

Undergraduate Handbook



Department of Sociology

Mather Memorial Hall

Case Western Reserve University

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MAJORING IN SOCIOLOGY

Sociology is a dynamic discipline that studies the fascinating realities of human interaction and variation in human social organization and the implications for the lives of individuals. A major in Sociology provides a strong background for students considering careers in a broad array of fields including the *health and social service professions, criminal and juvenile justice agencies, social research, public administration and program development, journalism, market research, social work, communications, teaching and business*. A Sociology major also provides excellent preparation for advanced training for *law school, medical school* and for graduate study in *social work, education* and many other fields of advanced study. A Sociology minor or other course work in Sociology offers excellent preparation to students majoring in other social and behavioral sciences, natural sciences, or humanities.

Undergraduate majors in Sociology are encouraged to experience firsthand the excitement of discovering and creating new knowledge through individualized research projects or other research experiences, either as part of a regular class, an independent study or an Honors project. As an undergraduate Sociology student, you have the option of taking upper-level classes alongside graduate students in Sociology's internationally recognized graduate program, which may provide added opportunities for research experience.

Sociology majors have the option of choosing either a general Sociology curriculum or one of the four available concentrations: 1) *Crime, Law and Justice*, 2) *Health, Medicine and Aging*, 3) *Gender, Work and Family* and 4) *Social Inequality*. Concentrations are intended to guide you in the selection of courses relevant to your interests and future goals, as well as to provide a solid grounding in Sociology as one of the liberal arts sciences. Students may thus connect their concentration to topics of interests, to possible employment opportunities, or to specific graduate and professional programs that you intend to pursue.

MAJOR REQUIREMENTS

The major in Sociology is designed to serve the different educational goals of undergraduates: general education, pre-professional training, postgraduate employment, and preparation for graduate school.

The major requires a minimum of 30 hours of work. All majors complete the common core requirements:(12 hours):

- SOCI 101: Introduction to Sociology
- SOCI 300: Modern Sociological Thought
- SOCI 306: Logic of Social Inquiry [*Effective Fall 2019*]
- **One of the four statistics courses listed below:**
 - SOCI 307: Social Statistics
 - ANTH 319: Introduction to Statistical Analysis in the Social Sciences
 - PSCL 282: Quantitative Methods in Psychology
 - STAT 201: Basic Statistics for Social and Life Sciences
- Plus, 18 hours of electives, consisting of any six courses in Sociology
 - SOCI 375: (Independent Study) is available to selected majors in their junior or senior year.

In addition to the requirements listed above for a Sociology major, Case Western Reserve University also requires all undergraduate students to participate in courses through SAGES. These requirements include First Seminar (first year), two University Seminars (by the end of the second year), a Department Seminar (third year) and finally a Senior Capstone. The Department Seminar is offered in our department as SOCI 325, entitled 'Departmental Seminar in Sociology: Great Books' and is typically offered the spring semester of each academic year. This course provides students with the opportunity to read and write about major historical and contemporary sociological works.

Students may choose to complete their Capstone course in the department of their major or select the university-wide capstone course (UCAP 395). While the sociology department does not require that a capstone is to be taken as part of their major, those who do, may count it toward their major. If students decide to take their capstone in sociology, it is offered as SOCI 392, which is a formal semester long course, offered only in the fall semester. For students with two or more majors, only one senior capstone course is required in the major of choice or UCAP 395.

CONCENTRATIONS IN SOCIOLOGY (OPTIONAL)

Concentrations are intended to guide students in the selection of courses relevant to their interests and future goals, as well as to provide them with a solid grounding in Sociology as one of the liberal arts sciences. Students may thus connect their concentration to their interests, to possible employment opportunities, or to specific graduate and professional school programs that they intend to pursue. The student majoring in Sociology has the option of choosing one of the 4 concentration fields taken in conjunction with the Sociology major, or he/she may choose to obtain the major in Sociology without choosing a concentration.

The concentration consists of 12 credit hours. Students choosing a concentration must take 4 of the courses listed for the selected concentration. The Department offers four concentrations: *Crime, Law and Justice*; *Health, Medicine and Aging*; *Gender, Work and Family*; *Social Inequality*. If a student chooses to pursue two concentrations, no more than two courses can overlap in the two concentrations. A complete list of undergraduate courses offered by the Department of Sociology appears at the end of this handbook.

CRIME, LAW AND JUSTICE CONCENTRATION

(Professor Cassi Pittman Claytor, Coordinator)

When people read about crime in their daily newspapers or watch the television coverage on the evening news, their interest is likely to be rather general, and their understanding of crime is usually based on simplistic and preconceived ideas about crime and punishment. However, sociologists who study crime (also called criminologists) understand the dynamic social processes that lie beyond the headlines, processes that involve the complexities of human motivation and action, both on the part of those who make the laws and those who break the laws.

Criminologists study crime, criminals, and their relation to society with the goal of achieving scientific understanding of these phenomena. Academicians, practitioners, policy makers, and legal scholars have devoted their efforts to basic questions about the nature of laws, of crime and delinquency: How is crime defined, and how much crime is there, and what are the major issues with measurements and findings? Who commits criminal and delinquent acts, and how do we know? What are the characteristics of offenders and of the victims? What are the causes of crime, and what can be done to prevent crime and delinquency, and do we even have any concrete answers to these questions? What types of punishment are appropriate for offenders, and do we know how to rehabilitate them, and who makes these decisions, and how are law and society relevant to these issues?

This concentration is designed with the purpose of providing the student with the opportunity to become aware of the persistent advancement of knowledge in the fields of crime and delinquency, and to acquaint the student with the basic tools for critically evaluating the existing information. The courses offered explore a range of competing theoretical perspectives and research methods and are studied with special emphasis on their implications for criminal and juvenile justice policy and practice. A Sociology major with a concentration in crime, law and justice prepares students for pursuing advanced degrees in graduate studies, in professional schools, or for seeking employment opportunities in law related agencies, criminal justice agencies, counseling, and many other areas related to public and private human services.

Four of the following courses are required for the Crime, Law and Justice concentration: *SOCI 204: Criminology*, *SOCI 239: Comparative Family Policy*, *SOCI 250: Law & Society*, *SOCI 320: Delinquency and Juvenile Justice*, *SOCI 349: Social Inequality*, *SOCI 357: Human Rights around the Globe*, *SOCI 360: The Sociology of Law*, *SOCI 366: Racial Inequality & Mass Imprisonment in the US*, *SOCI 374: Using Law to Dictate Public Private Dichotomy*, *SOCI 380: Social Movements* and 6 credit hours of approved Sociology electives.

GENDER, WORK AND FAMILY CONCENTRATION

(Professor Susan Hinze, Coordinator)

Traditionally, work and family were considered separate spheres, with individuals maintaining a distinction between responsibilities to their employees and to family members. During the past several decades, however, changes in both families and the economy have encouraged sociologists to address the permeable boundaries between these two institutions. This concentration provides an opportunity for students to explore these changes and understand their consequences for women and for men. How have downsizing, declining wages and increasing work hours impacted the increasing number of one-parent and dual-earner families? How does location in the occupational structure affect the strategies available to families providing care to young, elderly or disabled family members? How do couples negotiate the division of household labor? The courses in this concentration challenge assumptions that balancing work and family obligations are individual responsibilities. Instead, attention is directed to the hidden assumptions in paid work and to the imbalance between market and nonmarket activities. Students will also explore the ways in which gender structures our experience of work and family in different ways depending on our racial or ethnic background, our social class, our age and our sexual orientation.

Four of the following courses are required for the Gender, Work and Family concentration: *SOCI 201: Introduction to Gender Studies*, *SOCI 208: Dating, Marriage and Family*, *SOCI 228: Sociology of Sexuality*, *SOCI 239: Comparative Family Policy*, *SOCI 264: Body, Culture, and Disability*, *SOCI 275: Lives in Medicine: Becoming and Being a Physician*, *SOCI 310: Individual in Society*, *SOCI 326: Gender, Inequality and Globalization*, *SOCI 356: Economic Sociology: Money, Markets, Morals and Social Life*, *SOCI 370: Sociology of the Family*, *SOCI 372: Work and Family: U.S. and Abroad* **and** 6 credit hours of approved Sociology electives.

