

# Guide for Graduate Studies in Sociology 2016-2017

Department of Sociology  
The University of British Columbia  
Vancouver, British Columbia

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## Introduction to Graduate Studies in Sociology at UBC

The Department of Sociology at UBC is an excellent choice for graduate study in sociology. The university is among the best in the world (ranked 43rd in the Times Higher Education - QS World University Rankings in 2015, is 39<sup>th</sup> in sociology) and the Department of Sociology is among the best sociology departments in Canada. Our complement of faculty members includes the editors of *Canadian Review of Sociology* and *Journal of Comparative Family Studies*; two American Sociological Association "Best Dissertation" award winners; Michael Smith Foundation for Health Research "Scholar" and "Senior Scholar" award holders; five Killam Teaching Prize winners; editorial board members of leading academic journals; and the past Director of the Institute of Aging in the Canadian Institutes of Health Research (CIHR). Faculty members in the department hold research grants from competitive funding organizations such as the Social Sciences and Humanities Research Council (SSHRC) and the CIHR and boast publications in leading journals such as *American Sociological Review*, *Annual Review of Sociology*, *Canadian Review of Sociology*, *Economy and Society*, *Demography*, *Gender & Society*, *Journal of Health and Social Behavior*, *Journal of Marriage & Family*, *Social & Legal Studies*, *Social Forces*, *Social Networks*, *Social Problems*, *Social Psychology Quarterly*, *Social Science & Medicine*, *Social Science Research*, *Sociological Theory*, *Theory & Society*, and *Work & Occupations*, as well as the academic book presses of Chicago, Cornell, Oxford, Princeton, Stanford, Toronto and UBC, among many others. (See Appendix A for a list of faculty members in the department and their areas of interest.)

Sociology at UBC had its beginnings in 1921 when the first course in sociology was taught at the undergraduate level. UBC has granted Master of Arts and Doctor of Philosophy degrees in sociology since 1970. The Department of Sociology has approximately fifty active graduate students and in 2009 graduated five M.A. and three Ph.D. students. Recent M.A. graduates have gone on to pursue further studies at institutions such as the University of Toronto and the University of Wisconsin-Madison or to work in government or industry. Recent Ph.D. graduates have gone on to academic positions at institutions such as the University of Alberta, Dalhousie University, the University of Manitoba, Memorial University, University of Western Ontario and the University of Ottawa.

The Department of Sociology is committed to providing its graduate students with theoretical and methodological training, mentorship and professional development. Students receive extensive financial support in the form of graduate scholarships, teaching assistantships and research assistantships.

Through their coursework, comprehensive examinations and thesis research projects, graduate students in sociology at UBC have the opportunity to develop skills and knowledge in one or more of the department's seven major areas of specialization (which are described in detail in Appendix C):

- A. Environment, community and social movements
- B. Family and life course
- C. Gender and sexuality
- D. Health and healthcare
- E. Knowledge, culture and power

- F. Race, ethnicity and immigration
- G. Work, economy and globalization

Students also have the opportunity to serve as research assistants on faculty member's research projects and to attend workshops offered by the department pertaining to various aspects of professional development – such as teaching and pedagogy, publishing and presenting – intended to help graduate students prepare for an academic career. **Please note that students are admitted to the M.A. program with the expectation that they intend to continue their course of study towards the Ph.D.** The Master of Arts in Sociology program is comprised of coursework requirements and a thesis requirement. Coursework includes credits in sociological theory and sociological research methods. The M.A. program is normally completed in two years. The Doctor of Philosophy in Sociology program is comprised of coursework requirements, comprehensive examination requirements and a dissertation requirement. The Ph.D. program is normally completed in four years. The degree requirements for the M.A. and Ph.D. programs are described in further detail elsewhere in this document. Please note that the UBC Graduate and Postdoctoral Studies (G+PS) and the UBC Calendar act as final authority on all matters concerning graduate studies at the university, except for those circumstances where only minimum requirements are specified by G+PS or the Calendar.

## Application Requirements

### M.A. in Sociology

To be considered for admission into the M.A. program in full standing an applicant should hold a four-year undergraduate degree in sociology or a cognate field (i.e. a closely related field with significant sociological content). In completing this degree, the applicant normally should have attained first-class standing (an average of 80% or higher here at UBC) in their third-and fourth-year courses (300-and 400-level courses here at UBC) as well as first-class standing in their third-and fourth-year sociology courses in particular. Applicants should also ensure that they meet all of the minimum requirements for admission to graduate studies at UBC set by Graduate and Postdoctoral Studies. Students are admitted to the M.A. program with the expectation that they intend to continue their course of study towards the Ph.D.

### Ph.D. in Sociology

In deciding on admission to the Ph.D. program the Department of Sociology considers an applicant's previous academic accomplishments and potential to pursue and complete original sociological research. Students entering the Ph.D. program are normally required to have completed an M.A. degree in sociology or a cognate field (a closely related field with significant sociological content). Applicants should also ensure that they meet all of the minimum requirements for admission to graduate studies at UBC set by Graduate and Postdoctoral Studies.

### Language Requirements

The language of instruction at UBC is English. Applicants who have not completed a degree at a university where English is the primary language of instruction must take the Test of English as a

Foreign Language (TOEFL) before their application for admission will be considered. The Department of Sociology at UBC requires that applicants achieve a TOEFL score of 600 (paper exam), 250 (computer exam) or 100 (Internet exam). Alternatively, the International English Language Testing Service (IELTS) or the Michigan English Language Assessment Battery (MELAB) language tests may be taken. The GCE A-Level English examination with a standing of at least “B” is also acceptable in lieu of the TOEFL. The language exam must have been taken within the past two years.

For certain kinds of thesis or dissertation research a student may require competence in a language other than their own. In that case a requirement for language training will be incorporated into the student's program.

### **Graduate Record Examination Requirement**

Students who do not have a prior degree from a Canadian university are required to take the GRE (Graduate Record Examination); results must be from the past 24 months.

### **Application Procedures and Deadlines**

Please refer to Appendix D for detailed information on application procedures and deadlines.

## The Master of Arts and Doctor of Philosophy Programs

As noted above, students are admitted to the M.A. program with the expectation that they intend to continue their course of study towards the Ph.D. The following table summarizes the expected timeline for completing specific M.A. and Ph.D. requirements.

The program details listed here apply to students entering in Fall 2013 and beyond. Students enrolled in the program prior to Fall 2013 may choose to follow either these new curriculum requirements or the former curriculum requirements.

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### YEAR 1: M.A. Coursework

**Term 1** (9 credits)

SOCI 500: Classical Sociological Theory

SOCI 502: Quantitative Research Design

SOCI 503: Qualitative Research Design

Professional Development Seminars

**Term 2** (9 credits)

SOCI 514: Analyzing Quantitative Data in Sociology

Elective Courses (6 credits)

Professional Development Seminars

\*Thesis proposal started in summer

*Total Credits: 18*

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### YEAR 2: M.A. Coursework and Thesis

**Term 1** (6 credits)

SOCI 515: Qualitative Data Analysis and Professional Writing Seminar

Thesis (3 credits)

Professional Development Seminars

**Term 2** (6 credits)

Elective Course (3 credits)

Thesis (3 credits) &amp; Defense

Professional Development Seminars

*Total Credits: 12*

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### YEAR 3: Ph.D. Coursework and Comprehensive Examinations

**Term 1** (6 credits)

SOCI 501: Contemporary Sociological Theory

SOCI Elective Course (3 credits)

*Comprehensive Area 1 Examination*

Professional Development Seminars

**Term 2** (3 credits)

SOCI Elective Course (3 credits)

*Comprehensive Area 2 Examination*

Professional Development Seminars

*Total Credits: 9*

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### **YEAR 4: Dissertation Prospectus**

**Term 1** (3 credits)

Dissertation Prospectus  
Advanced Methods Elective Course  
(Qualitative or Quantitative)  
Professional Development Seminars

**Term 2**

Prospectus Defense/Dissertation  
  
Professional Development Seminars

*Total Credits: 3*

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### **YEAR 5: Dissertation**

**Term 1**

Dissertation  
Professional Development Seminars

**Term 2**

Dissertation  
Professional Development Seminars

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### **YEAR 6: Complete Dissertation**

**Term 1**

Dissertation  
Professional Development Seminars

**Term 2**

Dissertation Defense  
Professional Development Seminars

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## **The M.A. Program (Years 1-2)**

The M.A. in Sociology is awarded upon successful completion of at least 24 credits of coursework and a 6-credit thesis.

### **Supervision**

Each incoming M.A. student is assigned a Temporary Advisor in their offer of admission. The student should contact this faculty member in the summer prior to entering the program to discuss selection of elective coursework (i.e. prior to registering for any courses for the coming year) and applying for external fellowship funding (detailed in the funding section of this document). As soon as possible, ideally within the first six months in the program, the student should identify a Supervisor with competencies appropriate to the student's topical and thesis interests, and if his/her agreement is obtained to serve as Supervisor, notify the Sociology Graduate Secretary accordingly so that this may be properly documented in the student's file.

In addition to consulting with the Temporary Advisor, students may ask the Sociology Graduate Studies Committee (SGSC) for help with arranging supervision. Students are free to ask any member of the faculty with a regular appointment to serve as Supervisor. Students may change

supervisors at a later date if necessary, but this should be done in consultation with the SGSC. Please note that a faculty member can normally serve as Supervisor for a maximum of five graduate students, and that not all faculty are on campus or accessible 12 months a year, especially when they are on leave, at conferences, or between teaching terms.

The SGSC and the Head of the Department are ultimately responsible for ensuring that graduate students obtain adequate supervision.

