

Sociology & Anthropology Courses Fall 2002

100

**years of
Sociology
at Tufts**

1902-2002

Department of Sociology & Anthropology
115 Eaton Hall * 617•627•3561
<http://ase.tufts.edu/socanth>

COURSES

sociology

001	Introduction to Sociology	Joseph
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199	Senior Honors Thesis	Department

N.B., Sociology Majors: There are four seminars offered this fall, with one or two to be offered in the Spring. Please select courses accordingly.

anthropology

010	Intro to Sociocultural Anthropology	Crane
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116	Intro to Latino Cultures	Pacini Hernandez
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199	Senior Honors Thesis	Department

FACULTY

sociology

Associate Professor James G. Ennis, Chair

Social theory; quantitative research methods;
social movements; sociology of art

jennis@tufts.edu x72473

Ph.D., Sociology, Harvard University

Associate Professor Paula Aymer

Race and ethnic relations; immigration;
women and work; family; religion

paymer@emerald.tufts.edu x72469

Ph.D., Sociology, Northeastern University

Professor John Conklin

Criminology; deviance;
sociology of law; sexual behavior

jconklin@emerald.tufts.edu x72467

Ph.D., Sociology, Harvard University

Professor Paul Joseph

Sociology of war and peace;
political sociology; globalization

pjoseph1@emerald.tufts.edu x72470

Ph.D., Sociology, University of California, Berkeley

Professor Susan A. Ostrander

Gender; feminist theory; nonprofit organizations; social
inequalities; field research methods; social action/public service

sostrand@emerald.tufts.edu x72468

Ph.D., Sociology, Case Western Reserve University

Associate Professor Rosemary C.R. Taylor

Political sociology; social policy; medical sociology;
organizations; qualitative research methods

rtaylor@emerald.tufts.edu x72466

Ph.D., Sociology, University of California, Santa Barbara

Lecturer Matthew Gregory

Matthew_A.Gregory@tufts.edu x74084

A.B.D., Sociology, Boston College

FACULTY

anthropology

Associate Professor Stephen M. Bailey

Biological & nutritional anthropology; the Americas; Southeast Asia; China
sbailey1@emerald.tufts.edu x72462
 Ph.D., Anthropology, University of Michigan

Associate Professor David M. Guss

Urban & aesthetic anthropology; theory; cultural performance; myth and ritual; popular culture; Latin America
dguss@emerald.tufts.edu X72509
 Ph.D., Anthropology, University of California at Los Angeles

Associate Professor Deborah Pacini Hernandez

Comparative Latino Studies; Racial & Ethnic Identity; Popular Music; Globalization; and Transnationalism
dpacini@rcn.com x72463
 Ph.D., Anthropology, Cornell University

Associate Professor Rosalind Shaw

Social memory; ritual and religion; gender; West Africa
rshaw@emerald.tufts.edu x72465
 Ph.D., Anthropology, University of London

Lecturer Hillary Crane

hcrane01@granite.tufts.edu x75842
 Ph.D., Anthropology, Brown University

Lecturer Ben Penglase

A.B.D., Anthropology, Harvard University

Lecturer Lauren Sullivan

lsulli03@tufts.edu x74265
 Ph.D., Anthropology, University of Texas at Austin

SOCIOLOGY COURSE DETAILS

Sociology 001 Introduction to Sociology

E (mw)

10:25 - 11:15

Introduction to sociological perspectives and concepts for observing and analyzing interaction in large and small groups. How societies maintain social control, set up stratification systems based on race, class and gender, and regulate daily life through institutions such as families and education.

Instructor: Paul Joseph

* *Students must also register for recitation.*

Sociology 030 Sex & Gender in Society

D+ (tth)

10:25 - 11:40

-

Writing
Workshop
by arrangement

Gender categories – men, women – define who we are on the personal and interpersonal levels. Gender is a principle used to organize society. Gender intersects with other important categories, such as race and class. Families, the world of work, sexual intimacies, politics, religion, popular culture — all are socially organized according to gender.

The major aim of this course is to understand how and why gendered social arrangements take the form they do and empower students to think and act more knowledgeably for self and society around gender issues. The course focuses largely on the United States, though some attention is given to gender in other parts of the world.

We will emphasize new thinking in the sociology of gender. While culturally-defined expectations or “roles” are part of what we mean by gender, gender also encompasses social relations of power, division of labor, and inequalities of resources. While men may benefit from gender arrangements on a societal level, many men pay a very high cost on a personal level.

Classes are conducted as part-lecture, part-discussion, with frequent small-group structured-discussion activities centered around the day’s readings. There will be a take-home midterm and final exam; and two short writing assignments in reaction to readings.

Sociology 30WW is a voluntary optional Writing Workshop section of Sociology 30. It will provide students who choose it an opportunity to discuss and write in a small (15 or less) group setting with more individual attention from the instructor and a chance to get to know other students. This section will allow for more intellectual engagement with the major ideas in the material, re-writing of response papers, using writing to learn to

express ideas, and more writing about the reading to increase understanding of the material.

