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

ORLY CLERGE, Assistant Professor
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

John LiBassi
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# Course Offerings

## Spring 2016

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Meeting Time</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>
</tr>
<tr>
<td>Soc 010</td>
<td>American Society</td>
<td>Vecitis</td>
<td>TR, 9:00-10:15 AM</td>
</tr>
<tr>
<td>Soc 023</td>
<td>Self &amp; Society</td>
<td>Smith</td>
<td>MW, 10:30-11:45 AM</td>
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<tr>
<td>Soc 040</td>
<td>Media &amp; Society</td>
<td>Sobieraj</td>
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<tr>
<td>Soc 070</td>
<td>Immigration and American Society</td>
<td>Marrow</td>
<td>TR, 4:30-5:45 PM</td>
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<tr>
<td>Soc 094-04</td>
<td>Latinos in the United States</td>
<td>Marrow</td>
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<tr>
<td>Soc 094-06</td>
<td>Sociology of Violence</td>
<td>Nava-Coulter</td>
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<tr>
<td>Soc 094-07</td>
<td>Sociology of Sports</td>
<td>Rick</td>
<td>TR, 12:00-1:15 PM</td>
</tr>
<tr>
<td>Soc 094-09</td>
<td>Sociology of Higher Education</td>
<td>Smith</td>
<td>TR, 9:00-10:15 AM</td>
</tr>
<tr>
<td>Soc 099</td>
<td>Internships in Sociology</td>
<td>Faculty</td>
<td>TR, 12:00-1:15 PM</td>
</tr>
<tr>
<td>Soc 102</td>
<td>Qualitative Research Methods</td>
<td>Sobieraj</td>
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</tr>
<tr>
<td>Soc 103</td>
<td>Survey of Social Theory</td>
<td>Oeur</td>
<td>W, 4:30-7:00 PM</td>
</tr>
<tr>
<td>Soc 108</td>
<td>Epidemics: Plagues, Peoples &amp; Politics</td>
<td>Taylor</td>
<td>MW, 3:00-4:15 PM</td>
</tr>
<tr>
<td>Soc 112</td>
<td>Criminology</td>
<td>Vecitis</td>
<td>MW, 4:30-5:45 PM</td>
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<tr>
<td>Soc 113</td>
<td>Urban Sociology</td>
<td>Clerge</td>
<td>TR, 1:30-2:45 PM</td>
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<td>Soc 149-08</td>
<td>Political Sociology</td>
<td>Joseph</td>
<td>MW, 1:30-2:45 PM</td>
</tr>
<tr>
<td>Soc 149-09</td>
<td>Mental Health and Illness</td>
<td>Slodden</td>
<td>MW, 10:30-11:45 AM</td>
</tr>
<tr>
<td>Soc 181</td>
<td>Sem: War, Peace, State &amp; Society</td>
<td>Joseph</td>
<td>TR, 10:30-11:45 AM</td>
</tr>
<tr>
<td>Soc 186</td>
<td>Sem: International Health Policy</td>
<td>Taylor</td>
<td>M, 6:30-9:00 PM</td>
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<tr>
<td>Soc 188-05</td>
<td>Sem: The Masculine Mystique</td>
<td>Oeur</td>
<td>T, 4:30-7:00 PM</td>
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<tr>
<td>Soc 188-09</td>
<td>Sem: Youth of Color</td>
<td>Clerge</td>
<td>T, 1:30-4:30 PM</td>
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<tr>
<td>Soc 198</td>
<td>Directed Research in Sociology</td>
<td>Faculty</td>
<td>W, 9:00-11:30 AM</td>
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<tr>
<td>Soc 199</td>
<td>Senior Honors Thesis B</td>
<td>Faculty</td>
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*ARRANGED*
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.

Pawan Dhingra
Time Block G+, Monday & Wednesday, 1:30-2:45pm
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 010
American Society

Katy Vecitis
Time Block Arranged, Tuesday & Thursday, 9:00-10:15am
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.
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.
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.
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.
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
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.

Caitlin Slodden
Time Block D+, Tuesday & Thursday, 10:30-11:45am
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.**
Soc 186
Seminar: International Health Policy

Rosemary Taylor
Time Block Arranged, Tuesday, 4:30-7:00pm
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)
2. Research Methods Course (Sociology 101 or 102)
3. Theory Course (Sociology 103)
4. Elective Courses (3 total)

You may sign up for the minor in the department office, Eaton Hall, Room 102B, or download the Major/Minor Declaration Form. You must also complete the Minor Checklist Form and submit it to the Registrar's Office prior to graduation.
