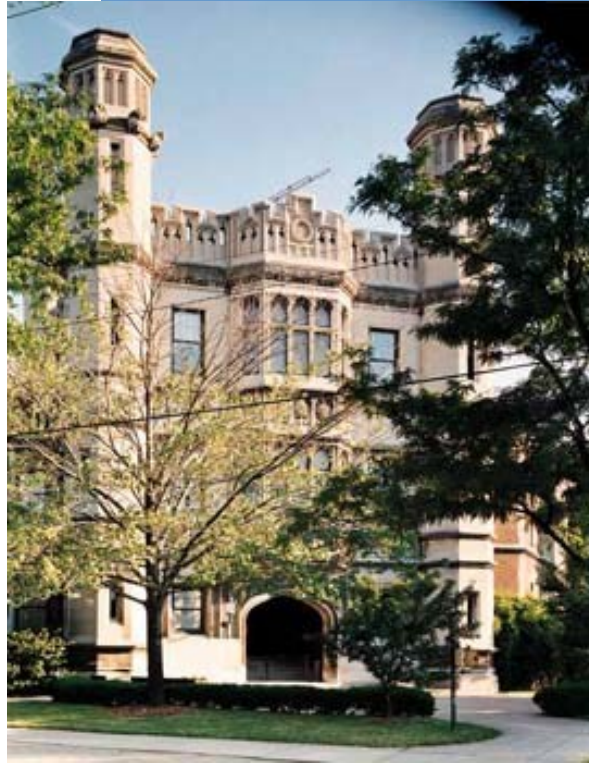


## Undergraduate Handbook



**Department of Sociology**

**Mather Memorial Hall**

**Case Western Reserve University**

**Effective Fall 2011-Spring 2012**

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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 and Delinquency*, 2) *Health 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: Human Interaction
- SOCI 300 Modern Sociological Thought
- SOCI 303 Social Research Methods
- STAT 201 or PSCL 282 Statistics
- Plus, 18 hours of electives, consisting of any five 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 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. Students may choose to complete their Capstone course in the department of their major or select the university-wide capstone course (UCAP 395) available to students who prefer to pursue a Capstone experience outside the constraints of approved departmental courses. 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 (only one is permitted), must take 4 of the courses listed for the selected concentration. The Department offers four concentrations: *Crime and Delinquency*, *Health and Aging*, *Gender, Work and Family*, *Social Inequality*. A complete list of undergraduate courses offered by the Department of Sociology appears at the end of this handbook.

## CRIME AND DELINQUENCY CONCENTRATION

(Professor McGucken, 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 and delinquency 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 and Delinquency concentration: *SOCI 204: Criminology*, *SOCI 320: Delinquency and Juvenile Justice*, *SOCI 328: Urban Sociology*, *SOCI 333: Deviance*, *SOCI 349: Social Inequality*, *SOCI 360: Sociology of Law* **and** 6 credit hours of approved Sociology electives.

## HEALTH AND AGING CONCENTRATION

(Professors Kahana and Deimling, Coordinators)

Undergraduate students majoring in Sociology have a special opportunity to receive training in health 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 and Aging concentration: *SOCI 203: Human Development-Medical and Social*, *SOCI 262: Disability and Society*, *SOCI 269: Young and Old Face in the 21st Century*, *SOCI 311: Health, Illness and Social Behavior*, *SOCI 313: Sociology of Stress and Coping*, *SOCI 319: Sociology of Institutional Care*, *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* **and** 6 credit hours of approved Sociology electives.

## GENDER, WORK AND FAMILY CONCENTRATION

(Professor Deimling, 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 Women & Gender Studies*, *SOCI 208: Dating, Marriage and Family*, *SOCI 222: Gender in U.S. Society*, *SOCI 228: Sociology of Sexuality*, *SOCI 275: Live in Medicine: Becoming and Being a Physician*, *SOCI 326: Gender, Inequality and Globalization*, *SOCI 355: Work and Occupations*, *SOCI 370: Sociology of the Family*, *SOCI 372: Work and Family: U.S. and Abroad* **and** 6 credit hours of approved Sociology electives.