HEALTH, MEDICINE AND AGING CONCENTRATION

(Professors Eva Kahana and Gary Deimling, Coordinators)

Undergraduate students majoring in Sociology have a special opportunity to receive training in health, medicine and aging, an area for which our doctoral program is nationally and internationally recognized. Faculty are exploring a wide range of questions related to age and health. Why are the populations of modern societies “graying” and what are the consequences of this trend for health, relationships and lifestyles? What is “successful aging” and how do we achieve it? To what extent is aging “environmentally or culturally produced? How can families most effectively cope with caregiving needs? Why do the citizens of many European countries smoke and drink more than Americans, yet live longer? Why do Americans not enjoy universal health insurance, while citizens of other advanced countries do? These are just some of the fascinating and important questions studied by Sociologists interested in age and health. Late modern societies have created a demand for social scientists to address the needs and contributions of old people, and to understand the complicated mix of factors that influence health and well-being in late life, especially amidst rapidly changing health care systems. The study of aging, however, is not only about old people. It is also about how family, education, work and leisure experiences and institutions are being transformed for young and old alike. It is also about how these experiences influence the way that an individual ages. There is a pressing need to evaluate these effects and translate knowledge for policymakers and practitioners.

Four of the following courses are required for the Health, Medicine and Aging concentration: *SOCI 203: Human Development: Medical and Social*, *SOCI 264: Body, Culture, and Disability*, *SOCI 275: Lives in Medicine: Becoming and Being a Physician*, *SOCI 310: Individual in Society*, *SOCI 311: Health, Illness and Social Behavior*, *SOCI 313: Sociology of Stress and Coping*, *SOCI 319: Sociology of Institutional Care*, *SOCI 344: Health Disparities*, *SOCI 345: Sociology of Mental Illness*, *SOCI 361: The Life Course*, *SOCI 365: Health Care Delivery*, *SOCI 369: Aging in American Society*, *SOCI 377: Population Dynamics and Changing Societies*, *SOCI 443: Medical Sociology*, *SOCI 469: Aging in American Society* **and** 6 credit hours of approved Sociology electives.

SOCIAL INEQUALITY CONCENTRATION

(Professor Mary Erdmans, Coordinator)

Over the last several years, social inequality in the USA has been increasing, just at the same time that many of its consequences are becoming better understood and its causes vigorously debated. The questions of inequality are, of course, much older than the discipline of Sociology. Yet Sociology brings analytical and methodological precision to focus questions of great social and policy relevance. Why are social class differences so robust even during periods of rapid prosperity in an open society? Why is the unequal distribution of resources across ethnic groups so resistant to change? Why is there such a strong connection between social position and health? What are the effects, and who is most affected, by sharp downturns in the economy? Inequality inevitably cuts across the social institutions of work and family, education and law, and other aspects of contemporary society.

Four of the following courses are required for the Social Inequality concentration: *SOCI 113: Critical Problems in Modern Society*, *SOCI 201: Introduction to Gender Studies*, *SOCI 202: Race and Ethnic Minorities in American Society*; *SOCI 203: Human Development: Medical and Social*, *SOCI 228: Sociology of Sexuality*, *SOCI 264: Body, Culture and Disability*, *SOCI 320: Delinquency and Juvenile Justice*, *SOCI 326: Gender, Inequality, and Globalization*, *SOCI 328: Urban Sociology*, *SOCI 344: Health Disparities*, *SOCI 349: Social Inequality*, *SOCI 356: Economic Sociology: Money, Markets, Morals, and Social Life*, *SOCI 357: Sociology of Human Rights*, *SOCI 365: Health Care Delivery*, *SOCI 366: Racial Inequality & Mass Imprisonment in the US*, *SOCI 372: Work and Family: U.S. and abroad*, *SOCI 374: Using Law to Designate Public-Private Boundaries for Social Problems*, *SOCI 380: Social Movements and Social Change* and 6 credit hours of approved Sociology electives.

MINOR REQUIREMENTS

The minor consists of 15 credit hours in Sociology. Students must take the two required courses listed below plus three additional electives, of which at least two must be 300 level courses.

SOCI 101: Introduction of Sociology SOCI

300: Modern Sociological Thought

ADVISING

Sociology majors and minors are each assigned a faculty advisor who is available to provide information and counsel throughout the student's period of study at Case. Advisors provide information about courses, concentrations, requirements, career issues, and other topics of concern. As an undergraduate Sociology student, you are welcome to contact your advisor at any time to discuss questions and concerns. If in the course of one's studies, you find that your interests are shifting or for other reasons, you may also request to change advisors.

Each semester, during the pre-registration period you should have a discussion with your advisor, it is recommended that you come prepared for the consultation with your advisor about your course selection. You need to check your status with regard to required courses, have a list of preferred courses, and a second list (in case those on your first list are closed) of backup courses. When your advisor has approved your plan for the semester, s/he will release your advising hold. Also, it is important that you arrange additional appointments throughout the semester to discuss any issues that you may have, as well as your general progress and future plans. The following is a list of the undergraduate advisors for Sociology, contact information can be found on pages 8-11.

Professor Cassie Pittman Claytor

Professor Gary Deimling

Professor Mary Erdmans

Professor Karie Feldman

Professor Susan Hinze

Professor Heather Hurwitz

Professor Eva Kahana

ALPHA KAPPA DELTA

The Department of Sociology at Case hosts the Iota chapter of Alpha Kappa Delta International Sociology Honor Society. As a new member of AKD, you will become part of a tradition of recognizing outstanding Sociology students that began in 1920. Since that time, over 130,000 students and faculty have been inducted into the society, and

membership is lifetime. The AKD society's purpose is, according to the AKD Handbook, "To promote an interest in the study of Sociology, research of social problems, and such other social and intellectual activities as will lead to improvement in the human condition." Every year, during our annual Spring Honors & AKD Initiation Ceremony, an average of 18 well-deserving Sociology students are inducted into the Alpha Kappa Delta society. Candidates for membership must be Sociology majors with at least junior status, and must have an overall grade point average of 3.0 or greater, a grade point average in Sociology of 3.3 or greater, and have taken at least four courses in Sociology. If you meet these criteria and wish to join, contact the faculty advisor.

DEPARTMENT AWARDS

Students who complete the requirements for the Senior Honors Thesis as specified by the department, may qualify to receive the degree with "Departmental Honors".

Students are selected by the Sociology Department as recipients of the following awards, which are presented at the Honors Assemblies each Spring.

- *The James Dysart Magee Award* for the senior year, to an outstanding student in social and behavioral sciences enrolled in the Integrated Graduate Studies program.
- *The Schermerhorn Award* for an outstanding student in Sociology.
- *The Mark Lefton Award* for excellence in Sociological Studies.
- *The Stella Berkeley Friedman Award* to a graduating senior for the highest academic achievement in the study of Sociology.
- *The Robert C. Davis Award* for demonstrated commitment to sociological studies.

SOCIOLOGY CLUB

Students are encouraged to join the Case Sociology Club which provides the opportunity of becoming more involved in the Case experience in an informal setting, together with students who share similar interests.

Membership in the club offers contacts with other students and faculty, and the participation in a variety of interesting activities, including guest speakers, attending departmental colloquia, field trips, informative graduate school and career events, entertainment events, and more. Officers are elected in the Spring of each year. Meetings will be announced via e-mail. Please check your e-mails frequently for event announcements, and other important messages. (For further information please contact the faculty advisor)

COLLOQUIA

Each year, the Department of Sociology holds colloquia for both undergraduate and graduate students. These colloquia will showcase current work in the field of Sociology. Colloquia announcements will be emailed to all current Sociology undergraduate and graduate students. Announcements will also be posted on the Sociology Department website.

SPECIAL PROGRAMS

INDEPENDENT STUDY (SOCI 375)

If you are a student in good standing, and at least a junior, and you have an area of interest in Sociology that you wish to explore and for which no class is offered, you may—in consultation with a faculty member—develop your own plan and enroll in/ independent study/, SOCI375. Enrollment requires the agreement of a faculty member to supervise your project.

HONORS IN SOCIOLOGY (SOCI 397 AND SOCI 398)

Admission to the Departmental Honors Program is by faculty approval, and the planning of this project must start during the second semester of your junior year. The year-long senior honors thesis program consists of two independent study courses: SOCI 397 and SOCI 398. To be accepted to senior honors courses, students must have demonstrated academic excellence and must earn at least a 3.4 general GPA and a 3.6 Sociology GPA. The project will be structured as a two-semester experience and it calls for research and data collection, which can focus either on primary or secondary data.

SELECTING AN ADVISOR AND A THESIS TOPIC

- Identify topics that especially interest you.
- Thesis topics usually emerge from courses that you have taken.
- Since you will be working on this thesis for two semesters it is important to choose a topic that will hold your interest.
- Selecting your thesis advisor is an important decision that you will make during this process. You may consider both the professor's expertise and the potential for a close working relationship. Perhaps there is a particular professor who you think you can rely on for help, encouragement, and support. The thesis advisor acts as your guide through the process of completing an honors thesis.
- Make an appointment with the professor to discuss the possibility that person will serve as your thesis advisor. Occasionally you may have to talk to several professors before finding the right faculty member who will direct your thesis.

