## Sociology Courses

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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

Staff

Joan Kean
Department Administrator
Office Hours: 9:00am-5:00pm
Joan.Kean@tufts.edu

John LiBassi
Staff Assistant
Office Hours: 8:30am-4:30pm
John.Libassi@tufts.edu
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.
Sociology 001: Introduction to Sociology  
*Helen Marrow*  
**Time Block: F+, Tuesday & Thursday, 12:00-1:15 PM**

Sociology is the systematic study of human social behavior. Sociologists examine not only how social structures shape our daily interactions, but also how society constructs social categories and cultural meanings. While there is no way that a single semester can expose you to the entire discipline of sociology, this course will introduce you to the major theoretical perspectives, concepts, and methodologies used in contemporary sociology to observe and analyze interaction in large and small groups. For instance, we will examine important issues such as how societies maintain social control, set up stratification systems based on race, class and gender, and regulate daily life through institutions such as families, education, and labor markets.

The single overarching purpose of this course is to make you more interested in and critical of the world around you. A secondary purpose is to inspire you to take more sociology courses while you are here at Tufts, so you can focus on some of the specific sociological topics you like most in greater depth. Ones that we will cover (in order) include culture and media; socialization; networks and organizations; crime and deviance; social class, race, gender, and health inequalities; family; education; politics and authority; and work.

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Sociology 020: Family & Intimate Relationships  
*Paula Aymer*  
**Time Block: K+, Monday & Wednesday, 4:30-5:45 PM**

This course examines various arrangements defined as family in the United States and cross culturally. Diverse family arrangements and the socioeconomic conditions that support them will be studied and compared with ideal type, nuclear family forms that still dominate images of family life in the United States. Concepts and accompanying relations of cohabitation, motherhood, fatherhood, marriage, and the pros and cons of various family forms for specific groups such as poor and immigrant families and gay
partners will be studied. The class will examine family distress caused by divorce, death, and family violence.

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

To better understand the relationship between media and society, this course explores 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 create/erode boundaries between groups of people, and how knowledge of elite cultural forms acts as currency that may advantage consumers) and regulation. We will also explore how media can be used as a tool for social change. 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 050: Globalization & Society  
Paul Joseph  
Time Block: E, Monday & Wednesday, 10:30-11:20 AM

This course reviews different theories of globalization and provides a general review of the progress and social problems associated with its development. Several important questions are explored including the following: Is globalization a form of modernization or the spread of capitalism? Is the interconnected world becoming more homogenous, heterogeneous, or some complex combination of each? Considering the history of exchange between different parts of the world, what is actually new about current globalization? Are there new patterns of inequality? Is poverty growing or easing? Is there such a thing as “world culture”? If so, is it a form of “Americanization” or a more democratic synthesis of elements from different parts of the world? What is the impact of globalization on gender and family structure? Along the way, we will explore a series of specific issues including the distribution of economic and political power, the role of multinational business, the movement of peoples, cultural flows (Hollywood versus “Bollywood”), the intersection of global and local, the “under side” of globalization (such
as drug trafficking, the illicit trade in small arms, and the reemergence of forms of indentured labor), new forms of global media, and the structure of global cities. The course concludes with a consideration of different models of reform of the global system and the source of “political will” to enact those reforms.

Registration for one (1) recitation is mandatory.
Recitation A: Friday, E Block, 10:30-11:20 AM OR
Recitation B: Friday, F Block, 12:00-12:50 PM

Sociology 070: Immigration & American Society
Helen Marrow
Time Block: J+, Tuesday & Thursday, 3:00-4:15 PM

No other phenomenon is remaking contemporary societies more than international migration. According to the United Nations, in 2008 there were 214 million international labor migrants (10-15% of them unauthorized) and 15.2 million officially-recognized refugees worldwide. In the United States alone, there were roughly 38 million foreign-born individuals in 2008 (roughly one third of them unauthorized), and together with their children, they made up almost a quarter of the total U.S. population. The movement of people across nation-state boundaries and their settlement in various receiving societies – from the European nations that used to send their citizens to the United States more than a century ago, to oil-rich Middle Eastern states and developing nations – has the potential to alter the nature and significance of fundamental institutions and organizing categories, such as citizenship, the nation-state, race, ethnicity, gender, and class.

This course provides an introductory look into the topic of, and the major debates surrounding, international migration, using the United States as a local lens for understanding important phenomena that are occurring in other countries, too. We begin by asking questions such as: Why do people migrate across international borders? Can nation-states control migration, especially “unwanted” or “unauthorized” migration? What are the policies that the United States has developed to let some people in while keeping others out?

