CVS COURSE DESCRIPTIONS
SPRING 2019

AMER 94 / TCS 145 / PJS 94 / WGSS 185:
The Literature of Confinement
How have writers from different historical periods, regions, cultures, and genders understood experiences of confinement and freedom? What are some of the effects on human beings of different kinds of confinement—economic, educational, legal, physical, intellectual, emotional, spiritual, and social? The Literature of Confinement will be run as an Inside-Out™ class composed of Tufts (“outside”) students and incarcerated (“inside”) students, who are also official Tufts students, in equal numbers. Together, we will read, discuss, and write on literary texts pertaining to the experience of confinement —understood in many different senses. What constitutes a confining circumstance and what can we learn from this about theories of violence and justice? How is confinement imposed and by whom? How is it resisted and overcome?

ANTH 133:
Anthropology of Journalism
This course introduces students to anthropological approaches to the study of journalism across cultural and political systems and across various scales. How is participation in discussions of public import regulated? How is truth publicly established within a community or a society? What are the roles of different forms of media—such as photographs, writing, radio, social media exchanges—in journalism? What is the relationship between the state and modes of knowledge production? What role do various emotions and satirical styles have in advancing discussions of issues of public concern? We study theoretical approaches to the public and ethnographies of community news, foreign correspondence, and photojournalism. With a global perspective, we will consider how certain liberal democratic norms for journalism have propagated across contexts, as well as how geopolitical hierarchies are replicated within the field of journalism.

ANTH 140:
Food Justice: Fair Food Activism and Social Movements
Movements for food justice as a concept and practice, both historically and in the present. Fair food social movements; migration and farm worker organizing; health and inequitable food distribution; finance capitalism, farm lending, and institutional racism; plantations and the under-acknowledged contributions of dispossessed peoples to agricultural development and food culture; cultural appropriation; indigenous land theft and reclamation; food sovereignty and political autonomy; agri-chemicals, toxicity, and environmental violence; and the politics of cheap food. The idea of “justice” is an open question in this class — not a pre-defined ideal: what it means to apply varied and culturally-specific notions of justice to non-human subjects such as landscapes, seeds, and animals. Readings drawn from anthropology and human geography center on the United States and Mexico.
CH 188: Health and Human Rights

The right to health is a contested idea. Is there a right to health? Even if we do agree that health should be considered a human right, disagreements abound about what the human right to health might mean, who should bear the responsibility to protect it, how to protect it, and how we, as concerned citizens might work together to enable its protection far more widely. This seminar aims to cultivate a serious discussion about some key problems that animate right to health discourse. We will discuss progress (or lack thereof) of advancing the right to health globally, and gain the perspectives of a wide variety of experts, scholars, practitioners, policy makers, and patients in an effort to better enable students to be able to contribute to the future of the right to health movement. We will then build a set of skill and a “right to health toolkit” that will enable students to analyze current policy, draft new policy proposals, and consider their role as citizen activists with a stake in the global health equity project.

CSHD 004: Topics in Child Development: Identity, Community, and Voice

The course focuses on the development of self and identity and includes an applied component which involves working with high school students from the Somerville area who are in an after-school writing program. The commonly studied constructs of Self and Identity will be examined from multiple disciplinary perspectives, with a focus on the developmental process. Recognizing identity as multi-faceted and multi-layered (e.g., individual, relational, collective), we will also examine multiple methods of studying self and identity, including a focus on narrative identity as the internalized and evolving story of the self that individuals construct to make sense and meaning out of their lives. This focus on narrative identity will be the basis of the field component of the course, which has grown out of a pilot project developed in partnership with Dr. Kerri Bowen, Executive Director of City Lights, a collaborative, community-based writing project that connects local high school and college students.


