PAWAN DHINGRA, Professor, Chair
Ph.D., Sociology, Cornell University
 Immigration; Race and Ethnic Relations;
Asian American Studies; Work and Entrepreneurship;
Micro-sociology; Sociology of Culture

PAULA AYMER, Associate Professor
Ph.D., Sociology, Northeastern University
Immigration; Labor Migration; Race and Ethnic Relations;
Women and Work; Family; Religion

ORLY CLERGE, Assistant Professor
Ph.D., Sociology, Brown University
Race and Ethnicity; Urban Sociology, Immigration & Migration;
Family; Education; Methods

JAMES G. ENNIS, Associate Professor
Ph.D., Sociology, Harvard University
Social Networks; Theory; American Society;
Quantitative Methods; Taste

PAUL JOSEPH, Professor
Ph.D., Sociology, University of California, Berkeley
Sociology of War and Peace; Political Sociology

HELEN MARROW, Assistant Professor
Ph.D., Sociology and Social Policy, Harvard University
Health; Social Inequalities and Social Policy; Immigration;
Race and Ethnic Relations; Qualitative Research Methods

FREEDEN OEUR, Assistant Professor
Ph.D., Sociology, University of California, Berkeley
Gender and Masculinity, Education, Children and Youth,
Feminist Theory, and Qualitative Methods.

SARAH SOBIERAJ, Associate 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

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<table>
<thead>
<tr>
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Sociology 01: Introduction to Sociology  
*Katy Vecitis*  
**Time Block:** H+, Tuesday & Thursday, 1:30-2:45 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 10: American Society  
*Laura Graham*  
**Time Block:** M+, Monday & Wednesday, 6:00-7:15 PM  
Sociological perspectives and social policy implications of current issues, such as poverty, education, mental health, crime, environmental pollution, and corporations. Analysis of selected social, political, economic, and legal institutions. Recent trends in American society.

Sociology 20: Family & Intimate Relationships  
*Paula Aymer*  
**Time Block:** K+, Monday & Wednesday, 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 23: Self & Society  
**Staff**  
**Time Block:** F+, Tuesday & Thursday 12:00-1:15 PM  
Who are we relative to our surroundings? How does society affect us as individuals and vice versa? This course tackles these questions through explaining the sociological contributions to social psychology, especially how social structure and culture shape the self and identity. Topics include human nature and socialization, personality, attitudes and public opinion, social conflict and power, social perception, patterns of social bonds, structure and dynamics of small groups, networks and organizations and collective behavior.

Sociology 40: Media and Society  
**Sarah Sobieraj**  
**Time Block:** I+, Monday & Wednesday 3:00-4:15 PM  
To better understand the relationship between media and society, this course explores 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 create/erode boundaries between groups of people, and how knowledge of elite cultural forms acts as currency that may advantage consumers) and regulation. We will also explore how media can be used as a tool for social change. As we move through these topics, we will see the mass media as contested and consequential terrain, looking at the role that media texts and industries play in maintaining/reproducing as well as in resisting/eroding existing social hierarchies.

Sociology 50: Globalization and Social Change  
**Paul Joseph**  
**Time Block:** E+, Monday & Wednesday, 10:30-11:45 AM  
This course reviews different theories of globalization and provides a general review of the progress and social problems associated with its development. Several important questions are explored including the following: Is globalization a form of modernization or the spread of capitalism? Is the interconnected world becoming more homogenous, heterogeneous, or some complex combination of each? Considering the
history of exchange between different parts of the world, what is actually new about current globalization? Are there new patterns of inequality? Is poverty growing or easing? Is there such a thing as “world culture”? If so, is it a form of “Americanization” or a more democratic synthesis of elements from different parts of the world? What is the impact of globalization on gender and family structure? Along the way, we will explore a series of specific issues including the distribution of economic and political power, the roll of multinational business, the movement of peoples, cultural flows (Hollywood versus “Bollywood”), the intersection of global and local, the “under side” of globalization (such as drug trafficking, the illicit trade in small arms, and the reemergence of forms of indentured labor), new forms of global media, and the structure of global cities. The course concludes with a consideration of different models of reform of the global system and the source of “political will” to enact those reforms.

