

Sociology Course Booklet



Fall 2009

Sociology Fall 2009

Soc 010	American Society	Ennis
Soc 030	Sex & Gender in Society	Ostrander
Soc 040	Media and Society	Sobieraj
Soc 099	Internships in Sociology	Dept. Members
Soc 102	Qualitative Methods in Action	Sobieraj
Soc 103	Survey of Social Theory	Ennis
Soc 108	Epidemics: Plagues, Peoples, & Politics	Taylor
Soc 110	Racial & Ethnic Minorities	Aymer
Soc 112	Criminology	Conklin
Soc 113	Urban Sociology	Centner
Soc 114	Sociology of Leadership	Centner
Soc 120	Sociology of War & Peace	Joseph
Soc 135	Social Movements	TBA
Soc 182	Crime & Media	Conklin
Soc 184	Non profits, States, & Markets	Ostrander
Soc 186	Seminar: International Health Policy	Taylor
Soc 187	Seminar: Immigrant Children & Children of Immigrants	Aymer
Soc 198	Directed Research	Dept. Members
Soc 199	Senior Honor Thesis	Dept. Members

FACULTY

PAULA AYMER, Associate Professor

Ph.D., Sociology

Northeastern University

Immigration; Labor migration; Race and ethnic relations;

Women and work; Family; Religion

RYAN CENTNER, Assistant Professor

Ph.D., Sociology

University of California, Berkeley

Urban Sociology; Development; Globalization; Leadership; Political Sociology;

Inequality; Space & Place; Environment; Latin America; Southern Europe;

Qualitative Methods; Contemporary Theory

JOHN E. CONKLIN, *CHAIR*, Professor

Ph.D., Sociology

Harvard University

Criminology; Crime and Media; Sociology of Law

JAMES G. ENNIS, Associate Professor

Ph.D., Sociology

Harvard University

Social psychology; Research methods; Social movements

PAUL JOSEPH, Professor

Ph.D., Sociology

University of California, Berkeley

Sociology of war and peace; Political sociology

SUSAN A. OSTRANDER, Professor

Ph.D., Sociology

Case Western Reserve University

Gender; Feminist theory; Non-profit organizations; Social

inequalities; Field research methods; Social action/public service

SARAH SOBIERAJ, Assistant Professor

Ph.D., Sociology

SUNY Albany

Political sociology; Mass media; Civil society and the

public sphere; Sociology of culture; Social movements

ROSEMARY C.R. TAYLOR, Associate Professor

Ph.D., Sociology

University of California-Santa Barbara

Political sociology; social policy; comparative study of health and disease.

Course Descriptions - Fall 2009

Sociology 10: American Society

James Ennis

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



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

Susan Ostrander

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

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.

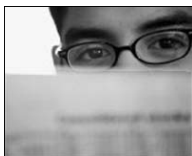
Classes are conducted as part-lecture, part-discussion. There will be a take-home midterm and final exam; and two short writing assignments in reaction to readings.

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

Sociology 040: Media and Society

Sarah Sobieraj

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



A general introduction to the social significance of mass media. Explores different channels of communication and how form affects content. Considers the following topics: how media reproduce our values, what effects violence and sexual imagery have on viewers, economics of media production, political regulation, inequality and the representation of minorities in the media, impact of globalization on media.

Sociology 099: Internships in Sociology

Department Members

Arranged

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: 10 Monday 6:30-9:00



As you have taken your various Sociology courses, you probably have begun to develop some sociological questions of your own. This course is a chance to formulate those questions in a more focused way, and begin to answer them by doing your own qualitative study. You will conduct in-depth interviews and do observations in a site you will choose on a topic of interest to you. You will gather and analyze qualitative data in systematic ways, and develop conclusions and relate them to research done by other sociologists. These skills will be valuable to you in the future in a wide range of academic study and careers.

Readings may include books such as:

-J. Lofland, D. Snow, L. Anderson, & L. H. Lofland 2005.

Analyzing Social Settings. Wadsworth Publishing.

-R. Weiss. 1994. Learning from Strangers: The Art and Method of Qualitative Interviews. N.Y.: Free Press.

Readings may also include selections from sociological journals, which should be accessible on-line.