Today, it is clear that our earth is in crisis. With climate change, we are faced with rising seas, more potent hurricanes, and declining biodiversity needed to preserve important eco-systems. These natural disasters have many causes, but a major cause is us humans. We are the invasive species that is threatening our own existence, not to mention the existence of a host of other species. And so, the challenge is to look not outward, but inward—to better understand what we are doing to harm our earth and what we need to be doing to reduce or eliminate that harm. Most important, the challenge is to look within ourselves to find just how we can become earth stewards who support the development of earth stewards everywhere. To this end, the course is meant to help us explain the ecology movement and the development of earth stewards.

CVS 020 / PHIL 020 / PS 020: Introduction to Civic Studies

(Cross-listed as CVS 20 and PS 20) Exploration of contrasting conceptions of active citizenship with roots in philosophy and practical experimentation. Course aims to better understand how people engage with their communities and develop strategies for building a better world. Emphasis on the perspective of individuals and small groups: what we should do
to create, nourish, and sustain good communities. Consideration of values (ethics), facts (empirical evidence), and strategies. Readings from historical and contemporary sources. No prerequisites.

**CVS 190 / Phil 192:  
Political Philosophy of Martin Luther King Jr.**

In this seminar, we will study Martin Luther King Jr. as a political philosopher. We will take up King’s understanding of the civil rights movement—why it was necessary and what it aimed to achieve. Specifically, we will study his ideas about the political and economic organization of white supremacy, the impact of racial ideologies, and the importance of racial integration and the right to vote. We will investigate King’s philosophy of civil disobedience and nonviolence as well as a set of values he relates to that philosophy: dignity, self-reflection, self-improvement, love, hope, and freedom. We will relate these values to King’s understanding of justice. Our investigation will encompass King’s remarks on the Vietnam War, and the global elements of his vision of justice. Critical responses to King’s thought will be considered, including his lack of attention to gender justice. Readings will be from King’s speeches and writings and from a recent volume of essays by philosophers and political theorists (To Shape a New World: Essays on the Political Philosophy of Martin Luther King, Jr., edited by Tommie Shelby and Brandon M. Terry). In addition to the themes described above, these essays address the intellectual context of King’s work in relation to the teachings of W. E. B. Du Bois, Booker T. Washington, Ralph Waldo Emerson, and Mahatmas Gandhi.

**ECON 62:  
Economics of International Migration**

This course will apply and extend the theoretical and empirical tools that you have learned in other economics courses. We will first look at models to explain individual migrant decisions and the impact of migration on sending and receiving countries’ economies and to analyze policy problems facing both types of country. The course will consider how migration affects migrants’ home countries and communities as well as at their destinations. We will compare experience, policies, and evidence from the US with other those in other migrant host countries. Topics we will look at in the first part of the semester include:

- Economic models of individual and family migration decisions. Who migrates? Who does not? Why?
- What determines the magnitude of migrant flows between countries?
- How do economists model the impact of immigration on migrant receiving countries?
- The economic impact of migration on migrant sending countries.
- Economic models of undocumented (illegal) migration and of refugee migration.
- High skilled migration: what do we know about impacts on home and host countries?

**ECON 117:  
Economics of Social Interactions and Social Networks**

This course, in a fast developing but very new area of economics, is offered for the second time. Social networks pervade our social and economic lives. They are important when we look for jobs and while, well, networking! They are important in determining how diseases spread, which products we buy, which languages we speak, how we vote, whether we engage in illegal activities, how much education we obtain, and our prospects in professional success. They can
also help explain international relations! Social networks have structure, and some network structures are more likely to emerge in a society, others in planned systems settings, and are related to social organization in the broad sense.

Social interactions are influences among economic agents that do not necessarily go through the market. They express the social elements in personal decisions and market outcomes. They, too, also pervade our lives. This course provides an overview and synthesis of our understanding of social interactions and social networks. There is a lot of recent research on these topics that is important for many economic phenomena. This re-search is drawing from studies by sociologists, economists, computer scientists, physicists, and mathematicians.

The course will aim at synthesizing it at the level of an undergraduate economics class. We will read sections of popular and not just economics books, like Schelling's *Micromotives and Macrobehavior*, Gladwell's *The Tipping Point*, Barabasi's *Linked*, Christakis and Fowler's *Connected*, and others. These books will be on reserve, and one suggestion that we will discuss on the first day of class is how to organize reading them and discussing them in class. I am open to consider suggestions by the class.

