# Fall 2013

## Courses

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*This core course in taught in fall semester ONLY!
FACULTY

PAWAN DHINGRA, Professor, Chair

Ph.D., Sociology, Cornell University
Immigration; Race and Ethnic Relations; Asian American Studies; Work and Entrepreneurship; Micro-sociology; Sociology of Culture

PAULA AYMER, Associate Professor

Ph.D., Sociology, Northeastern University
Immigration; Labor Migration; Race and Ethnic Relations; Women and Work; Family; Religion

JAMES G. ENNIS, Associate Professor

Ph.D., Sociology, Harvard University
Social Networks; Theory; American Society; Quantitative Methods; Taste

PAUL JOSEPH, Professor

Ph.D., Sociology, University of California, Berkeley
Sociology of War and Peace; Political Sociology

HELEN MARROW, Assistant Professor

Ph.D., Sociology and Social Policy, Harvard University
Immigration; Race and Ethnic Relations; Social Inequalities and Social Policy; Health; Qualitative Research Methods

SUSAN A. OSTRANDER, Professor

Ph.D., Sociology, Case Western Reserve University
Social Inequalities; Wealth, Poverty and Inequality; Gender; Nonprofits and Philanthropy; Civic Engagement; Community Organizing; Qualitative Sociology

SARAH SOBIERAJ, Associate Professor

Ph.D., Sociology, SUNY Albany
Political Sociology; Mass Media; Civil Society and the Public Sphere; Sociology of Culture; Social Movements

ROSEMARY C.R. TAYLOR, Associate Professor

Ph.D., Sociology, University of California-Santa Barbara
Political Sociology; Social Policy; Comparative Study of Health and Disease
This semester, several Sociology courses offer the opportunity to learn outside the classroom. Students learn firsthand about communities by doing field research off campus. By integrating volunteer work with academic accomplishments, students gain valuable insight and experience outside the classroom. The courses listed below are available for the Sociology Outside the Classroom experience.

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For more information on this unique experience, please contact the instructor.
Course Descriptions Fall 2013

Sociology 001: Introduction to Sociology  
*Pawan Dhingra*  
Monday & Wednesday, 10:30-11:45 AM

Basic concepts for the systematic study of human interaction and social structure. Social groups, categories, and modern complex social systems. Deviance, social change, and system maintenance. Values, norms, socialization, roles, stratification, and institutions. Sociological analysis of selected areas of social life, such as family, religion, large-scale organizations, minority relations, mass communications, and crime.

Sociology 010: American Society  
*Katy Vecitis*  
Tuesday & Thursday, 12:00-1:15 PM

This course is about social differences and inequalities in contemporary U.S. society. Some of these differences are relatively fixed (age, gender, ethnicity), some changeable (e.g. education, occupation, class, religion, region), while others can be fleeting (e.g. tastes, attitudes). We’ll explore which differences ‘make a difference’ for Americans’ outlooks, experiences, and life chances. Such differences form a patterned system, i.e. a social structure. That structure has a lot to do with “social problems” as well. I aim to have you think sociologically about American Society. This first involves understanding your own position(s) in American social structure, i.e. where you stand in the groups, and on the issues that matter. We’ll explore how where you stand affects what you see and feel and choose. Grasping this pattern of social influence challenges you to think about the constraints on your choices, and your relative freedom within those constraints. Which Americans have a wider range of choice, or a narrower one? Why? Thinking sociologically necessarily involves making systematic comparisons. It requires transcending one’s individual, personal outlook, by comparing how different groups shape and influence their members. To do so, you need systematic and detailed information, and that’s what this course offers. It differs from others you may have taken in being exploratory and data-based. The data come from a number of nationally representative surveys. The exploration involves our formulating questions in conversation, and using the data to answer them. Having done this exploring, you’ll be better able to understand patterns of change in the U.S., your place in them, the problems we face, and what can be done about them. Although you will be using high quality, empirical data, this is not a methods course, and I presume no previous experience with statistics or computers.

