

The Department of Sociology and Anthropology has prepared an interesting roster of courses for Spring 2003. In this booklet you will find a range of courses. Some highlight issues in US society, while other courses have a cross-cultural and international focus.

The Department of Sociology and Anthropology wants to support your research interests too, so we have included courses that will expose you to new ways of gathering data and doing research.

Our Spring 2003 offerings in Sociology and Anthropology are unusually exciting, and will surely provide students with unforgettable learning experiences.

Paula Aymer, Acting Chair Fall 2002

Department of Sociology and Anthropology
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<http://ase.tufts.edu/socanth/>

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FACULTY

Sociology

Assoc. Professor **JAMES G. ENNIS, CHAIR**

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Ph.D., Sociology

Harvard University

Social psychology; research methods; social movements

Assoc. Professor **PAULA AYMER**

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Ph.D., Sociology

Northeastern University

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

Professor **JOHN E. CONKLIN**

john.conklin@tufts.edu

Ph.D., Sociology

Harvard University

Criminology; deviance;
sociology of law; sexual behavior

Professor **PAUL JOSEPH**

paul.joseph@tufts.edu

Ph.D., Sociology

University of California, Berkeley

Sociology of war and peace; political sociology

Professor **SUSAN A. OSTRANDER**

susan.ostrander@tufts.edu

Ph.D., Sociology

Case Western Reserve University

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

Assoc. Professor **ROSEMARY C.R. TAYLOR**

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Ph.D., Sociology

University of California-Santa Barbara

Political sociology; social policy;
medical sociology; organizations

Visiting Asst. Professor **HENRY RUBIN**

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Ph.D., Sociology

Brandeis University

Cultural sociology; mass media studies;
social theory; identity formation; urban/community studies

Visiting Lecturer **MATTHEW GREGORY**

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Ph.D. candidate, Sociology

Boston College

Sociology of war and peace; political sociology

FACULTY

Anthropology

Assoc. Professor **STEPHEN M. BAILEY**
stephen.bailey@tufts.edu
Ph.D., Anthropology
University of Michigan
Biological and nutritional anthropology;
the Americas; Southeast Asia; and China

Assoc. Professor **DAVID M. GUSS**
david.guss@tufts.edu
Ph.D., Anthropology
University of California at Los Angeles
Symbolic and aesthetic anthropology; theory;
cultural performance; myth and ritual;
popular culture; Latin America

Assoc. Professor **DEBORAH PACINI HERNANDEZ**
dpacini@rcn.com
Ph.D., Anthropology
Cornell University
Comparative Latino studies; racial & ethnic identity;
popular music; community

Assoc. Professor **ROSALIND SHAW**
rosalind.shaw@tufts.edu
Ph.D., Anthropology
University of London
Social memory; ritual & religion; gender; West Africa

Visiting Lecturer **HILLARY CRANE**
hillary.crane@tufts.edu
Ph.D., Anthropology
Brown University
Gender; religion; medical anthropology; ethnicity;
Feminist Anthropology; East and Southeast Asia;
Asian immigrants and refugees in America

Visiting Lecturer **BEN PENGLASE**
penglase@fas.harvard.edu
Ph.D. candidate, Anthropology
Harvard University
Urban Latin America; violence & human rights;
race & ethnicity; transnational drug trade

Visiting Lecturer **LAUREN SULLIVAN**
Lauren.Sullivan@umb.edu
Ph.D., Anthropology
University of Texas at Austin
Introduction to Archaeology; Mesoamerican archaeology;
Mayan archaeology; the rise & fall of complex societies;
prehistory of the American Southwest

Sociology Course Descriptions

Sociology 001: Introduction to Sociology

Matthew Gregory

Time Block: I: Tuesday & Wednesday 2:55 – 3:45

Recitation: Friday C, E, H blocks

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.

NOTE: Students must also register for recitation.