### **Coursework**

Students are required to complete a minimum of 24 graduate course credits. This includes completion of:

- SOCI 500 (3 credits) Foundations of Sociological Thought
- SOCI 502 (3 credits) Research Design and Techniques (Quantitative)
- SOCI 503 (3 credits) Research Design and Techniques (Qualitative)
- SOCI 514 (3 credits) Analyzing Quantitative Data in Sociology
- SOCI 515 (3 credits) Analyzing Qualitative Data in Sociology

Occasionally other graduate-level methods and theory courses can substitute for these required courses with permission from the SGSC. At least 18 course credits should be from departmental graduate seminars; the remaining credits can be from upper-level undergraduate courses (300 or 400 level), directed studies courses and/or "external" courses offered by other departments.

The SGSC or Supervisor may recommend or require that a student take specific or additional courses. All requests for registration in undergraduate courses, directed studies courses and "external" courses must be submitted to and approved by the SGSC. Please note that students are required to register for specific courses each term. Students who have finished all of their coursework must register for the thesis course (SOCI 549) in order to be considered registered full-time and to be eligible for awards.

### **Professional Development (“Pro-D”) Seminars (Years 1-2)**

The Professional Development Seminars will consist of several one-time events help each term that cover important professionalization issues. Some examples of recent Pro-D seminars include “Professional Networking” (Fall 2012) and “Publishing” (Spring 2012). Pro-D seminars will be co-organized by graduate students and the Director of Graduate Studies, who, together, will select specific focal topics and recruit appropriate faculty panelists to participate. The dates and times of the Pro-D seminars will be announced at the start of each term.

It is expected that *all graduate students* attend each Pro-D seminar as well as all other departmental seminars, such as the visiting speaker seminar series and job talks given by candidates for a department faculty hiring. Participation in these events will be one factor considered each year in evaluating each student’s standing in the program as well as in deciding

teaching assistantship placements and other potential funding allocations. Further details about these seminars are details in Appendix G.

### **Thesis Proposal (Spring/Summer of Year 1)**

Near the end of the first year, students should begin work on a thesis proposal in consultation with their Supervisor. The thesis proposal should provide clear evidence of a focused research problem or theoretical issue, a coherent plan for executing the project, and a basic outline of the structure of the thesis. While there is no formal M.A. thesis proposal defense, the proposal must be approved by the student's advisory committee before any extended research or writing of the thesis begins. Where appropriate, the proposal must also state and justify the need for UBC Research Ethics approval. A copy of the approved proposal must be submitted to the Graduate Secretary for inclusion in the student's file.

### **Thesis Advisory Committee**

The Advisory Committee for the M.A. thesis is comprised of at least two faculty members, including the Supervisor. The Supervisor serves as chair of the Advisory Committee. The student, in collaboration with her/his Supervisor, should invite at least one other faculty member from the Department to join the Advisory Committee. Please note that a faculty member from another department can serve on the Advisory Committee as a third committee member and that co-supervision is allowed as long as one of the supervisors is a regular faculty member in Sociology.

Students risk being unable to find a committee that is suited to their interests if they do not officially confirm their committee by the end of their first year of study. Students should attempt to assemble an Advisory Committee with members who have demonstrated expertise in their chosen field of research for the thesis, a condition which the SGSC shall consider in approving the Advisory Committee. Membership of an Advisory Committee can be changed, but changes cannot normally be made in the two months prior to the thesis examination and all committee changes must be approved by the SGSC.

### **Thesis Research and Manuscript (Year 2)**

Once the thesis proposal has been approved and UBC Research Ethics approval has been obtained, students can proceed to conducting and writing up their thesis research. To ensure timely progress, students should aim to be conducting their thesis research by the start of the Fall term of Year 2. M.A. thesis are expected to consist of original research and analysis. They are generally 30-50 double-spaced pages in length and usually modelled on a journal article or book chapter.

### **Thesis Examination**

The student's Supervisor, in consultation with the student and the SGSC, will determine the date of the Thesis Examination and request that the Graduate Secretary schedule the exam. The

Graduate Secretary will not schedule an examination date earlier than two weeks from the date of delivery of two copies of the thesis to the Graduate Secretary's office.

The thesis will be evaluated by the Advisory Committee in a formal examination chaired by a delegate of the SGSC. The candidate will be asked to present an oral report on the thesis research and to respond to questions from the examining committee as well as from any other member of the university community who wishes to read the thesis and attend the thesis examination. A thesis may be passed as written, revisions may be requested, the examination may be adjourned, or the student may be failed. All M.A. theses are graded on a Pass/Fail basis.

### **Thesis Copies**

Two unbound copies of the final thesis, conforming to the official standards of the University, must be submitted to Graduate and Postdoctoral Studies and one to the Sociology Graduate Office. Please also provide copies of the final thesis to all members of the Advisory Committee. When preparing the final version of the thesis the student should consult G+PS regulations pertaining to thesis formatting.

### **Residency and Time for Completion**

M.A. students should expect to take two years to complete the program. The first year of full-time study is typically devoted to the theory and methods seminars and the remaining credits of additional course work. As indicated in the program outline above, students are expected to take three courses in each of the first two terms and the remaining courses during the following summer and/or fall terms. (Directed studies courses are especially suited to the summer session.) To ensure timely progress, students are expected to work on—and ideally complete—their M.A. thesis proposal in the summer following their first year. The second year of study normally consists of coursework, thesis research and thesis writing.

Full-time M.A. candidates must spend at least one winter session (September - April) as a full-time student and are normally required to have completed at least 18 credits of course requirements within two years of registration in the program. Students should not expect to continue if they have not met this requirement. Full-time M.A. students are required to pass the thesis examination within five years of registration. Students may request from G+PS Graduate and Postdoctoral Studies a year of leave for reasons of health or personal crisis which will not be counted towards the five year time limit. Parental leave is also available upon request. Extensions beyond the five year limit are not normally granted and students who have not passed the thesis defense by the end of five years should not expect to continue in the program. Finally, note that full-time students cannot engage in remunerative work for more than 12 hours per week.

### *Part-time Study*

The Department offers part-time study for the M.A. in Sociology. There is a maximum time limit of five years for part-time students to complete the program. Admission to part-time studies is the same as for the regular M.A. program. A period of residence is not required of part-time

students and part-time M.A. students are not eligible for graduate fellowships or loans. Students can transfer from one status to the other with permission from G+PS. If the time in a degree program has expired, a student must apply for readmission rather than reinstatement. Upon readmission, the student can receive up to 12 credits towards the degree at the Department's recommendation. In exceptional instances the Department can recommend "reinstatement". Reinstatement implies that the student never left the program and that tuition fees must be paid for the time away.

### **Transfer from the M.A. to the Ph.D. Program in Sociology**

Students are admitted to the M.A. program with the expectation that they intend to continue their course of study towards the Ph.D. As such, students in good standing in the M.A. program will be accepted into the Ph.D. program. However, M.A. students who wish to continue onto the Ph.D. will still need to submit an application (G+PS application, research prospectus, letters of recommendation, etc.). Specific information regarding how to apply to the Ph.D. program is detailed in Appendix D.

## **The Ph.D. Program (Years 3-6)**

The Ph.D. in Sociology is awarded to students who successfully complete:

- All of the M.A. course requirements (as listed above) or equivalent
- At least 12 additional credits of coursework (including SOCI 501 and an advanced methods course)
- Two comprehensive examinations
- A dissertation proposal
- A dissertation
- A defense of the dissertation in departmental and university examinations

Please note that the Ph.D. requirements listed here apply to students entering the program in Fall 2013 and beyond. Students enrolled in the Ph.D. program prior to Fall 2013 may choose to follow either these new curriculum requirements or the former curriculum requirements.

### **Ph.D. Supervision**

Each incoming Ph.D. student is assigned a Temporary Advisor in their offer of admission. The student should contact this faculty member in the summer prior to beginning the Ph.D. program in order to discuss course selection (i.e. prior to registering for courses for the coming year), preparing a fellowship funding application, and other matters. As soon as possible (ideally within the first six months in the program) the student should identify a Supervisor with competencies appropriate to the student's topical interests, and, if his/her agreement is obtained to serve as Supervisor, notify the Sociology Graduate Secretary accordingly so that this may be properly documented in the student's file.

In addition to consulting with the Temporary Advisor, students may ask the SGSC for help with arranging supervision. Students are free to ask any member of the faculty with a regular appointment to serve as Supervisor. Students can change supervisors at a later date if necessary, but this should be done in consultation with the SGSC. The Supervisor assists the student in establishing a program of study and selecting areas of concentration for the comprehensive exams. Please note that a faculty member can normally serve as Supervisor for a maximum of five graduate students, and that not all faculty are on campus or accessible 12 months a year, especially when they are on leave, at conferences, or between teaching terms.

The SGSC and the Head of the Department are ultimately responsible for ensuring that graduate students obtain adequate supervision.

### **Ph.D. Coursework (Years 3 and 4)**

The Sociology Ph.D. program involves successful completion of at least 12 course credits (including SOCI 501). Incoming students who have not already completed courses which are deemed to be close equivalents to the required courses in years one and two will be required to complete the missing courses in addition to the required 12-credit program. At least 6 course credits should be from departmental seminars. Where appropriate, students may take additional

coursework in Sociology and/or other relevant fields, although it may be advisable to only audit courses that are not needed for credit. The SGSC, Supervisor or Advisory Committee may recommend or require that a student take specific or additional courses. Please note that students are required to register for specific courses each term. Students who are not enrolled in any graduate-level courses must register for the dissertation course (SOCI 649) to be considered registered full-time and to be eligible for awards.

