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

DAANIKA GORDON, Assistant Professor  
Ph.D., Sociology, University of Wisconsin - Madison  
Race and Ethnicity, Crime and Social Control, Urban Sociology, Research Methods

HELEN MARROW, Associate Professor  
Ph.D., Sociology and Social Policy, Harvard University  
Immigration; Race and Ethnic Relations; Social Inequalities and Social Policies; Health; Qualitative Research Methods

SARAH SOBIERAJ, Associate Professor (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 (ON LEAVE)
Ph.D., Sociology, University of California-Santa Barbara
Comparative historical study of disease and health policy; Political Sociology; Sociology of Science and Technology; Qualitative Methods in Action

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

POSTDOCTORAL FELLOW

MARGARET MCGLADREY
Ph.D., Sociology, University of Kentucky
Children and Youth; Feminist Media Studies; Gender; Participatory Action Research; Public Health; Sociological and Feminist Theory

STAFF

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# Course Offerings

**Spring 2019**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Days</th>
<th>Time</th>
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<tbody>
<tr>
<td>SOC 0001</td>
<td>Introduction to Sociology</td>
<td>MW</td>
<td>10:30 a.m. – 11:45 a.m.</td>
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<tr>
<td>SOC 0010</td>
<td>American Society</td>
<td>TR</td>
<td>9:00 a.m. – 10:15 a.m.</td>
</tr>
<tr>
<td>SOC 0023</td>
<td>Self and Society</td>
<td>MW</td>
<td>9:00 a.m. – 10:15 a.m.</td>
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<tr>
<td>SOC 0040</td>
<td>Media and Society</td>
<td>TR</td>
<td>4:30 p.m. – 5:45 p.m.</td>
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<tr>
<td>SOC 0070</td>
<td>Immigration, Race, and American Society</td>
<td>MW</td>
<td>1:30 p.m. – 2:45 p.m.</td>
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<tr>
<td>SOC 0094-02</td>
<td>Health, Policy, and Inequality</td>
<td>TR</td>
<td>1:30 p.m. – 2:45 p.m.</td>
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<tr>
<td>SOC 0099</td>
<td>Internship</td>
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<tr>
<td>SOC 0101</td>
<td>Quantitative Research Methods</td>
<td>TR</td>
<td>4:30 p.m. – 5:45 p.m.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Schedule</td>
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<tr>
<td>SOC 0102</td>
<td>Qualitative Research Methods</td>
<td>W, 1:30 p.m. – 4:00 p.m.</td>
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<tr>
<td>SOC 0103</td>
<td>Sociological Theory</td>
<td>MW, 4:30 p.m. – 5:45 p.m.</td>
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<tr>
<td>SOC 0106</td>
<td>Political Sociology</td>
<td>TR, 1:30 p.m. – 2:45 p.m.</td>
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<tr>
<td>SOC 0111</td>
<td>Making Social Change Happen</td>
<td>TR, 12:00 p.m. – 1:15 p.m.</td>
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<tr>
<td>SOC 0120</td>
<td>Sociology of War and Peace</td>
<td>MW, 10:30 a.m. – 11:45 a.m.</td>
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<tr>
<td>SOC 0149-06</td>
<td>Deviant Behavior</td>
<td>MW, 3:00 p.m. – 4:15 p.m.</td>
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<tr>
<td>SOC 0149-19</td>
<td>Latin American Society</td>
<td>TR, 10:30 a.m. – 11:45 a.m.</td>
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<tr>
<td>SOC 0181</td>
<td>Seminar: War/Peace/State/Society</td>
<td>T, 1:30 p.m. – 4:00 p.m.</td>
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<tr>
<td>SOC 0188-05</td>
<td>Seminar: The Masculine Mystique</td>
<td>R, 9:00 a.m. – 11:45 a.m.</td>
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<tr>
<td>SOC 0188-11</td>
<td>Seminar: Intimate Violence</td>
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<tr>
<td>SOC 0197</td>
<td>Independent Study</td>
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<td>SOC 0198</td>
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<tr>
<td>SOC 0199B</td>
<td>Senior Honors Thesis B</td>
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Helen Marrow

Sociology is the systematic study of human social behavior. Sociologists examine not only how social structures shape our daily interactions, but also how society constructs social categories and cultural meanings. While there is no way that a single semester can expose you to the entire discipline of sociology, this course will introduce you to the major theoretical perspectives, concepts, and methodologies used in contemporary sociology to observe and analyze interaction in large and small groups. For instance, we will examine important issues such as how societies maintain social control, set up stratification systems based on race, class and gender, and regulate daily life through institutions such as families, education, and labor markets.

