

TUFTS UNIVERSITY

Department of

# Sociology



## Course Booklet

Fall 2018

# Faculty

**PAUL JOSEPH, Professor, Interim Chair**

Ph.D., Sociology, University of California, Berkeley

Sociology of War and Peace; Political Sociology; Globalization

**FREEDEN BLUME OEUR, Assistant Professor (ON LEAVE)**

Ph.D., Sociology, University of California, Berkeley

Gender and Masculinity; Education; Youth; Sociological and Feminist Theory

**FELIPE DIAS, Assistant Professor**

Ph.D., Sociology, University of California, Berkeley

Social Stratification; Comparative Race and Gender Inequality; Labor Markets;  
Quantitative and Experimental Methods; Immigration; Latin America.

**ANJULI FAHLBERG, FT Lecturer**

Ph.D., Sociology, Northeastern University

Violence and Conflict; Social Movements; Urban Politics; Latin America;  
Participatory Action Research

**DAANIKA GORDON, Assistant Professor**

Ph.D., Sociology, University of Wisconsin - Madison

Race and Ethnicity; Crime and Social Control; Urban Sociology; Research  
Methods

**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

**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 (ON LEAVE)

Ph.D., Sociology, University of California-Santa Barbara

Comparative historical study of disease and health policy; Political Sociology;  
Sociology of Science and Technology; Qualitative Methods in Action

JILL WEINBERG, Assistant Professor (ON LEAVE)

J.D., Seattle University; Ph.D., Sociology, Northwestern University

Crime, Law, Deviance; Sports; the Body; Research Methods

# Postdoctoral Fellow

MARGARET MCGLADREY

Ph.D., Sociology, University of Kentucky

Children and Youth; Feminist Media Studies; Gender; Participatory Action  
Research; Public Health; Sociological and Feminist Theory

# Staff

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# Course Offerings

Fall 2018

SOC 0001: Introduction to Sociology	Helen Marrow	MW, 10:30 a.m. – 11:45 a.m.
SOC 0011: Sociology of Race and Ethnicity	Daanika Gordon	TR, 3:00 p.m. – 4:15 p.m.
SOC 0020: Family and Intimate Relationships	Anjuli Fahlberg	TR, 1:30 p.m. – 2:45 p.m.
SOC 0030: Sex and Gender in Society	Brett Nava-Coulter	MW, 1:30 p.m. – 2:45 p.m.
SOC 0050: Globalization and Social Change	Felipe Dias	MW, 9:00 a.m. – 10:15 a.m.
SOC 0060: Social Inequalities and Social Justice	Felipe Dias	TR, 10:30 a.m. – 11:45 a.m.
SOC 0094-10: Education and Inequality	Diana Schor	MW, 10:30 a.m. – 11:45 a.m.
SOC 0094-17: Girls and Girlhood <b>*NEW*</b>	Margaret McGladrey	TR, 9:00 a.m. – 10:15 a.m.
SOC 0099: Internship	Faculty	Arranged

SOC 0100: Research Design and Interpretation	Sarah Sobieraj	TR, 12:00 p.m. – 1:15 p.m.
SOC 0102: Qualitative Research Methods	Helen Marrow	W, 1:30 p.m. – 4:00 p.m.
SOC 0112: Criminology	Andrew Baranauskas	MW, 4:30 p.m. – 5:45 p.m.
SOC 0113: Urban Sociology	Anjuli Fahlberg	MW, 3:00 p.m. – 4:15 p.m.
SOC 0135: Social Movements	Brett Nava-Coulter	TR, 1:30 p.m. – 2:45 p.m.
SOC 0141: Medical Sociology	Anjuli Falhberg	TR, 10:30 a.m. – 11:45 a.m.
SOC 149-07: Sexuality and Society	Brett Nava-Coulter	TR, 4:30 p.m. – 5:45 p.m.
SOC 185: Seminar in Mass Media Studies: Digital Hate	Sarah Sobieraj	T, 9:00 a.m. – 11:30 a.m.
SOC 0190: Seminar: Immigration: Public Opinion, Politics, and Media	Helen Marrow	M, 1:30 p.m. – 4:00 p.m.
SOC 0197: Independent Study	Faculty	Arranged
SOC0198: Directed Research in Sociology	Faculty	Arranged
SOC 0199A: Senior Honors Thesis A	Faculty	Arranged