**ED 15:**

**Social-Emotional & Civic Learning in Schools**

In this seminar course, we will explore how fostering social-emotional development and ethical civic learning in K-12 schools can help to advance the civic mission of public education and promote a more just democratic society. Students will develop a foundational understanding of the intersecting fields of civic education, moral education, and social-emotional learning (SEL). SEL involves the process of acquiring the skills needed to recognize and manage emotions, handle conflict constructively, establish positive relationships guided by empathy, engage in perspective-taking, make responsible decisions, and handle challenging situations effectively. We will consider research that demonstrates why and how educators who develop strong social-emotional competencies are better equipped to reach and teach students from a broad range of cultural, racial, and socioeconomic backgrounds, in ways that promote deep learning, and ethical democratic dispositions. During the semester, we will engage with a variety of resources: texts (book chapters, articles), websites, films, guest speakers/facilitators, school observations, etc.

**EE 194 / ELS 109:**

**Creating Children’s Media**

What makes for a great children’s television show? A wonderful film adaptation of a classic children’s book? An ad that a child will remember (to say nothing of making her or him want to purchase a product)? A truly educational app? Where is the line between toys and media, or is there one anymore? In this course, we’ll try to find answers to these questions.

By melding some knowledge about what makes children’s media developmentally appropriate with what makes it educational and, importantly, entertaining, we will begin to craft our collective responses to “best practices” for creating children’s media. But this isn’t a course in which you’re only going to read and research what makes for great children’s media; this is a course in which you’re going to try your hand at creating some of it. Besides, a basic tenet of media literacy is that you not only know how to critique media, but also know something about
how to make it. It’s my hope that through this class you’ll not only learn something about how to make quality children’s media but in so doing, you’ll become more media literate.

It’s been argued that media literacy is a fundamental 21st-century civic skill. Given this premise, what can/should we be infusing into children’s media to make them more civically engaged?

This course will combine learning how children’s educational media products are developed using formative and summative research with a practice-based approach to applying principles of child development and educational learning theory in creative ways. We’ll examine award-winning children’s media, hear from people who created it and craft our own. We’ll workshop scripts for children’s TV shows, learn what goes into pitching a book for film and build proposals for interactive media products.

ELS 109:
**Societal Aspects of Design: Integration, Innovation, and Impact**
Multi-disciplinary perspective of innovative technology-based design process considering societal, community, and civic engagement influences. Elements and principles of design from product development process, thought and emotion, ethics, responsibility, and social emotional learning perspectives. Experiments to explore failure and iteration, reflection for self-discovery and bringing change to society and community. Articulation and expression via written, oral and pre-recorded audio and video presentations showing measurable impact of solutions as societal, civic, community, and personal civic engagement benefits.

ENG-0311-01:
**Tufts 1+4 Foundation: Communicating for Change**
Students will study and practice approaches to change, both personal and social, through a variety of communication methods. This course is designed to develop writing, close-reading, and critical thinking skills for students on a bridge-year experience. In a blended learning format and through related readings, investigative data collection, guided exploration of social issues, and experiences with service placements and host communities, students will practice reflection, analysis, and effective communication. Students will create a learning community and consider how their bridge-year experience connects to their future academic interests and possible impact on campus life once they return to campus.

ENV 120:
**Introduction to Environmental Fieldwork**
Exploration of environmental fieldwork—how to gather, analyze and communicate data—in the natural and social sciences. Coverage includes Geographic Information Systems (GIS). Work with community clients to ask questions based on environmental concerns. Collect and interpret relevant data and report findings to stakeholders. Fieldwork will range from forests and urban areas to archival sources, maps, databases, surveys, and interviews. One laboratory session per week plus one discussion period. No pre-requisites.
ENV 150: Environment, Communication & Culture
Clean air, clean water and food are environmental factors that underlie all of our lives. Our cultural backgrounds influence how we understand, perceive and communicate about where we live and the natural resources around us as well as our ties to more distant environments. Natural resources from land to oil and water are at the heart of recent and historical conflicts as well as many international agreements. We will look at strategies for improving communication on environmental topics. In this class we will use tools from the social sciences to ask questions about culture and environment. Topics include environmental justice, disasters, indigenous knowledge, activism, climate change, gender and sustainability.

