

SOCIOLOGY

*GUIDELINES
FOR THE MAJOR
Graduating Class of 2018 and Beyond*

Critical Thinking. In courses and beyond, the Sociology Department encourages students to formulate and pursue important questions of interest, using various theoretical and methodological approaches. The sociology major is designed to help students critically examine the reciprocal link between daily experiences and larger social structures. We specialize in social patterns and processes in the United States, but our courses focus on topics germane to our current global society. We examine the effects of globalization on social relations, institutions, and communities; the increase in the unequal distribution of resources within and across nations; the causes and consequences of protest movements; the feminization and racialization of poverty; the interactive and reciprocal influences of culture, polity, social institutions and the economy; and the changes in meanings and performances of identities.

Engaged Citizenship. At its best, sociology engages students in the world around them, encouraging them to examine the relationships between the individual and society. In what ways do socio-economic, historical, and cultural conditions influence one's thoughts, values, and behavior? How do one's thoughts, values, and actions help shape the world in which one lives? Sociology offers answers to these questions by studying social organization from macro to micro levels. We are interested in the interactions among cultural, political, social, and economic systems and individuals. To the extent that the discipline of Sociology equips students with the tools to critique the world in which they live, it makes them both better scholars and more informed and valuable citizens.

Connecting the Global and the Local. Sociology is a dynamic field concerned with historical and contemporary issues of local, national, and global significance. It is the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies, and how people interact within these contexts. Since all human experience is social, the subject matter of sociology ranges from the intimate family to the hostile mob; from organized crime to religious cults; from the divisions of race, gender, class, and sexuality to the shared beliefs of a common culture; and from the sociology of work to the sociology of sports. Few fields have such broad scope and relevance for research, theory, and application of knowledge.

Problems, Programs, & Policy. Sociology provides many distinct perspectives on the world, generating new ideas, and critiquing the old. The field also offers a range of research techniques that can be applied to virtually any aspect of social life: street crime and delinquency, corporate downsizing, how people express emotions, welfare or education reform, how families differ and flourish, or problems of peace and war. Because sociology addresses the most challenging issues of our time, it is a rapidly expanding field whose potential is increasingly tapped by those who craft and create programs and policy.

STRUCTURE OF SOCIOLOGY MAJOR AT DICKINSON

Level	Prerequisites	Required Spine	“Elective Ribs”
4	Level 1-3	CAPSTONE Senior Seminar, Soc 400	<i>Senior Thesis Soc 405</i> <i>Independent Research</i>
3	Level 1-2 In some cases (*)	Theory Classical Social Theory, Soc 330 or Contemporary Social Theory, Soc 331	<i>Advanced Electives at 300 level</i>
2	Level 1	Inequalities in US, Soc 236 Qualitative Methods, Soc 240 Quantitative Methods, Soc 244	<i>Electives in some cases (*)</i> <i>Majors & Non-Majors</i>
1		Intro Course Social Analysis, Soc 110	

*Note: Some of the electives at the 200 level may have prerequisites, although most of them are open to all students. In some cases, non-majors may be allowed to enroll by permission of the instructor in 300 electives (and possibly in a senior seminar) if there is space available and they have had comparable courses in other departments that prepare them for this level of work.

SOCIOLOGY MAJOR

Name: _____ Advisor: _____ Year of Graduation : _____

Major

Eleven (11) courses, including 110, 236, 240, 244, 330 or 331, 400, and five (5) other courses. In consultation with their advisor, students should identify a thematic focus (sub-field of sociology) consisting of three courses. One of the thematic courses may be outside of the major. A Senior Thesis (Soc 405) is recommended but not required.

Minor

Six courses, including 110, 240 or 244, and 330 or 331.

With permission of their advisor, students may take one elective outside of the department to count towards the major. Students choosing this option must supply a course syllabus and a paragraph that articulates why it contributes to their sociology major.