SOC 0001:

# Introduction to Sociology



**Instructor: Helen Marrow**

Sociology is the systematic study of human social behavior. Sociologists examine not only how social structures shape our daily interactions, but also how society constructs social categories and cultural meanings. While there is no way that a single semester can expose you to the entire discipline of sociology, this course will introduce you to the major theoretical perspectives, concepts, and methodologies used in contemporary sociology to observe and analyze interaction in large and small groups. For instance, we will examine important issues such as how societies maintain social control, set up stratification systems based on race, class and gender, and regulate daily life through institutions such as families, education, and labor markets. The single overarching purpose of this course is to make you more interested in and critical of the world around you. A secondary purpose is to inspire you to take more sociology courses while you are here at Tufts, so you can focus on some of the specific sociological topics you like most in greater depth. Ones that we will cover (in order) include culture and media; socialization; networks and organizations; crime and deviance; social class, race, and gender inequalities; family; education; politics and authority; and work.

*Cross-listed with AMER 10-02*

*No prerequisites.*

**Mondays and Wednesdays**

**10:30 a.m. – 11:45 a.m.**

SOC 0011:

# Sociology of Race and Ethnicity



**Instructor: Daanika Gordon**

This course provides an introduction to sociological perspectives on race, ethnicity, and racism. It will help you think critically about issues related to race and ethnicity in American society and globally. The course begins with theories of race and racism. Topics include the social construction of racial and ethnic categories; prejudice, discrimination, and racial domination; and racial ideologies. The course then examines racial inequalities in several institutional contexts, including neighborhoods, schools, the labor market, and the criminal justice system. Finally, the course explores racial progress, with particular attention to the role of social movements in constructing the meaning of race and fighting for racial justice.

***Cross-listed with AFR 0011-01***

***No prerequisites.***

NOTE: Students who have previously taken SOC 11, SOC 110 "Racial/Ethnic Minorities" may not count this course as a separate elective.

**Tuesdays and Thursdays**  
**3:00 p.m. – 4:15 p.m.**

SOC 0020:

# Family and Intimate Relationships



**Instructor: Anjali Fahlberg**

For better or worse, we are all embedded within family structures. These can be—and often are—defined not just by our biological connections, but also kinship ties, systems of mutual support, physical conviviality, and shared cultural or social practices. While being part of a family (or families) is a constant, how these are defined, how they operate, and what expectations we have of each other vary dramatically across time and space. Our goal in this course is to reflect on some of the larger economic, political, and social trends that affect what we think of as a “family,” who is responsible for which roles, and how lived experiences within families shape people’s views of the world and their overall life chances. We will draw heavily from ethnographic readings that help to tie larger sociological issues with the stories of real people in the US, other countries, and in “transborder” families. Throughout the course, attention will be paid to how violence and unequal power dynamics within and beyond the home influence family relations and individual realities. In addition to readings, discussion and some writing assignments, students will be asked to interview two people from other cultures about their family dynamics and connect these to the themes of the course.