## SOCIAL INEQUALITY CONCENTRATION

(Professor Dannefer, 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 203: Human Development: Medical and Social*, *SOCI 269: Young and Old Face of the 21<sup>st</sup> Century*, *SOCI 302: Race and Ethnic Minorities in American Society*, *SOCI 320: Delinquency and Juvenile Justice*, *SOCI 326: Gender, Inequalities and Globalization*, *SOCI 347: Sociology of Education*, *SOCI 349: Social Inequality*, *SOCI 372: Work and Family*, *SOCI 374: Using Law to Designate Public-Private Boundaries for Social Problems* **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: Human Interaction

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 Gary Deimling*  
*Professor Susan Hinze*  
*Professor Eva Kahana*

*Professor Emilia McGucken*  
*Professor David Warner*

## 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 80,000 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 and a grade point average in Sociology of 3.4 or greater. 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 (SOC 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/, SOC375. Enrollment requires the agreement of a faculty member to supervise your project.

### HONORS IN SOCIOLOGY (SOC 378 AND SOC 379)

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: SOC 397 and SOC 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, Professor Alexander Lamis (Mather House 221; 368-2696, Email: [alexander.lamis@case.edu](mailto:alexander.lamis@case.edu))

The deadline for the application is early March (Summer). It is recommended that the student contact Professor Lamis 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* (SOC1 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 this 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 (ext. 5173). The Human Development program offers an interdisciplinary minor organized around critical health issues throughout the life course.

## RESEARCH PROGRAMS

### THE ELDERLY CARE RESEARCH CENTER

Funded research projects of the center focus 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 and life-threatening illness in late life. The center is 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. Major research projects focusing on medical Sociology deal with life-threatening illness, caregiver burden, and physician-patient interactions. The center serves as a laboratory for student research. Collaborative and cross-national research involves colleges from other disciplines and universities in Israel, Hungary, Britain, and Germany.

### 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.

## HEALTHY AGING IN NEIGHBORHOODS OF DIVERSITY ACROSS THE LIFE SPAN

Jessica Kelley-Moore studies how the community environment influences health over the life course. She is co-investigator on the National Institute on Aging intramural study "Healthy Aging in Neighborhoods of Diversity across the Life Span" [HANDLS]. This area probability study draws Black and White respondents from twelve neighborhoods in Baltimore, MD between the ages of 30 and 64. These subjects represent both high and low socioeconomic statuses in the city. In the HANDLS study, Dr. Kelley-Moore designed and conducts the ecological (environmental, city, and neighborhood) levels of the project, overseeing teams of trained researchers who code the physical and social characteristics of the area and conduct a full inventory of the businesses and services of the area. These teams also assess the type and cost of available food in the local grocery stores and markets. She is collaborating with researchers at CWRU and local public officials to extend this study to Cleveland, specifically focusing on food availability in disadvantaged and underserved neighborhoods.

## 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

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. His scholarly work focuses on understanding human development and life course patterns as constituted through social forces and their interaction with individual-level processes. A pioneer in developing cumulative advantage theory as an explanatory life-course framework and in articulating the implications of critical social theory for studying age and the life course, he has published extensively in Sociology, psychology, human development, education and gerontology. Professor Dannefer's current scholarship focuses on life-course institutionalization and globalization. He is also conducting research on "culture change" in long-term care settings. Professor Dannefer teaches courses on the Sociology of the life course, education, work and social theory, and is Co-Director of the Undergraduate Program in Sociology. He has been a research fellow at the Max Planck Institute for Human Development and Education in Berlin, at the Andrus Gerontology Center at the University of Southern California, and in the Social Control program at Yale University.

**GARY DEIMLING** PH.D., BOWLING GREEN STATE UNIVERSITY

*Armington Professor*

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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.

**BRIAN GRAN** PH.D., NORTHWESTERN UNIVERSITY

*Associate Professor*

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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*

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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.

EVA KAHANA PH.D., UNIVERSITY OF CHICAGO

*Robson Professor of Sociology, Humanities, Nursing and Medicine*

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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 a director of the Gerontological Studies minor and co-major.

JESSICA KELLEY-MOORE PH.D., PURDUE

*Associate Professor*

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Professor Kelley-Moore (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 is interested in how the neighborhood and environment influence the differential health outcomes observed in mid-life and older adults. She currently has a grant from the National Institute on Aging to study the relative influence of individual and community-level characteristics on the subsequent health of Black and White older adults over time. In addition, she is a Co-Investigator on the National Institute on Aging Intramural study "Healthy Aging in Neighborhoods of Diversity across the Life Span" (HANDLS), a prospective study of nearly 4,000 Black and White residents of Baltimore, MD. She designed and conducts the ecological (environmental, city, and neighborhood) levels of the project, so that we may better understand how the social characteristics, physical environment, and available resources of a neighborhood influence health and well-being.

