TUFTS UNIVERSITY

ANTHROPOLOGY

SPRING COURSES 2006
Welcome! On September 21, 2005, Anthropology became an independent department. We look forward to celebrating with the Anthropology Collective, and hope you will join us! Please pick up our celebratory and informative Anthropology Department Newsletter outside Eaton 115, or at: http://ase.tufts.edu/socanth/

We are offering several new courses next semester: “Evolutionary Medicine” (Anth 149-02) taught by Prof. Stephen Bailey; “Health, Power, and Society in South Asia” (Anth 185-01) taught by Prof. Sarah Pinto; “Identity Politics” (Anth 149-03) and “Comparative Immigration” (Anth 185-02) taught by Prof. Erick Castellanos; and “Introduction to the Arts of Africa” (Anth 149-04) and “Translocal to Transnational: The Career of Yoruba Art and Artists” (Anth 149-05) taught by Professor Peter Probst of the Art History Department.

Anthropology at Tufts is unique in offering several Public Anthropology seminars, in which you carry out hands-on field research in community partnership projects in Medford and Somerville. Please take the opportunity of taking one during your time at Tufts. My “Place, Race, Memory: The West Medford Afro-American Remembrance Project” (Anth 187) is offered next semester, and Prof. Castellanos’ “Comparative Immigration” (Anth 185-02) includes a Public Anthropology component.

On Tuesday, October 25, 2005, Tufts will host the Greater Boston Anthropology Consortium Roundtable on “Reenactment and the Memory of War.” Please join us in the Rabb Room, Lincoln-Filene Center, 4.30-6.00pm, and stay for some Southern BBQ from Redbones afterwards! Before the roundtable, view the mini-Encampment of reenactors of the 54th Massachusetts Regiment (featured in the film “Glory”) outside the Tisch Library from 9 am to 4 pm. Hope to see you there!

The Greater Boston Anthropology Consortium (GBAC) Student Conference will take place in late February or early March, 2006 (transport provided). We invite you to submit a research paper you’re proud of. Please e-mail an abstract—a summary of your paper—of about 250 words to me (rosalind.shaw@tufts.edu) by Friday, November 18th. Tufts students were a great success at last year’s conference. Check out the articles in the Anthropology Department Newsletter (URL above) and the Anthropology Collective Newsletter (URL below): http://ase.tufts.edu/socanth/Anth/collective/newsletter.html

Finally, consider joining the Anthropology Collective. This year Molly Whittington is Coordinator (Steering Committee members: Arielle Aronson, James Fraser, Alicia Harvie). Contact tufts.anthro.collective@gmail.com for information on how to join. And check out their great website: http://ase.tufts.edu/socanth/Anth/collective/index.html

Rosalind Shaw, Chair, Department of Anthropology

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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
dpacini@rcn.com

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 Kevin Taylor Anderson  617-627-2509  129 Eaton Hall
Ph.D. candidate, University of Massachusetts, Amherst
Interests: Visual and Medical Anthropology
kta@anthro.umass.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
Lecturer Alexandre Enkerli  617-627-2463  128 Eaton Hall
PhD candidate, Ethnomusicology, Indiana University, Bloomington
Linguistic anthropology; ethnomusicology; West Africa (Mali); hunters’ songs and speech.
enkerli@gmail.com

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

Assistant Professor Astier Almedom, Henry R. Luce Professor in Science and Humanitarianism, Department of Biology and the Gerald J and Dorothy R. Friedman School of Nutrition Science and Policy.
DPhil, Oxford University
Biological and medical anthropology; psychosocial well-being in settings of complex emergency; public health policy; forced migration and health; environmental health; health promotion program planning, monitoring and evaluations.
astier-m.almedom@tufts.edu

Visiting Scholar Hillary Crane
PhD, Brown University
Religion, gender, and medical anthropology; Filipina immigrants in Seattle; Catholics with Celiac Disease in New England; the masculinity project of Taiwanese Buddhist nuns
hillary.crane@tufts.edu

Assoc Professor Peter Probst, Department of Art and Art History
D.Phil.Habil., University of Bayreuth;
D.Phil., Free University, Berlin
Art of West and Southern Africa; African and diasporic visual culture; public art and national culture; memory and monuments; and the Anthropology of Art
peter.probst@tufts.edu
Anthropology 020: Physical Anthropology
Stephen Bailey
Time Block: F+ – Tuesday & Thursday 12:00-1:15

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.

