 2011.

Doctoral students may wish to take Sociology 6Z03 as an "Extra Credit" course, thus allowing them to use their seven "DOCTORAL" (required) courses to meet other requirements. M.A. students taking Sociology 6Z03 as a prerequisite to Sociology *740 must take it as a "MASTERS" course (one of eight required for coursework, six for MRP, or four required for thesis).

APPENDIX F

F: OTHER MANDATORY COURSES

All graduate students at McMaster must complete the following courses in addition to their Sociology degree requirements. Students who successfully complete the courses at the MA are not required to repeat the courses if they enter the PhD programme.

1) SGS #101: Academic Research Integrity and Ethics

Register on Solar. Log-in to Avenue to Learn <http://avenue.mcmaster.ca> to complete the class.

You must complete during your first year. If you do not, you will not be permitted to graduate nor register for succeeding years. SGS will record the result on your transcript.

2) SGS #201 Accessibility for Ontarians with Disabilities Act (AODA) Training

Register on Solar. Log-in to Avenue to Learn <http://avenue.mcmaster.ca> to complete the class or go to www.mcmaster.ca/accessibility

You must complete during your first year. If you do not, you will not be permitted to graduate or register for future years.

NOTE: Complete the flash or html version to receive a confirmation of completion email. Forward the confirmation to the Administrative Assistant, Graduate Programme so that it can be retained as a back-up record

3) Violence and Harassment Prevention in the Workplace
<http://www.workingatmcmaster.ca/eohss/prevention/workplace-violence/>

Forward the confirmation of completion to the Administrative Assistant, Graduate Programme so that a record may be added to your student file.

4) Health and Safety training

<http://cll.mcmaster.ca/eohss/>

Complete

- a. Asbestos Awareness
- b. Ergonomics
- c. Fire Safety
- d. Slips, Trips and Falls
- e. Office WHMIS

Please retain a copy of the written exam prior to mailing to EOHSS.

APPENDIX G

G: STATEMENT ON SEXUAL HARASSMENT AND DISCRIMINATION

Sexual harassment or discrimination based on race, ethnicity, gender, sexual orientation, or other similar grounds has no place in a scholarly community. The Graduate Programme in Sociology takes sexual harassment and discrimination very seriously, whether the culprit (and the victim) is a faculty member, a staff member, or another student. If you feel that you are a victim of sexual harassment or discrimination, please bring the matter to the attention of the Chair of the Graduate Programme, your supervisor, or the University Human Rights and Equity Services Office so that the matter can receive the serious consideration that it deserves.

Information on University policies concerning sexual harassment, discrimination, and human rights, and on formal complaint procedures, is available on the HRES website: <http://www.mcmaster.ca/hres/>

APPENDIX H

H: STATEMENT OF STANDARDS FOR TAS

McMaster is taking initiatives to promote quality education. In this spirit we offer this statement of standards to our TAs and Instructors. We aim to ensure that our students receive a high standard education, and we want our TAs to enjoy a rewarding experience.

1. A Graduate Teaching Assistantship is an apprenticeship which prepares students to assume university level teaching once they are professionally certified. We expect Teaching Assistants to provide undergraduates with essential personal contact, and thus represent the department, the university, and the discipline of Sociology itself.
2. Sociology is a discipline that encompasses different theoretical and methodological approaches. Academic judgment in choosing the contents and direction of a course is the prerogative of the instructor. The role of the graduate teaching assistant is to help students understand this course content. Teaching assistants are obliged to discuss assigned materials, and should not introduce extra readings, films or other material without consulting the instructor. We encourage tutorial-based debate about ideas, and remind everyone that all members of the university enjoy academic freedom and that respectful disagreement is an important part of academic life.
3. A Graduate Teaching Assistantship is a job with responsibilities, not a right. Instructors should clearly communicate their expectations for tutorials and marking, and teaching assistants should follow this direction. Teaching Assistants must be available to carry out all duties as set out in the employment contract, are expected to make up all missed duties and to balance the demands of their job with those of their studies. The job must be taken seriously; if you cannot perform the duties associated with being a teaching assistant, you should not accept the position.

Non-compliance with your assigned T.A. duties can result in disciplinary action as laid out in the collective agreement (Article XI, of the McMaster/CUPE Local 3906 Unit 1 Collective Agreement).