INTERNSHIPS AT THE WASHINGTON CENTER PROGRAM

Sociology students (Juniors or Seniors with a 3.3 GPA) have the opportunity to enroll in a summer internship in Washington, and the credits earned can be applied to the student's major. (A maximum of six credits may be applied).

Requirements:

The application must be approved by the student's sociology major advisor and by Case's Washington Study liaison, Associate Professor of Political Science Justin Buchler (Mather House 220; 368-2646; Email: justin.buchler@case.edu)

The deadline for the application is early March (Summer). It is recommended that the student contact Professor Buchler far in advance application deadline.

COMMUNITY SERVICE LEARNING SEMINARS

Study in Sociology may offer the opportunity to participate in faculty research projects and in other kinds of practical and research experiences, through Service Learning (SL) courses and courses with a field research component. Members of our faculty have been active in promoting Service Learning and similar experiences for undergraduate students. Community Service Seminars are invaluable to students in providing them with out-of-class experiences and possible opportunities for future employment.

Several highly successful Service Learning courses have been offered in Sociology. Here are some examples.

- *Social Innovation in Schools and Society: The Theory and Practice of Utopian Change* engages students as mentors working with students at The Intergenerational School.
- An action research course *Institutional Care: Research and Reform* (SOCI 419), provides undergraduate and graduate students as facilitators and provided experience in organizational research and analysis at Eliza Jennings, a local nursing home.
- *School Based Peer Justice Court: An Alternative to Traditional School Discipline* involves collaboration between Case Western Reserve students and students in one or more nearby high schools.

The learning experience shows how abstract academic principles such as the theory and practice of the Restorative Justice Philosophy taught in the delinquency course can translate to the real world facilitating the implementation of novel solutions to certain high school disciplinary problems.

INTEGRATED GRADUATE STUDIES

The Department of Sociology participates in the Integrated Graduate Studies Program. Students in the program are able to obtain B.A. and M.A. degrees simultaneously. Admission to this program actually comprises admission to graduate school, and entails the same rigorous process of admission. Interested students should note the general requirements and the admission procedures in the appropriate section of the General Bulletin and may consult the department for further information.

INTERDISCIPLINARY PROGRAMS AFFILIATED WITH SOCIOLOGY

The Gerontological Studies program is a multidisciplinary program designed to integrate research and theory about aging and old age. Students may complete a second major or minor in Gerontological Studies. The departmental representative is Dr. Deimling (368-5173, gtd@case.edu).

RESEARCH PROGRAMS

CANCER SURVIVOR RESEARCH PROGRAM

Conducted at the Department of Sociology at Case Western Reserve University, the Cancer Survivors Research Program (CSRP) investigates important research issues in psychological oncology. Formally started in September 1998, the CSRP had been funded for 10 years by the National Cancer Institute. Dr. Gary Deimling serves as the CSRP's director and principle investigator and is assisted by colleagues in the Department of Sociology and the Case School of Medicine. As with many other research programs within the department and the university at large, the CSRP also serves as a teaching facility by training graduate students in the many methodological and theoretical aspects of sociomedical research. The

project allows students in the Sociology Ph.D. program to gain hands-on experience in a formal research setting while putting their coursework into practices.

Citizen's Reentry Study

This three-year research project identifies men, mostly fathers, who are locked up in an alternative incarceration facility in Cleveland, Ohio, for no more than six months. We observe programs in the facility and run a study circles group, and then track men for six months after their release into the community. The study focuses on the ways that men are prepared for reentry, identifies the systemic barriers to reentry, examines how men negotiate the conditions and processes of reentry, and describes varying outcomes.

Comparative-Historical Analysis of Children's Rights

The Children's Rights Index (CRI) is an innovative measure of the status of children's rights in more than 190 countries for 2004. With funding from the National Science Foundation, this project is now replicating the CRI for five-year intervals during the period 1984 to 2014. Past studies of children's rights have focused on violations of particular rights, and on specific countries where children's rights are frequently or severely violated. What has been lacking is systematic scholarship on the various kinds of children's rights that exist, across countries and over time. This project examines factors that promote or hinder children's rights. A short-term objective is to provide evidence on the status of children's rights. A long-term objective is to use the CRI to determine whether stronger rights lead to superior outcomes for children.

Cumulative Dis/Advantage Research Group: Health Disparities and Trajectories of Inequality Across the Life Course

Across societies, inequalities among age peers in health, well-being, and resources exist throughout the life course, and tend to increase with age in each succeeding cohort of individuals. How does such *intracohort inequality* come about? What are its manifestations and consequences? The Cumulative Dis/Advantage (CDA) Research Group analyzes the social processes that create inequalities across multiple dimensions of well-being and health, including physical function, mental health, and longevity. The group also examines social policies that are intended to ameliorate these inequalities, such as Medicare. Jessica Kelley examines health disparities, and especially the influence of social and economic circumstances over the life course on later-life health, with a focus on differences organized by race/ethnicity and disability. Dale Dannefer is interested in identifying basic sociological processes that contribute to CDA and understanding their interrelation at macro-, meso-, and micro-levels of analysis.

THE ELDERLY CARE RESEARCH CENTER

The Elderly Care Research Center (ECRC) conducts research projects focusing on theory-based and public policy-relevant issues in aging and medical sociology. Current projects relate to physical and mental health outcomes of stress, coping, cancer survivorship, and adaptation to frailty in late life. Research projects have been funded by the National Institute on Aging (NIA), the National Cancer Institute (NCI), and the National Institute of Nursing Research. In addition to conducting quantitative surveys and in-depth qualitative interviews with community-dwelling elders, researchers at the ECRC are also engaged in an NCI-funded intervention to help elderly patients communicate more effectively with their doctors.

The ECRC has been the recipient of an NIA Merit Award for a long-term study of very old residents of a retirement community. This research seeks to understand health promotion, proactive adaptation, and maintenance of wellness in late life. ECRC serves as a laboratory for student research. Collaborative and cross-national research involves colleagues from multiple disciplines at universities in Israel, Hungary, Britain, and Germany.

The Forest Hill Neighborhood Study

The Forest Hill Neighborhood Study aims to unpack the causes of racial residential preferences by examining what compels members of the middle class to live in a majority-black neighborhood. Research consistently demonstrates that non-blacks consider predominantly black neighborhoods to be the *least* desirable of all possible neighborhoods. This project focuses on the residents of the Forest Hill neighborhood of East Cleveland, with the goal of identifying the characteristics and features of majority-black neighborhoods that middle-class blacks and non-blacks find desirable. The study investigates how cultural and racial dispositions factor into participants' selection of a neighborhood. The study also compares the experiences of white residents to those of black residents and examines the history of the neighborhood, which, for most of its existence, excluded black homeowners.

Learning from Those Who Know: Action Research and Reform Efforts in Long-Term Care

This project responds to the need to reform and restructure long-term care by incorporating the perspectives, insights, and expertise of those whom such reforms are intended to serve, yet who often have little voice in the reform process: the residents themselves. Using the method of participatory action research, the project assembles research groups consisting of residents, staff, family members, and researchers who meet weekly to discuss life in the facility and to identify areas where change could benefit those who live (or work) there.

The Solidarity Refugee Oral History Project

This study is recording the oral histories of members of the Solidarity trade union in Poland (*Niezależny Samorządny Związek Zawodowy „Solidarność”*) who received refugee or asylee status in the United States in the 1980s. The oral histories document their experiences in communist Poland as children, involvement in Solidarity, decision to emigrate, political activities and occupations in the U.S., and decision to return to Poland or not post-1989. This study analyzes the extent to which economic and political factors are intertwined in decisions to emigrate (and return to the homeland) as well as how normative life transitions are shaped by social movements and migration.

OTHER RESEARCH PROJECTS

Faculty are also engaged in a range of other programs of research, which range from those based in community and organizational settings to those using secondary data from large data sets. Such research initiatives focus on topics such as comparative, international analyses of children's rights and the government and the agencies that deal with them, the behavior of doctors and their medical preferences, work-family stress and organizational reform in health care settings.

DEPARTMENT OF SOCIOLOGY FACULTY

TIM BLACK PH.D., UNIVERSITY OF MASSACHUSETTS-AMHERST

Associate Professor

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Tim Black is Associate Professor of Sociology. His scholarly work examines the intersections between larger social structures and personal lives. He attempts to identify the processes and mechanisms through which social and economic marginalization is (re)produced and to show how life in marginalized spaces is negotiated and contested. His research focuses on the post-1970s period of neoliberalism and its impact on the working class and marginalized communities. He advances a medium of sociological storytelling to illustrate how social structures are lived. Black teaches courses on capitalism, cities, and inequality; race and mass incarceration; the history of social and political thought; and qualitative research methods.

