<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Institution and Degree(s)</th>
<th>Research Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAWAN DHINGRA</td>
<td>Professor, Chair</td>
<td>Ph.D., Sociology, Cornell University</td>
<td>Asian America; Culture; Education; Immigration; Inequality; Race and Gender and Class Intersectionality</td>
</tr>
<tr>
<td>ORLY CLERGE</td>
<td>Assistant Professor</td>
<td>Ph.D., Sociology, Brown University</td>
<td>Race and Ethnicity; Urban Sociology, Immigration &amp; Migration; Family; Education; Quantitative Research Methods</td>
</tr>
<tr>
<td>CEDRIC de LEON</td>
<td>Associate Professor</td>
<td>Ph.D. - University of Michigan</td>
<td>Labor and Labor Movements, Political Sociology, Race and Ethnic Relations, Comparative Historical Sociology, Social Theory</td>
</tr>
<tr>
<td>PAUL JOSEPH</td>
<td>Professor</td>
<td>Ph.D., Sociology, University of California, Berkeley</td>
<td>Sociology of War and Peace; Political Sociology; Globalization</td>
</tr>
<tr>
<td>HELEN MARROW</td>
<td>Associate Professor (ON LEAVE)</td>
<td>Ph.D., Sociology and Social Policy, Harvard University</td>
<td>Immigration; Race and Ethnic Relations; Social Inequalities and Social Policies; Health; Qualitative Research Methods</td>
</tr>
<tr>
<td>FREEDEN BLUME OEUR</td>
<td>Assistant Professor</td>
<td>Ph.D., Sociology, University of California, Berkeley</td>
<td>Gender and Masculinity; Education; Youth; Sociological and Feminist Theory</td>
</tr>
<tr>
<td>SARAH SOBIERAJ</td>
<td>Associate Professor</td>
<td>Ph.D., Sociology, SUNY Albany</td>
<td>Political Sociology; Mass Media; Civil Society and the Public Sphere; Sociology of Culture; Social Movements</td>
</tr>
<tr>
<td>ROSEMARY C.R. TAYLOR</td>
<td>Associate Professor (ON LEAVE)</td>
<td>Ph.D., Sociology, University of California-Santa Barbara</td>
<td>Comparative historical study of disease and health policy; Political Sociology; Sociology of Science and Technology; Qualitative Methods in Action</td>
</tr>
<tr>
<td>JILL WEINBERG</td>
<td>Assistant Professor</td>
<td>J.D., Seattle University; Ph.D., Sociology, Northwestern University</td>
<td>Crime, Law, Deviance; Sports; the Body; Research Methods</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Instructor</td>
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<tr>
<td>SOC 001</td>
<td>Introduction to Sociology</td>
<td>Pawan Dhingra</td>
<td>I+</td>
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<tr>
<td>SOC 010</td>
<td>American Society</td>
<td>Caitlin Slodden</td>
<td>H+</td>
</tr>
<tr>
<td>SOC 023</td>
<td>Self and Society</td>
<td>Diana Schor</td>
<td>F+</td>
</tr>
<tr>
<td>SOC 030</td>
<td>Sex and Gender in Society</td>
<td>Freeden Blume Oeur</td>
<td>E+</td>
</tr>
<tr>
<td>SOC 040</td>
<td>Media and Society</td>
<td>Michelle Holliday-Stocking</td>
<td>J+</td>
</tr>
<tr>
<td>SOC 94-01</td>
<td>Special Topics: Youth Subculture <em>NEW!</em></td>
<td>Diana Schor</td>
<td>D+</td>
</tr>
<tr>
<td>SOC 94-02</td>
<td>Special Topics: Health, Policy, and Inequality</td>
<td>Brett Nava-Coulter</td>
<td>D+</td>
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<tr>
<td>SOC 94-06</td>
<td>Special Topics: Sociology of Violence</td>
<td>Brett Nava-Coulter</td>
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<tr>
<td>SOC 94-16</td>
<td>Special Topics: The American Labor Movement <em>NEW!</em></td>
<td>Cedric de Leon</td>
<td>ARR</td>
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<tr>
<td>SOC 099</td>
<td>Internship</td>
<td>Faculty</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>SOC 102</td>
<td>Qualitative Research Methods</td>
<td>Sarah Sobieraj</td>
<td>ARR</td>
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<tr>
<td>SOC 103</td>
<td>Sociological Theory</td>
<td>Freeden Blume Oeur</td>
<td>I+</td>
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<tr>
<td>SOC 106</td>
<td>Political Sociology: The Trump Election and Admin</td>
<td>Paul Joseph</td>
<td>G+</td>
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<tr>
<td>SOC 121</td>
<td>Sociology of Law: The Hamilton Edition</td>
<td>Jill Weinberg</td>
<td>E+</td>
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<tr>
<td>SOC 149-09</td>
<td>Special Topics: Mental Health and Illness</td>
<td>Caitlin Slodden</td>
<td>F+</td>
</tr>
<tr>
<td>SOC 149-10</td>
<td>Special Topics: Racial Identity in Historical Perspective</td>
<td>Orly Clerge</td>
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</tr>
<tr>
<td>SOC 181-01</td>
<td>Seminar: War/Peace/State/Society</td>
<td>Paul Joseph</td>
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<tr>
<td>SOC 188-06</td>
<td>Seminar: Body, Culture, and Society <em>NEW!</em></td>
<td>Jill Weinberg</td>
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<tr>
<td>SOC 188-07</td>
<td>Seminar: Race and Politics <em>NEW!</em></td>
<td>Cedric de Leon</td>
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<tr>
<td>SOC 188-09</td>
<td>Seminar: Youth of Color</td>
<td>Orly Clerge</td>
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<tr>
<td>SOC 197</td>
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<td>Faculty</td>
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<td>SOC 198</td>
<td>Directed Research in Sociology</td>
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<td>SOC 199B</td>
<td>Senior Honors Thesis B</td>
<td>Faculty</td>
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Sociologists address questions such as why do some students succeed at school while others fail; how do groups develop certain cultures; why are there class, gender, and racial inequalities; how does socialization take place; what role does religion play in our society; etc. This course introduces students to sociological topics and to the dominant theories and methods used to make sense of such social phenomena. Students are encouraged to bring their own sociological insights to class as we challenge common assumptions of these major issues that refer to all of us.