We then consider assimilation and incorporation, the processes by which foreign “outsiders” become integrated into their new societies and homes, as well as resistance to foreign outsiders by natives. Here, we ask questions such as: Are immigrants and their children becoming part of or assimilating into the U.S. mainstream? What is the mainstream? How do sociologists theorize, measure, and evaluate immigrant incorporation? Of particular interest are debates around “straight-line” assimilation, “segmented” assimilation, and “transnationalism”, and we will examine the experiences of the immigrants themselves, as well as their children (the second generation), as we navigate among these theories. We will also pay attention to how immigrant incorporation is shaped not only by immigrants’ own characteristics and efforts, but more importantly, by the characteristics and efforts of their receiving countries and communities.
Finally, we end the course by looking at how arrival of immigrant newcomers affects the economic, cultural, social, and political dynamics of the countries and communities that receive them. Here we will pay special attention to topical debates about how international migration both challenges and reshapes two traditional types of membership in the United States: (a) race and ethnicity and (b) citizenship and national belonging. Parallels to debates about these questions in other countries will be highlighted, but the focus is primarily on the United States.

There are no prerequisites for taking this course. It is open to anyone with an interest in immigration and a willingness to examine the difficult moral, political, and academic questions that immigration raises in the 21st century. Understanding why people move and what happens to them; what happens to the societies that receive immigrants; and how international migration helps to connect new people and places in a globalizing world is one of the critical policy issues of the new millennium.

Sociology 099: Internships in Sociology
Faculty
Time Block: Arranged
Sociology Outside the Classroom Opportunity
This course consists of a semester’s work in an institutional setting which may be, for example, a government social welfare agency, hospital, or a community organization or action program of some type. Students may make their own arrangements for placement or may receive help from the department, but all placements must be approved by the instructor before the internship is begun. The course grade is based on an evaluation of the student’s work made by the supervisor under whom the work is performed in the field, on at least one substantial tutorial with the instructor, and on a term paper submitted and graded by the instructor.
Prerequisite: Permission of Instructor.

Sociology 102: Qualitative Research Methods
Sarah Sobieraj
Time Block: 8, Thursday, 1:30-4:00 PM
Sociology Outside the Classroom
HIGH DEMAND COURSE
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 doing your own qualitative study. You will conduct in-depth interviews and do observations in a site you
will choose on a topic of interest to you. You will gather and analyze qualitative data in systematic ways, and develop conclusions and relate them to research done by other sociologists. These skills will be valuable to you in the future in a wide range of academic study and careers.

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

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**Sociology 103: Survey of Social Theory**  
*Dong-Kyun Im*  
**Time Block: F+, Tuesday & Thursday, 12:00-1:15 PM**  
Backgrounds of contemporary scientific analysis of human behavior. Recurrent conceptual problems and major theories of human nature and society as formulated by significant social theorists.  
**Prerequisite: Sociology 01 or 10.**

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**Sociology 108-01: Epidemics: Plagues, Peoples, and Politics**  
*Rosemary Taylor*  
**Time Block: K+, Monday & Wednesday, 4:30-5:45 PM**  
This course will explore the history and evolution of some of the greatest challenges to human health. We consider the origins of epidemics, broadly defined, and the factors rooted in biology, social organization, culture and political economy that have shaped their course. We examine the interaction between societies’ efforts to cope with disease and the implications of the latter for world history, ancient and contemporary. Texts include eyewitness accounts by participants such as scientists, healers and the sick who search for treatment or cures; the politicians, administrators, and communities who try to prevent or contain disease at both the local and international level; and the artists, composers, and literary figures who interpret the effects of the great pandemics. Cases chosen from different regions and continents range from early plagues and the recurrent threats of influenza, malaria, and tuberculosis to nineteenth century diseases including cholera and the Irish Famine, “modern” scourges such as polio, West Nile Virus, and SARS and the global challenge of AIDS.  
**Note: Cross-listed as Community Health 108. Mandatory registration for a recitation in EF OR FF blocks.**

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**Sociology 111: Making Social Change Happen: Grassroots Organizing and Community Activism**
Workers; racial-ethnic groups; women; gays and lesbians; environmental, health, and food activists; immigrants; low-income people; and many other groups in their struggles for democracy and social and economic justice have used grassroots activism and community organizing to make social change happen. These methods build power from the bottom up to create systemic change to address a wide range of local and global problems. Previously marginalized and under-represented people define and address their own issues on their own terms. Trained professional organizers help to identify and develop indigenous leaders, and build democratically run campaigns that institutionalize permanent power for people who have lacked power. Organizing makes it possible for people to improve the conditions of their own lives. The methods of organizing that you will learn in this class started in local communities. We will consider different models of organizing, the theories that underlie them, and the practices that typify them. We will consider why and how people organize, the limits and possibilities of local and grassroots organizing, and how local and grassroots efforts can connect to larger macro-level social change and to politics. Assignments may include frequent short papers and in-class exercises that apply ideas from reading and class discussion. You may be asked to make a class presentations of case studies of organizing campaigns; and/or to design an organizing campaign around an issue of your choice. There will be several films and guest speakers. Books may include:


Prerequisite: Sophomore standing or above. At least one Sociology or comparable course. Note: Cross-listed as PSJ 111.