At the end of the semester you will have a deeper understanding of the following:  
- What social factors have the strongest impact on your own and other Americans’ experience and life chances?  
- How do groups in U.S. society interact with one another?
• How do the patterns of these interactions form ‘social structures’?
• Where do you and your family stand in these structures?
• Where do these structures come from? What are their historical roots, and how are they reproduced day to day?
• How has American society changed over time, and in what direction are we headed? What factors ‘drive’ the changes?
• In what ways is the U.S. unique, and in what ways are its characteristics quite comparable to other societies?
• Which others?
• How much equality is possible or desirable? How can we attain it?
• How might understanding the pattern and roots of American social structure help us to move in more just, humane, democratic and sustainable directions?

Sociology 030: Sex & Gender in Society
Susan Ostrander
Monday & Wednesday, 3:00-4:15

Differences and inequalities between women’s and men’s social positions and personal experiences in the contemporary United States. Intersections of gender, race, and class. Gender relations in the labor force, families, the state, and in sexual and emotional life. Violence and sexual harassment. Men’s and women’s efforts toward personal and social change in gender relations.

Note: Counts as a Women’s Studies core course.

Sociology 040: Media and Society
Sarah Sobieraj
Tuesday & Thursday, 10:30-11:45 AM

This course focuses on the relationship between media and society, concentrating on the complex interactions between media technologies, cultural goods, those who create them, those who consume them, and the broad social, historical context in which these relationships are embedded. To better understand the complex relationship between media and society, students will explore the way that media texts are produced (including commodification of cultural goods, the impact of social context on producers, and the consequences of mass production). We will then examine the content of our media texts. In this analysis, we will pay particular attention to the construction of meaning, going beyond overly simplified discussions of stereotypes to address cultural products as open texts, subject to a variety of interpretations, some of which may subvert intended readings. We will also investigate patterns and processes of media consumption (including questions of media effects, the ways in which consumption choices may serve to create/erode boundaries between groups of people, and how knowledge of elite cultural forms acts as currency that may advantage consumers). Finally, we will delve into questions of when/why the mass media are regulated.
(including moral and political questions, with a focus on power relationships between regulators and consumers). As we move through these topics, we will see the mass media as contested and consequential terrain, looking at the role that media texts and industries play in maintaining/reproducing as well as in resisting/eroding existing social hierarchies.

Sociology 099: Internships in Sociology
Faculty
Time Block: Arranged
Sociology Outside the Classroom

This course consists of a semester’s work in an institutional setting. This could be a community organization, a hospital or clinic, a law firm or court, a media agency, etc. Students may arrange their own placements or seek advice from the department. Placements must be approved by the faculty instructor before the internship is begun. The instructor and the field supervisor are responsible for grading the students Grades are based on regular meetings with the instructor, and a final paper submitted and to be graded by the instructor.

Prerequisite: permission of instructor.

Sociology 101: Quantitative Research Methods
Dong-Kyun Im
Tuesday & Thursday, 3:00-4:15 PM

This is the first course in data analysis for sociology and related disciplines, ideally taken during the sophomore year. It introduces basic tools for thinking quantitatively. Some central concerns include:

- Asking answerable questions
- Identifying information sources & collecting data
- Describing phenomena and relationships between them
- Assessing your confidence in an interpretation
- Generating new insights from the above

It presumes your curiosity and skepticism about the received wisdoms of society and social science. You will learn by doing, experiencing the pleasures and pains of research from the inside. You will consider several research styles, and will use a microcomputer statistical packet for data analysis.

Prerequisite: One social science course. Recommended for sophomores. This course is offered ONLY in fall semesters
As you have taken your various Sociology courses, you probably have begun to develop some sociological questions of your own. This course is a chance to formulate those questions in a more focused way, and to begin to answer them by designing and conducting your own original qualitative research project.

In this course, you will first become familiar with the epistemological underpinnings of qualitative research. You will then learn to craft sociological questions, design effective research instruments, gather data that address your questions, and interpret your data’s significance in relation to research done by other sociologists. Finally, you will share your findings with your fellow students. While there are many qualitative methodologies ranging from archival research to focus groups to content analysis, you will work primarily with in-depth interviews and ethnographic observations that you will be able conduct in a site of your own choosing.