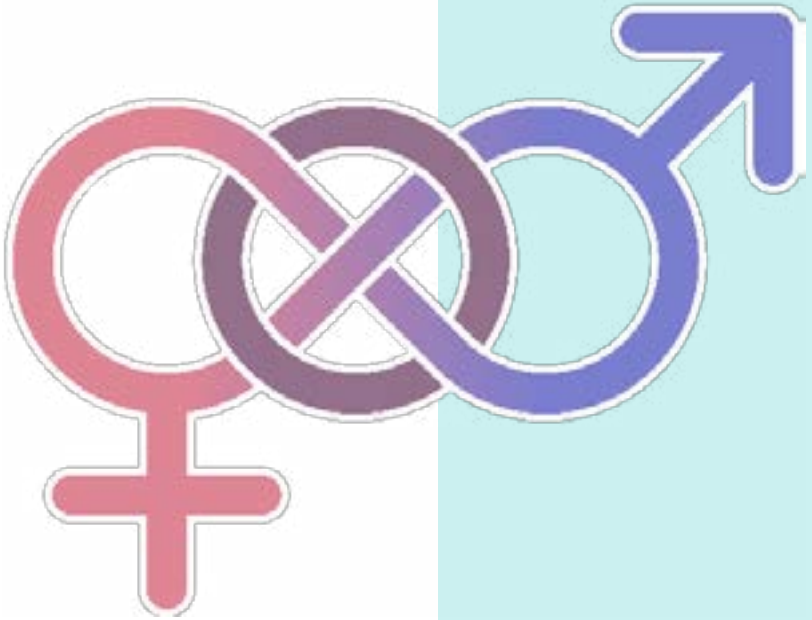
**No prerequisites.**

**Tuesdays and Thursdays**  
**1:30 p.m. – 2:45 p.m.**



SOC 0030:

# Sex and Gender in Society



**Instructor: Brett Nava-Coulter**

Differences and inequalities between women's and men's social positions and personal experiences in the contemporary United States. Intersections of gender, race, and class. Gender relations in the labor force, families, the state, and in sexual and emotional life. Violence and sexual harassment. Men's and women's efforts toward personal and social change in gender relations.

***Cross-listed with WGSS 40***

***No prerequisites.***

**Mondays and Wednesdays  
1:30 p.m. – 2:45 p.m.**

SOC 0050:

# Globalization and Social Change



**Instructor: Felipe Dias**

Review of progress and social problems associated with the development of globalization. Alternative interpretations of the core features of the world system. Exploration of specific issues including distribution of economic and political power, role of multinational businesses, movement of peoples, cultural flows, intersection of global and local, the negative features of globalization, global cities, “anti-global” social movements, and different models for reform.

***No prerequisites.***

**Mondays and Wednesdays  
9:00 a.m. – 10:15 a.m.**

SOC 0060:

# Social Inequalities and Social Justice



**Instructor: Felipe Dias**

Inequalities of class, race, and gender and intersections among them. Mainly U.S. with attention to global context. Unequal distribution of income, wealth, power, and status. Social mobility. Public policy and other efforts to address inequalities and seek social justice.

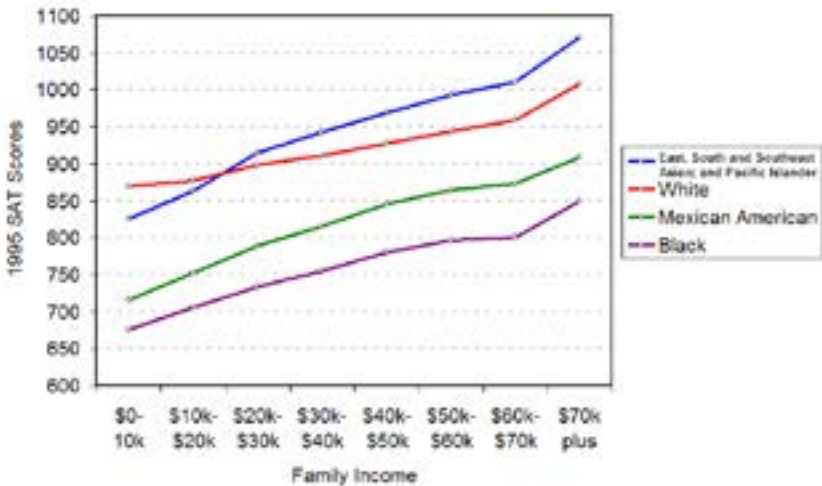
***No prerequisites.***

**Tuesdays and Thursdays  
10:30 a.m. – 11:45 a.m.**

SOC 0094-10:

