

Sociology



Spring 2009
Course Booklet

Department of Sociology Course Offerings

Spring 2009

Soc 001	Introduction to Sociology	Matthew Gregory
Soc 020	Family & Intimate Relationships	Sylvie Honig
Soc 040	Media & Society	Sarah Sobieraj
Soc 050	Globalization & Social Change	TBA
Soc 099	Internship	Faculty
Soc 101	Quantitative Research Methods	James Ennis
Soc 101-WW	Optional Writing Workshop	James Ennis
Soc 102	Qualitative Methods in Action	Susan Ostrander
Soc 108	Epidemics	Rosemary Taylor
Soc 130	Wealth, Poverty and Inequality	TBA
Soc 141	Medical Sociology	Sean O'Donnell
Soc 149-1	Homelessness in America	Roberta Rubin
Soc 181	War, Peace, State & Society	Paul Joseph
Soc 184	Nonprofits, States & Markets	Susan Ostrander
Soc 185	Seminar - Mass Media Studies	TBA
Soc 186	Seminar- International Health Policies	Rosemary Taylor
Soc 188B	Cities of the Global South	Ryan Centner
Soc 198	Directed Research	Faculty
Soc 199	Senior Honors Thesis	Faculty

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* Sabbatical, Spring 2009

Sociology Courses - Spring 2009

Sociology 001: Introduction to Sociology

Matthew Gregory

Time Block: J, Tuesday & Thursday 3:00-3:50 pm.

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.



Sociology 020: Family & Intimate Relationships

Sylvie Honig

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



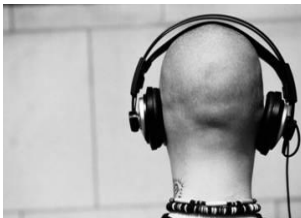
This course examines various arrangements defined as family in the United States and cross culturally. Diverse family arrangements and the socioeconomic conditions that support them will be studied and compared with ideal type, nuclear family forms that still dominate images of family life in the United States. Concepts and accompanying relations of cohabitation, motherhood, fatherhood, marriage, and the pros and cons of various family forms for specific groups such as poor and immigrant families and gay partners will be studied. The class will examine family distress caused by divorce, death, and family violence.



Sociology 040: Media and Society

Sarah Sobieraj

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



This course focuses on the relationship between media and society. In class 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, we will 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 see 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 050: Globalization & Social Change

TBA

Time Block: D, Tuesday & Thursday 10:30-11:20 AM, with recitations.



Review of progress and social problems associated with the development of globalization. Alternative interpretations of the core features of the world system. Exploration of the of specific issues including the distribution of economic and political power, the role of multinational businesses, movement of peoples, cultural flows, intersection of global and local, the negative features of globalization, global cities, “anti-global” social movements, and different models for reform.

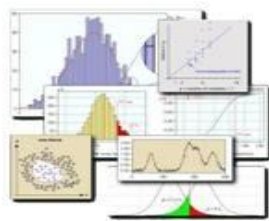
No prerequisites. Course is intended for first- and second-year students.



Sociology 101: Quantitative Research Methods

James Ennis

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



This is a first course in data analysis for sociology and related disciplines. It introduces basic tools for thinking quantitatively. Some central concerns include:

- Asking answerable questions
- Finding quality data
- Describing social facts and relations between them
- Developing causal accounts and models
- Assessing your confidence in an interpretation
- Testing theories
- Generating new insights

It presumes your curiosity, creativity and critical thinking. You will learn the pleasures and challenges of research hands-on.

Prerequisites: Two courses in Sociology, or declared major, or consent; recommended for sophomores.

Sociology 101-WW: - Writing Workshop

James Ennis

Time Block: E, Friday 10:30-11:20

The optional writing workshop for Sociology 101 builds skills in sharpening research questions, summarizing evidence, describing patterns in data, and evaluating alternate interpretations. It is especially recommended for students interested in pursuing independent studies, senior theses, research-related internships, or empirical studies in other social science courses.



Sociology 102: Qualitative Methods in Action

Susan Ostrander

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



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.

Our book is C.A.B.Warren. 2005 *Discovering Qualitative Methods*. Los Angeles, California: Roxbury Publishing Company.

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: One Sociology course and sophomore standing or consent.



Sociology 108: Epidemics: Plagues, Peoples, and Politics.

Rosemary CR Taylor

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

Film Screenings: Wednesday 7:30-9:30PM



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 disasters including cholera and the Irish Famine, "modern" scourges such as polio, West Nile virus and SARS and the global challenge of AIDS.

Prerequisites: None.



Sociology 130: Wealth, Poverty, and Inequality

TBA

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



Socio-economic inequalities shape virtually every aspect of our lives wherever we are located in the social hierarchy. This course studies current census and other data describing inequality today, looks at egalitarian belief systems, considers ideological justifications for inequality, analyzes upward and downward social mobility, explores different sociological theories of why inequality exists and how it affects us, and offers alternatives toward a more economically and socially just society. While the United States is the main focus, some attention is given to global inequality. The major emphasis is on *socio-economic class*, including intersections of class with *race and gender*. We will learn about the U.S. upper class, middle class, working class, and poverty class.

NOTE: Cross listed as PJS 130.



Sociology 141: Medical Sociology

Sean O'Donnell

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

Sociopolitical context within which health, illness, and medical care are defined. Training and role delineation of health workers. Benefits and liabilities of becoming a patient. Social control implications of increasing medical intervention. Analysis of medical transactions in the examining room. Economic and organizational structure of the health-care delivery system.

