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

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
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
### Spring 2020

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<td>Introduction to Sociology</td>
<td>Helen Marrow</td>
<td>TR, 12:00 – 1:15 p.m.</td>
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<tr>
<td>SOC 0030</td>
<td>Sex and Gender in Society</td>
<td>Brett Nava-Coulter</td>
<td>MW, 1:30 – 2:45 p.m.</td>
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<tr>
<td>SOC 0040</td>
<td>Media and Society</td>
<td>Sarah Sobieraj</td>
<td>TR, 10:30 – 11:45 a.m.</td>
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<tr>
<td>SOC 0050</td>
<td>Globalization and Social Change</td>
<td>Felipe Dias</td>
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<tr>
<td>SOC 0072</td>
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<td>Helen Marrow</td>
<td>TR, 3:00 – 4:15 p.m.</td>
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<tr>
<td>SOC 0094-07</td>
<td>Sociology of Sports</td>
<td>Jill Weinberg</td>
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<tr>
<td>SOC 0094-19</td>
<td>Sociology of Emotions</td>
<td>Jon Dzitko</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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<tr>
<td>SOC 0099</td>
<td>Internship</td>
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<tr>
<td>SOC 0101</td>
<td>Quantitative Research Methods</td>
<td>Felipe Dias</td>
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<tr>
<td>SOC 0103</td>
<td>Sociological Theory</td>
<td>Anjuli Fahlberg</td>
<td>TR, 1:30 – 2:45 p.m.</td>
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<tr>
<td>SOC 0108</td>
<td>Epidemics</td>
<td>Rosemary Taylor</td>
<td>MW, 3:00 – 4:15 p.m.</td>
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<tr>
<td>SOC 0120</td>
<td>Sociology of War and Peace</td>
<td>Paul Joseph</td>
<td>MW, 10:30 – 11:45 a.m.</td>
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<tr>
<td>SOC 0135</td>
<td>Social Movements</td>
<td>Brett Nava-Coulter</td>
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<tr>
<td>SOC 0141</td>
<td>Medical Sociology</td>
<td>Anjuli Fahlberg</td>
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<tr>
<td>SOC 0149-05</td>
<td>(Mis)Information and Democracy</td>
<td>Sarah Sobieraj</td>
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<td>SOC 0149-06</td>
<td>Deviant Behavior</td>
<td>Daanika Gordon</td>
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<td>SOC 0149-21</td>
<td>Race in the Criminal Justice System</td>
<td>Daanika Gordon</td>
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<td>SOC 0149-25</td>
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<td>Natasha Warikoo</td>
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<td>SOC 0181</td>
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<td>SOC 0188-17</td>
<td>Seminar: Body, Culture, and Society</td>
<td>Jill Weinberg</td>
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<tr>
<td>SOC 0188-19</td>
<td>Seminar: Intimate Violence</td>
<td>Anjuli Fahlberg</td>
<td>M, 1:30 to 4:00 p.m.</td>
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<tr>
<td>SOC 0195</td>
<td>Seminar: Politics, Policies, and Risk in Science and Technology</td>
<td>Rosemary Taylor</td>
<td>ARR, T, 4:30 – 7:00 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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<td>SOC 0199B</td>
<td>Senior Honors Thesis</td>
<td>FACULTY</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.

Tuesday and Thursday
12:00 – 1:15 p.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 as WGSS 40. No prerequisites.

Monday and Wednesday
1:30 – 2:45 p.m.
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 23. No prerequisites.

Tuesday and Thursday
10:30 – 11:45 a.m.
This course reviews different theories of globalization and provides a general review of the progress and social problems associated with its development. Several important questions are explored including the following: Is globalization a form of modernization or the spread of capitalism? Is the interconnected world becoming more homogenous, heterogeneous, or some complex combination of each? Considering the history of exchange between different parts of the world, what is actually new about globalization? Are there new patterns of inequality? Is poverty growing or easing? Is there such a thing as “world culture”? If so, is it a form of “Americanization” or a more democratic synthesis of elements from different parts of the world? What is the impact of globalization on gender and family structure? Along the way, we will explore a series of specific issues including the distribution of economic and political power, the role of multinational business, the movement of peoples, cultural flows (Hollywood versus “Bollywood”), the intersection of global and local, the “underside” of globalization (such as drug trafficking, the illicit trade in arms, and the reemergence of forms of indentured labor), new forms of global media, and the structure of global cities. The course concludes with a consideration of different models of reform of the global system and the source of “political will” to enact those reforms.

No prerequisites.

