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

ORLY CLERGE, Assistant Professor (ON LEAVE Spring 2017)
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, Associate 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; 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; Qualitative Research Methods; Comparative historical Study of Disease and Health policy; Sociology of Science and Technology

JILL WEINBERG, Assistant Professor
J.D., Seattle University; Ph.D., Sociology, Northwestern University
Crime, Law, Deviance; Sports; the Body; Research Methods
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<td>SOC 010 American Society</td>
<td>Caitlin Slodden</td>
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<td>SOC 102 Qualitative Research Methods</td>
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<td>SOC 149-08 The Trump Election and Administration</td>
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<td>SOC 181 Seminar: War, Peace, State, and Society</td>
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SOC 001
Introduction to Sociology

Pawan Dhingra

Time Block E+MW, Mondays and Wednesdays, 10:30am-11:45am

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.

No prerequisites.

Cross-listed as AMER 10-01 and CST 94-04.

SOC 010
American Society

Caitlin Slodden

Time Block I+, Mondays and Wednesdays, 3:00pm-4:15pm

What makes US society unique? How does it resemble other nations and cultures? What are its elements, structures, and dynamics? What drives social change? What are the most important social trends? What social differences and inequalities affect Americans’ life chances? This course introduces sociological perspectives for answering these questions. Central concerns include social class, race and ethnicity, values and attitudes, education, generations, gender, religion, culture and politics, immigration, work, crime, health, social networks and the internet, new forms of community, and the media. This course will help you to: see US society in new ways, and think critically; understand the major divisions in US society, and what holds it together; consider how your experiences, outlooks and life chances are shaped by your location and trajectory in social structure, and how these differ systematically for others; find high quality information to answer these questions; and consider what the future may hold, and what opportunities exist for change.

No prerequisites. Cross-listed as AMER 94-08.
**SOC 023**  
**Self and Society**  
Diana Schor  
**Time Block I+, Mondays and Wednesdays, 3:00PM-4:15PM**  
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.  
*No prerequisites. Cross-listed as AAST 94-05, AFR 47-11, AMER 94-10, and LST 94-09.*

**SOC 030**  
**Sex and Gender in Society**  
Freeden Oeur  
**Time Block K+, Mondays and Wednesdays, 4:30PM-5:45PM**  
What are sex and gender? How are they related? This course invites students to address these questions through a sociological lens. We will consider various approaches to studying gender: gender as an accomplishment and a feature of micro-interactions; how gender embeds laws and regulations, institutions such as families, schools, and the economy; and how gender is expressed through configurations of femininity and masculinity. Throughout the course, we will be attentive to how gender signifies power, and how it shapes and is shaped by other markers of difference, including race, sexuality, age, and disability. By exploring gender as a dynamic process, we will investigate how gender is oppressive and transformative; marginalizing and transgressive; and a site of both labor and pleasure.  
*No prerequisites.*  
*Cross-listed as AAST 94-06, AFR 47-13, AMER 94-11, CST 94-06, LST 94-10, and WGSS 40-01.*
SOC 040
**MEDIA AND SOCIETY**

Sarah Sobieraj

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

To better understand the relationship between media and society, this course explores the way in which 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.

*No prerequisites.*

*Cross-listed as FMS 23.*

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SOC 070

**Immigration, Race, and American Society**

Helen Marrow

**Time Block D+, Tuesdays and Thursdays,**

**10:30am-11:45am**

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-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.

*No prerequisites.*

*Cross-listed as AAST 94-01, AMER 30-01, AFR 70-01, CST 94-05, and LST 94-01.*
SOC 094-02
Health, Policy and Inequality
Brett Nava-Coulter
Time Block L+, Tuesdays and Thursdays, 4:30pm-5:45pm
Using a sociological framework, this course will examine inequity in health with a focus on how policy can respond to the needs of underserved communities. It will investigate the role that social institutions play in perpetuating inequality and stigma, and look to attempts to counteract those dynamics. During the semester we will focus on defining and implementing cultural competency, the illness experience, and community formation and advocacy. Some of the topics covered will be LGBT health, immigrants and refugees, disability experience, and out-of-home youth, among others.
No prerequisites. Cross-listed as AAST 94-07, AFR 47-14, AMER 94-12, and LST 94-11.

