Faculty

PAUL JOSEPH, Professor, Interim Chair  
Ph.D., Sociology, University of California, Berkeley  
Sociology of War and Peace; Political Sociology; Globalization

FREEDEN BLUME OEUR, Associate Professor  
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

DAANNIKA 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 (ON LEAVE)
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
Comparative historical study of disease and health policy; Political Sociology;
Sociology of Science and Technology; Qualitative Methods in Action

JILL WEINBERG, Assistant Professor
J.D., Seattle University; Ph.D., Sociology, Northwestern University
Crime; Law; Deviance; Sports; the Body; Research Methods

JOHN LIBASSI
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## Course Offerings

### Fall 2019

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<thead>
<tr>
<th>Course Code</th>
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<th>Schedule</th>
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<td>SOC 0001</td>
<td>Introduction to Sociology</td>
<td>Helen Marrow</td>
<td>MW, 10:30 a.m. – 11:45 a.m.</td>
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<tr>
<td>SOC 0011</td>
<td>Sociology of Race and Ethnicity</td>
<td>Daanika Gordon</td>
<td>TR, 3:00 p.m. – 4:15 p.m.</td>
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<tr>
<td>SOC 0020</td>
<td>Family and Intimate Relationships</td>
<td>Jon Dzitko</td>
<td>TR, 9:00 a.m. – 10:15 a.m.</td>
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<tr>
<td>SOC 0030</td>
<td>Sex and Gender in Society</td>
<td>Brett Nava-Coulter</td>
<td>TR, 12:00 p.m. – 1:15 p.m.</td>
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<tr>
<td>SOC 0070</td>
<td>Immigration, Race, and American Society</td>
<td>Adrian Cruz</td>
<td>MW, 9:00 a.m. – 10:15 a.m.</td>
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<tr>
<td>SOC 0094-06</td>
<td>Sociology of Violence</td>
<td>Brett Nava-Coulter</td>
<td>TR, 4:30 p.m. – 5:45 p.m.</td>
</tr>
<tr>
<td>SOC 0094-09</td>
<td>Sociology of Higher Education</td>
<td>Justin Jimenez</td>
<td>MW, 4:30 p.m. – 5:45 p.m.</td>
</tr>
<tr>
<td>SOC 0094-18</td>
<td>Health, Disease and History</td>
<td>Rosemary Taylor</td>
<td>W, 4:00 p.m. – 6:30 p.m.</td>
</tr>
<tr>
<td>SOC 0099</td>
<td>Internship</td>
<td>FACULTY</td>
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*NEW*
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOC 0100</td>
<td>Research Design and Interpretation</td>
<td>Jill Weinberg</td>
<td>MW, 1:30 p.m. – 2:45 p.m.</td>
</tr>
<tr>
<td>SOC 0102</td>
<td>Qualitative Research Methods</td>
<td>Helen Marrow</td>
<td>T, 1:30 p.m. – 4:00 p.m.</td>
</tr>
<tr>
<td>SOC 0106</td>
<td>Political Sociology</td>
<td>Anjuli Fahlberg</td>
<td>TR, 1:30 p.m. – 2:45 p.m.</td>
</tr>
<tr>
<td>SOC 0112</td>
<td>Criminology</td>
<td>Daanika Gordon</td>
<td>MW, 3:00 p.m. – 4:15 p.m.</td>
</tr>
<tr>
<td>SOC 0113</td>
<td>Urban Sociology</td>
<td>Anjuli Fahlberg</td>
<td>TR, 10:30 a.m. – 11:45 a.m.</td>
</tr>
<tr>
<td>SOC 0121</td>
<td>Sociology of Law</td>
<td>Jill Weinberg</td>
<td>MW, 10:30 a.m. – 11:45 a.m.</td>
</tr>
<tr>
<td>SOC 0149-19</td>
<td>Latin American Society</td>
<td>Anjuli Fahlberg</td>
<td>MW, 1:30 p.m. – 2:45 p.m.</td>
</tr>
<tr>
<td>SOC 0186</td>
<td>International Health Policy</td>
<td>Rosemary Taylor</td>
<td>T, 4:30 p.m. – 7:00 p.m.</td>
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<tr>
<td>SOC 0188-12</td>
<td>Seminar: Comparative Social Inequality <em>NEW</em></td>
<td>Felipe Dias</td>
<td>T, 9:00 a.m. – 11:30 a.m.</td>
</tr>
<tr>
<td>SOC 0188-13</td>
<td>Seminar: Du Bois’s Sociological Dream <em>NEW</em></td>
<td>Freedeen Blume Oeur</td>
<td>R, 9:00 a.m. – 11:45 a.m.</td>
</tr>
<tr>
<td>SOC 0197</td>
<td>Independent Study</td>
<td>FACULTY</td>
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<tr>
<td>SOC 0198</td>
<td>Directed Research in Sociology</td>
<td>FACULTY</td>
<td>ARR</td>
</tr>
<tr>
<td>SOC 0199B</td>
<td>Senior Honors Thesis</td>
<td>FACULTY</td>
<td>ARR</td>
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</table>
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.