There will be a series of short graded assignments: (1) formulation of your research question, and its sociological significance and relationship to other sociological writing; (2) choice of research site and types of respondents for interviews; (3) discussion of ethical issues and writing of consent forms; (4) development of interview guide and initial taking of field-notes; (5) plan for data analysis and initial coding of field notes for themes and patterns; (6) development of sociological conclusions in context of relevant literature and your learning about the topic. These step by step assignments will allow you to assemble a final paper and present a draft of the paper to the class.

Prerequisite: *Soc 01, and Junior or Senior standing.*

Sociology 103: Survey of Social Theory

James Ennis

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

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? Is generality a good thing or not?
- 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 108: Epidemics: Plagues, Peoples, and Politics

Rosemary Taylor

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

Film Screening: Wednesday 7:30-9:30

This course will explore the history and evolution of some of the greatest challenges to human health. We consider the origins of epidemics, broadly defined, and the factors rooted in biology, social organization, culture and political economy that

have shaped their course. We examine the interaction between societies' efforts to cope with disease and the implications of the latter for world history, ancient and contemporary. Texts include eyewitness accounts by participants such as scientists, healers and the sick who search for treatment or cures; the politicians, administrators and communities who try to prevent or contain disease at both the local and international level; and the artists, composers, and literary figures who interpret the effects of the great pandemics. Cases chosen from different regions and continents range from early plagues and the recurrent threats of influenza, malaria and tuberculosis to nineteenth century diseases including cholera and the Irish Famine, "modern" scourges such as polio, West Nile virus and SARS and the global challenge of AIDS.

Sociology 110: Racial & Ethnic Minorities

Paula Aymer

Time Block: J+ Tuesday & Thursday 3:00-4:15



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 three short papers.

Tentative Readings:

1. Conklin, John, *Criminology*, 10th Edition;
2. Hickey, Eric, *Serial Murderers and Their Victims*, 4th Edition; and,
Two additional books.

Prerequisite: Sophomore standing or consent.

Sociology 113: Urban Sociology

Ryan Centner

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

This course covers key phenomena and concepts of social life in cities, but 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 – the world population now being mostly urban for the first time ever – with issues of urban structure, connections, and subjectivities only fully comprehensible through perspectives that go beyond a domestic, parochial lens. In particular, we scrutinize redevelopment, globalization, local politics, landscape formation, violence, and rights of belonging through several cases around the world from Boston to Dubai to São Paulo to Portland to Beijing to London.

Required texts

Beauregard, Robert A. 2006. *When America Became Suburban*. Minneapolis, MN: University of Minnesota Press.

Caldeira, Teresa. 2000. *City of Walls: Crime, Segregation, and Citizenship in São Paulo*. Berkeley, CA: University of California Press.

Florida, Richard. 2008. *Who's Your City?: How the Creative Economy is Making Where to Live the Most Important Decision of Your Life*. New York, NY: Basic Books.

Lees, Loretta, Tom Slater, and Elvin Wyly. 2008. *Gentrification*. London: Routledge.

Prerequisite: Sociology 01 or 10.

Sociology 114: Sociology of Leadership

Ryan Centner

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

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. 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. It will be important to understand the difference between *assumptions* about leadership (e.g., manliness and seniority) and *enactments* of leadership (e.g., mediation and collaboration). This course is also about *leaderly contexts*, and avoids fetishizing individual leaders. 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.

Books will include:

- Bloemraad, Irene. 2006. *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada*. Berkeley, CA: University of California Press.
- Kanter, Rosabeth Moss. 2004. *Confidence: How Winning and Losing Streaks Begin and End*. New York, NY: Crown Business Press.
- Kellerman, Barbara. 2008. *Followership: How Followers are Creating Change and Changing Leaders*. Boston: Harvard Business Press.
- Pascoe, C.J. 2007. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley, CA: University of California Press.

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

TBA

Time Block: F+ TR 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 182: Crime & Media

John Conklin

Time Block: 8 Thursday 1:30-4:00

Newspaper and television presentation of crime news. Interaction between news media and criminal justice system. Crime themes in movies. Crime and the internet. Impact of media on criminal behavior. Group discussion of assigned readings and student presentation of papers.

Tentative 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 Surrutte, *Media, Crime, and Criminal Justice*, 3rd ed. (2007)
4. Majid Yar, *Cybercrime and Society* (2006)

Prerequisite: *Two courses in Sociology*

Sociology 184: Non-profits, States, and Markets

Susan Ostrander

Time Block: 6 Tuesday 1:30 – 4:00

Sociology outside the classroom opportunity.