**EMILIA MCGUCKEN** PH.D., UNIVERSITY OF AKRON

*Senior Instructor*

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Professor McGucken (Ph.D., Akron) is the Co-Director of the Undergraduate Program in Sociology. Her teaching interests are in the areas of Crime and Deviance, Delinquency, Theory, Urban Sociology and World Criminal Justice Systems. She is currently engaged in a project focusing on a systematic assessment of Ohio professional healthcare providers' beliefs and opinions toward substance abusing persons. Professor McGucken has also developed a research project based on restorative justice theories and their practical application to "High School Peer Court Justice", providing both college and high school students with opportunities for dialogue, reflection, insight into the circumstances of the incident, including both the victim and the offender, and the likelihood of "making things right". The training, mentoring and mutual collaboration between Case and high school students provides active learning experiences leading to the possibility of using the Restorative Peer Court Justice Program as a new and constructive way of resolving some high school behavioral issues.

**DAVID WARNER** PH.D., PENNSYLVANIA STATE UNIVERSITY

*Assistant Professor*

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Professor Warner's (Ph.D., Penn State) research focuses on work and health from a life course perspective, emphasizing the role of marriage and family relationships in generating and maintaining gender and racial/ethnic inequalities. Currently, he is engaged in two broad lines of research. The first of these examines the end of the work career, particularly retirement, and the factors that differentiate the timing and permanency of labor force withdrawal; his second line of research explores the life course origins of health and mortality disparities in later life. In order to understand the implications of marriage and family for stratifying work and health experiences at older ages, his research looks at how micro-level timing and exposure processes shape not only individual life course transitions but also population-level trends and social group differences. He teaches courses on aging and the life course, marriage and family, population, and quantitative methods. Prior to joining the Case faculty, Professor Warner was a postdoctoral fellow in the Carolina Population Center at the University of North Carolina-Chapel Hill.

## STAFF

<b>Name</b>	<b>Email</b>	<b>Office</b>	<b>Phone</b>
<b>Kim Racut</b>	<b>kimberly.racut@case.edu</b>	<b>MTHM, 226B</b>	<b>368-2700</b>
<b>Michelle Rizzuto</b>	<b>michelle.rizzuto@case.edu</b>	<b>MTHM, 226B</b>	<b>368-2214</b>

## ASSOCIATE FACULTY

**David E. Beigel, Ph.D. (University of Maryland at Baltimore)**

*Henry Zucker Professor, Mandel School of Applied Social Sciences; Professor of Sociology  
Family; social networks; caregiving; mental health.*

**Robert Binstock Ph.D. (Harvard University)**

*Henry R. Luce Professor of Health, Aging and Society, School of Medicine, Professor of Sociology  
Public policy and aging; health care policy.*

**Gunhild Hagestad, Ph. D. (University of Minnesota)**

*Sociology of age and the life course, family, policy*

**Linda Noelker, Ph.D. (Case Western Reserve University)**

*Associate Director of Research, Benjamin Rose Institute of Cleveland; Adjunct Professor of Sociology  
Sociology of aging; family Sociology; sex and gender.*

**Kathleen Smyth, Ph.D. (Case Western Reserve University)**

*Associate Professor, Medicine, Epidemiology and Biostatistics; Associate Professor of Sociology  
Medical Sociology; research methods; Sociology of aging.*

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

*Professor, Medicine and Epidemiology and Biostatistics; Associate Professor of Sociology  
Epidemiology; preventative health care; biostatistics; disability prevention in the elderly.*

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

*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?"

Simply log on to <http://www.case.edu/artsci/soci/undergrad-careers.html> to view this information at any time, from any computer!

## 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://www.case.edu/artsci/soci/undergrad-careers.html>—offers information on graduate training and a guide to Graduate Sociology Departments from the American Sociological Association.

<http://www.case.edu/artsci/soci/graduate.html>—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: Human Interaction (3)**

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 the 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)**

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

### **SOCI 188. On Being a Scientist (1)**

(See ASTR 188) Cross-listed as ASTR 188.