SOC 094-06
Sociology of Violence
Brett Nava-Coulter
Time Block F+TR, Tuesdays and Thursdays, 12:00pm-1:15pm
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.
No prerequisites.
SOC 094-07

SOCIOLOGY OF SPORTS

Jill Weinberg

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

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 mirror of society, and
attends to topics of culture, groups, gender, race,
economics, body, violence/fandom, media, and more.

No prerequisites.

SOC 094-14

Homelessness in America

Laurie Goldman

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

This course examines the inter-connected social,
economic, and political causes and effects of
homelessness among individuals, families, communities,
and social systems. It examines a range of government,
nonprofit, and other efforts to address those problems.
Students engage in a team project and have opportunities
to volunteer at an organization that serves people
experiencing homelessness.

No prerequisites.

Cross-listed as UEP 181-01 and CD 143-05.
SOC 102
Qualitative Research Methods
Helen Marrow

Time Block 6, Tuesdays, 1:30pm-4:00pm

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. Recommended only for upperclassmen or students who have substantial prior training in Sociology.

Prerequisite: At least two Sociology courses.

SOC 103
Sociological Theory
Freeden Oeur

Time Block E+MW, Mondays and Wednesdays, 10:30am-11:45am

The Greek root of theory is theorein, or “to look at.” Sociological theories are, therefore, visions, or ways of seeing and interpreting the social world. Some lenses have a wide aperture and seek to explain macro level social developments and historical change. The “searchlight” (to borrow Alfred Whitehead’s term) for other theories could be more narrow, but their beams may offer greater clarity for things within their view. All theories have blind spots. This course introduces you to an array of visions on issues of enduring importance for sociology, such as community and integration, authority and power, epistemology, rationalization, and violence. This course will highlight important theories that have not always been part of the sociological “canon,” while also introducing you to more “orthodox” classical and contemporary theories.

Prerequisite: At least one Sociology course (preferably SOC 01) or instructor’s permission.
The extraordinary election of Donald Trump as president of the United States raises many personal, political, and intellectual issues. This version of Political Sociology will use his campaign and the early days of his new administration to explore broader issues of power and change in our society. This class will focus on the US but will contain comparisons to other countries and other periods of time. International students are welcome.

Preliminary questions and themes to be explored include: Donald Trump drew upon a populist upsurge. What has been the role of populism in US history? What can we learn from international comparisons such as to post World War I Germany? In what sense can we be considered one country? Two? Many? The election clearly established that emotions play a major role in politics. What does sociology say about this key insight? Controversies surrounding immigration lay at the core of the campaign. What are the similarities and differences to previous periods of anti-immigration hostility? Race also played a key part and needs to be approached not only through the status of minorities but also via the salience of white identity. Gender was also significant and included animosity toward Hillary Clinton, the revelation of disturbing levels of assault from men with power (to which there were strong but contradictory responses). What were the role of the cultural wars and other aspects of popular culture? The areas to explore include religion, violence, abortion, the importance of guns, celebrities, generalized feelings of anxiety and insecurity, the status of “facts,” and the role of conspiracy theories. We will also look at the role of the media from its use by the candidate to the way that many journalists ended up framing moments in the campaign as “moral equivalence” between the two candidates. The role of social media in the campaign is also significant. Another series of questions concerns class, inequality, and key centers of economic power in the US including Wall Street, Main Street, and Silicon Valley. What will be the future of the polling industry? Finally, it is already clear that the Trump administration will meet concerted resistance. What will be the role of popular movements in opposing his decisions?

Prerequisite: One Sociology course or junior standing or instructor’s consent.
SOC 149-09

Mental Health and Illness
Caitlin Slodden

Time Block F+TR, Tuesdays and Thursdays, 12:00pm-1:15pm

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.  
Prerequisite: One Sociology course or sophomore standing.

SOC 181

Seminar: War, Peace, State, and Society
Paul Joseph

Time Block 10, Mondays, 6:30pm-9:00pm

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’s permission.
SOC 185  *NEW*

Seminar in Mass Media Studies: Digital Hate
Sarah Sobieraj
Arranged, Thursdays, 4:30pm-7:00pm

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.