**Sociology 70: Immigration & American Society**

*Staff*

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

The United States as a lens for understanding the movement of people across nation-state boundaries and their settlement in various receiving societies. Why people migrate across international borders; ability of the nation-state to control migration flows; assimilation and the incorporation of foreign “outsiders” into American social life; ways that migrants build and sustain lives across international borders; and challenges to two traditional types of membership: race and ethnicity, and citizenship and national belonging.

**Sociology 94-05: Working for a Living**

*Staff*

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

Many people spend more hours at work than anywhere else, but often people only consider work to be an economic exchange for goods and/or services. What are people’s lives at work? How does work shape people’s identities, family lives, culture, and life chances? This class is intended to be an introduction to the intersection of work and various other social structures, paying particular attention to the relationship between work and inequality. Throughout the course, we will explore work and occupations with both a macro and a micro level of analysis, giving students the tools to understand major trends and shifts in the American economy since the Industrial Revolution.
Sociology 94-07: Sociology of Sports
Staff
Time Block: Arranged, Monday & Wednesday, 9:00-10:15 AM
Sports is more than a game. It is a cultural, economic, physical, and social phenomenon that reflects and affects society. Whether a casual player, a professional, a fan, or even antagonistic towards sports, the institution of touches most people’s lives. This course examines sports as a significant part of a society, and attends to topics of culture, groups, gender, race, economics, body, fandom, media, and more.

Sociology 94-08: Education and Culture
Betsy Leondar-Wright
Time Block: K+, Monday & Wednesday 4:30-5:45 PM
Education is intended to be the great equalizer of opportunity, the engine of the American Dream. But in fact there are vast disparities in educational experiences and outcomes, such as high school graduation rates depending on race, class, gender and other social inequities. Why? Policy and structural factors offer only partial explanations. Cultural factors also come into play, including cultural and social capital; parenting styles; teacher, curriculum and test bias; teachers’ and students’ raced and classed language codes; college admissions priorities; and the experiences of first-generation college students and other marginalized social identities on campus. Students will practice analyzing the methodology behind claims about the causes of educational inequality and learn to debunk flawed studies. This lively, interactive course will uncover many roots of educational disparities as well as possible solutions.

Sociology 099: Internships in Sociology
Faculty
Time Block: 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: Permission of Instructor.
Sociology 102: Qualitative Research Methods  
*Sarah Sobieraj*  
**Time Block: Arranged, Wednesday, 4:30-7:00 PM**  
HIGH DEMAND COURSE

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 to 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.  
**Prerequisite: Two sociology courses or permission of instructor.**  
Please contact John.LiBassi@tufts.edu with your student ID number, year of graduation and major.

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Sociology 103: Survey of Social Theory  
*Betsy Leondar-Wright*  
**Time Block: G+, Monday & Wednesday, 1:30-2:45 PM**  
Backgrounds of contemporary scientific analysis of human behavior. Recurrent conceptual problems and major theories of human nature and society as formulated by significant social theorists.  
**Prerequisite: Sociology 01 or 10.**

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Sociology 113: Urban Sociology  
*Orly Clerge*  
**Time Block: D+, Tuesday & Thursday, 10:30-11:45 AM**  
Sociology of cities as global phenomena, studied with classic texts on U.S. urban social life and transnational comparisons. Analysis of economic globalization, redevelopment, and landscape formation in cities. Case studies of local politics and planning, socioeconomic inequality, urban cultural change, and citizenship struggles.
Sociology 121: Sociology of Law
Staff
Time Block: E+, Monday & Wednesday, 10:30-11:45 AM
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 law.
Prerequisites: At least one Sociology or comparable course.

Sociology 149-06: Sexuality and Society
Shannon Weber
Time Block: Arranged, Tuesday & Thursday, 9:00-10:15 AM
Sexuality is fundamental to the cultural, economic, political, and social organization of all societies. This course considers sexual meanings and identities, sexual practices and behaviors, issues of power and sexual politics, social norms regarding "appropriate" and "moral" sexualities versus those condemned as "deviant," institutional sexual policing, and resistance by those marginalized for their sexuality, including women, people of color, LGBTQ people, people with disabilities, and asexual people. Topics include historical shifts in understanding sexuality and gender, social movements for sexual inclusion, and the diversity of contemporary kinship structures.
Prerequisites: One sociology course or one Women’s, Gender, and Sexuality Studies course.