ENV 152: Environmental Negotiations
What environmental issues are you concerned about—climate change, saving a local forest or fishery, an urban environmental injustice such as air pollution or food deserts? In this class we will look at the issues you care about through the lens of improving environmental negotiations and communication at local, regional, national and international levels. Drawing on theory from political science, anthropology, sociology and media studies will provide a firm grounding in models of negotiation. Students will participate in negotiation role plays in the classroom, observe local and perhaps regional environmental negotiations, explore global environmental negotiations, write short papers applying what you learn to issues of your choice, and work on a final paper or project on an environmental negotiation that matters to you. Class meetings will include stakeholder exercises, negotiation simulations, and traditional seminar discussions and activities.

What is the difference between a dismal swamp and a wetland? Would we still be arguing about climate change if it had been called increasing global extremes? Political science discourse theory will be an important theme in this course. We will also consider the roles and challenges facing scientists, policy-makers, indigenous, urban, and other human rights activists, corporations and other actors engaged in environmental negotiations. Whether landing your next job or saving whales, communication and negotiation are essential.

ExCollege: The President Has Tweeted: Official Government Communications in the Age of Trump
Over 80 years ago Franklin Roosevelt was the first really powerful president of the modern era. And he also had a modern-day press secretary -Steve Early -and the general expectation was that what a president said and what the people around him said was likely to be the truth. Before FDR, President Hoover had three “secretaries,” but no one was designated solely to handle the press. In fact, two of Hoover’s secretaries disagreed over whether the use of a new influential platform called “radio” was even worthy of the president’s time.

President Trump’s Administration is certainly not the first administration to go outside the mainstream media for direct message communication with the American people. But no President has labeled the media as “fake news.” No White House has ever used social media to completely bypass established precedent and norms relating to the White House press corps. In addition, with the upending of traditional government communications processes, the rest of the
administration often plays a defensive role of catching up to policy pronouncements. At times, senior cabinet members and officials give conflicting messages. Is this really the way the U.S. government should communicate to the American people? Welcome to government communications in the Trump era.

This course will explore the making of public policy through government press and communications operations and the dissemination of an administration’s message. The course will examine the history behind official briefings and the mechanics of government press operations in an ever-changing, fragmented media environment that now includes citizen journalists and social media. The course will also discuss what constitutes good journalism in an era where the President in real-time labels reports as “fake news.” How do news organizations provide serious, informative reporting to the American people in an environment that is often hostile to any news? How do voters consume this information and make informed voting decisions?

FMS 22: Media Literacy
What does it mean to be “media literate” and how has this changed as a consequence of the introduction of new communication technologies? What social skills and cultural competencies do we need to acquire to be able to fully participate in the digital present, and the digital future? What are the intellectual, creative and ethical choices we increasingly face as participants in online communities of different sorts and as producers of various types of media? Do media truly democratize, and what relationship exists between participatory culture and participatory democracy?

HIST 0010: Colonialism in Global Perspective
Introduction to basic themes, contexts and sites in the study of colonialism across the Americas, Africa and Asia from 1490 to the present. Topics include militarization, indigenous dispossession, slavery, settler colonialism, cultural domination, labor regimes and migration, environmental extractivism, and geopolitical strategy.

