

DEPARTMENT of  
SOCIOLOGY



SPRING 2010

COURSE BOOKLET

# Course Listings

## Spring 2010

Sociology 001	Introduction to Sociology	Honig
Sociology 020	Family & Intimate Relationships	Aymer
Sociology 040	Media and Society	TBD
Sociology 050	Globalization and Social Change	Centner
Sociology 099	Internship	ARR
Sociology 101	Quantitative Research Methods	Ennis
Sociology 102	Qualitative Methods in Action	Ostrander
Sociology 121	Sociology of Law	TBD
Sociology 130	Wealth, Poverty and Inequality	Ostrander
Sociology 141	Medical Sociology	O'Donnell
Sociology 143	Sociology of Religion	Aymer
Sociology 149-01	Homelessness in America	Rubin
Sociology 149-02	Sociology of Culture	TBD
Sociology 180	Cities of the Global South	Centner
Sociology 185	Seminar in Mass Media	Sobieraj
Sociology 186	Seminar: Int'l Health Policy	Taylor
Sociology 188-02	Seminar: AIDS	Taylor
Sociology 188-03	Seminar: Social Networks	Ennis
Sociology 198	Directed Research	ARR
Sociology 199	Senior Honor Thesis	ARR

# FACULTY

**JOHN E. CONKLIN**, Professor, Department Chair  
Ph.D., Sociology  
Harvard University  
Criminology; Crime and Media; Sociology of Law

**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

**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  
Social Inequalities (Class, Gender, Race); Civic and Political  
Engagement; Non-profit Organizations; Social Change and Community  
Organizing; Social Justice Philanthropy; Qualitative/Ethnographic  
Research Methods.

**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.

## Staff

**Joan Kean**  
*Department Administrator*  
[Joan.Kean@tufts.edu](mailto:Joan.Kean@tufts.edu)

**John LiBassi**  
*Staff Assistant*  
[John.LiBassi@tufts.edu](mailto:John.LiBassi@tufts.edu)

# Sociology Outside the Classroom



This semester, several Sociology courses offer the opportunity to learn outside the classroom. Students learn firsthand about communities by doing field research off campus. By integrating volunteer work with academic accomplishments, students gain valuable insight and experience outside the classroom. The courses

listed below are available for the *Sociology Outside the Classroom* experience.

Course No.	Title	Instructor
Sociology 99	Internship	Arranged
Sociology 102	Qualitative Methods in Action	Ostrander
Sociology 130	Wealth Poverty and Inequality	Ostrander

For more information on this unique experience, please contact the instructor.

# Course Descriptions

## Spring 2010

### **Sociology 001: Introduction to Sociology**

*Sylvie Honig*

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

Recitations: A - Block EF Friday 10:30-11:20  
B – Block FF Friday 12:00-12:50 or  
C – Block GF Friday 1:30-2:20.

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**

*Paula Aymer*

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

TBD

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

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 050: Globalization & Social Change**

*Ryan Centner*

**Time Block: G Monday & Wednesday 1:30-2:20 PM**

**Recitation A – Time Block A, Thursday 9:30-10:20;**

**Recitation B – Time Block D, Thursday, 10:30-11:20.**



This course introduces globalization from a sociological perspective, focusing generally on space and politics in the world economy. We will use some broad texts about the emergence of globalization, but we also turn to narrower books, articles, and films to that cover five main topics during the semester: work and production; cities and settlement; migration and travel; culture and customs; policy and diplomacy.

As an introduction, the course is best-suited for first- and second-year students. The course involves two midterms and one final exam, and there will be a teaching assistant to guide students in weekly recitations.