No prerequisites.

Cross-listed as AMER 14.

Time Block: I+; Mondays and Wednesdays, 3:00 p.m. - 4:15 p.m.
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.

Time Block: H+; Tuesdays and Thursdays, 1:30 p.m. - 2:45 p.m.
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.

Time Block: F+; Tuesdays and Thursdays, 12:00 p.m. - 1:15 p.m.
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 AFR 47-02, AMER 94-01, LST 94-02 and WGSS 40-01.

Time Block: E+; Mondays and Wednesdays, 10:30 a.m. - 11:45 a.m.
In today’s increasingly technological culture, individuals are constantly faced with choices involving media consumption. The prevalence and variety of media sources today raise questions regarding media’s impact on society. This course seeks to examine the relationship between media and society, through an exploration of the factors that shape how media is produced, how media is consumed, and its effect on culture. The course incorporates analyses of key theories and concepts in media studies and sociology to allow students to engage in an examination of the changes in media over time (i.e., radio, television, and internet). In addition, the course places an emphasis on the role of the consumer in media production, and the political use of media as a means of social change.

No prerequisites.

Cross-listed as FMS 23.

Time Block: J +; Tuesdays and Thursdays, 3:00 p.m. - 4:15 p.m.
This course explores the topic of youth subcultures as a distinct type of communities that we are all a part of. We will investigate a range of historical and contemporary youth subcultures that emerge within communities situated in rural/suburban/urban spaces. We will explore the ways in which youth subculturists – goths, punk, gamers, riot girrls, virginity pledgers, skaters, hip hop artists, etc. – feel marginalized by society, or otherwise intentionally self-exclude, seeking to resist and contest the influence of mainstream culture. We will draw on a wide range of sources – including books, articles, films, zines, and music – to explore these subcultures, and their corresponding styles, beliefs, values, patterns of identity formation, behaviors, symbols, and rituals. As a distinct outcome, by the end of this semester students will be able to use the analytical and theoretical perspectives gained in this course to analyze other subcultures. In particular, students will have the opportunity to analyze how the choices that people make in their lives are not solely the result of their individual choices, but are also shaped and influenced in significant ways by the structure and culture of communities they belong to.

No prerequisites.

Time Block: D+, Tuesdays and Thursdays, 10:30 a.m. - 11:45 a.m.
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.

Time Block: D+; Tuesdays and Thursdays, 10:30 a.m. - 11:45 a.m.
SOC 094-06

Sociology of Violence

with Brett Nava-Coulter

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.

Time Block: J+; Tuesdays and Thursdays, 3:00 p.m. - 4:15 p.m.
SOC 094-16 *NEW!*  

The American Labor Movement  
with Cedric de Leon

Want to know more about unions?  
Worried about class inequality?  
Ever wondered what you can do about it?  
Well, this course is for you.

No prerequisites.

Cross-listed as AAST 94-05, AFR 47-03, AMER 94-03, and LST 94-04.