CASSI PITTMAN CLAYTOR PH.D., HARVARD UNIVERSITY

Assistant Professor

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Cassi Pittman Claytor (Ph.D., Harvard University) work is focused on how racial minorities, particularly blacks, manage contemporary forms of racism with the goal of uncovering how contemporary processes of social exclusion and inequality function to disadvantage racial minorities. Drawing on qualitative methods, her scholarship addresses core disciplinary questions concerning the significance of race and racial inequality, while also raising new questions pertaining to the intersectionality of race and class and racial minorities' consumption and economic behavior. Her research focuses on the attitudes, experiences, and consumption preferences of the black middle-class. Professor Pittman also coordinates the Crime, Law and Justice concentration for undergraduate sociology majors.

DALE DANNEFER PH.D., RUTGERS UNIVERSITY

Selah Chamberlain Professor of Sociology

Department Chair

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Dale Dannefer (Ph.D., Rutgers) is Selah Chamberlain Professor and Chair of the Department of Sociology. scholarly work is concerned with the links between social dynamics and life course processes. A pioneer in developing cumulative advantage theory as an explanatory life-course framework, he has published more than 90 articles, monographs and chapters in sociology, psychology, human development, education and gerontology. Dannefer's current scholarship focuses on the effects of globalization on life course patterns and the problem of age segregation. He has just completed a large-scale empirical study of "culture change" in long-term care settings. He teaches courses on life course and human development, the sociology of work and education, and social theory. Dannefer has been a research fellow in the Social Control program at Yale University, at the Andrus Gerontology Center at the University of Southern California, and at the Max Planck Institute for Human Development and Education in Berlin.

GARY DEIMLING PH.D., BOWLING GREEN STATE UNIVERSITY*Professor*gary.deimling@case.edu*Office: MTHM-231A**Phone: 368-5173*

Gary Deimling (Ph.D., Bowling Green) is Professor of Sociology and Arts and Sciences Armington Professor for 2007-2009. His research interests focus on the effects of life threatening illnesses such as cancer on the quality of life of older adults. He directs a ten-year grant from the National Cancer Institute to conduct research on older adult long-term survivors of breast, colorectal and prostate cancers. This six wave, longitudinal panel study the role that cancer and other illness stressors play in their physical and mental health, and the coping resources they have developed to ameliorate that stress. A special focus of this research is on racial and gender differences that may add to the vulnerability of these older adults. Professor Deimling is particularly interested in the intersection of the effects of aging and cancer along with identity-relevant factors as they are related to quality of life.

MARY PATRICE ERDMANS PH.D., NORTHWESTERN UNIVERSITY*Professor*mary.erdmans@case.edu*Office: MTHM-223B**Phone: 368-2164*

Mary Erdmans received her PhD in sociology from Northwestern University in 1992. Her areas of interest are immigration and ethnicity (with a research focus on Poles and Polish Americans), the intersection of gender, class, and race (where her research has included studies of white working-class women and adolescent mothers), and narrative research methods including life stories and oral histories. Her monographs include: *Opposite Poles: Immigrants and Ethnicity in Polish Chicago, 1976-1990*; *The Grasiński Girls: The Choices They Had and the Choices They Made*; and *On Becoming a Teen Mom: Life Before Pregnancy* (with Tim Black). Her articles have appeared in a variety of journals including the *Journal of American Ethnic History*, *Sociological Quarterly*, *Studia Migracyjne*, *Sociological Inquiry*, *Qualitative Health Research*, *Polish American Studies*, *Humanity & Society*, *Pamięć i Sprawiedliwość*, and *North American Review*. She is an active member and former president of the Polish American Historical Association. Her current research is on return migration. In 2019, she was a Fulbright Scholar in Poland where she collected the life stories of Solidarność activists-cum-refugees who returned to Poland after 1989.

KARIE FELDMAN PH.D., CASE WESTERN RESERVE UNIVERSITY*Full-time Lecturer*karie.feldman@case.edu*Office: MTHM-229**Phone: 368-2484*

Professor Feldman (Ph.D., CWRU) is a full-time lecturer at Case Western Reserve University. She earned her doctorate in sociology from CWRU as well. She teaches a range of courses that trigger students to look beyond individual circumstances and consider the broader social institutions that form our lives and shape our possibilities. These courses include large introductory lectures, advanced social theory seminars, as well as courses in the areas of Health & Illness, The Family, and Methods. Her research interest lies at the intersection of family and individual health. In a recent paper, she explores the influence of public policy on well-being, providing a new way to analyze paternity leave policy. Further projects will utilize this method to explore outcomes in fertility, health, and other areas. These outcomes represent some of the different ways that social structures can be manipulated at the governmental level, but yet have profound influence on individual decisions and well-being.

BRIAN GRAN PH.D., NORTHWESTERN UNIVERSITY*Professor*brian.gran@case.edu*Office: MTHM-224**Phone: 368-2694*

Professor Gran's (Ph.D., Northwestern) research interests include comparative social policy, political Sociology, Sociology of law, and methodology. He teaches courses in law, policy and is currently investigating the problem of children's rights around the world to focus to study comparative social policy, focusing on how it is formed in the intersection of the public and private sectors. Professor Gran was recently invited to join a UNICEF Expert and Scientific Committee on Independent Human Rights Institutions for Children. He is a Research Affiliate of the Joint Center for Poverty Research of Northwestern University and the University of Chicago. At Case, Professor Gran is a faculty associate of the Center for Policy Studies, the University Center on Aging and Health, and the Schubert Center for Child Development and holds a secondary faculty appointment in the School of Law. In addition to his degree in Sociology, Professor Gran earned a law degree from Indiana University (Bloomington).

SUSAN W. HINZE PH.D., VANDERBILT UNIVERSITY*Associate Professor*susan.hinze@case.edu*Office: MTHM-223F**Phone: 368-2702*

Professor Hinze's (Ph.D., Vanderbilt) research and teaching interests lie primarily in medical Sociology, gender, social inequality and the emerging work/family or work/life nexus. She uses quantitative and qualitative methodologies to examine (broadly) medical culture. Her research has focused on the social practices of physicians, and on the social construction of Sudden Infant Death Syndrome. With colleagues in the medical school, she has also studied racial/ethnic disparities in medical care. Her newest project is on the medicalization of "technological" addictions and how social, institutional, structural and cultural dynamics shape gaming behaviors. Currently, Professor Hinze is exploring how parental work in a 24/7 global economy influences the daily, lived experiences of children. Her work appears in *Research in the Sociology of Health Care*, *Research in the Sociology of Work*, *American Journal of Public Health*, *Work and Occupations*, *The Annals of Internal Medicine*, *The Sociological Quarterly*, and *Social Forces*. Professor Hinze is also a member of the Program Faculty in Women's Studies University.

HEATHER MCKEE HURWITZ PH.D., UNIVERSITY OF CALIFORNIA SANTA BARBARA*Full-time Lecturer*heather.mckeehurwitz@case.edu*Office: MTHM-228**Phone: 368-8847*

Heather McKee Hurwitz (Ph.D., University of California Santa Barbara) is a Lecturer of Sociology at Case Western Reserve University in Cleveland, Ohio. Also at CWRU, she is a Core Research Faculty member in the Women's and Gender Studies interdisciplinary program. In high school, Heather realized that disproportionately few politicians are women. Since then, she has dedicated her life to understanding and transforming gender inequality and all other forms of inequality. For 20 years, Heather has participated in and studied a variety of social movements in the U.S. and Global South, including global justice, feminist, and anti-war movements. Currently, she researches and teaches about gender, social movements, globalization, culture, inequalities, and social media using qualitative and quantitative methods. She is revising her dissertation for publication. The book will provide an intersectional and feminist analysis of the Occupy Wall Street movement. It synthesizes and explains the experiences of women and genderqueer persons in the movement, many of whom were people of color and/or feminists. Heather's published scholarship appears in *Information, Communication, & Society*, *Sociology Compass*, and edited volumes from Oxford University Press. Heather completed a Post-Doctoral Fellowship at Barnard College Columbia University in Sociology and the Athena Center for Leadership.

She holds a M.A. and Ph.D. in Sociology from University of California Santa Barbara and a M.A. in Women and Development Studies from the University of the Philippines Diliman.