Sociology 149-13: Places of Pleasure: Tourism Economies Cross-Culturally
Paula Aymer
Time Block: G+, Monday & Wednesday 1:30-2:45 PM
Tourism is a fundamental part of both the global economy and individuals’ source of pleasure. This course highlights the annual and seasonal movement of people – pleasure-seekers, settlers, and workers - to regions of the world identified as exotic, exciting, warm, and full of “sensual delights.” Tourism economies in countries south of the equator expanded phenomenally in the post-1950s decades.
Drawing from the sociology of globalization, of leisure, and of ethnicity and immigration, as well as from other disciplines, we examine migration flows of guests and workers to major tourist destinations. Who are the tourists and what are they
seeking? What makes these sites attractive to guests? Who are the major investors in tourism economies? What internal and regional migration flows are generated in response to the demands of tourism economies? What hierarchies based on race, ethnicity, gender, social class, and citizenship status, are created to manage tourism centers and make them attractive and profitable? What are the repercussions and costs for natives and locals in the political and natural environment in which tourism economies develop?

**Note:** Cross-listed with Africana Studies

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**Sociology 149-17: Theories of Femininity**  
*Shannon Weber*  
**Time Block:** F+, Tuesday & Thursday, 12:00-1:15 PM  
This course explores the social significance of embodying diverse femininities, both in the United States and in transnational contexts. From witches in Europe to Brazil, drag queens to child beauty pageant contestants, heterosexual women to queer femmes, femininity has often been understood in contradictory terms - as innocence, virtue, caregiving, and normative beauty, as well as weakness, evil, frivolity, and danger. Examining a range of sociological texts and media, we will ask what constitutes femininity and who gets to decide, which types of femininity are upheld as ideal and which are stigmatized, and what the relationship is between femininity and power. What do dominant ideas about both femininity and masculinity tell us about how we think about women and men? We will examine how notions of "proper" and transgressive femininity involve larger regimes of race, class, sexuality, nationality, gender identity, dis/ability, and body size. In analyzing how these norms shift across time and space due to competing ideologies of gender and collective feminist protest, this course is also fundamentally a sociological consideration of feminine resistance.  
**Prerequisites:** One sociology course or one Women’s, Gender, and Sexuality Studies course.

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**Sociology 181: Seminar: War, Peace, State & Society**  
*Paul Joseph*  
**Time Block:** 10, Monday, 6:30-9:00 PM  
An advanced seminar which will explore the organization of war and peace as social processes. The first part of the course consists of close reading and discussion of important texts and case studies. The second part involves guided research and student presentations into specific areas of interest including the role of gender in war and peace making, public opinion, Pentagon politics, peace movements, the changing nature of war, nonviolent alternatives, memory politics, military training, the role of women in the armed forces, 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 areas of interest.
Comparisons between the U.S. and other countries on any of these topics are welcome. 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.

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**Sociology 188-08: Seminar: Culture & Inequality**  
*Pawan Dhingra*  
**Time Block: 1, Tuesday, 9:00-11:30 AM**

The kinds of music people prefer, what they like about themselves, their discourses around "proper" feminine behavior, and the like explain how groups create hierarchies. Much of the social and economic inequality between groups takes place through the cultural realm. How groups are read culturally (e.g. as a “model” group or as having a "culture of poverty") is key to the social construction of group differences that shapes everyday life and life chances. This course examines how inequality is shaped by the symbolic boundaries groups draw between one another and by the interpretations groups make of other groups. The course attends to the intersection of race, gender, colonialism, immigration, class, sexuality and more in the construction of cultural meanings and inequality. The coursework will culminate in a research paper.

