Anthropology at Tufts

Fall 2006 Courses
Welcome!

Please note:

1. In Fall 06, Anthropology is offering a new course (Anth 140: “After Violence: Truth, Justice, and Social Repair”), a new cross-listed course (Anth 149-9, “Cognition of Society and Culture”), and several returning favorites.
2. We have introduced a change in our Major requirements: students who declare an Anthropology Major from March 2006 are no longer required to take a Sociology course. This reduces the number of required courses from 11 to 10.
3. “Growing Up Latino” (Anth 149) will count as an area course, and will be the only such course offered in the Fall. We will offer two area courses in the Spring.

We are members of the Greater Boston Anthropology Consortium (GBAC), a partnership through which you can enroll in anthropology classes at Brandeis and Wellesley. The GBAC Student Conference took place at Wellesley on March 10, 2006, with excellent presentations by Arielle Aaronson, Vera Belitsky, Sarah Bettigole, and Mara Judd. Check out the conference website: [http://www.brandeis.edu/departments/anthro/gbac/index.html](http://www.brandeis.edu/departments/anthro/gbac/index.html). And come to Brandeis for the 2006 GBAC Distinguished Lecture by Michael D. Jackson, Distinguished Visiting Professor of World Religions, Harvard Divinity School, on Thursday, April 27 at 4:00 pm.

We have a Public Anthropology initiative, in which we take Anthropology out of the classroom and into the community. In Public Anthropology courses, you carry out publicly engaged anthropological research both for and among local and global communities. In Fall 06, we will offer our first international public anthropology class, “After Violence: Truth, Justice, and Social Repair” (Anth 140), in which student research and web-based discussions will directly contribute to processes of transitional justice in Liberia, Uganda, and Burma. We hope this course will be a platform for a small number of summer internships in Africa and Asia. Urban Borderlands: Learning in and from the Community (Anth 183) returns in the Fall, in which students conduct field research or internships among the Latino community in Somerville. See the exciting work Urban Borderlands students have carried out so far on this website: [http://ase.tufts.edu/socanth/faculty/pacini/students/ub2.htm](http://ase.tufts.edu/socanth/faculty/pacini/students/ub2.htm)

Please consider joining the student Anthropology Collective. Its goals are to:
- Open doors to student-student and student-faculty communication
- Act as a forum for presentation of research/fieldwork experiences
- Act as a centralized resource for internship/job opportunities
- Initiate network building with Anthropology alumni
- Facilitate interactions between upperclassmen and prospective majors in order to inform their academic choices
- Host speakers/guest lecturers to address issues in Anthropological thought.

This year, the Collective is headed by Molly Whittington, and the Steering Committee consists of Arielle Aaronson, Jim Fraser, and Alicia Harvie. Watch out for Anth Collective events on this website: [http://ase.tufts.edu/socanth/Anth/collective/index.html](http://ase.tufts.edu/socanth/Anth/collective/index.html)

Please feel welcome to visit us in our office hours to discuss any of our courses, Rosalind Shaw, Chair of Anthropology

Cover photo: Closing ceremony of the Sierra Leone Truth and Reconciliation Commission’s Moyamba District Hearings, June 2003. Photograph by Rosalind Shaw.
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Faculty

**Chair:**
Assoc Professor Rosalind Shaw  617-627-2465  130 Eaton Hall
Ph.D., University of London (SOAS)
Interests: *Transitional justice; the anthropology of mass violence; local and transnational practices of redress and social repair; child and youth combatants; social memory; the Atlantic slave trade; ritual and religion; West Africa; Sierra Leone.*
rosalind.shaw@tufts.edu

Assoc Professor Stephen Bailey  617-627-2462  126 Eaton Hall
Ph.D., University of Michigan
Interests: *Biological and nutritional anthropology; growth and body composition; methodology; Latin America, China, Southwest US*
stephen.bailey@tufts.edu

Assoc Professor David Guss  617-627-2509  129 Eaton Hall
Ph.D., University of California at Los Angeles
Interests: *Urban and aesthetic anthropology; theory; cultural performance; myth and ritual; popular culture; Latin America*
david.guss@tufts.edu