No prerequisites.

Mondays and Wednesdays
10:30 a.m. – 11:45 a.m.
SOC 0011:
Sociology of Race and Ethnicity

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 AAST 0094-03, AFR 0011-01, CVS 0027-01 and LST 0094-03.
No prerequisites.
NOTE: Students who have previously taken SOC 0011, SOC 0110 “Racial/Ethnic Minorities” may not count this course as a separate elective.

Tuesdays and Thursdays
3:00 p.m. – 4:15 p.m.
Understanding the contemporary American family, defined broadly as those with whom one shares resources and values and to whom one has a long-term commitment. Topics include historical and cross-cultural variations, dating and romantic love, cohabitation and marriage, parenting, family roles of men and women, divorce and family stability, and the future of the family.

No prerequisites.

Tuesdays and Thursdays
9:00 a.m. – 10:15 a.m.
SOC 0030:
Sex and Gender in Society

Brett Nava-Coulter

#metoo, #timesup, #believewomen, #blacklivesmatter! We’re in a period of radical transformation correcting the inequities and prejudices of the past. Or are we? Through this course you will be introduced to the sociological framework of gender and by examining theory and contemporary research, contemplate the nature and impact of sex and gender in our society.

Cross-listed with WGSS 0040.

No prerequisites.

Tuesdays and Thursdays
12:00 p.m. – 1:15 p.m.
SOC 0070: Immigration, Race, and American Society

Adrian Cruz

The United States as a lens for understanding the movement of people across nation-state boundaries and their settlement in various receiving societies. Why people migrate across international borders; ability of the nation-state to control migration flows; assimilation and incorporation of foreign “outsiders” into American social life; ways that migrants build and sustain lives across international borders; and challenges to two traditional types of membership: race and ethnicity, and citizenship and national belonging.

Cross-listed with AAST 0094-02, AFR 0070, AMER 0030 and LST 0094-04.

No prerequisites.

Mondays and Wednesdays
9:00 a.m. – 10:15 a.m.
Mass violence, serial killers, hate crimes, and gendered violence are all too common. This course will explain the sociological factors behind interpersonal violence. What are the personal, institutional, and structural factors that drive these acts? How do we define violence and understand its impact on communities? What is the role of media in defining and possibly encouraging violence? The course will explore key research findings on the patterns and meaning of violence in the U.S. to convey how social structure interacts with individual and situational factors in the lead up to, and perpetration of, violent acts.

No prerequisites.

Tuesdays and Thursdays
4:30 p.m. – 5:45 p.m.
In 1985, after a decade of expansion and prosperity for the university, a Tufts faculty committee recommended a number of changes to the degree requirements. Above all, the committee emphasized that the goal of a Tufts education was to cultivate a “certain type of human being.” What was that? And has the vision of this ideal student changed? In this course, we’ll tackle these and other important questions in U.S. higher education, including: What enables and restricts college access and opportunity? How have colleges been projects of nation building? How has neoliberalism impacted the college experience? Discussion topics include admissions policies, affirmative action, meritocracy, intercollegiate athletics, and undocumented students. Members of the Tufts community will visit as guest speakers. Throughout, we’ll pay special attention to the distinctive and not-so-distinctive place of Tufts in higher education. We’ll engage with cool historical materials from the Tufts Digital Collections and Archives, as well as Sol Gittleman’s exemplary history of the university, to chronicle histories including former Tufts President Jean Mayer’s determination to turn a sleepy university into a top-flight institution, the work of groups such as Students Concerned About Racism (SCAR) to fight campus oppression during the Civil Rights era, and the captivating role that Jackson College and its women have played in the university’s history.

No prerequisites.

Mondays and Wednesdays
4:30 p.m. – 5:45 p.m.
SOC 0094-18: Health, Disease and History

*NEW*

Rosemary Taylor
What causes lethal outbreaks of disease? Why are societies so often unprepared to cope with them? How do officials and citizens respond and why? We will examine these questions in the local Boston area, extending to Massachusetts when appropriate, and track the evolution of significant disease outbreaks, from early history to the present. In the course of this endeavor we will learn a variety of research methods: how to mine newspapers and construct press reviews; how to track down primary sources such as diaries, letters and government documents; how to interview living informants. We will visit local archives and libraries, and the sites where epidemics began. This course is designed for first-year students (ie. no experience required) but also for anyone interested in the history of disease.