Prerequisites: None

Anthropology 115: Native Peoples of South America
David Guss
Time Block: F+ – Tuesday & Thursday 12:00-1:15

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 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 hunters and gatherers such as the Yanomami, lowland horticulturalists such as the Yekuana and Tukano, and Andean herders and planters such 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.

NOTE: Cross-listed as ENVST 115

Prerequisites: None
Anthropology 128: Mesoamerican Archeology  
Lauren Sullivan  
Time Block: M+ – Monday & Wednesday 6:00-7:15  
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 128  
**Prerequisite:** Anthropology 30 or consent.

Anthropology 149-01: The Anthropology of Tourism  
Cathy Stanton  
Time Block: M+ – Monday & Wednesday 6:00-7:15  
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:** None

Anthropology 149-02: Evolutionary Medicine  
Stephen Bailey  
Time Block: 10 - Monday 6:30-10:00  
Emerging biomedical, anthropological, and ecological perspectives on the "arms race" between humans and disease. Coevolutionary theory. Interplay of disease risk, natural selection, and human behavior. Basic genetic epidemiology and pathology. Health consequences of westernization, modernization, and ecological disruption. Relationships between disease risk and host factors such as sex, age, ethnicity, class, nationality, and occupation. Comparisons between zoonotic infectious diseases such as SARS, Avian Flu, and Ebola; "traditional" infectious disease such as Malaria and TB; and noninfectious diseases of modernity, such as Coronary Heart Disease,
Hypertension, Asthma, Bipolar Disorder, and Attention Deficit /Hyperactivity Disorder.

**Prerequisite:** Anth 20 or introductory Bio

**Anthropology 149-03: Identity Politics**  
Erick Castellanos  
Time Block: L+ - Tuesday & Thursday  4:30-5:45

This course will focus on the intersection between identity and politics. Drawing from both historical and contemporary issues, students will examine the role of politics in the formation of identity and the influence different forms of identity play in popular debates, social activism, and policymaking. The material covered will focus primarily on the United States using Latinos as a case study. However the course will conclude with a few examples from abroad. While we will draw from primarily anthropological sources and theory, we will use a multi-disciplinary framework to attempt to address the complex relationship between identity and politics. Specific issues that will be addressed include memory, civil rights, affirmative action, desegregation, bilingualism, immigration, gender, and class. The course will be comprised of both lectures and discussion. Students should be ready to participate at every meeting.

**Anthropology 149-04: Introduction to Arts of Africa**  
Peter Probst  
Time Block: K+ - Mon & Wed 4:30-5:45

Survey of the diverse arts of Africa from antiquity to the present. Each class is devoted to a particular theme, emphasizing the ways the visual arts reflect and function with respect to larger cultural issues. Within this context, students consider the relationship of art to religion, cosmology, gender, identity, and political power.  
Note: Cross-listed with FAH 004  
**Prerequisites:** None

**Anthropology 149-05: Translocal to Transnational: The career of Yoruba art and artists**  
Peter Probst  
Time Block: 11 - Tuesday  6:30-9:30

Since the first ethnographic accounts at the beginning of the 20th century, the study of Yoruba art and culture in Southwest Nigeria has undergone a remarkable career. From the unveiling of Africa’s glorious past, over the discovery of the “Black Atlantic” and the dynamics of cultural syncretism, to the study of the repercussions of the notion of cultural heritage and the work of cultural canonization—in regular intervals, “the case of the Yoruba” turned out to be paradigmatic for the study of African art history and anthropology in general. The course aims to revisit these different phases, in this way providing an insight into the various
turns and shifts the study of African art has gone through from its inception up to today.
Note: Cross-listed as FAH 171

**Anthropology 162: Anthropological Approaches to Art and Aesthetics**
David Guss
Time Block: 6+ – Tuesday 1:30-4:30
Aesthetic systems in cross-cultural perspective of art in societies often having no categories for differentiating such work. Issues of specialization, gender, embeddedness, symbolism, craft versus fine art, and representation (the invention of the “primitive”) via examples from the Amazon, the American Northwest, Aboriginal Australia, and the twentieth-century avant-garde.

Wolff, Janet The Social Production of Art
Berger, John Ways of Seeing
Errington, Shelly The Death of Authentic Primitive Art
Course Packet
**Prerequisite:** Junior standing or consent.