Sociology 020WW: Family & Intimate Relationships

Paula Aymer

Time Block: H+: Tuesday & Thursday 1:30-2:45

Writing Workshop Time Block: Friday H block 1:30- 2:20



This course examines various arrangements defined as family in the United States and cross culturally. Diverse family arrangements and the socioeconomic conditions that support them will be studied and compared with ideal type, nuclear family forms that still dominate images of family life in the United States. Concepts and accompanying relations of cohabitation, motherhood, fatherhood, marriage, and the pros and cons of various family forms for specific groups such as poor and immigrant families and gay partners will be studied. The class will examine family distress caused by divorce, death, and family violence.

NOTE: Students must also register for WW section.

Sociology 040: Introduction to Mass Media**Henry Rubin**

Time Block: C: Tuesday & Wednesday 9:25 – 10:15

Recitations: Friday C, F, E blocks

A general introduction to the social significance of mass media. Explores different channels of communication and how form affects content. Considers the following topics: how media reproduce our values, what effects violence and sexual imagery have on viewers, economics of media production, political regulation, inequality and the representation of minorities in the media, impact of globalization on media.

NOTE: Students must also register for recitation.

Sociology 099: Internships in Sociology

Instructor: Department Members

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.

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

Sociology 101: Quantitative Research Methods.**James Ennis**

Time Block: E+: Monday & Wednesday 10:25 – 11:40

This is the first course in data analysis for sociology and related disciplines, ideally taken during the sophomore year. It introduces basic tools for thinking quantitatively. Some central concerns include:

- Asking answerable questions
- Identifying information sources and collecting data
- Describing phenomena and relationships between them
- Assessing your confidence in an interpretation
- Generating new insights from the above

It presumes your curiosity and skepticism about the received wisdoms of society and social science. You will learn by doing, experiencing the pleasures and pains of research from the inside. You will consider several research styles, and will use a microcomputer statistical package for conceptual exploration and data analysis.

Course Requirements include:

- Weekly homework exercises
- Informed participation in class discussion
- Two quizzes
- Final exam or project

Prerequisite: One social science course; recommended for sophomores.

Sociology 102: Qualitative Methods in Action

Rosemary Taylor

Time Block: K+ Monday & Wednesday 4:00 – 5:15

This is a course on how to do research. Citizens as well as social scientists need to become informed consumers of social research because it is invoked to support or challenge public policies. 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 will introduce the logic of research design. Students can either formulate **their own research questions** or work on **an ongoing faculty project**. We will review several methods of conducting research and gathering data, and some techniques of data analysis through an analysis of the methods used in some classic sociological field studies. Students will then use a variety of methods in the field which, depending on their research question, may include techniques of historical research, participant observation, interviewing of various kinds, questionnaire design and administration, content analysis of the press and other documents. We will also try out different qualitative analysis software programs that code interview and other qualitative material.

Prerequisites: One social science course and sophomore standing or consent.

Sociology 108: Epidemics: Plagues, Peoples, and Politics.

Rosemary Taylor

Time Block: G+ Monday & Wednesday 1:30 – 2:45



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.

Cross-listed as CH 108.

Prerequisite: None

Sociology 110: Racial & Ethnic Minorities

Paula Aymer

Time Block: D+ Tuesday & Thursday 10:25 – 11:40



Nativism, Inferior Races, Racism, Prejudice, Ethnicity, Minorities, Reparations, and Affirmative Action can be fighting words in a racialized society. Is there not only one kind of human being – homo sapiens? Are the terms race and ethnicity synonymous?

This course will examine how concepts of race and ethnicity influence the methods used in the United States to structure socio-economic inequalities. Popular social change and reactionary movements in the United States organized to perpetuate or ameliorate racial and ethnic divisions will be compared with strategies being used by other countries to deal with racial and ethnic issues.

Prerequisite: Sociology 001, 010, junior standing, or consent.

Sociology 120: Sociology of War & Peace

TBD

Time Block: J+ Tuesday & Thursday 4:00 – 5:15



Concepts of war and peace. Theoretical perspectives on the Cold War and the nature of post-Cold War armed conflicts. The process of constructing enemy images. Recovery and reconciliation following violence. Feminist perspectives on war, military training, and peace. Impact of peace movements. Movements to ban land mines and abolish nuclear weapons. Debate over the meaning of national and global security.

