ANTHROPOLOGY
SPRING 2005

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126  Food, Nutrition and Culture  Bailey
135  Visual Anthropology  Anderson
148  Medical Anthropology  Crane
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149B  Anthropology of Religion  Shaw
149C  Anthropology of Tourism  Stanton
149D  Imperial Knowledge's Science,

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150  Human Evolution  Bailey
160  Linguistic Anthropology  tbd

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The West Medford Afro American Remembrance Project  Shaw
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ANTHROPOLOGY COURSES

SPRING 2005

Anth. 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 126: Food, Nutrition, and Culture
Stephen Bailey
Time Block: 11 – Tuesday 7:00-10:00

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 cuisine; 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
Prerequisites: one lower-level anthropology course or consent.

Anthropology 135: Visual Anthropology
Kevin Taylor Anderson
Time Block: EX – Wednesday 5:30-8:15

Visual Anthropology examines the history of representation of a wide range of cultures. Beginning with late 19th century World's Fairs and photography, the majority of the course examines ethnographic, documentary, and fiction films as modes of visual study and representation, as well as their status and value as cultural artifacts.

Prerequisites: One lower-level anthropology course or consent.

Anthropology 148: Medical Anthropology
Hillary Crane
Time Block: E+ Monday & Wednesday 10:30-11:45

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

**Anth. 149A: Mesoamerican Archeology**

*Lauren Sullivan*

**Time Block:** L+ – Monday & Wednesday 5:30-6:45

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.

**NOTE:** Cross-listed as Arch 51

**Prerequisite:** Anthropology 30 or consent.

**Anthropology 149B: Anthropology of Religion**

*Rosalind Shaw*

**Time Block:** D+ Tuesday & Thursday 10:30-11:45

**Goals:**

1. Understand the intersection of power, history, and religion.
2. Learn to apply concepts from the Anthropology of Religion to current events.

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, 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 syncretism, “fundamentalism,” and religious diasporas—religion is involved in the construction and contestation of individual, racial, national, and global identities. Our topics will include religion and colonialism in Africa, Hindu nationalism and its media incarnations, Muslim diasporas in North America and Europe, and virtual religion on the web.

**Prerequisites:** Sophomore standing

**Cross listed w/ CR 192**

**Anth 149C: The Anthropology of Tourism**

*Cathy Stanton*

**Time Block:** E+ Monday & Wednesday 10:30-11:45

The study of tourism, now the world’s largest industry, can tell us a great deal about social and economic change, relationships among different and often unequal groups of people, the creation of national and local identities, and the shaping of contemporary public space. This course approaches the subject of tourism in a particularly “hands on” way. Students will become familiar with the basic ethnographic research tools used by cultural anthropologists, and will use these tools to design and carry out independent fieldwork projects at sites on Boston’s
Freedom Trail. Readings will focus on methodology (including participant-observation, fieldnotes, and interviewing), theoretical approaches to tourism, and the roles played by tourist productions in postindustrial, postmodern societies.

Prerequisites: Anth 010 or sophomore standing

Anth 149D Imperial Knowledges: Science, Race and Biomedicine
Shruti Kapila
Block: E+ Monday and Wednesday 10:30-11:45
A course about the relationship between scientific knowledge, modern identity and cultural difference. From star-gazing (astronomy) to psychoanalysis through biomedicine and anthropology, the power and effect of knowledge in making and unmaking racial difference will be explored.

Cross listed w/ History 42

Anth. 150: Human Evolution
Stephen Bailey
Time Block: G+ Monday & Wednesday 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.

Prerequisites: Anthropology 020 or consent.

Anth. 160: Linguistic Anthropology
Hillary Waterman
Time Block: 5- Mondays 1:30-3:55
This course is designed to provide students with limited previous experience in technical or theoretical linguistics with an overview of theory and practice in the field. Stressing the ways that language and culture shape each other in the social dynamics of interpersonal communication, we will investigate numerous twentieth-century linguistic theories. The topics and issues we will address include socio-linguistics, structuralist and semiotic approaches, and discourse analysis. Particular attention may include gender, ethnicity, bilingualism, and language acquisition, oral narrative and testimony, the organization of informal speech communication, and the impact of language on other aspects of anthropology. Special focus on Spanish language, Latin America and United States, and Latino/Hispanic issues. Students are encouraged to formulate a fieldwork-based project about language use.