#### *Advanced Methods Elective Course (Year 4)*

In year 4, students are required to complete a 3 credit advanced methods course. This course, which can be focused on either qualitative or quantitative methods, is intended to provide a student with more specialized methodological training in order to facilitate the student's dissertation research. The course does not have to be a Sociology course and can be an advanced (3 credit) methods course offered in other units on campus (e.g., Education, Nursing, and Psychology) or beyond (e.g., another university). In selecting which course to take, students should consult with their faculty advisor as well as the UBC course catalog for considering potential options. Please note that, for some courses, students may need to contact the course instructor in order to obtain permission to enroll in the course.

#### **Comprehensive Examinations (Year 3)**

Students are required to write two separate comprehensive examinations which are normally taken in the third year of the program and must be completed prior to commencement of the fourth year of the program. Whenever possible, students should select comprehensive examinations that build upon their prior coursework and training. Students who do not pass both comprehensive examinations will not be advanced to candidacy and may not continue in the program. A student failing a comprehensive examination may repeat it once.

The Department offers comprehensive examinations in 10 areas. Below is the list of these areas and potential faculty examiners for each area:

1. **Community and Urban Sociology:** Carpiano, Fu, Hanser, Lauer, Lauster, Mawani, Tindall
2. **Culture:** Ghaziani, Hanser, Veenstra
3. **Family:** Fu, Johnson, Lauster, Martin-Matthews, White, Yodanis
4. **Gender:** Creese, Currie, Fuller, Ross
5. **Health:** Carpiano, Fu, Martin-Matthews, Veenstra
6. **Race/Ethnicity:** Creese, Mawani, Roth, Wilkes
7. **Social Inequality:** Creese, Fuller, Guppy, Hirsh, Lauer, Roth, Veenstra, Wilkes, Yodanis
8. **Social Movements:** Fu, Ghaziani, Tindall, Wilkes
9. **Sociological Theory:** Kemple, Mawani, White
10. **Work/Economy:** Creese, Fuller, Hanser, Hirsh

### *Examination Committees*

Each Comprehensive Examination Committee consists of three faculty members. The student, in collaboration with her/his Supervisor, is responsible for inviting faculty members to join a Comprehensive Examination Committee. At least two of the three members of a Comprehensive Examination Committee - including the Committee Chair - should be regular members of the Department. Faculty members in the department are generally expected to serve on Comprehensive Examination Committees when asked, although no faculty member is obliged to serve on more than five such committees per year. (When the two Comprehensive Examination Committees are the same, in order to further expedite the comprehensive examination process students are allowed to combine the two examinations into one large examination.)

### *Exam Area Reading Lists*

The Department has approved a reading list for each of the abovementioned areas. These lists are posted on the Sociology Department website (and can be accessed via pressing the “control” key and clicking on the weblinks in the exam area list above). In addition to the faculty-approved readings contained in each area-specific list, the student will, in consultation with her/his evaluation committee, supplement the list with an additional 10-15 readings that pertain to a specific subtopic of personal or dissertation-related interest within the comprehensive examination area. For example, such supplementary readings could entail (but are not limited to) aging and life course issues in a health exam, and sociology of sexualities in a gender exam.

In all cases, the student’s list of supplemental readings for each comprehensive exam must be approved in writing by the student’s examination committee and submitted to the Graduate Secretary’s Office for inclusion in the student’s file.

### *Examination and Evaluation Process*

Each Comprehensive Examination will consist of two parts:

1. Literature review essay. The student will author an *Annual Review of Sociology*-style review essay that covers major debates in the examination area. The document is expected to be approximately 30 double-spaced pages plus references. The literature review should demonstrate an adequate comprehension of the breadth of the field under study and an in-depth understanding of specific issues and debates in the field. Each evaluator must read the literature review and then submit a standard form to the Chair of the Comprehensive Examination Committee which indicates i) "Pass," ii) "Specified Revisions" or iii) "Fail and Redo (once)". A student may not proceed to the next stage of the exam without receiving a “pass” from the majority of Examination Committee members.
2. Oral Examination. Once the literature review has been completed and submitted to the student’s evaluation committee, a “closed session” oral defense will be scheduled. Students begin the oral examination with a 15-20 minute presentation of their essay, which is followed by questions from committee members. After the oral exam, each

committee member must submit a typed memo to the Comprehensive Examination Committee chair which indicates i) Pass, ii) Specified Additional Requirements, or iii) Fail and Redo (once). When two or more examiners select the third option, the candidate is deemed to have failed the Comprehensive Examination. In this case, a written report highlighting weaknesses must be submitted to the student and to the SGSC. In the event of failure, that same Comprehensive Examination Committee (with replacements determined by the SGSC if necessary) will conduct a re-examination at a later date. Alternatively, the student may choose a new area after a failed examination in which case a new Comprehensive Examination Committee will be formed. The student will be allowed to write such a new comprehensive examination only once.

Comprehensive Examination Committee members are expected to provide the student with written feedback on the written exam and on the written component of the oral exam. Once the essay and oral examination are completed, the Chair of the Comprehensive Examination Committee must submit a written report to the SGSC describing the timing, format and outcome of the comprehensive examination.

### **Professional Development (“Pro-D”) Seminars (Years 3-6)**

The Professional Development Seminars will consist of several one-time events help each term that cover important professionalization issues. Some examples of recent Pro-D seminars include “Professional Networking” (Fall 2012) and “Publishing” (Spring 2012). Pro-D seminars will be co-organized by graduate students and the Director of Graduate Studies, who, together, will select specific focal topics and recruit appropriate faculty panelists to participate. The dates and times of the Pro-D seminars will be announced at the start of each term.

It is expected that *all graduate students* attend each Pro-D seminar as well as all other departmental seminars, such as the visiting speaker seminar series and job talks given by candidates for a department faculty hiring. Participation in these events will be one factor considered each year in evaluating each student’s standing in the program as well as in deciding teaching assistantship placements and other potential funding allocations. Further details about these seminars are details in Appendix G.

### **Dissertation Advisory Committee**

The Advisory Committee for the Ph.D. dissertation is comprised of at least three faculty members, including the Supervisor, and need not necessarily overlap with either of the Comprehensive Examination Committees. The Supervisor serves as chair of the Advisory Committee. At least two members of the Advisory Committee must be regular members of the Department. Co-supervision is allowed as long as one of the supervisors is a regular faculty member in Sociology. Please note that students risk not being able to find an Advisory Committee that is suited to their interests if they do not officially confirm their committee in writing by the end of their third year of study. Membership of an Advisory Committee can be changed, but changes cannot be made within a two month period prior to the scheduled date of the candidate's departmental defense, and all committee changes must be approved by the SGSC.

## **Dissertation Proposal (Year 4)**

After satisfactory completion of coursework and comprehensive examinations, a dissertation research proposal may then be formulated for acceptance by the student's Advisory Committee. The specific contents of the proposal document are to be determined by the student's committee, but generally include a discussion of the study aims and hypotheses, background literature motivating the project, methodology, and estimated project timeline.

While there are no formal procedures regarding the conduct of the proposal defense, the Advisory Committee is expected to meet with the student to discuss the proposed research. Doctoral students cannot begin any formally supervised work on the dissertation proposal until all coursework and comprehensive examinations have been completed and the dissertation proposal has been formally approved by all members of the Advisory Committee.

## **Candidacy**

Students normally will be "advanced to candidacy" when they have completed the residency period, completed all required coursework, passed the comprehensive examinations, formed an Advisory Committee, and their Supervisor has certified that their dissertation proposal has been approved by all members of the Advisory Committee. Advancement to candidacy is noted on the student's official transcript. G+PS expects that a typical doctoral student will be advanced to candidacy on completion of a two-year residency period. A student who is not advanced to candidacy within a period of three years from the date of initial registration will be required to withdraw from the program, although extension of this period may be permitted by the Dean of G+PS under exceptional circumstances.

## **Ph.D. Teaching Experience**

In helping Ph.D. students to prepare for opportunities in the labour force, principally in higher education, teaching experience is increasingly vital. Ph.D. students are encouraged to gain some experience as Teaching Assistants, but beyond this we also strive to offer opportunities to teach undergraduate classes. After being advanced to candidacy, Ph.D. students may qualify to teach UBC courses on approval of the Dean of G+PS if there is evidence of good progress through the program and if appropriate teaching opportunities arise. However, they are permitted to do so only if it does not interfere with their Ph.D. research. A graduate student should have been advanced to candidacy at the time he or she applied to be a sessional instructor. In order to give a teaching opportunity to as many Ph.D. candidates as possible, the number of credits to be taught by any one student is limited to 9 credits while in the Ph.D. program. G+PS does not normally allow students who are on an extension, that is beyond six years in a PhD program, to teach courses. Therefore, students should plan accordingly.

## **Dissertation Research (Years 5-6)**

Ph.D. students are required to complete a dissertation that makes an original contribution to knowledge. Dissertation work is supervised and evaluated by the student's Advisory Committee. As well, the dissertation is evaluated by two examiners from UBC outside the Advisory

Committee and one examiner external to UBC. Copies of completed dissertations are available in the AnSo Thesis Room.

### **Departmental Dissertation Examination**

When the Advisory Committee agrees that the candidate's dissertation is ready to be defended, a Departmental Examination will be held to determine if the dissertation can be sent to the external examiner. The Departmental Examination will be conducted by the Advisory Committee members and will be chaired by a delegate of the SGSC.

The Advisory Committee must inform the SGSC in writing that a candidate is ready for a Departmental Examination. In consultation with the Advisory Committee, the student, the Supervisor and the SGSC will set a date for this examination. The SGSC is responsible for appointing a Chair for the examination. Two copies of the dissertation must be submitted to the Graduate Secretary at least two weeks before the Departmental Examination. One copy will be made available to the Chair of the Departmental Examination and the other to interested members of the Department.

### **External Examiner**

After the Departmental Examination and before the University Examination, the thesis will also be evaluated by an "External Examiner" who will submit a written report and who may attend the University Examination. The Supervisor and the Head of the Department or Chair of the SGSC will submit the names and addresses of at least two prospective external examiners to the Dean of G+PS. No contact should be made between members of the Department and the prospective external examiners.

