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

ORYL CLERGE, Assistant Professor
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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

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<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>Soc 001</td>
<td>Introduction to Sociology</td>
<td>Dhingra</td>
<td>MW, 1:30-2:45 PM</td>
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<td>Soc 010</td>
<td>American Society</td>
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<td>Soc 023</td>
<td>Self &amp; Society</td>
<td>Smith</td>
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<td>Soc 040</td>
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<td>Soc 070</td>
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<td>Soc 094-04</td>
<td>Latinos in the United States</td>
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<td>Soc 094-06</td>
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<td>Nava-Coulter</td>
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<td>Soc 094-07</td>
<td>Sociology of Sports</td>
<td>Rick</td>
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<td>Sociology of Higher Education</td>
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<td>Soc 099</td>
<td>Internships in Sociology</td>
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<td>Soc 102</td>
<td>Qualitative Research Methods</td>
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<td>Soc 103</td>
<td>Survey of Social Theory</td>
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<tr>
<td>Soc 108</td>
<td>Epidemics: Plagues, Peoples &amp; Politics</td>
<td>Taylor</td>
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<td>Soc 113</td>
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<td>Soc 149-08</td>
<td>Political Sociology</td>
<td>Joseph</td>
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<td>Soc 149-09</td>
<td>Mental Health and Illness</td>
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<tr>
<td>Soc 181</td>
<td>Sem: War, Peace, State &amp; Society</td>
<td>Joseph</td>
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<tr>
<td>Soc 186</td>
<td>Sem: International Health Policy</td>
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<td>Soc 188-05</td>
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<td>Soc 188-09</td>
<td>Sem: Youth of Color</td>
<td>Clerge</td>
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<td>Soc 198</td>
<td>Directed Research in Sociology</td>
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<td>Soc 199</td>
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Sociologists address questions such as why do some students succeed at school while others fail; how do groups develop certain cultures; why are there class, gender, and racial inequalities; how does socialization take place; what role does religion play in our society; etc. This course introduces students to sociological topics and to the dominant theories and methods used to make sense of such social phenomena. Students are encouraged to bring their own sociological insights to class as we challenge common assumptions of these major issues that refer to all of us.

Cross-listed as AMER 10.
Sociological perspectives and social policy implications of current issues, such as poverty, education, mental health, crime, environmental pollution, and corporations. Analysis of selected social, political, economic, and legal institutions. Recent trends in American society.
Soc 023
Self and Society

Who are we relative to our surroundings? How does society affect us as individuals and vice versa? This course tackles these questions through exploration of the sociological contributions to social psychology, especially how social structure and culture shape the self and identity. Topics include human nature and socialization, personality, attitudes and public opinion, social conflict and power, social perception, patterns of social bonds, structure and dynamics of small groups, networks and organizations and collective behavior.

Jill Smith
Time Block E+, Monday & Wednesday, 10:30-11:45am
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.
The United States in this course is used as a lens for understanding the movement of people across nation-state boundaries and their settlement in various receiving societies. Why people migrate across international borders; the ability of the nation-state to control migration flows; assimilation and incorporation of foreign “outsiders” into American social life; ways that migrants build and sustain lives across international borders; and challenges to two traditional types of membership: race and ethnicity, and citizenship and national belonging, will be explored.

Cross-listed as AAST 194-01, AFR 147-06, AMER 194-01, and LST 194-02.

Helen Marrow
Time Block L+, Tuesday and Thursday, 4:30-5:45pm
The Hispanic/Latino population in the United States currently numbers 53 million people, or roughly 17% of all Americans. By the year 2060, it is estimated to grow to 129 million people, or roughly 31%. This course examines the diverse social, economic, political, and cultural histories of individuals who are now commonly identified as “Hispanics/Latinos” in the United States, paying special attention to the three largest ethnic subgroups among them (Mexicans, Cubans, and Puerto Ricans) but also to other Caribbean, Central, and South Americans, too.

A central goal of the course is to introduce students to the great diversity that exists within this growing U.S. minority group – diversity that is evident by social class, language and accent, gender and sexuality, geographic location, religion, race/ethnicity and skin color, citizenship and legal status, national origin, immigrant generation and immigrant cohort, among other variables. A second goal is to understand how the Hispanic/Latino panethnic category developed in the late 20th century in the first place, so that students can wrestle with the central question of how and why Latinos are often thought of and treated as one single racial/ethnic group, despite having so much internal diversity and a range of lived experiences. Finally, the course will examine Latinos’ experiences across several key social institutions – particularly schools, neighborhoods, the labor market, media, the immigration and criminal justice systems, and the American racial hierarchy. Students will exit this course with a fuller understanding of who Latinos are in the 21st-century and how they constitute, have contributed to, and have been shaped by U.S. society.