The single overarching purpose of this course is to make you more interested in and critical of the world around you. A secondary purpose is to inspire you to take more sociology courses while you are here at Tufts, so you can focus on some of the specific sociological topics you like most in greater depth. Ones that we will cover (in order) include culture and media; socialization; networks and organizations; crime and deviance; social class, race, and gender inequalities; family; education; politics and authority; and work.

Cross-listed with AMER 0010-02.

No prerequisites.

Mondays and Wednesdays
10:30 a.m. – 11:45 a.m.
SOC 0010: AMERICAN SOCIETY

STAFF
Sociological perspectives and social policy implications of current issues, such as poverty, education, mental health, crime, environmental pollution, and corporations. Analysis of selected social, political, economic, and legal institutions. Recent trends in American society.

No prerequisites.

Tuesdays and Thursdays
9:00 a.m. – 10:15 a.m.
STAFF

Introduction to sociological contributions to social psychology, especially how social structure and culture shape personality. Topics include human nature and socialization, interaction and identity, attitudes and public opinion, social conflict and power, social perception, patterns of social bonds, sex differences, structure and dynamics of small groups, networks and organizations, collective behavior. Lectures emphasize recent empirical studies.

No prerequisites.

Mondays and Wednesdays
9:00 a.m. – 10:15 a.m.
SOC 0040: MEDIA AND SOCIETY

Brett Nava-Coulter

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

Cross-listed as FMS 0023.

No prerequisites.

Tuesdays and Thursdays
4:30 p.m. – 5:45 p.m.
SOC 0070: IMMIGRATION, RACE AND AMERICAN SOCIETY

STAFF

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 as AMER 0030 and AFR 0070.

No prerequisites.

Mondays and Wednesdays
1:30 p.m. – 2:45 p.m.
SOC 0094-02:
HEALTH, POLICY AND INEQUALITY

Brett Nava-Coulter

Using a sociological framework, this course will examine inequity in health with a focus on how policy can respond to the needs of underserved communities. It will investigate the role that social institutions play in perpetuating inequality and stigma, and look to attempts to counteract those dynamics. During the semester we will focus on defining and implementing cultural competency, the illness experience, and community formation and advocacy. Some of the topics covered will be LGBT health, immigrants and refugees, disability experience, and out-of-home youth, among others.

No prerequisites.

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

Sociology 99: Internship is a course (credit as arranged) that combines a field placement with sociological analysis based on reading and one-on-one discussions with the faculty sponsor of the course. The internship is about more than simply gaining valuable work experience; it is about expanding the student’s intellectual depth through sociological analysis of a real-world setting. The field placement will be for one semester in an organizational setting such as a community or nonprofit organization, a law firm, a court, a business, a government agency, a social welfare organization, a domestic violence or homeless shelter, a hospital or clinic, or a school.

The student must work on-site for a minimum of 12 hours per week, or 150 hours in all. A student can count two for-credit internships toward a degree but can count only one Sociology 99 course toward the sociology major. Two internships cannot be done during the same semester. When appropriate, Sociology 99 can be used as an elective for one of the department’s cluster options. No credit will be granted retroactively or for an internship supervised by anyone other than a full-time member of the department. Before registering for Sociology 99, the student must obtain the approval of a faculty sponsor and the approval of an on-site supervisor under whose guidance the internship will be done.

Prerequisites: SOC 0001 or SOC 0010, plus a Sociology course related to the setting where the internship is to be done.

Arranged
SOC 0101: QUANTITATIVE RESEARCH METHODS

Felipe Dias

The goal of this course is to provide students with a working knowledge of the research methods and basic statistical skills needed to collect and analyze quantitative data. The course begins with an overview of social research and the relative strengths and weaknesses of quantitative data. Then, the course explores a range of statistical techniques and methods that are available for empirical research. Topics in research methods include: Primary and Secondary Data Analysis, Sampling, Survey Design, and Experimental Designs. Students will learn these techniques through primary and secondary analysis, creating and conducting original survey research, and writing up results from original data. In addition to methodological considerations, we will also examine the social, political and ethical dimensions of designing, executing, and interpreting quantitative research.

Prerequisite: One introductory social science course.

Recommended: SOC 0100: Research Design and Interpretation.

Must be a Sociology major or minor.

Tuesdays and Thursdays
4:30 p.m.-5:45 p.m.
Daanika Gordon

As you have taken your various Sociology courses, you probably have begun to develop some sociological questions of your own. This course is a chance to formulate those questions in a more focused way, and to begin to answer them by doing your own qualitative study. You will conduct in depth interviews and do observations in a site you will choose on a topic of interest to you. You will gather and analyze qualitative data in systematic ways, and develop conclusions and relate them to research done by other sociologists. These skills will be valuable to you in the future in a wide range of academic study and careers. Recommended only for upperclassmen or students who have substantial prior training in Sociology.