MUS 132: Music and Ethics
The relationship between music and moral philosophy/ethics in contemporary and historical perspective. Assigned readings will be drawn from philosophy, musicology, ethnomusicology, and sound studies; and audio/visual examples will feature a range of musical styles, time periods, and geographies. Topics include music in virtue cultivation; ethics of musical style; music therapeutics; reforming civility and manners; ethical responsibilities of performers and listeners; representations of self and others; aesthetics; sounding feminist and care ethics; aural and environmental ethics; music in crime and punishment. No prerequisites.
MUS 197: Social Justice, Advocacy and Music
This seminar examines the role of music in movements for social change and considers models of advocacy carried out through scholarship, research and educational programming. First, we will examine case studies such as the role of music in the civil rights movement in the United States, the struggle against apartheid in South Africa, the promotion of fair trade and interfaith cooperation in Uganda and in struggles of resistance and the promotion of peace between Palestinians and Israelis. The course will then consider a range of advocacy and social justice projects that ethnomusicologists have developed when they come to see themselves as “partners in a common cause” (Titon, 2003) with members of the communities in which they conduct research. Many ethnomusicologists have made the decision that the role of scholar and the role of advocate are not mutually exclusive. However, the success of advocacy projects depends on a thoughtful negotiation between these roles. To come to a deeper understanding of effective advocacy work, we will study the CASES methodology for developing successful social justice initiatives: community partnerships, advocacy/activism, direct service, education, and sustainability.

PHIL 24: Introduction to Ethics
What kind of standards can we use for determining whether an action is right or wrong? Is morality just a matter of popular opinion? What responsibilities, if any, do we have to people other than ourselves and those most close to us, and how should we balance competing interests? These are some of the questions that will be addressed as we study the fundamentals of various ethical theories including relativism, consequentialism, duty-based ethics, virtue ethics and social contract theory.

With this background, we will also devote some class time to discussing how these ethical theories can help us analyze real-world dilemmas. We will consider topics pertinent to choices that an individual might face (e.g., abortion, raising children), as well as to decisions that affect larger communities (e.g., alleviating poverty and preserving the environment.) Prior experience in philosophy is not necessary; this course is intended for students interested in acquiring and sharpening their oral and written skills in order to construct, analyze, object to, and revise arguments.

PHIL 025: Food Ethics
Access to food varies greatly. Whereas some have ample choices regarding what to consume, others have poor access to life-sustaining nutrition. Is it morally obscene that some people sit down at a fancy restaurant for a $100 meal, while others starve? How ought we to respond to problems of starvation and poor nutrition across the globe? Is this a question of how generous we ought to be or is this a question of justice? If the latter, is this a question of reparative or distributive justice? Are there similar ethical quandaries that arise domestically?

Our current methods of food production have an environmental impact that will shape the lives of future generations. Are there any ethical strictures on how food is produced given that? Do the interests of future generations matter? What kinds of risk are morally acceptable? Do the
interests of non-human animals matter? What about inanimate nature?

In this course, we wrestle with these and other related ethical questions concerning food production and food distribution. There is no prerequisite other than a commitment to approaching these questions in an open-minded and intellectually responsible manner. Although the readings will be mostly drawn from the philosophical literature, the intent is to reach students across the university, interested in ethical questions concerning how food is produced and distributed. This course satisfies the introductory course requirement in the Minor in Food Systems and Nutrition, offered through the Environmental Studies Program.

PHIL 048: Feminist Philosophy
Investigation of the implications of a feminist point of view for philosophical inquiry and for various philosophical issues. Practical ethical problems such as abortion, sexual harassment, and pornography, and theoretical issues such as the nature of equality and gender difference will be discussed. Core course in the Women's Studies Program.

