

Sociology

Fall 2008



Course Booklet

Message from the Department

The Sociology Department welcomes you to a new semester and the academic year 2008-2009. As usual we are pleased to offer a range of interesting courses. As usual too, you should expect some changes. Among these changes is an addition to our department. We welcome Assistant Professor, Ryan Centner, who comes to us from the University of California, Berkeley. Additionally, we welcome back Assistant Professor, Sarah Sobieraj, who returns from sabbatical. This is good news for us all.

As you examine the Sociology Course Booklet, you will notice some significant changes, among them - the addition of new courses and the absence of two professors. Professors Aymer and Ostrander will be on leave until the Spring 2009 semester.

Be ready to be engaged yet flexible this semester. The Department of Sociology has planned carefully to ensure that you and faculty are involved in rigorous and exciting scholarship together. Expect to have a wonderful year with us and be ready to be challenged.

Paula Aymer

Sociology Courses Fall 2008

Soc 001	Introduction to Sociology	Gregory
Soc 010	American Society	Ennis
Soc 030	Sex & Gender in Society	Langstraat
Soc 040	Media and Society	Sobieraj
Soc 099	Internships in Sociology	Faculty
Soc 102	Qualitative Methods in Action	Sobieraj
Soc 103	Survey Social Theory	Ennis
Soc 110	Racial & Ethnic Minorities	Langstraat
Soc 112	Criminology	Conklin
Soc 113	Urban Sociology	Centner
Soc 120	Sociology of War & Peace	Joseph
Soc 135	Social Movements	Gregory
Soc 149	Sociology of Leadership	Centner
Soc 182	Crime and Media	Conklin
Soc 186	Sem: Intl. Health Policy	Taylor
Soc 188	Sem: AIDS - Social Origin & Global Consequences	Taylor
Soc 198	Directed Research	Faculty
Soc 199	Senior Honor Thesis	Faculty

Faculty

Paula Aymer *

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Ph.D., Northeastern University

Immigration and Labor Migration

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Sociology of Leadership; Urban Sociology

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Criminology; deviance; sociology of law

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Social psychology; research methods

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Ph.D., candidate, Boston College

Sociology of war and peace; political sociology

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Ph.D., University of California, Berkeley

Sociology of war and peace; political sociology

Jeffrey Langstraat

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Ph.D. candidate, Boston College

Sociology of sexuality and gender; social movements

Susan A. Ostrander *

Professor

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Social inequalities, nonprofits and philanthropy, community, gender

Sarah Sobieraj

Assistant Professor

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Political sociology; mass media; civil society and the public sphere; sociology of culture; social movements

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Comparative historical study of disease and health policy; political sociology; qualitative methodology; comparative welfare states

*On leave Fall 2008

Sociology Fall 2008 Course Descriptions

Sociology 001: Introduction to Sociology

Matthew Gregory

Time Block: J+ Tuesday & Thursday 3:00-3:50

Introduction to sociological perspectives and concepts for observing and analyzing interaction in large and small groups. How societies maintain social control, set up stratification systems based on race, class and gender, and regulate daily life through institutions such as families and education. Emphasis will be placed on the uses of Sociology.

Note: Students must also register for recitation.

Sociology 10: American Society

James Ennis

Time Block: E+ Monday & Wednesday 10:30-11:45



This course is about social differences and inequalities in contemporary U.S. society. Some of these differences are relatively fixed (age, gender, ethnicity), some changeable (e.g. education, occupation, class, religion, region), while others can be fleeting (e.g. tastes, attitudes). We'll explore which differences 'make a difference' for Americans' outlooks, experiences, and life chances. Such differences form a patterned system, i.e. a social structure. That structure has a lot to do with 'social problems' as well. I aim to have you think sociologically about American Society. This first involves understanding your own position(s) in American social structure, i.e. where you stand in the groups, and on the issues that matter. We'll explore how where you stand affects what you see and feel and choose. Grasping this pattern of social influence challenges you to think about the constraints on your choices, and your relative freedom within those constraints. Which Americans have a wider range of choice, or a narrower one? Why? Thinking sociologically necessarily involves making systematic comparisons. It requires transcending one's individual, personal outlook, by comparing how different groups shape and influence their members. To do so, you need systematic and detailed information, and that's what this course offers. It differs from others you may have taken in being exploratory and data-based. The data come from a number of nationally representative surveys. The exploration involves our formulating questions in conversation, and using the data to answer them. Having done this exploring, you'll be better able to understand patterns of change in the U.S., your place in them, the problems we face, and what can be done about them. Although you will be using high quality, empirical data, this is not a methods course, and I presume no previous experience with statistics or computers.