Assoc Professor Deborah Pacini Hernandez  617-627-2463  128 Eaton Hall
Ph.D., Cornell University
Interests: *Comparative Latino Studies; racial and ethnic identity; popular music; globalization; transnationalism; Latino community studies*
deborah.pacini@tufts.edu

Assistant Professor Sarah Pinto  617-627-5842  125a Eaton Hall
Ph.D., Princeton University
Interests: *Medical anthropology; gender; reproduction; social and feminist theory; caste; political subjectivity; India, US*
sarah.pinto@tufts.edu

Lecturer Erick Castellanos  617-627-2463  128 Eaton Hall
PhD, Brown University
Interests: *Migrant assimilation and marginalization, national identity, nationalism, ethnicity; international migration, anthropological demography; politics, symbols, culture and international relations; food and identity; Latinos in the United States; Italy, Europe, the United States, and Latin America.*
ecastellanos@gmail.com
Professor Ray Jackendoff  617-627-4348  Miner Hall
(Department of Philosophy)
Ph.D., MIT
Interests: Natural language semantics, syntax, the lexicon, the language faculty, music cognition, social cognition, consciousness; Co-Director, Center for Cognitive Studies
ray.jackendoff@tufts.edu

Lecturer Cathy Stanton  617-627-2509  129 Eaton Hall
Ph.D., Tufts University
Interests: History and memory; cultural performance; heritage; tourism; myth and ritual
cstanton@tiac.net

Lecturer Lauren Sullivan  617-627-4265  132 Eaton Hall
Ph.D., University of Texas at Austin
Interests: Mesoamerican Archaeology; Maya Archaeology; the rise & fall of complex societies; prehistory of the American Southwest; Paleoindians of North America; human evolution; Cultural Anthropology; ceramic analysis
lauren.sullivan@umb.edu

Staff

LYNN WILES  617-627-2471  114 Eaton Hall
Department Administrator
lynn.wiles@tufts.edu

TANYA CONNOLLY  617-627-3561  115 Eaton Hall
Secretary
tanya.connolly@tufts.edu
Anthropology ~ Fall 2006 Courses

Anth. 10: Introduction to Sociocultural Anthropology
*Cathy Stanton*
Time Block: D – Tuesday & Thursday 10:30-11:20
This class introduces the anthropological understanding of “culture” as a system of shared knowledge on which human societies are based. Topics include language, gender and kinship, economic production, belief systems and symbolic expression, race and ethnicity, and applied anthropology. The course will emphasize processes of culture contact and cultural change, and will offer a set of ideas for approaching both familiar and unfamiliar cultures.
*Note:* Students must also register for recitation.

Anth. 30: Prehistoric Archaeology
*Lauren Sullivan*
Time Block: M+ - Monday & Wednesday 6:00-7:15
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.
*Note:* cross-listed as ARCH 30

Anth. 130: The History of Anthropological Thought
*Sarah Pinto*
Time Block: F+ - Tuesday & Thursday 12:00-1:15
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.
*Prerequisite:* Anthropology major or consent.

Anth. 132: Myth, Ritual, and Symbol
*David Guss*
Time Block: F+ - Tuesday & Thursday 12:00 – 1:15
his 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, fairy tales, and
initiation, the course will focus on current approaches to this subject as found in the work of such symbolic and interpretive anthropologists as Clifford Geertz, Victor Turner, and Arjun Appadurai. Final sessions will focus on such questions as authenticity, ethnographic representation, hybridity, cultural performance, and the symbolic construction of the body.