In this course, you will become part of a “community” in which things get messy as you help one another to find your way. In light of this, you are expected to invest yourselves fully in the course, committing not only to do your best possible work at all times but also to work with your fellow students to help them reach their full potential. Your reward will be a project that you can be proud of, and a set of organizational and analytical skills that will be valuable to many employers and graduate programs in a wide range of careers.

**Prerequisite: Two (2) Sociology courses or permission of instructor.**

Sociology 110: Racial & Ethnic Minorities
Shweta Adur
Tuesday & Thursday, 1:30-2:45 PM

Sociological perspectives on majority-minority relations. Racial myths and realities. Nature and consequences of prejudice, discrimination, and racism. Patterns of accommodation and conflict; impact of social, economic, and legal change. Historical and recent patterns of immigration. Special focus on the history and current situation of white-black relations, the civil rights and black-power movements, and recent public policy debates and enactments.
Sociology 112: Criminology
Katy Vecitis
Tuesday & Thursday, 6:00-7:15 PM

Sociological findings and perspectives on crime and the processing of criminal offenders. Problems of definition and statistical assessment, public reaction to crime, theories of causation, penal institutions, and treatment programs. Examination of white-collar crime, organized crime, and professional theft.

Sociology 120: Sociology of War & Peace
Paul Joseph
Monday & Wednesday, 10:30-11:45 AM


**Prerequisite: One (1) Sociology course, PJS 1 or junior standing. Cross-listed as PJS 120.**

Sociology 135: Social Movements
Betsy Leondar-Wright
Monday & Wednesday, 4:30-5:45 PM

Social circumstances under which organized efforts by powerless groups of people to affect history are attempted, motivations for such efforts, processes by which such efforts are implemented and controlled, and the impact such efforts have on society. Major sociological perspectives on social movements. Selected use of films to illustrate major themes.

**Prerequisite: One Soc/PJS introductory course. Cross-listed as PJS 135.**
Sociology 141: Medical Sociology  
*Brett Nava-Coulter*  
Monday & Wednesday, 4:30-5:45 PM

Sociopolitical context within which health, illness, and medical care are defined. Training and role delineation of health workers. Benefits and liabilities of becoming a patient. Social control implications of increasing medical intervention. Analysis of medical transactions in the examining room. Economic and organizational structure of the health-care delivery system.  
**Prerequisite:** Sophomore standing.

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Sociology 143: Sociology of Religion  
*Martin Rowe*  
Tuesday & Thursday, 4:30-5:45 PM


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Sociology 149-08: Political Sociology  
*Paul Joseph*  
Monday & Wednesday, 1:30-2:45 PM

Does it make a difference who is president of the United States? Does the military exercise undue influence over foreign policy? Popular culture often entertains but does it also serve as an agency of social control? To what degree has the recent concentration of wealth and financial resources impacted the quality of democracy? Has social media become an effective substitute for more traditional forms of organizing? Have the changes associated with digitalization and control evolved so far that we are now living in a “surveillance society”? If thinking about these questions keeps you up at night, then Political Sociology is certainly for you. But even if you just want to know more about these and similar topics, then Political Sociology is also for you.  
This course will examine different theories of the *distribution of power* in the United States: class, elite, and pluralist; as well as the sources of *different types of institutionalized power*, especially economic, military, organizational, and cultural. We will focus on the traditional concerns of the field, such as the relationship between state and society, the actual and potential influence of popular forces such as social movements, and the impact of inequality between groups on the overall distribution of
power. But we will also take up some of the newer questions such as impact of gender on power, the influence of emotions on political life, and the more hidden features of political life including the influence of informal structures and an examination of the body as a site of power. Along the way, we will consider issues such as the impact of globalization (which may be weakening the significance of the state), the decline of unions, and a series of cultural questions such as family life, the knowledge base of individuals, and the evolution of different types of social identities. Finally, we will add a comparative dimension to the course by comparing political life in the United States with a few other countries.