EVA KAHANA PH.D., UNIVERSITY OF CHICAGO

Robson Professor of Sociology, Humanities, Nursing and Medicine

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Phone: 368-2704

Eva Kahana (Ph.D., Chicago) is the Robson Professor of Sociology, Humanities, Nursing and Medicine and she directs the Elderly Care Research Center and enjoys both the mentoring of students in research and developing innovative models relevant to aging and medical Sociology. She teaches courses in Stress, Health and Coping, Sociology of Institutional Care, and Sociology of Mental Illness. Dr. Kahana's program of research focuses on how older adults cope with a broad spectrum of stressors whether frailty, relocation, institutionalization or surviving trauma in their lives. She has worked on a series of NIA funded studies of older adults as they face increasing frailty and stressful life situations. Based on these studies she has delineated models of successful aging. Her recent work has also focused on health care of older adults and the health care relationships forged between patients, physicians and family caregivers. Dr. Kahana has recently been funded for a major grant from the National Institute of Nursing Research on Elders Marshalling Support to Enhance Quality of Life in the Final Years. She also serves as a director of the Gerontological Studies minor and co-major.

JESSICA A. KELLEY PH.D., PURDUE UNIVERSITY

Professor

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Office: MTHM-230

Phone: 368-8879

Professor Jessica A. Kelley (Ph.D. Purdue) studies the causes and consequences of health disparities over the life course, particularly those related to race, socioeconomic status, and disability. She has expertise in the quantitative analysis of longitudinal and panel data, including latent trajectories and multilevel modeling. Her recent research has focused on: life course influences on later-life functional disparities among Black and White adults; how cohort trends and social change affect later-life health profiles; social influences on the experience of disability; neighborhoods and social exclusion of older adults. Jessica currently serves as Co-Editor (with Dr. Roland J. Thorpe, Jr. of Johns Hopkins School of Public Health) of the series *Annual Review of Gerontology and Geriatrics*. She served as volume editor for Volume 40, 2020, on Economic Inequality in Later Life. Her own work has appeared in *Journal of Gerontology: Social Sciences*, *Research on Aging*, *Journal of Health and Social Behavior*, and *American Sociological Review*. Her article with Jielu Lin, "From Noise to Signal: Capturing the Age and Social Patterning of Intra-Individual Variability in Late-Life Health" (*JGSS* 2017) received the 2019 Outstanding Publication Award from Section on Aging and the Life Course of the American Sociological Association.

POST DOCTORAL SCHOLARS

Brianne Pragg PH.D., PURDUE UNIVERSITY

brianne.pragg@case.edu

Office: MTHM-223D

As a family sociologist and demographer, Brianne Pragg uses quantitative methods and a life course perspective to study how family relationships develop and change over the life span and how those relationships impact individuals' health and well-being. Her current projects examine relationship quality and estrangement (the cutoff and/or emotional distancing of relationships) between adult children and their parents, as well as the predictors and consequences of estrangement for adult children's well-being. Other recent research has focused on parental leave use by fathers and its

association with father engagement in early childhood and relationship quality between adolescents and their parents in diverse family structures. You can read more about Dr. Pragg's work on [her website](#).

STAFF

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Caitlin O'Connor	Caitlin.oconnor@case.edu	MTHM, 226B	368-2700
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ASSOCIATE FACULTY

Adam Perzynski, Ph.D. (Case Western Reserve University)

Assistant Professor, Case Western Reserve University School of Medicine; Bioscientific Medical Staff Member, MetroHealth Medical Center

Medical sociology, gerontology and research methods; mixed methods research designs; social informatics and social theory; studies of lay people's illness knowledge; social environment and health over the life course

Kurt Stange, M.D., Ph.D. (University of North Carolina)

Professor, Medicine and Epidemiology and Biostatistics

Epidemiology, preventative health care, biostatistics; disability prevention in the elderly.

Edward Thompson, Ph.D. (University of North Carolina)

Emeritus Professor of Sociology, Holy Cross College

Gender and family life; sociology of men, medical sociology, aging and society, sociology of mental health, men and violence, and families and societies; social worlds of older men; older men's experiences and family life masculinities.

Aloen Townsend, Ph.D. (University of Michigan)

Professor, Jack, Joseph, and Morton Mandel School of Applied Social Sciences

Adult development and aging, research methods, and statistics, mental health, families and former service systems.

CAREER RESOURCES

The Department of Sociology's website now offers information regarding career options for the Sociology major including web links to the American Sociological Association and a detailed document called "What can I do with a degree in Sociology?" Log on to <http://sociology.case.edu/undergraduate/careers-and-graduate-studies-for-sociology-majors/> to view this information at any time.

GRADUATE SCHOOL

GRADUATE STUDY IN SOCIOLOGY

Many schools offer masters and doctoral degrees in Sociology or more focused areas. The Sociology faculty invites you to explore with them the possibilities of graduate study in Sociology. The CWRU Department of Sociology's highly regarded doctoral program offers four emphases: the Sociology of Health and Medicine, the Sociology of Age and the Life Course, Inequality and Research Methods. For more information about graduate study in Sociology contact your advisor or visit the links listed below.

<http://sociology.case.edu/undergraduate/careers-and-graduate-studies-for-sociology-majors/> — offers information on graduate training and a guide to Graduate Sociology Departments from the American Sociological Association.

<http://sociology.case.edu/graduate/> — offers information on the Graduate Program here at Case Western Reserve University.

APPLYING TO GRADUATE OR PROFESSIONAL PROGRAMS

The following is helpful information if you are considering graduate studies:

Write (or email) to educational institutions with programs that you are interested in for detailed information on application procedures. Every program has its own qualifications for admissions, such as: exam scores, G.P.A., references, course preparation, interests and goals, and extracurricular activities.

Most of the graduate programs will require three letters of recommendation from faculty who know you. Take the initiative in getting to know several of your professors. You may want to ask for a general letter of recommendation while their knowledge of you is recent, rather than delaying a year or more before requesting the letter. The Career Center can be a useful resource for the Reference Letter Service, and they also have a library of graduate and professional school catalogs.

In many graduate programs an examination such as the GRE is required. Find out when these exams are administered and be aware of the deadlines. Early enough to get the results back in time to meet the various deadlines, which are usually in December or February for admission in the following term.

UNDERGRADUATE COURSES

SOCI 101. Introduction to Sociology. 3 Units.

This course examines the basic principles that underlie how sociologists look at the world: "The Sociological Imagination". It addresses the basic questions: How is social order possible and how does change occur? The course is designed as a foundation for further study in field of sociology and related disciplines. It introduces the student to the role that culture and social institutions play in modern society and examines important concepts such as socialization, deviance, social control, patterned inequalities and social change. These concepts are discussed in the context of both contemporary and historical social theories. Additionally, the student will be introduced to the methods of inquiry used by practicing sociologists.

SOCI 113. Critical Problems in Modern Society. 3 Units.

Focus is on major social problems present in large, complex, industrial societies. Topics include environmental problems, poverty, drug addiction, social deviance, and alienation.

SOCI 201. Introduction to Gender Studies. 3 Units.

This course introduces women and men students to the methods and concepts of gender studies, women's studies, and feminist theory. An interdisciplinary course, it covers approaches used in literary criticism, history, philosophy, political science, sociology, anthropology, psychology, film studies, cultural studies, art history, and religion. It is the required introductory course for students taking the women's and gender studies major.

Offered as [ENGL 270](#), [HSTY 270](#), [PHIL 270](#), [RLGN 270](#), [SOCI 201](#), and [WGST 201](#). Counts for CAS Global & Cultural Diversity Requirement. Prereq: [ENGL 150](#) or passing letter grade in a 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

SOCI 202. Race and Ethnic Minorities in The United States. 3 Units.

This is a survey course that looks at the relations between racial and ethnic relations in the United States from an historical and contemporary perspective. We will look at relations between: European colonists and native Americans; whites and blacks during the period of slavery, Jim Crow, the civil rights era and contemporary period; immigrants at the turn of the 20th and 21st century; Mexicans and Puerto Ricans; and the pan-ethnic groups such as Latinos, Asian Americans, and Arab Americans. We examine the origins of racial/ethnic hierarchies, the social construction of identities, and stratification of racial and ethnic groups. I teach from a macro perspective that examines larger structural forces (e.g., colonization, industrialization, and immigration) to explain inter-group relations, and a constructionist perspective to understand how power manufactures and maintains the social meaning of identities (looking at stereotypes and hegemonic discourse). Students who have received credit for SOCI 302 may not receive credit for [SOCI 202](#). Counts for CAS Global & Cultural Diversity Requirement.

SOCI 203. Human Development: Medical and Social. 3 Units.