Required books may include:

Margaret Andersen Thinking About Women: Sociological Perspectives on Sex and Gender, Allyn & Bacon, 2000.

Theodore F. Cohen (ed.) Men and Masculinity, Wadsworth, 2001.

Estelle Disch (ed.) Reconstructing Gender: A Multicultural Anthology, 2nd ed., Mayfield, 2001.

Instructor: Susan Ostrander

** This course will count towards the interdisciplinary minor in Women's Studies.*

Sociology 040 Introduction to Mass Media

C (tw)

9:25 - 10:15

This course is designed as a general introduction to the history and significance of mass media. It is an interdisciplinary course that borrows from the disciplines of sociology, history, literary criticism, economics, communications, cultural studies, and others. It addresses major mass media such as recordings, radio, television, film, print media, and computers.

Instructor: TBA

** Students must also register for recitation.*

Sociology 099 Internships in Sociology

by

arrangement

This course consists of a semester's work in an institutional setting which may be, for example, a government social welfare agency, hospital, or a community organization or action program of some type. Students may make their own arrangements for placement or may receive help from the department, but all placements must be approved by the instructor before the internship is begun.

The course grade is based on an evaluation of the student's work made by the supervisor under whom the work is performed in the field, on at least one substantial tutorial with the instructor, and on a term paper submitted and graded by the instructor.

Instructor: Department Members

** Prerequisite: Sociology 001 or 010, plus one course in sociology related to internship area.*

Sociology 102 Qualitative Methods in Action

L (mw)

5:25 - 6:15

Fieldwork &
individual tutorial
by arrangement

A new course on how to design a research problem, to gather data and evaluate evidence, using qualitative methods. Citizens as well as social scientists, including health policy experts, need to become informed consumers of social research because it is invoked, increasingly, to support or challenge public policies in American society. However, social scientists and policy makers have been divided about what kinds of social research are reliable, scientific, and worthwhile. Qualitative or "interpretive" methods yield data

that are not always numerical and thus pose several challenges: how are the relevant facts to be collected? How does the researcher marshal evidence that is not quantitative? How can an audience be convinced that the findings are significant and true?

The course is based on the work of researchers in several disciplines including sociology, anthropology, history and political science. It seeks to convey how they understand their work in several senses: how they view the relationship between theories, arguments and evidence, how they construe evidence and how they go about gathering the information they think they need. So it is as much about the nature of different disciplines - what anthropologists, historians etc. think they do - as it is about the nuts and bolts of specific techniques.. To this end we will hear throughout the semester from invited speakers about their research and about the intellectual and practical challenges involved in their type of work.

Students may choose to work on ongoing faculty projects or select their own research question. In addition to learning specific research techniques (such as tracking down existing sources of data in libraries and archives, keeping a field journal, participant observation, interviewing of various kinds, survey and questionnaire design, content analysis of the press and other documents) students will also organize and analyze the different types of data they have gathered. They will also be introduced to several software packages that analyze qualitative data.

This course fulfills the methods requirement (an alternative to Soc 101 or 105) for Sociology majors, but it is designed for anyone, undergraduate and graduate students alike, who wishes to develop a research proposal (which could be for a thesis, for an independent study or for practice and interest) and to do some “hands-on” research.

Instructor: Rosemary Taylor

** Prerequisites: One social science course; sophomore standing.*

Sociology 103 Survey of Social Theory

E+ (mw)
10:25 - 11:40

This course surveys the tradition of social theory from the pre-modern period to the present. It traces the development of key ideas from liberal political theory (especially Hobbes), from the classical tradition in sociology (Marx, Weber, Durkheim, Simmel, Mead) to more contemporary varieties (social constructionism, feminism, structuralism and after). Some central substantive concerns include:

- understanding the *structure of society*, including its basic elements, fundamental conflicts and contradictions among them, and processes that hold the whole together.
- understanding the stages, process and/or direction of historical change, along with its underlying dynamic, if any.

- understanding the *fundamental nature of the human actor*, the degree to which one is essentially social or solitary, and the extent to which human nature is intrinsic vs. constructed.
 - understanding the *process of communication*, interaction, and culture formation.
 - understanding how social structure limits enables the production of knowledge, in both theoretical and everyday forms (i.e. the “*sociology of knowledge*”).
- In addition, we will consider some strategic issues such as:
- Does theory improve over time, and if so, how?
 - How can theory enrich particular empirical investigations?
 - Which theories are most generally applicable, and which are more limited in their scope? Is generality a good thing or not?
 - Which parts of the classical tradition remain relevant to rapidly changing modern social conditions, and which have been eclipsed?

Instructor: TBA

* *Prerequisite: Sociology 001 or 010; strongly recommended to students in sophomore or junior year.*

Sociology 112 Crime and Delinquency

D (mth)
 m 9:25 - 10:15
 tth 10:25-11:15

Sociological findings and perspectives on crime and the processing of criminal offenders. Problems of definition and statistical assessment, public reaction to crime, theories of causation, and treatment programs. Examination of white-collar crime, organized crime, and professional theft.

This course will primarily be a lecture course, with questions and comments from students being encouraged in class. There will also be several films. Grades are based on three multiple-choice examinations and two short papers.