**Prerequisite: One (1) Sociology course or junior standing.**

**Sociology 185: Seminar: Mass Media Studies**  
*Sarah Sobieraj*  
Tuesday, 1:30-4:00 PM

Bertolt Brecht famously said, “Art is not a mirror to reflect reality, but a hammer with which to shape it.” Rather than focusing on the ways in which mass media today help create and reinforce existing social inequalities, this seminar will examine the ways in which mass media have been used in efforts to promote social justice. Students in this class will explore the role of music, film, television, news media, and social media in social movements and uprisings. Attention will be paid to the opportunities and obstacles faced by those attempting to use media as a strategy for instigating political, economic, and/or cultural change.

**Prerequisite: Junior Standing and Sociology 40 or permission of Instructor.**

**Sociology 186-01 Seminar in International Health Policy**  
*Rosemary Taylor*  
Tuesday 1:30pm-4:00pm

Health-related dilemmas faced by nations in a global era. How political economy, social structure, international organizations, and cultural practices regarding health, disease and illness affect policy responses. The focus this fall will be on how nations and regions are coping with health threats that cross borders. What measures have been taken to meet emergent threats to the public health posed, or perceived to be posed, by both ‘products’ and ‘peoples’. Among the latter are communicable diseases that are preventable by vaccination, and “serious imported diseases” (such as cholera, malaria and SARS), HIV/AIDS, and tuberculosis. Many of these diseases are perceived to be carried by “outsiders”, thus the seminar is also an investigation of strategies of action towards migrants (including travelers, immigrants, refugees and displaced persons) when disease enters the picture.
Case studies of diseases carried by products may include blood products (which can carry Hepatitis C) and beef products, which may transmit vCJD, (the human form of BSE/“mad cow disease”). How do states and regions combat such threats as they debate the appropriate limits to government intervention? What is the role of international organizations in the construction of national policy?

A core assignment of the seminar is a research paper which compares the approaches of two nations to one such health problem.

_**Prerequisite: 2 Social Science Courses, Senior standing, or Instructor’s Consent. Cross-listed as CH 186-1.**_

**Sociology 188-02: AIDS: Social Origins, Global Consequences**  
**Rosemary Taylor**  
**Tuesday, 6:00-8:30 PM**

Explores the emergence, meaning and effects of the HIV/AIDS pandemic at different historical moments and in different continents and nations. We will use the formidable challenges it poses to global health initiatives, to security and to economic survival in many regions as a prism through which to study the capacity of societies to mobilize collective resources. Topics may include: analysis of how/whether scientific and epidemiological information is factored into policy decisions; how the disease and people living with it acquire varying identities in different cultures.

In addition to the scholarly and scientific literature, we will read some core texts illuminating various facets of the epidemic (may include: The Origins of AIDS by Jacques Pepin, Randy Shilts And The Band Plays On, Tony Barnett and Alan Whiteside, AIDS in the Twenty-First Century). These will be supplemented by the representations of AIDS that have appeared over time in novels, films and art that allow us to understand better its effects on different societies.

_**Prerequisites: Junior or Senior standing, or Instructor’s Consent**  
**Cross-listed with CH 188-06**_

**Sociology 198: Directed Research in Sociology**  
**Faculty**  
**Time Block: Arranged**

Open to properly qualified advanced students through consultation with a member of the faculty. Credit as arranged.

_**Prerequisite: Permission of instructor.**_

**Sociology 199: Senior Honors Thesis**  
**Faculty**  
**Time Block: Arranged**

If you are a sociology major who has been on the dean’s list, you may be eligible to do an honors thesis in sociology Please discuss this with your advisor, after you have read the section on “Thesis Honors” in the Tufts bulletin.

_**Prerequisite: Permission of instructor.**_
Sociology Major Requirements

Ten courses in the department (of which at least six must be taken at Tufts’ Medford / Somerville campus), including:

1 introductory overview of the discipline (Sociology 001),
1 course in quantitative methods (Sociology 101 – ONLY OFFERED IN FALL SEMESTERS);
1 course in qualitative methods (Sociology 102),
1 course in sociological theory (Sociology 103- ONLY OFFERED IN SPRING SEMESTERS);
and six (6) additional courses in sociology, including at least 1 seminar numbered 180 or above.

At least two of the core courses (Sociology 1, 101, 102, 103) must be taken within the department.