**Anthropology 185-01: Health, Power & Society in South Asia**
Sarah Pinto
Time Block: 7 – Wednesday 1:30-4:00
Globalization, outsourcing, urban migration, rural development. National politics, religious identities, women’s movements, family dynamics. These are some of the elements affecting health and health care in South Asia today. This course will examine health conditions in South Asia, and the forces and factors that give shape to illness, disease, healing, reproduction, and access to care. Our discussions will be oriented around case studies such as the Bhopal disaster and its aftermath, recent vaccination campaigns, pharmaceutical markets in India, the commodification of Ayurvedic medicine, Coca-Cola’s impact on local health conditions, the Emergency’s impact on family planning in India, models of schizophrenia in India and Pakistan and depression in Sri Lanka, comparative reproductive health programs in Bangladesh, India and Pakistan, and health care access among the urban poor. In all cases, we will ask how history, politics, and social and cultural contexts are part of the picture of health and healing in this diverse and complex region.
**Prerequisite:** One Anthropology or Social Science course

**Anthropology 185-02: Comparative Immigration**
Erick Castellanos
Time Block: 5+ – Monday 1:30-4:30
Immigration lies at the forefront of numerous political, economic, social, and cultural debates both in the United States and in Europe. This course covers the issues that arise as a result of contact between immigrant and local populations from an anthropological perspective. By employing a comparative approach between the United States and Europe, the course will shed light as to which
issues are specific to certain cultural, social, and political circumstances and which are a common result of the general migratory process. We will draw on theoretical perspectives on citizenship, assimilation, integration, marginalization, multiculturalism, and pluralism to examine specific case studies from France, Britain, Italy, and the United States.

This seminar will include a public anthropology component. In partnership with community organizations, students will conduct a limited amount of ethnographic field research on Latino communities in Somerville through interviews with community leaders and residents. **Prerequisite:** Junior standing or consent.

**Anthropology 187: Place, Race, and Memory: The West Medford Afro-American Remembrance Project**
Rosalind Shaw
Time Block: 8+ - Thursday 1:30-4:30

This is a Public Anthropology seminar in which you will carry out first-hand ethnographic research in collaboration with a community initiative, the West Medford Afro-American Remembrance Project. West Medford forms part of one of the oldest African American communities in the United States. Against overwhelming odds, many African American men and women from West Medford became pioneers, artists, entrepreneurs, and leaders before and during the Civil Rights era. You will document the legacy of one of those pioneers and leaders. Working in pairs, you will conduct oral historical interviews, collect photographs and memory objects, and write a biography. By so doing you will learn how broader historical processes such as Desegregation were experienced locally, in the lives of specific people. Through this research you will help build up a collection that will be used as the basis for a website, for teaching materials for local schools, and for an exhibition at the Medford Historical Society Museum. You will also present an excerpt from the biography you write at a community event in West Medford. In this way you will not only learn about social memory, but also help to create it.

In addition to attending class, you will be asked to:
- Attend a briefing in West Medford at which you will meet your interviewees (Saturday afternoon, February 4, 2006).
- Over six weeks, conduct two interviews and assist your partner with two of theirs.
- Read an excerpt from your biography at a concluding celebration in West Medford (Saturday afternoon, May 6, 2006).

**Anthropology 191: Directed Reading**

**Anthropology 197: Directed Research**

**Anthropology 198: Apprenticeship in Anthropological Research**

**Anthropology 199: Senior Honors Thesis**
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 upper-level seminars (160 or higher)
One sociology course
One course directly related to major from another field, (to be selected in consultation with advisor)
Majors are encouraged to select a senior thesis.

DECLARING A MAJOR IN ANTHROPOLOGY
If you would like to declare a major in Anthropology, you should select a faculty advisor from Professors Stephen Bailey, David Guss, Deborah Pacini Hernandez, Sarah Pinto, Rosalind Shaw, or Lauren Sullivan. Try to speak to several of us first to discuss your interests, goals, and expectations. It’s also a good idea to speak to some of our advisees in order to make sure that your prospective advisor’s advising style is a good “fit” for you. Once you have selected your major advisor:

• Fill out the blue “Declaration of Major” form. You can pick this up in the department office. Have your current advisor sign it, and collect your folder from him or her.