Anth. 185A: Place, Race, and Memory: The West Medford Afro-American Remembrance Project
Rosalind Shaw
Time Block: 8-Thursday 1:30-3:55

Goals:
1. To contribute to the goals of the West Medford Afro-American Remembrance Project;
2. To research and document the achievements of African American pioneers from West Medford;
3. To put Anthropological concepts of social memory into practice.

West Medford, a stone's throw from Tufts, is one of the oldest African American communities in the country. In this Public Anthropology seminar, we will learn about the memory of place, race, culture, and social transformation in West Medford by documenting those memories. We have been invited to participate in a community initiative called the West Medford Afro-American
Remembrance Project, the aim of which is to document the lives and achievements of those who were pioneers in this community—such as the first African American firefighter, the first African American school president, the first African American business owners. Working with members of the project committee, and by conducting archival research and oral-historical interviews, we will participate in the collection of biographies and photographs of the people who made West Medford both before and during the Civil Rights era. This collection will become part of a public exhibit at the Medford Historical Society Museum.

**Prerequisites:**

-- Junior standing
-- One sociocultural anthropology course, or one history course, or consent.

**Anthropology 185B: Transnational Communities: Cross-Disciplinary Approaches to New Immigrants in the US**  
*Aymer/ Pacini*  
**Time Block:** 7 Wednesday 1:30-4:00

This cross-disciplinary course will explore new patterns of transnational migration and identity formation among Latinos and Anglophone Caribbean immigrants in ethnically and racially diverse urban settings such as New York, Miami and Boston. Topics to be examined may include: new concepts of citizenship and nation belonging, new forms of family structure, new models of articulation with existing racial categories and hierarchies, and the transformation of cultural expressions such as religion and popular music. Readings will be drawn from both the disciplines of both anthropology and sociology.

**Prerequisites:** Sophomore standing or consent

*Crosslisted w/ Soc 188b*

**Anthropology 185C Music, Blackness, Caribbean Latinos**  
*Pacini/Rivera*  
**Time block:** 10- Monday 7:00-10:00

Blackness and latinidad (Latinoness) are too often imagined as discreet categories that do not intersect. This course explores the ways in which they do intersect using Caribbean Latino history, identities and musical expressions as examples (from "traditional" Afro-Caribbean music like Dominican palos, Puerto Rican bomba and Cuban rumba, to more recent genres like salsa, rock, hip hop and reggaetón). This course explores the similarities and differences among Spanish Caribbean Latino groups, and also the cultural convergences between Spanish Caribbean Latinos, African Americans and non-Latino Caribbeans. The assigned readings, films and recordings examine the historical and social contexts from which these musical forms have emerged (both in the Caribbean and in the United States), highlighting the intricate relationship between music, race, ethnicity, national identities, migration, gender and commercialization.

**Prerequisites:** sophomore standing

*Crosslisted w/ Soc 188c*

**Anthropology 185D Gender & Sexuality in East Asia**  
*Hillary Crane*  
**Time Block:** 5 – Monday 1:30-3:55

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 191:** Directed Reading
- **Anthropology 197:** Directed Research
- **Anthropology 198:** Apprenticeship in Anthropological Research
- **Anthropology 199:** Senior Honors Thesis
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Sociology 001: Introduction to Sociology
Matthew Gregory
Time Block: H – Tuesday & Thursday 1:30-2:20
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. Emphasis will be placed on the uses of Sociology.
NOTE: Students must also register for recitation.