Tuesday and Thursday
9:00 – 10:15 a.m.
Overview of the diverse social, economic, political, and cultural histories of individuals who are now commonly identified as “Hispanics/Latinos” in the United States. Exposure to the political and historical development of the Hispanic/Latino panethnic category and group in the late 20th century, including tension between racialized and immigrant histories. Attention to the range of variables (such as nationality, nativity, generation, class, skin tone, gender) that create diversity within the group. Analysis of Latinxs’ experiences across key social institutions – particularly schools, neighborhoods, the labor market, media, the immigration and criminal justice systems, and the American racial hierarchy. A look forward to how the Hispanic/Latino category may also be moving outside the United States.

No prerequisites.

Tuesday and Thursday
3:00 – 4:15 p.m.
Sport is more than a game. It is a cultural, economic, and social phenomenon that reflects society. This course examines sports as an arena through which we can understand more about our society’s dynamics, values, and problems. This course will review a broad range of historical and contemporary sports issues through a sociological lens. We’ll learn about the intersections between sports and topics such as gender, race, inequality, health, politics, economics, and more.

Prerequisites: One sociology course or sophomore standing.

Monday and Wednesday
10:30 – 11:45 a.m.
What are emotions? Are emotions universal experiences, the product of an evolutionary processes that are designed to fulfill certain functions, or are they culturally particular domains, reflective of the unique experiences of different social worlds? How do different cultures experience and articulate the emotion of sadness? Could guilt, shame, and embarrassment be considered mechanisms of social control? How are social spaces inscribed with positive or negative affect? Are different emotions racialized and distributed throughout society based on bodily political markers? Are some gendered identities barred from expressing certain affective repertoires? Why are some emotions claimed to be pathological given global capitalism? Emotions shape our lives in substantial ways but there is an enigmatic quality about them: they are deeply personal, socially constructed, and distributed unequally in society. In this course, we will present emotions as an elusive but a most integral aspect of human life. We will spend a good amount of time reconstructing and understanding emotions as lived experiences during social interactions, while conceptualizing structural affective relations, and the flow of feelings in social movements and organizations. Besides reading primary theoretical sources which propose novel ways of examining emotions, we will also contextualize these theories by mobilizing intersectionality. Most notably, we will see how the sociology of emotions is also intimately tied to class, gender, work, immigration, race/ethnicity, and a culture’s reproduction through inclusion and exclusion. Lastly, the “naturalness” of emotions will be positioned, as an overall cultural process, localized in socialization, affective flows of power, and “everyday insidious traumas” to maintain social order, identities, and bodies.

No prerequisites.

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.
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
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.

Recommendations: One introductory social science course and SOC 100: Research Design and Interpretation.

Tuesday and Thursday
12:00 – 1:15 p.m.
Sociological theories are ways of seeing, interpreting, and helping to explain the social world. Some lenses have a wide aperture and seek to explain macro level social developments and historical change. Other theories may 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 “cannon,” while also introducing you to more “orthodox” classical and contemporary theories.

Prerequisites: At least one Sociology course (preferably SOC 01) or instructor’s permission.

Tuesday and Thursday
1:30 – 2:45 p.m.
Epidemics explores the history and evolution of some of the greatest challenges to human health. We consider the origins of epidemics, broadly defined, and the factors rooted in biology, social organization, culture and political economy that have shaped their course. We examine the interaction between societies’ efforts to cope with disease and the implications of the latter for world history, ancient and contemporary. Texts include eyewitness accounts by participants such as scientists, healers and the sick who search for treatment or cures, and the politicians, administrators and communities who try to prevent or contain disease at both the local and international level. Cases chosen from different regions and continents range from early plagues and the recurrent threats of influenza, malaria and tuberculosis to nineteenth century disasters including cholera and the Irish Famine, “modern” scourges such as West Nile virus, the human form of “mad cow” disease, and the global challenge of AIDS, Ebola and zika.

Cross-listed as CH 108.

Monday and Wednesday
3:00 – 4:15 p.m.
Monday and Wednesday
10:30 – 11:45 a.m.


Cross-listed as PJS 120. Prerequisite: One Sociology course or PJS 001, or junior standing, or consent.
This course will study various social movements (from Abolitionists to Occupy Wall Street) and the elements that combine to spark such movements. We will also discuss what constitutes a movement: is it a protest, rally or riot, or a series of all? What motivates people to organize into action? How are movements buoyed or repressed? Do social movements actually work, or are they all for naught? How is (or isn’t) the movement of the group controlled? How do you measure a movement’s success and its effect on society as a whole?

*Cross-listed as AMER 50-01 and PJS 135. No prerequisites.*

**Monday and Wednesday**

**10:30 – 11:45 a.m.**
Although we often think of health and illness as factors of biology, lifestyle or back luck, who gets sick and with what is closely tied to social, economic, and political circumstances, as are the forms of treatment available to them. In fact, what we consider a sickness or a pathology varies over time and across cultures, suggesting that many conditions we view as diseases are in fact objects of contestation—and variation. Our overall objective in this course will be to dive deeply into examinations of the social determinants of health and illness. Throughout the course, we will examine theoretical and empirical reflections on the relationship between the social world and the body, drawing on readings about the US and other countries. We will pay particular attention to how class, gender, sexuality, and race/ethnicity/nationality influence exposure to illness and treatment options.

