DSOC 1101 - Introduction to Sociology

(SBA) (KCM) (D)

Fall, spring. 3 credits. Letter grades only.

Forbidden Overlap: Students may not receive credit for both DSOC 1101 and SOC 1101.

Spring, A. Gonzales.

Introduction to theory and research in sociology. Demonstrates how the insights, theories, and methods of sociological analysis can be brought to bear on major issues of social life. A primary goal is to convey a sense of the manner in which sociologists formulate theories and how the collection and analysis of data are used to evaluate those theories. Provides “hands-on” experience in analyzing sociological issues. Students undertake guided research exercises that involve using computers to analyze actual data. No prior background is presumed; necessary skills are covered in class and section meetings.

Outcome 1: To provide students with knowledge about the classical origins of sociology, as well as examples of contemporary social scientific research.

Outcome 2: To introduce students to key sociological theories and concepts.

Outcome 3: To demonstrate the uses and usefulness of social science.

Outcome 4: To develop students’ social science reasoning and decision-making, including the capacity to reason quantitatively and qualitatively.
DSOC 2050 - International Development

(crosslisted)
(also SOC 2206) (SBA) (HA) (D)

Spring. 3-4 credits, variable. Letter grades only.

P. McMichael.

International development concerns the gains, losses and tensions associated with the process of social change - as it affects human populations, social institutions and the environment. This course considers development as an evolving world project and from the perspective of its social and ecological impact: asking questions about costs and benefits of economic growth, about the global context (geo-political, institutional, production, consumption, and discursive relations), and the sustainability of various models. We relate development trends in the South/Third World with those in the North/First World. We also examine shared, global issues, such as the environment, human rights, security, and their condition in different parts of the world. In examining development historically, we encourage students to situate trends shaping the twenty-first century world, and how they can contribute, as global citizens, to the ongoing debate about how to reformulate development as an inclusive an empowering social process.

This course combines Lectures with discussion, and uses films and Section discussions to promote reflection on diversity of cultures and understandings of human development. It also includes a special component (access by instructor permission), in conjunction with Cornell’s Writing in the Majors Program. This is worth an additional credit hour, and is for advanced students. These students will meet additionally in weekly Sections with a Writing Instructor from Development Sociology for a special topic focus to enhance understanding of course material as well as writing skills.

DSOC 3050 - Education, Inequality, and Development

(SBA) (D)

Spring. 3 credits. Letter grades only.

Prerequisite: introductory social science course or permission of instructor.

P. Eloundou-Enyegue.

The main goal of this course is to examine the functions of education institutions, as they
affect individual welfare, inequality, and development. It begins with a review of basic definitions and measures of education, inequality, and development, and then examines the individual and societal functions of education, from theoretical perspectives drawn from sociology, economics, and demography. The insights from these various perspectives are examined critically. The course also reviews studies that have examined how investments in education appear to affect selected outcomes.

Outcome 1: Explain, evaluate, and effectively interpret factual claims, theories and assumptions in the student’s discipline(s) (especially in one or more of the college’s priority areas of land grant-agricultural sciences, applied social sciences, environmental sciences, and/or life sciences) and more broadly in the sciences and humanities.

Outcome 2: Integrate quantitative and qualitative information to reach defensible and creative conclusions.

Outcome 3: Articulate the views of people with diverse perspectives.

**DSOC 3130 - Social Indicators and Introduction to Social Science Research**

(SBA)

Spring. 3 credits. Letter grades only.

P. Eloundou-Enyegue.

Introduction to social science research. The course reviews the general process through which social scientists derive credible answers to important questions about social change and social influences on individual behavior. It covers all steps in the research process, from the formulation of a research question to the final presentation of findings. The course is designed as a preparation for future work in social science research, but it is also intended for students who simply want to sharpen their capacity to evaluate the claims made by researchers. The course combines theory and application. A real-life research project on campus is used to apply the concepts and ideas from the textbook and lectures.

Outcome 1: Explain, evaluate, and effectively interpret factual claims, theories and assumptions in the student’s discipline(s) (especially in one or more of the college’s priority areas of land grant-agricultural sciences, applied social sciences, environmental sciences, and/or life sciences) and more broadly in the sciences and humanities.

Outcome 2: Find, access, critically evaluate, and ethically use information.

Outcome 3: Integrate quantitative and qualitative information to reach defensible and
creative conclusions.

