Faculty

PAWAN DHINGRA, Professor, Chair
Ph.D., Sociology, Cornell University
Immigrant Adaptation; Asian American; Social/Cultural Inequalities; Race and Ethnic Relations

ORLY CLERGE, Assistant Professor (ON LEAVE)
Ph.D., Sociology, Brown University
Race and Ethnicity; Urban Sociology, Immigration & Migration; Family; Education; Quantitative Research Methods

PAUL JOSEPH, Professor
Ph.D., Sociology, University of California, Berkeley
Sociology of War and Peace; Political Sociology; Globalization

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

FREEDEN OEUR, Assistant Professor
Ph.D., Sociology, University of California, Berkeley
Gender and Masculinity; Education; Children and Youth; Feminist Theory and Qualitative Methods.

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; Qualitative Research Methods; Comparative Study of Health and Disease

JILL WEINBERG, Assistant Professor
J.D., Seattle University; Ph.D., Sociology, Northwestern University
Criminology; Law; Deviance; Gender; Sexualities; Sports; Violence; Quantitative and Qualitative Research Methods

Staff

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<td><strong>Soc 020</strong> Family &amp; Intimate Relationships</td>
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<td><strong>Soc 035</strong> Social Movements</td>
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<td><strong>Soc 040</strong> Media &amp; Society</td>
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<td><strong>Soc 100</strong> Research Design and Interpretation</td>
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<td><strong>Soc 108</strong> Epidemics: Plagues, Peoples and Politics</td>
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<tr>
<td><strong>Soc 149-07</strong> Sexuality &amp; Society</td>
<td>Nava-Coulter</td>
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<td><strong>Soc 149-18</strong> The Politics of Knowledge</td>
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<td><strong>Soc 188-05</strong> Sem: The Masculine Mystique</td>
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<td><strong>Soc 190</strong> Sem: Immigration: Public Opinion, Politics and Media</td>
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<td><strong>Soc 198</strong> Directed Research in Sociology</td>
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<td><strong>Soc 199A</strong> Senior Honors Thesis A</td>
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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.

Cross-listed with AMER 10-02. No prerequisites required.
This course provides an introduction to theoretical, historical and contemporary sociological perspectives on race, racism and ethnicity. The course will help you think critically about issues related to race and ethnicity in American society and globally. These issues include racial and ethnic inequality, discrimination, racial stereotyping, racial identity, assimilation, multiculturalism and postracialism. There is a special focus on the history and current situation of white-black relations, social movements such as the Civil Rights Movement and #BlackLivesMatter, and recent public policy debates.

Cross-listed as AFR 147-05 and AMER 0049-01.

No prerequisites required.
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.

No prerequisites required.
This course will study various social movements (from Abolitionists to Occupy Wall Street) and the elements that combine to spark such movements. We will also discuss what constitutes a movement: is it a protest, rally or riot, or a series of all? What motivates people to organize into action? How are movements buoyed or repressed? Do social movements actually work, or are they all for naught? How is (or isn’t) the movement of the group controlled? How do you measure a movement’s success and its effect on society as a whole?

Cross-listed as AMER 50-01 and PJS 135.

No prerequisites required.
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.

Cross-listed as FMS 23. No prerequisites required.
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. No prerequisites required.
Inequality permeates every sphere of our society: from class, to race, to gender differences, it is an unavoidable presence in our lives, whether we fully realize it or not. This course will delve into how and why these inequalities exist by investigating the causes of the unequal distribution of wealth, of racism, of sexism, and more. After exploring the roots of such social inequalities, we will then look at how we can bring about social justice to address and reform these issues through action and public policy to create a more equal world for all.

Soc 060
Social Inequalities & Social Justice

Meghan Doran
Time Block D+, Tuesday and Thursday, 10:30-11:45am

Inequality permeates every sphere of our society: from class, to race, to gender differences, it is an unavoidable presence in our lives, whether we fully realize it or not. This course will delve into how and why these inequalities exist by investigating the causes of the unequal distribution of wealth, of racism, of sexism, and more. After exploring the roots of such social inequalities, we will then look at how we can bring about social justice to address and reform these issues through action and public policy to create a more equal world for all.