Cross-listed as PJS 120.

Prerequisite: One Sociology course or PJS 001, or junior standing, or consent.

Sociology 125: Social Organization of Sexual Behavior.

John Conklin

Time Block: D+ Tuesday & Thursday 10:25-11:40

This course will examine patterns in the choice of sexual partners and the ways that individuals' choices are constrained by their social backgrounds and the social contexts in which they find themselves. We will study several sociological theories of sexual behavior and look at methodological issues and the results of surveys and observational studies. We will investigate such deviant enterprises as prostitution, stripping, and pornography, and sexual harassment. We will examine homosexual, bisexual, and heterosexual identities; discrimination against homosexuals; and gay subcultures. AIDS and sexual behavior will also be a focus of attention.

The class will be limited to twenty students and will be a combination of lectures, discussions of the readings, and paper presentations by students.

Tentative Readings:

Robert Francouer & William Taverner, ed Taking Sides:Clashing Views on
Controversial Issues in Human
Sexuality, 8th Edition

Laud Humphreys Tearoom Trade: Impersonal Sex In Public Places,
enlarged ed.

Martin Levine et al (eds.) In Changing Times: Gay Men And Lesbians
Encounter AIDS/HIV

Robert McNamara The Times Square Hustler

Pepper Schwartz & Virginia Rutter The Gender of Sexuality

Robert Mitchell et al Sex in America

Prerequisites: junior standing and two sociology or psychology courses.

Sociology 130: Class, Race, and Gender Inequalities/Social Inequalities

Susan Ostrander

Time Block: H+ Tuesday & Thursday 1:30 – 2:45

How social inequalities shape virtually every aspect of our lives, and how people can explain -- and, if they, wish change this situation through collective action and public policies-- are main concerns of this course.

Current evidence of inequality includes:

- an ever-widening gap between rich and poor (both within the U.S., and between "western" or "northern" nations and the rest of the world);
- unprecedented concentrations of wealth at the top accompanied by stagnation of wages for most Americans;
- unequal access to higher education just as more schooling is needed for available jobs;
- recent rises in poverty rates even when people have paid work;
- and persistent gaps in income between white Euro-Americans and other racial-ethnic groups, and between women and men

A **main goal** of the course is for students to learn to speak and act more knowledgeably about social inequalities; and, participate more effectively in **active citizenship** toward fulfilling an American vision of equality.

While we will attend to issues of race and gender, **the main focus of the course is socio-economic class** and its relationship to inequalities of race and gender. While we will not ignore global inequalities, main attention will be on the contemporary U.S. We will look specifically at the U.S. upper class, middle class, working class, and poverty class. **Wealth, power, and privilege** will be seen as critical dimensions.

As sociologists, our major interests are describing and explaining the factual and empirical base of patterns and processes of inequalities today, especially in relation to societal institutions, such as [the economy] (including employment and under-employment), and politics and public policy (including welfare policy). We will also consider opportunities for moving up and down the social class [ladder]; and ideologies that relate to (and perhaps seek to justify) inequalities.

Books may include:

- Martin M. Marger, 2002. Social Inequality: Patterns and Processes. McGraw-Hill.
- Barbara Ehrenreich, 2001. Nickled and Dimed: On (Not) Getting By in America. Owl.
- Gwendolyn Mink, ed. 1999. Whose Welfare? N.Y.: Routledge.
- Allan G. Johnson, 2001. Privilege, Power, and Difference. Mayfield Press.
- Leslie McCall, 2001. Complex Inequality: Gender, Class, and Race in the New Economy. N.Y.: Routledge.

Requirements will include a take-home midterm and final, and the choice of a community organization project (arranged by the instructor) or a library research paper.

Prerequisite: Sociology 01 or 10, and sophomore standing.