Sociology 113: Urban Sociology
Katherine Vecitis
Time Block: I+, Tuesday & Thursday, 4:30-5:45 PM
Sociology of cities as global phenomena, studied with classic texts on U.S. urban social life and transnational comparisons. Analysis of economic globalization, redevelopment, and landscape formation in cities. Case studies of local politics and planning, socioeconomic inequality, urban cultural change, and citizenship struggles.
Prerequisite: Sociology 01 or 10 or Architectural Studies major or Urban Studies minor.

**Sociology 130: Social Inequalities/Social Justice**  
*Susan Ostrander*  
Time Block: E+, Monday & Wednesday, 10:30-11:45 AM

This revised course focuses on inequalities of class, race, and gender and intersections among them. Emphasis is mainly U.S. with attention to global context. Key topics include poverty; overall distribution of income, wealth, power, and status; social mobility. Significant attention given to public policy and other organized efforts to address inequalities and seek social justice. Opportunity provided for instructor-arranged field placements in local community organizations for a limited number of students. Assignments may include take-home midterm and final exam, library research paper on related issue of your choice. Films and guest speakers. Books may include:  
-Margaret Andersen and Patricia Hill Collins, eds. 2012. *Race, Class, and Gender: An Anthology*. Wadsworth  
**Prerequisites:** Sophomore standing or above. At least one Sociology or comparable course. Crosslisted as PJS 130.

**Sociology 149-01: Homelessness in America**  
*Laurie Goldman*  
Time Block: H+, Tuesday & Thursday, 1:30-2:45 PM

Multi-disciplinary course examining the social, economic, and political dimensions of homelessness in the United States. Overview of causes, historical responses, and current conditions. Analysis of housing and welfare policies, mental health and substance abuse issues, economic and employment concerns. Volunteer work at shelters and organizations addressing homelessness required.
Note: Crosslisted as UEP 181-01.

Sociology 149-06: Sociology of Deviance
Katherine Vecitis
Time Block: H+, Tuesday & Thursday, 1:30-2:45 PM
This course examines the social construction of deviance in the United States, the processes of acquiring a deviant identity and managing deviant stigma, and the social organization of deviant acts, lifestyles, relationships, and careers. The overall goal of this course is to introduce and explore the concept of deviance, the methods by which sociologists learn about it, its theoretical underpinnings, and its causes and consequences. We will ask ourselves, “What constitutes deviance? How can we define it? Why do we define it in this way? Who defines it? Why does it exist? What are the consequences of deviance?” It will be easy to fall into discussions of criminal behavior but remember this: the violation of law is only one type of deviance. While discussions of criminal behavior are certainly important and relevant, we cannot understand the violation of law without first, or simultaneously, understanding the violation of social norms. As such, we will focus more so on understanding the power of social norms in governing (or controlling) people and their behavior, beliefs, lifestyles, and identities.

Sociology 149-07: Sexuality and Society
Staff
Time Block: L+, Tuesday & Thursday, 4:30-5:45 PM
Sexuality is fundamental to the cultural, economic, political, and social organization of all societies. This course considers the social determinants of sexuality. It examines the theoretical and methodological approaches used in sociological studies of sexuality including analyses of sexual meanings and identities, practices and behaviors, power and politics, and morality and social control. Issues may include social identities and relationships in regard to public policy.
Tourism is a fundamental part of both the global economy and individuals’ source of pleasure. This course highlights the annual and seasonal movement of people – pleasure-seekers, settlers, and workers - to regions of the world identified as exotic, exciting, warm, and full of “sensual delights.” Tourism economies in countries south of the equator expanded phenomenally in the post-1950s decades. Drawing from the sociology of globalization, of leisure, and of ethnicity and immigration, as well as from other disciplines, we examine migration flows of guests and workers to major tourist destinations. Who are the tourists and what are they seeking? What makes these sites attractive to guests? Who are the major investors in tourism economies? What internal and regional migration flows are generated in response to the demands of tourism economies? What hierarchies based on race, ethnicity, gender, social class, and citizenship status, are created to manage tourism centers and make them attractive and profitable? What are the repercussions and costs for natives and locals in the political and natural environment in which tourism economies develop?