Prerequisite: Sociology 01 or PJS 01.

Sociology 149-01: Homelessness in America

Roberta Rubin

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

Underlying causes of homelessness, including political, economic, and cultural factors; its nature and extent; and possible remedies. Critical review of the theoretical frames for the problem, including the role of the homeless; cutbacks in, or increases in social programs; and social and/or economic restructuring. Volunteer work at shelters and organizations addressing homelessness.

NOTE: Cross-listed as UEP181 & CD143-05

Sociology 181: War, Peace, State & Society

Paul Joseph

Time Block: 10, Monday 6:30-9:00PM



An advanced seminar which will explore the organization of war and peace as social processes. The first part of the course consists in close reading and discussion of recent texts and case studies. The second part involves guided research and student presentations into specific areas of interest including the role of gender, public opinion, Pentagon politics, peace movements, the changing nature of war, nonviolent alternatives, media coverage, and the debate over the meaning of security, reconciliation and other forms of recovery from organized violence. Students are invited to explore other area of interest. Comparisons between the U.S. and other countries on any of these topics are welcome.

Additionally, for one or two sessions, Soc 181 will be linked via Blackboard and video conferencing technology to a parallel course on war and society in the Naval Academy. Students will exchange reaction papers and will be able to discuss class material in common. Paul Joseph will also lecture once at Annapolis and his counterpart will lecture once in Medford.

The course presumes a prior introduction to the relevant topics and is limited to fifteen students. The three requirements are active participation, a class presentation, and a research paper.

Prerequisites: Soc/PJS 120 or instructor's permission.

Sociology 184: Nonprofits, States, and Markets

Susan Ostrander

Time Block: 6, Tuesday 1:30 – 4:00



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. 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 185 Seminar: Mass Media Studies

TBA

Time Block: 8, Tuesday 1:30-4:00

This seminar will introduce advanced undergraduates to current techniques in sociological media research. 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. Seminar participants will learn to craft questions about the mass media that are sociological in nature, and to design and conduct research that to address their questions. The course will introduce the primary methods currently used to gather data on the mass media, highlighting the strengths and limitations of each method for a variety of research

agendas. The course will also include an examination of the ethical issues involved with such research.

Prerequisite: Sociology 40.



Sociology 186/Community Health 186: Seminar: International Health Policies

Rosemary CR 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 structures, political institutions, cultural practices and myths regarding health, disease and illness affect policy responses in different countries.

The focus this spring 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.

***Prerequisites: Two social science courses, Senior standing or Juniors with permission.**

Sociology 188B: Cities of the Global South

Ryan Centner

Time Block: 11, Thursday 6:30-9:00PM



As the world becomes majority urban for the first time, metropolises outside the wealthiest countries represent the future of social life. Yet urban sociology has traditionally shied away from these cities of the global South, focusing for over a century on icons of European and North American modernity, from Paris to Chicago to Los Angeles, instead. Now we must turn to *new icons, of different modernities*, for a relevant urban sociology in the twentieth-first century. In this reading-intensive research seminar, we begin by reviewing some

flawed but influential longstanding approaches to cities of the global South (or developing countries, Third World, etc.), as well as a few important recent critiques of those models. We then turn to an interdisciplinary set of books about cities in Mexico, Argentina, Brazil, South Africa, Egypt, India, and China; their innovative and diverse research approaches are our basis for assembling a new brand of urban sociology. Our goal is to understand *the varied nature of urbanization and urbanism in this array of sites*, and the many issues mediating them, including *politics, planning & property, international finance, migration, gender, and the environment*, in order to better address those places currently left off the map of mainstream urban sociology.

***Note on format: Courses emphases will ultimately be based on students' interests in order to be a more engaging research seminar. The role of the professor in these situations is to manage discussion and suggest further avenues for reading and research. Students, therefore, must play a very active role in shaping this seminar and proactively crafting their research ideas with the professor's advising. Yet the seminar also promises to be a lively collective endeavor. Due to our late meeting time (6:30-9pm, Tuesdays), we will share refreshments every week, adding to a collegial atmosphere that, still, requires significant reflection and attentiveness on your part. Critical and experimental yet grounded thinking are especially welcome in this environment. This course, moreover, is ideal for students interested in cross-cutting lessons about poor and middle-income countries, who have some background either in urban sociology, sociological theory, or development studies. However, the extremely committed novice is also welcome.

Pending final approval, this course will count toward credit in the Latin American Studies major and minor, as well as some requirements for the International Relations major. Contact the professor for full details.

Sociology 099: Internship
See *Tufts Bulletin*

Sociology 198: Directed Research

Department Members

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

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.

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.

Minor in Sociology

The Sociology Department offers a minor program.

REQUIREMENTS

Soc 1 and

Soc 101 or Soc 102

Three additional courses with common area of interest or concern approved by Sociology Minor Advisor Sarah Sobieraj. Two of these three must be 100 level courses.

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

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

ANNOUNCING A NEW OPTION FOR SOCIOLOGY MAJORS: TWO 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
Sociology 198

Seminar in Mass Media (Sobieraj)
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.

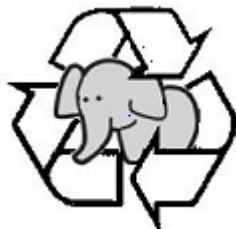
Methods of social change include social movements and other forms of social and political activism in local communities, nationally, and globally. Social change also includes advocacy and social reform activities carried out by nongovernmental nonprofit organizations, plus public (governmental) policy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