**Prerequisite:** Must be a Sociology Major or Minor, and have taken SOC 40: Media and Society.

**Cross-listed as FMS 161**

SOC 186

Seminar: International Health Policy
Rosemary Taylor
Time Block 5, Mondays, 1:30pm-4:00pm

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?

**Prerequisite:** At least two social science courses and junior or senior standing.

**Cross-listed as CH 186.**
Politics, Policies and Risk in Science and Technology
Rosemary Taylor
Arranged, Tuesdays, 4:30pm-7:00pm

This course speaks to the central dilemmas of democratic policy-making in the face of risk. How do democracies weigh and address risks that require careful evaluation of complex and evolving science and technology? We will consider decision-making in many different areas including climate change, financial regulation, biotechnology and health-related risks such as pandemics. In each case, politicians and officials are asked to draw conclusions about scientific evidence that may seem arcane to them, to choose among responses that often carry political costs, and to weigh the value of putting some groups at risk to reduce the risks faced by others. We will examine how science is produced, what is recognized as expertise and efforts at global governance.

Prerequisite: At least two social science courses or instructor’s permission.
Cross-listed as STS 50-03.
**SOC 099: Internship**

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 departmental website for specific details.

Recommendations: SOC 1 or 10, plus one additional course in sociology related to internship area. To be arranged with individual members of the department.

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**SOC 197: Independent Study**

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 department; please consult faculty for details. Credit as arranged.

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**SOC 198: Directed Research in Sociology**

Work with a faculty member on their research agenda. Credit as arranged.

Please consult faculty for specific details.

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**SOC 199B: Senior Honors Thesis B**

Continuation of Senior Honors Thesis A from the fall semester. If you are considering a Senior Honors Thesis next year, please see the departmental website for specific details to prepare.
Class of 2017, 2018, and 2019

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

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

   1. SOC 001 Introduction to Sociology
   2. SOC 103 Survey of Social Theory (Spring only)
   3. Research Methods Requirement:

   To satisfy the research requirement you may take EITHER SOC 100 alone, or, BOTH SOC 101 AND SOC 102.

   OPTION 1
   SOC 100 Research Design and Interpretation (Fall only)
   or

   OPTION 2
   SOC 101 Quantitative Research Methods (Fall only)
   AND
   SOC 102 Qualitative Research Methods

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

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), and,

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

III. Six (6) Sociology elective courses
The minor requires the completion of six courses listed below, none of which may be taken pass-fail. All courses must have grades of C- or higher. Transfer courses are limited to two courses, and Advanced Placement credits may not be used toward a minor. No more than two course credits used toward the minor may be used toward foundation, distribution, major, or other requirements:

1. Introductory Course (SOC 001 through SOC 072)
2. Theory Course (Sociology 103: Survey of Social Theory – Spring only)
3. Research Methods Course (Sociology 100, 101, or 102)
4. Sociology Elective Courses

Students should declare their minor by junior year.

Students 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.

Students must also complete the Minor Checklist Form and submit it to the Registrar's Office prior to graduation.
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, & Society
2. Social Inequalities and Social Change
3. Globalization, Transnationalism, & 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 on our website and 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 ranging from restaurant kitchens to social movement organizations, but it is impossible to understand fully shared meanings in a contemporary context without studying the mass media and their increasingly prominent role in society. Some sociologists examine the way the media express and question shared meanings, while others focus on the media as tools of power that benefit some and disadvantage others. Still others look at the role of media in human interaction and community building.

While sociologists are profoundly interested in the structural and material conditions that shape social life (e.g., the economy, political policies, and level of education), we are equally aware that the ways in which people understand the world shape their behavior. In the study of race, for example, it is the elaborate system of meaning attached to people of different races that renders these differences so deeply consequential. What's more, while each individual interprets the world and actively “makes meaning,” shared meanings (e.g., values, norms, symbols, and beliefs) serve both as glue that allows us to interact in meaningful ways and as critical sites of conflict. The Barbie doll, for example, is a toy of contention, precisely because of the diverging meanings that we attach to it. For some she represents nostalgia and wholesomeness, while for others she symbolizes a narrow conception of female beauty.

Sociology majors who take the cluster of courses grouped as Media, Culture, and Society will learn to question and reflect on the media and their content and become more than passive consumers of what they see and hear. How do the news media construct a story? What stories don’t they present, and why? To what extent is what we "know" from our exposure to the media inconsistent with what sociological research has found? How does media content affect our attitudes and behavior, and how do our attitudes and behavior influence media content?

