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<td>Staff</td>
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<td>Family &amp; Intimate Relationships</td>
<td>Aymer</td>
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<td>Sociology 040</td>
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</table>
JOHN E. CONKLIN, Chair
Professor
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; Political Sociology;
Space & Environment; Latin America; Southern Europe; Contemporary Theory

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
Immigration; Race and Ethnic Relations; Social Inequalities and Social Policy;
Health; Qualitative Research Methods

SUSAN A. OSTRANDER, Professor
Ph.D., Sociology
Case Western Reserve University
Social Inequalities; Wealth, Poverty and Inequality; Gender; Nonprofits and Philanthropy;
Civic Engagement; Community Organizing; Qualitative Sociology

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

John LiBassi
Staff Assistant
John.LiBassi@tufts.edu
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.

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For more information on this unique experience, please contact the instructor.
Sociology 001: Introduction to Sociology

Staff

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 FG 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: H+, Tuesday & Thursday 1:30-2:45 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: G+, Monday & Wednesday 1:30-2:45 PM

A general introduction to the social significance of mass media. Explores different channels of communication and how form affects content. Considers the following topics: how media reproduce our values, what effects violence and sexual imagery have on viewers, economics of media production, political regulation, inequality and the representation of minorities in the media, impact of globalization on media.
Sociology 099: Internships in Sociology

Department Members

Time Arranged

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: Soc 001 or 010 and one additional course in sociology related to internship area.

Sociology 101: Quantitative Research Methods

James Ennis

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

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 packet for data analysis.

Prerequisites: One introductory social science course.
**Sociology 102: Qualitative Research Methods**  
*Sarah Sobieraj*  
**Time Block: 12, Wednesday 6:30-9:00 PM**  
*Sociology Outside the Classroom opportunity*  
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 formalize 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.  
**Prerequisite:** Two sociology courses or permission of instructor.

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**Sociology 108: Epidemics: Plagues, Peoples, and Politics**  
*Rosemary Taylor*  
**Time Block: I+, Monday & Wednesday 3:00-4:15 PM**  
**Film Screening: Wednesday 7:30-10:00 PM**  
This course will explore the history and evolution of some of the greatest challenges to human health. We consider the origins of epidemics, broadly defined, and the factors rooted in biology, social organization, culture and political economy that have shaped their course. We examine the interaction between societies’ efforts to cope with disease and the implications of the latter for world history, ancient and contemporary. Texts include eyewitness accounts by participants such as scientists, healers and the sick who search for treatment or cures; the politicians, administrators and communities who try to prevent or contain disease at both the local and international level; and the artists, composers, and literary figures who interpret the effects of the great pandemics. Cases chosen from different regions and continents range from early plagues and the recurrent threats of influenza, malaria and tuberculosis to nineteenth century diseases including cholera and the Irish Famine, “modern” scourges such as polio, West Nile virus and SARS and the global challenge of AIDS.  
**NOTE:** Cross-listed as Community Health 108.
Sociology 111: Making Social Change Happen: Grass Roots Activism & Community Organizing
Susan Ostrander
Time Block: H+, Tuesday & Thursday 1:30-2:45 PM
Social change and social justice work often begins at the local level. Struggles by workers, racial-ethnic groups, women, immigrants, low-income people, and others started in local communities. This course focuses on theories and practices of grassroots activism and local community-based organizing. Why and how do people organize? What are the limits and potential of grassroots organizing? How do grassroots efforts connect to larger social change and to politics? Course requirements include frequent short written experiential and analytical exercises applying ideas from reading and integrating active learning with conceptual analysis.
Prerequisite: Sophomore standing or above. Soc 001 or other sociology course preferred. Cross-listed as PJS 111.

Sociology 121: Sociology of Law
Amanda Sonis Glynn
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 the law.
Prerequisite: Sophomore standing or permission of instructor.
Sociology 130: Wealth, Poverty and Inequality
Susan Ostrander
Time Block: D+, Tuesday & Thursday 10:30-11:45 AM
Sociology Outside the Classroom Opportunity
Socio-economic inequality - especially class and race - shapes virtually every aspect of our lives. This course examines current evidence and sociological explanations for inequality. We explore income and wealth patterns and the class structure, race-ethnicity and immigration, social meanings and expressions of class in everyday life, status and lifestyle, and political inequality and power relations. We consider egalitarian belief systems vs. ideological justifications for inequality, upward and downward social mobility and the effect of higher education, and offer policies and practices 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 text is Charles E. Hurst, 2010 7th edition. Social Inequality: Forms, Causes, and Consequences. Boston/New York: Pearson/Allyn and Bacon. Other readings are drawn from recent social science journals. Grading is based on several written assignments (take-home and in-class), plus the option of either a local community organization experience/project arranged by the instructor that integrates academic with hands-on learning, or a library research paper.
Prerequisite: One other sociology or comparable course or permission of instructor.
Note: Cross-listed as PJS 130.