Cross-listed as AFR 147-07, AMER 194-08 and LST 194-03.

Helen Marrow
Time Block J+, Tuesday & Thursday, 3:00-4:15pm
Mass violence, serial killers, hate crimes, and gendered violence are all too common. This course will explain the sociological factors behind interpersonal violence. What are the personal, institutional, and structural factors that drive these acts? How do we define violence and understand its impact on communities? What is the role of media in defining and possibly encouraging violence? The course will explore key research findings on the patterns and meaning of violence in the U.S. to convey how social structure interacts with individual and situational factors in the lead up to, and perpetration of, violent acts.

Brett Nava-Coulter
Time Block F+, Tuesday & Thursday, 12:00-1:15pm
Sport is more than a game. It is a cultural, economic, physical, and social phenomenon that reflects and affects society. Whether a casual player, a professional, a fan, or even antagonistic towards sports, the institution of sports touches most people’s lives. This course examines sports as a significant part of a society, and attends to topics of culture, groups, gender, race, economics, body, fandom, media, and more.
“You have to go to college in order to get a good job!” You probably heard people say this. But in this day and age, you probably also heard people asking, “What is the point of a university education? Why should I go into debt just to become unemployed like everyone else?” This course explains how various forms of higher education in the United States - mostly liberal arts colleges and research universities but also vocational schools, community colleges, and for-profit institutions – came to be and how they promote social mobility as well as social reproduction. Specific topics to be covered include models of higher education, the application of sociological theories to issues in higher education, access to college, affirmative action, standardized testing, and class, race, and gender-based differences in educational outcomes and retention. Throughout the course, students are encouraged to be self-reflective about how their own position in the social structure is related to their educational opportunities and experiences, and the question of whether higher education, in general – and a liberal arts education, in particular – has an intrinsic value beyond a purely economic “rate of return” on the investment.

Jill Smith
Time Block F+, Tuesday & Thursday, 12:00-1:15pm
This is an opportunity for students to apply a body of sociological knowledge in a practical setting, including community-based, profit or nonprofit, governmental, or other sites. Individual faculty sponsor internships in their areas of expertise. Students must have an on-site supervisor, and complete a piece of meaningful scholarly work related to the internship area. Please see the department website for specific details.

Recommendations: SOC 01 or 10, plus one additional course in sociology related to internship area. To be arranged with individual members of the department.
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.

To be considered for enrollment in this course, email Victoria.Dorward@tufts.edu with the following information: Major, Graduation Year, and Student ID number. Preference will be given (in this order) to: senior Sociology majors, junior Sociology majors who provide proof of a need to learn qualitative research skills for their RA, independent or similar work (strongest applicants will include their professor’s rationale and recommendation); senior Sociology minors, sophomore Sociology majors who provide proof of said need listed above, junior Sociology minors, and finally all others.

Sarah Sobieraj
Time Block Arranged, Wednesday, 4:30-7:00pm
This course has three goals. The first is to help you understand just what theory (“sociological” and “social”) is, and the functions it serves. The second is to help you understand and critique a range of theories that sociologists use. We’ll carefully work through classical theories—on capitalism and its discontents, on the emergence of bureaucracies and the division of labor—that laid the foundation for sociological thought. Then we’ll consider more contemporary works—on the interlocking nature of oppressions, how inequality is reproduced in everyday interactions—which build on and challenge those classical theories. We will often return to core questions such as: What are the main features of modern society? How and why do societies change and stay the same? What holds people together and what drives them apart? How is power consolidated and distributed? What’s the relationship between self and society? The course’s third goal is to help you hone your skills as a social theorist, by engaging with the texts and one another, and by applying those theories to everyday and other empirical case studies.

Prerequisites: Sophomore standing or above. Must be a Sociology major or receive permission from instructor and have taken SOC 01 or SOC 10.
Origins, epidemiology, and evolution of epidemics, rooted in biology, behavior, social organization, culture, and political economy. Societies' efforts to contain diseases, their effects on world history, and their cultural record in literature and contemporary sources. Cases range from early plagues (syphilis, smallpox, bubonic plague) and the recurrent threats of influenza, malaria, and tuberculosis, to nineteenth-century famines, and "modern" scourges such as the global challenge of AIDS and Ebola.