At the end of the semester you will have a deeper understanding of the following:

What social factors have the strongest impact on your own and other Americans' experience and life chances?

How do groups in U.S. society interact with one another?

How do the patterns of these interactions form 'social structures'?

Where do you and your family stand in these structures?

Where do these structures come from? What are their historical roots, and how are they reproduced day to day?

How has American society changed over time, and in what direction are we headed?

What factors 'drive' the changes?

In what ways is the U.S. unique, and in what ways are its characteristics quite comparable to other societies?

Which others?

How much equality is possible or desirable? How can we attain it?

How might understanding the pattern and roots of American social structure help us to move in more just, humane, democratic and sustainable directions?

Sociology 030: Sex & Gender in Society

Jeffrey Langstraat

Time Block: L+ Tuesday & Thursday 4:30-5:45

Gender defines who we are. For sociologists, gender is also an organizational principle which structures all of society's institutions. It shapes the division of labor, distribution of resources, and relations of power. Families, labor markets, sexual intimacies, politics, religion, popular culture, etc. are all socially organized according to gender. Gender intersects with race and class and cannot be understood except in relation to race and class.

The major aim of this course is to understand (in sociological terms) how and why gendered social arrangements take the form they do. How is gender socially constructed? How and why does gender change over time? How do people in everyday life both create and challenge gender? What have feminist theorists had to say about these questions? The course also aims to empower students to think and act more knowledgeably for self and society around gender issues. The course looks at both women and men and how gender shapes lives and experiences.

Classes are conducted as part-lecture, part-discussion. There will be a take-home midterm and final exam; and two short writing assignments in reaction to readings.

Note: Counts as a Women's Studies core course.

Sociology 040: Media and Society

Sarah Sobieraj

Time Block: H+ Tuesday & Thursday 1:30-2:45



This course focuses on the relationship between media and society. In this course we will be concentrating on the complex interactions between media technologies, cultural goods, those who create them, those who consume them, and the broad social, historical context in which these relationships are embedded.

To better understand the complex relationship between media and society, one of our first tasks will be to explore the way that media texts are produced (including commodification of cultural goods, the impact of social context on producers, and the consequences of mass production). We will then examine the content of our media texts. In this analysis, we will pay particular attention to the construction of meaning, going beyond overly-simplified discussions of stereotypes to address cultural products as open texts, subject to a variety of interpretations, some of which may subvert intended readings. We will also investigate patterns and processes of media consumption (including questions of media effects, the ways in which consumption choices may serve to create/erode boundaries between groups of people, and how knowledge of elite cultural forms act as currency that may advantage consumers). Finally, we will delve into questions of when/why the mass media are regulated (including moral and political questions, with a focus on power relationships between regulators and consumers) and in what ways?

As we move through these topics, we will approach the mass media as contested and consequential terrain, as a site of struggle, by examining the role that media texts and industries play in maintaining/reproducing as well as in resisting/eroding existing social hierarchies.

Sociology 099: Internships in Sociology Faculty

This course consists of a semester's work in an institutional setting which may be, for example, a government social welfare agency, hospital, or a community organization or action program of some type. Students may make their own arrangements for placement or may receive help from the department, but all placements must be approved by the instructor before the internship is begun. The course grade is based on an evaluation of the student's work made by the supervisor under whom the work is performed in the field, on at least one substantial tutorial with the instructor, and on a term paper submitted and graded by the instructor.