4. For leaves covered by the Contract – Article 19, please contact the instructor as soon as possible and make appropriate arrangements. It should not be expected that staff will handle the posting of signs for tutorials cancelled.
5. Interactions between instructors, teaching assistants, and undergraduates should be guided by mutual respect. Both Instructors and teaching assistant should be mutually supportive. Both should take seriously the ideas and concerns of undergraduate students, and aim to improve these students' understanding of assignments. Contempt for any of these participants in the learning process reflects poorly on the department, the university and the discipline itself, and is contrary to the goal of quality education.

APPENDIX I

I(a): PROCEDURES FOR HIRING EMPLOYEES: Graduate, Undergraduate and Non-Students

1. As Employer and Principle Grant holder, faculty must be responsible for following all employment regulations and hiring procedures.

READ

i. [Department, Finance and Research Approvers Guide](#) (grant holder is the department)

<http://www.workingatmcmaster.ca/med/document/Approving-Requisitions-1-49.pdf>

ii. [Forwarding Requisition Approval Required Emails](#)

<http://www.workingatmcmaster.ca/med/document/Forwarding-Requisition-Approval-Emails-1-49.pdf>

iii. Bookmark <http://www.workingatmcmaster.ca/process-reengineering/>

2. If the employee is an undergraduate or non-student, proceed to step #3

If the employee is a graduate student, the student must receive permission first. Please read “applying for work in addition to a teaching assistantship” (appendix H section 2).

i. The student must complete the SGS form “[Permission to Work other than a TA or Invigilator](#)” available at <http://graduate.mcmaster.ca/student-forms>

ii. The form must be submitted for Graduate Committee approval.

iii. The form is then submitted to SGS for approval by the Associate Dean.

NOTES:

a. Dates must not cross academic years (September 1 to August 31). If the appointment extends beyond the current academic year, two forms must be submitted - one for the current academic year; one for the next academic year.

b. Work should not commence until permission is obtained.

c. Obtaining all necessary permissions may take several weeks – set start dates appropriately.

3. Grant holders are responsible to submit the following to the Department Administrator

i. completing a [hiring checklist](#)

http://www.workingatmcmaster.ca/med/document/TC_HireReqChecklist-1-81.pdf

ii. submit the account number

iii. approving the requisition that will be emailed to you.

iv. ensure employee creates a [MacTrac account](#) (see step IV)

NOTE: start of work should be no less than two weeks after the checklist is submitted

4. Employee responsibilities

i. Read: [Candidates Instructions](#) <http://www.workingatmcmaster.ca/med/document/Candidate-s-Instructions-1-81.pdf>

ii. Open [MacTrac account](#) https://workingatmcmaster.hua.hrsmart.com/ats/career_center.php

iii. Upload a resume **(REQUIRED)**

iv. Accept the Offer sent to your email

v. Complete “On-boarding documents”: submit void cheques, SIN card, TD1, TDON, and work permit

5. Once the employee has been set up on the system, the employer and employee will receive a timesheet.
1. number of hours worked for each day in the pay period must be recorded
 2. the timesheet must be signed by the employee and his/her supervisor prior to submission
 3. timesheet must be submitted to the Sociology office at least 3 business days in advance
- of the scheduled cut-off date (below) to ensure timely processing.
- [Graduate Students](http://graduate.mcmaster.ca/images/files/payroll/paysched2011.pdf) <http://graduate.mcmaster.ca/images/files/payroll/paysched2011.pdf>
[All others](http://www.workingatmcmaster.ca/med/document/2011-cutoff-schedule---Staff-1-49.pdf) : <http://www.workingatmcmaster.ca/med/document/2011-cutoff-schedule---Staff-1-49.pdf>

NOTES

- a: Deadline reminders will not be sent; nor will staff follow up on missing timesheets.
b: Hours must not be submitted in advance: timesheets must only show “worked” hours.

APPENDIX I – section 2

I(b): APPLYING FOR WORK OTHER THAN A TEACHING ASSISTANTSHIP

Employment Limitations for Full Time Graduate Students

Off-campus work is not directly monitored by the School of Graduate Studies. However, hours of on-campus paid employment will be monitored.