**Prerequisite:** Two courses in sociology and/or American Studies, or one course in each.  
*Note: Crosslisted as American Studies 180-04.*

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**Sociology 188-10: Racial Identity in Historical Perspective**  
*Orly Clerge*  
**Time Block: 6, Tuesday, 1:30-4:00 PM**

How individuals, groups and communities define themselves in racial terms has been at the center of sociological inquiry since the 19th century. Although racial categories are often imposed upon populations, they are also interpreted, reconstructed and negotiated by social actors in everyday life. This course will examine how racial categories are contested, managed and redefined by racial groups. The primary focus of the course will be on black identity social and political movements both preceding and resulting from the Civil Rights movements. We will begin with the works of the first American sociologist, W.E.B. DuBois and end with contemporary perspectives on racial formation in America’s increasing multiracial and multi-ethnic landscape. By the end of the course, students will be able to theoretically and empirically analyze the ways in which racial identity has changed overtime and across space and provide sociological perspectives on America’s racial future.

**Prerequisite:** Two courses in sociology and/or Africana Studies, or one course in each.
Sociology 194-99: Crime, Justice & the Media  
*Katy Vecitis*  
**Time Block:** L+, Tuesday & Thursday, 4:30-5:45 PM  
This course will examine the interrelationship between the mass media, crime and criminal justice. Some topics to be covered: media and the social construction of crime and criminal justice, crime and justice in the entertainment and news media, media effects on attitudes toward crime and justice, media as a cause of crime, media-based anti-crime efforts, news media and the courts, and the use of media technology in the judicial system and law enforcement. Throughout the semester, we will analyze the media’s relationship to criminological theories as well as to criminal justice policies and practices.  
**Prerequisites:** One sociology course. This course does NOT meet the Sociology seminar requirement.

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**Sociology 198: Independent Study**  
*Faculty*  
**Time Block:** Arranged  
Open to properly qualified advanced students through consultation with a member of the faculty. Credit as arranged.  
**Prerequisite:** Permission of instructor.

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**Sociology 199: Senior Honors Thesis**  
*Faculty*  
**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
Sociology Major Requirements

All Sociology majors, including those who elect to do one of the three clusters (see below), must complete ten Sociology courses, at least six of which must be listed or cross-listed by the Tufts University Department of Sociology.

Of the 10 Sociology courses, 4 must be the following core courses, at least 2 of which must be taken in the Tufts University Department of Sociology:

- 1: Introduction to Sociology
- 101: Quantitative Research Methods – offered in fall semesters ONLY
- 102: Qualitative Research Methods
- 103: Survey of Social Theory – offered in spring semesters ONLY

Of the 10 required Sociology courses, one must be a seminar numbered 180 or above. Sociology 193, 194, 197, 198 and 199 do not count as seminars.

Five of the 10 required courses are unrestricted electives, except for students who choose to complete a cluster.

These requirements become effective in September 2011.

Access the major checklist form here:


Sociology Minor 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.

- 1 Introductory Course (Sociology 1 through 70)
- 1 Research Methods Course (Sociology 101 or 102)
- 1 Theory Course (Sociology 103)
- 3 Elective Courses

Access the minor declaration/checklist form here:

http://ase.tufts.edu/sociology/documents/minorConcentrationDeclarationAndChecklist.pdf
Students can major in Sociology by choosing their electives to complete one of the following Cluster Options:

1. Media, Culture, & Society
2. Social Inequalities & Social Change
3. Globalization, Transnationalism, & Immigration

Reasons for Sociology majors to choose a cluster option:

- Specialize in an area of personal interest
- Discover connections among Sociology courses
- Get to know other Sociology majors in the cluster
- Develop an idea for a Senior Honors Thesis
- Build a resume with a specialization

Majors are not required to choose a cluster. The clusters are offered as an alternative to the general Sociology major. A student who elects to do a cluster must take four Sociology electives from the approved list for the cluster.

To complete the major using a cluster, a Sociology major must fill out the Declaration of Cluster form also available in the Department Office in Eaton Hall 102B, have his or her academic adviser sign the form, and turn it in at the Department Office. There is no available transcript notation for the cluster, but students who complete majors with a cluster option and file the signed form will receive a certificate acknowledging they have completed the cluster at commencement. The Department suggests that these students write in their clusters on their resumes after their majors.

Access the declaration of cluster form here:

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?