Sociology 149A: Urban Community Organizations

Susan Ostrander

Time Block: J+ Tuesday & Thursday 4:00 – 5:15

Community organizations provide opportunities for citizens (and non-citizens) to work toward improving their own life circumstances, and building alliances and coalitions with other communities to address larger regional (or even national) issues of shared concern. This kind of active civic engagement is essential for effective democracy. While community organizations exist in rural and suburban areas as well as urban ones, cities offer prime space for people to come together across diverse groups to organize together. Women are often leaders in community organizations.

Students in this **new course** will learn about the important contributions of these organizations to creating vital and life-sustaining urban communities. From the settlement houses of the nineteenth century, the community center movement of the first decades of the twentieth century, and the community development efforts and anti-poverty programs of the 1960's, some of the most pressing issues of our time are addressed at the local level, often by women of color.

Learning materials will come from current books and articles about community organizations and community organizing, and from active involvement in some kind of community projects in neighborhoods around Tufts. This may include working in local organizations, exploring local neighborhoods and learning from residents about their assets and current challenges, and talking with local community activists and leaders. Classes will be interactive, with a number of guest speakers and, perhaps, community site visits.

Learning frameworks will come from urban and community studies, from thinking about community capacity and social capital, and concepts of civil society and participatory democracy. Women's methods of organizing are important. Emphasis will be placed on community-based learning, meaning learning in relation to people who actually live and work in these communities, as well as academic-based knowledge.

Given that this course is being offered for the first time, students should be willing and able to participate in a somewhat-experimental and evolving course! Readings will likely include:

- Robert J. Chaskin, Prudence Brown, Sudhir Venkatesh, Avis Vidal 2001. *Building Community Capacity*. New York: Aldine de Gruyter.
- Margot Kempers, 2002. *Community Matters: An Exploration of Theory and Practice*. Chicago: Burnham Inc. Publishers.
- Nancy A. Naples, ed. 1998. *Community Activism and Feminist Politics: Organizing Across Race, Class, and Gender*. New York: Routledge.

Prerequisites: Sophomore, Junior, or Senior standing; at least one Sociology course or related social science.

Sociology 149B: Homelessness in America

Laura Stark

Time Block: L+ Monday & Wednesday 5:25 – 6:40



Underlying causes of homelessness, including political, economic, and cultural factors; its nature and extent; and possible remedies. Critical review of the theoretical frames for the problem, including the role of the homeless; cutbacks in, or increases in social programs; and social and/or economic restructuring. Volunteer work at shelters and organizations addressing homelessness. **Cross-listed as UEP181**

Sociology 182: Seminar in Criminology

John Conklin

Time Block: 6 - Tuesday 1:30 – 4:00

This course will include an intensive analysis of selected topics introduced in Sociology 112: Crime and Delinquency; that course is a prerequisite for this seminar. The topics include theories of crime, serial murder, and changing crime rates. Classes will involve group discussion of the readings for the first ten weeks. Students will present their term papers during the last four weeks.

Tentative Readings:

Braithwaite, John	Crime, Shame and Reintegration
Conklin, John	Why Crime Rates Fell
Gottfredson, M. & T. Hirschi	General Theory of Crime
Jenkins, Philip	Using Murder: Social Construction of Serial Homicide
Katz, Jack	Seductions of Crime
Messerschmidt, J.	Masculinities and Crime

Prerequisite: Sociology 112.

Sociology 185: New Media: Technologies, Communities, and the Future

Henry Rubin

Time Block: 5 – Monday 1:30 – 4:30



Advanced seminar in media studies. Covers the emergence and impact of "new media" (digital music, photo, and video, WWW, email) on society. Focus on the role of new media in the production and destruction of communities. How valid are public concerns about isolation and atomization due to new media? What is the next step in the future of new media? What part have the media played in our constructions of "futuristic" visions of society?

Prerequisites: Soc 40, juniors or seniors only

Sociology 198: Directed Research

Instructor: Department Members

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

Prerequisite: Permission of instructor

Sociology 199: Senior Thesis

Instructor: Department Members

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.