The rationale for monitoring as well as the regulations to be followed are included in the Graduate Calendar along with information regarding the definition of a full-time student (sections 2.4.2, 2.4.3 and 2.4.4). The regulations are consistent with rules established by the Ministry of Training, Canadian Universities (MTCU) and the Ontario Council of Graduate Studies (OCGS). According to these regulations, students can work no more than 10 hours per week (on average in a term) for the University. Recall that the time spent on a T.A. or R.A. in lieu of T.A. averages ten hours per week for a total of 260 hours. Course teaching is set at 238 hours per term.

OGS and SSHRC grant holders: be aware that grants set specific limits on time spent on employment. Consult the SSHRC Fellowship Holder’s Guide or OGS regulations for details.

Students seeking to work for more than the allowable hours must seek permission following procedures outlined in Appendix I. An explanation must be provided as to why an exemption to the employment limits is being sought. Doctoral students must have a recent supervisory committee meeting report.

Only once permission from the Associate Dean is obtained can students be employed. Students **must not** commence any employment before this permission is received and payroll arrangements have been completed.

APPENDIX J

J: APPLYING FOR TRAVEL/CONFERENCE FUNDING

Limited funding is available for travel for research and conferences. Please consult the School of Graduate Studies Calendar section 8 “Fellowships, Scholarships and Other Awards” for details regarding travel grants that students may be eligible to apply for. The three grants that Sociology students normally apply for are the “GSA Travel Assistance Grants” (8.5.1.), the “Yates Scholarship Funds” (8.5.6.) and the . James F. Harvey and Helen S. Harvey Travel Scholarship (8.5.2.)

For all travel grants, it is vital that students keep all original receipts and boarding passes. The office Administrator is available to assist students with completing the travel expense report.

APPENDIX K

K: FORMS: SPECIAL CIRCUMSTANCES

The below is a summary of the forms that may be required in special situations (for forms used as a regular part of your programme, see the Department Graduate Handbook). Regulations about each situation may be found in the SGS Calendar and the Department Graduate Handbook. In all cases, your completed portion of the form must be submitted to your supervisor and the Administrative Assistant. Some forms need Departmental approval prior to submission to the School of Graduate Studies.

School of Graduate Studies Website – forms : <http://graduate.mcmaster.ca/current-students/forms>

What Circumstance	Name of Form	Obtain Form from
Appeal of Course Grade	Form A: Application for a Formal Inquiry or a Re-Read	Senate Office <u>Policy:</u> http://www.mcmaster.ca/univsec/policy/StudentAppeal.pdf
Change of Supervisor	Change of Supervisor	Administrative Assistant Or department secure website
Conference Travel - original receipts needed including boarding passes - food receipts must be itemized	a) GSA Travel Grant	School of Graduate Studies Website or Graduate Students Association website
	b) Yates Travel Fund - ABD doctoral students in third or fourth year of travel	Use GSA application as above but mark Yates at the top
Course off-campus	Ontario Visiting Graduate Student Application Ontario Visiting Graduate Student Notification of Withdrawal	School of Graduate Studies Website
Disability/long term Illness/Stress		Contact Centre for Student Development
Employment: (other than TA)	Request for Permission to Work Other than TA or Invigilator Plus Human Resources forms From Temporary, Transitional and Casual Employees website	Appendix I Handbook - School of Graduate Studies website - Human Resources
Employment: Decline TAship	Write a letter to Chair, Undergraduate Committee	Appendix H
Failed to Add a course on time or Drop on time	Request for Special Consideration to the Graduate Committee of Admissions and Study	School of Graduate Studies Website

What Circumstance	Name of Form	Obtain Form from
Incomplete: cannot complete a course due to illness or other special circumstance	Incomplete Request Form	Administrative Assistant
Leave of Absence	Request for Special Consideration to the Graduate Committee of Admissions and Study Return from Leave of Absence, Extension of Leave of Absence, or Extension of Full-Time Off-Campus	School of Graduate Studies Website
Maternity/Parental Leave	Leave of Absence Information Form where Leave of Absence Includes Maternity or Parental Leave Return from Leave of Absence, Extension of Leave of Absence, or Extension of Full-Time Off-Campus	School of Graduate Studies Website
Part-time Status	On line: change of status http://sgs-webserver.mcmaster.ca/tbindstudent/	School of Graduate Studies Website
Research Off-campus	Request to be Full-Time Off-Campus Extension: Return from Leave of Absence, Extension of Leave of Absence, or Extension of Full-Time Off-Campus	School of Graduate Studies Website
Undergraduate Course - Register and Drop - cannot be done on Solar	On-time Undergraduate Course Selection for Graduate Students	School of Graduate Studies Website
Withdraw	On line: change of status http://sgs-webserver.mcmaster.ca/tbindstudent/	School of Graduate Studies Website