## **Sociology 099: Internships in Sociology**

*Department Members*

*Sociology Outside the Classroom opportunity*

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: Permission of Instructor.**

## Sociology 101: Quantitative Research Methods

*James Ennis*

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

This is the first course in data analysis for sociology and related disciplines, ideally taken during the sophomore year. It introduces basic tools for thinking quantitatively. Some central concerns include:

- Asking answerable questions
- Identifying information sources & collecting data
- Describing phenomena and relationships between them
- Assessing your confidence in an interpretation
- Generating new insights from the above

It presumes your curiosity and skepticism about the received wisdoms of society and social science. You will learn by doing, experiencing the pleasures and pains of research from the inside. You will consider several research styles, and will use a microcomputer statistical **Prerequisites: One social science course; recommended for sophomores.**

## Sociology 102: Qualitative Methods in Action

*Susan Ostrander*

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

*Sociology Outside the Classroom opportunity*



In this course, students will explore approaches and conventions of qualitative research methods and learn to apply these methods. Students will conduct their own research projects based on in-depth interviewing and/or ethnographic observation. Doing these research practices, students will gain hands-on experience with research design, data collection, analysis and presentation.

To provide students with the knowledge and tools necessary to conduct qualitative research, the course will introduce readings on qualitative research methods as well as recent sociological studies based on qualitative research. Students will discuss the goals of qualitative research, its epistemological underpinnings and strengths, learn how to formulate a sociological research question and choose the appropriate method(s). The course will also introduce techniques for analyzing qualitative data, including coding and writing analytical memos. In addition, it will discuss issues of validity, ethical concerns and dynamics in the research process with regard to gender, social class and race/ethnicity. Four short papers and a final research paper are required.

**Prerequisites: One Sociology Course.**

## Sociology 121: Sociology of Law

TBD

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



Law as an agency of social control and its relation to other social institutions. Legal enactments and decisions seen in sociological perspective. Social functions of courts, judges, and the legal profession. The potential contribution of social research to understanding, formulating and implementing the law.

## Sociology 130: Wealth, Poverty and Inequality

*Susan Ostrander*

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

*Sociology Outside the Classroom opportunity*

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. Books may include:

Martin Marger, 2002. *Social Inequality: Patterns and Processes*.

John Iceland, 2003. *Poverty in America*.

Yen Le Espiritu, 1997. *Asian American Women and Men*.

G. William Domhoff and R. Zweigenhaft. 2003. *Blacks in the White Elite*.

Diana Kendall, 2002. *The Power of Good Deeds: Privileged Women and the Social Reproduction of the Upper Class*.

Allan Johnson. 2001. *Privilege, Power, and Difference*.

Requirements include a take-home midterm and final exam, and a choice between a library research paper, or a *community organization placement* (arranged by the instructor in one of four Somerville agencies) with a final written report integrating experiential and academic learning.

**Prerequisite: One Sociology Course.**

**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: Sophomore standing.**

## **Sociology 143: Sociology of Religion**

Paula Aymer

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



The twentieth century saw an upsurge in religious fervor throughout the world. In western industrialized societies such as the United States and Britain, mainline churches lost members to small evangelical sects and mega churches that preached a return to traditional values. In developing countries religious commitment often supported ethnic and national allegiances. The course studies the diverse manifestations of religious beliefs and practices in the United States and cross-culturally, and focuses on the *fundamentalist* worldviews of contemporary Christian and Islamic groups that preach a return to real or imagined purer forms of religion. How religion influences and is affected by forces of globalization, gender issues, international politics, and immigration, will be studied.

**Note: Cross-listed as Religion 143**

## **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**

## **Sociology 149-02: Sociology of Culture**

*TBD*

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

Sociological investigation of culture, broadly defined to include the meanings of cultural objects such as religious symbols, consumer goods, and art, as well more abstract meanings and values such as racial identity, love, and nationalism. Classical and contemporary theories of the sources and impact of cultural meanings. Possible applications of the theories include “culture wars,” social stratification, immigrant communities, and various subcultures.

## Sociology 180: Cities of the Global South

Ryan Centner

Time Block: 6, Tuesday 1:30-4:00 PM



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, Turkey, Egypt, India, South Korea, and China (final list of books to be determined); 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: Course emphases will ultimately be based on student 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. The seminar also promises to be a lively collective endeavor. 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.

