Sociology Course Booklet

Fall 2011
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FACULTY

SUSAN A. OSTRANDER, CHAIR, Professor
Ph.D., Sociology
Case Western Reserve University
Social Inequalities; Wealth, Poverty and Inequality; Gender; Nonprofits and Philanthropy;
Civic Engagement; Community Organizing; Qualitative Sociology

PAULA AYMER, Associate Professor
Ph.D., Sociology
Northeastern University
Immigration; Labor migration; Race and ethnic relations;
Women and work; Family; Religion

RYAN CENTNER, Assistant Professor
Ph.D., Sociology
University of California, Berkeley
Urban Sociology; Development; Globalization; Political Sociology; the built environment;
Latin America, Southern Europe & the Middle East; Qualitative Methods; Contemporary Theory

JOHN E. CONKLIN, Professor
Ph.D., Sociology
Harvard University
Criminology; Crime and Media; Sociology of Law

JAMES G. ENNIS, Associate Professor
Ph.D., Sociology
Harvard University
Social Networks; Theory; American Society; Quantitative Methods; Taste

PAUL JOSEPH, Professor
Ph.D., Sociology
University of California, Berkeley
Sociology of war and peace; Political sociology

HELEN MARROW, Assistant Professor
Ph.D., Sociology and Social Policy
Harvard University
Immigration; Race and ethnic relations; Social inequalities and social policy;
Health; Qualitative research methods

SARAH SOBIERAJ, Assistant Professor
Ph.D., Sociology
SUNY Albany
Political sociology; Mass media; Civil society and the
public sphere; Sociology of culture; Social movements

ROSEMARY C.R. TAYLOR, Associate Professor
Ph.D., Sociology
University of California-Santa Barbara
Political sociology; social policy; comparative study of health and disease.
This semester, several Sociology courses offer the opportunity to learn outside the classroom. Students learn firsthand about communities by doing field research off campus. By integrating volunteer work with academic accomplishments, students gain valuable insight and experience outside the classroom. The courses listed below are available for the *Sociology Outside the Classroom* experience.

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For more information on this unique experience, please contact the instructor.
Sociology 001: Introduction to Sociology  
Helen Marrow  
Time Block: E+, Monday & Wednesday 10:30am-11:45am

Full course description

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, gender, and health inequalities; family; education; politics and authority; and work.

This is an introductory course, broken down into two 75-minute classes per week. Each class will involve some combination of lecture presentation, discussion, small-group projects, (ungraded) practice quizzes, and the occasional video and multimedia presentation. There will be two in-class exams (a midterm and a final); a short take-home video assignment; a short take-home essay assignment; a small-group reading facilitation project; and a small-group interview project.

Tentative readings:

Short description

Introduction to the systematic study of human social behavior. How social structures shape individuals' daily interactions, how societies construct social categories and cultural meanings, and how interaction varies across large and small groups. How societies maintain social control, set up stratification systems based on class, race, and gender, and regulate daily life through institutions such as families, schools, and labor markets.
This course is about social differences and inequalities in contemporary U.S. society. Some of these differences are relatively fixed (age, gender, ethnicity), some changeable (e.g. education, occupation, class, religion, region), while others can be fleeting (e.g. tastes, attitudes). We’ll explore which differences ‘make a difference’ for Americans’ outlooks, experiences, and life chances. Such differences form a patterned system, i.e. a social structure. That structure has a lot to do with “social problems” as well. I aim to have you think sociologically about American Society. This first involves understanding your own position(s) in American social structure, i.e. where you stand in the groups, and on the issues that matter. We’ll explore how where you stand affects what you see and feel and choose. Grasping this pattern of social influence challenges you to think about the constraints on your choices, and your relative freedom within those constraints. Which Americans have a wider range of choice, or a narrower one? Why? Thinking sociologically necessarily involves making systematic comparisons. It requires transcending one’s individual, personal outlook, by comparing how different groups shape and influence their members. To do so, you need systematic and detailed information, and that’s what this course offers. It differs from others you may have taken in being exploratory and data-based. The data come from a number of nationally representative surveys. The exploration involves our formulating questions in conversation, and using the data to answer them. Having done this exploring, you’ll be better able to understand patterns of change in the U.S., your place in them, the problems we face, and what can be done about them. Although you will be using high quality, empirical data, this is not a methods course, and I presume no previous experience with statistics or computers.