Tentative Readings:

- | | |
|----------------------|--|
| Conklin, John | <u>Criminology, 7th Edition</u> |
| Conklin, John | <u>New Perspectives in Criminology</u> |
| Hickey, Eric | <u>Serial Murderers and Their Victims, 3rd ed.</u> |
| Messner & Stark | <u>Criminology: An Introduction Using Explorit, 4th ed.</u> |
| Schwartz & DeKeserdy | <u>Sexual Assault on the College Campus</u> |

Instructor: John Conklin

* *Prerequisites: Sophomore standing or consent.*

Sociology 121 Sociology of Law

H+ (th)
 1:30-2:45

Law as an agency of social control and its relation to other social institutions. Legal enactments and decisions seen in sociological perspective. Social functions of courts, judges, and the legal profession. The potential contribution of social research to understanding, formulating and implementing the law.

The first half of the course will focus on general perspectives of the law, including the social sources of the law and the impact of the law on behavior. The second half of the course will emphasize aspects of the legal system including the police, lawyers, legal aid, and the courts.

This course will combine lectures with class discussion of legal controversies around certain social issues. There will be four book essays, and three brief “reaction papers” following films.

Tentative Readings:

Harr, Jonathan	<u>A Civil Action</u>
Kassin, Saul & L. Wrightsman	<u>The American Jury</u>
Katsh, Ethan M. and W. Rose	<u>Taking Sides: Clashing Views of</u> <u>Controversial Legal Issues. 10th ed.</u>
Marx, Gary	<u>Undercover</u>

Instructor: John Conklin

* *Prerequisites: Sophomore standing or consent.*

Sociology 135 Social Movements

F+ (tth)

11:50-1:05

Social circumstances under which organized efforts by powerless groups of people to affect history are attempted, motivations for such efforts, processes by which such efforts are implemented and controlled, and the impact such efforts have on society. Major sociological perspectives on social movements. Selected use of films to illustrate major themes.

Instructor: Matt Gregory

* *Prerequisite: One PJS/Sociology introductory course.*

** *This course is cross-listed with PJS 135.*

Sociology 186 Seminar: International Health Policy

5 (m)

1:30-4:00

This seminar examines health-related dilemmas faced by nations in the post-war period: how they become defined as an immediate threat to the public's health, and how political economy, social structure, political institutions and cultural myths about health and illness affect policy responses in different countries.

Strategies to deal with the re-emergence of infectious diseases (eg. tuberculosis) are compared with those utilized to combat chronic illnesses (eg. cancer and heart disease). What kind of resources are made available for basic research, for treatment and for prevention in different nations? Who initiates action? How have nations mobilized to meet new or perceived threats to their citizens' health such as environmental hazards and bioterrorism? How do they choose solutions as they debate the appropriate limits to government intervention? What is the role of international organizations in the construction of national policy?

Case studies such as infant mortality, cancer, the human form of “mad cow disease”, the global “drug problem”, and AIDS are explored in a comparative context. We will also explore health care system problems, such as cost containment, quality and access, when they bear on nations’ policy options.

Instructor: Rosemary Taylor

* *Prerequisite: Junior standing.*

** *This course is cross-listed with CH 186.*

Sociology 188a Seminar: Children of Immigrants and Immigrant Children

1 (t)

8:40-11:40

Millions of children have accompanied parents and relatives into exile and settlement in host countries throughout the world. Researchers are just beginning to examine the issues of parenting, childhood, transnationalism, and identity that immigrant children face. The course will focus on refugee and immigrant communities in the United States and East Africa to highlight the unique parenting patterns that are evident crossculturally, and issues of childhood and adolescence that affect children who arrive as part of immigrant families or rejoin immigrant parents through family reunification policies. Attitudes of citizens in receiving countries, institutional processes that help or hinder assimilation, and policies that encourage or discourage settlement of immigrant children in host countries will be studied.

Instructor: Paula Aymer

* *Prerequisite: Junior standing, Sociology 001, or consent.*

Sociology 188b Seminar: Nonprofits, states, and markets

6 (t)

1:30-4:30

Collaboration among nonprofits, government, and commercial for-profit enterprises are increasingly seen as an effective way to meet public need, address public concerns, and solve critical social problems. Debates rage about the relative value of nonprofits, states, and markets. What is nonprofit organization and activity? What is its relationship to democracy, civil society, and civic participation? Why do nonprofit organizations exist, how are they governed, and what is their impact?

Nongovernmental nonprofits (or NGO’s) are a focus of citizen action public policy advocacy, service delivery, and a whole host of other activities. All of us use the services of nonprofit education and health and human service agencies; act in local, state, and national organizations to improve our communities and society; contribute time and money to groups that do community service, community development, and community organizing; and attend events at arts and cultural organizations. A growing number of people are employed in nonprofits. Nonprofits are essential to democracy, civil society, and civic action.

This course is intended for people who are considering future careers in nonprofits; or who simply want to increase their

knowledge about nonprofits to be more fully informed volunteers, donors, and clientele of charitable and other nonprofits.