Required Courses (6)

Semester Completed:

Social Analysis (110)	_____
Inequalities in the U.S. (236)[USD]	_____
Qualitative (240) [W]	_____
Quantitative (244) [QR]	_____
Theory (330 or 331) [W]	_____
Seminar (400)	_____

Sociology Electives (5)

Course: Semester Completed:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Thematic (3 course minimum—1 of these courses may be taken outside of the department).

Thematic: _____

Course: Semester Completed:

_____	_____
_____	_____
_____	_____
_____	_____

Academic Planning Worksheet

Year	Fall	Spring	Summer
First Year	First-Year Seminar 1. _____ 2. _____ 3. _____ 4. _____ PE	1. _____ 2. _____ 3. _____ 4. _____ PE	
Sophomore Year	1. _____ 2. _____ 3. _____ 4. _____ PE	1. _____ 2. _____ 3. _____ 4. _____ PE	
Junior Year	1. _____ 2. _____ 3. _____ 4. _____	1. _____ 2. _____ 3. _____ 4. _____	
Senior Year	1. _____ 2. _____ 3. _____ 4. _____	1. _____ 2. _____ 3. _____ 4. _____	

Distribution Requirements	Arts _____
	Humanities _____
	Social Sciences _____
	Laboratory Science _____
	Sustainability _____
	Quantitative Reasoning (QR) _____ Writing In the Discipline (WID) _____
	Global Diversity (GD) _____ US Diversity (US DIV) _____ Language _____(through intermediate level)
	First-Year Seminar _____

Note: A number of the required courses for the major fulfill distribution requirements as well.

US DIV Soc 110 & Soc 236

QR Soc 244 (Quantitative Data Analysis)

WID Soc 330 or 331 (Classical and Contemporary Theory)
Soc 240 (Qualitative Methods)

GD Global Diversity (previous CC): Some Soc Electives including: 224, 272
Some Sociology courses also fulfill the Global Diversity requirement but they are not necessarily offered on a yearly basis so students should check offerings by semester. For example, Soc 224 Cross-Cultural Family and Gender (224) and Islam and the West (272) count as GD.

Sociology Courses

Required Courses for the Major – 11 including: 110, 240, 244 (or ANTH 241, or PSYC 201-201), 236, either 330 or 331, 400, and 5 electives. A thematic statement is also required (see next page).

- Soc 110 Social Analysis
- Soc 236 Inequalities in the U.S.
- Soc 240 Qualitative Methods
- Soc 241 Quantitative Data Analysis
- Soc 330 Classical Theory or
- Soc 331 Contemporary Theory
- Soc 400 Senior Seminar (fall semester only)

Full Course Offerings including Electives

- Soc 110 Intro to Sociology

- Soc 222 Family Phenomena
- Soc 224 Cross-Cultural Family & Gender Systems
- Soc 225 Race and Ethnicity
- Soc 226 Race, Class, and Gender
- Soc 228 Sociology of Sexualities
- Soc 230 Special Topics
- Soc 233 Asian American Communities
- Soc 234 Middle Eastern American Communities
- Soc 236 Inequalities in the U.S. (Stratification)
- Soc 237 Global Inequalities
- Soc 238 Consumer Culture
- Soc 240 Qualitative Methods
- Soc 244 Quantitative Data Analysis (Anthro 241 can substitute or both Psych 201-202)
- Soc 260 Ethnography of Jewish Experience
- Soc 270 Social Movements, Protest, and Conflict
- Soc 271 Comparative Social Policy
- Soc 310 Gender and Media

- Soc 313 Special Topics
- Soc 325 Race, Family, and the Politics of Multiraciality
- Soc 327 Sex, Gender and Religion
- Soc 330 Classical Theory or
- Soc 331 Contemporary Theory
- Soc 333 Sociology of Health and Illness
- Soc 344 Advanced Quantitative Methods

- Soc 400 Seniors Seminars (typically two sections offered in the fall)
- Soc 405 Advanced Research Seminar: Senior Thesis (offered in the spring)
Proposals Due by Friday after Thanksgiving

See Sociology Website for current course offerings by semester:
<http://www.dickinson.edu/homepage/106/sociology>

Thematic

Every sociology major is required to develop a theme, or focus, within the field of sociology and submit a thematic statement to their advisor during their final semester on the Friday after spring break.