PHIL 195: Contemporary Political Philosophy
This course presents an in-depth survey of major positions in contemporary Anglo-American political philosophy. While distributive justice—that is, justice related to the distribution of rights, goods, and opportunities—will be the focus, we also will consider gender, racial, and cosmopolitan critiques that have challenged the orientation and content of “ideal” theorizing. The course will be structured around John Rawls’s hugely influential account of political liberalism first elaborated in A Theory of Justice, with some attention to the roots of aspects of his thought in Kant and Mill. According to this liberal egalitarian account, the members of a society are to have equal basic rights and liberties, and any socioeconomic inequalities require the justification of being to the greatest advantage of the least well-off members of the society. Rawls’s account will be contrasted with the rights-based libertarian account defended by Robert Nozick in Anarchy, State, and Utopia, as well as with communitarian accounts (e.g., by Michael Sandel and Will Kymlicka) that suggest the priority of group values in an otherwise liberal political community. Susan Okin’s challenge to Rawls, presented in Justice, Gender, and the Family, will represent the major feminist critique. Charles Mills’s The Racial Contract will represent the major racial critique. Iris Marion Young’s concern for the particularities of social identity will represent the challenge to ostensibly race- and gender-neutral liberal individualism. Finally, we will consider cosmopolitan challenges to Rawls’s account (e.g., by Charles Beitz, Peter Singer, and Kok-Chor Tan), which in The Law of Peoples he explicitly does not directly extend to a global context.

What is public opinion? How do we measure it? Where does it come from? Does it even matter and should it even matter? These are fundamental questions for understanding the role of citizens in a democratic system. In this course, we will explore the landscape of opinion on a variety of political topics to develop an understanding about how the public thinks about issues and why they think the way they do. We will also examine how peoples’ opinions influence
their behavior, and whether or not political leaders follow the “the will of the public” or manipulate public opinion to achieve their own aims.

**PS 113: Nonprofits and Civil Society**
This semester’s First Year Tutorial on American Government is devoted to Nonprofits and Civil Society. In it we will examine the ever-growing role of nonprofits in the United States, especially in the administration of health care and social services. No other industrialized nation depends on nonprofits to deliver services as is the case with the U.S. We’ll also look at the role of nonprofits in advocacy, policy making, philanthropy, and social entrepreneurship.

**PS 118-02: Massachusetts Government Internships: Learning While Doing**
Students will be placed in a State House offices—examples include working for a legislator, committee, or for an executive branch agency—to serve in a policy focused internship. In this setting, students will be exposed to the variety of different factors impacting decision making and policy formation. Students will be expected to apply the theoretical frameworks to analyze the process of which they are now a part.

These experiences will be supplemented with a once a week 90-minute class built around discussion of shared experiences, as well as on the interplay between policy and politics. Class time will be a mix of general discussion of topics arising at internships, light reading assigned below and panels of policy practitioners. Several small writing assignments will be used as a means to more concretely measure the connection students are making between class discussions and internship experience.

The primary goal is for students to develop real world skills and a deeper understanding of how politics and policy intersect to create law, regulatory programs, and social change. As such, course work, reading and to a lesser extent topics and assignments, are subject to change to maximize the student experience throughout the semester.

**PS 118-03: Special Topics in American Politics: Organizing for Social Change**
This course will trace community organizing to some of its early roots in the United States, as well as drawing connections between community organizing and other movements, including the labor, civil rights, and environmental movements. Presentations and discussions with other Boston area community organizers will be included as will be opportunities to visit with and observe local community-based organizations.

**PS 138: Democracy and its Alternatives**
What is a democratic political regime? What are the historical and contemporary alternatives to democracy? What are the underlying causes of democracy and authoritarianism? What causes regime change? These are the sorts of questions we will address in this course. No prior coursework in political science is required.
PS 151: The Political Philosophy of Hobbes
A comprehensive examination of Hobbes's political thought through detailed study of his theory of human nature and the main political works, The Elements of Law, De Cive, and Leviathan. The seminar will consider Hobbes's alleged atheism and relativism, the role of the state of nature and of fear in his political theory, his views on the sources of conflict and his proposed remedies, as well as the implications of his theory for international relations.

PS 188-05: The Howard School of International Affairs
This course is part of a larger project that aims to name, re-claim, and re-position the contributions of Howard University-based African American scholars between the 1930s and 1950s on race and empire in International Relations. It introduces critically important new scholarship on what is now referred to as the Howard School of International Affairs. It takes a fresh look at the ideas of Alain Locke, Ralph Bunche, Rayford Logan, Merze Tate, Eric Williams and E. Franklin Frazier. These scholars represent an African American (and Afro-Caribbean) internationalist tradition, and, at the time, the only sustained critique of the hierarchy of the international system and the role that race played in buttressing it. They problematized race in the discussion of international affairs, critiqued the Wilsonians, repeatedly referenced imperialism, and joined debates about anthropological methods for incorporating global and local perspectives into a single study. Yet, just as the hidden history of race in the early years of the discipline of International Relations has long been ignored, so too has the critique that emerged from the Historically Black Academy.