Take four of the following courses:

Sociology 40 Media and Society
Sociology 94-01 Youth & Culture
Sociology 94-08 Education and Culture
Sociology 143 Sociology of Religion
Sociology 149-02 Sociology of Taste
Sociology 149-07 Sociology of Sport
Sociology 149-15 Sociology of the Body
Sociology 182 Crime and the Media
Sociology 185 Seminar in Mass Media
Sociology 188-03 Seminar: Culture & Inequality
Sociology 188-04 Consumers & Consumerism
Sociology 188-06 Seminar: Art and Artists: Sociological Perspectives
Sociology 190 Seminar: Immigration: Public Opinion, Politics & the Media
Sociology 198 Directed Research in Sociology
Sociology 199 Senior Honors Thesis
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 socioeconomic 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.

Take four of the following courses:

- Sociology 10 American Society
- Sociology 20 Families and Intimate Relationships
- Sociology 23 Self & Society
- Sociology 30 Sex and Gender in Society
- Sociology 50 Globalization and Social Change
- Sociology 70 Immigration and American Society
- Sociology 94-02 Health Policy & Inequality
- Sociology 94-05 Working for a Living
- Sociology 94-08 Education and Culture
- Sociology 110 Racial and Ethnic Minorities
- Sociology 111 Making Social Change Happen
- Sociology 112 Criminology
- Sociology 113 Urban Sociology
- Sociology 121 Sociology of Law
- Sociology 130 Social Justice/Social Inequalities
- Sociology 135 Social Movements
- Sociology 141 Medical Sociology
- Sociology 145 Social Policy in America
- Sociology 149-02 Sociology of Taste
- Sociology 149-05 Consumers & Consumerism
- Sociology 149-06 Sociology of Deviance
- Sociology 149-08 Political Sociology
- Sociology 187 Seminar: Immigrant Children
- Sociology 188-02 Seminar: AIDS: Social Origins and Global Consequences
- Sociology 188-03 Seminar: Culture & Inequality
- Sociology 189 Seminar in Social Policy
- Sociology 190 Seminar: Immigration: Public Opinion, Politics & the Media
- Sociology 198 Directed Research in Sociology
- Sociology 199 Senior Honors Thesis
Early social thinkers such as Karl Marx and Emile Durkheim recognized that national societies influence one another and that global connections and processes affect social upheaval, policy outcomes, and the movement of people from one place to another. Nearly a century ago, the Chicago School of Sociology illuminated immigrants’ experiences and in doing so contributed to our understanding of social cohesion and adaptation; today, this inquiry is more robust than ever.

While globalization, transnationalism, and immigration have long been important phenomena for sociologists, recent changes—including the worldwide break with Keynesian national economic management in the 1970s, the end of the Cold War in 1989, the terrorist attacks of 2001, and myriad technological advances—have transformed the global social landscape. Using diverse theories and methods, sociologists have expanded our understanding of globalization, transnationalism, and immigration and the many ways these multifaceted phenomena continue to reshape social conditions close to home and in distant locales.

The Globalization, Transnationalism, and Immigration cluster examines U.S. society in the context of its interaction with the rest of the world. Students will examine transnational connections that complement, interact with, and transform societies and the dynamics of human movement, settlement, and adaptation across and within national borders. Courses showcase factors that initiate and sustain migration flows; hybrid identities that emerge as people become transnational and locate themselves in new imagined or real communities; the internationalization of practices related to war, religion, finance, and health; and transformations of the nation-state.

Take four of the following courses:

Sociology 20      Family and Intimate Relationships
Sociology 50      Globalization and Social Change
Sociology 70      Immigration and American Society
Sociology 108     Epidemics
Sociology 113     Urban Sociology
Sociology 120     Sociology of War and Peace
Sociology 135     Social Movements
Sociology 143     Sociology of Religion
Sociology 180     Cities of the Global South
Sociology 181     Seminar on War, Peace, State, and Society
Sociology 183     Seminar: Transnational Communities
Sociology 186     Seminar in International Health Policy
Sociology 187     Seminar: Immigrant Children
Sociology 188-02  Seminar: AIDS: Social Origins and Global Consequences
Sociology 190     Seminar: Immigration: Public Opinion, Politics & the Media
Sociology 198     Directed Research in Sociology
Sociology 199     Senior Honors Thesis