Cross-listed as AMER 51-01 and PJS 130.
No prerequisites required.
In a recent book, two leading sociologists argued that the vast majority of undergraduates are “academically adrift”: they learn little, if anything, in college. But does that even matter? What’s the purpose of college, then? In this course, we’ll examine the evolution of higher education in the U.S., and tackle enduring and contemporary controversies and important issues on campuses. Who goes and doesn’t go to college? How and why does the college experience vary? What’s “higher” about higher education? Topics for discussion and debate include admissions and graduation; affirmative action and legacies; intercollegiate athletics; women’s colleges and historically black colleges and universities; the effort to save public universities; community colleges and elite colleges; and the important issues of campus sexual assault and mobilization around Black Lives Matter and similar movements. Members of the Tufts community and other higher education professionals will visit as guest speakers. For their final projects, students will be tasked, in small groups, with creating media that examines a feature of Tufts life. Cross-listed as AMER 94-05. No prerequisites required.
The summer common reading can be more than just a book you read before matriculating to college. It can be part of a larger process you take part in regarding social justice. This course provides a seminar, discussion-oriented setting for you to engage the common reading and texts on related topics. The common reading will be a jumping off point for us. The goal of the course is to introduce students to contemporary issues concerning social justice and learn more about their embedded causes. Social justice refers, most broadly, to reducing unfair inequalities facing members of a society. We will go beyond the rhetoric surrounding contemporary issues and investigate them from the ground-up through texts written by scholars and public intellectuals. We will also challenge the texts with other points of view. The issues covered are controversial and opinions on the proper actions vary. You will have the opportunity to voice, defend, and change your views as we learn more about the topics at hand. Students will have the opportunity to engage with the common reading author. **No prerequisites required.**
Soc 99
Internship
Faculty Arranged

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 to be graded by the instructor.

Prerequisite: permission of instructor.
Soc 100
Research Design and Interpretation
Sarah Sobieraj
Time Block J+, Tuesday and Thursday, 3:00-4:15pm

This class is an introduction to the research methods sociologists use to understand and explain social phenomena, as they build and test theory through careful empirical observation. Students will learn to craft sociological questions and how to design research best able to answer them. The course will introduce students to the primary methods currently used to gather data in the discipline (surveys, experiments, field work, in-depth interviewing, and secondary analysis of existing data), highlighting the strengths and limitations of each approach. The work will be interactive and hands-on, requiring students to try different data collection techniques and to share their experiences with the class. In addition, students will learn techniques for analyzing data once they have been gathered, including a brief introduction to SPSS (statistical package for the social sciences) and Dedoose (software for qualitative data analysis). Students will also become skilled consumers of sociological research by applying their evolving knowledge base to the interpretation and critical assessment of recent journal articles. The course will also include an examination of the ethical issues involved with social research and discussions about the limitations of the positivist model of scientific inquiry in sociology. Please note: While this course is not a prerequisite for Quantitative or Qualitative Methods (SOC 101 / 102), students will find it an excellent foundation for future methodological coursework and vital for successful independent research.

Prerequisite: Sophomore standing.
This is a course in data analysis for sociology and related disciplines, ideally taken during the sophomore year. It introduces basic tools for thinking and analyzing primary and secondary quantitatively. Some central concerns include:

· developing research questions
· identifying information sources & collecting data
· describing phenomena & relationships between them
· and generating new insights from quantitative data.

You will consider several research methodologies, and use a statistical package for data analysis. Finally, you also will learn how to become good consumers of quantitative research featured in peer-review articles and popular accounts.