Outcome 4: Communicate effectively through writing, speech and visual information.

**DSOC 3200 - Rethinking Global Development: New Frameworks for Understanding Poverty, Inequality & Growth in 21C**

(CA) (SBA)

Spring. 3 credits. Letter grades only.

Prerequisite: DSOC 2050 or permission of instructor. Co-meets with DSOC 5200.

W. Mauer.

This class investigates the theoretical and historical genealogies of post-war Development practice as well as new ideas for re-thinking the project. We begin by analyzing the theoretical components of the world economic system and the dominant approaches to Development. The second half of the class focuses on alternative conceptions and contemporary ecologies of economic change.

**DSOC 3240 - Environment and Society**

(crosslisted)
(also STS 3241, SOC 3240) (SBA)

Spring. 3 credits. Letter grades only.

W. Mauer.

The purpose of this course is to provide a critical understanding of the interconnectedness of environment and society. A primary focus of the course will be the relationship between environmental and social problems as well as the many political ideologies, philosophies, and movements that have continually redefined how we think of environment and sustainability. By discussing issues of science and technology, popular culture, economics, urbanization, environmental change, racial and gender relations, and social movements, this course will reach a broad understanding of environmental issues. Throughout our exploration of environmental issues we will examine how environmental outcomes, at the local, as well as the global level are affected by (and affect) social inequality, power, community, and knowledge.
DSOC 3700 - Comparative Social Inequalities

crosslisted
(also SOC 3710) (SBA) (D)

Spring. 3 credits. Letter grades only.

Prerequisite: introductory social science course.

T. Hirschl.

The course begins by identifying the historically high level of inequality within the United States today, and entertains various explanations to account for this social fact. It is acknowledged that the social sciences do not share an agreed upon explanation for rising inequality since 1970. Second, the course reviews the broad contours of inequality across human history, and identifies the origins of inequality and transitions between inequality systems. Finally, the course embarks upon a comparative historical analysis of industrialization to determine where society may be heading. Because the trend in inequality suggests that a new social order is in the making, the course ultimately asks, “What might be contours of a new social order?”

DSOC 4500 - Bridges to Community

(CA)

Spring. 2 credits.

P. McMichael.

Prepares students for experiencing a 10-day spring break service-learning trip to Nicaragua to work with communities there. Students are introduced to historical and cultural perspectives on Nicaragua and to general international development concepts and practices. Upon their return, students receive further instruction on Central and South America and perform debriefings from the cultural experiences. Several Cornell professors present guest lectures on their specialty. Offered every year. Students write a reflection paper, which constitutes part of their grade. Three seniors who have taken the course/trip previously work as TA’s.
DSOC 4700 - Senior Capstone Course

(KCM) (SBA)

Fall, spring. 3 credits. Letter grades only.

Enrollment limited to DSOC majors with preference given to juniors and seniors.

Fall, R. Bezner Kerr; spring, A. Gonzales.

The course is required for all Development Sociology majors and will be limited to DSoc majors and minors who will take the course in the second semester of their junior year or sometime during their senior year. The objective of this course is to synthesize and recapitulate the development sociology major for majors or minors. This objective is implemented by reading and discussing thematic content areas of the major including state, economy and society; population and development; the food system and society; and environment and society. The course requires a term paper (senior honors theses can substitute for these) and in-class presentations of student work.

Outcome 1: Students learn to articulate, explain, and evaluate foundational theories and assumptions of the social sciences.

In addition students will write and present a term paper that can be a standard academic research paper such as a senior honors thesis, or some other written report (e.g. an evaluation of a study abroad experience) subject to faculty approval. These reports are orally presented in class. This activity is in support of two other college learning outcomes “Integrate qualitative and quantitative information...” and “Communicate effectively through writing...”

Outcome 2: Integrate qualitative and quantitative information to write a report on a significant aspect of the social sciences, and/or an aspect of the social sciences that pertains to a student learning experience, e.g., study abroad, Cornell in Washington or an internship.

Outcome 3: Present the report in class in a manner that communicates the report in defensible and creative ways.
DSOC 4810 - Global Conflict and Terrorism

(SBA) (KCM)

Spring. 3 credits. Letter grades only.

C. Geisler.

Reviews and discusses issues concerning global development and its relationship to conflict and terrorism. Each class session focuses on a specific topic presented by either a faculty member or a guest speaker leading the discussion and actively engaging the students. The weekly discussion section focuses on discussing in greater depth the reading assignments.