**Prerequisites:** Sophomore standing, or consent

**Anth. 140: After Violence: Truth, Justice, and Social Repair**
*Rosalind Shaw*

Time Block: I+ - Monday & Wednesday 3:00-4:15

After violent civil conflict, genocide, state-sponsored terror, and political repression, how do people live together? How do they rebuild their lives, social relationships, and communities? How do new regimes deal with past human rights abuses, establish accountability, promote justice and redress, and prevent new cycles of violence? How is the international community involved in these issues? We will explore a range of approaches that have been used in “transitional” situations: truth commissions, tribunals, reparations, alternative forms such as gacaca in Rwanda, and local practices of redress and reconciliation. As an Anthropology class, we will focus on the ways in which “global” transitional justice mechanisms work in “local” historical encounters, how concepts of truth, justice, and reconciliation may be recast in these encounters, and on critical perspectives from the ground up.

This is a Public Anthropology course: we will not only learn about these issues, but also become practically engaged in them. We will work, through the International Center for Transitional Justice, with Liberia’s Truth and Reconciliation Commission and Uganda’s Amnesty Commission, as well as with the Transitional Justice program of the Human Rights Education Institute of Burma (HREIB). Students will work in small teams, conducting research on topics relevant to these Commissions and programs. These topics may include how different nations have dealt with mass graves, how (implicitly “Christian”) truth commissions might fare in Islamic or Buddhist contexts, and the role of local practices of redress and reconciliation. We will engage in web-based discussions with activists and practitioners in Uganda, Liberia, Thailand, and Burma. After the course, there may be a small number of internships available in our partner organizations in these countries.

**Prerequisite:** 1 sociocultural anthropology course or consent.

**Anth. 148: Medical Anthropology**
*Sarah Pinto*

Time Block: J+ - Tuesday & Thursday 3:00-4:15

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

**Anth. 149-06: Growing Up Latino**  
*Erick Castellanos*  
**Time Block:** G+ - Monday & Wednesday 1:30 – 2:45  
What's it like to grow up Latino/a in the United States around the turn of the millennium, a time when Latinos/as are the nation's largest and fastest growing minority? What are the consequences of speaking two languages and living between two cultures? How have US concepts of race influenced the formation of Latino/a identities? What does it mean to be Latino/a, anyway? This course will explore the social and cultural forces shaping how Latino/a youth define themselves within an increasingly multicultural society.

**Anth. 149-09 Cognition of Society and Culture**  
*Ray Jackendoff*  
**Time Block:** 6 Tuesday 1:30-4:00  
This seminar explores the knowledge (conscious or unconscious) necessary in order to behave appropriately in one’s social/cultural context. To what extent is such knowledge learned from the culture, and to what extent might it be "hard-wired” into the species? What can we learn about human societies by studying animal societies? Are there cultural universals, or a restricted range of possibilities on which cultures can draw? What are the cognitive underpinnings of such culturally ubiquitous institutions as religion and moral codes? The seminar addresses these questions through literature in ethology, anthropology, and evolutionary psychology and through parallels with language (which is after all a social behavior).

There are no fixed prerequisites, as it is hoped that students from a wide variety of backgrounds will participate. Permission of the instructor is required.  
**Note:** Cross-listed as PHIL 191-03

**Anth. 150: Human Evolution**  
*Stephen Bailey*  
**Time Block:** F+ - Tuesday & Thursday 12:00-1:15  
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.  
**Prerequisite:** Anthropology 020 or consent.
Anth. 182: Human Physique  
*Stephen Bailey*

**Time Block: 11+ – Tuesday 6:00-9:00**

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.

**Anth. 182WW:** Optional writing workshop Monday K block 4:30-5:20  
**Prerequisite:** Anthropology 020, consent or graduate standing.

Anth. 183: Urban Borderlands: Learning in and from the Community  
*Deborah Pacini Hernandez*

**Time Block: Wednesday 4:30-6:50**

This course integrates academic and experiential learning in a community-based research project documenting the history and development of Cambridge and Somerville's Latino communities. Students will conduct in-depth interviews with community leaders and residents, thereby familiarizing themselves in a personal, experiential way with the Latino communities surrounding the Tufts campus. Students may also select to identify an organization that serves Latinos and conduct participant-observation research via an internship, but will frame the activity analytically within the context of the research process and the goals of the broader research project documenting the Latino experience in Somerville/Cambridge. All students will learn how to design a research proposal, conduct and transcribe in-depth interviews, analyze, interpret and contextualize their findings (whether from interviews or participant-observation), and make their results available to the community in both print and digital formats. At the end of the semester all students will prepare their materials (reports, tapes, transcripts, photographs and other materials) for deposit in the Tufts' Digital Collections and Archives.