# Education and Inequality

1995 SAT Scores vs Family Income



Instructor: Diana Schor

Sociologists of education apply the research tools and theoretical frameworks of sociology to educational institutions and the interactions of individuals within them. This course considers education as a social institution that exists inside and outside of schools, in order to understand its role in both alleviating and reproducing social inequalities for different groups in the United States. At the core of this course is an examination of the ways in which unequal statuses associated with race/ethnicity, sex/gender, and social class are maintained and reproduced through schooling. We will pay special attention to what is taught in schools, while making distinctions between the explicit and implicit (the “hidden curriculum”). We will also look inside the school walls at peer culture and outside its walls to understand schools within the context of families and communities. At the end of the course, we will discuss educational reform from historical and contemporary perspectives.

**No prerequisites.**

**Mondays and Wednesdays  
10:30 a.m. – 11:45 a.m.**

SOC 0094-10:

\*NEW\*

# Girls and Girlhood



Instructor: Margaret McGladrey

What is girlhood, and how do social and cultural ideas about it influence the life chances of people who are classified as “girls”? Are we living in an age of “girl power” where stereotypes about girls’ capabilities are fading away, or are girls more vulnerable than ever because of contemporary social problems like the hook-up culture, sexting, sexual assault, suicide, and media sexualization? In this course, you will explore answers to these questions through the lens of gender and age in ways that illuminate girls’ intersectional identities in terms of race, ethnicity, place, ability, nationality, religion, sexuality, and socioeconomic status and illustrate whose stories are foregrounded and whose are forgotten. Topics include educational justice, sex trafficking and unpaid labor, rape culture and gender-based violence, health and embodiment, gender and sexual politics, and media consumption and production. You will gain a strong understanding of current “girls’ empowerment” activism by applying the concepts we learn throughout the course to specific programs to assess their political, social, and civic impact and ethical standards.

*Cross-listed with TCS 94-03.*

*No prerequisites.*

**Tuesdays and Thursdays**

**9:00 a.m. – 10:15 a.m.**

SOC 0099:

# Internship



## Instructor: Faculty

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.

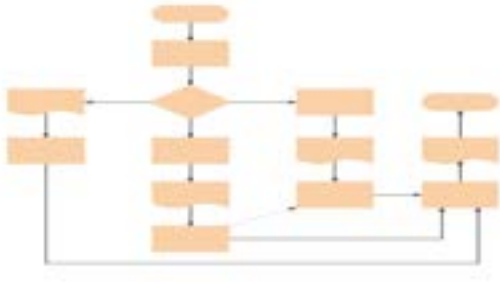
The student must work on-site for a minimum of 12 hours per week, or 150 hours in all. A student can count two for-credit internships toward a degree but can count only one Sociology 99 course toward the sociology major. Two internships cannot be done during the same semester. When appropriate, Sociology 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. 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.

***Prerequisites: SOC 001 or 010, plus a sociology course related to the setting where the internship is to be done.***

**Arranged**

SOC 0100:

# Research Design and Interpretation



Instructor: Sarah Sobieraj

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.**

**Tuesdays and Thursdays**

**12:00 p.m. – 1:15 p.m.**

SOC 0102:

# Qualitative Research Methods



**Instructor: Helen Marrow**

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 designing and conducting your own original qualitative research project. In this course, you will first become familiar with the epistemological underpinnings of qualitative research. You will then learn to craft sociological questions, design effective research instruments, gather data that address your questions, and interpret your data's significance in relation to research done by other sociologists. Finally, you will share your findings with your fellow students. While there are many qualitative methodologies ranging from archival research to focus groups to content analysis, you will work primarily with in-depth interviews and ethnographic observations that you will be able to conduct in a site of your own choosing. In this course, you will become part of a "community" in which things get messy as you help one another to find your way. In light of this, you are expected to invest yourselves fully in the course, committing not only to do your best possible work at all times but also to work with your fellow students to help them reach their full potential. Your reward will be a project that you can be proud of, and a set of organizational and analytical skills that will be valuable to many employers and graduate programs in a wide range of careers.

