

An interdepartmental program

Courses of Study:
Minor

Russian and East European Studies

Objectives

The program in Russian and East European studies (REES) provides undergraduates with a curricular framework for the interdisciplinary study of Russia, the former Soviet Union, and East Europe. This interdisciplinary study offers a special breadth and depth of understanding for this region and leads students to appreciate the interconnectedness of Russian and East European history, economics, politics, and culture. The complementary study allows participating students to achieve an understanding of this world region not otherwise available in existing majors and minors in the traditional disciplines. REES further maintains the extracurricular objective of hosting and facilitating special events concerning Russia and East Europe: presentations by visiting scholars, cultural events, and other learning activities. The program serves any interested undergraduates wishing to complement their major course of study; social science majors with an interest in the area and majors in Russian language and literature are encouraged to consider becoming program participants.

How to Become a Minor

Interested students who have no background in Russian or any other East European language are advised to begin language training (with RUS 10a) in their first year. Appropriate placement of those with some knowledge of Russian can be arranged by consultation with the Department of German, Russian, and Asian Languages and Literature. Progress toward the minor will also be facilitated by early enrollment (usually in the sophomore year) in HIST 147a (Imperial Russia).

Committee

David Powelstock, Chair

(German, Russian, and Asian Languages and Literature)

Steven Burg

(Politics)

Joan Chevalier

(German, Russian, and Asian Languages and Literature)

ChaeRan Freeze

(Near Eastern and Judaic Studies)

Gregory Freeze

(History)

Robin Feuer Miller

(German, Russian, and Asian Languages and Literature)

Antony Polonsky

(Near Eastern and Judaic Studies)

Requirements for the Minor

A. Students must complete the following courses: HIST 147a (Imperial Russia) and HIST 147b (Twentieth-Century Russia); and four semesters of Russian language, or the equivalent.

B. Completion of any three courses listed below, in at least two separate disciplines.

Courses of Instruction

REES 98a Independent Study

Signature of the instructor and the program chair required.

Usually offered every year.
Staff

REES 98b Independent Study

Signature of the instructor and the program chair required.

Usually offered every year.
Staff

Core Courses

HIST 147a

Imperial Russia

HIST 147b

Twentieth-Century Russia

Elective Courses

The following courses are approved for the minor. Not all are offered in any one year. Please consult the *Schedule of Classes* each semester.

HIST 148b

Central Asia in Modern Times

NEJS 136a

History and Culture of the Jews in East-Central Europe to 1914

NEJS 137b

A History of the Jews in Warsaw, Lodz, Vilna, and Odessa

POL 129a

East European Politics

POL 213b

Graduate Seminar: Selected Topics in Comparative Politics

RECS 130a

The Russian Novel

RECS 134b

Chekhov

RECS 135a

From Pushkin to Chekhov: The Short Story in Russia

RECS 137a

Women in Russian Literature

RECS 146a

Dostoevsky: Gods and Monsters

RECS 147b

Tolstoy: Freedom, Chance, and Necessity

RECS 149b

The Rise and Fall of Russian Modernism: Cultural and Political Revolutions, 1900-1934

RECS 154a

Nabokov

RECS 155a

From Witches to Wood Spirits: Russian Culture Past and Present

RECS 160a

Contemporary East European Literature

RUS 150b

Masterpieces of Russian Literature: *Shedevry russkoi literatury*

RUS 153a

Russian Poetry in Russian: Undergraduate Seminar

Russian Language and Literature

Courses of Study:

Minor

Major (B.A.)

Objectives

The Russian program at Brandeis offers students unique opportunities for the study of Russian language, culture, and literature. Our courses enable students to reach intermediate to advanced levels of language proficiency and a strong background in Russian culture and literature. Majors, especially track I students, are encouraged to study in Russia for a semester or a summer. Links to approved Brandeis semester programs in Russia can be found on the department website at www.brandeis.edu/departments/grall.

Undergraduate Major and Minor

Our core curriculum features courses in language, culture, and literature open to all students. Literature courses focusing on the classics of the nineteenth century are augmented by seminars on poetry and contemporary authors. Most of our literature courses are taught in English in order to make them accessible to a broad range of students. Bilingual students and advanced students of Russian may choose to do course readings in Russian. Language courses are taught exclusively in Russian. Grammar is presented in communicative contexts incorporating authentic multimedia materials. Our curriculum also includes courses on film, contemporary culture, and East European literature.

We are one of the few universities in the country to offer two tracks for Russian majors in Russian Language and Literature: one track for students with no previous experience in Russian language (track I) and another track designed specifically for Russian bilinguals (track II) or students arriving at Brandeis with advanced language proficiency. A minor in Russian Language and Literature is also available to all students. Students may wish to broaden a major by combining it with a minor in Russian and East European Studies (REES), a separate interdisciplinary program.

Faculty

See the Department of German, Russian, and Asian Languages and Literature.

Brandeis offers a host of extracurricular opportunities for majors, minors, and students interested in Russian language and culture. The Department of German, Russian, and Asian Languages and Literature also sponsors regular functions for Russian students including film series, lectures, and Russian tea hours featuring Russian language conversation for students of all levels. Many activities for those interested in Russian language and culture are organized by and for students. We are proud to host one of the few Russian language radio shows in the Boston. The Russian Club at Brandeis actively sponsors events for Russian students and Russian speakers in the greater Boston community including Russian language film series, dances, and mailings about events in the Boston area.

How to Become a Major or Minor

Students considering a Russian major or minor should complete the language requirement as soon as possible. Students who wish to discuss the two major tracks or issues of language placement should speak with Professor Chevalier, the Russian language coordinator.

A major in Russian may obtain the Massachusetts teaching certificate at the high school level by additionally completing requirements of the education program. Interested students should meet with the program director.

Requirements for the Major

Russian Language and Literature Track I

Intended for students with no prior knowledge of Russian.

A. ECS 100a (European Cultural Studies: The Proseminar) to be completed *no later* than the junior year.

B. Advanced language and literature study: RUS 105a, RUS 106b, and RUS 150b.

C. Literature study: Any five RECS courses.

D. RUS 97a, 97b, or 99d. Majors wishing to graduate with departmental honors must complete RUS 99d (Senior Thesis). Candidates for departmental honors must have a 3.50 GPA in Russian courses previous to the senior year. Honors are awarded on the basis of cumulative excellence in all courses taken in the major and the grade on the honors thesis.

Russian Language and Literature Track II

Intended for heritage speakers of Russian and students with advanced proficiency in Russian.

A. ECS 100a (European Cultural Studies: The Proseminar) to be completed *no later* than the junior year.

B. Advanced language study and study of literature in Russian: RUS 110a (or qualifying exam) and RUS 153a.

C. Literature study: Any six RECS courses.

D. RUS 97a, 97b, or 99d. Majors wishing to graduate with departmental honors must complete RUS 99d (Senior Thesis). Candidates for departmental honors must have a 3.50 GPA in Russian courses previous to the senior year. Honors are awarded on the basis of cumulative excellence in all courses taken in the major and the grade on the honors thesis.

Requirements for the Minor in Russian Literature

A. One course in advanced language study: RUS 105a, RUS 106b, or RUS 110a (or qualifying exam).

B. Literature Study in Russian: RUS 150a **or** RUS 153a.

C. Literature study: Any three RECS courses.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

RUS 10a Beginning Russian

For students who have had no previous study of Russian. A systematic presentation of the basic grammar and vocabulary of the language within the context of Russian culture, with focus on all four language skills: listening, speaking, reading, and writing. Usually offered every year.
Ms. Chevalier

RUS 20b Continuing Russian

Prerequisite: RUS 10a or the equivalent.
For students with some previous study of Russian. Continuing presentation of the basic grammar and vocabulary of the language within the context of Russian culture, and practice of the four language skills. Special attention to reading and writing skills, as well as guided conversation. Usually offered every year.
Ms. Chevalier

RUS 30a Intermediate Russian

[fl]
Prerequisite: RUS 20b or the equivalent.
For students with some previous study of Russian (RUS 10a, RUS 20b). Continuing presentation of the basic grammar and vocabulary of the language within the context of Russian culture. Special attention to reading and writing skills. Usually offered every year.
Ms. Chevalier

RUS 97a Senior Essay

Students should consult the area head of their major.
Usually offered every year.
Staff.