Readings are largely research and concept-based. While this is not a “how-to” or nonprofit management course, we focus on how knowledge informs practice, and practitioner knowledge is valued.

All aspects of nonprofit activity are considered, including public-private partnerships and cross-sectoral collaborations; fundraising and governance; board-staff relations; the use of volunteers; and evaluating impact and effectiveness.

This is an upper division seminar, so student participation is central. There will be several guest speakers. The main assignment is a long term paper – perhaps an organizational case study, or an in-depth look at one of the main issues based on the kind of reading assigned for the course.

Instructor: Susan Ostrander

** Prerequisite: Two or more courses in sociology, plus senior undergraduate or graduate student status. Must have volunteered or worked in a nonprofit.*

*** This course is cross-listed with UEP 273.*

Sociology 188c Seminar: Globalization and Social Change

10 (m)
6:30-9:30

This course will examine the concept of globalization and the relationship between the “global” and the “local.” We will look at globalization historically and in its different dimensions such as the organization of economic production, communication and transportation, cultural flows, “people flows” such as immigration and the formation of diaspora, global social movements, and the changing role of non-governmental organizations.

Specific investigations will include the relationship between global affluence and global poverty, “global cities,” globalization and identity politics, implications for the system of nation-states, and the possibilities for creating a “global civic forum.”

Instructor: Paul Joseph

** Prerequisite: Junior standing or consent.*

Sociology 198 Directed Research

by
arrangement

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

Instructor: Department Members

** Prerequisite: Permission of instructor.*

Sociology 199 Senior Honor Thesis

by
arrangement

If you are a sociology major who has been on the dean's list, you may be eligible to do an honors thesis in sociology. Please discuss this with your advisor, after you have read the section on "Thesis Honors" in the Tufts bulletin.

Instructor: Department Members

ANTHROPOLOGY COURSE DETAILS

Anthropology 001 Introduction to Sociocultural Anthropology

C (tw)

9:25-10:15

Cross cultural analysis of the varieties of human experience in social life. Topics include belief systems and symbolic forms, politics, warfare and social control, family and kinship, subsistence, economic production, and cultural critique. This course emphasizes problems inherent in understanding unfamiliar cultures in their own terms.

Instructor: Hillary Crane

* *Students must also register for recitation.*

Anthropology 030 Prehistoric Archeology

I,+ (mw)

5:25-6:40

Survey of human culture from the earliest paleolithic hunters and gatherers to the formation of states and the beginning of recorded history. Course provides an introduction to archaeological methods, a worldwide overview of prehistoric life ways, and a more detailed analysis of cultural development in the New World.

Instructor: Lauren Sullivan

Anthropology 116 Introduction to Latino Cultures

G+ (mw)

1:30-2:45

This course surveys the social and cultural histories of the various Latino communities currently residing in the United States. Students will analyze a variety of important issues affecting US Latinos, such as immigration, bilingual education, citizenship and political participation, race, class, gender, ethnicity and representations in the media.

Instructor: Deborah Pacini Hernandez

Anthropology 118 Culture & Power in Africa

E+ (mw)

10:25-11:40

Interrelation and consequences of religion, politics, economics, kinship, art and colonialism examined in five case studies: West African epics in oral history and film; Islamic transformations; gender and colonialism; Christian missionary encounters; religious resistance to colonialism and apartheid.

Instructor: Rosalind Shaw

* *Prerequisite: Sophomore standing or consent.*

Anthropology 123 Special Area Discourse: Asian Societies and Diasporas

J+ (11h)

4:00-5:15

This course will examine the Asian American experience by looking at both the cultures and specific historical circumstances from which Asians emigrated and the process of enculturation (and resistance to enculturation), as well as the experience of second and third generation Asian Americans. The course will begin with an investigation of the various cultures of East Asia, exploring both the differences and the commonalities of traditions and cultures found across this region. We will then move on to the history of Chinese, Korean, and Japanese migration to the United States in the 19th and 20th centuries and the experiences of the descendants of the original migrants. The second section of the course will focus on Southeast Asia and the Southeast Asian refugee experience of the last few decades. The last section of the course will look at issues and controversies of the contemporary Asian American experience. Over the course of the semester, we will cover such topics as orientalism, migration, stereotypes in film, and educational expectations. We will also repeatedly address the question of a unified Asian ethnicity and what it means to be Asian and Asian American. Readings will include both fictional and non-fictional approaches to the Asian and Asian American experience.

Instructor: Hillary Crane

* *Students must also register for recitation.*

Anthropology 130 History of Anthropological Thought

D+ (11h)

10:25-11:40

An exploration into the history of anthropological thought from its origins in 19th century France, Britain, and the United States to the present. Evolutionist, historical-particularist, functionalist, structuralist, materialist, and symbolic approaches will all be discussed.

