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 Department of  
**Sociology**

 Courses of Study:  
 Major (BA)  
 Master of Arts  
 Doctor of Philosophy
 

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**Objectives**
**Undergraduate Major**

The undergraduate curriculum provides students with the tools for understanding and 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 PhD may, by satisfying certain requirements, also receive the MA, or may earn a joint MA in sociology & women's and gender studies. The second option is a terminal MA degree in sociology; the third option is a terminal joint MA in sociology & women's and gender studies; the fourth option is a joint PhD in Near Eastern and Judaic Studies and sociology; the fifth option is a joint PhD in social policy (Heller School for Social Policy and Management) and sociology.

**How to Become a 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.

**Faculty**
**Karen V. Hansen, Chair**

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

**Wendy Cadge (on leave 2008–2009)**

Sociology of religion. Sociology of culture. Health and medicine. Immigration. Sexuality. Gender. Organizations. Research methods.

**Peter Conrad (on leave fall 2008)**

Sociology of health and illness. Deviance. Field methods.

**David Cunningham, Graduate Chair**

Social movements. Organizations. Community structure. Quantitative inquiry.

**Gordon Fellman (on leave 2008–2009)**

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

**Gila Hayim**

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

**Marty Wyngaarden Krauss, Provost (Heller School)**

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

**Laura J. Miller, Undergraduate Advising Head**

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

**Shulamit Reinhartz**

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.

**Thomas Shapiro (Heller School)**

Stratification. Race.

**Sara Shostak**

Sociology of health and illness. Science and technology studies. Body and society. Qualitative research methods.

**Carmen Sirianni**

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

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## Requirements for the Major

Students entering Brandeis in the fall of 2005 or after must fulfill the following requirements: ten semester courses, with 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, 118a, 136b, 141a, 146a, 164a, 181a, 183a

### Health, Illness, and Life Course

HSSP 192b, SOC 169b, 176a, 177b, 187a, 188a, 189a, 190b, 191a, 193a, 196a

### Political and Social Change

SOC 108a, 111a, 112b, 113b, 119a, 123b, 148b, 151a, 153a, 155b, 157a, 161a, 175b; HIST 115a, HS 110a, POL 153a, 156b, 159a

### Gender and Family

SOC 105a, 112b, 115a, 117b, 130a, 131b, 132b, 137a, 138a, 138b

### Institutions, Communities, and Culture

SOC 103a, 104a, 105a, 106a, 117a, 117b, 120b, 126a, 128a, 129a, 137b, 146a, 147a, 150b, 152a, 152b, 154a, 156a, 178a, NEJS 161a, 164b

**C.** Four additional sociology electives, for a total of eight sociology courses. SOC 1a and SOC 3b may not be used as electives.

**D.** In addition, students must take two semester courses numbered 100 or higher in other departments in the School of Social Science. No grade below a C- will be given credit toward the major.

**E.** No course taken pass/fail may count toward the major requirement.

**F.** Students may apply an internship course (either SOC 89a or SOC 92a) only once toward the requirements for the major.

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.

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## Special Notes Relating to Undergraduates

Joint graduate/undergraduate senior seminars are courses on advanced topics in sociology that are limited to twelve 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 3b and other sociology courses). Permission of instructor is necessary for undergraduates.

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## Requirements for the Degree of Master of Arts

### Program of Study

The MA in sociology is designed for completion in one calendar year, with the degree awarded at the next official university degree conferral after completion of academic residency and requirements. Each MA degree candidate will devise a specialized program with a faculty adviser. The student's program must be approved by the graduate committee at the beginning of each semester of residence and will include the completion of six semester courses, including one course in sociological theory and one full course in methods. Students will also complete a master's research paper of professional quality and length. The paper will be read by the student's primary adviser, as well as by two additional sociology faculty members.

### Language Requirement

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

### Residence Requirement

One year.

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

### Program of Study

**A.** WMGS 205a or another course designated as a graduate foundational course in women's and gender studies.

**B.** One course in feminist research methodologies (WMGS 198a, the Feminist Inquiry course offered through the Graduate Consortium in Women's Studies, or an alternative).

**C.** Two elective graduate courses in women's and gender studies: one inside and one outside the sociology department.

**D.** Three graduate sociology courses: one theory, one outside the area of gender, and one elective, which could be a directed reading.

**E.** Participation in the semester noncredit women's and gender studies graduate proseminar.

**F.** Completion of a master's research paper of professional quality and length (normally twenty-five to forty pages) on a topic related to the joint degree. The paper will be read by two faculty members, one of whom is a member of the sociology department, and one of whom is a member of the women's and gender studies core or affiliate faculty.

### Language Requirement

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

### Residence Requirement

One year.