Cross-listed as AMER 52-01. Recommendation: Sophomore standing.

**Tuesday and Thursday**
**10:30 – 11:45 a.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.

Tuesday
3:00 – 5:30 p.m.
Why do some people break the rules or commit deviant acts? What is the difference between crime and deviance? Who decides on the definition of what is “normal,” “deviant,” or “criminal,” in the first place? How do certain behaviors, individuals, and groups come to be labeled as deviant and what are the consequences of this label? This course examines the social construction of deviance in the United States. We will explore how deviance is defined, theorized, and studied; how deviant identities are acquired and managed; and how deviant categories are challenged and changed. Our analysis will center the role of social power and social movements in constructing and deconstructing deviance. We will look at how the idea of deviance is used to regulate and punish nonconformity, often to the benefit of dominant groups. We will investigate the many consequences of being labeled “deviant.” And we will examine the efforts of scholars and activists to interrogate and transform deviant categories. As we do so, we’ll talk about cases that range from internet hacker subcultures to sadomasochism, and from shoplifting to white collar crime.

Prerequisite: one sociology course or permission of instructor.

Tuesday and Thursday
1:30 – 2:45 p.m.
Criminal justice practices are integral to the creation of racialized experiences in the United States. For many, the connections between race, crime, and criminal justice are so powerful that a conversation about one automatically implicates the others. In this course, we will investigate the co-constitution of ideas of race, crime, and criminal justice. We will begin with a historical approach, asking questions like: how do colonial legacies shape racial hierarchies and criminal justice practices? What role did race science play in constructing “social problems” and the state’s response to these problems? What is the relationship between geographic conquest and mass incarceration? We will then turn to how these historicized power relations inform the current operation of the criminal justice apparatus. We will examine urban policing, criminal courts, imprisonment, and the death penalty. By the end of the semester, we will have a better understanding of how everyday practices of surveillance and punishment respond to and reproduce racial difference and inequality.

*Sophomore standing or one sociology course or permission of instructor.*

**Monday and Wednesday**

**1:30 – 2:45 p.m.**
In this foundations course we will examine the role of schools in society, with a focus on the extent to which education plays a role in reducing or exacerbating social inequality. We will answer questions such as: Why does racial and ethnic inequality in educational outcomes persist despite decades of concerted efforts to reduce it? How do schools shape our understandings of how the world works? How do youth cultures and identities influence students’ behaviors and achievement in school? All students will conduct at least one school visit as part of the course, which we will use to discuss social processes in education.
An advanced seminar which explores 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 U.S. 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-course requirements are active participation, a class presentation, and a research paper.

Prerequisite: SOC/PJS 120, two sociology courses or instructor’s permission.

Monday
6:30 – 9:00 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.

Prerequisites: Junior or senior standing and two sociology courses. Can be cross-listed with Women, Gender, & Sexuality Studies.
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.

_Cross-listed with WGSS 40. No prerequisites._

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**Monday**

1:30 – 4:00 p.m.
This course speaks to the central dilemmas of democratic policy-making in the face of risk. How do democracies weigh and address risks that require careful evaluation of complex and evolving science and technology? We will consider decision-making in many different areas including climate change, financial regulation, biotechnology and health-related risks such as pandemics. In each case, politicians and officials are asked to draw conclusions about scientific evidence that may seem arcane to them, to choose among responses that often carry political costs, and to weigh the value of putting some groups at risk to reduce the risks faced by others. We will examine how science is produced, what is recognized as expertise and efforts at global governance.

Prerequisite: At least two social science courses or instructor’s permission. Cross-listed as STS 50-03.

Tuesday
4:30 – 7:00 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

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!

*Prerequisite: SOC 199A.*

**Arranged**
MAJOR REQUIREMENTS

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

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

Research Methods Requirement:
SOC 100 Research Design and Interpretation (Fall only)

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.
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 194-99: Crime, Justice & Media
- SOC 198: Directed Research in Sociology
- SOC 199: Senior Honors Thesis
The study of inequalities and social change to address inequalities has historically been a core field of study in Sociology. Early social theorists such as Karl Marx, Max Weber, and Emile Durkheim developed concepts and analytical frameworks that still influence the study of inequalities and social change.

Today, sociologists focus on inequalities of race, ethnicity, and immigrant status; social class; and gender. Historic levels of inequality of wealth and income, education, and political and civic participation have wide-ranging effects on health, crime, family structure, residential segregation, work, 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
SOCIAL INEQUALITIES AND SOCIAL CHANGE (CONT’D.)

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 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.
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
- **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.

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