**Prerequisites and requirements:** This course is designed for juniors and seniors; preference will be given to anthropology majors and students pursuing a Latino Studies minor (for which this course serves as a capstone). Sophomores interested in taking this course must obtain permission from the professor prior to registration. 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 off campus regularly for their field research or internship.

**Note:** Cross-listed as AMER 0083-01

Anthropology 184: Festivals and Politics in Latin America  
*David Guss*

**Time Block: 6+ – Tuesday 1:20 – 4:20**

This course will explore the various expressions and functions of festive behavior throughout Latin America, considering public performance within a religiously sanctioned context as a principal
mode of articulation for differing ethnic and political groups in emerging non-Western nations. Issues of cultural reproduction, hegemony, resistance, inversion, gender, and ethnicity will all be discussed as part of the multi-faceted and contested reality incorporated within festive expression. Attention will also be paid to the aesthetic dimensions of public performance as festivals are transformed from regional acts of religious devotion to ones of nationally staged events. And finally, the course will focus, throughout all of these discussions, on issues of authenticity, tradition, and invention. Such manifestations as Qoyllur Rit'i in Peru, Umbanda and Carnival in Brazil, the Gran Poder in Bolivia, Rumba in Cuba, and Corpus Christi and San Juan celebrations throughout the continent will be investigated.

Required Texts:
Alma Guillermoprieto, Samba
Robin Moore, Nationalizing Blackness: Afrocubanismo and Artistic Revolution in Havana, 1920-1940
José María Arguedas, Yawar Fiesta

Prerequisite: Junior standing or consent.

Anth. 191: Directed Reading in Anthropology
Department Members
Prerequisite: Consent. Credit to be arranged.

Anth. 197: Directed Research in Anthropology
Department Members
Areas for directed research may include physical anthropology, social anthropology, and archaeology. Credit to be arranged.
Prerequisite: Consent

Anth. 198: Apprenticeship in Anthropological Research
Department Members
An intensive application of research techniques to projects currently underway with direct supervision. Credit to be arranged.
Prerequisite: Consent

Anth. 199: Senior Honors Thesis
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 ANTHROPOLOGY

REQUIREMENTS
Anthropology 010 (Introduction to Sociocultural Anthropology)
Anthropology 020 (Physical Anthropology)
Anthropology 030 (Prehistoric Archeology), and
Anthropology 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 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.
SOCIOMETRY at Tufts

Fall 2006 Courses
Welcome back Sociology Majors, and a special welcome to all of you who recently declared Sociology as your Major. Continue to use the sociological perspective to get under the "taken-for-granted" explanations about how people create society. Discover the strategies that people devise to regulate human behavior, and how relationships are organized to ensure order and stability. Examine also how people introduce ideas and practices that bring about subtle or dramatic innovations and change within groups and the wider society. The Sociology faculty will be teaching, learning, researching, and discovering along with you. Enjoy the insights and acquire the skills that the discipline affords us as we move forward into the academic year, 2006-2007.

Paula Aymer, Chair
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SOCIOLOGY
Fall 2006
Courses

Sociology 001: Introduction to Sociology
Matthew Gregory
Time Block: F – Tuesday & Thursday 12:00-12:50
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: I+ – Monday & Wednesday 3:00-4:15
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 23: Self and Society**  
Matthew Gregory  
Time Block: J+ - Tuesday & Thursday 3:00-4:15  
Introduction to sociological contributions to social psychology, especially how social structure and culture shape personality. Topics include human nature and socialization, interaction and identity, attitudes and public opinion, social conflict and power, social perception, patterns of social bonds, sex differences, structure and dynamics of small groups, networks and organizations, collective behavior. Lectures emphasize recent empirical studies.  
**Prerequisites:** One social science course; recommended for sophomores.

