

SOCIOLOGY (PHD)

The PhD program in Sociology is designed to produce independent scholars able to conduct research, teach or serve in a variety of settings. We offer comprehensive training in the knowledge and skills which constitute professional competence in the field. The curriculum is designed to equip students with a broad foundation in general sociology and in more specialized knowledge related to students' career interests in teaching, research, governmental work, or public service.

PhD students work closely with faculty as they advance in the program. The program has particular strengths in the following sub-fields of sociology:

- Urban, Environment, and Community
- Health and Medicine
- Politics, Power and Social Justice
- Global and Transnational Sociology
- Race, Ethnicity, Gender, and Sexuality
- Religion, Science, and Knowledge

Related Programs

Master's

- Sociology (MA) (<https://catalog.luc.edu/graduate-professional/graduate-school/arts-sciences/sociology/sociology-ma/>)

Combined

- Sociology (BA/MA) (<https://catalog.luc.edu/undergraduate/accelerated-bachelors-masters-program/sociology-bama/>)

Curriculum

The PhD in Sociology requires 60 credit hours, comprehensive examinations, and a dissertation. Students who enter the program with a master's degree in Sociology are required to complete 30 credit hours of coursework at Loyola. The student's thesis or research paper may also be certified at this time as meeting the department's master's thesis requirement for the PhD.

Course Requirements

After the initial integrative coursework in preparation for the qualifying exams and the doctoral review, students move on more advanced coursework. This involves specialized courses, individual study, and seminars in areas relevant for the student's scholarly and professional development. These courses include classes on college-level teaching and writing for publication. Students who successfully complete the course on college-level teaching and have a master's degree are eligible to teach at the university.

Code	Title	Hours
Introductory Courses		
SOCL 405	History Sociological Thought	3
SOCL 406	Modern Sociological Theory	3
Methodology and Research Courses		
SOCL 410	Logic of Sociological Inquiry	3
SOCL 412	Qualitative Methods in Social Research	3
SOCL 414	Statistical Methods Analysis I	3
SOCL 415	Statistical Methods of Analysis II	3

Select Fourteen Courses Toward Specialization ¹		42
SOCL 418	Demography	
SOCL 421	Theories Social Change	
SOCL 423	Social Movements	
SOCL 425	Inequality and Society	
SOCL 426	Sociology of Gender	
SOCL 427	Political Sociology	
SOCL 428	Poverty and Social Welfare	
SOCL 432	Socialization Thru Life Cycle	
SOCL 438	The Family	
SOCL 439	Community Change	
SOCL 440	Organizations & Organizational Change	
SOCL 441	Sociology of Religion	
SOCL 442	Religious Conflict & Change	
SOCL 446	Knowledge, Power & Expertise	
SOCL 447	Sociology of Culture	
SOCL 448	Technology & Material Culture	
SOCL 452	Complex Organizations	
SOCL 453	Occupations and Professions	
SOCL 461	Race & Ethnicity	
SOCL 462	The Urban Metropolis	
SOCL 463	Sociology & Natural Environment	
SOCL 471	Sociology of Deviance & Control	
SOCL 473	Criminology	
SOCL 481	Medical Sociology	
SOCL 490	Workshop: Applied Sociology	
SOCL 491	Sociological Discourse	
SOCL 494	Internship	
SOCL 497	Independent Research	
SOCL 498	Independent Research	
SOCL 499	Directed Study	
SOCL 500	Seminar-Applied Sociology & Social Policy	
SOCL 505	Controversery Current Social Thought	
SOCL 510	Research Special Areas	
SOCL 520	Topics in Contemporary Society	
SOCL 525	Seminar in Comparative Studies	
SOCL 540	Issues: Sociology of Religion	
SOCL 560	Seminar-Issues in Communities & Urban Sociology	
SOCL 580	Seminar: Issues in Medical Sociology	
SOCL 600	Dissertation Supervision	0
Total Hours		60

¹ In planning the more specialized phase of their graduate program, doctoral students are encouraged to take full advantage of the resources of the university and, where pertinent, to take courses in other graduate departments.