The Sociology Major Checklist may be found here:


Sociology Minor Requirements

Classes of 2013 and beyond must use this set of courses. Students are advised to declare the minor before junior year. No classes may be taken pass-fail.

- Soc 1 or Soc 10; and,
- Soc 101(Fall only) or Soc 102; and,
- Soc 103(Spring only); and,
- three elective courses.

Minor Declaration and Completion Forms can be accessed here:

http://ase.tufts.edu/sociology/documents/minorConcentrationDeclarationAndChecklist.pdf
Sociology Clusters:

1. Media, Culture & Society
2. Social Inequalities & Social Change
3. Globalization, Transnationalism & Immigration

**Reasons to choose a cluster:**

- Specialize in an area of interest within Sociology;
- See more connections among the courses you are taking for your major;
- Study an area in depth (and perhaps develop a related Senior Honors Thesis);
- Get to know other Sociology majors within your cluster;
- Build your resume for a future career within a particular specialization.

Three clusters are offered along with the existing general Sociology major. If you choose a cluster, four of your five Sociology electives must be drawn from the approved Cluster Lists below.

Whether you choose the general Sociology major or one of the clusters, you will:
- Take a total of 10 Sociology courses (six of which must be taken at Tufts Medford-Somerville campus); and,
- take 4 core courses (at least 2 of which must be taken in our department which include:
  - Soc. 01 - Introduction to Sociology;
  - Soc. 101 - Quantitative Methods – **ONLY OFFERED IN FALL SEMESTERS**;
  - Soc. 102 - Qualitative Methods in Action;
  - Soc. 103 - Social Theory- **ONLY OFFERED IN SPRING SEMESTERS**;
  - 6 electives.

**To declare a cluster option, please fill out the form linked below, have your advisor sign it, and then turn it into Eaton 102B**


Presently, there is no transcript notation available for the cluster. We suggest you list your cluster on your resume after your Major, e.g. “Specialized in the study of Social Inequalities and Social Change.”
The study of societies as spaces in which shared meanings are constructed, circulated, and contested reaches back to Max Weber and Emile Durkheim. Today, cultural sociologists explore the ways in which meanings are established and transformed in settings ranging from restaurant kitchens to social movement organizations, but it is impossible to understand fully shared meanings in a contemporary context without studying the mass media and their increasingly prominent role in society. Some sociologists examine the way the media express and question shared meanings, while others focus on the media as tools of power that benefit some and disadvantage others. Still others look at the role of media in human interaction and community building.

While sociologists are profoundly interested in the structural and material conditions that shape social life (e.g., the economy, political policies, and level of education), we are equally aware that the ways in which people understand the world shape their behavior. In the study of race, for example, it is the elaborate system of meaning attached to people of different races that renders these differences so deeply consequential. What’s more, while each individual interprets the world and actively “makes meaning,” shared meanings (e.g., values, norms, symbols, and beliefs) serve both as glue that allows us to interact in meaningful ways and as critical sites of conflict. The Barbie doll, for example, is a toy of contention, precisely because of the diverging meanings that we attach to it. For some she represents nostalgia and wholesomeness, while for others she symbolizes a narrow conception of female beauty.

Sociology majors who take the cluster of courses grouped as Media, Culture, and Society will learn to question and reflect on the media and their content and become more than passive consumers of what they see and hear. How do the news media construct a story? What stories don't they present, and why? To what extent is what we "know" from our exposure to the media inconsistent with what sociological research has found? How does media content affect our attitudes and behavior, and how do our attitudes and behavior influence media content?

Requires four of the following courses:

- Sociology 40    Media and Society
- Sociology 60    College Life and Film
- Sociology 149-02    Sociology of Taste
- Sociology 149-05    Consumers & Consumerism
- Sociology 149SA    Art and Artists: Sociological Perspectives (Summer only)
- Sociology 182    Crime and the Media
- Sociology 185    Seminar in Mass Media
- Sociology 190    Seminar: Immigration, Public Opinion, Politics & the Media
- Sociology 198    Directed Research
- Sociology 199    Senior Honors Thesis
The study of inequalities and social change to address inequalities has historically been a core field of study in the discipline of Sociology. Nineteenth century social theorists Karl Marx, Max Weber, and Emile Durkheim, among others, developed foundational concepts and analytical frameworks that influence to this day the study of inequalities and social change. Current emphases are inequalities of race, ethnicity, and related issues of immigration, plus inequalities of socio-economic class, and gender. The United States and many other parts of the world presently face historic levels of inequality in wealth and income, education, and political and civic participation. These historic levels have wide-ranging effects on health, poverty, mobility, crime, family structure, work and unemployment, and urban and residential segregation.