At the end of the semester you will have a deeper understanding of the following:

- What social factors have the strongest impact on your own and other Americans' experience and life chances?
- How do groups in U.S. society interact with one another?
- How do the patterns of these interactions form ‘social structures’?
- Where do you and your family stand in these structures?
- Where do these structures come from? What are their historical roots, and how are they reproduced day to day?
- How has American society changed over time, and in what direction are we headed? What factors ‘drive’ the changes?
- In what ways is the U.S. unique, and in what ways are its characteristics quite comparable to other societies?
- Which others?
- How much equality is possible or desirable? How can we attain it?
- How might understanding the pattern and roots of American social structure help us to move in more just, humane, democratic and sustainable directions?
Sociology 030: Sex & Gender in Society  
*Staff*  
**Time Block: K+, Monday & Wednesday 4:30pm-5:45pm**

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.  
**Note: Counts as a Women’s Studies core course.**

Sociology 040: Media and Society  
*Sarah Sobieraj*  
**Time Block: H+, Tuesday & Thursday 1:30pm-2:45pm**

This course focuses on the relationship between media and society, concentrating on the complex interactions between media technologies, cultural goods, those who create them, those who consume them, and the broad social, historical context in which these relationships are embedded.

To better understand the complex relationship between media and society, students will explore the way that media texts are produced (including commodification of cultural goods, the impact of social context on producers, and the consequences of mass production). We will then examine the content of our media texts. In this analysis, we will pay particular attention to the construction of meaning, going beyond overly simplified discussions of stereotypes to address cultural products as open texts, subject to a variety of interpretations, some of which may subvert intended readings. We will also investigate patterns and processes of media consumption (including questions of media effects, the ways in which consumption choices may serve to create/erode boundaries between groups of people, and how knowledge of elite cultural forms acts as currency that may advantage consumers). Finally, we will delve into questions of when/why the mass media are regulated (including moral and political questions, with a focus on power relationships between regulators and consumers).

As we move through these topics, we will see the mass media as contested and consequential terrain, looking at the role that media texts and industries play in maintaining/reproducing as well as in resisting/eroding existing social hierarchies.
Sociology 050: Globalization and Social Change

*Paul Joseph*

Time Block: G, Monday & Wednesday 1:30pm-2:20pm

This course reviews different theories of globalization and provides a general review of the progress and social problems associated with its development. Several important questions are explored including the following: Is globalization a form of modernization or the spread of capitalism? Is the interconnected world becoming more homogenous, heterogeneous, or some complex combination of each? Considering the history of exchange between different parts of the world, what is actually new about current globalization? Are there new patterns of inequality? Is poverty growing or easing? Is there such a thing as “world culture”? If so, is it a form of “Americanization” or a more democratic synthesis of elements from different parts of the world? What is the impact on globalization on gender and family structure? Along the way, we will explore a series of specific issues including the distribution of economic and political power, the role of multinational business, the movement of peoples, cultural flows (Hollywood versus “Bollywood”), the intersection of global and local, the “under side” of globalization (such as drug trafficking, the illicit trade in small arms, and the reemergence of forms of indentured labor), new forms of global media, and the structure of global cities. The course concludes with a consideration of different models of reform of the global system and source of the “political will” to enact those reforms.