RUS 97b Senior Essay

Students should consult the area head of their major.
Usually offered every year.
Staff

RUS 98a Independent Study

May be taken only with the permission of the advisor to majors and the chair of the department.
Reading and reports under faculty supervision. Usually offered every semester.
Staff

RUS 98b Independent Study

May be taken only with the permission of the advisor to majors and the chair of the department.
Reading and reports under faculty supervision. Usually offered every year.
Staff

RUS 99d Senior Thesis

Students should consult the area head of their major.
Usually offered every year.
Staff

(100-199) For Both Undergraduate and Graduate Students

RUS 105a Russia Today: Advanced Language Skills through Contemporary Culture

[hum fl]
Prerequisite: RUS 30a or permission of the instructor.
For advanced students of Russian language who wish to expand their vocabulary and to develop their grammar and reading skills. Explores aspects of contemporary Russian society and culture. Texts will be drawn from the Russian press, political essays, modern prose fiction, and drama.
Ms. Chevalier

RUS 106b Advanced Russian Language through Film

[hum]
Prerequisite: A 30-level Russian course or the equivalent or permission of the instructor.
For advanced students of Russian who wish to enhance their proficiency and accuracy in writing and speaking. Class discussions and writing assignments will focus on aspects of Russian society as they are portrayed in Russian film. Background readings about the films related to relevant aspects of Russian society will also be assigned.
Ms. Chevalier

RUS 110a Russian Language for Russian Speakers

[wi hum]

Permission of the instructor required.

Designed to meet the needs of Russian language speakers who have had little or no formal training in their native language and who want to improve reading and writing skills. Readings range from short works of contemporary prose fiction to articles from the contemporary Russian press. Basic rules of orthography and advanced grammar topics will be reviewed. Usually offered every year.

Ms. Chevalier

RECS 130a The Russian Novel

[wi hum]

*Open to all students. Conducted in English.**Students may choose to do readings either in English translation or in Russian.*

A comprehensive survey of the major writers and themes of the 19th century including Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, and others. Usually offered every second year.

Ms. Miller

RECS 131a Nature, Man, and Machine: Twentieth-Century Russian Literature

[hum]

*Open to all students. Conducted in English.**Students may choose to do readings either in English translation or in Russian.*

An introduction to the major works and authors of Modernist, Soviet, and post-Soviet eras, including the Emigration. Readings include works by Mayakovsky, Bely, Babel, Bulgakov, Nabokov, Akhmatova, Solzhenitsyn, and Pelevin. Usually offered every second year.

Mr. Powelstock

RECS 134b Chekhov

[hum]

*Open to all students. Conducted in English.**Students may choose to do readings either in English translation or in Russian.*

Offers a detailed investigation of the evolution of Chekhov's art, emphasizing the thematic and structural aspects of Chekhov's works. Attention paid to methods of characterization, use of detail, narrative technique, and the roles into which he casts his audience. Usually offered every second year.

Ms. Miller

RECS 135a From Pushkin to Chekhov: The Short Story in Russia

[hum]

*Open to all students. Conducted in English.**Students may choose to do readings either in English translation or in Russian.*

Focuses on the great tradition of the short story in Russia. This genre has always invited stylistic and narrative experimentation, as well as being a vehicle for the striking, if brief, expression of complex social, religious, and philosophical themes. Usually offered every second year.

Ms. Miller

RECS 137a Women in Russian Literature

[hum]

*Open to all students. Conducted in English.**Students may choose to do readings either in English translation or in Russian.*

Examines questions of female representation and identity, and of female authorship. Readings include portrayals of women by men and women authors.

Usually offered every second year.

Staff

RECS 146a Dostoevsky: Gods and Monsters

[hum]

*Open to all students. Conducted in English.**Students may choose to do readings either in English translation or in Russian.*

A comprehensive survey of Dostoevsky's life and works, with special emphasis on the major novels. Usually offered every second year.

Ms. Miller

RECS 147b Tolstoy: Freedom, Chance, and Necessity

[hum]

*Open to all students. Conducted in English.**Students may choose to do readings either in English translation or in Russian.*

Studies the major short stories and novels of Leo Tolstoy against the backdrop of 19th-century history and with reference to 20th-century critical theory. Usually offered every second year.

Ms. Miller

RECS 148a Russian Drama

[hum]

*Open to all students. Conducted in English.**Students may choose to do readings either in English translation or in Russian. This course may not be repeated for credit by students who have taken RUS 148a and RUS 148b in previous years.*

Examines the rich tradition of Russian drama and theater. Readings include masterpieces of the 19th and 20th centuries, including those by Chekhov, Pushkin, Gogol, Ostrovsky, Mayakovsky, Erdman, and others. Usually offered every second year.

Mr. Powelstock

RECS 149b The Rise and Fall of Russian Modernism: Cultural and Political Revolutions, 1900-1934

[hum]

*Open to all students. Conducted in English.**Students may choose to do readings either in English translation or in Russian.*

An interdisciplinary immersion in the period, emphasizing the connections between historical and artistic trends, and employing prominent theories of culture. Focuses on major figures, works and events in film, literature, the performing and visual arts, and political, philosophical, and religious thought. Usually offered every second year.

Mr. Powelstock

RUS 150b Masterpieces of Russian Literature: Shchedevry russkoi literatury

[hum fl]

Prerequisite: RUS 30a or permission of the instructor. Required of Track I majors and open to qualified students. Taught in Russian.

An undergraduate seminar intended primarily for students of Russian as a second language. Designed to give intermediate to advanced students of Russian the linguistic and critical skills to analyze literature in Russian. Poetry and short works of fiction are included. Authors include: Pushkin, Lermontov, Tiuchev, Fet, Turgenev, Dostoevsky, Tolstoy, and Chekhov. Usually offered every second year.

Ms. Chevalier

RUS 153a Russian Poetry in Russian: Undergraduate Seminar

[hum fl]

Required of Track II majors and open to qualified non-majors. Taught in Russian.

An undergraduate seminar intended primarily for students who are heritage speakers or students who have acquired advanced proficiency in Russian. Examines a selection of the very best Russian poetry of the 19th and 20th centuries. Usually offered every second year.

Staff

RECS 154a Nabokov

[hum]

*Open to all students. Conducted in English.**Students may choose to do readings either in English translation or in Russian.*

A concentrated study of Vladimir Nabokov, the most noted Russian author living in emigration and one of the most influential novelists of the 20th century. Focuses on the major novels. Usually offered every second year.

Mr. Powelstock

RECS 155a From Witches to Wood Spirits: Russian Culture Past and Present

[hum]

*Open to all students. Conducted in English.**Students may choose to do readings either in English translation or in Russian.*

Explores the relationship of culture to society and religion in Russia through the 18th century. Examines the interactions of diverse forms of artistic expression, presenting examples from visual art, music, architecture, and popular culture, giving special attention to Russia's rich folk heritage. Usually offered every second year.

Ms. Chevalier

RECS 160a Contemporary East European Literature

[hum]

Open to all students. Conducted in English.

Examines works of major East European (Polish, Czech, Russian, and other) authors in the historical context of late Communist and post-Communist experience. Special attention to reading for artistic qualities and engagement of historical and political problems. Usually offered every second year.