Anthropology Course Descriptions

Anthropology 020: Physical Anthropology

Stephen Bailey

Time Block: K+ Monday & Wednesday 4:00 – 5:15

Human biological diversity surrounds us: We vary in size, shape and color; in the ways that our bodies respond to heat, cold, food, and workload; and in our fundamental genetic makeup. Physical Anthropology introduces the student to these problems of biological diversity in living and prehistoric populations. Basic evolutionary principles are applied to explain the origins, mechanisms and trends of this human diversity. Topics include the human and primate fossil record, the interplay of biology and culture, adaptation to environmental stress, the evolutionary significance of infectious disease, including AIDS, smallpox, cholera, and malaria; basic Mendelian and population genetics, primate behavior, human growth, and the evolutionary meaning of complex behaviors.

Requirements: Three examinations and one fieldwork assignment.

Physical Anthropology fulfills one of the science distribution requirements.

Anthropology 115: Native Peoples of South America

David Guss

Time Block: F+ Tuesday & Thursday 11:50-1:05



After presenting an overview of the indigenous populations of South America and the various theories concerning the continent's settlement, a series of case studies will be presented in order to introduce students to not only the various native peoples inhabiting South America but also to the different approaches that have been employed in their study.

Issues of cultural ecology, environmental determinism, warfare, state formation, gender, shamanism, mythology, and art will all be addressed in relation to such hunters and gatherers as the Yanomami, lowland horticulturalists as the Yekuana and Tukano, and Andean herders and planters as the Quechua. The concluding section of the course will deal with the current political and environmental crisis in the Amazon, discussing different strategies for survival being employed both within and without. As part of this final discussion, issues of contact and native millennialism will also be addressed. **Cross-listed as ENVST 115**

Readings will include:

- Guss, David M. To Weave and Sing: Art, Symbol, and Narrative in the Southern American Rainforest.
- Lizot, Jacques Tales of Yanomami: Daily Life in the Venezuelan Forest
- Selected issues of Cultural Survival and NACLA
Course Packet

Requirements: Mid-term examination and take-home final.

Prerequisite: None

Anthropology 126: Food, Nutrition, and Culture.

Stephen Bailey

Time Block: G+ Monday & Wednesday 1:30 – 2:45

Writing Workshop Time Block: M Tuesday 5:25 – 6:15

Interplay of the act of eating with its biological and cultural correlates. Topics include subsistence strategies, sex differentials in food intake, and the nutritional impact of modernization; hunger and malnutrition in the developing world; historical and symbolic attributes of food, including taboo, valences, and national cuisines; and the relation of normal and abnormal eating behavior to gender and cultural norms of attractiveness.

NOTE: Students must also register for the WW section

Prerequisite: one lower-level anthropology course or consent.

Anthropology 135: Visual Anthropology

TBD

Time Block: 12 – Wednesday 6:45 – 9:45

Development of visual anthropology from early travel documentary forms to more recent multivocal works on video. Relationship between written and visual documents. Viewing classic ethnographic films as well as contemporary films that challenge the classic genre of ethnographic films. Special attention to ethical issues in visual anthropology.

Prerequisite: One lower-level anthropology course or consent.

Anthropology 148: Medical Anthropology

Hillary Crane

Time Block: J+ Tuesday & Thursday 4:00 – 5:15

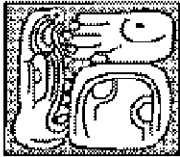
This course introduces students to the cultural basis of illness and curing. The course is concerned both with how non-Western societies perceive and treat illness, and also with how knowledge of non-Western practices can be used to critique and inform the management of our own health problems. The course addresses the meanings of sickness, the nature of relationships between patients and healers, and the effects of culture on health. Ethnographic examples will be drawn from a variety of societies and cultures.