Take four of the following courses:

SOC 23: Self and Society
SOC 40: Media and Society
SOC 94-01: Youth Culture
SOC 94-03: Music in Social Context
SOC 94-07: Sociology of Sports
SOC 94-08: Education and Culture
SOC 149-02: Sociology of Taste
SOC 149-05: Consumers & Consumerism
SOC 149-12: Death & Dying
SOC 149-15: Sociology of the Body
SOC 149-16: Crime, Justice & the Media
SOC 182: Crime and the Media
SOC 185: Seminar in Mass Media: Digital Hate
SOC 188-04: Consumers and Consumerism
SOC 188-06: Seminar: Art and Artists: Sociological Perspectives
SOC 188-08: Seminar: Identity & Inequality
SOC 190: Seminar: Immigration: Public Opinion, Politics & the Media
SOC 194-99: Crime, Justice & Media
SOC 198: Directed Research in Sociology
SOC 199: Senior Honors Thesis
The study of inequalities and social change to address inequalities has historically been a core field of study in the discipline of Sociology. Nineteenth century social theorists Karl Marx, Max Weber, and Emile Durkheim, among others, developed foundational concepts and analytical frameworks that influence to this day the study of inequalities and social change. Current emphases are inequalities of race, ethnicity, and related issues of immigration, plus inequalities of socio-economic class, and gender. The United States and many other parts of the world presently face historic levels of inequality in wealth and income, education, and political and civic participation. These historic levels have wide-ranging effects on health, poverty, mobility, crime, family structure, work and unemployment, and urban and residential segregation.

Social change to address inequalities focuses on re-structuring societal institutions to distribute resources, power, and division of labor in more equitable ways. Social change may also incorporate cultural changes in social norms, values, and forms of patterned interactions between and among individuals and social groups consistent with greater amounts of social inequality. Methods of social change include social movements and other forms of social and political activism in local communities, nationally, and globally. Social change also includes advocacy and social reform activities carried out by nongovernmental nonprofit organizations, plus public (governmental) policy analysis and reform. While it is likely that every Sociology course gives some attention to these important issues, the study of social inequalities – sometimes called social stratification – and the various kinds of social change to address inequalities are also themselves identifiable areas of study.

Take four of the following courses:

SOC 10: American Society
SOC 11: Racial and Ethnic Minorities
SOC 12: Criminology
SOC 13: Urban Sociology
SOC 20: Families and Intimate Relationships
SOC 30: Sex and Gender in Society
SOC 35: Social Movements
SOC 50: Globalization and Social Change
SOC 60: Social Justice/Social Inequalities
SOC 70: Immigration, Race and American Society
SOC 94-02: Health Policy & Inequality
SOC 94-04: Latinos in the United States
SOC 94-06: Sociology of Violence
SOC 94-09: Academically Adrift? 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 121: Sociology of Law
SOC 141: Medical Sociology
SOC 149-06: Deviant Behavior
SOC 149-07: Sexuality and Society
SOC 149-08: Political Sociology
SOC 149-09: Mental Health and Illness
SOC 149-17: Theories of Femininity
SOC 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 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.

Take four of the following courses:

SOC 20: Family and Intimate Relationships
SOC 35: Social Movements
SOC 50: Globalization and Social Change
SOC 70: Immigration, Race and American Society
SOC 108: Epidemics
SOC 113: Urban Sociology
SOC 120: Sociology of War and Peace
SOC 143: Sociology of Religion
SOC 149-13: Places of Pleasure: Tourism Economies Cross Culturally
SOC 181: Seminar on War, Peace, State, and Society
SOC 186: Seminar in International Health Policy
SOC 187: Seminar: Immigrant Children
SOC 188-08: Seminar: Identity & Inequality
SOC 188-09: Youth of Color
SOC 190: Seminar: Immigration: Public Opinion, Politics & the Media
SOC 192: Seminar: AIDS: Social Origins, Global Consequences
SOC 193: Politics, Policies and Risk in Science and Global Technology
SOC 198: Directed Research in Sociology
SOC 199: Senior Honors Thesis
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 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
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