Mr. Powelstock

Cross-Listed Courses**ECS 100a**

European Cultural Studies Proseminar:
Modernism

ECS 100b

European Cultural Studies Proseminar:
Making of European Modernity

An interdepartmental program

Social Justice and Social Policy

Courses of Study:

Minor

Objectives

Concepts of justice play a profound role in clarifying human needs for health and well-being. Such basic social problems as inequality, poverty, and discrimination pose a constant challenge to policies that serve the health and income needs of children, families, people with disabilities, and the elderly. The public response to such problems, in America and elsewhere, rests on contested definitions of social obligation and social citizenship. The Program in Social Justice and Social Policy examines these essential connections between social values and practical policies. It unites elements in liberal arts study to bridge the analytic gap between ends and means. It also brings together an unusually broad spectrum of faculty and curriculum—combining the academic perspectives of arts and sciences departments with professional expertise from The Heller School for Social Policy and Management. Students are encouraged to explore policy areas in concrete detail, focused variously on particular groups (children, the elderly, people with disabilities) or particular services (health care, income support). Students can also select courses that deal thematically with problems of social equity (poverty, discrimination), as well as courses that approach social justice from historical, philosophical, and comparative perspectives. Key elements of the program include a foundation course, a capstone course, and a research-based internship in a social policy setting.

The concern with social justice speaks to the core educational commitments of Brandeis University. This program does not seek to promote a particular ideological agenda, but rather to spark creative thinking about complex social problems. It carries the search for norms and principles into the wider arena of practical experience. By providing models for critical reflection, it challenges students to articulate their own value commitments in a spirit of constructive debate.

How to Become a Minor

The Program in Social Justice and Social Policy (SJSP) is open to all Brandeis undergraduates. Students may begin the minor at any time, but are encouraged to complete the foundation course within the first two years of study. To enroll in the minor, fill out the declaration forms from the Office of Undergraduate Academic Affairs and meet first with one of the members of the program committee. A minor advisor will then be assigned by the director to help you plan your course of study, including the timing of the internship/independent research, and capstone requirements.

Committee

Richard Gaskins, Codirector
(Legal and American Studies)

George Ross, Codirector
(Politics and Sociology)

David Cunningham
(Sociology)

Anita Hill
(The Heller School)

Robert Reich
(The Heller School)

Marion Smiley
(Philosophy)

Requirements for the Minor

A. The foundation course, SOC 123b (Crisis of the Welfare State). Normally this course will be taken within the first two years of study. It is strongly recommended as an introduction to the program, but is not a formal prerequisite for other courses.

B. Students must complete any three elective courses from those listed below. Electives are grouped into topical fields, but students may choose courses from any group. No more than two electives from The Heller School or from any single department may be counted toward program requirements, except for the foundation course.

C. Either (1) an internship, arranged through the program office and the correlative seminar SJSP 92a or 92b, or (2) an independent research course (SJSP 98a or 98b), directed by a member of the program committee, or by another faculty member with the approval of the program director. Please note that internships will not be offered during 2005-06.

D. The capstone seminar POL 159a (Politics of the Modern Welfare State) or another course approved by the program director. Normally this course will be taken in the final year of study.

E. No more than two courses may be double-counted for this minor and for a particular major.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

SJSP 92a Social Justice and Social Policy Internship and Seminar

Internships will not be available for 2005-06. Prerequisite: SOC 123b or permission of the instructor.

Biweekly seminar and supervised internship in a public agency or nonprofit organization. Time commitments depend on the site, up to a maximum of two days per week. In cooperation with the Brandeis faculty advisor and the internship site supervisor, students will complete an individual research project. Internships must be arranged through the program administrator. Usually offered every year. Staff

SJSP 92b Social Justice and Social Policy Internship and Seminar

Internships will not be available for 2005-06. Prerequisite: SOC 123b or permission of the instructor.

Biweekly seminar and supervised internship in a public agency or nonprofit organization. Time commitments depend on the site, up to a maximum of two days per week. In cooperation with the Brandeis faculty advisor and the internship site supervisor, students will complete an individual research project. Internships must be arranged through the program administrator. Usually offered every year. Staff

SJSP 98a Social Justice and Social Policy Independent Research

Prerequisite: SOC 123b or permission of the program director.

Guided readings and research on an independent topic that builds upon and integrates the particular coursework completed in the SJSP Program. Research may be directed by a member of the program committee or by another faculty member with the approval of the program director. Usually offered every semester. Staff

SJSP 98b Social Justice and Social Policy Independent Research

Prerequisite: SOC 123b or permission of the program director.

Guided readings and research on an independent topic that builds upon and integrates the particular course work completed in the SJSP Program. Research may be directed by a member of the program committee or by another faculty member with the approval of the program director. Usually offered every semester. Staff

Core Courses

POL 159a

Seminar: The Politics of the Modern Welfare State: Women, Workers, and Social Citizenship

SOC 123b

Crisis of the Welfare State

Electives

The following courses are approved for the program. Not all are given in any one year. Please consult the *Schedule of Classes* each semester.

Aging and Disability Policy

HS 124a

Dilemmas of Long-Term Care

HS 524a

Long-Term Care: A Policy Perspective

HSSP 192b

Sociology of Disability

SOC 177b

Aging in Society

Democracy and Social Justice

ED 155b

Education and Social Policy

HIST 163a

Socialism and Communism in American History

HS 300a

Theory and Analysis of Social Policy

PHIL 20a

Social and Political Philosophy: Democracy and Disobedience

POL 154a

Seminar: Citizenship

Dynamics of Discrimination and Inequality

ECON 56b

Social Priorities and the Market

HS 110a

Wealth and Poverty

HS 528f

Law and Society: Race and Class

LGLS 120a

Sex Discrimination and the Law

LGLS 121b

Law and Social Welfare: Citizen Rights and Government Responsibilities

Family and Child Policy

HS 544a

Vulnerable Youth: Policy and Programmatic Responses

SOC 104a

Sociology of Education

Health Care Policy

HS 104b

American Health Care

LGLS 114a

American Health Care: Law and Policy

LGLS 131b

Autonomy and Self-Determination in Critical Health Care Decisions

SOC 190b

Caring in the Health Care System

SOC 191a

Health, Community, and Society

Historical and Comparative Perspectives on Social Justice**AAAS 80a**

Economy and Society in Africa

AMST 188b

Justice Brandeis and Progressive Jurisprudence

LGLS 124b

International Law and Development

PHIL 13b

The Idea of the Market: Economic Philosophies

SOC 176a

Nature, Nurture, and Public Policy

Department of
SociologyCourses of Study:
Major (B.A.)
Master of Arts
Doctor of Philosophy**Objectives****Undergraduate Major**

The undergraduate curriculum provides students with the tools for understanding and for critical analysis of a broad array of institutions and cultures, from the everyday level of interpersonal and community interaction to large-scale political and social systems and public policies. Students are engaged as active learners and encouraged to develop knowledge that can make a difference in the world, including the potential for leadership development and action for social justice.

Undergraduate study in sociology prepares students for a wide array of careers in human services, education, law, health, public service, communications, business, and social change organizations.

Graduate Program in Sociology

The general objective of the graduate program is to educate students in the major areas of sociology while promoting specialization in several. The program presents students with five options. The first option is a doctoral program designed for students who intend to devote themselves to teaching and research in sociology. Students pursuing the Ph.D. may, by satisfying certain requirements, also receive the M.A. degree, or may earn a joint M.A. degree in sociology & women's and gender studies. The second option is a terminal M.A. degree in sociology; the third option is a terminal joint M.A. degree in sociology & women's and gender studies; the fourth option is a joint Ph.D. degree in Near Eastern and Judaic Studies and sociology; the fifth option is a joint Ph.D. degree in social policy (The Heller School for Social Policy and Management) and sociology.

Faculty**Carmen Sirianni, Chair**

Civic engagement and innovation. Public policy for democracy. Political sociology. Work. Organizations. Theory.

Peter Conrad

Sociology of health and illness. Deviance. Field methods.

David Cunningham, Undergraduate Advising Head

Social movements. Organizations. Community structure. Quantitative inquiry.

Gordon Fellman

Marx and Freud. Social class. Peace and conflict studies. Israeli-Palestinian conflict. Empowerment. Psychoanalytic sociology.

Karen V. Hansen, Graduate Chair

Feminist theory. Sociology of the family. Historical sociology. Sociology of gender.

Gila Hayim

Classical and contemporary social theory. Critical theory. Social movements. Existential sociology. Legal studies. Sociology of religion.

Nadia Kim

Gender, race, class. International migration. Race, ethnicity, nationhood. Cultural globalization. Asian, Asian-American studies.