**Registration for one (1) recitation is mandatory.**

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Sociology 099: Internships in Sociology

*Department Members*

Time Block: Arranged

*Sociology Outside the Classroom*

This course consists of a semester’s work in an institutional setting. This could be a community organization, a hospital or clinic, a law firm or court, a media agency, etc. etc. Students may arrange their own placements or seek advice from the department. **Placements must be approved by the faculty instructor before the internship is begun.** The instructor and the field supervisor are responsible for grading the students Grades are based on regular meetings with the instructor, and a final paper submitted and to graded by the instructor.

**Prerequisite: permission of instructor.**
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 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: Sociology 001 and Junior or Senior Standing

Tentative readings:

Sociology 103: Survey of Social Theory
*James Ennis*
Time Block: J+, Tuesday & Thursday 3:00pm-4:15pm

This course surveys the tradition of social theory from the pre-modern period to the present. It traces development from the classical tradition in sociology (Comte, Marx, Weber, Durkheim, Simmel, Mead) to contemporary applications and extensions. It explores the synergy and divergence of social theory and sociological theory; and between scientific (“positivistic”) and interpretive approaches. Some central substantive concerns include:
• understanding the structure of society, including its basic elements, fundamental conflicts and contradictions among them, and processes that hold the whole together;
• understanding the stages, process and/or direction of historical change, along with its underlying dynamic, if any;
• understanding the fundamental nature of the human actor, the degree to which s/he is essentially social or solitary, and the extent to which human nature is intrinsic vs. constructed;
  • understanding the process of communication, interaction, and culture formation;
  • understanding how social structure limits and enables the production of knowledge, in both theoretical and everyday forms (i.e. the ‘sociology of knowledge’);

In addition, we will consider some strategic issues such as:
  • Does theory improve over time, and if so, how?
  • How can theory enrich particular empirical investigations, basic and applied?
  • Which theories are most generally applicable, and which are more limited in their scope? Is generality a good thing or not?
  • Which parts of the classical tradition remain relevant to rapidly changing modern social conditions, and which have been eclipsed?

At the end of this course you’ll have a solid grounding in the main sources of sociological theory, methodology and topics. You will also have sampled the most important theoretical trends of recent decades, and explored the connections between the two. For seniors, this course provides an opportunity to integrate insights from the classes you have already taken. Sophomores and juniors can develop skills for later courses or independent studies.

Prerequisite: Sociology 01 or 10.

**Sociology 108: Epidemics: Plagues, Peoples, and Politics**

*Rosemary Taylor*

**Time Block: I+, Monday & Wednesday 3:00pm-4:15pm**

**Film Screening: Wednesday 7:30-10:00**

This course will explore the history and evolution of some of the greatest challenges to human health. We consider the origins of epidemics, broadly defined, and the factors rooted in biology, social organization, culture and political economy that have shaped their course. We examine the interaction between societies’ efforts to cope with disease and the implications of the latter for world history, ancient and contemporary. Texts include eyewitness accounts by participants such as scientists, healers and the sick who search for treatment or cures; the politicians, administrators, and communities who try to prevent or contain disease at both the local and international level; and the artists, composers, and literary figures who interpret the effects of the great pandemics. Cases chosen from different regions and continents range from early plagues and the recurrent threats of influenza, malaria, and tuberculosis to nineteenth century diseases including cholera and the Irish Famine, “modern” scourges such as polio, West Nile Virus, and SARS and the global challenge of AIDS.

**Note: Cross-listed as Community Health 108.**
Sociology 110: Racial & Ethnic Minorities  
**Paula Aymer**  
**Time Block: H+, Tuesday & Thursday 1:30pm-2:45pm**

Nativism, Inferior Races, Racism, Prejudice, Ethnicity, Minorities, Reparations, and Affirmative Action can be fighting words in a racialized society. Is there not only one kind of human being – homo sapiens? Are the terms race and ethnicity synonymous? This course will examine how concepts of race and ethnicity influence the methods used in the United States to structure socio-economic inequalities. Popular social change and reactionary movements in the United States organized to perpetuate or ameliorate racial and ethnic divisions will be compared with strategies being used by other countries to deal with racial and ethnic issues.  
**Prerequisite: Sociology 01 or 10 or permission of the instructor.**