### **University Examination**

Following a successful Department Examination and upon completion of any required revisions, the candidate is ready to advance to the University Examination. The dissertation must be sent to the Dean of G+PS prior to the scheduled date of the University Examination. See G+PS guidelines and regulations regarding the submission of dissertations for examination. The University Examination Committee include two or more members of the Advisory Committee, two "University Examiners" from UBC (at least one of who comes from another UBC Department), an "External Examiner" from another university, a Chair and any other persons appointed by G+PS. The two university examiners are chosen by the Advisory Committee. The departmental Graduate Secretary will schedule the University Examination in consultation with the student, the Advisory Committee and G+PS.

### **Date for Convocation**

Following a successful University Examination, copies of the final version of the approved dissertation must be submitted to Graduate and Postdoctoral Studies and to the Sociology Graduate Office. Consult G+PS deadlines for submitting dissertations for graduation.

## **Final Submission of Dissertation**

Students are advised to consult the guide to procedures on the completion of degrees issued by G+PS, which outlines the style and format required for UBC theses and dissertations.

## **Residency and Time for Completion**

The first year of study is typically devoted to coursework and preparation for the comprehensive examinations. The second year combines comprehensive examinations and work on a dissertation proposal. The third and subsequent years are devoted to dissertation research and writing. It is a requirement of Graduate and Postdoctoral Studies (G+PS) that doctoral students be advanced to candidacy no later than before commencing the fourth year of study in the program.

Full-time Ph.D. students are required to have completed their program within six years of registration. Students are normally required to spend at least one winter session (September - April) at UBC, although it is strongly advisable for students to remain in close, regular contact with their Advisory Committee, fellow students and the university community throughout their studies. Students may request from G+PS a year of leave for reasons of health or personal crisis. This year will not be counted towards the six-year time limit. Parental leave is available upon request. Extensions beyond the time limit are not normally granted, and in those cases where an extension is considered, evidence of a nearly completed dissertation is required. All course requirements and comprehensive examinations should be completed prior to registration for a fourth year of Ph.D. study.

If the time in a degree program has expired, the student must apply for “readmission” rather than reinstatement. Upon readmission, the student may receive up to 12 credits toward the degree at the Department's recommendation. In exceptional instances, the Department can recommend “reinstatement”. Reinstatement implies that the student never left the program and that tuition fees must be paid for the time away.

## **Graduate Student Funding**

Funding for graduate study in Sociology at UBC usually comprises a combination of monies from graduate scholarships, teaching assistantships and research assistantships. Many current and incoming graduate students receive additional funding from agencies such as the Social Sciences and Humanities Research Council of Canada (SSHRC), the Michael Smith Foundation for Health Research (MSFHR), the Canadian Institutes of Health Research (CIHR) and/or the UBC Affiliated Fellowship competitions. Larger funding packages are available for exceptional applicants.

## **Required Application for External Fellowship Funding**

All incoming graduate students are expected to apply at least once for external fellowships in their first year in the program (generally in the Fall term). Students who have already applied and

been awarded an external fellowship for graduate study at UBC prior to entry into the program (e.g., SSHRC or CIHR predoctoral fellowships) are exempt from this requirement.

At the start of each academic year, the department offers workshops to explain the external fellowship application process and facilitate student's preparation of such applications. Students are encouraged to contact their assigned faculty advisor as soon as possible (ideally in the summer months preceding the student's first term in the program) in order to discuss the preparation of their applications.

### **Tuition Fees**

Information on tuition fees can be found at

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=14,266,773,0>

### **Tuition Awards**

International Partial Tuition Award:

<http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=12,204,343,623>

Ph.D. Tuition Award: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=12,204,343,1274>

### **Entrance Awards**

Graduate Entrance Scholarships (GES) are awarded by graduate programs and departments to incoming full-time M.A. and Ph.D. students. Award winners are typically notified of the details of these awards in their acceptance letters.

### **SSHRC Awards**

Graduate fellowships from the Social Sciences and Humanities Research Council (SSHRC) competition currently range from \$17,000 to \$35,000 per year and may be renewable for multiple years. The SSHRC competition is open to Canadian citizens and permanent residents.

### **Teaching Assistantships**

A full teaching assistantship consists of 192 hours of work in each of two terms. Please refer to the CUPE 2278 website for current pay rates: <https://cupe2278.ca/>

### **Research Assistantships**

Research Assistantships (RAs) allow students to acquire valuable research skills and work experiences. RAs are coordinated and administered by individual faculty members in the department. Because of the ever-changing nature of research projects in the department there is a constantly evolving array of RA opportunities for full-time graduate students. Unlike other forms of fellowship support for graduate students, the stipend for RAs is neither fixed nor subject to a

university-determined formula. Stipends vary widely and are determined by the grant holders and granting agencies.

### **Employment for International Students**

International students are permitted by Immigration Canada to accept part-time employment on the university campus. Students who are appointed as a Graduate Teaching Assistant or are offered another type of employment on campus you must have an employment authorization (a work permit). (Research Assistantships are considered to be Fellowships and therefore do not require employment authorizations). Students must apply for authorization at the nearest Canadian Immigration Office or the Canada Immigration Case Processing Centre (this may take six to eight weeks to process). No type of employment should be commenced without first receiving employment authorization. Failure to comply with this regulation could result in a student authorization being withdrawn. Upon arrival in Canada, international students must also apply to the nearest Canada Employment Centre for a Canadian Social Insurance Number (SIN). The paperwork appointing the international student to a student employee position on campus cannot be processed until the student has provided the department with a receipt for a SIN application. Students receiving payments from scholarships also require a SIN number. Spouses of students may apply for authorization to work in Canada provided that they can show legal proof of marriage to the holder of a valid student authorization.

For more information on employment matters for international students please contact UBC International House, 1783 West Mall, Vancouver, B.C., Canada, V6T 1Z2, Tel. (604) 822-5021.

### **Other Awards and Financial Aid**

Further information on awards and financial aid at UBC can be found at:  
<http://www.grad.ubc.ca/prospective-students/scholarships-awards-funding>

### **Travel Funding for Conference Attendance and Research Purposes**

Graduate and Postdoctoral Studies offers a one-time \$500 maximum grant for conference travel. Please visit <http://www.grad.ubc.ca/awards/index.asp?menu=088,000,000,000> for more information about this award. In addition, the Department of Sociology periodically has funds available for graduate student travel to conferences and for travel for research purposes. Please contact the Sociology Graduate Secretary ([soci.grad@ubc.ca](mailto:soci.grad@ubc.ca)) for more information about the availability of travel funds.

### **Approval of Prior Coursework Fulfilling M.A. Course Requirements**

As noted above, all students entering the Ph.D. program from Fall 2013 onward are expected to have completed all required coursework in the M.A. program (15 credits). Students who have not previously completed any of these courses--either at UBC or elsewhere--are required to complete these courses in addition to their 12 required Ph.D. course credits.

To determine if a student's prior coursework satisfies any or all of these M.A. course requirements, incoming students must have their prior coursework reviewed and approved by the SGSC Chair prior to the start of the student's first term. Please be aware that students need to receive notification from the SGSC indicating that specific prior courses taken elsewhere fulfill specific M.A. course requirements. Students must not assume that their prior coursework fulfills any of these foundational course requirements.

To have prior coursework reviewed, students must provide the SGSC Chair with syllabi/course outlines of these prior courses. Course materials must be sent to the SGSC Chair by e-mail attachment. If that is not possible for some reason, then hard copies may be delivered to the graduate program advisement office. The SGSC Chair will then review those materials and approve any courses that are deemed equivalent to Department courses in terms of content and depth. These course materials must be submitted in advance of the student's first term.

## Appendix A: A Brief History of Sociology at UBC-Vancouver

In the fall of 1915, when UBC first offered degree courses, Sociology was combined with Economics and Political Science in a single department. Most of the department's courses were in economics, although one economist, Theodore Boggs, taught a hybrid economics/sociology course entitled "Labour Problems and Social Reform." The first sociology course, "Principles of Sociology," appeared in the UBC calendar in 1918 but was not actually taught until 1921 when a theologian, Samuel E. Beckett, joined the department. Coral Wesley Topping, appointed in 1929, was the first sociologist to hold a full-time position at UBC. Topping was responsible for establishing a series of courses in sociology, including "Social Origins and Development" in 1928, "The Urban Community" in 1930, "Social Problems and Social Policy" in 1937, and "Social Statistics" in 1941. UBC's archival records indicate that in 1937 Katherine Ethel Chapman obtained the first B.A. granted in sociology. (The Ph.D. program was established only in the late 1960s, and in 1970 Patricia Marchak received the first Ph.D. degree in Sociology from UBC.)

In the 1940s UBC expanded its course offerings in sociology and in the related fields of social work, anthropology and criminology. In 1950 the department was renamed the Department of Anthropology, Criminology and Sociology. It was renamed the Department of Anthropology and Sociology in 1959 when Criminology was aligned with the School of Social Work. The first full-time sociologist hired after Topping was Kaspar Naegele, appointed in 1954. Naegele came to Canada in his teens as a refugee from Nazi Germany. After attaining his Ph.D. at Harvard under Talcott Parsons, he taught at the University of New Brunswick and the University of Oslo before joining UBC. Naegele was a co-editor, with Parsons and others, of *Theories of Society*, a collection of classical readings in sociological theory. In 1961 he also co-edited, with Bernard Blishen, Frank Jones and John Porter, the first Canadian collection of sociological articles, *Canadian Society*. The accumulated royalties from that book were endowed and the earnings continue to fund the Kaspar Naegele Lecture given every three years by a distinguished visitor to the department.