Writing a thematic statement is a reflective exercise that involves looking back over the courses one has taken, with the goal of identifying a particular area of emerging expertise. Examples include (but are not limited to): social movements, social policy, social justice, race and ethnic studies, class, community studies, gender, inequality, health, environmental sociology, education, family, religion, globalization, and sustainability. Students are permitted to use one course from outside of the department towards their thematic.

Thematic statements are generally one to two pages in length. The first paragraph of this statement should describe the thematic focus; subsequent paragraphs should identify and describe how each of the three (or more) courses students **have taken** to explore this theme from different vantage points in order to develop a more complex understanding of the subject. In the final paragraph, the department welcomes feedback from students about the curriculum, course offerings, advising, department events, or any other topic.

Sociology Course Descriptions

110: Social Analysis Selected topics in the empirical study of the ways in which people's character and life choices are affected by variations in the organization of their society and of the activities by which social arrangements varying in their adequacy to human needs are perpetuated or changed.

222: Family Phenomena In both the ideal and the real worlds, the family is credited with producing social leaders and blamed for creating social misfits. Social scientists, policy makers, and writers have focused on the family as a central and powerful social institution. This course explores the nature and role of families, and how families vary across cultures and over time. The course will address such topics as socialization, gender, work-family issues, and domestic violence.

224: Families and Gender in a Cross-Cultural Perspective In this comparative course in family systems, we will study the impact of production and politics on family life in various cultures, including Africa, Latin America, the Far East and the United States. The course uses ethnographic studies and documentaries to illuminate the impact of the political economy on family life, the life course, and gender roles and relationships. Various theories of development will place the ethnographies into socio-political and historical context.

225: Race and Ethnicity This course explores the historical and contemporary significance of race and ethnicity in the United States. Students will examine how racial inequality has become a pervasive aspect of U.S. society and why it continues to impact our life chances. We will address race and ethnicity as socio-historical concepts and consider how these "social fictions" (in collusion with gender, class, and sexuality) produce very real material conditions in everyday life. We will develop a theoretical vocabulary for discussing racial stratification by examining concepts such as prejudice, discrimination, systemic/institutional racism, racial formations, and racial hegemony. We will then look closely at colorblind racism, and examine how this dominant ideology naturalizes social inequality. With this framework in place, students will investigate racial stratification in relation to schools, the labor market, the criminal justice system, neighborhood segregation, immigration, etc. Finally, we will discuss strategies of anti-racism that seek to eliminate enduring racial hierarchies.

226: Race, Class, and Gender Explores the personal, inter-group, and institutional dimensions of race, class and gender as simultaneous and interactive systems of meaning and experience. Examines theories of the economic, social and psychological dynamics of oppression; the social construction and reconstruction of identity; and the nature of racism, classism, and sexism. Social change strategies for eliminating oppression are also explored.

228: Sociology of Sexualities This course explores the social origins of sexual behaviors, identities, and desires. We will investigate how sexuality intersects with other social hierarchies including race, gender, and class. Our current frameworks for understanding sexuality and sexual identity are the product of social, political, and economic forces, and reflect the common sense of a particular historical moment. We will consider a wide range of theoretical and methodological approaches to the study of sexuality and explore more closely how these perspectives inform the analysis of contemporary sexual issues.