Prerequisite: Sophomore standing or consent

Anthropology 149A: Mesoamerican Archeology

Lauren Sullivan

Time Block: L+: Monday & Wednesday 5:25 – 6:40



An introduction to the archaeology of pre-Columbian Mesoamerican cultures of Belize, Guatemala, Honduras, and Mexico. The focus is on the origins of village life, the development of social complexity, and the emergence of states. Cultures to be studied include the Olmec, the Maya, the Zapotec, the Mixtec, and the

Aztec. The rich cultural heritage left behind in the form of artifacts, architecture, murals, inscribed monuments, hieroglyphs, and codices will be used to examine Mesoamerican daily life, economy, social and political organization and world view that has survived in many areas to the present day. **Cross-listed as Arch 51**

Prerequisite: one lower-level anthropology course or consent.

Anthropology 149B: Global Feminisms

TBD

Time Block: L+: Monday & Wednesday 5:25 – 6:40

In this course, we examine the feminist anthropology from its early concerns with “male bias” and the invisibility of women, through studies of women’s resistance, to present-day debates over the politics of feminist ethnographic writing. We will discuss critiques of Western feminism by non-Western women and women of color; and explore alternative feminisms outside the U.S. and Europe.

Prerequisite: one lower-level anthropology course or consent.

Anthropology 149C: Anthropology of Religion

Rosalind Shaw

Time Block: E+ Monday and Wednesday 10:25-11:40



- “When the Europeans first came, they had Christianity and we had our land. Now we have their Christianity and they have our land.”(African proverb).
- African American Muslims comprise more than 16.9% of the total state prison population in New York. Their success in creating spaces of refuge and reconstruction within prison walls has been such that the Department of Corrections governs some prisons in tacit alliance with them
- On state-run Indian television, Ramayan, a serial of 78 episodes based on a classical religious epic, became a focus for the recasting of culture and identity during the growth of Hindu nationalism in the 1990s.

What shapes different religious experiences in different societies? In this course, we will take a broad view of religion, encompassing those ideas, experiences, and activities that involve realities and powers beyond the reach of the ordinary senses. We begin with theories of religion, move on to examine “religious” ideas and practices among peoples who do not use Western concepts of “religion” or “belief,” and interrogate how power is entailed in religious experience and action. Finally, we explore how—through such processes as conversion, syncretism, and “fundamentalism”—religion is involved in the construction and contestation of individual, racial, national, and global identities. **Cross-listed as CR192-RS**

Books:

Michael Lambek, 2001. The Anthropology of Religion. Blackwell

Charles Stewart and Rosalind Shaw (eds.), 1994. Syncretism/Anti-Syncretism: The Politics of Religious Synthesis. Routledge.

Barbara Daly Metcalf (ed.), 1996. Making Muslim Space in North America and Europe. University of California Press

Prerequisite: one lower-level anthropology course or consent.

Anthropology 180: Memories of the Slave Trade

Rosalind Shaw

Time Block: 7 – Wednesday 1:30 – 4:00



Upper-level seminar on social memory and forgetting of the Atlantic slave trade in Africa, the New World, and Europe. The anthropology of memory; approaches to the history of the slave trade; the slave trade in ritual and religious memory, in monuments and exhibits, and in literature and film. This spring, this class will continue to develop its community partnerships in Medford. We

will work with teachers in some Medford schools to create a website on the slave trade and slavery for use by local middle school students.

Prerequisites: junior standing and either one Sociocultural anthropology course or one African, African American, or Caribbean history course.

Anth 183: Urban Borderlands: Learning in and from the Community

Deborah Pacini Hernandez

Time Block: J+M+ Thursday 4-6:40

This course integrates academic learning and experiential learning in a community-based research project documenting the history of Cambridge's Latino community, in conjunction with the Cambridge-based multi-service agency Concilio Hispano. Because there are few if any written sources on the history of this community, students' research entails conducting in-depth interviews with community leaders and residents. Tufts students working in teams will be paired with Latino/a students participating in Cambridge Rindge and Latin High School's youth leadership program, AHORA. In this way, students will familiarize themselves in a personal, experiential way with the impact of immigration from Latin America on US cities, and conversely, how Latino immigrants are adapting to life in urban areas.