Prerequisite: Two Sociology courses.

NOTE: This course is held for Sociology majors and minors. If you are a non-Sociology major or minor and wish to take the course, please email Victoria.Dorward@tufts.edu with your name, student ID#, major/minor(s), your previous sociology courses taken and rationale for taking the course. Students will be considered for enrollment based on the availability of seats after the initial registration period.

Wednesdays
1:30 p.m. – 4:00 p.m.
The Greek root of theory is theorein, or “to look at.” Sociological theories are, therefore, visions, or ways of seeing and interpreting the social world. Some lenses have a wide aperture and seek to explain macro level social developments and historical change. The “searchlight” (to borrow Alfred Whitehead’s term) for other theories could be more narrow, but their beams may offer greater clarity for things within their view. All theories have blind spots. This course introduces you to an array of visions on issues of enduring importance for sociology, such as community and integration, authority and power, epistemology, rationalization, and violence. This course will highlight important theories that have not always been part of the sociological “canon,” while also introducing you to more “orthodox” classical and contemporary theories.

Prerequisite: At least one Sociology course (preferably SOC 0001) or permission of instructor.

Must be a Sociology major or minor.

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

Prerequisite: At least sophomore standing or one Sociology course or consent of instructor.

Tuesdays and Thursdays
1:30 p.m. – 2:45 p.m.
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, including guest speakers and “field trips” to community organizing events in the Boston area. 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.

Cross-listed as PJS 0111.

This course counts towards the Civics Studies Major.

Prerequisite: At least sophomore standing or SOC 0001 or one other sociology course.

Tuesdays and Thursdays
12:00 p.m. – 1:15 p.m.
SOC 0120:

SOCIOLGY OF WAR AND PEACE

Paul Joseph

Dynamics of war and peace-making. Introduction to the concept of structural violence. Construction of enemy images. The changing organization of war including a comparison of nation-state war with more contemporary “globalized intrastate wars”. Role of scarce resources, “shadow networks,” mercenaries, paramilitaries, and use of child soldiers. Media coverage of war and combat photojournalism. Recovery and possible reconciliation following violence via truth and reconciliation commissions and other means. Feminist perspectives on war, military training, gender-based violence, and peace. Recent issues including economic impact of military spending, possibility of women serving in combat roles, rescinding the policy of “don’t ask, don’t tell,” increased reliance on drones, and the possibility for more “soft” counterinsurgency strategies. Debate over conscription, cultural militarism, and the thesis that the military constitutes a separate society. The relationship between peace and justice including the possible tension between them. Consequences of exposure to violence including posttraumatic stress disorder. Nonviolent social movements. The impact of public opinion and peace movements on policy. This course also serves as an introduction to peace and justice studies in the Civic Studies major.

Cross-listed as PJS 0120.

No prerequisites.

Mondays and Wednesdays
10:30 a.m. – 11:45 a.m.
This course examines the social construction of deviance in the United States, the processes of acquiring a deviant identity and managing deviant stigma, and the social organization of deviant acts, lifestyles, relationships, and careers. The overall goal of this course is to introduce and explore the concept of deviance, the methods by which sociologists learn about it, its theoretical underpinnings, and its causes and consequences. We will ask ourselves, “What constitutes deviance? How can we define it? Why do we define it in this way? Who defines it? Why does it exist? What are the consequences of deviance?”

It will be easy to fall into discussions of criminal behavior but remember this: the violation of law is only one type of deviance. While discussions of criminal behavior are certainly important and relevant, we cannot understand the violation of law without first, or simultaneously, understanding the violation of social norms. As such, we will focus more so on understanding the power of social norms in governing (or controlling) people and their behavior, beliefs, lifestyles, and identities.

Prerequisite: SOC 0001 or SOC 0010 or sophomore standing.

Mondays and Wednesdays
3:00 p.m. – 4:15 p.m.
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 as LAS 0091-04.