Time Block: ARR; Mondays and Wednesdays,  
9:00 a.m. – 10:15 a.m.
Sociology 99: Internship is a course (credit as arranged) that combines a field placement with sociological analysis based on reading and one-on-one discussions with the faculty sponsor of the course. 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.

Prerequisites for Sociology 99 are Sociology 1 or 10, plus a sociology course related to the setting where the internship is to be done. The student must work on-site for a minimum of 12 hours per week, or 150 hours in all. A student can count two for-credit internships toward a degree but can count only one Sociology 99 course toward the sociology major. Two internships cannot be done during the same semester. When appropriate, Sociology 99 can be used as an elective for one of the department's cluster options. No credit will be granted retroactively or for an internship supervised by anyone other than a full-time member of the department.

Time Block: Arranged
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.

Time Block: ARR; Mondays, 4:30 p.m. - 7:00 p.m.
SOC 103
Sociological Theory
with Freeden Blume Oeur

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.

Time Block: I+; Mondays and Wednesdays, 3:00 p.m. - 4:15 p.m.
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 first period of his 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. 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? What are the similarities and differences to previous periods of anti-immigration hostility? Race also played and continues to play 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). 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. What is the role of Russia’s involvement in the election? 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. Finally, it is clear that the Trump administration is meeting concerted resistance from many angles including popular movements, the courts and other judicial bodies, athletes, comedians, some parts of the press, various professional associations, and perhaps even corners of the business community. What is the impact of these diverse forms of opposition?

Prerequisite: One Sociology course or junior standing or instructor's consent.

Time Block: G+; Mondays and Wednesdays, 1:30 p.m. - 2:45 p.m.
Law is everywhere and shapes our lives in countless ways. It permits, prohibits, legitimizes, suppresses, protects, and prosecutes individuals. This course examines the social function of law, with this semester using the Broadway musical Hamilton as a teaching tool to learn socio-legal concepts, and to examine the relationship between law and social change. Topics include law as an agency of social control and its relationship to other social institutions, how ordinary people understand law, the relationship of law and society. This course examines law primarily from a U.S. perspective, but examines law in other international contexts.

Prerequisite: One Sociology course or sophomore standing.

Time Block: E+; Mondays and Wednesdays, 10:30 a.m. - 11:45 a.m.
SOC 149-09

Mental Health & Illness

with Caitlin Slodden

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.

Time Block: F+; Tuesdays and Thursdays, 12:00 p.m. - 1:15 p.m.
SOC 149-10
Racial Identity
in Historical Perspective
with Orly Clerge

How individuals, groups and communities define themselves in racial terms has been at the center of sociological inquiry since the 19th century. Although racial categories are often imposed upon populations, they are also interpreted, reconstructed and negotiated by social actors in everyday life. This course will examine how racial categories are contested, managed and redefined by racial groups. The primary focus of the course will be on black identity social and political movements both preceding and resulting from the Civil Rights movements. We will begin with the works of the first American sociologist, W.E.B. DuBois and end with contemporary perspectives on racial formation in America’s increasing multiracial and multi-ethnic landscape. By the end of the course, students will be able to theoretically and empirically analyze the ways in which racial identity has changed overtime and across space and provide sociological perspectives on America’s racial future.

Prerequisite: One sociology course or sophomore standing.

Cross-listed as AAST 194-03, AFR 147-06, AMER 194-06, and LST 194-04.

Time Block: H+; Tuesdays and Thursdays, 1:30 p.m. - 2:45 p.m.
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. We will also explore, using the recent Ken Burns PBS series, the legacy of the Vietnam War as well as the impact of the Trump administration on US military policies. 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, two sociology courses or instructor’s permission.

Time Block: 10; Mondays, 6:30 p.m. - 9:00 p.m.
This seminar focuses on the body from a sociological perspective. The course approaches the study of the body, not as a predetermined fact, but rather something interpreted by and through the lens of culture and shaped by social forces. While primarily sociological, this course is an interdisciplinary look at the body focusing on key questions such as how are bodies regulated by society; how does social interaction influence how we perceive individuals; how do institutions such as medicine, law, and sports define the body; and is there a "right" body? Readings also explore the relationship between the body and personal identity, focusing on race/ethnicity, sex/gender, disability, and considers how identity is enacted through human interaction (e.g., hair care, exercise, plastic surgery).

Prerequisite: Two courses in Sociology, WGSS or American Studies.

Cross listed as WGSS 185-01.

Time Block: 7; Wednesdays, 1:30 p.m. - 4:00 p.m.
Why should you care about race and politics? So much of what we think of as “political” has a racial dimension, from voting and social movements, to citizenship and democracy. On the flipside, much of what we think of “racist” can be traced to politics, including police brutality, xenophobia, and segregation. The racial is political, and the political is racial. What’s weird is that so few scholars actually see it that way. Political sociologists are typically not sociologists of race and vice versa. In this course, we put these camps in conversation in order to make sense of the leading issues of our time: Black Lives Matter and the rise of white ethnic nationalism.