Prerequisite: Sophomore standing and/or one Sociology course.
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 relations, 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. The course compares the explanations of historians and social scientists for why societies respond as they do to epidemics. Particular emphasis will be placed on the role of both medical knowledge and social relations in different societies and time periods.

Texts include eye-witness accounts by participants at many levels: 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 journalists, film-makers, novelists and artists who observe and comment more broadly on disease and the human condition. Cases are chosen from early plagues (syphilis, smallpox, bubonic plague), the recurrent threats of influenza, malaria, and tuberculosis, nineteenth-century famines and cholera, to the global challenge of AIDS and the emergence of new threats such as SARS, avian flu, Ebola and zika. We will also consider the "epidemics" of globalization spawned by changes in work, living and the environment. Throughout we will examine attempts at global governance.

Students will have the opportunity to choose a partner and conduct research on a “local” epidemic, which occurred between 1/1/1782 and 1/1/2016 in the greater Boston area.

Cross-listed as CH 108.

No prerequisites.
Soc 120
Sociology of War and Peace

Paul Joseph
Time Block E+, Monday and Wednesday, 10:30-11:45am


Cross-listed as PJS 120.

Prerequisite: PJS 01 or IR 61 or junior standing.
This course offers an introduction to health, illness, and health care in America. In this course we will examine topics such as the subjective experience of health and illness; political, economic, and environmental circumstances that threaten health; the organization and structure of health organizations; and the social and cultural effects of medical practice. Using a critical perspective, this course will encourage students to situate health and illness in the larger social landscape, taking into account how social institutions like politics, the economy, and culture impact our health and well-being. The course is divided into two parts. The first section looks at the social production of disease and illness, while the later section examines the social institutions created to treat it.

Cross-listed as AMER 52-01.

Prerequisite: Sophomore standing.
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.

Prerequisite: SOC 01 or 10 or sophomore standing.
Sexuality is a major organizing factor in contemporary Western societies. This course provides a foundation for the study of sexuality by examining social, historical, and political contexts that ground contemporary conceptions and negotiations of sex and sexuality in the United States. We will reflect on our own perceptions and experiences within a critical sociological framework; attentive to the way sexuality is not only a key element of our identity, but also a social institution that is embedded in larger systems of power. We will explore how gender, race, socioeconomic status, age and nationality intersect with sexuality in the daily lives of individuals, and critically assess the link between power and social location in a highly stratified social system.

Prerequisite: one Sociology course.
This course will examine the interrelationship between the mass media, crime and criminal justice. Some topics to be covered: media and the social construction of crime and criminal justice, crime and justice in the entertainment and news media, media effects on attitudes toward crime and justice, media as a cause of crime, media-based anti-crime efforts, news media and the courts, and the use of media technology in the judicial system and law enforcement. Throughout the semester, we will analyze the media’s relationship to criminological theories as well as to criminal justice policies and practices.

Prerequisite: one Sociology course.
A course on how to design a research problem, to gather data and evaluate evidence, using qualitative methods. Citizens as well as sociologists need to become informed consumers of social research not least because it is invoked, increasingly, to support or challenge public policies in American society. However, qualitative or "interpretive" methods yield data that are not always numerical and thus pose several challenges: how are the relevant facts to be collected? how does the researcher marshall evidence that is not quantitative? how can an audience be convinced that the findings are significant and true?

We will hear throughout the semester from invited speakers about how they have approached the choice and formulation of research questions and about the intellectual and practical challenges involved in their type of data collection. Students will learn how to select/approach a research site and use a variety of methods in the field including: keeping a field journal, participant observation, interviewing of various kinds, questionnaire design, focus groups and content analysis. They will also have the opportunity to participate in an ongoing research project supported by NIH and use the project data to pursue a research question of their choice. In addition to the topics/methods above, students will learn how to do archival research, how to code data using the most sophisticated qualitative software packages available, and how to generate Freedom of Information requests for different kinds of data in both Britain and the US. They will be exposed to comparative methods as well as the considerable challenges of handling confidential materials. The course is designed for students who wish to develop a research proposal (which could be for a thesis, for an independent study or for practice and interest) and to do some "hands-on" research. It is strongly recommended for anyone who is thinking of conducting primary qualitative research for a senior honors thesis in any of the social sciences.