Marty Wyngaarden Krauss (The Heller School)

Disability policy. Family caregiving. Mental retardation. Human services.

Laura J. Miller

Sociology of culture. Mass communication. Urban sociology. Consumption and marketing.

How to Become an Undergraduate Major

Students can declare their major at any time. A sociology major is especially appealing to students interested in understanding the workings of society and human interaction. Students are encouraged to take SOC 1a or 3b early in their major.

How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, as specified in an earlier section of this *Bulletin*, apply to candidates for admission to the sociology program.

In addition, all prospective students are required to submit written material (papers, etc.) representative of their best work, which need not, however, be of a sociological nature.

Shulamit Reinharz

History of women in sociology. Qualitative and feminist methodology. Group dynamics. Jewish women's studies.

George Ross

Political sociology. Social theory. Economy and society. Comparative social structures. European politics and sociology. Globalization.

Deborah Weinstein

Florence Levy Kay Fellow in the History of Medicine.

Dessima Williams

Political sociology. Women, gender, and development. The Caribbean.

Thomas Shapiro (The Heller School)

Stratification. Race.

Requirements for the Undergraduate Major

Students entering Brandeis in the fall of 2005 or after must fulfill the following requirements: 10 semester courses, a minimum of eight from sociology, which must include:

A. SOC 1a or SOC 3b. This course should be taken early in the curriculum.

B. At least one course in *three* of the following five sub-areas:

Theory and Methods

SOC 10b, 114a, 127a, 136b, 141a, 146a, 164a, 181a, 183a.

Health, Illness, and Life Course

ANTH 152b, HSSP 192b, SOC 169b, 176a, 177b, 187a, 188a, 189a, 190b, 191a, 192a, 196a

Political and Social Change

SOC 107a, 108a, 111a, 112b, 113b, 119a, 121a, 123b, 125b, 139b, 147a, 151a, 153a, 155b, 157a, 161a, 175b, HIST 115a, HS 110a, POL 156b, POL 159a

Gender and Family

SOC 105a, 112a, 117b, 126a, 130a, 131a, 131b, 132b, 134a, 135a, 138a, 138b, 171a, 194b

Institutions, Communities, and Culture

SOC 104a, 106a, 109b, 110b, 117a, 117b, 120b, 122a, 128a, 146a, 105b, 150b, 152a, 152b, 154a, 156a, 173a, 178a, NEJS 161a, NEJS 164b

C. Four additional sociology electives, for a total of eight sociology courses.

D. In addition, students must take two semester courses above the introductory level in other departments in the School of Social Science. This requires that either a prerequisite course be taken, or that the course is at the 100 level or above. Students enrolled in the Education Program may meet this requirement by taking HIST 51a and 51b.

E. The average grade of a student's major requirement courses should be no lower than C-. No course taken pass/fail may count toward the major requirement.

Honors candidates are required to take SOC 99d (Senior Research) **in addition to** the eight sociology courses and two upper-level courses in the School of Social Science. Enrollment in SOC 99d requires a minimum overall GPA of 3.20, or a 3.50 in sociology.

Special Notes Relating to Undergraduates

Joint graduate/undergraduate senior seminars are courses on advanced topics in sociology limited to 12 students. These courses are an opportunity for more in-depth study and are especially valuable for anyone considering graduate school. In ordinary circumstances they will be accessible only to advanced undergraduates with adequate preparatory work (SOC 1a or SOC 2a and other sociology courses). Permission of instructor is necessary for undergraduates.

Requirements for the Degree of Master of Arts
Program of Study

The M.A. degree in sociology is designed for completion in one calendar year, with the degree awarded at the next official University degree conferral after completion of residence and requirements. Each M.A. degree candidate will devise a specialized program with a faculty advisor who will be assigned upon the student's acceptance to the department. The student's program must be approved by the graduate committee at the beginning of each semester of residence. M.A. degrees are usually offered in social theory and cultural studies; the sociology of health and health care; comparative social structures; sociology of gender; and social psychology. Each specialized program will include the completion of six semester courses, ordinarily in sociology at Brandeis—one in theory, one in methods, three in the substantive M.A. area—plus satisfaction of a final research requirement. For the final requirement the student, with permission of the advisor, may choose from three options—an M.A. thesis, two major seminar papers, or a qualifying examination.

Residence Requirement

The minimum residence requirement is one year.

Language Requirement

There is no foreign language requirement for the master's degree.

Requirements for the Joint Degree of Master of Arts in Sociology & Women's and Gender Studies
Program of Study

The joint Master of Arts degree in sociology & women's and gender studies is a one-year (12-month) program. Requirements include the completion of seven courses to be distributed as follows: a designated foundational course in women's and gender studies; one course in feminist research methodologies (WMGS 198a or the Feminist Inquiry course offered through the Graduate Consortium in Women's Studies); one graduate course outside sociology listed as an elective in women's and gender studies; one graduate sociology course listed as an elective in women's and gender studies; plus three other regular graduate sociology courses (one methods, one theory, and one outside the area of gender). Also required are a directed study focused on student research, participation in a fall semester noncredit women's and gender studies graduate proseminar, and submission of two substantial M.A. papers or a thesis. The sociology department offers advanced undergraduate/graduate seminars that can be taken to fulfill the graduate course requirements.

Residence Requirement

One year.

Language Requirement

There is no foreign language requirement for the joint master's degree.

Requirements for the Degree of Doctor of Philosophy

Program of Study

Students entering the Ph.D. program in sociology are expected to undertake a three-year program of coursework, as a part of which they are obliged to take the program's Proseminar (SOC 290c) and, within the Brandeis sociology department, at least six formal graduate seminars and four additional courses as either independent readings, advanced undergraduate/graduate seminars, or upper-division courses. The eight remaining courses can be taken as the student chooses, including graduate courses at other Boston-area universities, in consultation with her or his advisor. The initial program of studies is arranged in consultation with the graduate student's advisor. Consideration will be given to graduate work done elsewhere but formal transfer credit is assigned only after the successful completion of the first year of study.

Teaching Requirement

It is required that all Ph.D. students participate in undergraduate teaching. This typically means leading discussion sections in one course per term, over the course of eight semesters, and using this as an opportunity to develop the craft of teaching in collaboration with individual professors and through other teaching workshops within the department and the Graduate School of Arts and Sciences.

Residence Requirement

The minimum residence for the Ph.D. is three years.

Language Requirement

There is no foreign language requirement for the Ph.D. degree.

Qualifying Examinations

During a student's time in residence, the specific planning, evaluation, and accreditation of his or her entire course of study will be in the hands of each student's guidance accreditation committee, comprised of three Brandeis sociology faculty members. Along with the student, this committee will lay out a general course of study designed to meet the interests and needs of the student. Upon completion of this course of study, the student will take an oral qualifying examination covering general sociology and the areas of the student's special interests. The committee will report at least once a year to the graduate committee on the progress of the student, who is urged to fulfill accreditation in the semester immediately following coursework completion.

Dissertation and the Final Oral Examination

The Ph.D. dissertation may be accepted by the program upon the recommendation of the dissertation committee. To be granted the degree, the student is required to defend the dissertation in a public final oral examination.

Requirements for the Joint Degree of Doctor of Philosophy in Near Eastern and Judaic Studies and Sociology

Program of Study

Students must complete a total of 21 courses. Nine of these courses should be offered by the sociology department (comprising five graduate seminars and four other sociology courses). Among the sociology courses, at least one must be a theory course and at least one must be on quantitative methods. At least nine courses must be taken within the NEJS department. The remaining three courses are open to student choice with the approval of the student's advisors. In addition, students in their first year are required to participate in a year-long, noncredit proseminar in the sociology department that introduces program faculty and their research interests.

Advising

Students are assigned advisors from the sociology department and from the Near Eastern and Judaic Studies department. Both advisors will work with the student to assure appropriate course coherency. An interdepartmental meeting between both advisors and the student should take place at least once a year.

Residence Requirement

Three years of full-time residence are required at the normal rate of at least seven term courses each academic year. Students who enter with graduate credit from other recognized institutions may apply for transfer credit. By rule of the Graduate School, a maximum of one year of credit may be accepted toward the residence requirement on the recommendation of the chair of the program.