Instructor: Ben Penglase

* *Prerequisite: Anthropology major or consent.*

Anthropology 132 Myth, Ritual & Symbol

F+ (11h)

11:50-1:05

This course will consider the various ways in which anthropologists have analyzed the subject of myth, ritual and symbol from the earliest days of the discipline to the present. In addition to discussing such approaches as the historic-geographic, functionalist, and structuralist, we will also consider the important contributions of psychologists such as Jung, Freud, and Roheim. As such, the focus will be on the manner in which myth, ritual, and symbol serve to not only organize society, but also to integrate the individual. After discussing such themes as myth and landscape, dreams, shamanism, and initiation, the course will focus on more contemporary approaches to this subject as found in the work of such symbolic and interpretive anthropologists as Clifford Geertz, Roy Wagner, and James Clifford. Final sessions will focus on such questions as

performance, ethnographic representation, authenticity, and hybridization.

Readings include:

Jung, Carl	<u>Man and His Symbols</u>
Lincoln, Bruce	<u>Discourse and the Construction of Society</u>
Turner, Victor	<u>The Ritual Process</u>

Requirements: Mid-term exam and final research paper.

Instructor: David Guss

** Prerequisite: Anthropology 010, sophomore standing or consent.*

Anthropology 146 Latin/o Popular Music, Migration and Identity

12 (w)
6:30-9:30

This course will survey the production, dissemination and consumption of the most important forms of popular musics - mambo, boogaloo, salsa, conjunto, corrido and banda, contemporary rock and rap - listened and danced to by US Latinos/as from World War I to the present. Assigned readings, films and recordings examine the historical and social contexts from which these musical forms have emerged, highlighting the intricate relationship between popular music, migration and the formation of social and cultural identities.

Instructor: Deborah Pacini Hernandez

** Prerequisite: Sophomore standing, plus either one sociocultural anthropology course or one Latin American course.*

Anthropology 150 Human Evolution

H+ (tth)
1:30-2:45

Detailed examination of the human evolutionary record from Australopithecus through contemporary populations. Emphasis on the analysis of functional morphology. Particular problems are stressed, including the interplay of early social organization, ecological systems, and bipedalism; origins of modern human populations; and the impact of technology on cognitive evolution.

Instructor: Stephen Bailey

** Prerequisite: Anthropology 020 or consent.*

Anthropology 162 Art and Aesthetics

6 (t)
2:00-4:30

Aesthetic systems in cross-cultural perspective of art in societies often having no categories for differentiating such work. Issues of specialization, gender, embeddedness, symbolism, craft versus fine art, and representation (the invention of the “primitive”) via examples from the Amazon, the American Northwest, Aboriginal Australia, and the twentieth-century avant-garde.

Wolff, Janet	<u>The Social Production of Art</u>
Berger, John	<u>Ways of Seeing</u>
Errington, Shelly	<u>The Death of Authentic Primitive Art Course Packet</u>

Instructor: David Guss

** Prerequisite: Junior standing or consent.*

Anthropology 182 Human Physique

11 (t)
6:30-9:30
"
Writing Workshop
K (w)
4:00-4:50

Our bodies are adaptive landscapes formed by genes, environment, and culture. Physique is studied in the context of biological growth from conception to adulthood with an emphasis on childhood and adolescence. Topics include prenatal determinants of shape and size; impact of malnutrition and disease on children's growth; sex differences in body composition and shape; the interplay between cultural and biological constructions of physique; and selective models of attractiveness.

Instructor: Stephen Bailey

* *Prerequisite: Anthropology 020, consent or graduate standing.*

Anthropology 185a The Anthropology of War and Peacemaking

7 (w)
1:30-4:30
"
Writing Workshop
by arrangement

Recent writings on the "clash of civilizations" and the "coming anarchy" suggest that some parts of the world are conflict-prone regions blighted by "cultures of violence." In this course, we unsettle these established ideas about violence as localized in particular places and people, and as "caused" by cultural ideas and practices. We will investigate how conflicts are simultaneously local and globalized through international agencies, weapons industries, the transnational sale of minerals, humanitarian interventions, and electronically-enhanced media. We will also explore how war is gendered, how violence shapes experiences of person, body, and language, and how Orientalism and racism form part of the imagination of threat in Western ideas of international security. Finally, we will consider how ordinary people's practices of peacemaking, and their creativity in remaking their world in the face of violence, can help us reexamine taken-for-granted concepts of conflict and its resolution. Our readings will include the following ethnographies of frontlines and "emergency zones," of narratives of terror and landscapes of memory, and of the nuclear weapons complex in our own backyard:

Begona Aretxaga	<u>Shattering Silence: Women, Nationalism, and Political Subjectivity in Northern Ireland</u>
E. Valentine Daniel	<u>Charred Lullabies: Chapters in an Anthropography of Violence</u>
Hugh Gusterson	<u>Nuclear Rites: A Nuclear Weapons Laboratory at the End of the Cold War</u>
Carolyn Nordstrom	<u>A Different Kind of War Story</u>
Paul Richards	<u>Fighting for the Rain Forest: War, Youth and Resources in Sierra Leone</u>
Lisa Yoneyama	<u>Hiroshima Traces: Time, Space, and the Dialectics of Memory</u>

This course has an optional 50-minute Writing Workshop section (Anth 185WW). Those of you in this section will not have more (or

longer) graded writing assignments. It means that:

- a. We will be using writing exercises as a way of developing your ideas about the materials we read, building on each other's ideas, and learning some writing tips.
- b. You will have the opportunity to improve your papers by writing
- c. You (and your writing) will have more personal attention from me.
- d. Your completion of the WW section will be noted in your transcript.