Prerequisites: CH 001 or SOC 001 or instructor consent.
What does it mean to be a man? This seminar will examine masculinity—in the U.S. and abroad—as a dynamic historical and social construct at the interactional, institutional, and macro levels. We’ll consider how and why the study of men and masculinities emerged, and ask why a critical study of masculinity is needed today. Using texts, film, and current events, we’ll examine how the meanings of manhood have evolved over time, what about manhood has been resistant to change, and how institutions and actors challenge and destabilize masculinity. In addition to group presentations, one major assignment will involve using theories of masculinity to analyze the presidential election. For the final project, students will work in groups, in conjunction with the Tisch Library Digital Design Studio and the local organization Defying Gender Roles (founded by a Fletcher School alumnus), to create engaging media that assess an issue around masculinity on or off campus.

Prerequisite: 1 Sociology, WGSS, or AMER course.
Soc 190
Seminar: Immigration: Public Opinion, Politics and Media
Helen Marrow
Time Block 1, Tuesday, 9:00-11:30am

American public opinion on immigration and its relationship to the political process. Role of traditional media (newspapers, magazines, network TV), new media (cable TV, internet), and ethnic media in reflecting and shaping public opinion on immigration. Methodological approaches (surveys of public opinion, content analyses of media portrayals) to controversies surrounding immigrant assimilation and integration and the impact of immigration on the American economy, culture, and security.

Prerequisite: Two Sociology and/or Political Science courses, or consent of instructor. Cross-listed as AMER 175-01 and AFR 147-14. This course will also fulfill a requirement in Communication and Media Studies, Latino Studies, Asian American Studies, and Latin American Studies depending on the focus of a student’s independent research.
Open to properly qualified advanced students through consultation with a member of the faculty. Credit as arranged.

*Prerequisite: Permission of instructor.*
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 Senior Thesis Honors in the Tufts Bulletin.

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

**Class of 2017, 2018, and 2019:**
All Sociology majors, including those who elect to do one of the clusters, must complete ten Sociology courses. None of the ten courses may be taken pass-fail, and at least six of the courses must be listed or cross-listed by the Tufts University Department of Sociology. All courses must have grades of C- or higher.

I. **Three (3) Core Sociology courses** (at least two [2] must be taken in the Sociology Department on the Tufts Medford Campus):

   1. SOC 001 Introduction to Sociology
   2. SOC 103 Survey of Social Theory *(Spring only)*
   3. Research Methods Requirement:
      
      To satisfy the research requirement you may take EITHER SOC 100 alone, or, BOTH SOC 101 AND SOC 102.

      **OPTION 1**
      SOC 100 Research Design and Interpretation *(Fall only)*
      
      **or**
      
      **OPTION 2**
      SOC 101 Quantitative Research Methods *(Fall only)*
      AND
      SOC 102 Qualitative Research Methods

II. **One (1) seminar course numbered 180-192 and designated as a seminar (SEM:)**

III. **Six (6) Sociology elective courses** (Five [5] if 101 AND 102 are taken as the research requirement)

**Class of 2020 and beyond:**
All Sociology majors, including those who elect to do one of the clusters, must complete ten Sociology courses. None of the ten courses may be taken pass-fail, and at least six of the courses must be listed or cross-listed by the Tufts University Department of Sociology. All courses must have grades of C- or higher.