Prerequisite: One Sociology course or permission of instructor.
SOC 0181:
SEMINAR: WAR/PEACE/STATE/SOCIETY

Paul Joseph

This is an advanced seminar which will explore the organization of war and peace as social processes. The first part of the course consists of close reading and discussion of important texts and case studies. Topics include ethnic cleansing, memory politics, climate change and violence, and the organization of the national security state. We will also explore, using the recent Ken Burns PBS series, the legacy of the Vietnam War as well as the impact of the Trump administration on US military policies. The second part involves guided research and student presentations into specific areas of interest including the role of gender in war and peace making, public opinion, Pentagon politics, peace movements, the changing nature of war, nonviolent alternatives, memory politics, military training, the role of women in the armed forces, media coverage, and the debate over the meaning of security, reconciliation and other forms of recovery from organized violence. Students are invited to explore other areas of interest. Comparisons between the U.S. and other countries on any of these topics are welcome. The course presumes a prior introduction to the relevant topics and is limited to fifteen students. The three requirements are active participation, a class presentation, and a research paper.

Prerequisite: SOC/PJS 0120 or two Sociology courses or permission of instructor.

Tuesdays
1:30 p.m. - 4:00 p.m.
What does it mean to be a man? This upper-level seminar will examine manhood—in the U.S. and abroad—as a dynamic historical and social construct. We’ll consider how and why the study of men and masculinities emerged, and ask why a critical study of masculinity is needed today. Using texts, film, music, and current events, we’ll examine how the meanings of manhood have evolved over time, what about manhood has been resistant to change, and how institutions and actors challenge and destabilize masculinity. Likely topics include frontier masculinities and the intersections of manhood and civilization, how U.S. presidents embody dominant masculinity, efforts by elementary schools to teach a fluidity of gender and masculinity, state violence against boys of color, and transgender and queer masculinities. Students are expected to be active in-class contributors, to prepare and lead group discussions, and to complete several essays and a research paper.

Cross-listed as WGSS 185-05.

Prerequisites: Junior standing and at least two previous courses in Sociology, or permission of instructor.

Thursdays
9:00 a.m. - 11:45 a.m.
SOC 188-11:
SEMINAR: INTIMATE VIOLENCE:
DOMESTIC AND INTERNATIONAL
PERSPECTIVES

Anjuli Fahlberg

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.

Prerequisites: Junior standing and at least two previous courses in sociology, or permission of instructor.

Mondays
1:30 p.m. - 4:00 p.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.
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 Victoria Dorward in Eaton 102B no later than the end of April of your junior year. The subject heading for email should be “Senior thesis application.” This deadline applies whether one is on campus or not.

Prerequisite: SOC 199A.
MAJOR REQUIREMENTS

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

SOC 001 Introduction to Sociology; and
SOC 103 Sociological Theory (Spring only); and

Research Methods Requirement for Class of 2019:
To satisfy the research requirement you may take either SOC 100 alone, or, BOTH SOC 101 AND SOC 102.

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

Research Methods Requirement for Class of 2020 and beyond:
SOC 100 Research Design and Interpretation (Fall only)

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

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

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

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

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

The minor requires the completion of six courses, none of which may be taken pass-fail and grades below C- will not be counted. Transfer courses are limited to two courses, and Advanced Placement credits may not be used toward a minor. No more than two course credits used toward the minor may be used toward foundation, distribution, major, or other requirements. Courses must include: one required introductory course numbered 1 through 98; one research methods course (Sociology 100 or 101 or 102); one theory course (Sociology 103); and three elective courses. Students are encouraged to declare their minor by junior year.

CLUSTERS

Within the Sociology major, students may elect to concentrate their studies in an area of specialization called a cluster. Although choosing a cluster is not required, students have found that concentrating their elective courses in a more specialized field affords them a deeper and more comprehensive understanding of the selected topic.

Students who choose to declare a cluster must select four of their five Sociology electives from one of the following areas of study and complete the courses listed under that cluster heading:

1. Media, Culture, and Society
2. Social Inequalities and Social Change
3. Globalization, Transnationalism, and Immigration
4. Data Analysis and Interpretation

Students may complete more than one cluster and use courses towards multiple clusters. While the completion of clusters is not noted on student transcripts, Certificates of Completion will be awarded. The Department encourages students to include the cluster completion on their resume as an area of specialization.

To complete the major with a cluster, a Sociology major must fill out the Declaration of Cluster form, available in the Department Office in Eaton Hall 102B, have his or her academic advisor sign the form, and turn it in at the Department office.
The study of societies as spaces in which shared meanings are constructed, circulated, and contest(ed) reaches back to Max Weber and Emile Durkheim. Today, cultural sociologists explore the ways in which meanings are established and transformed in settings that range from restaurant kitchens to social movement organizations.

It is impossible to understand fully the shared meanings in any contemporary context without studying the mass media. Some sociologists examine the ways the media express and question shared meanings, while others focus on the media as tools of power that benefit some and disadvantage others. Still others look at the role of media in human interaction and community building.