Language Requirements

Candidates are required to establish competence in Hebrew and one modern language (normally French or German, but depending on the area of research another language may be substituted). Language examinations will be administered by the student's advisors.

Research Methods Requirement

Candidates are required to establish competence in statistics by successful completion of an appropriate Brandeis course in statistics.

Consortium

Students should also discuss with their advisors the desirability of taking courses at member institutions of the Boston Consortium.

Comprehensive Examinations and Graduate Accreditation

Before proposing and writing a doctoral dissertation, students must show competence in two areas of sociology through the graduate accreditation committee (GAC) process, pass a two-part written comprehensive examination in Jewish cultural literacy in the NEJS department, and pass an oral major field examination.

Candidates demonstrate Jewish cultural literacy in a two-part written examination, which has English and Hebrew components, and a follow-up oral examination. The Hebrew examination in primary sources is part of the cultural literacy examination. This examination gives students the opportunity to demonstrate their broad general knowledge of Jewish literature and cultures of the biblical, rabbinic, medieval, and early modern periods. The oral examination provides opportunity for further exploration following the written examination. Following the successful completion of the Jewish cultural literacy examinations, candidates demonstrate their particular field of expertise in contemporary Jewish societies through the oral major field examination.

The GAC is the sociology department equivalent to comprehensive examinations. Students elect two sociological areas of interest and, with the appropriate faculty member, create a contract of requirements for the completion of a portfolio in the specific area. The portfolio can include such items as completed courses, papers, independent readings, or bibliographies. Faculty advisors suggest readings, written work, or independent studies. When the GAC requirement is completed, there will be a comprehensive meeting to discuss the candidate's interests and direction in the field and the upcoming dissertation.

Dissertation and Final Oral Examination

A dissertation proposal should be submitted to the dissertation committee soon after the comprehensive examinations and GACs are completed. The dissertation committee should consist of five members: two each from the sociology and the NEJS departments and a fifth member from outside those departments. After approval of the proposal by the dissertation committee, it is submitted to the department faculties for approval. Two copies of the dissertation are to be deposited in the offices of the program chairs no later than March 1 of the year in which the candidate expects to earn the degree. The dissertation committee must approve the dissertation and the student must successfully defend the dissertation at a final oral examination.

Requirements for the Joint Degree of Doctor of Philosophy in Social Policy and Sociology

Program of Study

Students entering the joint Ph.D. program in social policy and sociology are expected to complete a total of 18 courses. At least nine of these courses must be offered by the Brandeis sociology department—six of these courses must be graduate seminars, and the remaining three may be advanced undergraduate/graduate seminars or directed readings; at least one of these must be a sociology theory course. A minimum of nine courses must be taken within The Heller School for Social Policy and Management, and at least one of these courses must be on research methodology (e.g., HS 401b [Research Methods]). In addition, in their first year students are required to participate in a year-long, noncredit proseminar in the sociology department, which introduces the program's faculty and their research interests. Students are also required to take a noncredit dissertation seminar at The Heller School for two semesters.

Students are assigned advisors from the sociology department and from The Heller School. Advisors in both departments work together with students to assure appropriate coherency in their program of courses. An interdepartmental meeting between advisors and students should take place at least once a year.

Residence Requirement

The minimum residence for the joint degree of Doctor of Philosophy in social policy and sociology is three years.

Language Requirement

There is no foreign language requirement for the joint Ph.D. degree.

Qualifying Examinations

Each student must complete a "comprehensive paper" as required in The Heller School curriculum. Students must also show competence in two areas of sociology, as certified through the guidance accreditation committee (GAC) process (the sociology department equivalent of comprehensive exams). Students elect two areas of interest and develop a contractual set of requirements with a faculty member of each area. When both GACs are completed there is a meeting (typically one to two hours) to discuss the student's interests, directions in the field, and the upcoming dissertation.

Dissertation and the Final Oral Examination

A dissertation proposal should be submitted soon after the comprehensive examination and GACs are completed. The dissertation committee should consist of five members—two faculty members each from the sociology department and The Heller School, and one outside member. The joint Ph.D. dissertation may be accepted by the sociology department and The Heller School upon the recommendation of the dissertation committee. To be granted the degree, the student is required to defend the dissertation in a public final oral examination.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

SOC 1a Order and Change in Society

[ss]

An introduction to the sociological perspective, with an emphasis on an analysis of problems of social order and change. Topics include gender, work and family, poverty and inequality, race and ethnicity, democracy, social movements, community, and education. Usually offered every year.

Messrs. Conrad, Cunningham, or Sirianni

SOC 3b Social Theory and Contemporary Society

[ss]

Provides an introduction to social theory and ways that core sociological concepts are used to understand social interaction, social problems, and social change. Students read classic works including, Durkheim, Marx, Weber, and Mead, as well as more recent empirical studies. Usually offered every second year.

Ms. Miller

SOC 10b Introduction to Sociological Theory

[ss]

This course may not be repeated for credit by students who have taken SOC 2a in previous years.

Introduces the student to the foundations of sociological and social psychological explanatory systems. Analyzes the major ideas of classical and modern authors and their competing approaches and methodologies—Durkheim, Weber, Mead, DuBois, Goffman, Marcuse, Haraway, Barrett, Foucault, and others. Usually offered every second year.

Ms. Hayim

SOC 90a Independent Field Work

Equivalent to four, one-semester courses. Students taking it are expected to work out a plan of study for one semester with the help of two faculty members. This plan is to be submitted to the undergraduate committee of the department for approval. Usually offered every year.

Staff

SOC 90b Independent Field Work

Equivalent to four, one-semester courses. Students taking it are expected to work out a plan of study for one semester with the help of two faculty members. This plan is to be submitted to the undergraduate committee of the department for approval. Usually offered every year.

Staff

SOC 92a Internships for Community Action and Social Change

In this weekly three-hour seminar, students learn to become social change agents through eight-hour per week internships in community organizations, course readings, and class discussions. The course considers social change at the biographical, relational, organizational, community, society, and global levels. Early registration is encouraged. Usually offered every year.

Mr. Shields

SOC 92b Internship and Analysis in Sociology

Combines unpaid off-campus experience and social scientific inquiry. Under the supervision of a faculty sponsor, students apply sociological methods of analysis to an internship experience. Students develop a specific plan of study with a faculty member in the relevant field prior to undertaking the internship. Open to sociology majors with adequate related prior coursework and with permission of the instructor. Counts only once toward fulfillment of the major requirements.

Usually offered every year.

Staff

SOC 97b Group Readings and Research Staff**SOC 98a Individual Readings and Research in Sociology**

Individual readings and reports under the direction of a faculty supervisor. Usually offered every year.
Staff

SOC 98b Individual Readings and Research in Sociology

Individual readings and reports under the direction of a faculty supervisor. Usually offered every year.
Staff

SOC 99d Senior Research

Seniors who are candidates for degrees with honors in sociology register for this course and, under the direction of a member of the faculty, prepare an honors thesis on a suitable topic. Usually offered every year.
Staff

(100-199) For Both Undergraduate and Graduate Students**SOC 104a Sociology of Education**

[ss]
Examines the role of the institution of education as a force for social change versus the idea that education's function is to reinforce prevailing social conditions. Usually offered every second year.
Staff

SOC 105a Feminist Critiques of Sexuality and Work in America

[ss]
An intermediate-level course which counts toward the completion of the joint M.A. degree in sociology & women's and gender studies.
Critically evaluates the predominant theoretical approaches to understanding the oppression of women and the dynamics of sexism, racism, and classism within the sex/gender system. Uses these perspectives to explore issues in women's lives—particularly sexuality and work. Usually offered every year.
Ms. Hansen

SOC 106a Issues in Law and Society

[ss qr]
An interdisciplinary approach to the study of crime and punishment. Analyzes theories and empirical research and methodology around a number of problem areas in the criminal justice system, with special attention paid to street violence, domestic violence, the courts, the prison, the different therapeutic systems, and the dilemmas of social and legal justice. Usually offered every third year.
Ms. Hayim