Prerequisite: Sociology 001 or 010, plus one course in sociology related to internship area.



Sociology 102: Qualitative Methods in Action

Sarah Sobieraj

Time Block: 1 Tuesday 9:00AM-11:30

Qualitative research is more than simply a way of gathering data; it is an approach to understanding social life. This course will introduce undergraduates to the epistemological foundations of qualitative research, the systematic collection and analysis of qualitative data, and the satisfaction of posing and answering their own sociological questions. The semester is specifically designed to assist students as they work through the challenging, yet rewarding process of designing and carrying out their own original empirical research projects (also known as trial by fire!). Students will learn to craft questions that are sociological in nature, and to design and conduct qualitative research to address their questions in an effective manner. The course will introduce the primary methods currently used to gather data (e.g., participant-observation and in-depth interviewing), highlighting the strengths and limitations of each approach for a variety of research agendas. The course will also include an examination of the complicated ethical issues involved with such research.

Sociology 103: Survey of Social Theory

James Ennis

Time Block: I+ Monday & Wednesday 3:00-4:15 pm

This course surveys the tradition of social theory from the pre-modern period to the present. It traces development from the classical tradition in sociology (Comte, Marx, Weber, Durkheim, Simmel, Mead) to contemporary applications and extensions. It explores the synergy and divergence of *social theory* and *sociological theory*, and between scientific ("positivistic") and interpretive approaches. Some central *substantive* concerns include:

- understanding the *structure of society*, including its basic elements, fundamental conflicts and contradictions among them, and processes that hold the whole together
- understanding the stages, process and/or direction of *historical change*, along with its underlying dynamic, if any
- understanding the *fundamental nature of the human actor*, the degree to which s/he is essentially social or solitary, and the extent to which human nature is intrinsic vs. constructed
- understanding the *process of communication*, interaction, and culture formation
- understanding how social structure limits and enables the production of knowledge, in both theoretical and everyday forms (i.e. the '*sociology of knowledge*')

In addition, we will consider some *strategic* issues such as:

- Does theory improve over time, and if so, how?
- How can theory enrich particular empirical investigations, basic and applied?
- Which theories are most generally applicable, and which are more limited in their scope?

- Which parts of the classical tradition remain relevant to rapidly changing modern social conditions, and which have been eclipsed?

At the end of this course you'll have a solid grounding in the main sources of sociological theory, methodology and topics. You will also have sampled the most important theoretical trends of recent decades, and explored the connections between the two. For seniors, this course provides an opportunity to integrate insights from the classes you have already taken. Sophomores and juniors can develop skills for later courses or independent studies.

Prerequisite: Introduction to Sociology or permission of instructor.

Sociology 110: Racial & Ethnic Minorities

Jeffrey Langstraat

Time Block: K+ Monday & Wednesday 4:30-5:45



Nativism, Inferior Races, Racism, Prejudice, Ethnicity, Minorities, Reparations, and Affirmative Action can be fighting words in a racialized society. Is there not only one kind of human being – homo sapiens? Are the terms race and ethnicity synonymous? This course will examine how concepts of race and ethnicity influence the methods used in the United States to structure socio-economic inequalities.

Popular social change and reactionary movements in the United States organized to perpetuate or ameliorate racial and ethnic divisions will be compared with strategies being used by other countries to deal with racial and ethnic issues.

Prerequisite: Sociology 001, 010, junior standing, or consent.

Sociology 112: Criminology

John Conklin

Time Block: D+ Tuesday & Thursday 10:30-11:45



Sociological findings and perspectives on crime and the processing of criminal offenders. Problems of definition and statistical assessment, public reaction to crime, theories of causation, and treatment programs.

Examination of white-collar crime, organized crime, and professional theft. This course will primarily be a lecture course, with questions and comments from students being encouraged in class. There will also be several films. Grades are based on three multiple choice examinations and two short papers.

