**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  
Ph.D., Sociology, Brown University  
Race and Ethnicity; Urban Sociology, Immigration & Migration; Family; Education; Quantitative Research Methods

**CEDRIC de LEON**, Visiting Associate Professor  
Ph.D. - University of Michigan  
Labor and Labor Movements, Political Sociology, Race and Ethnic Relations, Comparative Historical Sociology, Social Theory

**PAUL JOSEPH**, Professor (ON LEAVE)  
Ph.D., Sociology, University of California, Berkeley  
Sociology of War and Peace; Political Sociology; Globalization

**HELEN MARROW**, Assistant Professor (ON LEAVE)  
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; Youth; Sociological and Feminist Theory

**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

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<tr>
<td>Soc 113</td>
<td>Urban Sociology (Social Problems in the City)</td>
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<td>Soc 149-07</td>
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<td>Soc 149-10</td>
<td>Understanding Poverty <em>NEW!</em></td>
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<tr>
<td>Soc 185</td>
<td>Seminar in Mass Media Studies: Digital Hate</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.

Cross-listed as AMER 14.

No prerequisites.
Soc 011
Sociology of Race and Ethnicity
(formerly offered as SOC 11, SOC 110 “Racial/Ethnic Minorities”*)

Orly Clerge
Time Block G+, Mondays and Wednesdays, 1:30pm-2:45pm

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 AAST 94-07, AFR 0011-01, AMER 0049-01 and LST 0094-03.

No prerequisites.

*NOTE: Students who have previously taken SOC 11, SOC 110 “Racial/Ethnic Minorities” may not count this course as a separate elective.
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 the ideal of the nuclear family that dominates 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.*
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 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 “underside” of globalization (such as drug trafficking, the illicit trade in 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.
Soc 060
Social Inequalities & Social Justice
(formerly offered as SOC 130*)

Meghan Doran
Time Block H+, Tuesdays and Thursdays, 1:30pm-2:45pm

Though sociological and anthropological research shows us that we can expect some degree of inequality in our social life, this does not mean we need to normalize and accept all inequality. This course is a critical exploration of social inequality in the United States along the highly salient axes of race, class, and gender, asking what is the nature of these inequalities, why do they exist/how are they reproduced, and how are they experienced in everyday life? Throughout we will consider inequality as an issue of social justice, and will explore efforts to reduce and mitigate inequalities. We will start with an introduction to sociological thought around both inequality and justice. We will then look at the nature of class, race, and gender inequality in the US today. The remainder of the course will focus on the causes and consequences of these intersecting inequalities within various social institutions, including education, incarceration, work, and neighborhoods. We will draw on local social justice efforts as we examine efforts to address inequality.

Cross-listed as AMER 51-01 and PJS 130.
No prerequisites.

*NOTE: Students who have previously taken SOC 130 may not count this course as a separate elective.
The United States in this course is used as a lens for understanding the movement of people across national 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-born "outsiders" into American social life; ways that migrants build and sustain lives across international borders; and intersections with and challenges to two traditional types of membership: race and ethnicity, and citizenship and national belonging, will be explored.

Cross-listed as AFR 70-01, AMER 30-01 and LST 94-06.

No prerequisites.
How should the United States assess the potential threat of the Zika virus in Brazil? What counts as trustworthy evidence for whether a nation is stockpiling weapons of mass destruction? When should the government declare a public emergency or quarantine its people? This course examines how democracies weigh and address risks that require careful evaluation of complex and evolving science and technology. We will explore decision-making and risk management in areas such as financial regulation, bioweapons proliferation, climate change, genetic testing and health-related risks such as pandemics and bioterrorism, asking questions such as: how is scientific knowledge produced and communicated and how is it factored into policy-making? What counts as “evidence” for decisions – in legal and political arenas? How do we ascertain the credibility of knowledge claims in an era of “alternative facts”?

By examining the social, cultural and political dimensions of knowledge production, the course provides a broad introduction to sociological perspectives in Science and Technology Studies (STS) with a focus on risk. We will learn how science and technology have become central to the political and cultural organization of modern societies. Students will gain understanding of how discoveries are made and how scientific and technological innovations affect daily life – how they change our self-perceptions and affect social relations and how they are regulated. We will examine how scientists represent what they know; the design and dissemination of technologies such as the internet; and the tensions between expertise and democracy. Transnational communities are increasingly important sources of knowledge production so although we will focus on instances of policy-making and risk-assessment in the United States, we will place developments in a global context.