I. **Three (3) Core Sociology courses** (at least two [2] must be taken in the Sociology Department on the Tufts Medford Campus):

   1. SOC 001 Introduction to Sociology
   2. SOC 103 Survey of Social Theory *(Spring only)*
   3. SOC 100 Research Design and Interpretation *(Fall only)*

II. **One (1) seminar course numbered 180-192 and designated as a seminar (SEM:)**

III. **Six (6) Sociology elective courses** (Five [5] if 101 AND 102 are taken as the research requirement)

You can view the checklist for Sociology Majors in our office or on our department website here: http://as.tufts.edu/sociology/sites/all/themes/asbase/assets/documents/checklistMajor.pdf
Sociology Minor Requirements

The minor requires the completion of six courses; none of which may be taken pass-fail. All courses must have grades of C- or higher. Transfer courses are limited to two courses, and Advanced Placement credits may not be used toward a minor. No more than two course credits used toward the minor may be used toward foundation, distribution, major, or other requirements.

1 Introductory course (SOC 001 through SOC 072); and
1 Theory course (SOC 103: Survey of Social Theory – Spring only); and
1 Research methods course (Sociology 100, 101, or 102); and
3 Sociology elective courses

Students should declare their minor by junior year.

You can view the checklist for Sociology Minors in our office or on our department website here: http://as.tufts.edu/sociology/sites/all/themes/asbase/assets/documents/minorChecklist.pdf

Clusters

Students can major in Sociology by choosing their electives to complete one of the following Cluster Options:

1. Media, Culture, & Society
2. Social Inequalities & Social Change
3. Globalization, Transnationalism, & Immigration
4. New Research Cluster –details to follow!

Reasons for Sociology majors to choose a cluster option:
- Specialize in an area of personal interest
- Discover connections among Sociology courses
- Get to know other Sociology majors in the cluster
- Develop an idea for a Senior Honors Thesis
- Build a resume with a specialization

Majors are not required to choose a cluster. The clusters are offered as an alternative to the general Sociology major. A student who elects to do a cluster must take four Sociology electives from the approved list for the cluster.

To complete the major using a cluster, a Sociology major must fill out the Declaration of Cluster form available in the Department Office in Eaton Hall, Room 102B, have their academic adviser sign the form, and turn it in at the Department Office. There is no available transcript notation for the cluster, but students who complete majors with a cluster option and file the signed form will receive a certificate acknowledging they have completed the cluster at commencement. The Department suggests that these students write in their clusters on their resumes after their majors.

Access the declaration of cluster form on our website here:
http://as.tufts.edu/sociology/sites/all/themes/asbase/assets/documents/declarationOfCluster.pdf
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 that range from restaurant kitchens to social movement organizations.

It is impossible to understand fully the shared meanings in any contemporary context without studying the mass media. Some sociologists examine the ways 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, governmental policies, and educational opportunities), they 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. Some of the questions they will confront in their courses are the following: 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?

Elective courses for the Media, Culture, and Society cluster
The Media, Culture, and Society cluster requires completion of four of the following Sociology courses:

- SOC 23: Self & Society
- SOC 40: Media and Society
- SOC 94-01: Youth Culture
- SOC 94-03: Music in Social Context
- SOC 94-07: Sociology of Sports
- SOC 94-08: Education and Culture
- SOC 149-02: Sociology of Taste
- SOC 149-05: Consumers & Consumerism
- SOC 149-12: Death & Dying
- SOC 149-15: Sociology of the Body
- SOC 149-16: Crime, Justice & Media
- SOC 182: Crime and the Media
- SOC 185: Seminar in Mass Media
- SOC 188-04: Consumers and Consumerism
- SOC 188-06: Seminar: Art and Artists: Sociological Perspectives
- SOC 188-08: Seminar: Identity & Inequality
- SOC 190: Seminar: Immigration: Public Opinion, Politics & the Media
- SOC 194-99: Crime, Justice & Media
- SOC 198: Directed Research in Sociology
- SOC 199: Senior Honors Thesis
The study of inequalities and social change to address inequalities has historically been a core field of study in Sociology. Early social theorists such as Karl Marx, Max Weber, and Emile Durkheim developed concepts and analytical frameworks that still influence the study of inequalities and social change.