Tentative Readings:

Conklin, John, *Criminology*, 9th Edition

Conklin, John, *Why Crime Rates Fell*

Katz, Jack, *The Seductions of Crime*

Hickey, Thomas, *Taking Sides : Clashing Views in Crime and Criminology* , 8th Edition

Prerequisite: Sophomore standing or consent.



Sociology 113: Urban Sociology: *Global Perspectives on the City*

Ryan Centner

Time Block: M+ Monday & Wednesday 6:00-7:15

This course introduces cornerstones of the subfield using classic texts on social life in cities, but it brings these to contemporary life through a transnational comparison of cases that span beyond the typical focus on the US urban experience. Instead, we focus on cities as global phenomena - as the world population now being mostly urban for the first time ever - with issues of urban structure, connections, and subjectivities only able to be understood fully through perspectives outside the US. In particular, we scrutinize economic globalization, redevelopment, local politics, landscape formation, and rights of belonging through several case studies around the world. As the cities of the future are now in the growing urban agglomerations of Latin America, Asia, and Africa, we take an empirical and theoretical turn to look closely at these specific sites that usually fall beyond the purview of urban sociology. In addition to the classics based on paradigmatic Western European and North American cities (e.g., Paris, Berlin, Chicago, Los Angeles), we put particular emphasis on lessons from the burgeoning metropolises of the global South (e.g., *Sao Paulo*, *Johannesburg*, *Kuala Lumpur*) as well as indigenous and postcolonial struggles that cut across geopolitical lines, from Canada to India to Israel.

Sociology 120: Sociology of War & Peace

Paul Joseph

Time Block: G+ Monday & Wednesday 1:30-2:45



Concepts and culture of war and peace. Globalization and the nature of post-Cold War armed conflicts. Child soldiers. The process of constructing enemy images. Recovery and reconciliation following violence. Feminist perspectives on war, military training, and peace. Impact of peace movements. Movements to ban land mines and abolish nuclear weapons. Pentagon politics and military intervention in Afghanistan and Iraq. Impact of media coverage of recent conflicts. Debate over the meaning of global security.

Note: cross-listed as PJS 120.

Prerequisite: One Sociology course or PJS 001, or junior standing, or consent.

Sociology 135 - Social Movements

Matthew Gregory

Time Block F+ Tuesday & Thursday 12:00-1:15



Social circumstances under which organized efforts by powerless groups of people to affect history are attempted, motivations for such efforts, processes by which such efforts are implemented and controlled, and the impact such efforts have on society. Major sociological perspectives on social movements. Selected use of films to illustrate major themes.

Prerequisite: One PJS/Soc Introductory course.

NOTE: This course is cross-listed with PJS 135.



Sociology 149-Sociology of Leadership

Ryan Centner

Time Block: E+ Monday & Wednesday 10:30-11:45

In this introduction to the sociological study of *leadership*, we will consider two main themes: (1) what goes into being a leader - what qualities and experiences, as well as how leaders can be categorized, from good to bad, and everything in between; and (2) how leadership can be engaged critically and astutely by putting sociology into action. The course examines these themes across several very different contexts, especially in schools, communities, politics, and business. By the end of the semester, you will be able to understand how various sociological dimensions - especially race and ethnicity, sexuality, gender, religion, class, citizenship, age, and territory - shape leadership in those settings. The goal is for you as students to become better leaders yourselves, but also for you to be able to use sociology as a tool in grappling with the many leaders you will encounter throughout your lives. This course is thus simultaneously theoretical and applied, and will introduce you to examples of leadership both historical and contemporary, nearby and faraway. All of the readings and lectures work toward synthesizing an approach that is cosmopolitan in its understanding of what makes leadership better, worse, and perhaps most importantly, subject to change.

Sociology 182: Crime & Media

John Conklin

Time Block: 6 Tuesday 1:30-4:00 pm

This course will examine the media's construction of crime and criminal justice, including their presentation of crime news and their contribution to moral panics and crime waves. The interaction between newspapers and television, on the one hand, and the police, courts, and prisons, on the other, will be explored. Other topics include crime themes in the movies, crime and the Internet, and the impact of the media on criminal behavior.