Social influences on health and illness across the lifespan. Social determinants of health and health behavior, and delivery of health care. Guest lecturers from the medical school and other health care providers address professional practice issues across the lifespan. Issues include: new approaches to birthing; adolescent substance abuse; myths and realities of AIDS; risk factors of diseases in middle age; menopause, cognition and aging- Alzheimer's disease; problems in care of elderly; medical ethic of death and dying.

SOCI 204. Criminology. 3 Units.

What is crime and to what extent does crime affect you? This course will investigate the nature and extent of crime, theories on the causes of crime, types of crime and criminals, and the efforts society makes to cope with and prevent criminal behavior.

SOCI 208. Dating, Marriage, and Family. 3 Units.

What is the family today? How has it changed over the last century? How will it change in the future? This course aims to answer these questions as it explores the influences of work, education, government, health and religion on today's changing families. The course considers the factors that affect mate selection. It also examines parenting, roles of husbands and wives, and family dysfunction, and divorce.

SOCI 228. Sociology of Sexuality. 3 Units.

This course analyzes the issues of sex and sexuality from a sociological point of view. It is centered on the notion that what we consider to be 'normal' or 'natural' about sex and sexuality is, in reality, socially constructed. One's viewpoint on the issues surrounding sexuality are influenced by the social context in which they live, as opposed to the purely biological viewpoint that presupposes some sense of normalcy or naturalness regarding sexual relations. A range of topics will be covered, including readings that discuss the variations of sexuality and the notions of sexual "deviance" in order to explore the cultural and societal variation that exists along the lines of gender, race, ethnicity, sexual orientation, age and disability. Offered as [SOCI 228](#) and [WGST 228](#).

SOCI 239. International Comparative Family Policy. 3 Units.

This course focuses on the connections between public policies and families and the values that enter into policy debates and family choices. It provides conceptual frameworks that can be used to identify and understand some of the influences underlying policy choices affecting families and also frameworks for evaluating the consequences of these choices for families of diverse structures, socio-economic statuses, and racial and ethnic backgrounds. We will apply this framework to topics such as maternity leave, child care, income assistance, and marriage promotion. We will compare U.S. policies to those of other industrialized countries, especially those in Italy. You will end the semester by conducting research on a social policy topic that we have not covered during the semester from understanding the initial social problem all the way through to making a policy recommendation to help you learn to explore a new topic independently. Central to the course are the intersections between families and governments via policy outputs, and the roles that citizens and family professionals can play in improving them. Using UNICEF resources, located in Florence, Italy, we will delve into evidence-based approaches for ameliorating suffering in young families across the globe. Using Florence as a classroom, we will explore differences in family life between the U.S. and Italy as a means to understand the ways in which the state must respond to differing cultures and needs. At the Innocenti Museum, in the same building as UNICEF's research offices, we will see an orphanage that began operations in 1445 and functioned as an orphanage and hospital until 1875, making it the oldest public institution in Italy. The building has been dedicated to the protection of children's rights and education since that time, and provides a backdrop for an early understanding of ways to think about family policy. Counts for CAS Global & Cultural Diversity Requirement.

SOCI 250. Law & Society: Law, Rights and Policy. 3 Units.

How do rights, including human rights, fit in the legal system and society? We will ask how legal actors, like judges and lawyers, think about rights compared to non-lawyers. We will (try to!) observe court hearings in an Ohio Appellate Court and a local small claims court. We will closely examine legal institutions, such as correctional facilities. We will benefit from hearing experts, local, national, and international, discuss how "law" works and whether rights are useful to making change. We will hear from a law school professor on how law school works and what the practice of law is like.

SOCI 255. Special Topics. 1 - 3 Units.

Courses taught as special topics seminars focus on selected areas of study in sociology. They tend to be more specialized and emphasis is placed upon a sociological examination of one social institution (such as the media) or on one historical period (such as the '60s).

SOCI 264. Body, Culture and Disability. 3 Units.

This course examines the ways that the body is constructed through culture, media, and policy and how that, in turn, defines disability. Students will explore the socio-historical shifts in views and treatment of the body, as a way to understand how this is used to classify, marginalize and contain social differences. We trace these trends through the American Freak Show to present day Disability Determination Processes in the Social Security Administration. We further explore how historical perspectives of the body "carry forward" through social institutions such as health care, religion and education.

SOCI 275. Lives in Medicine: Becoming and Being a Physician. 3 Units.

This course applies a sociological approach to medical profession. Medical sociology emerged as a distinct field of study in the 1950s in part due to prominent studies of medical education such as *The Student Physician* by Robert K. Merton and Howard Becker's *Boys in White*. Since then, sociologists and other social scientists have written extensively about how issues of race, gender, aging and ethnicity are tied to issues of medical education, medical training, medical socialization and physician decision-making. Using a life course perspective, this course will examine how lives in medicine change over time; in particular, we'll study changing workforce patterns, physician satisfaction, and burnout. Other topics to be covered include contemporary ethical issues and alternative professional health careers. The course provides an overview of how medicine and medical practice have a profound influence on--and are influenced by--social, cultural, political and economic forces. In short, you'll become familiar with how scholars outside of medicine cast a sociological gaze on the profession.

SOCI 300. Modern Sociological Thought. 3 Units.

The most profound commentary of industrial society began in the middle of the nineteenth century with thinkers such as

Durkheim, Marx, and Max Weber. Students will read the work of these scholars as it appeared in the original sources. They thoughtfully address concepts such as social integration and alienation, crime and punishment, and the social impact of modernization. The course is of special relevance to students in the social sciences, but is also recommended for students in other fields who wish to understand the social context in which professional lives will be conducted. Prereq: [SOCI 101](#) and Sophomore standing.

SOCI 306. Logic of Social Inquiry. 3 Units.

This course provides an introduction to the epistemologies and research methodologies used in sociological inquiry. We concentrate on the fundamental principles of research design and on developing a basic understanding of the research process. Topics include formulating a question, alternative modes of research design and principles of measurement, sampling and analysis. We draw examples from published work, ongoing studies, and publicly available data. Offered as [SOCI 306](#) and [SOCI 406](#). Prereq: [SOCI 101](#) and sophomore standing.

SOCI 307. Social Statistics. 3 Units.

This course provides an introduction to social statistics, including univariate statistics and bivariate tests of association (chi-square, ttest, ANOVA, correlation, regression). Topics include: levels of measurement, probability theory and inference; hypothesis testing; and statistical power. Students receive hands-on instruction using statistical software. A student may receive credit for only one of the following: SOCI 307, ANTH 319, PSCL 282, or STAT 201. Offered as [SOCI 307](#) and [SOCI 407](#). Counts for CAS Quantitative Reasoning Requirement. Prereq: [SOCI 101](#) and Sophomore Standing.

SOCI 310. The Individual in Society. 3 Units.

This course focuses on the relationship between individuals and the societies in which they live. Influences of values and culture on individuals' selves and identities are discussed as well as how individuals attach meaning to personal life experiences and histories in the context of society at large. Offered as [SOCI 310](#) and [SOCI 410](#). Prereq: [SOCI 101](#).

SOCI 311. Health, Illness, and Social Behavior. 3 Units.

This course considers the role of social factors (e.g., poverty, occupational and family structure) on health and illness. Discussion will concentrate on the role of health promotion (e.g., anti-smoking campaigns), social behavior and lifestyle in health and health care use. Considerable attention is given to understanding health careers and professions and their role in the health of societies and individuals. Offered as [SOCI 311](#) and [SOCI 411](#). Prereq: [SOCI 101](#) and Sophomore standing.

SOCI 313. Sociology of Stress and Coping. 3 Units.

This course will focus attention on human stress throughout the lifespan and its role in personal health and well-being. There have been exciting advances in recent years in understanding the nature of stress in everyday life as well as elements of extreme stress. Trauma is experienced by many people due to normative events such as illness and bereavement or natural and man-made disasters such as crime or war. Coping strategies and social supports which ameliorate negative impact of stress will be considered. Offered as [SOCI 313](#) and [SOCI 413](#).

Prereq: [SOCI 101](#) and Sophomore standing.

SOCI 315. Comparative-Historical Sociology. 3 Units.

This seminar offers participants an introduction to comparative methodological approaches to social science research. Participants will employ hands-on approaches to learning about and using innovative methods to apply their knowledge to social science questions. Our starting point will be key questions social scientists must contend with in pursuing answers to questions about social phenomena. After turning to "classic" texts in comparative research, we will study various components of comparative research. We will then focus on configurational comparative methods. Offered as [SOCI 315](#) and [SOCI 415](#). Prereq: [SOCI 101](#) and Sophomore standing.