### **SOCI 203. Human Development: Medical and Social (3)**

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. Cross-listed as HDEV 203.

### **SOCI 204. Criminology (3)**

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)**

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 222. Gender in U.S. Society (3)**

The focus of this course is on unique and convergent experiences of men and women in U.S. society. Different social expectations and opportunities encountered by men and women in the context of marriage and the family, work settings, and in informal organizations will be addressed. Legislation and social policy dealing with gender issues will be considered. Cross-listed as WMST 222.

### **SOCI 228. Sociology of Sex (3)**

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.

### **SOCI 255. Special Topics (1-3)**

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 255B. Social Change in the '60s (3)**

The events of the 1960s in our country challenged the values and assumptions upon which most social institutions were previously based. A sociological analysis of the major social movements and broad societal changes that emerged during that time will enable students to understand not only this most confusing period of U.S. society, but the foundations of our current social context as well.

### **SOCI 262. Disability and Society (3)**

This course considers 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.

### **SOCI 269. Young and Old Face the 21st Century (3)**

Examines prospects and problems of the young and old as a window into the 21st century. An intergenerational perspective is used to highlight opportunities for cooperation and conflict between young and old who face the future together. This approach represents a shift in thinking about aging as relevant only to the old, to a view that aging is relevant to the future of all individuals, families, and societies.

### **SOCI 275. Live in Medicine: Becoming and Being a Physician (3)**

This course applies a sociological approach to medical culture and the medical profession. Medical sociology emerged as a distinct field of study in the 1950's 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 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)**

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 302. Race and Ethnic Minorities in American Society (3)**

Has the United States become a melting pot of ethnic groups or does it remain a salad bowl? American society is uniquely diverse in its ethnic and racial composition. This diversity has influenced much of American history and had substantial impact on the structure of social organization of present day society. This course familiarizes students with basic concepts of race and ethnicity, relevant theories and their applications to critical issues. Prereq: SOCI 101.

### **SOCI 303. Social Research Methods (3)**

Principles of making causal inferences about human behavior; problem formulation and research design; measurement of sociological concepts; data collection and analysis methods; evaluation of research findings. Prereq: SOCI 101 and Sophomore Standing.

### **SOCI 305A. Seminar and Practicum: School-Based Peer Court Justice (3)**

Regular Seminar Meetings, and occasional supervised field placements at local high schools. Study and practice for Case undergraduate students and a select group of High School students all of whom will be introduced to the practical application of the "Restorative Peer Court Justice" system as an alternative to traditional school disciplinary intervention. The training, mentoring, and mutual collaboration in the design and implementation of this project provide active learning experiences leading to a better understanding of the offending High School student's misbehavior, the possibility of reducing the level of reoffending, restoring relationships, and enhancing the social cohesion of the school community.

### **SOCI 310. The Individual in Society (3)**

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. Prereq: SOCI 101.

### **SOCI 311. Health, Illness, and Social Behavior (3)**

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. Prereq: SOCI 101 and Sophomore Standing.

### **SOCI 313. Sociology of Stress and Coping (3)**

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. Prereq: SOCI 101 and Sophomore Standing.

### **SOCI 314. Qualitative Methods/Field Research (3)**

Students explore the theoretical foundations of qualitative social research. The course is designed to introduce and provide experience with a range of data generation strategies and analytic skills. The ethnographic techniques of semi-structured interviewing and participant-observation receive particular attention. Prereq: SOCI 101 and Sophomore Standing.

### **SOCI 319. Sociology of Institutional Care (3)**

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. Prereq: SOCI 101 and Sophomore Standing.

### **SOCI 320. Delinquency and Juvenile Justice (3)**

The primary focus of this course is on acquainting the student with the nature and 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.

### **SOCI 326. Gender, Inequalities and Globalization (3)**

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 intersection 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. Prereq: SOCI 101 or permission of program director. Cross-listed as WMST 326.

### **SOCI 328. Urban Sociology (3)**

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.