Social change to address inequalities focuses on re-structuring societal institutions to distribute resources, power, and division of labor in more equitable ways. Social change may also incorporate cultural changes in social norms, values, and forms of patterned interactions between and among individuals and social groups consistent with greater amounts of social inequality. Methods of social change include social movements and other forms of social and political activism in local communities, nationally, and globally. Social change also includes advocacy and social reform activities carried out by nongovernmental nonprofit organizations, plus public (governmental) policy analysis and reform. While it is likely that every Sociology course gives some attention to these important issues, the study of social inequalities – sometimes called social stratification – and the various kinds of social change to address inequalities are also themselves identifiable areas of study.

Requires four of the following courses:

Sociology 10        American Society  
Sociology 20        Families and Intimate Relations  
Sociology 30        Sex and Gender in Society  
Sociology 50        Globalization and Society  
Sociology 70        Immigration & American Society  
Sociology 110       Making Social Change Happen  
Sociology 111       Urban Sociology  
Sociology 130       Wealth, Poverty, and Inequality  
Sociology 141       Social Movements  
Sociology 135       Medical Sociology  
Sociology 145       Social Policy in America  
Sociology 188-02    Seminar: AIDS: Social Origins and Global Consequences  
Sociology 184       Nonprofits, States, and Markets  
Sociology 187       Immigrant Children  
Sociology 189       Seminar on Social Policy  
Sociology 190       Seminar: Immigration, Public Opinion, & Media  
Sociology 198       Directed Research  
Sociology 199       Senior Honors Thesis
Early social thinkers such as Karl Marx and Emile Durkheim recognized that national societies influence one another and that global connections and processes affect social upheaval, policy outcomes, and the movement of people from one place to another. Nearly a century ago, the Chicago School of Sociology illuminated immigrants’ experiences and in doing so contributed to our understanding of social cohesion and adaptation; today, this inquiry is more robust than ever.

While globalization, transnationalism, and immigration have long been important phenomena for sociologists, recent changes—including the worldwide break with Keynesian national economic management in the 1970s, the end of the Cold War in 1989, the terrorist attacks of 2001, and myriad technological advances—have transformed the global social landscape. Using diverse theories and methods, sociologists have expanded our understanding of globalization, transnationalism, and immigration and the many ways these multifaceted phenomena continue to reshape social conditions close to home and in distant locales.

The Globalization, Transnationalism, and Immigration cluster examines U.S. society in the context of its interaction with the rest of the world. Students will examine transnational connections that complement, interact with, and transform societies and the dynamics of human movement, settlement, and adaptation across and within national borders. Courses showcase factors that initiate and sustain migration flows; hybrid identities that emerge as people become transnational and locate themselves in new imagined or real communities; the internationalization of practices related to war, religion, finance, and health; and transformations of the nation-state.

Requires four of the following courses:

- Sociology 20    Family and Intimate Relationships
- Sociology 50   Globalization and Social Change
- Sociology 70   Immigration and American Society
- Sociology 108  Epidemics
- Sociology 113  Urban Sociology
- Sociology 120  Sociology of War and Peace
- Sociology 135  Social Movements
- Sociology 143  Sociology of Religion
- Sociology 180  Cities of the Global South
- Sociology 181  Seminar on War, Peace, State, and Society
- Sociology 183  Transnational Communities
- Sociology 186  Seminar in International Health Policy
- Sociology 187  Immigrant Children
- Sociology 188-02 Seminar: AIDS: Social Origins and Global Consequences
- Sociology 190 Seminar: Immigration: Public Opinion, Politics, and Media
- Sociology 198  Directed Research
- Sociology 199  Senior Honors Thesis