TUFTS UNIVERSITY

DEPARTMENT OF

Sociology

SUMMER 2019

COURSE OFFERINGS
As globalization increases, is the United States a force of moral good or one driven by self-motivated, capitalist interests, or both? To undermine racism, should we concentrate on poverty, education, or family socialization? When we contemplate our own identities, are we the same person across settings or are we a sum of performances driven by social context?

Sociology provides the tools to answer these and other questions. It studies the intersection of social inequalities (of gender, race, class, immigration, etc.), social institutions (e.g. health, cities, media, education, religion, the arts, politics, etc.), and social identities (e.g. your sense of self, your group identity, national identity, etc.). We help students analyze how different parts make up a whole, and how individuals have agency or not to make a difference.

We prepare students for a variety of futures in law, business, education, non-profits, medicine, marketing, government, research, and more. We take pride in our teaching, our training in theory and methods, and our commitment to serving students to become invested in social change.
Course Offerings

**SOC 001**: Introduction to Sociology  
Caitlin Slodden  
MTWR, 10:45 a.m. – 12:30 p.m.  
Second Summer Session

**SOC 149B**: Deviant Behavior  
Jill Weinberg  
Online  
Second Summer Session

**SOC 101**: Quantitative Research Methods  
Felipe Dias  
Online  
First Summer Session

**SOC 99**: Internship  
Faculty  
Time Arranged  
12 Week Session
Caitlin O. Slodden is a Lecturer of Sociology, earning her Ph.D. in Sociology from Brandeis University, and has been teaching in the discipline for over seven years. Her dissertation, “Living and Dying with Colorectal Cancer: The Experience and Management of a Mortal Illness” focused on young adults facing a diagnosis of death. She is currently working on a research project alongside Dr. Peter Conrad (Brandeis University) studying the experiences of those living with Parkinson’s Disease. Outside of the university, she organizes lecture series in her community covering sociological topics dealing with poverty, health, and American society.

Her areas of expertise include Medical Sociology, Mental Health and Illness, Gender and Family, and Sociology of Work and Professions.
Sociologists address questions such as why some students succeed at school while others fail; how do groups develop certain cultures; why are there class, gender, and racial inequalities; how does socialization take place; what role does religion play in our society; etc. This course introduces students to sociological topics and to the dominant theories and methods used to make sense of such social phenomena. Students are encouraged to bring their own sociological insights to class as we challenge common assumptions of these major issues that refer to all of us.

**Class Dates:**
July 2nd, 2018 to August 9th, 2019
(Second Summer Session)

**Meets:**
Mondays, Tuesdays, Wednesdays, and Thursdays,
10:45 a.m. – 12:30 p.m.
Felipe Dias is an Assistant Professor and a Neubauer Faculty Fellow in the Department of Sociology at Tufts University. Before coming to Tufts, he was a Post-Doctoral Research Fellow at Stanford University. His research agenda evolves around understanding the institutional and organizational bases for social stratification and inequality in the United States and in Latin America. In one project, he designed and carried out the first field experiment (audit study) in Brazil to examine how race, class, and gender intersect to produce different patterns of employment discrimination. For his work in this area, he was awarded the Distinguished Graduate Student Paper Award from the American Sociological Association Section on Race, Gender, and Class. He is also working collaboratively with David Pedulla (Stanford) and Devah Pager (Harvard) on a major project about the organizational determinants of hiring discrimination in the United States. In his previous research, he used spatial analysis to examine the consequences of residential racial segregation on minority victimization. In another project, he deployed a comparative-historical approach to examine how economic and local political structures affected public officials' articulation of ideas of race and labor in nineteenth century Brazil. His research has been funded by the National Science Foundation, the University of California President's Office, and the Eugene Cota-Robles Fellowship.

His areas of expertise include Race and Gender Stratification; Labor Markets; Immigrant Incorporation; Quantitative Methods; Field Experiments; Comparative Sociology; Latin America
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.

**Class Dates:**
May 22nd, 2019 to June 28th, 2019
(First Summer Session)

**Meets:** Online
Jill D. Weinberg is an Assistant Professor of Sociology and an affiliated scholar at the American Bar Foundation in Chicago, IL. She is a scholar who examines the decriminalization through social process, focusing on the ways groups use rules, norms, and the language of consent and choice. Her first book, Consensual Violence: Sex, Sports, and the Politics of Injury (University of California Press 2016), examines how two groups that willingly engage in seemingly violent activities — mixed-martial arts and sexual sadomasochism — enact elaborate law-like rules to organize themselves and to demonstrate their legitimacy to a broader public. Her second book project is a cross-country comparison of assisted death and the ways terminally ill people, their loved ones, and medical professionals navigate laws that prescribe or permit aid-in-dying.

Her areas of expertise include Crime, Law, Deviance, Sports, the Body, and Research Methods.
SOC 149B: Deviant Behavior
with Jill Weinberg

Observers of human societies are always fascinated with explaining why some members violate commonly accepted standards of conduct. Why are some people evil, mad, dangerous, immoral, or just plain odd? What should we do to stop, cure, or punish these individuals? This course begins by treating social order — not deviance — as the social phenomenon that needs explanation. We will first seek to understand social control, that is, the social processes involved in establishing and maintaining rules and conformity. Only then will we consider the issue of what constitutes deviant behavior, how and why it occurs, and what is done about it. Social control is what gives a social order its power. How are the boundaries of social acceptability embraced, resisted, and rejected?

This course considers several major theoretical explanations of deviant behavior. These theories emphasize different aspects of the organization and dynamics of deviance as a social production: how and under what conditions do certain behaviors come to be defined as deviance; how and under what circumstances do individuals or groups become deviant; and, how is a deviant identity managed? We will examine various informal as well as institutional strategies for controlling deviants and reducing deviant behavior.

Class Dates:
July 2nd, 2018 to August 9th, 2019
(Second Summer Session)

Meets: Online
SOC 99: 
INTERNSHIP

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.

Prerequisites for Sociology 99 are Sociology 1 or 10, plus a sociology course related to the setting where the internship is to be done. 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. Discuss having your summer internship count for credit with one of our Sociology faculty members!
HOW TO REGISTER

TUFTS STUDENTS:
Tufts students may go directly to SIS to enroll in Summer Session courses. Once there:

1. Click on the "Classes" tab
2. Select “Summer Activation”
3. Enroll as you would during Fall / Spring

Walk-in registration is available on Tuesday, May 22 in Dowling Hall. Late registration begins on the first day of each session (May 23 and July 2) in Dowling Hall.

VISITING STUDENTS, PRE-COLLEGE PROGRAM STUDENTS (High School Juniors and Seniors), and INTERNATIONAL STUDENTS, find out about registration here:
https://ase.tufts.edu/summer/session-registrationadmission.asp