Sociology 111: Making Social Change Happen: Grass Roots Activism & Community Organizing  
**Susan Ostrander**  
**Time Block: G+, Monday & Wednesday 1:30pm-2:45pm**

Workers; racial-ethnic groups; women; gays and lesbians; environmental, health, and food activists; immigrants; low-income people; and many other groups in their struggles for social and economic justice have made social change happen by the methods of grassroots activism and community organizing. These methods build power from the bottom up to create solutions to a wide range of local and global problems. In this way of doing social change, previously marginalized and under-represented people define and address their own issues on their own terms. Trained professional organizers help to identify and develop indigenous leaders, and build democratically run organizations that institutionalize permanent power for people who have lacked power. Organizing makes it possible for people to improve the conditions of their own lives. The methods of organizing that you will learn in this class started in local communities. We will consider five different models of organizing, the theories that underlie them, and the practices that typify them. We will consider why and how people organize, the limits and possibilities of local and grassroots organizing, and how local and grassroots efforts can connect to larger macro-level social change and to politics. Course requirements include frequent short papers and in-class exercises that apply ideas from reading and class discussion. You will research a problem of your choice, and develop a step-by-step organizing plan to: (a) recruit a grassroots constituency to work on the problem, (b) develop grassroots leaders to lead your effort, (c) define the specific social change you
want to achieve, and (d) design a strategy to achieve that change. There will be several films and guest speakers. Books include:


**Prerequisite: Sophomore standing or above, Sociology 01 or one other sociology course. Note: Cross-listed as PJS 111.**

**Sociology 120: Sociology of War & Peace**

*Paul Joseph*

**Time Block: E+, Monday & Wednesday 10:30am-11:45am**


**Prerequisite: Registration is limited to juniors or seniors or those who have taken Soc 1 or PJS 1.**

*Note: Cross-listed as PJS 120.*

**Sociology 135: Social Movements**

*Mathew Williams*

**Time Block: J+, Tuesday & Thursday 3:00pm-4:15pm**

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.

**Prerequisite: Sociology one (1) or ten (10) or other introductory social science course.**

*Note: Cross-listed as PJS 135.*
Sociology 143: Sociology of Religion
Paula Aymer
Time Block L+, Tuesday & Thursday 4:30pm-5:45pm
The twentieth century saw an upsurge in religious fervor throughout the world. In western industrialized societies such as the United States and Britain, mainline churches lost members to small evangelical sects and mega churches that preached a return to traditional values. In developing countries religious commitment often supported ethnic and national allegiances. The course studies the diverse manifestations of religious beliefs and practices in the United States and cross-culturally, and focuses on the fundamentalist worldviews of contemporary Christian, Islamic, and Jewish groups that preach a return to real or imagined purer forms of religion. How religion influences and is affected by forces of globalization, gender issues, international politics, and immigration, will be studied.
Prerequisite: Sociology 01
Note: Cross-listed as Religion 143

Sociology 185: Seminar in Mass Media: Media and Social Change
Sarah Sobieraj
Time Block: 11, Tuesday 6:30pm-9:00pm
Bertolt Brecht famously said, “Art is not a mirror to reflect reality, but a hammer with which to shape it.” Rather than focusing on the ways in which mass media today help create and reinforce existing social inequalities, this seminar will examine the ways in which mass media have been used in efforts to promote social justice. Students in this class will explore the role of music, film, television, news media, and social media in social movements and uprisings. Attention will be paid to the opportunities and obstacles faced by those attempting to use media as a strategy for instigating political, economic, and/or cultural change.
Prerequisite: Sociology 40