230: Selected Topics in Sociology Courses which examine special topics in sociology. Recent offerings: Sustainability and Human Rights; Crime and Punishment; Racism in America; Transnational Identities; American Capitalism and Social Justice; Environmental Sociology;

Conflict and Resolution; Cuban Society and Economy; Lesbian and Gay Communities; Ethnography of Jewish Experience; Middle Eastern American Communities; Environment and Social Justice: Islam and the West; Cuba: Economic, Environmental and Social Sustainability and Resiliency

233: Asian American Communities This class is designed to move from theoretical understandings of race, and racial identity as it operates in our everyday lives to larger, structural determinants of race with special attention to the unique position of Asian Americans in U.S. race relations. This course focuses on social relations, political identities and activism, immigration and labor experiences to explore the ways Asian Americans have contributed to our larger histories as Americans. Broken down into three sections, this class analyzes the position of Asian Americans in the following interconnected contexts: (a) Asian Americans in relation to dominant society, (b) Asian Americans in relation to other communities of color, and (c) pan-Asian relations.

234 Middle Eastern American Communities This interdisciplinary course considers the history of Middle Eastern American communities, and the related development of "Islamophobia." We survey the history of the diverse immigrant communities that trace their heritage to a vast region of the world, the variously defined "Middle East." In the 1990s, Islamophobia emerged as a controversial concept after decades of discussion around Orientalism and anti-Arab racism. Today, some see Islamophobia as a catch-all concept for discrediting necessary anti-terrorism measures like profiling, surveillance, and wiretaps. Others see Islamophobia as fitting into a pattern of racialized scapegoating, where people experience violence and discrimination. Topics for discussion include ethnic group and identity formation, the "war on terror," connections between domestic and international US policy, and civil rights advocacy.

236: Inequalities in the U.S. (Stratification) This course takes a critical look at the layers of American society that shape, construct, and inhibit the basic pursuit for equality of opportunity. Students will be asked to examine how the three most fundamental elements of social stratification – race, class, and gender – function both separately and in tandem to organize systems of inequality. The course enlists theoretical and practical applications of stratification to evaluate how social constructions of difference influence the institutions, such as education, work, family, government, and society policy that impact our daily lives. Additionally, class discussions will also consider how the forces of racism, sexism, and classism impact the attainment of basic needs, such as wages, health care, and housing.

237: Global Inequality Exploring the relationship between globalization and inequality, this course examines the complex forces driving the integration of ideas, people, societies and economies worldwide. This inquiry into global disparities will consider the complexities of growth, poverty reduction, and the roles of international organizations. Among the global issues under scrutiny, will be environmental degradation; debt forgiveness; land distribution sweatshops, labor practices and standards; the new slavery in the global economy; and the vulnerability of the world's children. Under specific investigation will be the social construction and processes of marginalization, disenfranchisement and the effects of globalization that have reinforced the division between the worlds' rich and poor.

238: Consumer Culture The sociology of consumerism is a major specialty in European sociology, and is only recently receiving attention by American sociologists. In this class, we will examine the increasing importance of consumerism in daily life and the degree to which culture has become commercialized. We will discuss the sign value of commodities, as well as

the shift from a stratification system based on the relationship of the means of production to one based on styles and patterns of consumption. We will also concern ourselves with the relationships between consumption and more traditional sociological concerns such as gender, race, and social class.

240: Qualitative Methods This course introduces students to the theory and methods of social science research, beginning with an examination of the philosophies underlying various research methodologies. The course then focuses on ethnographic field methods, introducing students to the techniques of participant observation, structured and informal interviewing, oral histories, sociometrics, and content analysis. Students will design their own field projects or be involved in a class project. *Prerequisite: At least one course in sociology, anthropology, or American studies.*

244: Quantitative Research Methods The quantitative research methods course introduces students to basic principles of social science research methodologies and statistical analysis. Students will use examples from scholarly research to understand concepts related to research design, sample selection, appropriate measurement, and survey construction. Additionally, students will apply these concepts to conduct introductory data analysis. Using elemental tools of descriptive and inferential statistics, students will learn to quantitatively assess social research questions in order to draw meaningful conclusions

260 Ethnography of Jewish Experience Drawing upon ethnographies of Jewish communities around the world, this course focuses on such questions as: What is Jewish culture? What is common to Jewish cultural experiences across time and place? How might we understand the variability and local adaptations of Jewish life? These are the guiding questions and issues for this course, all to be considered within multiple contexts-- from pastoral and agricultural roots to modern urban experience, from Middle Eastern origins to a Diaspora experience stretching across Asia, Africa, Europe and the Americas.