DSOC 6030 - Classical Sociological Theory

Spring. 4 credits.

Enrollment limited to: graduate students only.

M. Walsh-Dilley.

This course provides students with an overview of the classical theoretical foundations of sociology, focusing primarily on the work of Karl Marx, Emile Durkheim, and Max Weber. Students read original texts and contemporary treatments of them to examine the key questions, concepts, methods and explanations that contributed to the formation of the discipline.

DSOC 6150 - Qualitative Research Methods

Spring. 3 credits. Letter grades only.

L. Williams.

This seminar introduces students to a number of qualitative research methods in the social sciences. Discusses field observation, archival research, in-depth individual interviews, and focus group interviews. Assesses the strengths and weaknesses of various strategies of field research and consider a range of practical matters such as choice of research site (and sample where appropriate). Considers choice of research questions and issues of feasibility.
in research plans. Ethical considerations are highlighted. Students produce a full-length research proposal of their own by the course’s end.

**DSOC 6710 - Schools, Communities and Policy Reform**

(crosslisted)  
(also EDUC 6710)

Spring. 3 credits.

J. Sipple.

For individuals interested in the role of schools and their relationship to community and economic development. Attention is focused on policy shaping school reform (including market-based, Pre-K, investment, and international comparisons) and its relation to community vitality. This seminar investigates the sociological functions of schooling in American society, including the remarkable stability of school organization given a long history of reform initiatives. The focus is K-12 public education, though issues of pre-K, private, and post-secondary education are covered as well as relevant comparative study.

Outcome 1: Explain, evaluate, and effectively interpret factual claims, theories and assumptions in the student’s discipline(s) (especially in one or more of the college’s priority areas of land grant-agricultural sciences, applied social sciences, environmental sciences, and/or life sciences) and more broadly in the sciences and humanities.

Outcome 2: Find, access, critically evaluate, and ethically use information.

Outcome 3: Integrate quantitative and qualitative information to reach defensible and creative conclusions.

Outcome 4: Communicate effectively through writing, speech and visual information.

Outcome 5: Articulate the views of people with diverse perspectives.

Outcome 6: Demonstrate the capability to work both independently and in cooperation with others.
DSOC 6940 - Special Topics in Development Sociology

Fall, spring. 3 credits.

Enrollment limited to: graduate standing.

C. Geisler, W. Wolford.

In this two-semester graduate series, we will accompany the ISS Theme Project on Contested Global Landscapes, alternating class discussions with bi-weekly public presentations by invited speakers. We will cover topics related to contemporary and historical contestations over land and landscapes (broadly defined), including the meanings of land, narratives of ownership, origins of landed property, governance and government regulations, scientific knowledge and techniques for land management, social mobilization around access and distribution, and the political economy of farm, fuel and food. Permission of instructor not required to enroll except for undergraduates; enrollment in both semesters encouraged but not mandatory.

Outcome 1: Explain, evaluate, and effectively interpret factual claims, theories and assumptions in the student’s discipline(s) (especially in one or more of the college’s priority areas of land grant-agricultural sciences, applied social sciences, environmental sciences, and/or life sciences) and more broadly in the sciences and humanities.

Outcome 2: Find, access, critically evaluate, and ethically use information.

Outcome 3: Integrate quantitative and qualitative information to reach defensible and creative conclusions.

Outcome 4: Articulate the views of people with diverse perspectives.

Outcome 5: Demonstrate the capability to work both independently and in cooperation with others.

Outcome 6: Apply methods of sustainability to the analysis of one or more major challenges facing humans and the Earth’s resources.
DSOC 7500 - Food, Ecology, and Agrarian Change

Spring. 3 credits. Letter grades only.

Enrollment limited to: graduate students.

P. McMichael.

This seminar is concerned with the sociology of agri-food systems and their ecological relations. Modernization narratives, in casting agriculture as an original baseline of human development, have (inadvertently or not) consigned agriculture, and food, to the margins of social thought and analysis. The current crisis of the global food economy has focused attention and public discourse on agriculture, and its increasingly evident ecological implications. Pressing ecological questions, in addition to the latest food crisis, are forcing a new look at the agri-food system and its social and environmental functions. This seminar is designed to introduce students to analytical approaches and contemporary issues and processes concerning food, ecology and agrarian change.