FACULTY

PAUL JOSEPH, Professor, 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

CALEB SCOVILLE, Assistant Professor
Ph.D., Sociology, University of California, Berkeley
Environmental Sociology, Science and Technology Studies, Cultural Sociology, Political Sociology, Economic Sociology, Law and Society, Social and Political Theory, Qualitative and Computational Methods
SARAH SOBIERAJ, Associate Professor  
Ph.D., Sociology, SUNY Albany  
Political Sociology; Mass Media; Civil Society and the Public Sphere; Sociology of Culture; Social Movements

ROSEMARY C.R. TAYLOR, Associate Professor  
Ph.D., Sociology, University of California-Santa Barbara  
Comparative historical study of disease and health policy; Political Sociology; Sociology of Science and Technology; Qualitative Methods in Action

NATASHA KUMAR WARIKOO, Professor  
Ph.D., Sociology, Harvard University  
Race and Ethnicity in Education; Diversity; Education; Affirmative Action; Immigrant issues.

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

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# COURSE OFFERINGS

## Fall 2020

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<td>Introduction to Sociology</td>
<td>Helen Marrow</td>
<td>MW, 10:30 – 11:45 a.m.</td>
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<tr>
<td>SOC 0011</td>
<td>Sociology of Race &amp; Ethnicity</td>
<td>Adrian Cruz</td>
<td>TR, 1:30 – 2:45 p.m.</td>
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<tr>
<td>SOC 0020</td>
<td>Family &amp; Intimate Relationships</td>
<td>Jon Dzitko</td>
<td>MW, 9:00 – 10:15 a.m.</td>
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<tr>
<td>SOC 0030</td>
<td>Sex &amp; Gender in Society</td>
<td>Brett Nava-Coulter</td>
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<tr>
<td>SOC 0075</td>
<td>Sociology of Violence</td>
<td>Brett Nava-Coulter</td>
<td>TR, 4:30 – 5:45 p.m.</td>
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<tr>
<td>SOC 0085</td>
<td>Deviant Behavior</td>
<td>Jon Dzitko</td>
<td>TR, 9:00 – 10:15 a.m.</td>
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<tr>
<td>SOC 0094-20</td>
<td>Sociology of Asian Americans</td>
<td>Adrian Cruz</td>
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<td>SOC 0094-21</td>
<td>Sociological Perspectives on the 2020 Election</td>
<td>Paul Joseph</td>
<td>MW, 3:00 – 4:15 p.m.</td>
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<tr>
<td>SOC 0094-35</td>
<td>Health, Disease, and History</td>
<td>Rosemary Taylor</td>
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<td>SOC 0099</td>
<td>Internship</td>
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<tr>
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<tr>
<td>SOC 0100</td>
<td>Research Design and Interpretation</td>
<td>Sarah Sobieraj</td>
<td>T, 1:30 – 4:00 p.m.</td>
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<tr>
<td>SOC 0101</td>
<td>Quantitative Research Methods</td>
<td>Felipe Dias</td>
<td>T, 6:30 – 9:00 p.m.</td>
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<tr>
<td>SOC 0102</td>
<td>Qualitative Research Methods</td>
<td>Helen Marrow</td>
<td>W, 1:30 – 4:00 p.m.</td>
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<tr>
<td>SOC 0105</td>
<td>Sociology of Culture</td>
<td>Natasha Warikoo</td>
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<td>SOC 0113</td>
<td>Urban Sociology</td>
<td>Anjuli Fahlberg</td>
<td>MW, 10:30 – 11:45 a.m.</td>
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<tr>
<td>SOC 0121</td>
<td>Sociology of Law</td>
<td>Jill Weinberg</td>
<td>MW, 1:30 – 2:45 p.m.</td>
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<tr>
<td>SOC 0149-05</td>
<td>(Dis)Information and Democracy</td>
<td>Sarah Sobieraj</td>
<td>R, 9:00 – 11:30 a.m.</td>
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<tr>
<td>SOC 0149-40</td>
<td>Environmental Sociology</td>
<td>Caleb Scoville</td>
<td>MW, 4:30 – 5:45 p.m.</td>
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<td>SOC 0180</td>
<td>Seminar: Intimate Violence</td>
<td>Anjuli Fahlberg</td>
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<tr>
<td>SOC 0183</td>
<td>Seminar: Body, Culture, and Society</td>
<td>Jill Weinberg</td>
<td>W, 9:00 – 11:30 a.m.</td>
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<tr>
<td>SOC 0186</td>
<td>Seminar: International Health Policy</td>
<td>Rosemary Taylor</td>
<td>T, 4:30 – 7:00 p.m.</td>
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<tr>
<td>SOC 0188-12</td>
<td>Seminar: Comparative Social Inequality</td>
<td>Felipe Dias</td>
<td>R, 1:30 – 4:00 p.m.</td>
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<tr>
<td>SOC 0197</td>
<td>Independent Study</td>
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<tr>
<td>SOC 0198</td>
<td>Directed Research in Sociology</td>
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<tr>
<td>SOC 0199A</td>
<td>Senior Honors Thesis A</td>
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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 0094, AFR 0047, and LST 0094. No prerequisites.