What is nonprofit organization and activity? What is its relationship to democracy, civil society, public policy advocacy, and civic participation? Why do nonprofit organizations exist, how are they governed, and what is their impact?

Nongovernmental nonprofits (or NGO's) are a focus of citizen action, public policy advocacy, service delivery, and a host of other activities. All of us use the services of nonprofit education, health, and human service agencies; act in local, state, and national organizations to improve our communities and society; contribute time and money to groups that do community service, community development, and community organizing; and attend events at arts and cultural organizations. A growing number of people are employed in nonprofits. Nonprofits are essential to democracy, civil society, and civic action.

This course is intended for people who are considering future careers in nonprofits; or who simply want to increase their knowledge about nonprofits to be more fully informed volunteers, donors, and clientele of charitable and other nonprofits.

Readings are largely research and concept based. While this is not a "how-to" or nonprofit management course, we consider how knowledge informs practice, and practitioner knowledge is valued.

All aspects of nonprofit activity are considered, including public-private partnerships and cross-sectoral collaborations; fundraising and governance; board-staff relations; the use of volunteers; and evaluating impact and effectiveness.

This is an upper division seminar so student participation is central and students will take on leadership roles in facilitating discussions. The main assignment is a final paper – an organizational case study, or an in-depth look at one of the main issues based on the kind of reading assigned for the course.

Prerequisite: *Senior Undergraduate or Graduate Student status. Must have volunteered or worked in a nonprofit. Note: cross-listed as UEP 273*

Sociology 186 Seminar in 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), beef products, which may transmit vCJD, (the human form of BSE/"mad cow disease"), and illegal drugs. 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

Prerequisite: *Junior standing & 2 social science courses.*

Sociology 187 Seminar: Immigrant Children and Children of Immigrants

Paula Aymer

Time Block: 5 Monday 1:30-4:00

Millions of children have accompanied parents and relatives into exile and settlement in host countries throughout the world. Researchers are just beginning to examine the issues of parenting, childhood, transnationalism, and identity that immigrant children face. The course will focus on refugee and immigrant communities in the United States and East Africa to highlight the unique parenting patterns that are evident cross culturally, and issues of childhood and adolescence that affect children who arrive as part of immigrant families or rejoin immigrant parents through family reunification policies. Attitudes of citizens in receiving countries, institutional processes that help or hinder assimilation, and policies that encourage or discourage settlement of immigrant children in host countries will be studied.

Prerequisite: *Junior standing, Sociology 001, or consent.*

Sociology 198: Directed Research

Department Members

Arranged

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

Department Members

Arranged

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.

Prerequisite: *Permission of instructor*

Tentative Course Offerings Spring 2010

Course ID	Course Title	Instructor
Soc 001	Introduction to Sociology	TBA
Soc 020	Family and Intimate Relationships	Aymer
Soc 040	Media and Society	TBA
Soc 050	Globalization and Social Change	Centner
Soc 101	Quantative Research Methods	Ennis
Soc 102	Qualitative Methods in Action	Ostrander
Soc 130	Wealth, Poverty & Inequality	Ostrander
Soc 143	Sociology of Religion	Aymer
Soc 180	Cities of Global South	Centner
Soc 185	Seminar in Mass Media Studies	Sobieraj
Soc 186	Seminar: Intr'natl Health Policy	Taylor
Soc 188	Seminar in Current Sociology-AIDS	Taylor
Soc 180 Level	Seminar: Social Networks	Ennis
Soc 198	Dir Research Sociology (Fall)	Staff
Soc 199	Dir Research Sociology (Spring)	Staff

GENERAL INFORMATION

Major in Sociology

Requirements

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.

<http://ase.tufts.edu/sociology/programsCoursesMajor.asp>

Minor in Sociology

The Sociology Department offers a minor program.

Requirements

Classes of 2013 and beyond must use this set of courses.

Students are advised to declare the minor before junior year. No classes may be taken pass-fail.

- Soc 1 – Soc 50
- Soc 101 or Soc 102
- Soc 103
- Three elective courses

<http://ase.tufts.edu/sociology/documents/checklistMinor.pdf>

Prior Requirements

Classes of 2010, 2011 and 2012 may use this set of courses or the old requirements.

- Soc 01; and,
- Soc 101 or Soc 102; and,
- Three additional courses with common area of interest or concern approved by Sociology Minor Advisor Sarah Sobieraj, Sarah.Sobieraj@tufts.edu, two of which must be 100 level courses; and,
- One Soc class numbered 180 or above in the same common area.