Today, sociologists focus on inequalities of race, ethnicity, and immigrant status; social class; and gender. Historic levels of inequality of wealth and income, education, and political and civic participation have wide-ranging effects on health, crime, family structure, residential segregation, work and unemployment, and social mobility.

Social change to address these inequalities focuses on restructuring societal institutions to distribute resources more equitably. Social change that produces greater equality can also involve changes in norms, values, technology, and patterns of interaction among individuals and social groups. Methods that create such change include social movements and other forms of local, national, and global activism. Change also arises from advocacy and social reform activities by nongovernmental nonprofit organizations and from governmental policy analysis and reform.

**Elective courses for the Social Inequalities and Social Change cluster**

The Social Inequalities and Social Change cluster requires completion of four of the following Sociology courses:

- SOC 10: American Society
- SOC 11: Racial and Ethnic Minorities
- SOC 20: Families and Intimate Relationships
- SOC 30: Sex and Gender in Society
- SOC 35: Social Movements
- SOC 50: Globalization and Social Change
- SOC 60: Social Justice/Social Inequalities
- SOC 70: Immigration and American Society
- SOC 94-02: Health Policy & Inequality
- SOC 94-04: Latinos in the United States
- SOC 94-06: Sociology of Violence
- SOC 94-09: Academically Adrift: Sociology of Higher Education
- SOC 94-10: Education and Inequality
- SOC 94-11: People, Places and the Environment
- SOC 94-13: Freshman Seminar: Common Reading, Common Purpose
- SOC 111: Making Social Change Happen
- SOC 112: Criminology
- SOC 113: Urban Sociology
- SOC 141: Medical Sociology
- SOC 145: Social Policy in America
- SOC 149-02: Sociology of Taste
- SOC 149-05: Consumers & Consumerism
- SOC 149-06: Deviant Behavior
- SOC 149-07: Sexuality and Society
- SOC 149-08: Political Sociology
- SOC 149-09: Mental Health and Illness
- SOC 149-17: Theories of Femininity
- SOC 187: Seminar: Immigrant Children
- SOC 188-04: Consumers and Consumerism
- SOC 188-05: The Masculine Mystique
- SOC 188-08: Seminar: Identity & Inequality
- SOC 188-09: Youth of Color
- SOC 188-10: Racial Identity in Historical Perspective
- SOC 189: Seminar in Social Policy
- SOC 190: Seminar: Immigration: Public Opinion, Politics & the Media
- SOC 192: Seminar: AIDS: Social Origins, Global Consequences
- SOC 198: Directed Research in Sociology
- SOC 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.

Elective courses for the Globalization, Transnationalism, and Immigration cluster

The Globalization, Transnationalism, and Immigration cluster requires completion of four of the following Sociology courses:

- SOC 20: Family and Intimate Relationships
- SOC 35: Social Movements
- SOC 50: Globalization and Social Change
- SOC 70: Immigration and American Society
- SOC 108: Epidemics
- SOC 113: Urban Sociology
- SOC 120: Sociology of War and Peace
- SOC 143: Sociology of Religion
- SOC 149-13: Places of Pleasure: Tourism Economies Cross Culturally
- SOC 181: Seminar on War, Peace, State, and Society
- SOC 186: Seminar in International Health Policy
- SOC 187: Seminar: Immigrant Children
- SOC 188-08: Seminar: Identity & Inequality
- SOC 188-09: Youth of Color
- SOC 190: Seminar: Immigration: Public Opinion, Politics & the Media
- SOC 192: Seminar: AIDS: Social Origins, Global Consequences
- SOC 198: Directed Research in Sociology
- SOC 199: Senior Honors Thesis
Elective courses for the new research cluster
The research cluster requires completion of the following Sociology courses:

- SOC 100: Research Methods and Interpretation
- SOC 101: Quantitative Research Methods
- SOC 102: Qualitative Research Methods
- Independent Study (ask for details)