• Take the blue form to your new Anthropology advisor, and have him/her sign it.

• Take the signed blue form and your folder to our Department Secretary, Tanya Connolly. She will photocopy and initial your blue form and keep your file in the Department Office.

• Take the signed blue form to the Dean of Advising Office, Dowling Hall. Congratulations: you are now an Anthropology major!

DOUBLE MAJORS: Use the same blue form to declare a second major. Please make sure both of your major departments have copies of your folder from your original advisor. Ask the first department to copy your folder for the second department.

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1 Professor Guss is on leave until January 2006. He will be back in Spring 06.
2 Professor Pacini Hernandez is on leave for 2005-06. She will return Fall 06.
Sociology

Spring Courses

2006
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. 130 Wealth, Poverty, and Inequality
- Soc. 149-01 Social Change and Community Organizing
- Soc. 187 Transnational Communities

Cover photo by Sarah Sobieraj 2004
Activists in Boston outside of the Democratic National Convention protest the crackdown on permitted public protest, arguing that activists were treated as if they were terrorists in the name of national security. The hoods were intended to reference the photos from Abu Ghraib, while the posters suggest that fear has been used to justify the persecution of many groups. Other protesters carried signs that read "I am not a terrorist."
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PAULA AYMER. CHAIR
Associate Professor
Ph.D., Sociology
Northeastern University
Immigration; labor migration; Race and ethnic relations; women and work; family; religion

JOHN E. CONKLIN
Professor
Ph.D., Sociology
Harvard University
Criminology; deviance; sociology of law; sexual behavior

JAMES G. ENNIS
Associate Professor
Ph.D., Sociology
Harvard University
Social psychology; research methods; social movements

MATTHEW GREGORY
Lecturer
Ph.D., candidate, Sociology
Boston College
Sociology of war and peace; political sociology

PAUL JOSEPH
Professor
Ph.D., Sociology
University of California, Berkeley
Sociology of war and peace; political sociology
JEFFREY LANGSTRAAT
Lecturer
Ph.D. candidate, Sociology
Boston College
Sociology of sexuality and gender; social movements

SUSAN A. OSTRANDER
Professor
Ph.D., Sociology
Case Western Reserve University
Gender; feminist theory; nonprofit organizations; social
inequalities; field
research methods; social action/public service

RAQUEL RIVERA
Andrew W. Mellon Post-doctoral Fellow
Ph.D., Sociology
Graduate Center of the City University of New York
Race and ethnicity, urban sociology, cultural studies, latino studies

SARAH SOBIERAJ
Assistant Professor
Ph.D., Sociology
SUNY Albany
Political sociology; mass media; civil society and the
public sphere;
sociology of culture; social movements

ROSEMARY C.R. TAYLOR
Associate Professor
Ph.D., Sociology
University of California-Santa Barbara
Political sociology; social policy; medical sociology;
organizations
Sociology
Spring 2006

Sociology 001: Introduction to Sociology
Sarah Sobieraj
Time Block: J+ – Tuesday & Thursday 3:00-4:15
Introduction to sociological perspectives and concepts for observing and analyzing interaction in large and small groups. How societies maintain social control, set up stratification systems based on race, class and gender, and regulate daily life through institutions such as families and education. Emphasis will be placed on the uses of Sociology.

Sociology 020: Family & Intimate Relationships
TBA
Time Block: L+ – Tuesday & Thursday 4:30-5:45
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.

**Sociology 040: Introduction to Mass Media**  
*Sarah Sobieraj*  
**Time Block: F+ – Tuesday & Thursday 12:00-1:15**

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**  
*Sociology outside the classroom opportunity*

**Sociology 101: Quantitative Research Method**  
*TBA*  
**Time Block: I+ - Monday & Wednesday 3:00-4:15**

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

Soc 102 is about how to do research –
how to design a research problem, how
to gather data and evaluate evidence –
using qualitative methods. 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 and research
question to investigate for the semester. In spring 2006
one option (not a requirement) will be to participate in
the study of “Local Epidemics” by examining how
communities in Massachusetts have understood and tried
to cope with their own epidemics in the 20th and 21st centuries. How, for example, did Medford respond to polio in the fifties, before and after a vaccine became available? What are local health departments being asked to do today to combat perceived future threats to health such as bioterrorism and avian flu? Students will learn how to locate and compile the “invisible records” of these struggles.