Prerequisite: Two Sociology courses.

Cross-listed as AAST 194-06, AFR 147-08, AMER 194-07 and LST 194-07.

Time Block: 5; Mondays, 1:30 p.m. – 4:00 p.m.
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 194-04, AFR 147-07, AMER 194-08, and LST 194-05.

Time Block: 1; Tuesdays, 9:00 a.m. - 11:30 a.m.
SOC 197

Independent Study with Faculty

Is there a question you want to ask and answer through your own original research? Do you want to delve into environmental, medical, cultural and/or other questions within sociology? 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.

Time Block: Arranged
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.

**Time Block:** Arranged
For Senior Honors Thesis writers continuing from SOC 199A: Senior Honors Thesis A. Keep up the great work!

Are you a junior considering writing a Senior Honors Thesis next year? Please visit our website for more information. Talk with faculty members. We can also connect you with current thesis writers for their perspectives.

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.

Time Block: Arranged
Major Requirements

All Sociology majors must complete ten (10) Sociology courses. None of the ten courses may be taken pass-fail, and courses with grades below C- will not be counted. At least six (6) of the courses must be listed or cross-listed by the Tufts University Department of Sociology. Three (3) courses must be the following core courses, at least two (2) of which must be taken in the Tufts University Department of Sociology:

- SOC 001 Introduction to Sociology; and
- SOC 103 Sociological Theory (Spring only); and
- Research Methods Requirement for Class of 2018 and 2019:

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

Research Methods Requirement for Class of 2020 and beyond:

SOC 100 Research Design and Interpretation (Fall only)

Of the ten (10) required Sociology courses, one (1) must be a seminar (taken in the Tufts University Department of Sociology), numbered 180 or above, and designated as a seminar (SEM:). Sociology 193, 194, 197, 198 and 199 do not count for this requirement.

Six (6) of the ten required courses are unrestricted electives (Five [5] if 101 AND 102 are taken as the research requirement), except for students who choose to complete a cluster.

If you have more than one major, please see the Bulletin for rules on double-counting courses.

If you have a minor, no more than two course credits used toward the minor may be used toward foundation, distribution, major, or other minor requirements.

Stop by the office for a copy of the Sociology Major Checklist or visit our website.
Minor Requirements

The minor requires the completion of six courses, none of which may be taken pass-fail and grades below C- will not be counted. 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. Courses must include: one required introductory course numbered 1 through 98; one research methods course: (Sociology 100 or 101 or 102); one theory course: (Sociology 103); and three elective courses. Students are encouraged to declare their minor by junior year.

Clusters

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 and Society
- SOC 40: Media and Society
- SOC 94-01: Youth Culture OR Youth Subculture
- SOC 94-03: Music in Social Context
- SOC 94-07: Sociology of Sports
- SOC 94-08: Education and Culture
- SOC 149FT: Sociology of Travel & Tourism
- 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
- SOC 188-04: Consumers and Consumerism
- SOC 188-06: Seminar: Body, Culture and Society
- SOC 188-08: Seminar: Identity & Inequality
- SOC 190: Seminar: Immigration: Public Opinion, Politics & the Media
- SOC 194-99: Crime, Justice & Media
- SOC 198: Directed Research in Sociology
- SOC 199: Senior Honors Thesis
The study of inequalities and social change to address inequalities has historically been a core field of study in Sociology. Early social theorists such as Karl Marx, Max Weber, and Emile Durkheim developed concepts and analytical frameworks that still influence the study of inequalities and social change.

Today, sociologists focus on inequalities of race, ethnicity, status, social class, levels of inequality income, education, participation have on health, crime, structure, residential unemployment, segregation, work, and social mobility. Social change to address these inequalities focuses on re-structuring societal institutions to distribute resources more equitably. Social change that produces greater equality can also involve changes in norms, values, technology, and patterns of interaction among individuals and social groups. Methods that create such change include social movements and other forms of local, national, and global activism. Change also arises from advocacy and social reform activities by nongovernmental nonprofit organizations and from government policy analysis and reform.

Elective courses for the Social Inequalities and Social Change cluster
The Social Inequalities and Social Change cluster requires completion of four of the following sociology courses:
- SOC 10: American Society
- SOC 11: Racial/Ethnic Minorities OR 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 94-16: The American Labor Movement
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 188-07: Race and Politics
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, and myriad 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 OR SOC 135: 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
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.

Elective courses for the Data Analysis and Interpretation cluster
The Data Analysis and Interpretation cluster requires completion of four of the 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