Instructor: Rosalind Shaw

* *Prerequisite: Junior standing, plus either one sociocultural anthropology course, or one core Peace and Justice course.*

Anthropology 197 Directed Research

by
arrangement

Areas for directed research may include physical anthropology, social anthropology, and archaeology. Credit to be arranged.

Instructor: Department Members

* *Prerequisite: Consent.*

Anthropology 198 Apprenticeship in Anthropological Research

by
arrangement

An intensive application of research techniques to projects currently underway with direct supervision. Credit to be arranged.

Instructor: Department Members

* *Prerequisite: Consent.*

Anthropology 199 Senior Honor Thesis

by
arrangement

If you are an anthropology major who has been on the dean's list, you may be eligible to do an honors thesis in anthropology. Please discuss this with your advisor, after you have read the section on "Thesis Honors" in the Tufts Bulletin.

Instructor: Department Members

* *Prerequisite: Consent.*

MAJOR & MINOR REQUIREMENTS, DECLARATIONS AND ADVISEMENT

Declaring a Major

Any full-time faculty member of the department can be your advisor. Try to meet with as many of the faculty members as possible to talk about your own goals and expectations. Select an advisor who seems most attuned to your interests. Fill out the blue “Declaration of Major” form; get it signed by your new advisor; initialed by the department staff assistant; and deliver the form to the dean of colleges office on the first floor of Ballou Hall. Make sure you get your folder from your previous advisor and deliver it to the department. You have now officially declared a major and henceforth relevant documents (transcripts, preregistration packets, etc.) will come to your new advisor.

If you have a change in address, telephone number, or e-mail please let us know. In the event that your advisor, chair or staff assistant need to get in touch with you, it is very important that your file have up-to-date information. Otherwise, you may miss out on an important information or event that the department would like to notify you about. The chair keeps a record of your e-mail, so if and when you declare a major, please fill out the sign up sheet in the main office. This will help us get in touch with you if needed.

Double Majors

The same blue form should be used to declare a second major. Your folder will have to go to your advisors in both departments so have the department make an additional copy for the second department.

Declaring a Minor

The Sociology Department offers a minor program. The sign-up sheets are located in the department office, Eaton Hall, room 115. Please make an appointment to see Professor Susan Ostrander for details.

REQUIREMENTS

Requirements for the Sociology Major

Eleven courses required

- ◆ Sociology 001 (Introduction to Sociology) or 010 (American Society)
- ◆ Sociology 101 (Quantitative Research Methods), or 105 (Field Research)
- ◆ Sociology 103 (Survey of Social Thought)
- ◆ 1 Anthropology Course
- ◆ 5 additional courses in Sociology (including at least 1 seminar 180 or above)
- ◆ 2 courses in related field of study (selected in consultation with advisor)

NB: Sociology 101, 105, and 103 should be taken in sophomore or junior year.

Majors are encouraged to select a senior thesis, particularly if they hope to be eligible for magna or summa cum laude.

Requirements for the Sociology Minor

Six courses required

- ◆ Sociology 001 (Introduction to Sociology)
- ◆ Sociology 101 (Quantitative Research Methods), or 105 (Field Research)
- ◆ 3 middle level courses in common area of interest, selected in consultation with Professor Susan Ostrander, Minor Advisor. One of these courses may be the Sociology Internship –Sociology 99.
- ◆ One Sociology course 180 or above in the common area you have chosen.

Examples of common interest include:

Race, ethnicity & immigration, local & global social change, law & crime, media & culture, poverty, wealth & social inequalities, sexuality, state politics & power.

Future classes which fulfill World Civilization Requirement: Sociology 149 & 188.

Requirements for the Anthropology Major

Eleven courses required

- ◆ Anthropology 010 (Introduction to Sociocultural Anthropology), 020 (Physical Anthropology), 030 (Prehistoric Archeology), and 130 (History of Anthropological Thought)
- ◆ Five additional anthropology courses; one must be an area course (110-123); two must be seminars (160 or higher)
- ◆ One sociology course
- ◆ One course directly related to major from another field, (to be selected in consultation with advisor)

Anthropological Thought (130) should be taken by junior year.

Majors are encouraged to select a senior thesis, particularly if they hope to be eligible for magna or summa cum laude.

Future classes that fulfill World Civilizations requirement: Anthropology 010, 030, 110, 118, 120, 122, 132, 134, 145, 184.

ADVISEMENT: HOW TO MAKE BETTER USE OF YOUR ADVISOR

You can best use your advisor by consulting her/him when you need academic, professional, and even personal advice. Many students go through Tufts knowing only their advisor's signature, but this can cheat the student of knowledge of many options. As a major in Sociology or Anthropology, you are not limited to consulting with only your advisor. Where helpful; we encourage you to consult with other members of the department, or even to change advisors. We recognize that we each offer differing interests and viewpoints. Select an advisor whose interests best match your own. Since professors are sometimes busy at preregistration, see your advisor at other times. Office hours are posted on professor's doors and are available also from the department assistant. Appointments can always be made for other times. To explore career goals or graduate schools, choose the less busy time of the year. Please try to come early for signatures from your advisor and do not wait until the last minute when s/he may not be available (e.g. registration forms; drop/withdrawal forms; degree sheets; transfer of credit, etc.)