In this seminar, students will learn methodological techniques for documenting and interpreting community history- how to prepare for, conduct and transcribe in-depth interviews, and how to analyze, interpret and contextualize these materials. They will also explore complementary research strategies such as using photographs and archival materials to

enhance materials collected in the in-depth interviews, and how to prepare the materials (tapes, transcripts, photographs and other materials) for deposit in Tufts' Archives. Their final reports, based on the memories and employing the voices of those whose life stories actually constitute the history of Latinos in Cambridge, are presented to the community at the end

of the semester and distributed to relevant organizations and individuals. These reports make a valuable contribution to Cambridge's Latino community, because a marginalized community that knows its history can better develop a strong sense of place; and a sense of belonging and contributing to that place empowers a community to secure its rights in the present as well as to meet future challenges.

Pre-requisites and requirements: This course is designed primarily for juniors and seniors; preference will be given to anthropology and sociology majors. All interested students should contact Professor Pacini Hernandez for permission to take the course (deborah.pacini@tufts.edu). Knowledge of Spanish is preferred but not necessary; a desire and commitment to working directly with and in the Latino community, on the other hand, is essential. Students must also be willing to travel regularly to Cambridge to conduct the field research, and to meet with high school student co-researchers.

ALL students enrolling in Anth 183 are required to enroll in a half-credit lab course, Anth 183A.

Anth 183A: Digital Storytelling in Community Research (.5 credit)

Deborah Pacini Hernandez

Time block: N+ Monday 6:50 – 8:05



This .5 credit lab course, which will meet for 75 minutes a week, is to teach students engaged in community-based research alternative ways to communicate with and contribute to the community they are working in by presenting selected aspects of their research results in the format of short multi-media narratives-digital stories that can be streamed on the web. Students will learn the concepts and theories behind Digital Storytelling (developed at the Center for Digital Storytelling at UC Berkeley, <http://www.storycenter.org>), before selecting, writing and producing their own digital "stories" about Cambridge's Latino community.

Note: Pass/Fail

Pre-requisites and/or requirements: This lab is open only to students enrolled in Anth 183 or Anth 185A with consent of instructor. No prior experience with digital multi-media is required; students will acquire the necessary skills for using Photoshop and iMovie2 in class.

Anthropology 185A SEM: Theatres of Community and the Social Production of Space

David Guss

Time Block: 6 – Tuesday 2:00 – 4:30



This project-oriented course will explore the history of Somerville's fourteen movie theatres in an attempt to discover the relationship between community and physical space and the role of cultural institutions in defining a sense of place or "neighborhood." The particular focus will be the unifying role of movie theatres before the explosion of suburbia and television and the rich cultural and architectural legacy that these theatres have left.

Students will conduct oral histories with former theatre personnel and patrons as well as carry out primary research in various archives. They will be given the ethnographic training needed to carry out this work as well as a theoretical background in relevant issues of urban anthropology, cultural geography, and theatre and architectural history. Site specific tours will be conducted along with discussions of urban change and preservation. Class members will also participate in the preparation and installation of an exhibition in which the results of this research will be included. The exhibition, entitled "Lost Theatres of Somerville" will open at the Somerville Museum at the end of March 2003. **Cross-listed as DR 185A**

Prerequisite: Junior standing or consent

Anthropology 185B SEM: Gender and Sexuality in East Asia

Hillary Crane

Time Block: 11 – Tuesday 6:45 – 9:45

This course will explore what it means to be women and men in Chinese, Korean, and Japanese cultures. By examining archetypes such as the Geisha and the Samurai in Japan, alternative gender and sexuality roles such as the Woman Warrior and the "Cut-Sleeved" man of China, and various contemporary gender roles such as that of female shamans in Korea, we will investigate how gender roles are constructed and renegotiated in the various cultures of East Asia.

Prerequisite: Junior standing or Consent

Anthropology 197: Directed Research

Instructor: Department Members

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

Prerequisite: Consent

Anthropology 198: Apprenticeship in Anthropological Research

Instructor: Department Members

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

Prerequisite: Consent

Anthropology 199: Senior Thesis

Instructor: Department Members

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.