***Prerequisite: Two Sociology Courses.***

To be considered for enrollment in this course, email [Victoria.Dorward@tufts.edu](mailto:Victoria.Dorward@tufts.edu) with the following information: Major, Graduation Year, Student ID number, and rationale for taking the course (thesis or research, interest in qualitative methods, any prior methods training, etc). Applicant information will be reviewed **after** the initial registration period in April. Students will be notified via email if permission is granted for them to register. Sociology majors with seniority and students with demonstrated need will be given priority for registration.

**Wednesdays**  
**1:30 p.m. – 4:00 p.m.**



SOC 0112:

# Criminology



Instructor: Andrew Baranauskas

Sociological findings and perspectives on crime and the processing of criminal offenders. Problems of definition and statistical assessment, public reaction to crime, theories of causation, penal institutions, and treatment programs. Examination of white-collar crime, organized crime, and professional theft.

***Prerequisite: sophomore standing or one Sociology course.***

**Mondays and Wednesdays**  
**4:30 p.m. – 5:45 p.m.**

SOC 0113:

# Urban Sociology



**Instructor: Anjali Fahlberg**

Did you know that over 80% of the US population lives in cities? These numbers are even higher for Latin America, while the percent of urban populations is growing steadily in Europe, Asia, and Africa. But what, after all, accounts for such dramatic global urbanization patterns? How does the concentration of diverse groups of people affect group relations, access to resources, and inhabitants' overall quality of life? How do historic forms of inequality get (re)configured in urban areas? And, importantly, how can inequality and injustice be addressed in this context? This course aims to tackle these questions as we consider contemporary dynamics of inequality and social change in cities in the US and across the globe. We will examine how economic, political, social, and symbolic forms of inequality and exclusion have helped to shape the lived realities of diverse urban populations and how governments and civic actors have attempted to address these. The course will draw heavily from ethnographic perspectives of the city, using the stories of individuals and communities to understand how broader social issues affect the urban experience. Students will also be asked to conduct their own small ethnographic research project in an organization in Boston or Somerville and use these observations to reflect on course readings and discussions.

**Prerequisite:** SOC 1 or 10 or instructor's consent.

**Mondays and Wednesdays**

**3:00 p.m. – 4:15 p.m.**

SOC 0135:

# Social Movements



Instructor: Brett Nava-Coulter

Social circumstances under which organized efforts by powerless groups of people to affect history are attempted, motivations for such efforts, processes by which such efforts are implemented and controlled, and the impact such efforts have on society. Major sociological perspectives on social movements. Selected use of films to illustrate major themes.

*Cross-listed with PJS 135.*

*Prerequisite: SOC 1 or 10 or other introductory-level social science course.*

**Tuesdays and Thursdays**  
**1:30 p.m. – 2:45 p.m.**

SOC 0141:

# Medical Sociology



## Instructor: Anjuli Fahlberg

Although we often think of health and illness as factors of biology, lifestyle or back luck, who gets sick and with what is closely tied to social, economic, and political circumstances, as are the forms of treatment available to them. In fact, what we consider a sickness or a pathology varies over time and across cultures, suggesting that many conditions we view as diseases in fact objects of contestation—and variation. Our overall objective in this course will be to dive deeply into examinations of the social determinants of health and illness. Throughout the course, we will examine theoretical and empirical reflections on the relationship between the social world and the body, drawing on readings about the US and other countries. We will pay particular attention to how class, gender, sexuality, and race/ethnicity/nationality shape exposure to illness and treatment options.