After a time in the Buchanan Building, the Angus Building, and then in several temporary buildings, the department moved to its present location (6303 N.W. Marine Drive) in 1976. The new building combined three former women's dormitories (Anne Westbrook Hall and Isabel MacInnes Hall built in 1951 and Mary Murrin Hall built in 1956) which were previously part of Fort Camp. The renovation was planned by the architectural firm of Arthur Erickson that was also responsible for the design of the Museum of Anthropology at UBC. Sociological research in the new building was organized into laboratories for small-group experimentation, survey research and ethnomethodology. Shortly after the move, the sociology undergraduate curriculum was restructured to stream students into one of the three dominant methodological approaches that reflected faculty teaching and research interests at the time – quantitative, qualitative and comparative. After a few trial years, Sociology returned to a more eclectic teaching program comprised of diverse requirements, encouraging students to sample courses from a variety of different sociological traditions.

Through the 1970s and on, sociologists in the department established expertise in the social psychology of small groups (three successive small-group laboratories were developed by Roy

Robson), the sociology of work and industry and the sociology of social change and development. Werner Cohn did the difficult field work on the Roma in Canada, the USA and Europe, including learning the language, which led to publication of *The Gypsies* in 1973. Roy Turner introduced ethnomethodology and its associated debates to the department and edited the leading international collection in the sub-field, *Ethnomethodology: Selected Readings* (1974). Interest in questions concerning women and gender differences also grew in the Department during this time, and courses specially focused on gender were developed by Dorothy Smith and others. (A Women's Studies and Gender Relations program at UBC was formally established in 1991 with the assistance of various Department members.) Also during the 1970s, the Department expanded its strengths in the sociology of Canadian society. As well, faculty and graduate students shared expertise in Area Studies (with special focus on China, Korea, Latin America and Sri Lanka in particular), experimental research in group processes (especially work in expectation states theory) and the sociology of law and criminology. Since the early 1980s the Department has hosted extended visits by a number of internationally renowned sociologists, including Jeffrey Alexander, Ralf Dahrendorf, Margrit Eichler, Georges Friedmann, Anthony Giddens, Jurgen Habermas, Nathan Keyfitz, Seymour Martin Lipset, Gianfranco Poggi, Dorothy Smith and Charles Tilly. In 1986, Patricia Marchak became the first woman, and the first sociologist, to head the Department.

In 2006, distinct Departments of Anthropology and Sociology were created. In 2007, the majority of the Family Studies contingent of the UBC School of Social Work and Family Studies joined the Department of Sociology. The Department of Sociology at UBC is currently comprised of 27 full-time faculty members.

## Appendix B. Faculty Members

### Regular Faculty Members

CARPIANO, Richard. (Ph.D. Columbia) richard.carpiano@ubc.ca  
Population health, medical sociology, social capital, neighbourhood and local community contexts, social networks, research methods.

CREESE, Gillian. (Ph.D. Carleton) gillian.creese@ubc.ca  
Immigration and settlement in Canada, intersections of gender, race and class, women, work, and trade unions.

CURRIE, Dawn. (Ph.D. London) dawn.currie@ubc.ca  
Girls' school-based peer cultures, adolescent femininity, critical literacy for youth.

FU, Qiang (Ph.D. Duke)

GHAZIANI, Amin. (Ph.D. Northwestern) amin.ghaziani@ubc.ca  
Culture; Social Movements; Cities; Sexualities; Queer Theory; Research Methods.

GUPPY, Neil. (Ph.D. Waterloo) neil.guppy@ubc.ca  
Education, immigration, social inequality.

FULLER, Sylvia. (Ph.D. Rutgers) fullersy@mail.ubc.ca  
Work and labour, inequality, gender, economic sociology, social policy, welfare state restructuring and economic security.

HANSER, Amy. (Ph.D. UC-Berkeley) hanser@mail.ubc.ca  
Culture and markets, inequality, gender, consumption, service work, China.

HIRSH, Elizabeth. (Ph.D. Washington) ehirsh@mail.ubc.ca  
Inequality, organizations, law and society, employment discrimination, quantitative research methods.

JOHNSON, Phyllis J. (Ph.D. Ohio State) pjohnson@mail.ubc.ca  
Allocation of financial and human resources within families, immigration and resettlement, family separation, unemployment, conflicts between work and family responsibilities.

LAUER, Sean. (Ph.D. New Hampshire) Sean.Lauer@ubc.ca  
Community, economy, family, immigration.

LAUSTER, Nathanael. (Ph.D. Brown) nlauster@mail.ubc.ca  
Housing, family formation, population, cultural change, status and inequality.

KEMPLE, Thomas M. (Ph.D. York) kemple@mail.ubc.ca

Social and cultural theory, the history of the social sciences, sociological classics, canons, and founders, literary and aesthetic sociology, visual representation.

MARTIN-MATTHEWS, Anne. (Ph.D. McMaster) amm@interchange.ubc.ca  
Aging, social support, care and care-giving, home care, widowhood.

MATTHEWS, Ralph. (Ph.D. Minnesota) ralphm@exchange.ubc.ca  
Sociology of environment, social capital, climate change, resource and eco-system management, community resilience and regional development, health and well-being, First Nations, new institutional analysis.

MAWANI, Renisa. (Ph.D. Toronto) renisa@mail.ubc.ca  
Law and society, sociology of empire, historical/ comparative sociology, transnational histories, sociology of modernity, postcolonial theory, biopolitics and racisms, South Asia.

ROSS, Becki. (Ph.D. Toronto) becki.ross@ubc.ca  
Burlesque/striptease, sex work, sociology of sport and culture, the history of sexuality, qualitative research methods, lesbian/gay/bisexual/transgender politics and community formation, sexuality and the law, sociology of the family.

ROTH, Wendy D. (Ph.D. Harvard) wendy.roth@ubc.ca  
Race and ethnicity, racial classification, immigration, Latinos, inequality, urban poverty, social policy.

TINDALL, David. (Ph.D. Toronto) tindall@mail.ubc.ca  
Environmental sociology, social movements, social networks.

VEENSTRA, Gerry. (Ph.D. McMaster) gerry.veenstra@ubc.ca  
Social determinants of health, social inequality and health; social statistics.

WHITE, James. (Ph.D. Alberta) blanco@mail.ubc.ca  
Family sociology, family diversity, family theory, social theory, research methods.

WILKES, Rima. (Ph.D. Toronto) wilkesr@mail.ubc.ca  
Collective action/social movements, media, immigration.

YODANIS, Carrie. (Ph.D. New Hampshire) carrie.yodanis@ubc.ca  
Gender, inequality, marriage.

### **Associate Faculty Members**

COX, Susan M. (Ph.D. UBC) suecox@interchange.ubc.ca (Centre for Applied Ethics)  
Medical sociology, bioethics and qualitative health research, disability studies, ethical dimensions of interpersonal communication.

DIERKES, Julian. (Ph.D. Princeton) julian.dierkes@ubc.ca (Institute of Asian Research)

Contemporary Japan, supplementary education (tutoring, “cram schools”, etc.), history education and national identity construction, educational policy, comparative methods, economic sociology, case-based learning, Mongolia.

FISHER, Donald. (Ph.D. UC-Berkeley) donald.fisher@ubc.ca (Centre for Policy Studies in Higher Education and Training)  
Sociology of education, public policy analysis, philosophy.

## Appendix C. Areas of Departmental Specialization

### A. Environment, Community and Social Movements

This area brings together three sub-fields of Sociology that may be examined separately, but which also sometimes overlap. We highlight both separate and overlapping research interests within this broad context.

#### 1. Resource management, social sustainability and climate change

Issues of resource management (forestry, fisheries, aquaculture, agriculture) have long been a focus for UBC sociologists. Recently this has broadened to include climate change, both from a ‘cultural model’ perspective and a ‘new’ institutional analysis perspective. The latter focuses on the adaptive capacity of communities to respond effectively to climate change. Related foci include relations among eco-system planning, adaptive management and human well-being as these relate to resource extraction, human migration and the adaptive capacity of communities. On-going work examines globalization and the public policy impacts on resource management, particularly around issues of land-use planning, aboriginal rights and tenures, the environmental impacts of urban residential sprawl and community development more generally. (Matthews, Lauster, Tindall)

#### 2. Urban and rural community social capital and human well-being

Active research programs related to social capital and social networks examine these concepts both as individual social resources and as contributions to communal well-being. This research particularly focuses on social capital and health, and on the relationship between social capital and economic outcomes. It also focuses on issues of measurement – involving community capacity, social networks, social capital analysis and various constructs of health and wellbeing. Additional projects study urban and rural immigrant communities and urban labour organization and their impacts. Faculty members also work with aboriginal communities around community social and economic development, education and health. (Carpiano, Fu, Lauer, Lauster, Matthews, Roth, Tindall, Veenstra, Wilkes)

#### 3. Social movements and collective action, framing and mobilization

Active research programs in this area examine social movements and collective action to help in understanding the causes and consequences of protest, direct action, civil unrest and other forms of political action. Areas of ongoing work include: studies of media coverage (both written and photographed) of direct actions by indigenous people in Canada; studies of the media portrayal and framing of aquaculture; an examination of social movement framing and media coverage of forestry and other environmental issues in British Columbia and elsewhere; and participation in collective action movements. (Fu, Ghaziani, Matthews, Tindall, Wilkes)

## **B. Family and Life Course**

Family and life course sociology, a core focus of the Department, examines changes in the family unit, and the individuals within that unit, over time. Particular attention is paid to the changing composition and increasing diversity among families over the life course and to variations both cross-nationally and historically in public policy and professional practice related to families and their members. The following are areas of particular strength.