This course counts 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.

**Prerequisite: Sociology 103/113, or permission of instructor.**

**Note: Cross listed as UEP 0294-12**

## **Sociology 185 Seminar in Mass Media: Understanding Audiences**

*Sarah Sobieraj*

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



This course will explore media effects debates using scream politics on television (e.g., Bill O'Reilly, Keith Olbermann), in talk radio (e.g., Michael Savage, Rush Limbaugh), and across the blogosphere as a case study. It will help students develop a better understanding of scream politics as an industry, paying attention to the social changes that created an environment ripe for the proliferation of outrageous political talk, as well as to the content itself. Then we will attempt to answer our version of the question raised on the cover of Time magazine, "Is Glenn Beck Bad for America?" Students will learn about different approaches to audience research and then design and conduct research aimed at learning what (if any) effect scream politics has on those who watch/listen/read.

**Prerequisite: Sociology 40 or 01, Majors Only.**

## **Sociology 186-01 Seminar: International Health Policy**

*Rosemary Taylor*

Time Block: 6, Tuesday 1:30-4:00 PM



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 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").

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.

**Prerequisite: 2 Social Science courses.**

**Note: Cross-listed as CH 186-01**

## **Sociology 188-02 Seminar: AIDS: Social Origins and Global Consequences**

*Rosemary Taylor*

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



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.

**Note: Cross-listed with CH 188-06**

## **Sociology 188-03 Seminar: Social Networks**

*James Ennis*

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

The world is increasingly organized as social networks. Analyzing them yields insights not available otherwise. This seminar introduces tools, theory and empirical studies for understanding pattern and growth of networks, along with causes and consequences. Many examples are from sociology, with others from political science, economics, social psychology, anthropology, communications, biology, physics, computer science, and mathematics. Topics may include:

- Talk and friendship in small groups
- Picturing your own 'life-world'
- Spread of rumors or infection
- How communities are organized
- Diffusion of innovations and cultural change
- Styles and patterns of taste
- How corporations organize for political power
- The organization of knowledge and culture
- How social movements mobilize

- How interpersonal relations shape personal identity
- Markets, and getting a job
- Network models in ecology
- The internet, and Web 2.0

Students will master tools for visualizing networks, with data provided, or collected on your own. Central concerns include mapping overall configuration; understanding differences among ‘neighborhoods’ in networks; consequences of network location; processes of development and growth; and developing insights across instances that look different on the surface.

### **Sociology 198: Directed Research**

*Department Members*

**Time Block: 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*

**Time Block: 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

Fall 2010

<b>Course ID</b>	<b>Course Title</b>	<b>Instructor</b>
Soc 001	Introduction to Sociology	Marrow
Soc 010	American Society	Ennis
Soc 020	Family and Intimate Relationships	Aymer
Soc 030	Sex and Gender in Society	Ostrander
Soc 040	Media and Society	Sobieraj
Soc 050	Globalization and Social Change	Joseph
Soc 099	Internship	Staff
Soc 102	Qualitative Methods in Action	Sobieraj
Soc 103	Survey of Social Theory	Ennis
Soc 112	Criminology	Conklin
Soc 113	Urban Sociology	Centner
Soc 114	Sociology of Leadership	Centner
Soc 120	Sociology of War and Peace	Joseph
Soc 143	Sociology of Religion	Aymer
Soc 182	Crime and the Media	Conklin
Soc 184	Nonprofits, States and Markets	Ostrander
Soc 188	Seminar: Immigration-Politics, Public Opinion and the Media	Marrow
Soc 198	Dir Research Sociology	Staff
Soc 199	Senior Honor Thesis	Staff

## DEPARTMENT OF SOCIOLOGY

### GENERAL INFORMATION

The Department of Sociology Website may be found at:

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

#### **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.

Sociology Major Checklist may be found here:

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

#### **Minor in Sociology 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

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 Susan Ostrander, [Susan.Ostrander@tufts.edu](mailto:Susan.Ostrander@tufts.edu), two of which must be 100 level courses; and,
- One Soc class numbered 180 or above in the same common area.