***Prerequisite: Sophomore standing.***

**Tuesdays and Thursdays  
10:30 a.m. – 11:45 a.m.**

SOC 0149-07:

# Sexuality and Society



**Instructor: Brett Nava-Coulter**

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***

**Tuesdays and Thursdays**

**4:30 p.m. – 5:45 p.m.**

SOC 0185:

# Seminar in Mass Media Studies: Digital Hate



**Instructor: Sarah Sobieraj**

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.***

***Prerequisite: Must have taken SOC 40: Media & Society. Sociology seniors are given priority for this course to fulfill their seminar requirement.***

**Tuesdays**  
**9:00 a.m. – 11:30 a.m.**

SOC 0190:

# Seminar: Immigration: Public Opinion, Politics, and Media

Instructor: Helen Marrow

This upper division undergraduate seminar provides a detailed look at immigration and immigrant integration, honing in specifically on complex interrelationships between public opinion, politics and policymaking, and the media. The first part of the seminar is devoted to an overview of the basic research and debates in U.S. immigration research. Here we briefly overview the determinants of post-1965 immigration flows; U.S. immigration policy and legislation; contexts of reception and modes of incorporation; undocumented immigration; major theories of assimilation; and debates over the impacts of immigration on the economy and labor market as well as on national identity, culture, and security. Once students have this working knowledge, we will then bring in (in turn) American public opinion, its links with the political process, and media's roles in reflecting and shaping American public opinion on this topic. Students will be exposed to two key research methods in this field (surveys of public opinion, content analyses of media portrayals), plus to results from key studies of traditional media (newspapers, magazines, network TV) and new media (cable TV, internet). By the end of the seminar, students will have a strong foundation from which to pursue other areas of immigration research in both academic and policy environments. They will also have a better understanding of how the transition from traditional to new media intersects with growing political polarization and stalemate over immigration policy.

***Cross-listed as AMER 175-01 and AFR 190-01.***

***Depending on student work and the research project focus, this course may also fulfill a requirement in Asian American Studies, Latin American Studies, or Latino Studies.***

***Prerequisite: Two Sociology and/or Political Science courses, or consent of instructor. Sociology seniors are given priority for this course to fulfill their seminar requirement.***



**Mondays**  
**1:30 p.m. – 4:00 p.m.**

SOC 0197:

# Independent Study



## Instructor: 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.***

**Arranged**



SOC 0198:

# Directed Research in Sociology



## Instructor: Faculty

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.***

**Arranged**

SOC 0199A:

# Sociology Senior Honors Thesis A

## Instructor: Faculty

Completing a senior thesis is a challenging but rewarding opportunity for students who are highly motivated to research a particular topic. To be eligible to complete a year-long senior thesis for Department of Sociology credit, one must meet certain criteria, and in consultation with your potential advisor, you must submit a written prospectus of about 3-4 double-spaced pages which should,

- explain the big-picture concern that motivates the study and the clearly defined research question(s) that the thesis aims to answer, stemming from that concern;
- explain the sociological relevance of the research topic, drawing from established concerns within the discipline and/or speaking to gaps in the discipline. In other words, explain why does this question matter to people who may not care much about the specific people or area you are studying;
- review three or more scholarly works pertinent to the research question(s) and how your work extends or speaks to them, in order to demonstrate one is aware of relevant literature and how one's thesis might advance the topic;
- outline the planned research design and methodology (e.g. surveys, interviews, media analysis, participant observation, experimental design), and how one plans to collect data, as relevant;
- include a timetable to submit an application to the Institutional Review Board if the research involves human subjects
- include a list of your prior coursework that is specifically relevant to the proposed thesis topic and methodology.

Students are encouraged to meet with a potential advisor sooner rather than later, to make sure that they can work with the faculty member and to make the prospectus into an acceptable form. Approaching a faculty member in early Spring semester of one's junior year is appropriate. Also, faculty typically take on one or two theses per year as primary advisors, and depending on the year some faculty are not available to advise. Part-time lecturers cannot serve as primary thesis advisors, but can serve as second readers under special circumstances.

Please submit the [application](#) and your prospectus in either hard copy or electronic copy to [Victoria Dorward](#) in Eaton 102B no later than the end of April of your junior year. The subject heading for email should be "Senior thesis application." This deadline applies whether one is on campus or not.