REL 8: Law, Religion, and International Relations
This course will be an investigation into the relations between religion and the state seen through the lens of law and the day to day function of the legal apparatus. We will look at both the ways that religions provide the justification and structural foundation for the exercise of political and legal power within and between states as well as ways that religions respond to legal constraints enacted by governments. The focus will be on the repercussions of “Freedom of Religion” both historically and internationally and the role of secularism in fostering distinctly modern forms of religiosity and “fundamentalisms”. We will begin with an in depth look at First Amendment case-law in the United States and then move on to issues of sovereignty, law and the state in Egypt and China.

SOC 94: Health, Policy, and Inequality
Using a sociological framework, this course will examine health inequalities with a focus on how policy can exacerbate or mitigate the health outcomes of underserved communities. It will investigate the role that social institutions play in perpetuating inequality and stigma, and the vital role that these same institutions can play in counteracting health inequities. To do so, this class will examine groups and communities who are often overlooked or only given brief attention in survey courses. 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.

**SOC 103:**
**Sociological Theory**
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 narrower, 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 alienation and emancipation, solidarity and integration, domination and violence, epistemology, secularization and rationalization, and social transformation and social reproduction. This course will highlight important theories that have not been part of the sociological “canon,” while also introducing you to more classical theories. Mixed in are a few poignant case studies. We’ll also discuss the (captivating, overlooked, even misguided) origins of modern sociology. I hope you enjoy engaging with sociological theory as much as I do. I think it’s the sweetest thing. We’ll discuss why at the first class.

**SOC 106:**
**Political Sociology**
Often when we talk about politics, we think of the formal institutional structures through which elected or appointed officials make and enforce decisions about a country. But are formal government actors the only ones with power to make change? And does decision-making only matter at the national level? No. In fact, politics—or what we will define as contestations for power and resources between groups—is constantly occurring: in debates with friends, on television shows and through Twitter, at the negotiating tables of transnational corporations, among migrant field workers, labor unions, insurgent rebel groups, mothers. The goal of political sociology—and this course—is to examine how all these different groups organize, collaborate, compete, and fight (sometimes violently) to gain and attain power, to establish the “rules of the game,” to set political agendas, and to make (or prevent) social change. We begin by examining major theoretical perspectives and historical processes of nation-making and then dive into several ethnographic accounts based in the US and the Global South to consider how national and global political regimes interact with and shape struggles for power and resources at the regional, symbolic, and local levels. Throughout the course, we will pay critical attention to how gender, race, class, sexuality, nationality, and violence help to produce various forms of exclusions, as well as new political identities. We will conclude by asking ourselves: How will emerging forms of governance and citizenship shape our future—and what power might we have to impact these transformations?

**SOC 111:**
**Making Social Change Happen**
Despite the seeming ubiquity of community organizers and activists in contemporary U.S. popular culture, the civic life of our country appears to be in peril. Young people are increasingly distrustful of democracy and disengaged from the institutions that structure their social worlds, and U.S. citizens are disillusioned with the divisiveness and intolerance permeating political
discourse. In this course, you will explore these tensions in U.S. civil society from the vantage point of the local community organizers, educators, and public artists who are seeking to challenge them at their roots in historical legacies of social inequalities, hierarchies, and exclusion. You will explore not only the origins of social conflict in U.S. history but also ideas and practical strategies for alleviating these conflicts inspired by grassroots activists from the past and present. You also will put these concepts and insights into action by conducting a needs assessment of a student organization at Tufts University of your choice.

SOC 113: Global Perspectives on Space, Inequality and Resistance
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.