### **1. Family diversity and change**

The meaning of family and family forms continues to change, as reflected in declines in family size, same-sex marriages, family dissolution, cohabitation, lone parenting, mixed ethnicity marriages, postponed child bearing and lengthening periods in old age. Several lines of research investigate a myriad of questions about the social processes underlying these changes, and their consequences. Researchers also consider the cultural differences informing family organization in Canada and around the world. (Johnson, Lauer, Lauster, Martin-Matthews, White, Yodanis)

### **2. Life course transitions and aging**

This area concerns age-related transitions that add up to and define individual and family progress along the life course. The life course is socially constructed, exerting a normative power on transitions, like finishing school, moving away from home, getting a job, marriage, childbearing and retirement. Researchers explore the intersection between human development and the life course, examine the impacts of aging on identity, and consider the interrelated nature of social transitions in people's lives such as adaptations to changes in health status or intergenerational care giving. (Currie, Fu, Lauster, Martin-Matthews, White, Yodanis)

### **3. Household economics and consumption**

In this area the economic linkages among family members as producers, consumers and decision-makers are examined. Particular research projects focus on within household decision-making regarding allocation of resources, on the resource exchanges of transnational families, and on decisions regarding housing consumption. (Johnson, Lauer, Lauster, Yodanis)

### **4. Family and institutional linkages**

Not only are family forms changing but so too are the linkages between the family and other institutions, be these schooling (education), the labour market (work) or the church (religion). We especially examine cross-institutional timing and sequencing between family and jobs, educational events and family events and family and religious events. (Currie, Guppy, Johnson, Lauer, Yodanis)

### **5. Sex and power in family and intimate relationships**

Close relationships are fraught with emotional significance and meaning. Power often shapes interactions, whether in sexual relationships, close friendships or relationships between parents

and children. Research in this area examines sexual history, adolescent relationships, romantic coupling and parent-child relationships. (Currie, Lauster, Martin-Matthews, White, Yodanis)

### **C. Gender and Sexuality**

Sociologists of gender and sexuality explore changing gender relations and sexual identities within historical and contemporary contexts across national boundaries. Faculty focus in these areas of concentration:

#### **1. Feminist anti-racist intersectionality**

A central theme within feminist sociology, the exploration of intersectionality, recognizes the mutually constitutive character of social processes, structures and identities (e.g., through race, class and gender). An example of research by faculty in this field is the examination of gender differences in settlement experiences among immigrants and refugees. (Creese, Currie, Ross, Yodanis)

#### **2. Sexual politics, communities and identities**

Pivotal to this field of inquiry is the examination of queerness (lesbian, bisexual, trans, intersexed, pansexual) past and present, in addition to the social construction of heteronormativity and heterosexual non-conformity. Examples of research by faculty in this area include burlesque, striptease, neo-burlesque, industries of sex workers and sex-related social movements. (Fuller, Ghaziani, Kemple, Ross)

#### **3. Gender, youth and aging**

This area of expertise excavates the transformation of gender over time, space and the life course. Examples of research by faculty include the complexities of 'girl cultures', school-based youth cultures and care-giving for the elderly. (Currie, Martin-Matthews)

#### **4. Gender and work**

Some sociologists of gender analyze processes of globalization, the segregation of the labour force, unionization and social policy. Examples of such research include struggles for pay equity, service work and consumer culture, and single parenting in neo-liberal contexts. (Creese, Fuller, Hanser, Hirsh)

## **D. Health and Healthcare**

Health sociology in the department involves the examination of health and illness at the intersections of social structures and institutions, governments and policies, healthcare systems and personal experiences. Health sociologists conduct research in the following areas of specialization:

### **1. Social determinants of health**

This area involves investigation of the influence of social, political and economic inequalities on the differential distribution of health and illness within populations and among groups of individuals. In particular, scholars in the department conduct research on the health effects of socioeconomic status and social class, race and ethnicity, housing, social capital and neighbourhood of residence. (Carpiano, Fu, Lauster, Veenstra)

### **2. Experiences of health and illness**

This prominent area of health sociology, with roots in phenomenology and symbolic interactionism, focuses on exploring meanings associated with experiences of health, illness and care-seeking for individuals and their families and on patterns of communication between clients of health services and service providers. (Martin-Matthews)

### **3. Forms and activities of healthcare institutions**

The field of health sociology also includes examination of the organization of healthcare institutions and their role in shaping the delivery of health services. This area includes a long tradition of research focused on how medical students are socialized into the medical professionals well as examinations of the culture of hospitals and nursing homes and implications for the quality of care provided. Current research involves investigation of the effects of privatization and outsourcing of hospital support services and issues pertaining to the recruitment, retention, training and work dynamics of home support workers. (Martin-Matthews)

### **4. Health and social policy**

Work in this area seeks to identify the implications of health and social policies for the nature of healthcare systems and the health and well-being of populations. Current research investigates how the construction and use of measurement instruments influences policy decisions and understandings about health. (Lauster)

## **E. Knowledge, Culture and Power**

The relationships between knowledge, culture and power are a focus for many colleagues. Work in this broad area examines a number of issues.

### **1. Knowledge claims and science**

One line of inquiry examines the social processes by which knowledge – especially the knowledge generated by scientists and intellectuals – is produced, transmitted, interpreted and used in various sectors of society. Knowledge and innovation drive economies forward, structure government policy, shape our everyday lives – and create new social divisions and inequalities. Related work examines how knowledge is translated and used in practical applications, from aquaculture to climate change, employment to school policy. (Guppy, Matthews)

### **2. Power / Knowledge**

An alternative focus examines the production of knowledge as both embedded and produced within specific relations of power, influence and authority. Scientific, expert and everyday knowledge structure, and are structured by, class, gender, race, age and culture, and by geopolitical divides and urban/rural networks. Drawing from a variety of conceptual perspectives, including feminist, postcolonial and neomarxian theories, scholars in this area pose questions about the applicability, relevance and presumed universality of social science categories, scientific canons and founding texts in the discipline. (Currie, Kemple, Mawani, Ross)

### **3. Education**

Educational institutions – especially post-secondary ones – are a focus of central importance, with research examining the changing academic profession, the growth of new scientific and intellectual movements within the university, struggles over what counts as authoritative knowledge, the links between higher education and political values, access to education, First Nations and schooling, and the representation of knowledge in school curricula. (Dierkes, Guppy, Matthews)

### **4. Cultural formations**

Daily life is a cultural process that constitutes social relations organized through spatial formations, economies and markets, work and labour, and the dynamics of law and legality. Scholars in the Department examine how culture is contested in everyday practices, including state classifications of aboriginal peoples and migrant workers and the struggles these produce. A related line of research examines the multiple bases of cultural tastes, the generation and interpretation of elite/high cultures, and the role of popular culture and mass media in shaping social relations. (Ghaziani, Hanser, Kemple, Mawani, Ross, Veenstra)

## **F. Race, Ethnicity and Immigration**

Scholars in this area study how racial, ethnic and national identities are salient or stratifying forces in people's lives. Immigration is one primary force shaping racial and ethnic diversity in Canada and other receiving nations. As a city with tremendous ethnic and racial diversity, as well as one of the world's largest concentrations of immigrants, Vancouver is an ideal location to study these issues. The following areas are among the central research interests:

### **1. Racial and ethnic inequality**

A prominent area within the study of race and ethnicity is how and why social inequalities are structured and sustained between different groups. Researchers seek to explain disparities in health, education, work and resource distribution, among other realms of life. Studies by UBC faculty focus on experiences of discrimination as well as the way that notions of difference and hierarchy are politically constructed. We also study how race and ethnicity intersect with other relations of inequality such as gender, sexuality, class, age and disability, as well as the changing histories and articulations of racisms across time and space. (Creese, Fuller, Hirsh, Mawani, Roth, Veenstra, Wilkes)

### **2. Racial and ethnic classification**

Racial and ethnic categories change over time and across societies. Researchers in this area study how they are constructed and transformed by social processes such as immigration, colonialism, intermarriage, state formation, political events and even genetic technology. This includes the construction of new identities (e.g. multiracial, "Canadian"), and the implications of classification for social relations and for research. (Hirsh, Mawani, Roth)

### **3. Immigrant incorporation**

This area considers how immigrants are faring in their new societies. It includes their socioeconomic integration (educational attainment, labour market outcomes, neighbourhood integration) as well as their cultural integration (linguistic abilities, family patterns, identity, social networks). Scholars in this area also examine patterns of maintaining transnational ties and sending remittances to the home countries. (Creese, Johnson, Lauer, Roth)

### **4. Social relations and attitudes**

Faculty in our department study the social psychology of race prejudice and discrimination, public attitudes toward immigration and foreigners, and the social factors that can transform attitudes toward racial, ethnic and foreign-born groups. This area includes social mobilization of ethnic and racial groups as they seek to change the dynamics of social relations. (Creese, Guppy, Hirsh, Roth, White, Wilkes)

## **G. Work, Economy and Globalization**

Faculty in this area study the historical and contemporary dynamics of change related to capitalist work arrangements, labour, capital and migration flows, the institutional and political regulation of labour, economic behaviour and organizations, consumption and consumer practices, culture and political economy, and labour movements. Given the profound local and global transformations taking place in the nature of work and the economy, faculty conduct comparative and transnational research in many parts of the world, including Canada, China, India, Korea and the United States. Prominent areas of research include:

### **1. Workplace and employment relations**

Research in this area explores workplace power relations and labour processes, the casualization and informalization of work, and the impact of employment insecurity on individuals, families and communities. The global transformation of workplace and employment relations in the context of capital mobility, economic restructuring and transnational corporate practices make this area a dynamic field of inquiry. (Chun, Fuller, Hanser, Hirsh)