APPENDIX L

L: SUMMARY OF STEPS TO DEFEND A DOCTORAL DISSERTATION

Step

1. Read SGS Completing your Degree Website:
<http://graduate.mcmaster.ca/current-students/completing-your-degree>

The website is extremely comprehensive; below should be considered a sketch of the process.
2. Student Logs into the “On-line Thesis Defence Submission”
<https://sgs-webserver.mcmaster.ca/TBindStudent/Login.aspx>
When: at least 4 to 6 weeks before the anticipated date of approval to submit thesis for defense (10 to 12 weeks before defense)

The Supervisory Committee will receive an email to nominate three External Examiners onto the on-line system (replaces the form: Nomination of External Examiner).
3. Student submits an electronic copy of the dissertation via the SGS portal for the external examiners. In addition students must supply copies of the pre-defence draft to the supervisory committee. Some faculty will prefer hard copies.
4. After the pre-defense draft is submitted, the on-line system will committee’s approval for defence. Following this approval, the student and committee will be asked to set the date and time of the defence. (Replaces the form “Approval to Submit a Doctoral Thesis for External Examination and Oral Defence”.)
5. Once the External examiner’s report is received by SGS, a defence will be arranged if the report is favourable. Typically, the supervisor will receive the report before the defense. The student will receive a copy after the defense. If the report is not favourable, the defense will be postponed until concerns have been addressed.
6. If the external examiner attends the defense, no internal reviewer outside the supervisory committee is needed for the defense. If the external does not attend, one internal reviewer will be appointed from the faculty at large. (NOTE: the Supervisor must cover any costs for the external’s visit outside of that covered by SGS.)
7. Defence

Consult with your supervisor for advice.
8. Post defense, once revisions are complete, the supervisor will sign the “Final Thesis Defense” form which will be submitted to SGS. The student will then submit the dissertation electronically which will be published in “Digital Commons”.

APPENDIX M

M: CURRENT GRADUATE STUDENTS

M.A. STUDENTS

CAREY, Christine
GILLIAM, Pamela
MCGINNIS, Julie
VALANT, Meaghan

PH.D. STUDENTS

ARNOLD, Hillary
ATANACKOVIC, Jelena
BORTOLIN, Sandra
BRAIMOH, Jessica
CASEY, Rebecca
COLLINS-NELSON, Rebecca
COVE, Leslie
CYR, Darren
DECLOU, Lindsay
DEROCHE, Christina
DIONISIO, Josephine
DONNELLY, Michele
DRECHSLER, Coralee
DUNN, Katelan
GILBERT, Michelle
GOUWELLOOS, Julie
GRACEY, Anthony
HONG, Jangman
HORN, Zachary
HOWELLS, Stephanie
ISMAIL, Ahmed El-Bashir
JONATHAS JEAN-PIERRE, Johanne
JOVANOVIC, Maja
KARIMI POUR, Kosar
MALDONADO, R. Vicky
MAURICE, Jessica
MCLEVEY, John
MCLUHAN, Arthur
SANTIN, Marlene
SIMONETTO, Deana
STOKES, Allyson
TRAORÉ, Ismaël
VIERS, Kenneth
VU, Anna
ZAWADZKI, Diana

Incoming M.A.

BAXTER, Heather
CICCONE, Carmine
DAJNKO, Melissa
HILTZ, Erica
KIDD, Sean
LAVRENCIC, David
MALETTE, Nicole
MASUM, Muntasir
MCLOUGHLIN, Kirsten
MCNEIL, Joelle
ORAV-LAKASKI, Brittany
STEEVES, Kathleen

Incoming Ph.D.

ABUL FOTTOUH, Deena
BARKEN, Rachel
BROWN, Nikki-Marie
CONTE, Melissa
DRESSLER, Pamela
MERGLER, Iga
PETERS, Amanda
PIZARRO MILIAN, Roger
TANG, Min
WIJESINGHA, Rochelle
YANG, Fei-Ju