*NEW COURSE!*

**Soc 094-03**

The Sociology of Science and Risk

Rosemary Taylor

Time Block K+, Mondays and Wednesdays, 4:30pm-5:45pm

No prerequisites.

Cross-listed as STS 50-01.
In 1985, after a decade of expansion and prosperity for the university, a Tufts faculty committee recommended a number of changes to the degree requirements. Above all, the committee emphasized that the goal of a Tufts education was to cultivate a “certain type of human being.” What was that? And has the vision of this ideal student changed? In this course, we’ll tackle these and other questions vital for U.S. higher education, including: How are college access and opportunity unequal? How have colleges been projects of nation building? How has neoliberalism impacted the college experience? Discussion topics include admissions policies, affirmative action, intercollegiate athletics, vocational programs, and campus sexual assault. Members of the Tufts community will visit as guest speakers. Throughout, we’ll pay special attention to the distinctive and not-so-distinctive place of Tufts in higher education. We’ll engage with cool historical materials from the Tufts Digital Collections and Archives, as well as Sol Gittleman’s exemplary history of the university, to chronicle things such as former Tufts President Jean Mayer’s determination to turn a sleepy university into a top-flight institution, the work of groups such as Students Concerned About Racism (SCAR) to fight campus oppression during the Civil Rights era, and the captivating role that Jackson College and its women have played in the university’s history. Assignments include expository essays and op-eds, a poster gallery, and a research paper.

Counts as an elective for the American Studies major.

No prerequisites.
SOC 99: Internship is a course that combines a field placement with sociological analysis based on reading and one-on-one discussions with the faculty sponsor. Credit as arranged. The internship is about more than simply gaining valuable work experience; it is about expanding the student's intellectual depth through sociological analysis of a real-world setting. The field placement will be for one semester in an organizational setting such as a community or nonprofit organization, a law firm, a court, a business, a government agency, a social welfare organization, a domestic violence or homeless shelter, a hospital or clinic, or a school. Students may arrange their own placements or seek advice from the department. The student must work on-site for a minimum of 12 hours per week, or 150 hours in all. Before registering for Sociology 99, the student must obtain the approval of a faculty sponsor and the approval of an on-site supervisor under whose guidance the internship will be done. The student must complete an Internship Agreement Form that asks for a brief description of the internship and requires the signatures of the faculty sponsor and the on-site supervisor. Students have previously interned for credit at Big Brothers Big Sisters, Cambridge Housing Authority, and Hill Holiday among other sites. Learn more on our department website and talk to a faculty member today about getting credit for your internship experience!

Prerequisites: SOC 01 or SOC 10, plus one Sociology course related to the internship area, and permission of faculty
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.
The goal of this course is to provide students with a working knowledge of the research methods and basic statistical skills needed to collect and analyze quantitative data. The course begins with an overview of social research and the relative strengths and weaknesses of quantitative data. Then, the course explores a range of statistical techniques and methods that are available for empirical research. Topics in research methods include: primary and secondary data analysis, sampling, survey design, and experimental designs. Students will learn these techniques through primary and secondary analysis, creating and conducting original survey research, and writing up results from original data. In addition to methodological considerations, we will also examine the social, political and ethical dimensions of designing, executing, and interpreting quantitative research.

Prerequisite: One introductory social science course. To be considered for registration in this course, email Victoria.Dorward@tufts.edu with the following information: Major/Minor, Graduation Year, and Student ID number. Preference is given to Sociology majors. Students will be notified when permission is granted for registration.
Workers; racial-ethnic groups; women; gays and lesbians; environmental, health, and food activists; immigrants; low-income people; and many other groups in their struggles for social and economic justice have made social change happen by the methods of grassroots activism and community organizing. These methods build power from the bottom up to create solutions to a wide range of local and global problems. In this way of doing social change, previously marginalized and underrepresented people define and address their own issues on their own terms. Trained organizers help to identify and develop indigenous leaders, and build democratically run organizations that institutionalize permanent power for people who have lacked power. Organizing makes it possible for people to improve the conditions of their own lives. We will consider why and how people organize, the limits and possibilities of local and grassroots organizing, and how local and grassroots efforts can connect to larger macro-level social change and to politics. Course requirements include frequent short papers and in-class exercises that apply ideas from reading and class discussion. There will be several films and guest speakers as well as case examples of organizing campaigns.