While sociologists are profoundly interested in the structural and material conditions that shape social life (e.g., the economy, governmental policies, and educational opportunities), they are equally aware that the ways in which people understand the world shape their behavior. In the study of race, for example, it is the elaborate system of meaning attached to people of different races that renders these differences so deeply consequential. What's more, while each individual interprets the world and actively "makes meaning," shared meanings (e.g., values, norms, symbols, and beliefs) serve both as glue that allows us to interact in meaningful ways and as critical sites of conflict. The Barbie doll, for example, is a toy of contention, precisely because of the diverging meanings that we attach to it. For some she represents nostalgia and wholesomeness, while for others she symbolizes a narrow conception of female beauty.

Sociology majors who take the cluster of courses grouped as Media, Culture, and Society will learn to question and reflect on the media and their content and become more than passive consumers of what they see and hear. Some of the questions they will confront in their courses are the following: How do the news media construct a story? What stories don't they present, and why? To what extent is what we “know” from our exposure to the media inconsistent with what sociological research has found? How does media content affect our attitudes and behavior, and how do our attitudes and behavior influence media content?

**Elective courses for the Media, Culture, and Society cluster**

The Media, Culture, and Society cluster requires completion of four of the following sociology courses:

- SOC 23: Self and Society
- SOC 40: Media and Society
- SOC 94-01: Youth Culture OR Youth Subculture
- SOC 94-03: Music in Social Context
- SOC 94-07: Sociology of Sports
- SOC 94-08: Education and Culture
- SOC 149FT: Sociology of Travel & Tourism
- SOC 149-02: Sociology of Taste
- SOC 149-05: Consumers & Consumerism
- SOC 149-12: Death & Dying
- SOC 149-15: Sociology of the Body
- SOC 149-16: Crime, Justice & the Media
- SOC 185: Seminar in Mass Media
- SOC 188-04: Consumers and Consumerism
- SOC 188-06: Seminar: Body, Culture and Society
- SOC 188-08: Seminar: Identity & Inequality
- SOC 190: Seminar: Immigration: Public Opinion, Politics & Media
- SOC 194-09: 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, 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 99: Internship
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 149-08: Political Sociology
SOC 149-09: Mental Health and Illness
SOC 149-10: Understanding Poverty
SOC 149-17: Theories of Femininity
SOC 187: Seminar: Immigrant Children
SOC 188-04: Consumers and Consumerism
SOC 188-05: The Masculine Mystique
SOC 188-07: Race and Politics
SOC 188-08: Seminar: Identity & Inequality
SOC 188-09: Youth of Color
SOC 188-10: Racial Identity in Historical Perspective
SOC 188-11: Intimate Violence
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 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 Seminar on War, Peace, State, and Society
- **SOC 186:** Seminar: International Health Policy
- **SOC 187:** Seminar: Immigrant Children
- **SOC 188-08:** Seminar: Identity & Inequality
- **SOC 188-09:** Youth of Color
- **SOC 190:** Seminar: Immigration: Public Opinion, Politics & Media
- **SOC 192:** Seminar: AIDS: Social Origins, Global Consequences
- **SOC 193:** Politics, Policies and Risk in Science and Technology
- **SOC 197:** Independent Study
- **SOC 198:** Directed Research in Sociology
- **SOC 199:** Senior Honors Thesis
DATA ANALYSIS AND INTERPRETATION

How do we know the articles or books we read are actually valid? How should we read a poll about an election? The practice of sociology and the social sciences generally depends on a solid foundation of research design and methods. This cluster provides in-depth training and practice in these topics. What’s more, employers across a range of industries look for candidates with such exposure to design and methods.

This cluster teaches students how to come up with research questions, decide which research method is best suited for the question, select and collect data to answer the question, analyze the data, and interpret it so as to advance an argument. While methods training can have a reputation for being dry, that is not the case for these courses. Here, students get hands-on experience with how to manipulate software and handle large databases. Emphasis is placed on students designing their own questions and coming up with their own studies. Students learn overarching concerns around research design as well as in-depth training in both qualitative and quantitative methods. Students also learn the ethics around certain methodological decisions.

Elective courses for the Data Analysis and Interpretation cluster
The Data Analysis and Interpretation cluster requires completion of four of following sociology courses/opportunities:

**SOC 100:** Research Design and Interpretation
**SOC 101:** Quantitative Research Methods
**SOC 102:** Qualitative Research Methods
**SOC 149-18:** The Politics of Knowledge
**SOC 197:** Independent Study
**SOC 198:** Directed Research in Sociology
**SOC 199:** Senior Honors Thesis