## Requirements for the Degree of Doctor of Philosophy

### Program of Study

Students entering the PhD program in sociology are expected to complete six semesters of the program's SOC 240a (Approaches to Social Research Proseminar), as well as fifteen additional courses. At least six of these courses must be formal graduate seminars offered by the Brandeis sociology department. Four additional courses must be completed within the Brandeis sociology department, either as graduate seminars, independent readings, advanced undergraduate/graduate seminars, or upper-division courses. The five remaining courses can be taken as the student chooses, including graduate courses at other Boston-area universities, in consultation with her or his adviser. The initial program of studies is arranged in consultation with the graduate student's adviser. 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 PhD students participate in undergraduate teaching. This typically means leading discussion sections or otherwise working in collaboration with individual professors. PhD students also have an opportunity to develop the craft of teaching through teaching workshops within the department and the Graduate School of Arts and Sciences.

### Residence Requirement

The minimum residence for the PhD is three years.

### Language Requirement

There is no foreign language requirement for the PhD.

### Qualifying Examinations

The specific planning, evaluation, and accreditation of a student's course of study will be in the hands of each student's guidance accreditation committee (GAC), comprising 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 plan, 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 course work completion.

### Dissertation and the Final Oral Examination

A dissertation proposal should be submitted soon after the GACs are completed. The dissertation committee should consist of three members from the sociology department faculty and an outside reader chosen with the advice of the committee members and approved by the graduate committee and the dean of the graduate school.

The PhD 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 twenty-one courses. Nine of these courses should be offered by the sociology department (comprising at least four graduate seminars plus SOC 240a (Approaches to Social Research Proseminar), which is required during each semester of course work following matriculation into the joint degree program). At least one of these sociology courses must be in theory. Additionally, 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.

### Advising

Students are assigned advisers from the sociology department and from the Near Eastern and Judaic Studies department. Both advisers will work with the student to assure appropriate course coherency. An interdepartmental meeting between both advisers 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 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.

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

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The PhD in social policy and sociology is a joint degree of the Department of Sociology and the Heller School for Social Policy and Management. This option is available to students only after completion of at least one year of graduate study at the Heller School or in the sociology department (admission is not guaranteed) the following procedures apply.

#### **Program of Study**

Students entering the joint PhD program in social policy and sociology are expected to complete a total of eighteen courses. At least nine of these courses must be offered by the Brandeis sociology department (comprising at least four graduate seminars plus the Approaches to Social Research Proseminar, which is required during each semester of coursework following matriculation into the joint degree program). At least one of these sociology courses must be in theory. Additionally, 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 in research methodology (e.g., HS 401b [Research Methods]). 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.

#### **Teaching Requirement**

All joint PhD students must participate in undergraduate teaching. This typically means leading discussion sections or otherwise working in collaboration with individual professors. PhD students also have an opportunity to develop the craft of teaching through teaching workshops within the department and the graduate school of arts and sciences.

#### **Language Requirement**

There is no foreign language requirement for the joint PhD 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 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 PhD 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.

Ms. Cadge or Mr. Conrad, Mr. Cunningham, or Mr. 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 ]

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, Du Bois, Goffman, Marcuse, Haraway, Barrett, Foucault, and others. Usually offered every second year.

Ms. Hayim

#### SOC 89a 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 90a Independent Fieldwork

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 Fieldwork

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 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 course work and with permission of the instructor. 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 103a Social Problems

[ ss ]

Explores how conditions and issues become deemed as social problems; it examines key conceptual and theoretical frameworks used to study social problems. Themes include the economy, social inequality and violence; specific topics address battered women, nutrition/obesity, civic participation, and violence in Boston.

Usually offered in the summer term only.

Staff

#### SOC 104a Sociology of Education

[ ss ]

Examines the role of education in society, including pedagogy, school systems, teacher organizations, parental involvement, community contexts, as well as issues of class, race, and gender. 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 MA degree in sociology and 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 ]

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 second year.

Ms. Hayim

#### 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 third year.

Mr. Sirianni

#### SOC 111a Political Sociology

[ ss ]

Social and institutional bases of public life (social capital, interest groups, movements, communities, parties, urban regimes) and relationships to politics and policy at local and national levels. Usually offered every year.

Mr. Sirianni

#### 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 focusing 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 115a Masculinities**

[ ss ]

*This course may not be repeated for credit by students who took SOC 114a in spring 2006.*

Men's experiences of masculinity have only recently emerged as complex and problematic. This course inquires into concepts, literature, and phenomenology of many framings of masculinity. The analytic schemes are historical, sociological, and social-psychological. 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, grass-roots organizing). Usually offered every second year.  
Ms. Reinharz

**SOC 117b Sociology of Science and Technology**

[ ss ]

Provides an in-depth exploration of sociological approaches to science and technology. Includes explicit consideration of the role of science and technology in producing categories of gender and race. Usually offered every third year.  
Ms. Shostak