Cross-listed as PJS 111.

Prerequisite: Sophomore standing, Sociology 01 or one other sociology course.
Soc 112
Criminology
Jill Weinberg
Time Block E+MW, Mondays & Wednesdays, 10:30am-11:45am

This course explores theories and concepts related to crime, social control, and punishment as primarily carried out in the legal system. Topics featured in the course include theories of crime and punishment, policing, incarceration, and the collateral consequences of punishment. Drawing from various fields of research such as sociology, criminology, psychology, law, and critical race/feminist theory this course explores and seeks to answer a series of questions. What do societies define as criminal? What is the social function of crime and punishment? How does incarceration perpetuate and maintain social division and inequality? What are the institutional contradictions and cultural correlations of the growing penalization of poverty? The role of economic, race, and gender inequality in the production of crime and criminal justice will be a central theme throughout the course.

Prerequisite: Sophomore standing or permission of instructor.
Recent patterns in economic restructuring, the concentration of poverty and crime, and ethnoracial conflict in cities highlight the growth of individual and structural divisions in urban America. The recent social protests stemming from the police killings of young black men in Ferguson, Missouri, Cleveland, Ohio and Staten Island, New York have shed light, once again, on the racial and economic tensions present in American cities and suburbs. This course will focus on these historical and contemporary social problems in cities. By social problems, we are referring to the unequal spatial distribution of people across urban neighborhoods, segregation and ethnoracial conflict, the impact of economic crisis on communities, hyper-policing of poor and minority neighborhoods and how city residents create, negotiate, undermine or support these processes. As we make sense of these inter-related research and policy issues together, this course will provide students with important sociological perspectives on the past, present and future of urban America. HBO's acclaimed show *The Wire* will be used as a key sociological text for the course.

*Cross-listed as AAST 194-07 and AFR 113-01.*

*Prerequisite: SOC 01 or SOC 10 or consent of instructor.*
Soc 135
Social Movements
(formerly offered as SOC 35"")

Brett Nava-Coulter

Time Block L+, Tuesdays and Thursdays, 4:30pm-5:45pm

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.

Prerequisite: SOC 01 or SOC 10 or other introductory-level social science course.

*NOTE: Students who have previously taken SOC 35 may not count this course as a separate elective.
Soc 141
Medical Sociology
Caitlin Slodden
Time Block H+, Tuesdays and Thursdays, 1:30pm-2:45pm

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.
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.
Poverty is a persistent feature and much-debated aspect of American society. This course will interrogate the concept of poverty using a sociological lens in order to engage some of these debates, including: How should we define poverty? How should we study poverty? What makes people poor? How does the experience of poverty vary across social locations including race, class, gender, and geography? What are the best policies to alleviate poverty? This course balances a macro-sociological perspective that examine the complex mechanisms that create and maintain the system of American poverty, with a micro-sociological perspective that considers poverty as an often brutal daily experience for many people. Throughout we will keep an eye towards solutions for poverty in policy and practice, both those that have already been tried and those that are yet to come.

No prerequisites.
Soc 185-01
Seminar in Mass Media Studies:
Digital Hate
Sarah Sobieraj
Time Block 8, Thursdays, 1:30pm-4:00pm

We have developed powerful new internet and communications technologies that democratize the ability to participate in public discourse, and the development of new kinds of social relationships, but which also facilitate – and in many cases anonymize – venomous critics focused on personal attacks rather than productive engagement. What’s more, technology has outpaced the legal infrastructures we have to cope with this phenomenon. This new seminar will explore trolling, digital harassment, and technology facilitated violence, with particular attention to the way digital life varies for people from different backgrounds. Attention will be paid to the complex balance between freedom of speech, civil rights, democratic vitality, and personal safety. It will be of particular interest for students interested in media, technology, social inequality, culture, and politics.

Cross-listed as FMS 161.