SOC 120: Sociology of War and Peace
A broad introduction to the concepts of war and peace. The major foci are on the social consequences of violence, and the relationship between the military as an institution and the rest of society. Illustrative examples drawn from multiple conflicts including World War II, Vietnam, Iraq, Afghanistan, the Balkans, Hiroshima/Nagasaki, and the Democratic Republic of the Congo.

SOC 188: Intimate Violence: Domestic and International Perspectives
Did you know that, in the United States, 37% of women treated for injuries in the ER got these from a current or former partner? And that more than 90% of sexual assaults on college campuses are committed by someone known to the victim? And that rates of sexual violence are often staggering in areas of armed conflict or institutionalized gender inequality? Despite the growing recognition of intimate forms of violence as a significant social problem, we continue to harass victims in our communities who come forward and turn a blind eye to systematic rape or femicide in the Global South. Understanding how and why the bodies of women, children, and men become targets of physical, sexual, and psychological violence is critical to addressing these issues and supporting survivors.
This course offers students the tools to think sociologically about the causes, forms, and costs of abuse committed in the context of intimate relationships in the US and across the Global South. A critical aspect of this course is understanding how larger forms of inequality—particularly those around race and ethnicity, socioeconomic status, gender, nationality, and ability—affect victimization and access to supports and resources. Although this course will not replace a formal certification in domestic violence or sexual assault counseling, we will discuss many of the issues that direct service providers (i.e. advocates, case managers, medical providers, teachers, etc) might face when working with survivors of abuse. This course will be of interest to students who plan to work with survivors of abuse in the future, who are interested in working on public policies or social programs that address intimate violence, or who have a general academic or professional interest in the topic.

TBD:
Project Citizen: Promoting Civic Engagement
Project Citizen is an introductory course for students to apply a model of citizen action (Project Citizen) to analyze and influence a current public policy of their choice and learn to use that model with students to promote active and informed citizenship.

UEP 278:
Environmental Justice, Security, and Sustainability
Environmental justice is a framework for analyzing and addressing the inequalities in environmental conditions (benefits and burdens) among communities of varying race/ethnicity and economic class. At the same time, environmental justice presents a deep challenge to the mainstream environmental and sustainability frameworks. This course will be divided into four sections: Theory and concepts of environmental justice; Case studies and local site visits; Strategies for addressing environmental justice; Team projects with EJ partners.

UEP 293:
Community Practice Theory and Methods
This module introduces students to theoretical frameworks and methodologies for community-driven policy and planning practice. Students will be introduced to literature covering citizen participation, democratic practice, community organizing, social movements, and community action research. Case studies will be interwoven throughout to provide practical examples of methodologies at work. Special attention will be paid to the intercultural aspects of community practice, particularly looking at race, class, and gender.

UEP 294:
Communications and Media for Policy and Planning
This module introduces communications and media theory and tools for policy and planning practitioners. Readings will cover various theories of communication and media and their roles in public policy and planning and formation of ideologies. Tools that will be introduced include strategic communications planning, narrative power analysis, messaging and framing, media relations, and social media. Students will analyze current news and communications strategies of policy and planning practitioners. Students will have ample opportunities in class to practice and role play communications and media strategies (such as mock media interviews, writing op-eds from differing perspectives, story boarding, and creating a video).
UEP 294: 
Teaching Democracy: Popular and Participatory Education
Teaching Democracy (TD) provides an introduction to the rationale for and uses and methods of participatory and popular education. It combines participatory classroom learning, reading, journaling, and practical experience. During the two all-day sessions, participants will draw on their own experiences to identify effective practices in teaching and learning, and to compare traditional and popular education. They will explore some of the ways that popular education has been / can be applied in different settings. They will practice designing and facilitating a popular education session. After the two-day training, participants will choose from a reading list to build their theoretical and applied knowledge. They will also select a placement based on their own interests for 10-15 hours of practice / observation of participatory education in action. In addition, they will submit three journal reflections to draw out Insights and challenges related to the three course components (classes, readings, practicum). A final group session will pull everything together.