Monday and Wednesday
10:30 – 11:45 a.m.
SOC 0011:
SOCIOLOGY OF RACE AND ETHNICITY
ADRIAN CRUZ

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.

Tuesday and Thursday
1:30 – 2:45 p.m.
SOC 0020: FAMILY AND INTIMATE RELATIONSHIPS

JON DZITKO

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.

Monday and Wednesday
9:00 – 10:15 a.m.
#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.

Tuesday and Thursday
12:00 – 1:15 p.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.

Tuesday and Thursday
4:30 – 5:45 p.m.
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.

Prerequisite: One Sociology course.

Tuesday and Thursday
9:00 – 10:15 a.m.
This course places Asian Americans at the center of sociological analysis of race, ethnicity, racism, immigration, and collective struggle. Sociological investigations of race, ethnicity and inequality have frequently overlooked Asian Americans and thus implicitly posed them as a group of people unscathed by discrimination. To correct this error, we will employ structural and micro level approaches that unpack how Asian Americans, historically and today, have negotiated a diverse set of intra-group identities and contested the mistreatment to which they have been subjected.

No prerequisites.

Monday and Wednesday
9:00 – 10:15 a.m.
SOC 0094-21:  
**SOCIОLOGICAL PERSPECTIVES ON THE 2020 ELECTION**  
PAUL JOSEPH

The startling election of Donald Trump as president of the United States raises many personal, political, and intellectual issues. This version of Political Sociology will use his campaign, his first administration, and the November 2020 election to explore broader issues of power and change in our society. While focusing on the contemporary U.S., we will also consider other countries and other historical moments. There are many questions to explore. Donald Trump drew upon a populist upsurge. What has been the role of populism in U.S. history? What can we learn from international comparisons to post World War I Germany? What are the many ways that we are divided? In what sense can we be deemed one country? Two? Many? The election clearly established that emotions play a major role in politics. What does sociology say about this key insight? What are the similarities and differences compared to previous periods of anti-immigration hostility? How do sociological understandings of race, gender, and inequality help us understand the contemporary U.S.? Other topics to explore include religion, violence, abortion, the importance of guns, celebrities, generalized feelings of anxiety and insecurity, the status of “facts,” and key centers of economic power including Wall Street, Main Street, and Silicon Valley. What was and is Russia’s involvement in the 2016 and 2020 elections? We will also look at the role of the media, both conventional and social. Finally, the Trump administration met concerted resistance from many angles including popular movements, the courts, athletes, comedians, some parts of the press, various professional associations, and even some corners of the business community. What has been the impact of their opposition?

*No prerequisites.*

**Monday and Wednesday**  
3:00 – 4:15 p.m.
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 (if cases warrant it). 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.

Wednesday
4:00 – 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: Open to majors and minors only.

Tuesday
1:30 – 4:00 p.m.
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: Open to majors and minors only.

Tuesday
6:30 – 9:00 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:** Open to majors and minors only.

**Wednesday**

1:30 – 4:00 p.m.
How does culture help us explain the social world? Diverse social phenomena, from Asian Americans’ academic achievement to the dearth of women in leadership positions, have been attributed to “culture.” However, many critique these accounts for failing to consider how social policies, racial discrimination, and inequality shape life outcomes. In this course we will consider the role of culture in society, including how and when it shapes behaviors and outcomes.

Prerequisite: One Sociology course.

Monday and Wednesday
1:30 – 2:45 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 147-09, AMER 194. No prerequisites.

Monday and Wednesday
10:30 – 11:45 a.m.
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, as well as from selected court cases that raise critical questions about the role of race, class, and gender in creating and perpetuating inequality. 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 between law and society.