Whether students work on this theme or alternative topics they will be introduced to a range of data collection strategies: participant observation, interviewing of different 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. Students will then learn how to analyze their data and produce a final paper.

Prerequisites: one social science course and sophomore standing or consent

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

*Rosemary Taylor*

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

This course will explore 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; the politicians, administrators and communities who try to prevent or contain disease at both the local and international level; and the artists, composers and literary figures who interpret the effects of the great pandemics. 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 polio, West Nile virus and SARS and the global challenge of AIDS. Prerequisites: None
HIGH DEMAND

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 and sophomore standing

**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 whether we are affluent, low-income, or somewhere in between. This course examines current sociological research and theory about why these inequalities exist and how they affect us, looks at beliefs and ideologies, analyzes upward and downward social mobility, and offers alternatives for a more economically and socially just society. The United States is the main focus, with some attention 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:
Upper Class. Allan Johnson. 2001. Privilege, Power, and Difference. 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 local agencies) with a final written report integrating experiential and academic learning.

Prerequisite: One Soc or social science course
NOTE: Crosslisted as PJS 130

Sociology 135: Social Movements
Matthew Gregory
Time Block: J+ Tuesday & Thursday 3:00-4:15
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 141: Medical Sociology
TBA
Time Block: G+ Monday & Wednesday 1:30-2:45
Sociopolitical context within which health, illness, and medical care are defined. Training and role delineation of health workers. Benefits and liabilities of becoming a patient. Social control implications of increasing medical intervention. Analysis of medical transactions in the...
examining room. Economic and organizational structure of the health-care delivery system.  
**Prerequisite:** sophomore standing.

**Sociology 149-01: Social Change & Community Organizing**  
* Susan Ostrander  
Time Block: F+ Tuesday and Thursday 12:00-1:15  
*Sociology outside the classroom opportunity*  
Grassroots community organizing creates social change. Organizing brings people together to improve the conditions of their own lives, gain collective power, and build social justice locally and globally. Organizing provides opportunities for people to be active agents in society and community. Women, especially women of color, are often community leaders.

Through readings, videos, and guest speakers, we will explore different theories of community and community organizing, examine strategies and approaches used in specific organizing campaigns, and discuss current debates about civic engagement, active citizenship, social justice, and democracy. Students will explore local community organizations and local organizing, and gain hands on experience in a community organizing project. Course requirements include frequent short written experiential and analytical exercises applying ideas from reading and integrating active learning with conceptual analysis. There are no exams.  
Books may include:  
Organizing for Social Change.
NOTE: Crosslisted as PJS 149-01 and with Women’s Studies

Sociology 149-01: Homelessness in America
Roberta Rubin
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 & CD143

Sociology 182: Seminar in Criminology
John Conklin
Time Block: 6 – Tuesday 1:30-4:00
Prerequisite: Sociology 112 preferred
Sociology 187: Transnational Communities: Cross-Disciplinary Approaches to New Immigrants in the US  

Paula Aymer  
Time Block: 7 - Wednesday 1:30-4:00  
Sociology outside the classroom opportunity

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

Sociology 188-02: From Hip Hop to Reggaeton: New Directions in Latino Youth Culture  
Raquel Rivera  
Time Block: Tuesday 4:30-7:15  
This seminar will examine two of the newest trends in Latino youth cultures: hip-hop and reggaeton. This course will attempt to complicate the largely a-historical treatment of hip hop and reggaeton in mass-mediated portrayals by engaging in a cultural studies critique of youth cultural formations. Given the dearth of
scholarly analysis of these topics, students will: research and critically examine the literature that is available, both academic and popular; identify necessary areas of study; and embark on a semester-long research project designed to expand the body of knowledge available on the subject. Students will develop individual research projects, while working closely with one another, sharing ideas and resources, and critically analyzing each others’ work.
Prerequisite:  Soc 188B/Anth 149C or Anth 185C/Soc 188C 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

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 course in sociological theory (Sociology 103)
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, i.e. 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.

**Minor in Sociology**

The Sociology Department offers a minor program.  
**REQUIREMENTS**

Soc 1 or Soc 101

Three middle level courses with common area of interest or concern approved by Sociology Minor Advisor Susan Ostrander susan.ostrander@tufts.edu.

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.
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http://ase.tufts.edu/socanth/