Prerequisite: Consent

Major in Sociology

OLD REQUIREMENTS*

Eleven courses required

- 1 introductory course (Sociology 001) or (Sociology 010).
- 1 course in quantitative or qualitative research methods (Sociology 101) or (Sociology 102) or (Sociology 105).
- 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).

NEW REQUIREMENTS*

Eleven courses in the department (of which at least six must be taken at Tufts' Medford / Somerville campus), including:

- 1 introductory overview of the discipline (Sociology 001),
- 1 course in quantitative methods (Sociology 101),
- 1 course in sociological theory (Sociology 103),
- 1 qualitative methods (Sociology 102 or 105),
- 1 anthropology course receiving social science distribution credit (not including Anthropology 20, 124, 150, 182),
- and 6 additional courses in sociology, including at least 1 seminar numbered 180 or above.

SUMMARY OF CHANGES

The number of courses in the major remains the same.

Both a quantitative and a qualitative methods course are required, where previously it was either/or.

The required anthropology course is restricted.

The previous requirement of two courses in related fields is abolished.

One additional elective course in sociology is added.

New specification that at least six of the courses must be taken at Tufts Medford / Somerville campus.

*Students are bound by the requirements in force, ie. printed in the bulletin, when they matriculate. Hence freshmen (class of 2006) and those who come after them must follow the new Soc requirements, and all students, who matriculated earlier, regardless of when they declared or will declare a major, may choose between the two sets of requirements.

Major in Anthropology

REQUIREMENTS

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.

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, pre-registration packets, etc.) will come to your new advisor.

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 Department of Sociology and Anthropology also offers a minor in Sociology. The sign-up sheets are located in the department office, Eaton Hall, room 115.

Mission and Goals Statement

"We will teach our students how to obtain, evaluate, and use information."

"We are committed to improving the human condition through education and discovery."

"We will cultivate in our students an understanding of the citizens and cultures of the world."

While many Tufts departments and programs can justifiably claim these tenets, the defining themes of Sociology and Anthropology connect to them in specific ways. We do so especially in the areas of race and ethnic relations, international peace, culture and development, gender, immigration, bio-cultural diversity, health and nutrition, crime, media and communication, family issues, poverty and inequality, labor and work, and cultural and social change in the United States and around the world.

A major feature of who we are is that we are the only joint department at Tufts University. We, therefore, reflect an especially broad view of the social and cultural world.

In terms of the first tenet, we teach students how to obtain, evaluate and use information both from an interpretive tradition, closer to the humanities; and a positivist tradition, closer to the natural sciences. Our faculty uses a broad range of qualitative and quantitative methods and epistemologies, from ethnographic inquiry into meaning, to statistical analysis of survey data. These multiple approaches allow us to span the boundaries of the increasingly blurred divisions between science and humanities within the academy.

In terms of the second tenet, we aim to improve the human condition globally and locally by developing and conveying knowledge that is both theoretical and practical. We study the "practices" by which people conduct their lives in a wide variety of circumstances and locales to "make theory" from everyday happenings and experiences. This theory is "on the ground" and contains "real world" relevance.

This "bottom-up" perspective is an important distinguishing feature of our fields. We emphasize ways of thinking and acting that take account both of large-scale social structures and cultural patterns, and the human agents who construct and challenge those structures and patterns.

We vary in relation to how we see our work as directly and immediately applicable to policy and practice, or as informing generally, or contributing to a body of knowledge in our fields over time. Among those of us who do more "applied" work, recent topics include politics of world peace, standards for child nutrition and other issues in health and medicine, and practices by which funding organizations can be held accountable to their constituencies.

In terms of the third tenet above, we cultivate understanding of the citizens and cultures of the world through our emphasis on cross-cultural and comparative perspectives. We consider this one of our strongest contributions. A respect for different cultures is represented in the content of our courses, our scholarship, and the diversity of our faculty and students.