Comprehensive Examinations

Written examinations in two related special fields are normally taken after coursework is completed. Students must choose two Special Fields, or sub-fields in sociology, in which they wish to be examined. We strongly suggest that these exams be completed in the third year or the beginning of the fourth year. You may not take an exam if you have any Incompletes,

or if you are on Academic Probation. The Department offers exams in several different subfields. Please consult with the Graduate Program Director or see the Graduate Student Handbook for specific details. Students may petition to take one of the two exams in another area (but not more than one) upon consultation with the Graduate Program Director. Such exceptions are not regularly granted. The only fields that will be considered are those established as sections within the American Sociological Association: <http://www.asanet.org/asa-communities/asa-sections/current-sections>.

The goals of the Special Field exams are to demonstrate:

- sophisticated knowledge of the development and current theoretical and empirical debates in a sub-field
- knowledge of important empirical patterns relevant to a sub-field
- the capacity for analytic writing, including the ability to marshal evidence to make claims, the capacity to make logic comparisons, and the capacity to identify gaps and issues in fields.
- the capacity to write in a clear, organized academic style, with few grammatical and spelling errors

The exam is a five-day, take-home exam, in which students answer 3 to 4 questions chosen by the committee. The questions are typically handed out on a Monday morning and completed by the end of the day on a Friday (or a similar time period). Students, who for medical, family, or work reasons, are unable to take the five-day exam, may petition the GPD to use a different exam form: a 30-40 page review that demonstrates your knowledge of the key developments and current debates in the field, key empirical patterns relevant to your field, and methodological techniques and tools commonly used in the sub-field. Students may want to model their papers on articles in *The Annual Review of Sociology* and similar periodicals. Again, this option is reserved for students who have extenuating circumstances that strongly limit their ability to take the 5-day exam. The Director will provide more guidance on expectations. Under no circumstances may students answer specific questions set by the Director and Reader: the student must produce a review essay.

Dissertation

Once both comprehensive exams are passed, the next step is to prepare the **dissertation proposal**. The proposal is an important document for the candidate, for the faculty committee, and for the department. The acceptance of the dissertation proposal indicates that your committee is confident that the proposed research is highly likely to contribute original results that are important to other sociologists, under the limited time frame of graduate school. The Sociology Department requires that all dissertation proposals be defended in front of the Dissertation Committee. At Loyola, these hearings are "open," which means that members of the university, as well as family and friends, may attend the defense. The purpose of the proposal hearing is primarily to judge whether the proposal is sound enough for the research to go forward; secondarily, it is to provide constructive feedback. For more on the dissertation proposal and defense, please see the graduate student handbook.

The **dissertation** is the culmination of your doctoral program career. It will be the most sustained piece of research and writing you will have done to this point in your career, and it will serve as the basis of publications as an Assistant Professor if you are planning an academic career. A well-planned dissertation is one of the keys to success; time management is another. The Department requires a public defense of all doctoral dissertations. When your committee agrees that the dissertation is ready for defense, you will need to follow the formal procedures laid

down by the Graduate School for final defense and deposition. For more information on the dissertation and dissertation defense, please see the graduate student handbook.

Responsible Conduct of Research

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (<https://catalog.luc.edu/academic-standards-regulations/graduate-professional/>) under their school. Any additional University Policies supersede school policies.

Learning Outcomes

This degree prepares students for research and teaching positions in the academic, government, non-profit, and for-profit sectors.

- Demonstrate knowledge of the broad theoretical orientations of the discipline. [Research learning outcome]
- Demonstrate knowledge of two empirical sub-fields in the discipline. [Research learning outcome]
- Frame sociological research questions both theoretically and empirically. [Research learning outcome]
- Select appropriate data sources. [Research learning outcome]
- Analyze and present data in accordance with ethical and professional standards. [Research learning outcome]
- Use one or more data collection methods to carry out a major research project: interviews, participant observation, surveys, or archival evidence. [Research learning outcome]
- Analyze quantitative or qualitative data with respect to sociological claims or theories. [Research learning outcome]
- Write for publication. [Research learning outcome]
- Present findings orally for lay or professional audiences. [Research learning outcome]
- Assist an instructor of record with grading, tutoring, and class presentations. [Teaching learning outcome]
- Teach as an undergraduate instructor of record, by developing the capacity to: design a syllabus; create and carry out assignments, assessments, and lectures; integrate Ignatian pedagogical techniques, including curia personalis; and reflective learning. [Teaching learning outcome]