Classes will involve group discussion of assigned readings for the first ten weeks.

Students will present papers during the last four weeks.

Prerequisite: two courses in Sociology

Readings:

1. Gary Potter and Victor E. Kappeler, eds., *Constructing Crime: Perspectives on Making News and Social Problems*, 2nd ed. (2006)
2. Nicole Rafter, *Shots in the Mirror: Crime Films and Society*, 2nd ed. (2006)
3. Ray Surrette, *Media, Crime, and Criminal Justice*, 3rd ed. (2007)
4. Additional book on crime and the Internet



Sociology 186 International Health Policy

Rosemary Taylor

Time block: 7 Wednesday 1:30-4:00

This seminar examines health-related dilemmas faced by nations in the post world war II period: how they become defined as an immediate threat to the public's health, and how political economy, social structure, political institutions, cultural practices and myths regarding health, disease and illness affect policy responses in different countries.

The focus this fall will be on how nations and regions are coping with health threats that cross borders. What measures have been taken to meet emergent threats to the public health posed, or perceived to be posed, by both 'products' and 'peoples'. Among the latter are communicable diseases that are preventable by vaccination (such as diphtheria, measles, and poliomyelitis), "serious imported diseases" (such as cholera, malaria and SARS), HIV/AIDS, and tuberculosis. Many of these diseases are perceived to be carried by "outsiders", thus the seminar is also an investigation of strategies of action towards migrants (including travelers, immigrants, refugees and displaced persons) when disease enters the picture.

Case studies of diseases carried by products may include blood products (which can carry Hepatitis C), and beef products, which may transmit vCJD, (the human form of BSE/"mad cow disease"). How do states and regions combat such threats as they debate the appropriate limits to government intervention? What is the role of international organizations in the construction of national policy? A core assignment of the seminar is a research paper which compares the approaches of two nations to one such health problem.

Note: Cross-listed with CH 186. High Demand (interested students *must* sign up in the department office).

Prerequisite: Junior standing & 2 social science courses.



SOC 188: AIDS: Social Origins, Global Consequences

Rosemary Taylor

Time Block (J+T, L+T) Tuesdays 3-5.30pm Eaton 102A

In this seminar we will explore the emergence, meaning and effects of the HIV/AIDS pandemic at different historical moments and in different continents and nations. We will use the formidable challenges it poses to global health initiatives, to security and to economic survival in many regions as a prism through which to study the capacity of societies to mobilize collective resources. In addition to the scholarly and scientific literature, we will read some core texts illuminating various facets of the epidemic (may include: Randy Shilts, *And The Band Plays On*, Helen Epstein, *The Invisible Cure*, Tony Barnett and Alan Whiteside, *AIDS in the Twenty-First Century*). These will be supplemented by the representations of AIDS that have appeared over time in novels, films and art that allow us to understand better its effects on different societies.

Requirements include active discussion, a presentation and a research paper.

Prerequisites: Juniors only. High Demand (interested students *must* sign up in the department office).

Sociology 198: Directed Research

Faculty

Open to properly qualified advanced students through consultation with a member of the faculty. Credit as arranged.

Prerequisite: Permission of instructor

Sociology 199: Senior Thesis

Faculty

If you are a sociology major who has been on the dean's list, you may be eligible to do an honors thesis in sociology. Please discuss this with your advisor, after you have read the section on "Thesis Honors" in the Tufts bulletin.

Sociology Degree Requirements

Major in Sociology

Eleven courses in the department (of which at least six must be taken at Tufts' Medford / Somerville campus), including:

1 introductory overview of the discipline (Sociology 001),

1 course in quantitative methods (Sociology 101),

1 course in qualitative methods (Sociology 102),

1 course in sociological theory (Sociology 103),

and seven (7) additional courses in sociology, including at least 1 seminar numbered 180 or above. At least two of the core courses (Sociology 1, 101, 102, 103) must be taken within the department.