Sociology 10: American Society
James Ennis
Time Block: G+ – Monday & Wednesday 1:30-2:45
This course is about social differences and inequalities in contemporary U.S. society. Some of these differences are relatively fixed (age, gender, ethnicity), some changeable (e.g. education, occupation, class, religion, region), while others can be fleeting (e.g. tastes, attitudes). We'll explore which differences 'make a difference' for Americans’ outlooks, experiences, and life chances. Such differences form a patterned system, i.e. a social structure. That structure has a lot to do with 'social problems' as well.

I aim to have you think sociologically about American Society. This first involves understanding your own position(s) in American social structure, i.e. where you stand in the groups, and on the issues that matter. We'll explore how where you stand affects what you see and feel and choose. Grasping this pattern of social influence challenges you to think about the constraints on your choices, and your relative freedom within those constraints. Which Americans have a wider range of choice, or a narrower one? Why?

Thinking sociologically necessarily involves making systematic comparisons. It requires transcending one’s individual, personal outlook, by comparing how different groups shape and influence their members. To do so, you need systematic and detailed information, and that's what this course offers. It differs from others you may have taken in being exploratory and data-based. The data come from a number of nationally representative surveys. The exploration involves our formulating questions in conversation, and using the data to answer them. Having done this exploring, you'll be better able to understand patterns of change in the U.S., your place in them, the problems we face, and what can be done about them.

Although you will be using high quality, empirical data, this is not a methods course, and I presume no previous experience with statistics or computers.

At the end of the semester you will have a deeper understanding of the following:
- What social factors have the strongest impact on your own and other Americans’ experience and life chances?
- How do groups in U.S. society interact with one another?
- How do the patterns of these interactions form ‘social structures’?
- Where do you and your family stand in these structures?
- Where do these structures come from? What are their historical roots, and how are they reproduced day to day?
- How has American society changed over time, and in what direction are we headed? What factors ‘drive’ the changes?
- In what ways is the U.S. unique, and in what ways are its characteristics quite comparable to other societies? Which others?
- How much equality is possible or desirable? How can we attain it?
- How might understanding the pattern and roots of American social structure help us to move in more just, humane, democratic and sustainable directions?

**Sociology 020: Family & Intimate Relationships**

_Thurs_  
**Time Block: F+ – Tuesday & Thursday 12:00-1:15**

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 participating in WW must also register for WW section.

**Sociology 040: Introduction to Mass Media**

_Henry Rubin_

**Time Block: C – Tuesday & Wednesday 9:30-10:20**

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 050: Globalization**

_Paul Joseph_

**Time Block: I – Tuesday & Wednesday 3:00-3:50**

This course will review different features of globalization and is divided into five parts. Part one is a simulation game revolving around the synthetic manufacture by a multinational company of a native plant found in the fictitious country of Planetoguay. The game will introduce students to the main issues of the course including the dominant rules of the game,
the role of the World Trade Organization, the impact of social movements and the influence of the media. Part two provides a more general review of the progress and social problems associated with the development of globalization. Part three steps back and reviews different social theories that account for the development of globalization. Part four considers different models of reform of the global system and the source of the “political will” to enact those reforms. The last part of the course will be another simulation game, this addressing the process of enacting social change. Along the way, the course will explore a series of specific issues including the distribution of economic and political power, the role of multinational businesses, the movement of peoples, cultural flows (Hollywood versus “Bollywood”), the intersection of global and local, the “dark side” of globalization (such as drug trafficking, the illicit trade in small arms, and the reemergence of forms of indentured labor), and the structure of global cities.

No prerequisites. Course is intended for first- and second-year students

**Sociology 099: Internships in Sociology**

**Sociology 102: Qualitative Methods in Action**

*Rosemary Taylor*

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

This course is about how to do research - how to design a research problem, how to gather data and evaluate evidence - using qualitative methods. Citizens as well as sociologists need to become informed consumers of social research not least 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 marshall evidence that is not quantitative? how can an audience be convinced that the findings are significant and true?