No prerequisites.

Wednesdays
4:00 p.m. – 6:30 p.m.
What are you going to do with your Sociology degree? There are a lot of options out there, so exploring a potential path while receiving academic credit is a good way to figure out what you like (and what you don't like). 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 0001 OR SOC 0010, plus a Sociology course related to the setting where the internship is to be done.

Arranged
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. Must be a Sociology major or minor.

Mondays and Wednesdays
1:30 p.m. - 2:45 p.m.
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: Two Sociology courses.**

**NOTE:** This course gives priority to Sociology majors and minors. If you are not a Sociology major or minor, please email Katherine. Blake@tufts.edu with the following information: Major(s), 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. Students with seniority and demonstrated need will be given priority for registration based on the availability of seats for non-Sociology students in the course.

**SOC 0102: Qualitative Research Methods**

**Helen Marrow**

Tuesdays

1:30 p.m. – 4:00 p.m.
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?

Cross-listed with CVS 0131-01.

Prerequisite: At least sophomore standing OR one Sociology course OR permission of instructor.
This course explores theories and concepts related to crime, social control, and punishment as primarily carried out in the legal system. Topics featured in the course include theories of crime and punishment, policing, incarceration, and the collateral consequences of punishment. Drawing from various fields of research such as sociology, criminology, psychology, law, and critical race/feminist theory this course explores and seeks to answer a series of questions. What do societies define as criminal? What is the social function of crime and punishment? How does incarceration perpetuate and maintain social division and inequality? What are the institutional contradictions and cultural correlations of the growing penalization of poverty? The role of economic, race, and gender inequality in the production of crime and criminal justice will be a central theme throughout the course.

Prerequisite: Sophomore standing OR one Sociology course.

Mondays and Wednesdays
3:00 p.m. – 4:15 p.m.
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.

Cross-listed with AAST 0194-05, AFR 0147-09, AMER 0194-07 and CVS 0121-01.

Prerequisite: SOC 001 OR SOC 010 OR permission of instructor.

Tuesdays and Thursdays
10:30 a.m. – 11:45 a.m.
Sociology of Law

Jill Weinberg

Law is everywhere and shapes our lives in countless ways. It permits, prohibits, legitimizes, suppresses, protects, and prosecutes individuals. This course examines the relationship between law and power in society, with a particular emphasis on law and social change in the United States and abroad. Readings will be drawn from the social sciences and history, as well as selected court cases that raise critical questions about the role of race and gender in American society. From this course, students will gain a richer understanding of topics such as law as an agency of social control, how ordinary people understand law, and the relationship law and society.

Prerequisite: Sophomore standing OR permission of instructor.

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

Although colonial rule over Latin America officially came to an end nearly two centuries ago, its people continue to suffer from high rates of poverty, oppression, corruption, and violence. At the same time, communities across Latin America continue to resist inequality through a range of political, social and cultural practices and discourses. After briefly reviewing the larger historical trajectories that led to contemporary economic, political and social landscapes, this course will examine many key themes that traverse the multiple populations who inhabit Latin America. Some of the core questions we will explore include: How do colonial legacies continue to play out in contemporary political, economic and social structures? How do these interact with race, class, gender and sexuality to produce uneven relations of power? What are the consequences of globalization and neoliberalism on the lived realities of Latin America’s poor? And finally, what forms of resistance do marginalized populations employ to address, resist, or subvert structures of domination? The course will center around ethnographic texts that illuminate these questions through the stories of real, everyday people. By focusing on case studies of several countries across Central and South America we will draw upon a range of examples and theoretical frameworks to consider the changes and continuities across Latin American society.

Cross-listed with LAS 0149-01.
Prerequisite: One Sociology course OR permission of instructor.

Mondays and Wednesdays
1:30 p.m. - 2:45 p.m.
SOC 0186: Seminar: International Health Policy

Rosemary Taylor

Responses to health-related dilemmas faced by nations in a global era. How political economy, social structure, international organizations, and cultural practices regarding health, disease and illness affect policy. The focus this fall will be on how nations and regions are coping with health threats that cross borders. What measures have been taken to meet emergent threats to the public health posed, or perceived to be posed, by both products and peoples. Among the latter are communicable diseases such as SARS, avian flu, HIV/AIDS, tuberculosis and, most recently, Ebola and zika. Some of these diseases are perceived to be carried by “outsiders,” thus the seminar is also an investigation of strategies of action towards migrants (including travelers, immigrants, refugees and displaced persons) when disease enters the picture. Threats to health carried by products such as blood and beef raise problems for trade and the governance of global health: how do states and regions combat such threats as they debate the appropriate limits to government intervention? Do international organizations and regulations affect the construction of national policy? How is scientific information factored into policy decisions?