**Sociology 030: Sex & Gender in Society**  
Susan Ostrander  
Time Block: D+ - Tuesday & Thursday 10:30-11:45  
Gender defines who we are. For sociologists, gender is also an organizational principle which structures all of society’s institutions. It shapes the division of labor, distribution of resources, and relations of power. Families, labor markets, sexual intimacies, politics, religion, popular culture, etc. are all socially organized according to gender. Gender intersects with race and class and cannot be understood except in relation to race and class.

The major aim of this course is to understand (in sociological terms) how and why gendered social arrangements take the form they do. How is gender socially constructed? How and why does gender change over time? How do people in everyday life both create and challenge gender? What have feminist theorists had to say about these questions? The course also aims to empower students to think and act more knowledgeably for self and society around gender issues. The course looks at both women and men and how gender shapes lives and experiences.

Classes are conducted as part-lecture, part-discussion. There will be a take-home midterm and final exam; and two short writing assignments in reaction to readings.  
**Note:** Counts as a Women’s Studies core course.

**Sociology 040: Media and Society**  
Sarah Sobieraj  
Time Block: E+ - Monday & Wednesday 10:30-11:45  
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.

**Sociology 099: Internships in Sociology**  
Department Members  
**Sociology outside the classroom opportunity**  
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 10:30-11:45
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 & 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
Prerequisites: One social science course; recommended for sophomores.

Sociology 102: Qualitative Methods in Action
Rosemary Taylor
Time Block: K+ – Monday & Wednesday 4:30-5:45
Sociology outside the classroom opportunity
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 marshal evidence that is not quantitative? How can an audience be convinced that the findings are significant and true?
We will first examine classic works from several of the social sciences that employ qualitative research methods and we will hear throughout the semester from invited speakers about how they have approached the choice of problems investigate. Here we will focus on developing the skill of formulating a researchable question.
The course then 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 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 eventually writing a senior thesis using qualitative materials.
Prerequisites: One social science course and sophomore standing or consent.

Sociology 110: Racial & Ethnic Minorities
Jeffrey Langstraat
Time Block: K+– Monday- Wednesday 4:30-5:45
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 112: Crime and Delinquency**  
*John Conklin*

Time Block: D – Monday, Tuesday, & Thursday M 9:30-10:20, TR 10:30-11:20

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, two short papers, and a series of data analysis exercises.

Tentative Readings:
- Conklin, John *Criminology, 8th Edition*
- Conklin, John *Why Crime Rates Fell*
- Hickey, Eric *Serial Murderers and Their Victims, 3rd ed.*
- Schwartz & DeKeserdy *Sexual Assault on the College Campus*

**Prerequisite:** Sophomore standing or consent.

**Sociology 113: Urban Sociology**

*tba*

Time Block: L+ – Tuesday & Thursday 4:30 – 5:45

Historical development and social structure of cities. Urbanization as a major social trend. Sociological perspectives on the nature and organization of life in cities. Role of urban planning and grassroots participation. Case studies in community analysis. Selected problems of the modern American city. Research or fieldwork in various urban settings.

**Prerequisite:** Sociology 1 or 10

**Sociology 120: Sociology of War & Peace**

*Paul Joseph*

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


**Note:** cross-listed as PJS 120.

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

**Sociology 121: Sociology of Law**

*John Conklin*

Time Block: H+ - Tuesday & Thursday 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, three brief “reaction papers” following films, and two student paper presentations to the class.

Tentative Readings:
Abel, Richard  
Lawyers: A Critical Reader
Harr, Jonathan  
A Civil Action
Kassin, Saul & L. Wrightsman  
The American Jury
Katsh, Ethan M. and W. Rose  
Taking Sides: Clashing Views of Controversial Legal Issues. 10th ed.
Kennedy, Randall  
Race, Crime, and the Law

Prerequisites: Sophomore standing or consent.