Sociology 135: Social Movements
Matthew Williams
Time Block: F+, Tuesday & Thursday 12:00-1:15 PM
Social circumstances under which organized efforts by powerless groups of people to affect history are attempted, motivations for such efforts, processes by which such efforts are implemented and controlled, and the impact such efforts have on society. Major sociological perspectives on social movements. Selected use of films to illustrate major themes.
Prerequisite: One PJS/Soc Introductory course.
NOTE: This course is cross-listed with PJS 135.
Sociology 141: Medical Sociology  
*Caitlin Slodden*  
**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 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 149-04: Sociology of Taste  
*James Ennis*  
**Time Block: J+, Tuesday & Thursday 3:00-4:15 PM**  
Why do we like the things we do? How do our likes and dislikes reflect our identity, and signal who we are to others? How do patterns of taste reflect and shape subcultures? What are the social processes which shape our preferences? How can we understand shifts in taste over time? This course will explore these questions in a variety of domains including art, music, food, popular and high culture, fashion, advertising and marketing, consumer goods, politics, etc. Students will pursue their interests via individual research projects.  
**Prerequisite: One social science course.**
Sociology 185: Seminar in Mass Media Studies  
*Staff*  
**Time Block: 7, Wednesday 1:30-4:00 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:** Junior standing; Soc 040, and Permission of instructor.

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Sociology 186-01 Seminar: International Health Policy  
*Rosemary Taylor*  
**Time Block: ARR, Tuesday 3:00-5:30 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.  
How do states and regions combat such threats as they debate the appropriate limits to government intervention? What is the role of international organizations in the construction of national policy?  
A core assignment of the seminar is a research paper which compares the approaches of two nations to one such health problem.  
**Note:** Cross-listed as CH 186-01.
Sociology 187 Seminar: Immigrant Children and Children of Immigrants
Paula Aymer

Time Block: 5, Monday 1:30-4:00 PM
Millions of children have accompanied parents and relatives into exile and settlement in host countries throughout the world. Researchers are just beginning to examine the issues of parenting, childhood, transnationalism, and identity that immigrant children face. The course will focus on refugee and immigrant communities in the United States and East Africa to highlight the unique parenting patterns that are evident cross culturally, and issues of childhood and adolescence that affect children who arrive as part of immigrant families or rejoin immigrant parents through family reunification policies. Attitudes of citizens in receiving countries, institutional processes that help or hinder assimilation, and policies that encourage or discourage settlement of immigrant children in host countries will be studied. Prerequisite: Junior standing.

Sociology 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 Honors 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.
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*Note to Majors: This required course will not be taught in the spring 2012 semester. Please plan accordingly.*
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),
2. course in quantitative methods (Sociology 101),
3. course in qualitative methods (Sociology 102),
4. 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:

**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, 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
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 (six of which must be taken at Tufts Medford-Somerville campus); and,
- take 5 core courses (at least 2 of which must be taken in our department which include:
  - 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; and,
- take 6 electives.

**To declare a cluster option, please fill out the form online or on the last page of this booklet, have your advisor sign it, and then turn it into Eaton 102B.** Presently, there no transcript notation is available 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.”
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 five of the following courses:

Sociology 40    Media and Society
Sociology 60    College Life and Film
Sociology 149-02    Sociology of Taste
Sociology 149SA    Art and Artists: Sociological Perspectives (Summer Session only)
Sociology 149    Sociology of News
Sociology 182    Crime and the Media
Sociology 185    Seminar in Mass Media
Sociology 188    Immigration: Public Opinion, Politics, and Media
Sociology 198    Directed Research
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.

Take five of the following courses:

- Sociology 10  American Society
- Sociology 20  Families and Intimate Relations
- Sociology 30  Sex and Gender in Society
- Sociology 50  Globalization and Society
- Sociology 70  Immigration and American Society
- Sociology 110  Race and Ethnic Relations
- Sociology 111  Making Social Change Happen: Grass Roots Activism and Community Organizing
- Sociology 113  Urban Sociology
- Sociology 130  Wealth, Poverty, and Inequality
- Sociology 135  Social Movements
- Sociology 141  Medical Sociology
- Sociology 145  Social Policy in America
- Sociology 184  Nonprofits, States, and Markets
- Sociology 187  Immigrant Children and Children of Immigrants
- Sociology 189  Social Policy
- Sociology 198  Directed Research
Declaration of Cluster

TO DECLARE A CLUSTER, PRINT AND COMPLETE THE FOLLOWING FORM, HAVE YOUR ADVISOR SIGN IT, HAND IT IN TO THE SOCIOLOGY OFFICE.
(Note: This form does not substitute for the university’s Declaration of Major Form that you must also complete to declare your Sociology Major whether you opt for a cluster or not!)

Student Name: _________________________________________________
E-mail address: _________________________________________________
Year of expected graduation: ______________________________________
Cluster chosen: __________________________________________________
Advisor's name printed: ___________________________________________
Advisor's signature: ______________________________________________
Student Signature: ______________________________________________
Date: _________________________________________________________

Completion of Cluster

WHEN YOU HAVE COMPLETED ALL THE COURSES FOR YOUR CLUSTER, YOU MUST HAVE YOUR ADVISOR SIGN BELOW:

I, ________________________, as advisor to the above student, certify that the student has completed the chosen cluster requirements.

_________________________    Date _____________________
Advisor signature