**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 second year.  
Ms. Cadge or Ms. Shostak

**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 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 year.  
Mr. Ross

**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 in the summer term.  
Mr. Conrad and Staff

**SOC 128a Religion and Globalization**

[ ss ]

Examines the experience of religion as a social and individual identity. Looks into the social-psychology of religious resurgence movements (Islamic, Evangelical, and others) 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 129a Sociology of Religion**

[ ss wi ]

An introduction to the sociological study of religion. Investigates what religion is, how it is influential in contemporary American life, and how the boundaries of public and private religion are constructed and contested. Usually offered every year.  
Ms. Cadge

**SOC 130a Families**

[ ss ]

*Course counts toward the completion of the joint MA 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 among 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

**SOC 131b Women's Biography and Society**

[ ss ]

*This course counts toward the completion of the joint MA 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: SOC 1a or 3b. Registration priority given to juniors and seniors. Previous course on families or gender is strongly recommended. This course counts toward the completion of the joint MA degree in sociology & women's and gender studies.*

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 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 138a Sociology of Gender and Race**

[ ss ]

Examines gender and race as intersecting and interacting principles that organize societies. Uses a variety of media to analyze how gender and race (re)create forms of domination and subordination in labor markets, family structures, realms of cultural presentation (e.g., media), and social movements. Usually offered every second year.  
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 oc ]

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

**SOC 148b Sociology of Information**

[ ss ]

Examines the claim that information is a key political and economic resource in contemporary society. Considers who has access to information, and how it is used for economic gain, interpersonal advantage, and social control. Usually offered every third year.  
Ms. Miller

**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 SOC 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 ]

*Course does not participate in early registration. Attendance at first class meeting mandatory. Students selected by essay, interview, and lottery.*  
This class combines reading, exercises, journal keeping, and retreats (including a weekend one) to address activism and how sociological constructs affect feelings of helplessness, futility, hope, vision, efficacy, hurt, fear, and anger. 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 ]

*Offered on a special topic basis; last offered in 2005–06 as "Memory and Cultural Production in the Mississippi Delta."*  
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 second 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 toward the completion of the joint MA 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 second year.

Ms. Cadge

**SOC 175b Civic Environmentalism**

[ oc 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, and the greening of industry. May be combined with internships and action research. Usually offered every 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 third 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.

Staff

**SOC 181a Methods of Social Inquiry**

[ qr ss ]

Introduces students to qualitative and quantitative approaches to social research. Throughout the course emphasis is on conceptual understanding, with hands-on applications and exercises. No statistical or mathematical background is necessary. Usually offered every year.

Ms. Cadge or Mr. Cunningham

**SOC 183a Evaluation of Evidence**

[ qr ss ]

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 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. Focuses on how gender, race, class, religion, and other dimensions of social organization shape individual experiences and opportunities for agency and resistance. Usually offered every year.

Ms. Shostak

**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 second year.

Ms. Cadge

**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 193a Environment, Health, and Society**

[ ss ]

This course draws on sociological perspectives to examine two key questions: (1) How does social organization enter into the production of environmental health and illness? and (2) How do scientists, regulators, social movement activists, and people affected by illness seek to understand, regulate, and intervene in relationships between the environment and human health? Usually offered every year.

Ms. Shostak

**SOC 196a The Medicalization of Society**

[ ss ]

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, Foucault, Castells, Melucci, Haraway, Collins, Beck, and others are covered. Usually offered every second 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 second year.

Ms. Hayim

**SOC 203b Field Methods**

Provides an introduction to 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 and analysis. Each student will design and conduct his/her own independent research project. Usually offered every second year.

Mr. Conrad or Ms. Shostak



**SOC 206b Advanced Topics in Family Studies**

*This course counts toward the completion of the joint MA 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 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 second 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 210b Gender, Race, and Class**

Examines primarily gender, class, and race, but also addresses inequality as structured by citizenship status and sexuality. Examines how U.S. and other societies distribute resources accordingly, shape discourse and ideology, and foster individual and group identities. Usually offered every third year.

Ms. Hansen

**SOC 214b Community Empowerment in the United States: Theory, Practice, and Policy**

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 public policy. 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 240a Approaches to Sociological Research**

*Yields half-course credit. Required of graduate students for six semesters during the first three years of their course of study.*

A seminar designed to guide graduate students through the process of producing sociological research. The course will be based on students' development of their own independent research and on considerations of larger professional issues related to research and publication. Usually offered every semester.

Ms. Cadge, Mr. Cunningham, and Ms. Shostak

**SOC 401d Dissertation Research**

Independent research for the PhD. Specific sections for individual faculty members as requested.

Staff

**Cross-Listed Courses****HIST 115a**

History of Comparative Race and Ethnic Relations

**HS 110a**

Wealth and Poverty

**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 156b**

West European Political Systems

**POL 159a**

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

**WMGS 89a**

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