### **SOCI 333. Sociology of Deviant Behavior (3)**

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 336. Institutional Care: Research and Reform (3)**

This course is designed to provide an introduction to the nature of long term care in the USA and to contemporary issues of reform and culture change. It also provides an introduction to techniques for studying nursing home culture, and for assessing culture change. The issues and problems of long term care are well documented and the need for changing practices of long-term care is so widely recognized and deeply felt that several initiatives for “changing the culture” of long term care have gained national notoriety and rapid momentum. While laudatory, such efforts are inevitable criticized on numerous grounds, including cost, philosophy and vision, and lack of research evidence to support claims of success. The course is designed to provide an introduction to these debates in the scientific literature and in popular culture, and will provide an opportunity to develop skills in structured observation and action research. Prereq: SOCI 101.

### **SOCI 347. Sociology of Education (3)**

This course provides an introduction to the field of the Sociology of Education, which might be more properly called a 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 of individuals and for societies will be reviewed. Issues of individual opportunity – including how it is organized by race, class, gender will be covered, as well as issues of institutional dynamics – including tracking, testing and so-called crisis and reform. Prereq: SOCI 101.

### **SOCI 338. Seminar and Practicum in Adolescence (3)**

(See EDUC 338.) Cross-listed as EDUC 338 and PSCL 338.

### **SOCI 339. Seminar and Practicum in Adolescents (3)**

(See SOCI 338.) Cross-listed as PSCL 339.

### **SOCI 349. Social Inequality (3)**

Theory and research on contemporary inequality is considered in terms of income, wealth, education, occupational standing, occupational prestige, status categories, racial, ethnic, religious, age, and gender groupings. Prereq: SOCI 101 and Sophomore Standing.

### **SOCI 355. Special Topics (3)**

One or more sections each semester focusing on selected areas of study in Sociology.

### **SOCI 355E. Religion in American Society (3)**

Religion has played a profound role in American society. This course looks at religion first from the perspective of major sociological theories (functionalism, conflict theory, etc.). Following these broad perspectives, the history of religion is examined from a religious economies/marketplace perspective. The course concludes with a consideration of the role of religion in individuals' lives. Prereq: SOCI 101.

### **SOCI 355F. Science Technology and Society (3)**

Interactions between technology and society. Selected technologies (computers, automobiles, television, pesticides, energy sources, biomedical innovations, factories) serve as case histories. Consequences of technological changes in

pattern of work and social life. Major focus on American society, but also patterns of technological change in other cultures. Prereq: SOCI 101.

### **SOCI 360. The Sociology of Law (3)**

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? Prereq: SOCI 101 and Sophomore Standing or consent of department.

### **SOCI 361. The Life Course (3)**

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. Prereq: SOCI 101.

### **SOCI 365. Health Care Delivery (3)**

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. Prereq: SOCI 101 and Sophomore Standing.

### **SOCI 369. Aging in American Society (3)**

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. Prereq: SOCI 101 and Sophomore Standing.

### **SOCI 370. Sociology of the Family (3)**

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. Prereq: SOCI 101 and Sophomore Standing.

### **SOCI 372. Work and Family: U.S. and Abroad (3)**

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. Prereq: SOCI 101 and junior/senior standing. Cross-listed as WMST 372 and Sophomore Standing.

### **SOCI 374. Using Law to Designate Public-Private Boundary in Social Policy (3)**

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? Which actors and institutions belong to the public sector and to the private sector? (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? Prereq: SOCI 101.

### **SOCI 377. Population Dynamics and Changing Societies (3)**

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. Prereq: SOCI 101 and 9 hours in Sociology, Anthropology and/or Economics.

**SOCI 375. Independent Study (1-3)**

Prereq: SOCI 101 and SOCI 300.

**SOCI 391. Practicum in Human Development (3)**

Students design a project in consultation with the Human Development program coordinators and a faculty supervisor from the School of Medicine, one of the other professional schools, or the College of Arts and Sciences. The faculty supervisor may be chosen by the student or recommended by the program coordinators. Students meet periodically with program coordinators in a seminar to review practicum experiences and place them in a theoretical context. Prereq: PSCL 230 and HDEV 203. Cross-listed as HDEV 391.

**SOCI 392. Senior Capstone Experience (3)**

SOCI 392 represents the completion of an independent study paper involving an in-depth exploration of a Sociology topic to be chosen in consultation with the student's capstone advisor. 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 the 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. Prereq: SOCI 112, SOCI 300, SOCI 303, STAT 201 or PSCL 282.

**SOCI 397. Honors Studies (3)**

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)**

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