SOC 107a Global Apartheid and Global Social Movements

[wi ss nw]
Using the skewed distribution of power and wealth as an organizing and conceptual framework, the course explores modern inequalities, the sociology that explains them, and the social movements worldwide that seek to redress these imbalances. Multimedia use of materials, documentaries, journal articles, newspapers, and popular literature. Usually offered every year.
Ms. Williams

SOC 108a Youth and Democracy

[ss]
Examines the roles that youth play in public problem solving and social action in schools, communities, universities, politics, NGOs, and a range of other institutional settings. Can be combined with internships and action research. Usually offered every year.
Mr. Sirianni

SOC 109b Sociology of Culture

[ss]
How is our taste for works of art affected by our social class location? Are artistic geniuses born or made? How do institutional structures affect the kinds of art that get produced? This seminar explores sociological answers to these questions, and the theoretical background necessary to effectively frame them. Usually offered every third year.
Staff

SOC 111a Political Sociology and Democratic Empowerment

[ss]
Examines the relationship between society and politics, social processes, and political change. Theories of democracy and empowerment. Case studies on environmental movements and public interest regulation, urban and health policy, media, community organizing and development, civic journalism, and community service. Usually offered every second year.
Mr. Sirianni

SOC 112a Topics on Women and Development

[ss]
Examines the evolution of the field and its usefulness for understanding the gender disparities in development. Paradigms in major international agencies are contrasted with ways in which women are actively structuring their lives. Case material from Africa, Asia, the Caribbean, and Central America. Usually offered every third year.
Ms. Williams

SOC 112b Social Class and Social Change

[ss]
Presents the role of social class in determining life chances, lifestyles, income, occupation, and power; theories of class, inequality, and globalization; selected social psychological aspects of social class and inequality; and connections of class, race, and gender. Usually offered every second year.
Mr. Fellman

SOC 113b Race and Power in Intergroup Relations

[ss]
Introduces a set of general ideas about intergroup relations as well as focuses on specific issues surrounding racial inequality. Uses a variety of media to examine topics such as colonial domination, white supremacy, racial segregation, and gang structure in inner cities. Usually offered every second year.
Mr. Cunningham

SOC 114a Psychoanalytic Sociology

[ss]
Prerequisites: SOC 1a or SOC 2a.
Building from Marx and Freud, examines traditional psychoanalytic and social class issues, with special reference to the nature and problems of masculinities. Usually offered every second year.
Mr. Fellman

SOC 117a Sociology of Work

[ss]
Focuses on the transformation of contemporary workplaces in the United States. How gender shapes inequality in the labor force, as well as idioms of skill, worth, care, and service. How women and men combine care for families with paid work. Strategies for empowerment, equity, and flexibility (comparable worth, family leave, flexible working time options, affirmative action, employee participation, new union strategies, grassroots organizing). Usually offered every second year.
Mr. Osnowitz or Ms. Reinharz

SOC 117b Sociology of Science and Technology

[ss]
Provides an in-depth exploration of sociological approaches to science and technology. Usually offered every third year.
Staff

SOC 118a Observing the Social World: Doing Qualitative Sociology

[ss]
Observation is the basis of social inquiry. What we see—and by extension what we overlook or choose to ignore—guides our understanding of social life. We practice social observation and analysis in print and visual media. Usually offered every year.
Ms. Osnowitz

SOC 119a War and Possibilities of Peace

[ss]

Ponders the possibility of a major "paradigm shift" under way from adversarialism and war to mutuality and peace. Examines war culture and peace culture and points in between, with emphases on the role of imagination in social change, growing global interdependence, and political, economic, gender, social class, and social psychological aspects of war and peace. Usually offered every year.

Mr. Fellman

SOC 120b Globalization and the Media

[ss]

Investigates the phenomenon of globalization as it relates to mass media. Topics addressed include the growth of transnational media organizations, the creation of audiences that transcend territorial groupings, the hybridization of cultural styles, and the consequences for local identities. Usually offered every second year.

Ms. Miller

SOC 121a New Approaches to Development: Globalization and Human Development

[ss]

Prerequisite: SOC 2a, SOC 10b, ECON 2a, or POL 15a.

Examines and evaluates major new literature, practices, and expectations in development. Includes human development, gender equity, and human rights-based development. Familiarizes students with these paradigms and literature, and imparts appropriate analytic skills. Usually offered every third year.

Ms. Williams

SOC 122a The Sociology of American Immigration

[ss]

Examines American immigration with emphasis on the post-World War II period. Addresses the following questions: Why do people migrate? How does this affect immigrants' occupations, households, rights, identities, and loyalties, as well as the sending and receiving countries? Usually offered every year.

Ms. Kim

SOC 123b Crisis of the Welfare State

[ss]

The basic programs of the "welfare state" are being challenged everywhere. Can societies such as ours support extensive public pension programs, health care, and income support for the poor and unemployed? This fundamental question is discussed with reference to contemporary American society. Usually offered every second year.

Mr. Ross

SOC 125b U.S.-Caribbean Relations

[ss nw]

Uses various frameworks of analysis to examine the asymmetrical relationship between the United States and several Caribbean countries, including Grenada and Haiti and themes in the relationship including trade, finance and debt, military relations, cultural and educational ties, and immigration. Usually offered every third year.

Ms. Williams

SOC 126a Sociology of Deviance

[ss]

An investigation of the sociological perspectives of deviance, focusing particular attention on definitional, sociopolitical, and interactional aspects as well as society's response. Includes a review of theory and current research and discussions of various forms of noncriminological deviance and social control. Usually offered every third year.

Mr. Conrad

SOC 127a Theories in Social Psychology

[ss]

Examines the major American theories of social psychology, using a historical perspective. Topics include classical understanding of the relation between the individual and the group, small group dynamics within the family and workplace, theories of human development, and feminist revisions of classical theories. Usually offered every third year.

Ms. Reinharz

SOC 128a Religion and Globalization

[ss]

Examines the experience of religion as a social and individual identity. Looks into the social-psychology of new religious movements with special attention paid to the role and character of globalization and religious consciousness in the world today. Readings cover comparative classical and contemporary thought and research. Usually offered every year.

Ms. Hayim

SOC 130a Families

[ss]

Course counts towards the completion of the joint M.A. degree in sociology & women's and gender studies.

Investigates changes in the character of American families over the last two centuries. A central concern will be the dynamic interactions between economic, cultural, political, and social forces and how they shape and are reshaped by families over time. Particular attention is paid to how experiences of men and women vary by class, race, and ethnicity. Usually offered every year.

Ms. Hansen or Ms. Osnowitz

SOC 131b Women's Biography and Society

[ss]

This course counts towards the completion of the joint M.A. degree in sociology & women's and gender studies.

Through the biographies and autobiographies of women intellectuals, political leaders, artists, and "ordinary" women, this seminar investigates the relationship between women's everyday lives, history, and the sex/gender system. Usually offered every third year.

Ms. Hansen

SOC 132b Social Perspectives on Motherhood and Mothering

[ss]

Prerequisite: Previous course on families or gender is strongly recommended.

Explores motherhood as an identity and a social institution and mothering as a set of socially and historically constructed activities. Reviews the theoretical approaches to motherhood and how they are understood in the context of race/ethnicity, class, and gender inequalities in the United States. Usually offered every third year.

Ms. Hansen

SOC 134a Great Women of Sociology

[ss]

This course counts towards the completion of the joint M.A. degree in sociology & women's and gender studies.

This research-oriented course investigates the history of selected U.S. and British female social scientists of the late 19th and early 20th centuries. Examines why their work has been ignored or labeled as "not sociology" and how sociology has been defined on the basis of work done by men only. Studies women of color and white women, heterosexual and lesbian women, and the relation between their sociological work, their lives, and the times in which they lived. Usually offered every fourth year.

Ms. Reinharz

SOC 135a Group Process

[ss]

Open to seniors and juniors only.

Examination of group dynamics through experiential learning in a 12-person group, in conjunction with readings, weekly journal papers, and a final paper. Students learn to identify group processes from a sociological perspective. Usually offered every third year.