**Prerequisite: Sophomore standing.**

Monday and Wednesday
1:30 – 2:45 p.m.
The legitimacy of democracy hinges on voters having sufficient accurate information to make meaningful decisions on their own behalf when they enter the voting booth. This has never been as simple as we might hope: the ideal of the informed citizenry has been thwarted by gatekeeping, public relations, propagandists, the silencing of marginalized voices, conspiracy theories, and the misuse of statistics (intentional and unintentional). Even so, we have reached a crisis in our information environment. Heightened political polarization, an endless array of venues generating news and news analysis, and new information and communications technologies that dramatically increase the speed and scale at which misinformation can be circulated have proven fertile ground for information pollution. The outcome is a populace that is ideologically selective in determining what information is trustworthy and resistant to facts that belie our political proclivities. In this interactive and timely course we will examine the sources and targets of misinformation, the social contexts in which misinformation thrives, the consequences of its prevalence, and issues of responsibility and regulation. We will also devote considerable attention to possible paths forward as individuals trying to make sense of the world around us and as a political culture in need of revitalization. Throughout the semester, students will weave together knowledge gleaned from academic research, related writings from NGOs and think tanks, current events, and their own curated information environments.

Thursday
9:00 – 11:30 a.m.
From global warming to lead-contaminated drinking water in marginalized communities, environmental issues are among the most urgent and vexing problems that societies currently face. This course will equip students to analyze environmental problems from a sociological perspective. First, we will review several theoretical approaches to the relationship between society and the nonhuman environment (e.g. neo-Malthusianism, eco-Marxism, cultural and institutional theories, and feminist and posthumanist approaches). We will subsequently read a range of empirical works that address key topics in environmental sociology including: the social origins and effects of environmental decline and destabilization; environmental justice and inequalities; environmental movements, culture, and politics; and the relationship between environmental expertise and public attitudes. These works will help us think sociologically about problems as wide-ranging as biodiversity loss, “natural” disasters, air pollution, and sea level rise. Finally, we will use the tools acquired in the course to conduct a critical analysis of existing proposals (including social movement goals and policy paradigms) for addressing climate change and related environmental crises.

**Prerequisite:** Junior standing or permission of instructor.

**Monday and Wednesday**

4:30 – 5:45 p.m.
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.

**Prerequisite: Junior standing**

**Monday**

1:30 – 4:00 p.m.
This seminar focuses on the body from a sociological perspective. The course approaches the study of the body, not as a predetermined fact, but rather something interpreted by and through the lens of culture. While primarily sociological, this course is an interdisciplinary look at the body focusing on key questions such as how are bodies regulated by society; how does social interaction influence how we perceive individuals; how do institutions such as medicine, law, and sports define the body; and is there a “right” body? Readings also explore how identity is enacted through human interaction (e.g., hair care, exercise, plastic surgery), focusing on race/ethnicity, sex/gender/gender identity, and disability.

**Prerequisite: Junior standing.**

**Wednesday**

**9:00 – 11:30 a.m.**
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, zika and the coronavirus. 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: Two social science courses and at least junior standing OR permission of instructor.

Tuesday
4:30 – 7:00 p.m.
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: Junior standing, at least two previous courses in Sociology, or permission of instructor.

Thursday
1:30 – 4:00 p.m.
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.
For Senior Honors Thesis writers continuing from SOC 199A: Senior Honors Thesis A. Keep up the great work!

Are you a junior considering writing a Senior Honors Thesis next year? Please visit our website for more information. Talk with faculty members. We can also connect you with current thesis writers for their perspectives.

Previous theses titles in the Department of Sociology include:
- Taking a Queer Pulse: The Impact of Medical Structure on Healthcare for Non-Binary Patients in Boston,
- Disparities in Perspectives of Justice Across Adversarial Lines
- Something’s Bubbling Under the Surface: Organized Sports and Masculinities in a Changing World

View these titles and others in the Department of Sociology or online in the Tufts Digital Collections & Archives. Discuss your idea for a senior honors thesis with one of our faculty today!
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: Sociology 001 Introduction to Sociology; and Sociology 103 Sociological Theory (Spring only); and

Research Methods Requirement:
SOC 100 Research Design and Interpretation (Fall only)
or SOC 101 and SOC 102.

One (1) of the ten required courses 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 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 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?
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.

SOCIAL INEQUALITIES AND SOCIAL CHANGE

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by nongovernmental nonprofit organizations and from governmental policy analysis and reform.

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 75: Sociology of Violence
SOC 80: (Mis)information and Democracy
SOC 85: Deviant Behavior
SOC 94-02: Health Policy & Inequality
SOC 94-03: The Sociology of Science and Risk
SOC 94-75: Latinxs in the United States
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 104: The Sociology of Higher Education
SOC 105: Sociology of Culture
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 149-07: 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 180: Intimate Violence
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 188-12: Social Inequality in Comparative Perspective
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.

GLOBALIZATION, TRANSNATIONALISM, AND IMMIGRATION

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.

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
SOC 181: 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.

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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