Cross-listed as CH 108

Rosemary Taylor
Time Block K+, Monday & Wednesday, 4:30-5:45pm
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 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.

Cross-listed as AFR 147-04.

Orly Clerge
Time Block G+, Monday and Wednesday, 1:30-2:45pm
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 for you too.

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: Sophomore standing or above.
This class will explore the various social aspects of mental health and illness in American society, beginning with the ways in which mental illness has been conceptualized and treated throughout history. Course topics include the correlates of mental disorder (class, culture, marital status, etc), the experience of living with mental illness, the social response to mental illness, mental health systems, issues of medicalization and the role of the pharmaceutical industry, and the globalization of American Psychiatry.
This is 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.

Prerequisite: SOC/PJS 120 or instructor permission.
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 spring 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, tuberculosis and, most recently, Ebola. 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? How is scientific information factored into policy decisions?

Prerequisites: Junior or Senior standing and two social science courses.

Note: This seminar is HIGH DEMAND. Students may email the instructor or call Community Health (7-3233) to be placed on a list for admission before pre-registration opens. Cross-listed as CH 186.
What does it mean to be a man? Drawing on texts from sociology, feminist and gender studies, and other fields, this seminar will examine masculinity as a dynamic historical and social construct, one that’s enacted, reproduced, and challenged at the interactional, institutional, and macro level. We’ll first consider how and why the study of men and masculinities emerged, and ask why a critical study of masculinity is needed today. Next we’ll examine how the meanings of manhood have evolved over time, and what about manhood has been resistant to change. The bulk of our time will be spent examining masculinity across various social domains—including politics, schools, and families—and in two contemporary case studies: the presidency and presidential campaigns, and violence and mass shootings.

Prerequisite: One Sociology, one WGSS, OR one American Studies course.
This seminar takes a sociological approach to understanding the lives of youth of color. Through an exploration of the experiences of non-white youth and the ways in which they negotiate and redefine the identities imposed upon them at birth, this course outlines their social development across the life course, as they progress from children to young adults. Through a comparative examination of the social implications of race, ethnicity and gender, we will also consider the impact of social institutions such as the family, school, and the law on the life chances of youth of color. Significant class time will be dedicated to analyzing real world data on black youth and the opportunities and challenges they negotiate as they come of age in the 21st century.

**Prerequisite:** Two Sociology, Africana Studies, Asian American Studies, and/or American Studies courses.

**Cross-listed as AAST 194-02, AFR 147-05, AMER 194-11, and LST 194-04.**
Open to properly qualified advanced students through consultation with a member of the faculty. Credit as arranged.

**Prerequisite:** Permission of instructor.

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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
Students are advised to declare the minor before junior year. No classes may be taken pass-fail. Minors must complete a total of six sociology courses (three of which must be taken at Tufts) as listed below:

- 1 Introductory Course (Sociology 01 through 70)
- 1 Research Methods Course (Sociology 101 or 102)
- 1 Theory Course (Sociology 103)
- 3 Elective Courses

You may sign up for the minor in the department office, Eaton Hall, Room 102B, or download and fill out the Major/Minor Declaration Form and return it to Student Services in Dowling.

You must also complete the Minor Checklist Form and submit it to the Registrar's Office prior to graduation.

Access the minor declaration and checklist forms here:

http://as.tufts.edu/sociology/programs/minor
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

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 also available in the Department Office in Eaton Hall 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 here:

http://as.tufts.edu/sociology/programs/major
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 94-03: Music in Social Context
- SOC 94-07: Sociology of Sports
- SOC 94-10: Education and Inequality
- SOC 149-02: Sociology of Taste
- SOC 149-05: Consumers & Consumerism
- SOC 149-12: Death & Dying
- SOC 149-15: Sociology of the Body
- 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 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 re-structuring 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 20: Families and Intimate Relationships
- SOC 30: Sex and Gender in Society
- SOC 50: Globalization and Social Change
- 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: Sociology of Higher Education
- SOC 94-11: People, Places and the Environment
- SOC 110: Racial and Ethnic Minorities
- SOC 111: Making Social Change Happen
- SOC 112: Criminology
- SOC 113: Urban Sociology
- SOC 130: Social Justice/Social Inequalities
- SOC 135: Social Movements
- 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 149-08: 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 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 135: Social Movements
- 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