Ms. Reinharz

SOC 136b Historical and Comparative Sociology

[ss]

Explores the relationship between sociology and history through examples of scholarship from both disciplines. Through an examination of historical studies, the course pays close attention to each author's research strategy. Examines basic research questions, theoretical underpinnings and assumptions, and uses of evidence. Usually offered every third year.
Ms. Hansen

SOC 137b Public Uses of Sociology

[ss]

Introduces students to the way sociology is used in society. After an historic introduction, the class explores the public uses of sociology in education, politics, and health, among other domains. Weekly guest presenters discuss their careers and students present relevant research findings.
Ms. Reinhartz

SOC 138a Sociology of Gender and Race

[ss]

Examines gender and race as intersecting and interacting organizing principles that sort people into separate but unequal social groups. Analyzes how gender and race create and recreate forms of domination and subordination in organizations, labor markets, family structures, and other institutional forms. Usually offered every third year.
Ms. Kim

SOC 138b Seminar: Gender and the Life Course

[ss]

Examines recent studies and theories on how gender influences the life course of women and men. Students learn the techniques of life course research and develop an independent research project. Usually offered every second year.
Staff

SOC 139b Race and Identity: A Study of Whiteness

[ss]

Locates American whiteness within the white diaspora and the history of white identity reformations. Examines salient aspects of white identity, including its relationships with class and gender, learning whiteness, white cultures, and contemporary white social movements.
Staff

SOC 141a Marx and Freud

[ss]

Examines Marxian and Freudian analyses of human nature, human potential, social stability, conflict, consciousness, social class, and change. Includes attempts to combine the two approaches. Usually offered every second year.
Mr. Fellman

SOC 146a Mass Communication Theory

[ss]

An examination of key theories in mass communication, including mass culture, hegemony, the production of culture, and resistance. Themes discussed include the nature of media effects, the role of the audience, and the extent of diversity in the mass media. Usually offered every year.
Ms. Miller

SOC 147a Organizations and Social Change

[ss]

Innovation and change in school systems, social services, corporations, nonprofits, federal, police, dynamics of democratic, feminist, multicultural, and community organizations. May be combined with internships and action research. Usually offered every second year.
Mr. Sirianni

SOC 150b The Culture of Consumption

[ss]

Examines the historical development and social significance of a culture of consumption. Considers the role of marketing in contemporary society and the expression of consumer culture in various realms of everyday life, including leisure, the family, and education. Usually offered every year.
Ms. Miller

SOC 151a Biography, Community and Political Contention

[ss]

How are the dynamics of social movement activity shaped by aspects of participants' lives and the structure of their local communities? Uses various case studies to explore historical, geographical, and sociological frameworks for understanding political contention. Usually offered every second year.
Mr. Cunningham

SOC 152a Urban Life and Culture

[ss]

An analysis of the social and cultural dimensions of life in urban environments. Examines how various processes, including immigration, deindustrialization, and suburbanization, affect neighborhoods, public spaces, work, shopping, and leisure in the city. Usually offered every second year.
Ms. Miller

SOC 152b Suburbia: Refuge, Fortress, or Prison

[ss]

Prerequisite: SOC 1a or 2a or 3b.

Registration priority given to juniors and seniors.

Examines the debate about who does and does not benefit from suburban environments, and whether suburbia can still be characterized as closed and homogenous in population and culture. Such issues are explored with a particular emphasis on class, race, and gender. Usually offered every third year.
Ms. Miller

SOC 153a The Sociology of Empowerment

[ss]

Attendance at first class meeting is mandatory for consideration. Students selected by essay, interview, and lottery. Focuses on social structural and inner dimensions of feelings of helplessness, futility, hope, vision, efficacy, hurt, fear, and anger. Coursework includes reading, writing, journal keeping, discussion, and retreats. Usually offered every year.
Mr. Fellman

SOC 154a Community Structure and Youth Subcultures

[ss]

Examines how the patterning of relations within communities generates predictable outcomes at the individual and small-group level. Deals with cities, suburbs, and small rural communities. Special focus is given to youth subcultures typically found in each community type. Usually offered every second year.
Mr. Cunningham

SOC 155b Protest, Politics, and Change: Social Movements

[ss]

Utilizes case studies of actual movements to examine a variety of approaches to contentious politics. Covers collective behavior, resource mobilization, rational choice, and newer interactive models. Usually offered every second year.
Mr. Cunningham

SOC 156a Social Change in American Communities

[ss]

Prerequisite: Participation in summer "bus program."

Integrates ideas related to community organization, collective action, and social change with field study of particular settings in which individuals and groups seek to effect change within their communities. Students complete semester-long projects based on data gathered at fieldwork settings. Usually offered every third year.
Mr. Cunningham

SOC 157a Sociology of the Israeli-Palestinian Confrontation

[ss]

An introduction to Jewish and Palestinian nationalisms; relevant sociological, political, religious, and resource issues; social psychological dimensions; and the conflict in world politics. Usually offered every second year.

Mr. Fellman

SOC 161a Society, State, and Power: The Problem of Democracy

[ss]

Examines the ways in which power is exercised in different political regimes and social systems and considers the problem of democracy. The major focus of the course will be present-day advanced industrial societies, with particular consideration of the United States. Usually offered every fourth year.

Mr. Ross

SOC 164a Existential Sociology

[ss]

Introduces existential themes in relation to the discipline of sociology and social psychology and evaluates selected theories on human nature, identity and interaction, individual freedom and social ethics, and the existential theory of agency and action. De Beauvoir, Mead, Sartre, Goffman, Kierkegaard, Elizabeth Beck, Taylor, and others will be considered. Usually offered every year.

Ms. Hayim

SOC 169b Issues in Sexuality

[ss]

This course counts towards the completion of the joint M.A. degree in sociology & women's and gender studies.

Explores dimensions of human sexuality. This course will take as its central tenet that humans are sexual beings and their sexuality is shaped by gender, class, race, culture, and history. It will explore the contradictory ways of understanding sexual behavior and relationships. The course intends to teach students about the social nature of sexual expression. Usually offered every fourth year.

Staff

SOC 171a Women Leaders and Transformation in Developing Countries

[ss nw]

This course counts towards the completion of the joint M.A. degree in sociology & women's and gender studies.

Brings together an analysis of the rise, tenure, and legacies of women as national leaders; socioeconomic poverty in developing countries; and national and international politics. Students select political leaders or a feminist organization (or both) for close scrutiny and engage in an interdisciplinary search to understand women's leadership in the South. Usually offered every second year.

Ms. Williams

SOC 173a Issues in the Sociology of Professions

[ss]

What distinguishes a profession from other occupations? Address this question by examining the writings of theorists and by evaluating case studies of specific professions such as medicine, law, teaching, psychology, and the clergy. Usually offered every third year.

Staff

SOC 175b Civic Environmentalism

[ss]

Environmental movement organizations and strategies. Community-based and civic approaches to environmental problem solving. Case studies drawn from watersheds, forests, ecosystem restoration, environmental justice, campus ecology, the greening of industry. May be combined with internships and action research. Usually offered every second year.

Mr. Sirianni

SOC 176a Nature, Nurture, and Public Policy

[ss]

Examines the impact of heredity or genetic theories of human problems on developing public policy, including the viability and validity of theories and evidence. Historical and contemporary cases such as gender, IQ, mental illness, and alcoholism are studied. Usually offered every year.

Mr. Conrad

SOC 177b Aging in Society

[ss]

Explores the social context of old age by using sociological theory, empirical research, and literature. Examines such topics as aging in residential settings, the aging experience of minority groups, health and illness, the economics of aging, gender, work, and retirement. Also examines the definition of old age in other societies in order to understand the contemporary Western response to aging. Contains a field research component. Usually offered every year.

Staff

SOC 178a Sociology of Professions

[ss]

Examines how modern societies institutionalize expertise by constructing professions. The main goal is to gain an understanding of how and why professions emerge, monopolize a field, and consolidate power. Topics include the relationship of higher education to professions, the effect of bureaucratic control on professional autonomy, and current changes in the status of professions. Characteristics and trajectories of specific professions such as law, medicine, and teaching will be examined. Usually offered every second year.