270: Social Movements, Protest, and Conflict The study of protest politics and social movements is the study of collective agency, as social movements arise when people act together to promote or resist social change. Movements represent not only grievances on a particular set of issues, but also frustration with more established political forms of making claims in societies. In this course, we will engage with some of the large theoretical debates in the study of social movements, reading both empirical treatments of particular movements and theoretical treatments of key issues. The featured case studies will include civil rights, feminism, ecology, the antinuclear movement, the New Right and the alternative globalization movement. We will be particularly concerned with the social and political context of protest, focusing on basic questions, such as: under what circumstances do social movements emerge? How do dissidents choose political tactics and strategies; and, how do movements affect social and political change?

271: Comparative Social Policy This course will look at social policy in a comparative and global perspective. Gender, race, class and colonization will inform our comparison of policies and policy systems. This course also explores the increasing internationalization of social policy and the advent of a new "global social policy," whereby international organizations play a powerful role in shaping welfare state development in the developing world and in post-communist states. Topics covered will include comparative methodology; and international variation in formulation and response to issues, such as employment, housing, domestic violence, poverty, health, and child welfare.

272 Islam and the West This course examines the contemporary relationship between the Islamic world and the Western world. In recent years, many interpretations of this relationship have developed, with some claiming a clash of civilizations is underway. The course critically engages the rapidly growing literature on this topic, while providing an introduction to the sociology of religion, an examination of so-called Western values and their Islamic counterparts, an analysis of key moments in recent history, and finally a survey of minority Muslim communities in the West.

310: Gender and the Media This course is concerned with a wide range of issues surrounding gender and the media. We will consider interpretations of gender both as essence and as construction, and we will examine the role of the media in contemporary culture. Finally, we will examine the representation of genders in the media as well as representations of gender by the media. *Prerequisite: either 110, 222, or 224.*

313: Selected Topics in Sociology Courses which examine special topics in sociology.

325 Race, Family, and the Politics of Multiraciality This course examines the family as a social institution through which norms of racial distance and segregation have been vigorously upheld. We consider the political and economic investment in separating White families from African Americans, Native Americans, Asians, and later groups of immigrants, and pay special attention to how gender and sexuality were constructed in the service of these interests. Students will then explore more contemporary patterns of interracial families (including transracial adoptions), examining the experiences of those who have transgressed intimate racial boundaries or grown up in "mixed" families. We will analyze how interracial families blur racial categories and critically examine the politics of multiraciality as an identity and a social movement.

327: Sex, Gender, and Religion Exploring the interactions between religion and gender and sexuality, this course examines: how various religious traditions perceive sexuality and gender; the ways in which religion influences social policy both within the United States and globally; and the impact this has on individuals, families, and societies. The course focuses on contemporary concerns, while offering a comparative (historical and cross-cultural) introduction to these issues across several religious traditions. Particular emphasis is given to religious fundamentalisms across the three major monotheistic religions: Christianity, Islam, and Judaism.