Early on, keep our advisor informed of your activities and interests. A good way to do this would be to provide the department with an updated resume by your junior year. Some university awards are granted based on your achievements and activities; not solely on academic performance. Also, letters of recommendation are more effective when they contain more than the minimal facts of your transcript. If you are planning a program abroad, explore the possibility with your advisor early, so that they can put you in touch with others who have been in similar programs recently.

TRANSFER OF CREDIT

Prior to contacting professors for transfer of credit consideration, do the following:

- ◆ Complete transfer of credit form
- ◆ Attach description of course and name of university
- ◆ E-mail/voicemail the professor ahead of time with any pertinent information which will aid in the decision making

Please be patient. After submitting your forms to the appropriate mailbox, it will take between one to two weeks for it to be returned. Your form will be left in the Student Pick up Box, which is located in the main office, room 115, Eaton Hall.

Study abroad provides valuable opportunities for broadening and deepening your education. In keeping with university policy, the Sociology and Anthropology Department approve transfer of credit for courses at accredited universities and four-year colleges in the U.S. and abroad.

Frequently asked questions by students:

What kinds of courses count for transfer of credit?

In reviewing courses for transfer, we evaluate their sociological/anthropological content, as reflected in whether they are offered by a department of sociology or anthropology; whether the course materials are primarily sociological/anthropological in theory, methodology, or empirical data; whether course readings draw predominantly on the work of sociologists/anthropologists; whether the instructor has advanced training in the discipline. If most or all of these criteria are met, the course is usually approved. Courses which do not meet these criteria may be eligible for Tufts credit via another department or program. For example, courses whose content is fundamentally interdisciplinary may be credited via the Center for Interdisciplinary Studies; courses with a specific national or geographic focus may be credited by various language and culture programs, etc.

Does the course need to match a course given at Tufts?

Not necessarily. Courses can be transferred as sociology/anthropology electives whether or not a corresponding course is given at Tufts. But if there is a corresponding Tufts course, the transfer

course may fulfill requirements met by the Tufts course. Check with your advisor.

Can I get credit for an independent study or internship?

Independent studies and internships are handled as they are at Tufts; you must have a faculty supervisor similar in standing and qualifications to a Tufts faculty member. For internships you must have a site supervisor who is in communication with your faculty supervisor, and there must be reading and writing components to your study.

How many credits will I receive?

The number of credits is determined by the registrar's office, using a formula based on the number of contact hours.

What information do I need to present?

A copy of the course catalogue description, name of the university, and a transfer of credit form listing your information.

When should I arrange for transfer of credit?

Preferably, prior to attending the class. While we can respond to fax and e-mail after you have departed, you run the risk that the course you select may not be awarded credit. The best thing to do is to make sure, in writing, before you leave. Note that the Tufts Bulletin stipulates that credit will not be awarded retroactively for internships.

A CENTURY OF SOCIOLOGY AT TUFTS

JAMES G. ENNIS

Anniversaries invite gazing backward in order to look forward. One hundred years ago, courses in sociology first made their appearance at Tufts. Offered by Professor Henry C. Metcalf in the department of Political Science, under a program of study entitled 'Economics and Sociology' was

15. Practical Sociology. A general course upon the nature and methods of social science... laws of population, the institution of the family, rural and urban communities, pauperism, charities, social treatment of crime, and so on. Lectures, readings, and visits to charitable and correctional institutions in Boston and vicinity. Tuesday, Thursday and Saturday at 8:45

These topics, typical of early US sociology, reflect the applied, 'social gospel' orientation of Tufts' Universalist founders. University of Chicago sociologist Andrew Abbott quipped that given its outlook, the discipline's first periodical (*American Journal of Sociology*, 1895) might instead have been called the *Journal of Applied Religion*. These issues nevertheless remain, in slightly more modern dress, prominent in our curriculum. Lectures, readings and site visits endure at Tufts, even if Saturday morning classes do not.

We have come a long way. Sociology is now autonomous from political science and economics. Our courses share a department with those in anthropology. Many more topics are offered, and their theoretical integration is tighter. The quantity of information is vastly greater, and its quality better. But in looking at courses across the decades, I am struck by the

continuity of their core concerns. The description above opens with 'methods of social science', which are still required for our majors. Elsewhere the catalog states that upper level courses "furnish a knowledge of *economic and social facts*, with their *causal relations...*". These words capture the analytic and scientific foundations we still convey.

If roots in science and social reform show themselves early, what development do we see? By 1915 there were three sociology courses (introductory, social problems and a seminar). In 1921 a fourth course in Community Organization appeared ("theory of democracy in community terms followed by a detailed study of community agencies, such as: community surveys, community centers, health centers, the social unit system, community councils, recreation and Americanization"). Four years later a fifth course in Race Problems was introduced ("The meaning of race and racial characteristics. Inter-racial relations. Racial migrations. Immigration into the United States").