Ms. Osnowitz

SOC 181a Quantitative Methods of Social Inquiry

[ss qr]

Introduces students to causal logic and quantitative reasoning and research. Emphasis is on conceptual understanding, not mathematical derivations, with hands-on applications using the statistical software package SPSS. No statistical or mathematical background is necessary. Usually offered every year.

Mr. Cunningham

SOC 183a Evaluation of Evidence in Quantitative Research

[ss qr]

Focuses on gaining familiarity with basic tools for statistical analysis and the presentation of data, issues related to research design and construction, and the evaluation of evidence presented in quantitative models. No prior experience with statistics is assumed. Usually offered every third year.

Mr. Cunningham

SOC 187a Sociological Perspectives on Suicide

[ss]

Suicide is a leading cause of death for young people. Examines the social explanations for this excess mortality. Usually offered every second year.

Staff

SOC 188a The Politics of Reproduction

[ss]

Examines the social and constructed nature of reproductive strategies and practices. In particular, explores the role of the state, medical institutions, and women themselves in shaping ideas and practices such as motherhood, sexuality, and reproductive freedom.

Staff

SOC 189a Sociology of Body and Health

[ss]

Explores theoretical considerations of the body as a cultural phenomenon intersecting with health, healing, illness, disease, and medicine. The course weaves back and forth between experiencing the body and acting upon the body. The theories are mainly interpretive and critical. Usually offered every second year.

Staff

SOC 190b Caring in the Health Care System

[ss]

An analysis of the structural arrangements of medical practice and medical settings, focusing on societal and professional responses to illness. Usually offered every year.

Staff

SOC 191a Health, Community, and Society

[ss]

An exploration into interrelationships among society, health, and disease, emphasizing the social causes and experience of illness. Usually offered every year.

Mr. Conrad

SOC 194b Technology and Society

[ss]

Explores the many ways in which technology enters into the structures of our lives. The course includes a historical overview of the industrial revolution in 19th- and 20th-century United States, an overview of the main theories in sociology of technology, and a discussion of some key topics in the area of technology. Usually offered every fourth year.

Staff

SOC 196a The Medicalization of Society

[ss]

Prerequisite: SOC 1a or 2a or 3b.

Registration priority given to juniors and seniors.

Examines the origins and consequences of the medicalization of human problems in society. Includes investigations of medicalization of madness, childbirth, addictions, anorexia, menopause, ADHD, domestic violence, and other issues, as well as cases of demedicalization. Usually offered every third year.

Mr. Conrad

(200 and above) Primarily for Graduate Students

SOC 200a Contemporary Social Theory

Covers major paradigms in contemporary social analysis ranging from structuration and action theory, rational choice theory, symbolic interaction, globalization, and recent cultural sociology in Europe and the United States. Works by Mead, Bourdieu, Giddens, Castelles, Melucci, Haraway, Collins, Beck, and others are covered. Usually offered every fourth year.

Ms. Hayim

SOC 201a Classical and Critical Theory

Examines major contributions in the history of sociological thought and identifies critical connections between the classical statements and the modern arguments, with a focus on contemporary social movements; from Weber to Habermas, and from Durkheim to Foucault, Frazer, and others. Usually offered every third year.

Ms. Hayim

SOC 203b Field Methods

The methodology of sociological field research in the Chicago School tradition. Readings include theoretical statements, completed studies, and experiential accounts of researchers in the field. Includes exercises in specific methods and procedures of data collection (participant observation, interviewing, collaborative research, systematic observation, oral history) and data analysis. Focuses on the student's completion of his/her own research project and functions as a support group to aid in its completion. Usually offered every second year.

Mr. Conrad

SOC 205b Qualitative Data Analysis

Employs a hands-on approach to learning how to analyze qualitative material in the inductive grounded theory tradition.

Usually offered every second year.

Staff

SOC 206b Advanced Topics in Family Studies

This course counts towards the completion of the joint M.A. degree in sociology & women's and gender studies.

Studies the evolution of the Western European and American families and the historical processes that have shaped them, especially industrial capitalism, slavery, and immigration. Explores various controversies regarding the family: the family as an economic unit vs. a group of individuals with varying experiences; the effects of the shift of activity from primarily production to consumption; increased privatization vs. increased public intervention; recent changes in family structure and fertility patterns; and resolution of the double burden associated with the second shift for women. The course will take a different topical focus each time it is taught. Usually offered every third year.

Ms. Hansen

SOC 207a Feminist Theory

This course counts towards the completion of the joint M.A. degree in sociology & women's and gender studies.

Reviews the primary schools of feminist theory, exploring how well each perspective explains the subordination of women. Examines key contemporary controversies that challenge the various perspectives: how to best integrate the study of race, class, and gender; the issue of difference; and the compatibility of postmodernism and feminist theory. Assesses the direction of feminist theory in the new millennium. Usually offered every third year.

Ms. Hansen

SOC 208a Social Problems Theory and Research

Explores the role of social problems theory, with a strong emphasis on social constructionism. Also examines the development and dilemmas of constructionism and aligned approaches. Students are required to undertake independent studies of particular social problems. Usually offered every third year.

Mr. Conrad

SOC 209b Social Movements

Provides a detailed examination of the literatures related to social movements and collective action. The focus is on reviewing past and current attempts to explain various aspects of contentious political activity, as well as introducing newly emerging explanatory models. Usually offered every third year.

Mr. Cunningham

SOC 211a Theory Workshop

Explores classical sociological theory from Hobbes to Simmel, with emphasis on Marx, Weber, and Durkheim. Taught as a theory practicum, not intellectual history, with emphasis on elucidating the logical structure of an argument and applications to research. Usually offered every year.

Staff

SOC 214b Community Empowerment in the United States

Innovative forms of community empowerment. Social capital, deliberative democracy. Topics include community organizing and development, civic environmentalism, healthy communities, university/community partnerships, service learning, community youth development, and the civic renewal movement. Usually offered every third year.

Mr. Sirianni

SOC 217a Problems and Issues in the Sociology of Health and Illness

Offers a sociocultural-historical-political perspective on the study of problems of health and illness. Accomplishes this by examining some of the basic assumptions underlying the way people conceive of and study issues in health care. Usually offered every third year.

Mr. Conrad

SOC 220b Seminar on the Sociology of Politics

A survey of the contemporary movements in the sociology of politics of advanced societies. Topics include pluralist and group theories, elite theory, behavioralism and voting studies, the theory of the state debate (neo-Marxist and neo-liberal variants), the "new institutionalism," theories of social movements, and rational choice modeling. Usually offered every second year.

Mr. Ross

SOC 221b Sociology of Culture

Surveys theoretical perspectives and substantive concerns in sociological studies of culture. Examines debates regarding how to define and study culture, and considers the ways in which culture is related to power, stratification, integration, identity, and social change. Usually offered every third year.
Ms. Miller

SOC 230a Readings in Sociological Literature

Usually offered every year. Specific sections for individual faculty members as requested.
Staff

SOC 230b Readings in Sociological Literature

Usually offered every year. Specific sections for individual faculty members as requested.
Staff

SOC 290c Proseminar

A seminar meeting once a week for a full academic year in which faculty members introduce their interests and research. Required of all first-year graduate students. Other graduate students are welcome to attend. Usually offered every year.
Mr. Sirianni

SOC 401d Dissertation Research

Independent research for the Ph.D. degree. Specific sections for individual faculty members as requested.
Staff

HSSP 192b

Sociology of Disability

NEJS 161a

American Jewish Life

NEJS 164b

The Sociology of the American Jewish Community

POL 153a

The New Europe: European Economic and Political Integration

POL 159a

Seminar: The Politics of the Modern Welfare State: Women, Workers, and Social Citizenship

WMGS 92a

Internship in Women's and Gender Studies: Prevention of Violence against Women and Children

Cross-Listed Courses

HIST 115a

History of Comparative Race and Ethnic Relations

HS 110a

Wealth and Poverty