Sociology 184: Non profits, states, and markets
Susan Ostrander
Time Block: 6 – Tuesday 1:30 – 4:00

Sociology outside the classroom opportunity
What is nonprofit organization and activity? What is its relationship to democracy, civil society, public policy advocacy, 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 host of other activities. All of us use the services of nonprofit education, 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 consider 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 and students will take on leadership roles in facilitating discussions. The main assignment is a final paper – 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.

Prerequisite: Senior Undergraduate or Graduate Student status. Must have volunteered or worked in a nonprofit.

Note: cross-listed as UEP 273

Sociology 185 Seminar in Mass Media: Sociology of News
Sarah Sobieraj
Time Block: 10 - Monday 6:30 – 9:00

This advanced seminar style course will examine US news from a sociological perspective. Students will explore the social relevance of news, the social history of journalism, the components of news production, and will become thoroughly versed in the three dominant sociological approaches to understanding news in society (political economic, organizational, and cultural). In addition, we will explore the complex relationship between social movements and news. Students will have an opportunity to learn varied approaches to empirical research on the mass media and will design their own theoretically rich and methodologically sophisticated research projects.

Prerequisite: Sociology 40 or 01
Sociology 186 International Health Policy
Rosemary Taylor
Time block: 7- Wednesday 1:30-4:00
This seminar examines health-related dilemmas faced by nations in the post-World War II period: how they become defined as an immediate threat to the public’s health, and how political economy, social structure, political institutions, cultural practices and myths regarding health, disease and illness affect policy responses in different countries.

The focus this fall will be on how nations and regions are coping with health threats that cross borders. What measures have been taken to meet emergent threats to the public health posed, or perceived to be posed, by both ‘products’ and ‘peoples’. Among the latter are communicable diseases that are preventable by vaccination (such as diphtheria, measles, and poliomyelitis), “serious imported diseases” (such as cholera, malaria and SARS), HIV/AIDS, and tuberculosis. Many of these diseases are perceived to be carried by “outsiders”, thus the seminar is also an investigation of strategies of action towards migrants (including travelers, immigrants, refugees and displaced persons) when disease enters the picture.

Case studies of diseases carried by products may include blood products (which can carry Hepatitis C), beef products, which may transmit vCJD, (the human form of BSE/“mad cow disease”), and illegal drugs. How do states and regions combat such threats as they debate the appropriate limits to government intervention? What is the role of international organizations in the construction of national policy?

A core assignment of the seminar is a research paper which compares the approaches of two nations to one such health problem.

Note: cross-listed with CH 186
Prerequisite: Junior standing & 2 social science course

Sociology 187 Seminar: Children of Immigrants and Immigrant Children
Paula Aymer
Time Block: 5 – Monday 1:30 – 4:00
Sociology outside the classroom opportunity
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 cross culturally, 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.

Prerequisite: Junior standing, Sociology 001, or consent

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.
**Major in Sociology**

**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 qualitative methods (Sociology 102),
1 course in sociological theory (Sociology 103),
and seven (7) additional courses in sociology, including at least 1 seminar numbered 180 or above. At least two of the core courses (Sociology 1, 101, 102, 103) must be taken within the department.

**Minor in Sociology**

The Sociology Department offers a minor program.

**REQUIREMENTS**
Soc 1 and
Soc 101 or Soc 102
Three additional courses with common area of interest or concern approved by Sociology Minor Advisor Susan Ostrander susan.ostrander@tufts.edu. Two of these three must be 100 level courses.
One Soc class numbered 180 or above in the same common area.
The sign-up sheets are located in the department office, Eaton Hall, room 115.
Several Sociology courses this semester offer the opportunity to do Sociology outside the classroom. Learn about communities off-campus by doing field research. Integrate volunteering in a local community organization with academic course material. Sign up for the Sociology credit internship and work in an organization of your choice that matches your interests. The courses are listed below and designated within as Sociology outside the classroom opportunity. Read how each offers a different approach to doing Sociology outside the classroom:

- Soc. 99 Internship
- Soc. 102 Qualitative Methods in Action
- Soc. 184 Nonprofits, States and Markets
- Soc. 187 Immigrant Children & Children of Immigrants