Minor in Sociology

Soc 001; *and,*

Soc 101 or Soc 102; *and,*

three additional courses with common area of interest or concern approved by faculty advisors. Two of these three must be 100 level courses; *and,*

One Sociology class numbered 180 or above in the same common area.

The sign-up sheets are located in the department office, Eaton Hall, room 115.

ELECTIVE CLUSTER OPTIONS FOR SOCIOLOGY MAJORS:

1. Media, Culture, and Society

2. Social Inequalities and Social Change

SOME REASONS TO CHOOSE A CLUSTER:

- Specialize in an area of interest within Sociology
 - See more connections among the courses you are taking for your major
 - Study an area in depth (and perhaps develop a related Senior Honors Thesis)
 - Get to know other Sociology majors within your cluster
 - Build your resume for a future career within a particular specialization
- Majors are not required to choose a cluster.* These two clusters are offered along with the existing general Sociology major. If you choose a cluster, five of your six Sociology electives must be drawn from the approved Cluster Lists below.

Whether you choose the general Sociology major or one of the clusters, you will:

- Take a total of 11 Sociology courses. (6 must be taken at Tufts Medford-Somerville campus)
- Take 5 core courses (at least 2 of which must be taken in our department)
- Soc. 01 - Introduction to Sociology)
- Soc. 101 - Quantitative Methods
- Soc. 102 - Qualitative Methods in Action
- Soc. 103 - Social Theory
- A Sociology seminar numbered 180 or above
- Take 6 electives.

**To declare a cluster option, please fill out the form online or in the Sociology office, Eaton 115, have your advisor sign it, and then turn it into the Main Office.

There is at present no available transcript notation for the cluster. We suggest you list your cluster on your resume after your Major, e.g. "Specialized in the study of Social Inequalities and Social Change."

CLUSTER ONE: MEDIA, CULTURE, AND SOCIETY

(Take 5 of the courses listed.)

The study of societies as spaces, in which shared meanings are constructed, circulated, and contested reaches back to Max Weber and Emile Durkheim. Today, cultural sociologists explore the ways in which meanings are established and transformed in settings ranging from restaurant kitchens to social movement organizations, but it is impossible to understand fully shared meanings in a contemporary context without studying the mass media and their increasingly prominent role in society. Some sociologists examine the way the media express and question shared meanings, while others focus on the media as tools of power that benefit some and disadvantage others. Still others look at the role of media in human interaction and community building.

While sociologists are profoundly interested in the structural and material conditions that shape social life (e.g., the economy, political policies, and level of education), we are equally aware that the ways in which people understand the world shape their behavior. In the study of race, for example, it is the elaborate system of meaning attached to people of different races that renders these differences so deeply consequential. What's more, while each individual interprets the world and actively "makes meaning," shared meanings (e.g., values, norms, symbols, and beliefs) serve both as glue that allows us to interact in meaningful ways and as critical sites of conflict. The Barbie doll, for example, is a toy of contention, precisely because of the diverging meanings that we attach to it. For some she represents nostalgia and wholesomeness, while for others she symbolizes a narrow conception of female beauty.

Sociology majors who take the cluster of courses grouped as Media, Culture, and Society will learn to question and reflect on the media and their content and become more than passive consumers of what they see and hear. How do the news media construct a story? What stories don't they present, and why? To what extent is what we "know" from our exposure to the media inconsistent with what sociological research has found? How does media content affect our attitudes and behavior, and how do our attitudes and behavior influence media content?

Sociology 40	Media and Society (Sobieraj)
Sociology 60	College Life and Film (Conklin)
Sociology 149-02	Sociology of Taste (Ennis)
Sociology 149SA	Art and Artists: Sociological Perspectives (James Ennis; Summer Session only)
Sociology 149	Sociology of News (Sobieraj)
Sociology 182	Crime and the Media (Conklin)
Sociology 185	Seminar in Mass Media (Sobieraj)
Sociology 198	Directed Research (Faculty)

CLUSTER TWO: SOCIAL INEQUALITIES AND SOCIAL CHANGE

(Take 5 of the courses listed.)