The course introduces students to the different steps in designing a study and deciding on the evidence/data they will need. Students will choose an issue they would like to work on throughout the course. They may choose to participate in ongoing faculty projects or to select their own research question. We will then study different strategies and methods of data collection: participant observation, interviewing of various kinds, questionnaire design and administration, content analysis of the press and other documents, and the construction of focus groups. We will examine the advantages and the limitations of each mode of inquiry. We will explore how to analyze the different types of data we have gathered. Students will also be introduced to software packages that are used to organize and understand qualitative information. The course is recommended to students who are thinking of doing an independent study or eventually writing a senior thesis using qualitative materials.

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

**Sociology 103: Survey of Social Theory**

*Henry Rubin*

Time Block: F+ Tuesday & Thursday 12:00-1:15

An overview of three paradigmatic thinkers in the field of sociology—Marx, Weber, and Durkheim, plus an introduction to recent challenges to grand theories of this type including
micro-sociological, feminist, post-colonial, & post-modern ways of thinking. Class will construct an intellectual history of the development of these frameworks and trends. Developing interdisciplinary readings of these texts will be foremost among our tasks. Required for majors in Sociology.

**Prerequisite:** Introduction to Sociology or permission of instructor.

*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.

**NOTE:** Cross-listed as CH 108.

**Prerequisite:** None

### Sociology 110: Racial & Ethnic Minorities
*Jeffrey Langstraat*

**Time Block:** K+ Monday- Wednesday 4:00-5:15

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 125: Social Organization of Sexual Behavior.
*John Conklin*

**Time Block:** D+ – Tuesday & Thursday 10:30-11:45

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:
- 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 Michel et al: *Sex in America*
- Ronald Weitzer: *Sex for Sale*

**Prerequisites:** junior standing and two sociology or psychology courses.

**Sociology 130: Wealth, Poverty, and Inequality**

*Susan Ostrander*

Time Block: D+ Tuesday & Thursday 10:30-11:45

Socio-economic inequalities shape virtually every aspect of our lives wherever we are located in the social hierarchy. This course studies current census and other data describing inequality today, looks at egalitarian belief systems, considers ideological justifications for inequality, analyzes upward and downward social mobility, explores different sociological theories of why inequality exists and how it affects us, and offers alternatives toward a more economically and socially just society. While the United States is the main focus, some attention is given to global inequality. The major emphasis is on socio-economic class, including intersections of class with race and gender. We will learn about the U.S. upper class, middle class, working class, and poverty class. Books may include:


Requirements include a take-home midterm and final exam, and a choice between a library research paper, or a community organization placement (arranged by the instructor in one of four Somerville agencies) with a final written report integrating experiential and academic learning.

**NOTE:** Crosslisted as PJS 130
Sociology 135: Social Movements
Matt Gregory
Time Block: M+ Tuesday & Thursday 5:30-6:45
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.
Prerequisite: One PJS/Soc Introductory course.
NOTE: This course is cross-listed with PJS 135.

Sociology 149A: Urban Community Organizing/Organizations
Susan Ostrander
Time Block: J+ Tuesday and Thursday 4:00-5:15
Grassroots community organizing is one important way for people to work together to improve the conditions of their own lives, gain collective power, and create a more just society. Organizing is also a kind of civic engagement that provides opportunities for people to be involved in democratic action. Community-based organizations can support grassroots organizing, provide community services, and advocate for community interests and needs. Women, especially women of color, are often community leaders.

Readings, videos, and guest speakers will explore different theories of community, case examples of urban organizing campaigns, current thinking about civic engagement and democracy, and competing approaches and strategies in grassroots organizing. The learning in this course is grounded in Tufts University’s host city of Somerville. Students will explore Somerville as an example of an urban community, learn about Somerville community organizations and organizing, and participate in a community collaborative research project. Requirements will include frequent short written experiential and analytical exercises applying ideas from reading and integrating active learning with conceptual analysis. Books may include:
NOTE: Crosslisted as PJS 149A and with Women’s Studies

Sociology 149B: Homelessness in America
TBD
Time Block: E+ – Monday & Wednesday 10:30-11:45
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.
NOTE: Cross-listed as UEP181 & CD 143
Sociology 149C: Sociology of Taste
James Ennis
Time Block: E+ Monday & Wednesday 10:30-11:45
Why do we like the things we do? How do our likes and dislikes reflect our identity, and signal who we are to others? How do patterns of taste reflect and shape subcultures? What are the social processes which shape our preferences? How can we understand shifts in taste over time? This new course will explore these questions in a variety of domains including art, music, food, popular and high culture, fashion, advertising and marketing, consumer goods, politics, etc. Students will pursue their interests via individual research projects.