Prerequisites: Must have taken SOC 40: Media & Society; preference is given to Sociology majors and minors. To be considered for registration in this course, email Victoria.Dorward@tufts.edu with the following information: Major/Minor, Graduation Year, Student ID number, and semester in which SOC 40 was taken. Students will be notified when permission is granted for registration.
Soc 186
Seminar: International Health Policy
Rosemary Taylor
Time Block ARR, Tuesdays, 4:30pm-7:00pm

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 and zika. Some 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. Threats to health carried by products such as blood and beef raise problems for trade and the governance of global health: how do states and regions combat such threats as they debate the appropriate limits to government intervention? Do international organizations and regulations affect the construction of national policy? How is scientific information factored into policy decisions?

Cross-listed as CH 186.

Prerequisites: Junior standing OR instructor’s consent.
What does it mean to be a man? This upper-level 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. Specific topics include frontier masculinities and the intersections of manhood and civilization, how US presidents embody hegemonic masculinity, efforts by elementary schools to teach a fluidity of gender and masculinity, racial capitalism and state violence against boys of color, and transgender and queer masculinities. Assignments include several essays, group-led discussions, and a research paper.

Cross-listed as AMER 094-07 and WGSS 185-05.

Prerequisites: Junior standing, at least two previous courses in Sociology, or permission of instructor; preference is given to Sociology majors. To be considered for registration in this course, email Victoria.Dorward@tufts.edu with the following information: Major/Minor, Graduation Year, and Student ID number. Students will be notified when permission is granted for registration.
Soc 197
Independent Study
Faculty Arranged

This is an opportunity for students to research a topic of their choice under the supervision of a faculty member. To be arranged with individual members of the faculty. Credit as arranged.

Prerequisite: Permission of instructor.
Open to properly qualified advanced students through consultation with a member of the faculty. Credit as arranged. This is designed for students who wish to participate in an ongoing program of research. The student is expected to do background reading relevant to the research and to participate in as many phases of the research as possible. You can learn more about various research projects our faculty are conducting on their pages of our website. If you would like to work with a particular faculty member on a research project of theirs, please approach the faculty to discuss the possibility of receiving credit for directed research with them.

Prerequisite: Permission of instructor.
The Thesis Honors Program involves independent study that leads to a senior thesis and a qualifying oral examination. The program aims to develop individual initiative and habits of critical analysis. These are qualities that impress potential employers, and the thesis itself is evidence that its author can develop and complete a project of substantial magnitude. Completing such an in-depth study is a personally rewarding and educationally valuable capstone to the major, offering students the opportunity to explore an issue in depth and assess their interest in an academic career. The student is responsible for identifying a thesis advisor in the Department of Sociology and forming an advisory committee. Three members are recommended, but the committee can have two members. The chair of the committee will be a member of the Department of Sociology, and one member can be from outside the department. Admission to the program requires consent of the student's advisor and approval of the chair of the department. The membership of the committee and the title of the thesis must be registered with the Academic Resource Center. The committee will direct the student's reading and research and guide the student in preparing for the qualifying examination. Students will register for two consecutive one-credit thesis courses (Sociology 199A and Sociology 199B); a grade for both is recorded after the thesis is approved.

The thesis can be a critical review of the sociological literature on a given topic, a re-analysis of data collected by others, or an original piece of research. The thesis should develop a theoretical argument and situate the subject in contemporary sociology. The subject and scope of the thesis will be agreed upon in advance by the student and the chair of the committee and will be approved by the whole committee. Most theses are 75 to 100 pages in length.

Please visit our website for more information.

Previous theses titles in the Department of Sociology include:
“Buying Food, Buying an Ideal: The New Food Movements in Boston Area Farmers’ Markets”
“The Experiences and Attributes of Low-Income Students at Tufts University”
“The Transition of Iraqi Refugees: A Study of Acculturation, Ethnic Retention, and Discrimination in Metropolitan Boston”
View these titles and others in the Department of Sociology or online in the Tufts Digital Collections & Archives.

Discuss your idea for a senior honors thesis with one of our faculty today!

Prerequisite: Permission of instructor
Class of 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
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
Majoring in Sociology Using a Cluster Option

Within the Sociology major, students may elect to concentrate their studies in an area of specialization called a Cluster. Although choosing a cluster is not required, students have found that concentrating their elective courses in a more specialized field affords them a deeper and more comprehensive understanding of the selected topic.