By 1924, *Elements of Sociology* presented:

A general course in the foundations of sociology, including a survey of social origins, social evolution, and some account of the prevailing types of social activities and the methods of social control of present day society.

It required introductory economics as a prerequisite, rooting sociological questions in the broad tradition of political economy. Themes of systematic social differences and social control were made explicit, as they remain.

Nationally and at Tufts, the second world war and its aftermath stimulated rapid growth. In 1945, *Sociology* first appeared as a separate course of study:

...the study of man as a social animal. The foundation is biological. A preliminary review of the attributes of the individual will be

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institutions which have developed through the ages. Since the more positive features of man's social life are included in such disciplines as religion, law, government, economics, history, etc., special emphasis will be laid upon those problems which interfere with the successful operation of society.

This formulation was new, and characteristic of its era: grounding human nature in biology, with individuality only subsequently modified by social groups. While institutions fostered social integration, the particular mission of sociology was to investigate disturbances to this healthy functioning, and presumably, remedy them. This year marked the first course in cultural anthropology, and another on field work.

In 1948 Professor Wulsin introduced the first course in social theory, with a historical and critical focus. He also offered the first 'area courses' on the Near East ("The cultures of Egypt, Mesopotamia and the neighboring lands in ancient times. The Islamic civilization") and on India and China. Two years later appeared the first course in research methods ("the nature and use of tools commonly employed by sociological research: surveys, case histories, questionnaires. Contact with actual research problems will demonstrate the use of these tools in practice.") Thus in the first five decades were set the foundations of what we recognize as sociology: questions of individuality, institutions, culture, community and social problems, critically examined via distinctive theory and applied methodologies.

THE WIDENING FOCUS

New courses reflect their historical and cultural moment. If the

nineteen fifties were claimed by some to be a 'golden age' in social science, at Tufts we see vibrant new topics: Culture and Personality, Alcoholism, Apprenticeship in Sociological Research (1953), Mass Communication (1955), Cultures of North America, and of Oceania (1956), and Comparative Social Structure (1959). In 1959 Assistant Professor Mary J. Cramer became the first woman professor in the department, subsequently introducing a course on Work in Industrial Society (1960). In that year a Research Methods course made first mention of IBM data-processing equipment (i.e. punch cards and sorters, not yet computers!)

By 1961 Physical Anthropology and Archaeology were taught as a separate course for the first time by Professor Bert Carter, who would remain the only full-time anthropologist until 1976. There were new courses in Culture and Social Systems, Juvenile Delinquency, Social Stratification, Contemporary Social Change, and Contemporary Social Theory. In 1963 Assistant Professor Sylvia Sherwood became the second woman professor (of five). Study abroad was initiated in Italy, and later widely extended. Next followed new sociology courses on Law (1964), Medicine, and Population(1966).

The late 1960's were a period of rapid expansion. In 1967 the faculty grew from five to thirteen (with the addition of two instructors and six lecturers). New courses in Complex Organizations, Occupations and Professions, and Urban Sociology appeared, along with Social endeavors, as they are to making sense of life in the contemporary world.

I won't pass up the opportunity to offer some guesses about future directions. Emphasis on culture in all its forms will broaden in our teaching and in popular consciousness. Our data will become more systematic and our analytical tools more powerful. The field's core concerns (social structure, power, identity, communication, networks, community) will prevail despite the proliferation of substantive topics. Centrifugal forces will be countered by new integrative theoretical frameworks. The new sociology will be richer, more diverse, and more nuanced.

FUTURE OFFERINGS

COURSES FOR SUMMER 2002

Instructor	Class
<i>Anthropology</i>	
Bailey	Physical Anthropology
Bailey	Extreme Environments
<i>Sociology</i>	
Aymer	Family and Intimate Relationships.
Joseph	Sociology of War and Peace
TBA	Sex & Gender in Society
TBA	Quantitative Research Methods
Taylor	Plagues and Peoples: Exploring Epidemics
Gregory	Introduction to Sociology
Conklin	Crime and Delinquency

PROJECTED COURSES FOR SPRING 2003

Instructor	Class
<i>Sociology</i>	
Aymer	People on the Move
Aymer	Family and Intimate Relations
Conklin	Social Organization of Sexual Behavior
Conklin	Seminar on Criminology
Ennis	Quantitative Research Methods
Ostrander	Class, Race and Gender
Ostrander	Urban Community Organizations
Taylor	Epidemics
TBA	Self & Society
<i>Anthropology</i>	
Bailey	Intro to Sociocultural Anthropology
Bailey	Extreme Environments
Guss	Theatres of Community
Guss	Native Peoples of South America
Pacini Hernandez	Urban Borderlands
Pacini Hernandez	Latinos in Cinematic Imagination
Shaw	Memories of the Slave Trade
Shaw	The Anthropology of Religion
Crane	Medical Anthropology
Crane	Intro to Anthropology
Sullivan	Archeology Seminar