Note: Cross-listed with Africana Studies

Education is intended to be the great equalizer of opportunity, the engine of the American Dream. But in fact there are vast disparities in educational experiences and outcomes, such as high school graduation rates depending on race, class, gender and other social inequities. Why? Policy and structural factors offer only partial explanations. Cultural factors also come into play, including cultural and social capital; parenting styles; teacher, curriculum and test bias; teachers’ and students’ raced and classed language codes; college admissions priorities; and the experiences of first-generation college students and other marginalized social identities on campus. Students will practice analyzing the methodology behind claims about the causes of educational inequality and learn to debunk flawed studies. This lively, interactive course will uncover many roots of educational disparities as well as possible solutions.
Sociology 181: Seminar: War, Peace, State & Society  
Paul Joseph  
Time Block: 10, Monday, 6:30-9:00 PM  
An advanced seminar which will explore the organization of war and peace as social processes. The first part of the course consists of close reading and discussion of important texts and case studies. The second part involves guided research and student presentations into specific areas of interest including the role of gender in war and peace making, public opinion, Pentagon politics, peace movements, the changing nature of war, nonviolent alternatives, memory politics, military training, the role of women in the armed forces, media coverage, and the debate over the meaning of security, reconciliation and other forms of recovery from organized violence. Students are invited to explore other areas of interest. Comparisons between the U.S. and other countries on any of these topics are welcome. The course presumes a prior introduction to the relevant topics and is limited to fifteen students. The three requirements are active participation, a class presentation, and a research paper.  
**Prerequisites: Soc/PJS 120 or instructor’s permission.**

Sociology 186: Seminar: International Health Policy  
Rosemary Taylor  
Time Block: Arranged, Tuesday, 6:00-8:30 PM  
HIGH DEMAND COURSE  
Responses to 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. 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 such as SARS, avian flu, 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?  
**Prerequisite: Junior or Senior standing and two social science courses.**  
**Note:** This seminar is HIGH DEMAND. Students may call or email the instructor or Community Health (7-3233) to be placed on a list for admission when pre-registration opens. Cross-listed as CH 186.
Sociology 188-03: Seminar: Culture & Inequality
Pawan Dhingra
Time Block: 6, Tuesday, 1:30-4:00 PM

The kinds of music people prefer, the ways they dress, their discourses around "proper" feminine behavior, and the like help explain how groups create and challenge hierarchies between one another. Much of the social and economic inequality between groups takes place through the cultural realm. How groups are read culturally and how they interact with others is key to the social construction of group differences and hierarchies. This course examines how inequality is shaped by the symbolic boundaries groups draw between one another and the interpretations groups make of other groups. The course examines how everyday cultural practices and ideologies relate to individuals' structural and cultural surroundings, such as residential segregation, dominant stereotypes of minority groups, and the like. This course will focus on racial, gender, and sexuality hierarchies. The coursework will culminate in a research paper.

Prerequisite: Soc 01 AND 1 other Sociology course; OR American Studies 01 AND 1 other American Studies Course
Note: Crosslisted as American Studies 180-04.

Sociology 198: Independent Study
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 the Tufts Medford/Somerville campus), including:

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

**NOTE:** 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: http://ase.tufts.edu/sociology/documents/checklistMajor.pdf

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.

- 1 introductory course (Soc 1 - Soc 70)
- 1 research methods course (Soc 101 or Soc 102)
- 1 theory course (Soc 103)
- and three elective courses.

Minor Declaration and Completion Forms can be accessed here: http://ase.tufts.edu/sociology/documents/minorConcentrationDeclarationAndChecklis t.pdf
Sociology Clusters:

1. Media, Culture, & and 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;
  - Soc. 102 - Qualitative Methods in Action;
  - Soc. 103 - Social Theory;
  - 6 electives.

**To declare a cluster option, please fill out the form online, have your advisor sign it, and then turn it into Eaton 102B,**
http://ase.tufts.edu/sociology/documents/declarationOfCluster.pdf, 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?

Take four of the following courses:

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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.

Take 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 Racial and Ethnic Relations
- Sociology 111 Making Social Change Happen
- Sociology 113 Urban Sociology
- Sociology 130 Wealth, Poverty, and Inequality (a.k.a. Social Inequalities/Social Justice)
- Sociology 135 Social Movements
- Sociology 141 Medical Sociology
- Sociology 145 Social Policy in America
- Sociology 188-03 Seminar: Culture & Inequality
- Sociology 184 Nonprofits, States, and Markets
- Sociology 187 Immigrant Children
- Sociology 189 Seminar on Social Policy
- Sociology 190 Seminar: Immigration, Public Opinion, & Media
- Sociology 192 Seminar: AIDS: Social Origins and Global Consequences
- Sociology 198 Directed Research
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.

Take 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 188-03 Seminar: Culture & Inequality
Sociology 190   Seminar: Immigration: Public Opinion, Politics, and Media
Sociology 192   Seminar: AIDS: Social Origins and Global Consequences
Sociology 198   Directed Research
Sociology 199   Senior Honors Thesis