Cross-listed with CH 0186.

Prerequisite: At least junior standing OR permission of instructor.

Tuesdays
4:30 p.m. - 7:00 p.m.
Felipe Dias
This course focuses on the causes and consequences of social inequality in cross-national perspective. A comparative and cross-national lens to the study of inequality provides the analytical tools to better understand how the political, institutional, and economic processes in different societies ultimately help create and perpetuate different forms of social inequality. The course will focus on the ways in which different social institutions, such as schools, labor markets, and governments play in generating social inequalities. We also examine the ways in which social inequality is expressed on the basis of race/ethnicity, gender, and class status. After assessing the institutional and social mechanisms associated with the reproduction of social inequality, we consider possible policy solutions and interventions in reducing inequality.

Cross-listed with AAST 0194-04, AFR 0147-08, AMER 0194-06, LAS 0188-01 and LST 0194-04.
Prerequisites: At least junior standing, at least 2 previous courses in Sociology, OR permission of instructor.

Tuesdays
9:00 a.m. - 11:30 a.m.
This seminar invites students to join in the extraordinary revival of research on W.E.B. Du Bois in sociology. Drawing primarily on his own writing, as well as select commentary on his life and work, we will engage insights that remain relevant today for both society and the practice of sociology: on structural, psychological, and materialist explanations for the persistence of racism; on the role of intellectuals and organized religion in Black communities; on the purpose of art as propaganda; on whether schools should embrace racial separatism or integrationism; and on paths forward amid the failures of democracy and socialism. We will examine how Du Bois’s ideas and politics transformed as he slipped in and out of many roles: as an architect of modern sociology in the United States; as a propagandist who helped found the NAACP; as a philosopher who embraced pragmatism and idealism; as a novelist whose fiction reflected on the nature of gender and desire; and as a diasporic thinker who linked the cause of African Americans to struggles around the globe. Above all, we will engage Du Bois as a dreamer: as someone who saw human nature as both rational and irrational, and guided by the conscious and the unconscious; and as someone who remained hopeful of racial liberation even as the “sorrow songs” of the past continue to haunt the present.

Cross-listed with AFR 0147-07 and AMER 0194-05.
Prerequisites: At least junior standing, at least 2 previous courses in Sociology, OR permission of instructor.

Thursdays
9:00 a.m. - 11:30 a.m.
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.
SOC 0198: Directed Research in Sociology

Faculty

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

Prerequisite: Permission of instructor.

Arranged
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 Katherine, Blake@tufts.edu 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.

Faculty

SOC 0199A:
Sociology Senior Honors Thesis A

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:
To satisfy the research requirement you may take:

OPTION 1
SOC 100 Research Design and Interpretation (Fall only)
or
OPTION 2
SOC 101 Quantitative Research Methods
AND
SOC 102 Qualitative Research Methods

One (1) of the ten required courses must be a seminar, numbered 180 or above, and designated as a seminar (SEM:) (must be taken in the Sociology Department on the Tufts Medford Campus).

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

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

If you have a minor, no more than two course credits used toward the minor may be used toward foundation, distribution, major, or other minor requirements.
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 courses used toward the minor may be used toward foundation, distribution, major, or other requirements. Courses must include: Sociology 001: Introduction to Sociology; one research methods course (Sociology 100 or 101 or 102); Sociology 103: Sociological Theory; and three Sociology 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 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 (4) 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:** Seminar in Current Soc: Consumers and Consumerism

**SOC 188-06:** Seminar in Current Soc: Body, Culture and Society

**SOC 188-08:** Seminar in Current Soc: 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
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**
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: Seminar in Current Soc: Consumers and Consumerism
SOC 188-05: Seminar in Current Soc: The Masculine Mystique
SOC 188-07: Seminar in Current Soc: Race and Politics
SOC 188-08: Seminar in Current Soc: Identity & Inequality
SOC 188-09: Seminar in Current Soc: Youth of Color
SOC 188-10: Seminar in Current Soc: Racial Identity in Historical Perspective
SOC 188-11: Seminar in Current Soc: Intimate Violence
SOC 188-12: Seminar in Current Soc: Comparative Social Inequalities
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.
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 (4) 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 149-19**: Latin American Society
- **SOC 181**: Seminar on War, Peace, State, and Society
- **SOC 186**: Seminar: International Health Policy
- **SOC 187**: Seminar: Immigrant Children
- **SOC 188-08**: Seminar in Current Soc: Identity & Inequality
- **SOC 188-09**: Seminar in Current Soc: 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

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**Rates of various crimes (per 1,000 students) by characteristics of US higher education institutions.**

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