Sociology 186-01 Seminar in International Health Policy
Rosemary Taylor
Time Block: ARR, Tuesday 4:30pm-7:00pm
This seminar examines health-related dilemmas faced by nations in the post-World War II period: how they become defined as an immediate threat to the public's health, and how political economy, social structure, political institutions, cultural practices, and myths regarding health, disease, and illness affect policy responses in different countries.
The focus will be on how nations and regions are coping with health threats that cross borders. What measures have been taken to meet emergent threats to the public health posed, or perceived to be posed, by both “products” and “peoples.” Among the latter are communicable diseases that are preventable by vaccination (such as diphtheria, measles, and poliomyelitis), “serious imported diseases” (such as cholera, malaria and SARS), HIV/AIDS, and tuberculosis. Many of these diseases are perceived to be carried by
“outsiders,” thus the seminar is also an investigation of strategies of action towards migrants (including travelers, immigrants, refugees, and displaced persons) when disease enters the picture.

How do states and regions combat such threats as they debate the appropriate limits to government intervention? What is the role of international organizations in the construction of national policy?

A core assignment of the seminar is a research paper which compares the approaches of two nations to one such health problem.

Note: High Demand. Meets Tuesday 4:30pm-7:00pm in Community Health conference room.
Cross-listed as CH 186-01.

**Sociology 198: Directed Research in Sociology**
*Faculty*

**Time Block: Arranged**

Open to properly qualified advanced students through consultation with a member of the faculty. Credit as arranged.

**Prerequisite:** Permission of instructor.

**Sociology 199: Senior Honors Thesis**
*Faculty*

**Time Block: Arranged**

If you are a sociology major who has been on the dean’s list, you may be eligible to do an honors thesis in sociology. Please discuss this with your advisor, after you have read the section on “Thesis Honors” in the Tufts bulletin.

**Prerequisite:** Permission of instructor.
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GENERAL INFORMATION

Major in Sociology

Learning Objectives:
Students who graduate with a major in Sociology will have developed:

1. a broad understanding of the historical and theoretical development of the discipline;
2. an understanding of how to gather and analyze quantitative data;
3. the skills to develop an original research question, design a project using qualitative data to study the question, and gather and analyze qualitative data to answer the question;
4. an in-depth understanding of classical and contemporary sociological theories;
5. the ability to examine social structures analytically and critically;
6. an understanding of how social constructs such as gender, race, and class influence people’s social positions and organize their daily lives;
7. knowledge of how people change society by forming social movements and using the media;
8. a comparative perspective on cultures, social structures, institutions, and practices;
9. skills that integrate their coursework with field research or volunteer experience in the community;
10. the ability to read and understand original research published by sociologists;
11. the ability to produce a major piece of writing that reviews published sociological research, develops a sustained argument, and uses theory and research to support the argument; and
12. in-depth knowledge of a subfield in the discipline.

Major Requirements:

All Sociology majors, including those who elect to do one of the three clusters (see below), must complete ten Sociology courses, at least six of which must be listed or cross-listed by the Tufts University Department of Sociology.
Of the 10 Sociology courses, 4 must be the following core courses, at least 2 of which must be taken in the Tufts University Department of Sociology:

- 1: Introduction to Sociology
- 101: Quantitative Research Methods
- 102: Qualitative Research Methods
- 103: Survey of Social Theory

Of the 10 required Sociology courses, one must be a seminar numbered 180 or above. Sociology 193, 197, 198 and 199 do not count as seminars.

Five of the 10 required courses are unrestricted electives, except for students who choose to complete a cluster.

These requirements become effective in September 2011.

**Minor in Sociology**

**Requirements:**

Classes of 2013 and beyond must use this set of courses. Classes of 2010, 2011 and 2012 may use this set of courses or the Old Requirements below to complete the minor. Students are advised to declare the minor before junior year. No classes may be taken pass-fail.

1 Introductory Course (Sociology 1 through 50)
1 Research Methods Course (Sociology 101 or 102)
1 Theory Course (Sociology 103)
3 Elective Courses

**Old Requirements**

See above.