330: Classical Sociological Theory This course will examine alternative ways of understanding the human being, society, and culture as they have been presented in classical sociological theory (through 1925). It will focus on the theoretical logic of accounting for simple and complex forms of social life, interactions between social processes and individual and group identities, major and minor changes in society and culture, and the linkages between intimate and large-scale human experience. *Prerequisite: 110.*

331: Contemporary Sociological Theory This course will examine alternative ways of understanding the human being, society, and culture as they have been presented in contemporary sociological theory (1925-present). It will focus on the theoretical logic of accounting for simple and complex forms of social life, interactions between social processes and individual and group identities, major and minor changes in society and culture, and the linkages between intimate and large-scale human experience. *Prerequisite: 110.*

333: The Sociology of Health and Illness This course is an examination of the theories and practices that constitute a sociological understanding of medicine, health, and illness. Social epidemiology, health care systems, stigma, medicalization, suffering, and death, are some of the phenomena considered.

341: Advanced Quantitative Data Analysis This course is intended for the social science major that is interested in a deeper exploration of the topics and techniques covered in an introductory course on social research methods. Students taking this course will have the opportunity to design their own research study, either by collecting original data or by using a secondary data source (such as the General Social Survey). The semester-long project will provide in-depth instruction on survey design, data collection, and data entry. Additionally, students will use the SPSS statistical package to comprehensively analyze data, from descriptive results to multiple regressions. *Prerequisite Soc 244.*

400: Senior Seminar A specialized seminar, intended to relate a broad area of theoretical concern to the problems and procedures of current research. Regularly offered topics: American society; Art and Society; Eating Disorders and Health; Sociology of Religion. Sociology senior major *or permission of the instructor.*

405: Senior Thesis Independent study, in consultation with a specially constituted faculty committee, of a problem area chosen by the student. The student should, in addition to pursuing his/her own interests, also seek to demonstrate how various perspectives within sociology and, where relevant, other disciplines bear on the topic chosen. *Prerequisite: permission of the instructor.*

Senior Thesis

SOC 405: Senior Research Colloquium (Advanced Research Seminar)

The Senior Thesis is strongly recommended but not required for the major. Students doing a senior thesis should submit a proposal with a preliminary literature review and bibliography to the Professor teaching the Advanced Research Seminar/Senior Thesis class in the spring semester **by the Friday following the Thanksgiving break**. The Advanced Research Seminar for the Senior Thesis (SOC 405) is designed to support students' individual work and provide a forum within which to peer review students' independent work. It is offered every spring. Soc 405 is based on student independent research projects, supervised by the faculty colloquium coordinator, with special advisement from faculty colleagues.

The Senior thesis in sociology provides students an opportunity to study a sociological problem independently and in-depth, while engaging in a colloquium where they present and peer-review work. A student enrolled in SOC 405 formulates a specific research question, identifies and reviews relevant literature, collects or obtains appropriate empirical data, analyzes data, and develops theoretically meaningful conclusions from the results of the analysis. A thesis is the written report of such a research project. Senior theses in sociology generally range from 30 to 50 pages in length and conform to the American Sociological Association's publication guidelines.

Students who undertake a senior thesis should have a fully developed research question and design, the necessary academic preparation for independent research (including a strong methodological and theoretical background), the motivation to devote the required time and energy, and the ability to work independently. A thesis proposal of 6-8 pages is due with a preliminary bibliography the Friday after Thanksgiving.

Honors in Sociology The only way to receive honors in Sociology is by doing a senior thesis. Honors is awarded if a student does a well-researched, analytically sophisticated, and finely crafted thesis that is generally within the range of 50 to 100 pages (although this is a guide and not a requirement or a limit). The decision on whether to award honors is made by a senior thesis committee consisting of the colloquium instructor and two other faculty members. Students being considered for honors will orally present their thesis to that committee prior to the end of the semester. All senior theses that have been awarded honors in the Sociology Department are available in the College library.

During the course of the semester, the colloquium instructor will meet individually with each student to discuss whether or not that student's work will likely meet the elevated expectations of an honors thesis. Both student and faculty may ask for guidance in this from other members of the Sociology Department. If a student's work is to be considered for honors, that student and the colloquium instructor will work together to identify other faculty who will serve on the thesis committee.