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

**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 sociology 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.

# Media, Culture, and Society

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 149-05:** Consumers & Consumerism

**SOC 149-12:** Death & Dying

**SOC 149-15:** Sociology of the Body

**SOC 149-16:** Crime, Justice & 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 & Media

**SOC 194-99:** Crime, Justice & Media

**SOC 198:** Directed Research in Sociology

**SOC 199:** Senior Honors Thesis



# Social Inequalities and Social Change



The study of inequalities and social change to address inequalities has historically been a core field of study in Sociology. Early social theorists such as Karl Marx, Max Weber, and Emile Durkheim developed concepts and analytical frameworks that still influence the study of inequalities and social change.

Today, sociologists focus on inequalities of race, ethnicity, and immigrant status; social class; and gender. Historic levels of inequality of wealth and income, education, and political and civic participation have wide-ranging effects on health, crime, family structure, residential segregation, work, unemployment, and social mobility.

Social change to address these inequalities focuses on re-structuring societal institutions to distribute resources more equitably. Social change that produces greater equality can also involve changes in norms, values, technology, and patterns of interaction among individuals and social groups. Methods that create such change include social movements and other forms of local, national, and global activism. Change also arises from advocacy and social reform activities by nongovernmental nonprofit organizations and from governmental policy analysis and reform.

## **Elective courses for the Social Inequalities and Social Change cluster**

The Social Inequalities and Social Change cluster requires completion of four of the following sociology courses:

**SOC 10:** American Society

**SOC 11:** Racial/ Ethnic Minorities OR Sociology of Race and Ethnicity

**SOC 20:** Families and Intimate Relationships

**SOC 30:** Sex and Gender in Society

**SOC 50:** Globalization and Social Change

**SOC 60 OR SOC 130:** Social Inequalities/Social Justice

**SOC 70:** Immigration, Race, 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 94-17:** Girls and Girlhood  
**SOC 99:** Internship  
**SOC 106 OR 149-08:** Political Sociology  
**SOC 110:** Racial/ Ethnic Minorities\*  
**SOC 111:** Making Social Change Happen  
**SOC 112:** Criminology  
**SOC 113:** Urban Sociology  
**SOC 121:** Sociology of Law  
**SOC 135 OR SOC 35:** Social Movements  
**SOC 141:** Medical Sociology  
**SOC 149-05:** Consumers & Consumerism  
**SOC 149-06:** Deviant Behavior  
**SOC 149-07:** Sexuality and Society  
**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 & 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.



# Globalization, Transnationalism, and Immigration



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 OR SOC 135:** Social Movements

**SOC 50:** Globalization and Social Change

**SOC 70:** Immigration, Race, and American Society

**SOC 94-03:** The Sociology of Science and Risk

**SOC 99:** Internship

**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: 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 & 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



# Data Analysis and Interpretation

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 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

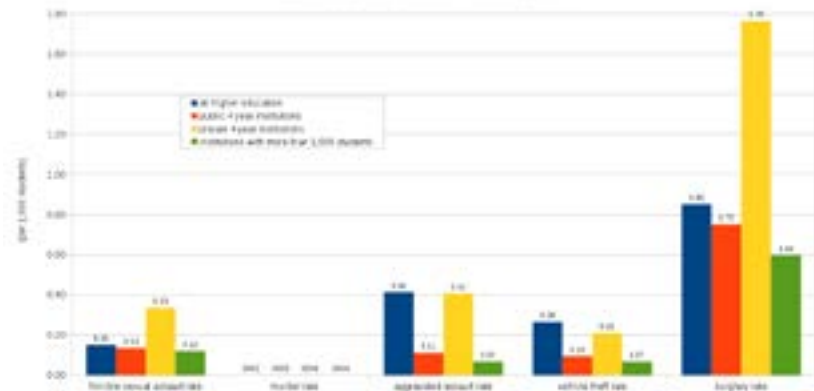
**SOC 197:** Independent Study

**SOC 198:** Directed Research in Sociology

**SOC 199:** Senior Honors Thesis

Ratio of various classes (per 1,000 students) by characteristics of US higher education institutions.

Source: U.S. Department of Education, Office of Postsecondary Education



# Notes



Tufts University

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