### **2. Workforce participation and labour markets**

Faculty investigate employment patterns and labour market trends, including unemployment, the growth of precarious and non-standard employment, the intersection of race, gender, sexuality, age and family participation on the rate and quality of employment, and the consequences of job changes and career trajectories on individual and group economic outcomes and general wellbeing. (Fuller, Hirsh, Johnson)

### **3. Culture, markets and social inequality**

Research in this area recognizes that markets, economic behaviour and economic organizations are fundamentally social, and are shaped by overlapping arenas of social life. In particular, faculty investigate the importance of cultural meanings and symbolic values attached to work, employment, consumer practices and social reproduction. (Dierkes, Fuller, Hanser, Hirsh)

### **4. Gender, sexuality and work**

Faculty research explores the gendered nature of work, ranging from gendered labour markets to gendered constructions of jobs to sex work. Feminist approaches foreground the importance of intersectionality (race, ethnicity, class, gender, sexuality, etc.) and participatory action research. (Creese, Hanser, Hirsh, Ross)

### **5. Capital, labour and migration flows**

The circulation and regulation of capital, labour and migration are central to the dynamics of global capitalist expansion. Faculty research examines labour migration flows and regulatory regimes from the age of colonialism and empire in the nineteenth century to the contemporary age of globalization and neoliberalism. (Mawani)

## 6. Labour politics and trade unions

Research in this area intersects with labour studies, and several scholars focus on labour politics and trade unions, both historically and in a contemporary, transnational context. Our work explores the importance of collective organizing, community politics and social justice movements for securing labour rights and protections as well as transforming the dynamics of power and inequality inherent in capitalist work arrangements. (Creese, Ross)

## Appendix D. Applying to Sociology Graduate Programs

The online application will open on **September 1<sup>st</sup>, 2016** for students who wish to start in the Fall of 2017. Potential students are highly encouraged to apply as early as possible. Top candidates may receive early offers of admission. The admissions committee will begin reviewing files early **January 2017**. The final deadline to submit an online application is **December 1<sup>st</sup>, 2016**, document deadline is **December 15<sup>th</sup>, 2016**. Applications and supporting documents received after the final deadline cannot be guaranteed assessment by the admissions committee.

Applicants must apply online with the Graduate Studies Online Application. Graduate and Postdoctoral Studies only distributes paper application forms under special circumstances. Applicants who have difficulty accessing the Internet may request that a paper version of the admission application information be mailed out to them. To request a paper copy of the application please contact the Graduate Secretary by email at [soci.grad@ubc.ca](mailto:soci.grad@ubc.ca) or by phone at (604) 822-0503.

Before applying to Sociology, applicants should familiarize themselves with the UBC Graduate and Postdoctoral Studies (G+PS) web-site – [www.grad.ubc.ca](http://www.grad.ubc.ca) – which contains important information regarding application for graduate study at UBC.

The Department receives far more applications than it can accommodate each year, and inevitably excellent applicants are turned down. It is in your interest to consider applying to several graduate schools.

### *Application Requirements*

#### **M.A. in Sociology**

To be considered for admission into the M.A. program in full standing an applicant should hold a four-year undergraduate degree in sociology or a cognate field (a closely related field with significant sociological content). In completing this degree, the applicant normally should have attained first-class standing (an average of 80% or higher here at UBC) in their third-and fourth-year courses (300-and 400-level courses here at UBC) as well as first-class standing in their third-and fourth-year sociology courses in particular. Applicants should also ensure that they meet all of the minimum requirements for admission to graduate studies at UBC set by Graduate and Postdoctoral Studies. Please note, admission to our graduate programs is competitive. Attainment of the minimal qualifications does not ensure admission.

#### **Ph.D. in Sociology**

In deciding on admission to the Ph.D. program the Department of Sociology considers an applicant's previous academic accomplishments and potential to pursue and complete original sociological research. Students entering the Ph.D. program are normally required to have completed an M.A. degree in sociology or a cognate field (unless they are transferring directly into the Ph.D. program after the first year of the M.A. program at UBC). Applicants should also

ensure that they meet all of the minimum requirements for admission to graduate studies at UBC set by the Faculty of Graduate Studies. Please note, admission to our graduate programs is competitive. Attainment of the minimal qualifications does not ensure admission.

### **Language Requirements**

The language of instruction at UBC is English. Applicants who have not completed a degree at a university where English is the primary language of instruction must take the Test of English as a Foreign Language (TOEFL) before their application for admission will be considered. UBC Sociology requires that applicants achieve a TOEFL score of 600 (paper exam), 250 (computer exam) or 100 (Internet exam). Alternatively, the International English Language Testing Service (IELTS) or the Michigan English Language Assessment Battery (MELAB) language tests may be taken. The GCE A-Level English examination with a standing of at least “B” is also acceptable in lieu of the TOEFL. The language exam must have been taken within the past two years.

For certain kinds of thesis or dissertation research a student may require competence in a language other than their own. In that case a requirement for language training will be incorporated into the student's program.

### **Graduate Record Examination Requirement**

Students who do not have a prior degree from a Canadian university are required to take the GRE (Graduate Record Examination); results must be from the past 24 months.

### **Application Procedures**

The graduate admissions process at UBC is a collaboration between Graduate and Postdoctoral Studies (G+PS) and the Department of Sociology. G+PS determines whether an applicant meets their minimum admission requirements. The Department of Sociology determines whether an applicant meets the academic standards required for graduate-level study in Sociology. Applicants should familiarize themselves with the “Future Students” section of the G+PS website. Please note, admission to our graduate programs is competitive. Attainment of the minimal qualifications does not ensure admission.

### **Application Form and Fee**

Applicants should carefully read the information contained here regarding admission requirements, transcripts, tests and documentation before completing the electronic application form. Currently the electronic application form can accommodate credit card payment only, and is available on the G+PS website. Applying online saves paper and allows applicants to confirm receipt of their supporting documentation and check the status of their application online. Paper applications are only available for international students who have difficulty accessing the Internet. Please contact the Sociology Graduate Secretary at [soci.grad@.ubc.ca](mailto:soci.grad@.ubc.ca) to request a paper application.

Domestic and international applicants must pay a non-refundable application fee payable to Graduate and Postdoctoral Studies. This fee can be paid by Visa or Mastercard via the online application. The application form is waived for certain international applicants whose citizenship and correspondence address is located in one of the 50 countries specified on the G+PS website. In order to have the application fee waived, applicants must apply online and pay the fee with a credit card. Once payment is made, please inform the Sociology Graduate Secretary of your payment by email and a reimbursement will be applied to your credit card.

## **Supporting Documentation and Material**

### *Language Proficiency Tests*

Applicants who have not completed a degree in a university where English is the primary language of instruction must take an examination to demonstrate their competence in the English language before their application for admission will be considered.

UBC Sociology requires a TOEFL score of 600 (paper exam), 250 (computer exam), or 100 (Internet exam). For the Internet-based TOEFL exam, the required scores are as follows: 25/25/22/22, with an overall score of at least 100. The UBC Institution code is 0965. Alternatively, the International English Language Testing Service (IELTS) or the Michigan English Language Assessment Battery (MELAB) language tests can be taken. The GCE A-Level English examination with a standing of at least "B" is also acceptable in lieu of the TOEFL. Please note that the language exam must have been taken within the past two years. For more information on TOEFL and other language tests, please visit the G+PS website.

Official test results must be sent directly to Graduate and Postdoctoral Studies (not the Department of Sociology). Please also include a photocopy of the official test results in the application package sent to the Department of Sociology.

### *Transcripts and Degree Certificates*

Applicants must provide two sets of official transcripts of all previous academic work from all post-secondary institutions. If the academic records are in a language other than English or French, please arrange for certified translations to be attached. Official, original or certified copies of the original records must be received in envelopes sealed and endorsed by the issuing institution. Please note that an official degree certificate must also be submitted if the degree granted is not indicated on your transcripts.

Please make sure these are sent to the Sociology Graduate Secretary and not to UBC's Faculty of Graduate Studies as indicated on the reference form itself.

### *Reference Letters/Forms*

Applicants should provide names and contact information for three referees via the online application system. Once the application fee is paid, will automatically generate emails to the

referees. Referees will be provided with a link to an online e-reference page where they will have the option to either fill out an online form or upload a letter of reference in Word or PDF format.

### *Prospectus*

Please provide a written prospectus that indicates your proposed area of study for the M.A. or Ph.D. degree in Sociology. What research questions motivate you? What theoretical tradition(s) will likely inform or structure your research? Are there specific methodological skills you hope to develop and apply while in the program? Please also identify one or more potential faculty supervisors with whom you would like to work. Your prospectus should be between 500 and 1000 words in length.

Applicants to the M.A. program who have not completed a B.A. in Sociology and applicants to the Ph.D. program who do not have a B.A. or M.A. degree in Sociology should include with their prospectus an additional statement of 500 words or fewer describing their level of preparedness for graduate study in Sociology, e.g., completed courses with substantial sociological content, sociological research and sociologists that have informed your own work, related research assistantship experiences, etc.

### *Writing Sample*

Please provide a writing sample. It is appropriate but not necessary for your writing sample to be on the research topic described in your prospectus. If applying for the Ph.D. program we prefer to have applicants submit some portion of their M.A. thesis or major paper. If applying for the M.A. program an undergraduate upper-level major paper is appropriate.

### *Application Procedure*

Applicants must apply online for more information, please refer to our website:  
<http://soci.ubc.ca/graduate-program/prospective-students/>.

### *Deadline for receipt of Complete Applications*

The Department of Sociology will start accepting applications for the 2016 academic year starting **September 1<sup>st</sup>, 2016**. The deadline by which complete applications must be received is **December 1<sup>st</sup>, 2016**. Document deadline is **December 15<sup>th</sup>, 2016**. Applications and supporting documents received after the deadline cannot be guaranteed assessment by the SGSC.