SOCI 319. Sociology of Institutional Care. 3 Units.

This course focuses on converging issues of theory, research, and practice in general hospitals, mental hospitals, nursing

homes, hospices, and correctional institutions. The ecology of institutions and the adaptation of individuals within institutions will also be considered. There will be field trips to institutional facilities. Offered as [SOCI 319](#) and [SOCI 419](#). Prereq: [SOCI 101](#) and Sophomore standing.

SOCI 320. Delinquency and Juvenile Justice. 3 Units.

The primary focus of this course is on acquainting the student with the nature and the extent of juvenile delinquency. Accordingly, theoretical approaches to delinquency causation and the prevention, control, and treatment of delinquent behavior in society are addressed. Important aspects of juvenile justice procedures, policy, and practice are examined, and the early history of the juvenile justice system and the many changes occurring over the years are discussed. Prereq: [SOCI 101](#).

SOCI 325. Departmental Seminar in Sociology: Great Books. 3 Units.

This course fulfills the SAGES requirement of a Departmental Seminar. It focuses on close readings of contemporary classics in sociology, analytical writing and intensive seminar-type discussion. The course examines theoretical perspectives and methodological issues in sociology such that students are able to investigate, analyze and present research findings in written form. Research is always an inherently collaborative process and thus the course will utilize seminar-style discussions to formulate and examine ideas. The seminar will focus on topics germane to a critical reading of books that inform our understanding of large and small group processes as well as individual experiences. Students will be introduced to the sociological imagination as an overarching frame work to examine groundbreaking classical and contemporary books on topics such as health and aging, gender, work and family, social inequality and crime and delinquency, guided by the instructor of record. Readings will provide a sociological perspective for understanding and assessing macro- and micro-level interactions as well as encourage and stimulate critical thinking. Counts as SAGES Departmental Seminar.

SOCI 326. Gender, Inequality, and Globalization. 3 Units.

Using a sociological perspective, this course examines how major societal institutions, including the economy, polity, medicine, religion, education and family, are structured to reproduce gendered inequalities across the globe. Attention is given to the intersections of race/ethnicity, social class, gender and sexuality in social systems of power and privilege. Of critical importance is how gender figures in the relationship between Economic North and Economic South countries. We will elucidate how gender norms vary by culture and exert profound influence on the daily, lived experiences of women and men. The course will be informed by recent scholarship on feminism, women's movements, and globalization. Offered as [SOCI 326](#) and [WGST 326](#). Counts for CAS Global & Cultural Diversity Requirement. Prereq: [SOCI 101](#) or permission of program director.

SOCI 327. Narrative Methods: Life Stories, Oral History, and Sociological Storytelling. 3 Units.

This course discusses theoretical foundations and methodologies of narrative research, including life stories, oral history, and auto ethnography. The course is designed for students to complete a research project in the semester using narrative methods to collect and analyze primary data and write up the results. Offered as [SOCI 327](#) and [SOCI 427](#). Prereq: [SOCI 101](#) and [SOCI 303](#).

SOCI 328. Urban Sociology. 3 Units.

The goal of this course is to acquaint the student with the realities and the possibilities of our urban society. Theories and applications of urban sociology interpreting city life and structure are reviewed. The transformation of the urban landscape, the emergence of cities, urban life, urban problems, and urban planning are explored. Issues related to finances, schooling, transportation, the infrastructure of the city, growth and decline, urban poverty, the homeless, crime, pollution, as well as the policy issues and questions such concerns provoke are studied. Key aspects of social science theories and research findings about the nature of spatial, economic and social relationships in cities in developed and developing countries will be analyzed, illuminating some of the processes of urban growth, social transition, and change. Offered as [SOCI 328](#) and [SOCI 428](#). Counts for CAS Global & Cultural Diversity Requirement. Prereq: [SOCI 101](#).

SOCI 333. Sociology of Deviant Behavior. 3 Units.

Sociological approaches to causes of deviant behavior, and social psychology of deviance are studied. Illustrations range from juvenile delinquency to scientific misconduct and cover both criminal and noncriminal forms of deviance. Prereq: [SOCI 101](#).

SOCI 338. Seminar and Practicum in Adolescents. 3 Units.

Supervised field placement and attendance in early childhood, child, and adolescent settings including preschools, schools, hospitals, and neighborhood centers. This class is used to fulfill requirements by the Ohio Department of Education teacher licensure program. Recommended preparation: [PSCL 101](#), [EDUC 301](#), [EDUC 304](#), and permission of program director. Offered as [EDUC 338](#), [PSCL 338](#), and [SOCI 338](#).

SOCI 344. Health Disparities. 3 Units.

We have come to understand that stark disparities in health result from the social organization of society, especially inequality in resources and opportunities between and within social groups in the population. This seminar course examines the differential distribution of health and illness in society, focusing on the social determinants of health. Topics include: socioeconomic inequality; geographic context; social cohesion and exclusion; health burden in minority populations; policy and federal priorities. We utilize a life course perspective to understand how inequality "gets under the skin" to produce adverse health. Offered as [SOCI 344](#) and [SOCI 444](#). Counts for CAS Global & Cultural Diversity Requirement. Prereq: [SOCI 101](#) and Sophomore standing.

SOCI 345. Sociology of Mental Illness. 3 Units.

Focus is on social construction of mental health and illness and sociology of emotions. Social determinants of psychological distress will be discussed along with social stigma associated with mental illness. Institutional and community options for care of the mentally ill will be considered along with the impact of recent social movements of deinstitutionalization and independent living. Offered as [SOCI 345](#) and [SOCI 445](#). Prereq: [SOCI 101](#) and junior/senior standing.

SOCI 347. Sociology of Education. 3 Units.

This course provides an introduction to the field of sociology of education, which might be more properly called sociology of schooling. We will examine the development of schools historically and competing paradigms for understanding the place of school in society. Major theoretical perspectives concerning the nature and consequences of schools for individuals and for societies will be reviewed. Issues of individual opportunity - including how it is organized by race, class, and gender - will be covered, as well as issues institutional dynamics - including tracking, testing and so-called crisis and reform. Offered as [SOCI 347](#) and [SOCI 447](#). Prereq: [SOCI 101](#) and junior or senior standing.

SOCI 349. Social Inequality. 3 Units.

This course discusses classical theory and contemporary research on the mechanisms of power that produce inequalities in income, wealth, education, privilege, and occupational prestige and are manifest in racial, ethnic, gender, age, health, and sexual hierarchies. Offered as [SOCI 349](#) and [SOCI 449](#). Prereq: [SOCI 101](#) and Sophomore standing.

SOCI 355. Special Topics. 3 Units.

One or more sections each semester focusing on selected areas of study in sociology. Offered as [SOCI 355](#) and [SOCI 455](#).

SOCI 356. Economic Sociology: Money, Markets, Morals, and Social Life. 3 Units.

The course introduces students to a sociological perspective on the economy, and the social processes that effect and are embedded in economic behavior, economic institutions and markets. Students will examine issues such as the social significance of money, the effect of social networks on labor market outcomes, the success and failure of firms, tips and

gifts, informal markets and the trade of illicit goods, as well as topics such as immigration and globalization. Our investigations into these diverse topics reveal how economic phenomena, economic systems and processes are shaped by social networks, cultural understandings and relations of power. Throughout the course students will examine how economic relations are facilitated--created, maintained, transformed, and constrained--by social relations, revealing that economic life and behavior is just as social as religion, family or education. Prereq: [SOC 101](#).

SOCI 357. Sociology of Human Rights. 3 Units.

This course is designed to introduce students to the sociology of human rights. The starting point is fundamental ideas of rights, including citizenship and human rights. We then study various aspects of human rights treaty processes. Over the remainder of the term, we examine different human rights issues, both long-standing and contemporary. Throughout the term, we will critically approach human rights systems and scholarship. Offered as [SOC 357](#) and [SOC 457](#). Prereq: [SOC 101](#).

SOCI 360. The Sociology of Law. 3 Units.

This course will focus on the role of rights in the U.S. legal system and society. In particular, we will consider three questions. The first is how do rights fit in the legal system and society? Second, how have different social groups used and thought about rights? Third, how do legal actors like judges and lawyers think about rights compared to non-lawyers? Offered as [SOC 360](#) and [SOC 460](#). Prereq: [SOC 101](#) and Sophomore standing.

SOCI 361. The Life Course. 3 Units.

Individual experiences and transitions over the life course are considered as the result of societal, cultural, psychological, biological, and historical influences. Developmental issues of childhood, adolescence, young adulthood, middle years and late life are discussed in the context of social expectations, challenges, and opportunities. Emphasis is placed on theoretical readings. Offered as [SOC 361](#) and [SOC 461](#). Prereq: [SOC 101](#) and Sophomore standing.