1 Introductory Course (Sociology 1)
1 Research Methods Course (Sociology 101 or 102)
3 Three courses in a common area of interest or concern, approved by a minor advisor. Two of these must be numbered 100 or above.
1 Seminar in the same common area (Sociology 180 through 189)

Sign up for the Minor in the department office, Eaton Hall, room 102B.
SOCIODEMY CLUSTERS

1. Media, Culture, and Society
2. Social Inequalities and Social Change
3. Globalization, Transnationalism, and Immigration

Majoring in Sociology Using a Cluster Option

Students can major in Sociology by choosing their electives to complete one of the following Cluster Options:

1. Media, Culture, and Society
2. Social Inequalities and Social Change
3. Globalization, Transnationalism, and Immigration

Reasons for Sociology majors to choose a cluster option

- Specialize in an area of personal interest
- Discover connections among Sociology courses
- Get to know other Sociology majors in the cluster
- Develop an idea for a Senior Honors Thesis
- Build a resume with a specialization

Majors are not required to choose a cluster. The clusters are offered as an alternative to the general Sociology major. A student who elects to do a cluster must take four Sociology electives from the approved list for the cluster.

To complete the major using a cluster, a Sociology major must fill out the Declaration of Cluster form also available in the Department Office in Eaton Hall 102B, have his or her academic Adviser sign the form, and turn it in at the Department Office. There is no available transcript notation for the cluster, but students who complete majors with a cluster option and file the signed form will receive a certificate acknowledging they have completed the cluster at commencement. The Department suggests that these students write in their clusters on their resumes after their majors.

CLUSTER ONE: MEDIA, CULTURE, AND SOCIETY (Take 4 of the courses listed.)

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:**
In addition to completing all of the requirements for the Sociology major (LINK), students who complete this cluster must take four of their five electives from the following list of Sociology courses:

- 40: Media and Society
- 149-02: Sociology of Taste
- 149-03: Consumers and Consumerism
- 149SA: Art and Artists: Sociological Perspectives (Summer Session only)
- 182: Crime and the Media
- 185: Seminar in Mass Media Studies
- 190: (Seminar) Immigration: Public Opinion, Politics, and Media
- 198: Directed Research in Sociology
- 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, 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 and 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:**

In addition to completing all of the above requirements for the Sociology major (LINK), students who complete a Social Inequalities and Social Change cluster must take four of their five electives from the following list of Sociology courses:

- 10: American Society
- 20: Families and Intimate Relationships
- 30: Sex and Gender in Society
- 50: Globalization and Social Change
- 70: Immigration and American Society
- 110: Racial and Ethnic Minorities
- 111: Making Social Change Happen
- 113: Urban Sociology
- 130: Wealth, Poverty, and Inequality
- 135: Social Movements
- 141: Medical Sociology
- 145: Social Policy in America
- 149-02: Sociology of Taste
- 184: Nonprofits, States, and Markets
- 187: Immigrant Children
- 189: Seminar in Social Policy
- 190: (Seminar) Immigration: Public Opinion, Politics, and Media
- 198: Directed Research in Sociology
- 199: Senior Honors Thesis
CLUSTER THREE: GLOBALIZATION, TRANSNATIONALISM, AND IMMIGRATION (Take 4 of the courses listed.)

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:**
In addition to completing all of the above requirements for the Sociology major (LINK), students who complete a Globalization, Transnationalism, and Immigration cluster must take four of their five electives from the following list of Sociology courses:

20: Family and Intimate Relationships  
50: Globalization and Social Change  
70: Immigration and American Society  
108: Epidemics  
113: Urban Sociology  
120: Sociology of War and Peace  
135: Social Movements  
143: Sociology of Religion  
180: Cities of the Global South  
181: Seminar on War, Peace, State, and Society  
183: Transnational Communities  
186: Seminar in International Health Policy  
187: Immigrant Children  
188-02 Seminar: AIDS: Social Origins and Global Consequences  
190: (Seminar) Immigration: Public Opinion, Politics, and Media
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