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

SOCIOLOGY CLUSTERS

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 (Department Members)

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

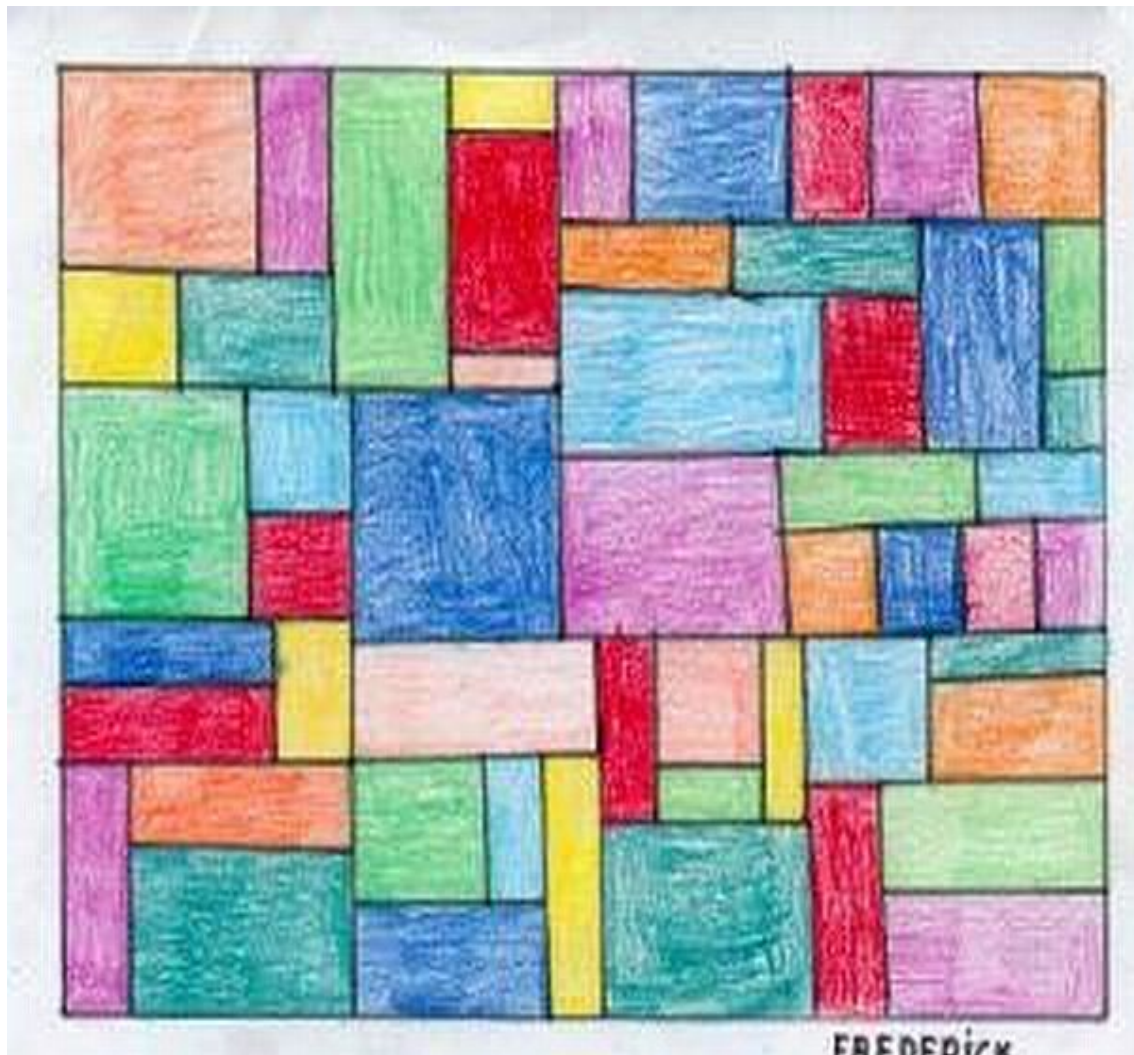
and many other parts of the world presently face historic levels of inequality in wealth and income, education, and political and civic participation. These historic levels have wide-ranging effects on health, poverty, mobility, crime, family structure, work and unemployment, and urban and residential 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 (Members of the Department)



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