Readings may include:
Pierre Bourdieu, *Distinction: A social critique of the judgment of taste.*
Dick Hebdidge, *Subculture: The meaning of style.*
Herbert Gans, *Popular Culture and High Culture.*
Diana Crane, *Fashion and Its Social Agendas: Class, Gender and Identity in Clothing.*
Howard Becker, *Art Worlds.*
Paul Fussell, *Class.*
Misscele Lamont and Marcel Fournier, *Cultivating Differences: Symbolic boundaries and the making of inequality.*
Jane and Michael Stern, *The Encyclopedia of Bad Taste*

Sociology 182: Seminar in Criminology
John Conklin
Time Block: 6 – Tuesday 1:30-3:55
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 and serial murder. 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*
Gottfredson, M. & T. Hirschi *General Theory of Crime*
Jenkins, Philip *Using Murder: Social Construction of Serial Homicide*
Katz, Jack *Seductions of Crime*
Messerschmidt, James *Masculinities and Crime*
Rowe, David *Biology and Crime*
Short, James *Poverty, Ethnicity and Violent Crime*

**Prerequisite:** Sociology 112.

Sociology 188A: War and Peace, State and Society
Paul Joseph
Time Block: 11 Tuesday 7:00-10:00
An advanced seminar which will explore the organization of war and peace as social processes. The first part of the course consists in close reading and discussion of recent
texts and case studies. The second part involves guided research and student presentations into specific areas of interest including the role of gender, public opinion, Pentagon politics, peace movements, the changing nature of war, nonviolent alternatives, media coverage, the debate over the meaning of security, reconciliation and other forms of recovery from organized violence. Students are invited to explore other area 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 requirements are active participation, a class presentation, and a research paper.

Prerequisites: Soc/PJS 120 or instructor's permission.

Sociology 188B: Transnational Communities: Cross-Disciplinary Approaches to New Immigrants in the US
Aymer/ Pacini
Time Block: 7 Wednesday 1:30-4:00

This cross-disciplinary course will explore new patterns of transnational migration and identity formation among Latinos and Anglophone Caribbean immigrants in ethnically and racially diverse urban settings such as New York, Miami and Boston. Topics to be examined may include: new concepts of citizenship and nation belonging, new forms of family structure, new models of articulation with existing racial categories and hierarchies, and the transformation of cultural expressions such as religion and popular music. Readings will be drawn from both the disciplines of both anthropology and sociology.

Prerequisite: Sophomore standing or consent
Crosslisted w/ Soc 188B

Sociology 188c: Music, Blackness, Caribbean Latinos
Rivera/Pacini
Time Block: 10- Monday 7:00-10:00

Blackness and latinidad (Latinoness) are too often imagined as discreet categories that do not intersect. This course explores the ways in which they do intersect using Caribbean Latino history, identities and musical expressions as examples (from "traditional" Afro-Caribbean music like Dominican palos, Puerto Rican bomba and Cuban rumba, to more recent genres like salsa, rock, hip hop and reggaetón). This course explores the similarities and differences among Spanish Caribbean Latino groups, and also the cultural convergences between Spanish Caribbean Latinos, African Americans and non-Latino Caribbeans. The assigned readings, films and recordings examine the historical and social contexts from which these musical forms have emerged (both in the Caribbean and in the United States), highlighting the intricate relationship between music, race, ethnicity, national identities, migration, gender and commercialization.

Prerequisites: sophomore standing
Crosslisted w/ Anth 185C
Sociology 198: Directed Research

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

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.