The study of inequalities and social change to address inequalities has historically been a core field of study in the discipline of Sociology. Nineteenth century social theorists Karl Marx, Max Weber, and Emile Durkheim, among others, developed foundational concepts and analytical frameworks that influence to this day the study of inequalities and social change.

Current emphases are inequalities of race, ethnicity, and related issues of immigration, plus inequalities of socio-economic class, and gender. The United States and many other parts of the world presently face historic levels of inequality in wealth and income, education, and political and civic participation. These historic levels have wide-ranging effects on health, poverty, mobility, crime, family structure, work and unemployment, and urban and residential segregation.

Social change to address inequalities focuses on re-structuring societal institutions to distribute resources, power, and division of labor in more equitable ways. Social change may also incorporate cultural changes in social norms, values, and forms of patterned interactions between and among individuals and social groups consistent with greater amounts of social inequality.

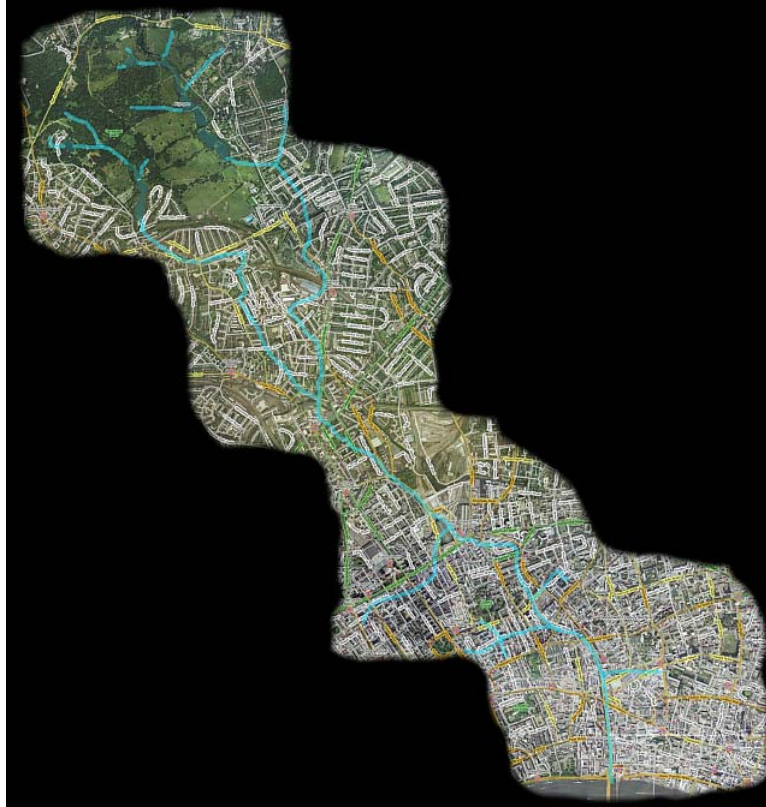
Methods of social change include social movements and other forms of social and political activism in local communities, nationally, and globally. Social change also includes advocacy and social reform activities carried out by nongovernmental nonprofit organizations, plus public (governmental) policy analysis and reform.

While it is likely that every Sociology course gives some attention to these important issues, the study of social inequalities – sometimes called social stratification – and the various kinds of social change to address inequalities are also themselves identifiable areas of study.

Sociology 10	American Society
Sociology 20	Families and Intimate Relations
Sociology 30	Sex and Gender in Society
Sociology 50	Globalization and Society
Sociology 110	Race and Ethnic Relations
Sociology 111	Social Change and Community Organizing
Sociology 113	Urban Sociology
Sociology 130	Wealth, Poverty, and Inequality
Sociology 135	Social Movements
Sociology 141	Medical Sociology
Sociology 184	Nonprofits, States, and Markets
Sociology 187	Immigrant Children and Children of Immigrants
Sociology 189	Social Policy
Sociology 198	Directed Research (Faculty)

Tufts

Department of Sociology



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