SOCI 364. Disability and Society. 3 Units.

This course considers and examines the relationship between disability and society. The course covers how we define, represent, and react to disability in modern society. This includes an analysis of stigma and discrimination. We also explore the timing and experience of disability from a life-course perspective. Finally, we examine the political, social, and economic influences on disability, including the Disability Rights movement. Offered as [SOC 364](#) and [SOC 464](#). Prereq: [SOC 101](#) and sophomore standing.

SOCI 365. Health Care Delivery. 3 Units.

Health care in the U.S. may be approaching a critical cross-road. Limiting care to older persons and the chronically ill has been proposed as a means to combat rising costs and limited access to health care. What are the alternatives to health care rationing? Socialized medicine? National health insurance? This course deals with issues of cost, quality, and access to health care in the United States and other societies. It considers how solutions by other societies can provide directions for the organization of health care in the U.S. Offered as [SOC 365](#) and [SOC 465](#). Prereq: [SOC 101](#) and Sophomore standing.

SOCI 366. Racial Inequality and Mass Imprisonment in the US. 3 Units.

This course examines the relationship between racial inequality and mass imprisonment in the U.S. It begins by exploring the role of prisons in the Jim Crow south, with a particular focus on convict-leasing practices, and then turns to the north to examine the social forces that created the black urban ghetto and concentrated black urban poverty. The course also examines the impact that these same social forces have had on Puerto Ricans.

We will then explore a series of topics including urban poverty and crime, the war on drugs, the politics of mass incarceration, the prospects that mass incarceration has become the new Jim Crow, and the effects that mass incarceration has had on voting rights, urban communities, families and children. We will conclude with a discussion of varying decarceration arguments, strategies, movements, and achievements.

Prereq: [SOC 101](#) or [SJUS 100](#).

SOCI 369. Aging in American Society. 3 Units.

Considers the position and participation of aged adults in American society. Sociological perspectives through which to interpret the aging process and old age; social policies; intergenerational relations; lifestyles and how they affect participation of the aged in American society; dying and death serve as major themes. Offered as [SOCI 369](#) and [SOCI 469](#). Prereq: [SOCI 101](#) and Sophomore standing.

SOCI 370. Sociology of the Family. 3 Units.

This course provides the theoretical and methodological foundation for conducting family research. It also reviews the most current research in the sociology of the family arena such as intergenerational issues, ethnicity and gender, and family transitions. Offered as [SOCI 370](#) and [SOCI 470](#). Prereq: [SOCI 101](#) and Sophomore standing.

SOCI 372. Work and Family: U.S. and Abroad. 3 Units.

Covers the impact on human lives of the interface between work and family; the different ways gender structures the experience of work and family depending upon racial and ethnic background, social class, age, and partner preference; the impact of historical context on work-family experiences; work-family policies in the United States and other countries. Offered as [SOCI 372](#), [WGST 372](#), and [SOCI 472](#). Prereq: [SOCI 101](#) and Sophomore standing.

SOCI 374. Using Law to Designate Public-Private Boundaries for Social Policies. 3 Units.

This course studies law and the public-private dichotomy. With a basis in important research on the sociology of law, it considers three questions: 1) What is the impact of "law" on the boundary separating the public and private sectors? 2) How does "law" designate which actors and institutions belong to the public and private sectors? 3) Is the public-private dichotomy adequate for sociological analyses of law and its influences? If not, what alternatives to the public-private dichotomy can we offer? Offered as [SOCI 374](#) and [SOCI 474](#). Prereq: [SOCI 101](#).

SOCI 375. Independent Study. 1 - 3 Units.

Prereq: [SOCI 101](#) and [SOCI 300](#).

SOCI 377. Population Dynamics and Changing Societies. 3 Units.

Population and social structure are inextricably linked, as changes in one elicit changes in the other. Social demography, as a discipline, examines these linkages through the systematic study of the size, composition and distribution of populations and their relationship to the social, political and economic organization of societies. This course will pay particular attention to mortality, morbidity and health, fertility, family and household organization, and migration as the major processes of population change. The population dynamics of the United States will be emphasized, with select comparisons to developing and developed countries. Offered as [SOCI 377](#) and [SOCI 477](#). Prereq: [SOCI 101](#) or equivalent; 9 hours in SOCI, ANTH, or ECON.

SOCI 380. Social Movements and Social Change. 3 Units.

This course will introduce students to the theories of social movements and collective action. We look at the conditions that create grievances in democracies, how grievances get translated into collective action, and what types of collective actions are successful for bringing about social change. We discuss a variety of movements in the U.S. in the 20th century to illustrate these theories and concepts. Prereq: [SOCI 101](#) or requisites not met permission.

SOCI 381. City as Classroom. 3 Units.

In this course, the city is the classroom. We will engage with the urban terrain. We will meet weekly off-campus, interact with community members, and interface--both literally and figuratively--with the city as a way to examine the linkages between historical, conceptual, and contemporary issues, with particular attention paid to race and class dynamics, inequality, and social justice. This course will have four intersecting components, primarily focusing on American cities since the 1930s: the social and physical construction of urban space, the built environment, life and culture in the city, and social movements and grassroots struggles. Offered

as [HSTY 381](#), [POSC 381](#), [SOC 381](#), [HSTY 481](#), [POSC 481](#), and [SOC 481](#). Counts for CAS Global & Cultural Diversity Requirement.

SOCI 385. Ethnography. 3 Units.

The course will be taught twice weekly as a seminar for upper level undergraduate students and graduate students, and will examine some of the key debates in ethnography, read ethnographies published as both books and articles, and explore various ways of designing ethnographic fieldwork. Offered as [SOC 385](#) and [SOC 485](#). Prereq: [SOC 101](#) and Sophomore standing.

SOCI 386. Race and Racism. 3 Units.

Race and Racism will discuss the classical and contemporary understandings of the concepts of race and racism. We will begin by taking an historical approach, delving into processes of racialization and the first instances where distinctions in human race were noted. We will survey theories of race and use a social constructions approach to examine how sociologists approach the study of racial and ethnic group difference. We will examine how definitions of racial groups have evolved over time and differ across contexts, as well as some of the underlying social and structural processes that create racial hierarchies. At the end of the course students should have a strong understanding of the mechanisms that reproduce systems of racial classification. The course will also examine patterns and trends in racial and ethnic inequality over recent decades, centering our discussion on the legacies of racism, current discrimination, and new processes that are currently unfolding to reproduce inequality. While the course's main focus is to examine understandings of race and racism in the United States, we will devote some attention to how race and ethnicity emerge in different environments by examining race and racism in an international context. Offered as [AFST 386](#), [SOC 386](#) and [SOC 486](#). Counts for CAS Global & Cultural Diversity Requirement. Prereq: [SOC 101](#).

SOCI 392. Senior Capstone Experience. 3 Units.

[SOC 392](#) represents the completion of an independent study paper involving exploration of a sociology topic to be chosen in consultation with the student's capstone advisor. The student will interact regularly with the faculty advisor who will review their progress on the project. This project allows for original thought and for the tailoring of the research to the student's interests. The student will integrate theory, methods and social issues as he/she applies critical thinking skills and insights to the analysis of some aspects of a subject chosen from any of the following subfields and concentrations: Gerontology, Social Inequality, Medical Sociology, Crime and Delinquency, The Life Course, Education, Work and Family, Sociology of Law, and Deviance. The Capstone Project has both a written and an oral component. Following the submission of the Capstone paper, the student will give a presentation of the project at the Senior Capstone fair, or another forum chosen by the department.

Counts as SAGES Senior Capstone. Prereq: [SOC 101](#), [SOC 300](#), [SOC 303](#), and [STAT 201](#) or [PSCL 282](#).

SOCI 397. Honors Studies. 3 Units.

Intensive investigation of research or conceptual problem; original work under supervision of faculty member. Limited to senior majors. Prereq: Senior status.

SOCI 398. Honors Studies. 3 Units.

Intensive investigation of research on conceptual problem; original work under supervision of faculty member. Limited to senior majors.

SOCI 443. Medical Sociology. 3 Units.

Course covers theories, research methods, and problems in sociology of medicine. Topics include social epidemiology, health and illness behavior, and sick role. Structures and functions of delivery systems and their interrelationships with other social institutions are discussed.

SOCI 469. Aging in American Society. 3 Units.

Considers the position and participation of aged adults in American society. Sociological perspectives through which to interpret the aging process and old age; social policies; intergenerational relations; lifestyles and how they affect participation of the aged in American society; dying and death serve as major themes.