## Appendix E. Sociology Graduate Courses

Credits are indicated in parentheses

SOCI 500 (3) Foundations of Sociological Thought  
SOCI 501 (3) Contemporary Sociological Theory  
SOCI 502 (3) Research Design and Techniques (Quantitative)  
SOCI 503 (3) Research Design and Techniques (Qualitative)  
SOCI 504 (3) Methodology of Social Inquiry  
SOCI 505 (3/6) Tutorial in Sociological Theory  
SOCI 506 (3/6) Tutorial in Research Methods  
SOCI 507 (3/6) Advanced Theory Seminar  
SOCI 508 (3/6) Advanced Methods Seminar  
SOCI 509 (3/6) Sociology of the Environment  
SOCI 510 (3/6) Population, Community and Demography  
SOCI 511 (3) Cross-National Comparisons in the Social Sciences  
SOCI 512 (3/6) Gender and Feminist Issues  
SOCI 513 (3) Theories About the Family  
SOCI 514 (3) Analyzing Quantitative Data in Sociology  
SOCI 515 (3) Qualitative Data Analysis and Professional Writing Seminar  
SOCI 520 (3/6) Law and Crime  
SOCI 530 (3/6) Social Change and Development  
SOCI 540 (3/6) Social Inequality  
SOCI 549 (6/12) Master's Thesis  
SOCI 550 (3/6) Social Interaction  
SOCI 560 (3/6) Culture and Knowledge  
SOCI 562 (3/6) Mass Media and Communications  
SOCI 570 (3/6) Seminar in Work, Industry and Technology  
SOCI 580 (3/6) Canadian Society  
SOCI 584 (3/6) Health, Illness and Society  
SOCI 590 (3/6) Seminar in an Ethnographic Area  
SOCI 596 (3/6) Political Sociology and Social Movements  
SOCI 598 (3/6) Directed Studies  
SOCI 599 (3/6) Special Topics Seminar  
SOCI 649 (0) Doctoral Dissertation

## Appendix F. Grading and Evaluation

**For master's students registered in Graduate and Postdoctoral Studies, Fail (F) for individual courses is defined as below 60%:**

### Grading Scale

Percentage (%)	Letter Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
64-71	B-
64-67	C+
60-63	C
0-59	F (Fail)

Only 6 credits of pass standing (60-67%) may be counted toward a master's program. For all other courses, a minimum of 68% must be obtained. Some graduate programs may require a higher passing grade for specific courses.

For doctoral students registered in Graduate and Postdoctoral Studies, Fail (F) for individual courses is defined as below 68%. Some graduate programs may require a higher passing grade for specific courses.

### Grading Scale

Percentage (%)	Letter Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
0-67	F (Fail)

If a course is repeated, both marks will appear on the transcript. The higher mark will be used to determine promotion in a program and in any decision to admit or withdraw a student from a program. For all other purposes, averages will be calculated using both marks.

### Evaluation

M.A. and Ph.D. students are evaluated twice a year by the Sociology Graduate Studies Committee. Students are also evaluated in May by all faculty members at an annual departmental meeting. Evaluations are generally based on coursework, progress on the thesis proposal, and

research and writing of the thesis/dissertation as appropriate and according to specified time limits.

## Appendix G. Professional Development Seminars

As part of the graduate curriculum, the Sociology Department offers several professional development (Pro-D) seminars each year. The aim of the Pro-D seminars is to aid in building the professional skillset of graduate students. All graduate students are expected to attend these events.

At the start of the year, Pro-D seminars are offered on:

- Applying for fellowship funding in the Fall term
- Teaching Assistantship (T.A.) skills (e.g., effective teaching frameworks, facilitating effective group discussion, classroom diversity, and feedback/grading).

Then, throughout the rest of the year (at least two times per term), Pro-D seminars will be offered on a range of professional topics. The specific topics will be selected by the SGSC Chair in collaboration with the Graduate Student Council of Sociology (GSCS). Recent Pro-D seminar topics have included:

- Professional Networking Skills
- Academic Publishing
- Preparing an Effective Vita and Cover Letter
- What to Expect in your First Year of an Academic Job

In addition to these Pro-D workshops, the Department hosts an Invited Speaker Series featuring scholarly talks by leading Canadian and international sociologists as well as, in certain years, public job interview talks by prospective faculty candidates. For both these events, time is typically allocated for graduate students to meet either individually or as a group with the speaker.

**It is expected that *all graduate students* attend each Pro-D seminar as well as other departmental seminars such as the visiting speaker seminar series and job talks.**

Participation in these events will be one factor considered each year in evaluating each student's standing in the program as well as in deciding teaching assistantship placements and other potential funding allocations.

## Appendix H. Procedures for Departmental Oral Thesis Examinations

These are the instructions which guide the conduct of the Departmental M.A. and Ph.D. oral thesis examinations, in each case chaired by an appointee of the SGSC. Students preparing for such examinations should be aware of these procedures and are advised to attend other students' examinations as preparation.

The Departmental oral examinations for the M.A. and Ph.D. are public and therefore open to any faculty member or graduate student in the Department. It is the responsibility of the Chair of the candidate's Advisory Committee to ensure that a quorum will be present at an examination. In addition, the SGSC assumes that in calling the examination, the Advisory Committee has assured itself that the candidate has fulfilled all requirements for the degree.

The examination generally lasts two hours. A quorum must be present for the examination to begin. The quorum consists of the Chair of the Examining Committee (SGSC representative) and at least two Advisory Committee members. If a quorum is not present, the Chair may delay the examination, postponing it until a later date. The SGSC representative is a non-voting member of the Examining Committee.

The following procedure is suggested for the Examination Chair (SGSC representative):

1. Announce that the meeting has been called for the public examination of (name of candidate) or the (M.A. or Ph.D.) degree;
2. Request the candidate to present a synopsis of his or her work (the candidate may speak from notes and/or use a blackboard or audio-visual equipment, but should not read the synopsis; time 20 to 30 minutes);
3. Call upon members of the assigned Examining Committee (the Supervisor last) to question the candidate;
4. Call for questions by any visitors in attendance;
5. Call for further questioning by the Committee, and question the candidate him/herself.
6. Request the candidate and persons not on the Examining Committee to withdraw.

### **In the Case of an M.A. Examination**

7. Call for discussion of the examination (quality of the presentation, answers, and thesis) and poll each Committee member, reaching one of the following decisions:
  - a) approval of thesis (i.e., Pass or Fail), indicating any minor amendments that must be made by specified date; or
  - b) adjournment of the examination with conditions for re-examination by specified date (this must be done if deficiencies are found in the thesis, its presentation or its

- defense, that are deemed not to be serious enough to warrant failure, but must be rectified (before approval); or
- c) failure of the candidate.

8. Call back the candidate and, in the presence of the Examining Committee, inform him or her of the Committee's decisions about thesis approval, and any minor revisions to be made, the latter usually specified afterwards by the Supervisor.

9. Compose a brief written report indicating the Examining Committee's decisions regarding thesis approval and dates for completing corrections. Additionally, the report should note attendance and any unusual circumstances relating to the examination. The report is to be submitted to the SGSC within a few days.

### **In the Case of a Ph.D. Examination**

7. Call for discussion of the examination (quality of the presentation, answers, and thesis) and poll each Committee member. The Examining Committee will act in one of the following ways:

- a) approval of thesis for transmission to External Examiner; or
- b) approval of thesis as above, subject to minor revisions to be approved by the Thesis Supervisor by a specified date, before the thesis is submitted to the External Examiner; or
- c) approval of the thesis as above, subject to substantial revision to be approved by the Examining Committee as a whole by a specified date, before the thesis is to be submitted to the External Examiner; or
- d) adjourn the examination and set the date and conditions for re-examination, which may include a requirement for revision, reconstitution of the Examining Committee or whatever other measures seem appropriate; or
- e) fail the candidate.

[It is suggested that particular consideration be given to the use of category (d) in those cases where substantial revision of the thesis is required and where there is reasonable doubt that the candidate will satisfactorily complete such revisions within a specified period of time.]

8. Call back the candidate and, in the presence of the Examining Committee, inform him or her of the Examining Committee's decision.

9. Compose a brief written report, which should indicate the Examining Committee's decision concerning approval of the thesis and any dates for changes. In addition, the report should note attendance, and comment on any unusual circumstances related to the examination. The report is to be submitted to the SGSC within a few days.

## Appendix I. Leave Policies

### Leave Policy for Graduate Students

Upon written application and with the approval of the Supervisor, the SGSC and G+PS, a student may be granted "on-leave" status. Registration must be maintained through payment of a fee. Failure to maintain on-leave status may lead to cancellation of registration in the program. On-leave status is exceptional, granted only when exceptional circumstances apply.

### Leave Policy for Faculty Members on Sabbatical

As stated in the *G+PS Handbook of Graduate Supervision*, "the [Supervisor] is responsible to make arrangements to ensure continuity of supervision when the [Supervisor] will be absent for extended periods, e.g. a month or longer." Faculty members on leave may continue advising and/or supervising graduate students. They must inform students in advance of any problems they anticipate as a result of their absence from campus, and provide students in writing with a plan for the expected frequency and medium of maintaining contact (such as regular mail, telephone, email, face-to-face meetings and so on). Alternatively, in consultation with the student and the SGSC, faculty on leave may arrange for a replacement Supervisor or Advisory Committee member for all or part of the term of their leave. Consent for the designated replacement must be obtained from the SGSC. Unless otherwise stipulated, it will be assumed by the SGSC that the original Supervisor will return as Chair of the Advisory Committee after the leave. It is also the responsibility of the Supervisor, as Chair of the Advisory Committee, to ensure that Committee members who are on leave maintain regular contact with the student and other Committee members, or are replaced. All replacements will be made in consultation with the student and all changes must be approved by the SGSC.