Minor Declaration and Completion Forms can be accessed here:

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

## 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.

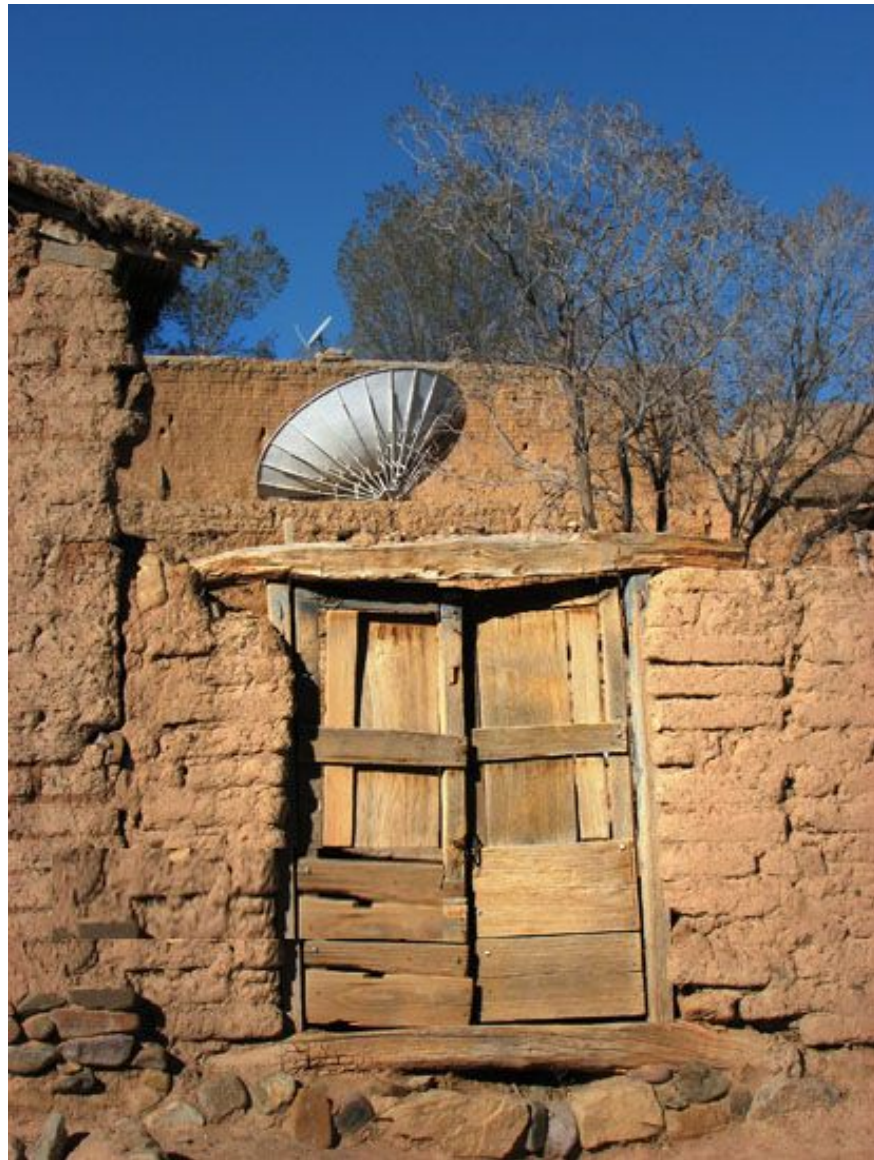
Current emphases are inequalities of race, ethnicity, and related issues of immigration, plus inequalities of socio-economic class, and gender. The United States and many other parts of the world presently face historic levels of inequality in wealth and income, education, and political and civic participation. 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



Tufts University  
Department of Sociology  
115 Eaton Hall  
Medford, MA 02155  
Tel: 617-627-3561  
Fax: 617-627-3032

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