Students who choose to declare a cluster must select four of their five Sociology electives from one of the following areas of study and complete the courses listed under that cluster heading:

1. Media, Culture, and Society
2. Social Inequalities and Social Change
3. Globalization, Transnationalism, and Immigration
4. Data Analysis and Interpretation

Students may complete more than one cluster and use courses towards multiple clusters. While the completion of clusters is not noted on student transcripts, Certificates of Completion will be awarded. The Department encourages students to include the cluster completion on their resume as an area of specialization.

To complete the major with a cluster, a Sociology major must fill out the Declaration of Cluster form, available in the Department Office in Eaton Hall 102B, have his or her academic advisor sign the form, and turn it in at the Department office.
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 99: Internship
- 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 & the Media
- SOC 149FT: Sociology of Travel & Tourism
- 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 197: Independent Study
- SOC 198: Directed Research in Sociology
- SOC 199: Senior Honors Thesis
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/ Ethnic Minorities*
- SOC 11: Sociology of Race and Ethnicity*
- 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 Inequalities/Social Justice***
- SOC 70: Immigration and American Society
- SOC 94-02: Health Policy & Inequality
- SOC 94-03: The Sociology of Science and Risk
- SOC 94-04: Latinos in the United States
- SOC 94-06: Sociology of Violence
- SOC 94-09: The 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 94-14: Homelessness in America
- SOC 99: Internship
- SOC 110: Racial/ Ethnic Minorities*
- SOC 111: Making Social Change Happen
- SOC 112: Criminology
- SOC 113: Urban Sociology (Social Problems in the City)
- SOC 121: Sociology of Law
- SOC 130: Social Inequalities/Social Justice***
- SOC 135: Social Movements**
- SOC 141: Medical Sociology
- 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 149-10: Understanding Poverty
- 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 190: Seminar: Immigration: Public Opinion, Politics & the Media
- SOC 192: Seminar: AIDS: Social Origins, Global Consequences
- SOC 193: Politics, Policies and Risk in Science and Technology
- SOC 197: Independent Study
- SOC 198: Directed Research in Sociology
- SOC 199: Senior Honors Thesis

*SOC 11 "Sociology of Race and Ethnicity" was formerly offered as SOC 11, SOC 110 "Racial/Ethnic Minorities." Students who have previously taken SOC 11, SOC 110 "Racial/Ethnic Minorities" may not count this course as a separate elective.

**SOC 135 "Social Movements" was formerly offered as SOC 35. Students who have previously taken SOC 35 may not count this course as a separate elective.

***SOC 60 "Social Inequalities/Social Justice" was formerly offered as SOC 130. Students who have previously taken SOC 130 may not count this course as a separate elective.
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 94-03: The Sociology of Science and Risk
- SOC 99: Internship
- SOC 108: Epidemics
- SOC 113: Urban Sociology (Social Problems in the City)
- 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: 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 193: Politics, Policies and Risk in Science and Technology
- SOC 197: Independent Study
- SOC 198: Directed Research in Sociology
- SOC 199: Senior Honors Thesis

*SOC 135 "Social Movements" was formerly offered as SOC 35. Students who have previously taken SOC 35 may not count this course as a separate elective.
How do we know the articles or books we read are actually valid? How should we read a poll about an election? The practice of sociology and the social sciences generally depends on a solid foundation of research design and methods. This cluster provides in depth training and practice in these topics. What’s more, employers across a range of industries look for candidates with such exposure to design and methods.

This cluster teaches students how to come up with research questions, decide which research method is best suited for the question, select and collect data to answer the question, analyze the data, and interpret it so as to advance an argument. While methods training can have a reputation for being dry, that is not the case for these courses. Here, students get hands-on experience with how to manipulate software and handle large databases. Emphasis is placed on students designing their own questions and coming up with their own studies. Students learn overarching concerns around research design as well as in-depth training in both qualitative and quantitative methods. Students also learn the ethics around certain methodological decisions.

The Data Analysis and Interpretation cluster requires completion of four of following Sociology courses/opportunities:

- SOC 99: Internship
- SOC 100: Research Design and Interpretation
- SOC 101: Quantitative Research Methods
- SOC 102: Qualitative Research Methods
- SOC 149-18: The Politics of Knowledge
- SOC 197: Independent Study
- SOC 198: Directed Research in Sociology
- SOC 199: Senior Honors Thesis