

SOCIOLOGY DEPARTMENT

COURSE TITLES & FALL 2015 COURSE DESCRIPTIONS

(N.B. The titles of the courses offered in Fall 2015 are in **bold face print**)

DEVIANCE/CRIMINOLOGY/ LAW

20732 Introduction to Criminology
33079 Rethinking Crime and Justice
33750 The Sociology of Violence
 43704 Law, Society & Crim. Justice
 43730 Crime and Dev in Ideolo Persp
43732 Controv & Crises in Modn Crim

FAMILY

20342 Marriage and Family
 43377 Family, Gender & Employment

CULTURE/MEDIA

20100 Intro to Cultural Sociology
 23195 Media, Technology, and the Good Life
 30109 Sociology of Culture
 33191 Consum. Cult. & Cult. of Consum
 33199 Social Networks
43101 Telling About Society
43110 Media, Technology & Society
 43113 Cultural Sociology
 43162 Aesthetics of Latino Culture
 43165 Art in Everyday Life
 43171 Materializations of America
 43197 Culture, Morality & Society

SOCIAL PSYCHOLOGY

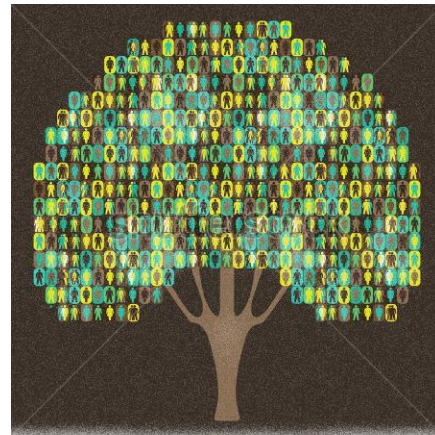
10722 Intro to Social Psychology
20722 Intro to Social Psychology
 43713 Socialization and the Life Course
43719 Self, Society and Environment
 43774 Society and Identity

EDUCATION

20228 Social Inequality & Amer Ed
 20260 Rel. & Schooling in Amer. Society
 30235 Sociology of Education
 43228 Controversies in Education
 43240 Research on School Effects
43281 Racial/Ethnic Educational Ineq.
 43290 Education Policy in a Reform
 and Data-Driven World

RELIGION

20610 Sociology of Religion
 20683 Religion, Gender and Family
 30408 Rel. in Intl. & Global Relations
 30600 Peace vs. Justice
 30602 Jerusalem: Peace or Apoc.?
 30605 Religion Nationalism & Peace
 30671 Cath. In Contemp. America
30672 Religion and Social Life
 30675 Rel., Mod., Secularizm, Rel. Persistence
 40604 Tolerance: Ethical Perspective
 40606 Rel. & Demo. In Comp. Per.
 40607 Love & Violence: ...
 43600 Society and Spirit
 43662 Religion and American Society
 43691 Religion and Soc Activism



MIGRATION, DEMOGRAPHY, & MEDICINE

20014 Health and the Latino Paradox
20410 Health, Medicine & Society
 20479 Latinos in American Society
23470 Making Latinos: ...
33458 México-U.S. Border Imm. Sem.
43402 Population Dynamics
 43404 Internat Mig: Mex & the US II
 43471 Soc. Aspects of Mental Health
43479 Intl. Migration & Human Rts.
43490 Mexican Immig.: South Bend Study

THEORY/METHODS/ RESEARCH

23951 Found of Int. Research Design
30900 Foundations of Soc. Theory
30902 Methods of Soc. Research
30903 Stats for Social Research
30952 International Research Design
35900 Soc. Research Apprentices
41800 Senior Thesis Workshop
 43901 Power & ID in Mod. Society
43991 Sociology Research Practicum
48000 Directed Research
48009 Senior Thesis Capstone Project

POLITICAL/DEVELOPMENT/ ECONOMIC/ENVIRONMENT

20501 Glob. & Social Movements
 20502 Today's Organizations
 20533 Responding to World Crisis
 20541 Soc. of War and Terror
20550 Devel. & Human Well-Being
 30505 Aid and Violence
 30514 Social Movements
 30518 Sociology of Money
 30581 Racism & Activism
 33501 Political Protest in a Global...
 40505 Globaliz. & Its Discontents
 43510 Governance and Africa
 43513 Sociology of Development
 43524 Employment in a Chang Econ
 43527 Social Network Analysis
 43553 Building Democratic Insts.
 43558 Comparing European Societies
 43563 Nationalism & Globalization
 43578 Chile in Comparative Persp.
 43579 Social Org. of Secrecy & Dec.
43590 Sociology of Economic Life

STRATIFICATION/RACE & ETHNICITY/GENDER

20810 Gend Roles & Violence in Soc
 20838 Social Inequality
20870 Inner City America: Decoding
 30806 Race & Ethnicity: ...
 30838 Poverty, Ineqal., & Soc Strat
 30846 Today's Gender Roles
 33062 Latino Community Organizing
 Against Violence Seminar
43839 Unequal America

MISCELLANEOUS/CROSS LISTED

10002/20002 Understanding Societies

10033/20033 Intro to Social Problems

23011 Selflessness and Selfishness

30019 Sociology of Sport

30028 Survey of Hist. Dev. In Amer. Educ.

30048 Latinos and the City

30086 Race & Ethnicity/Lat. Pop in U.S.

33001 Sociology, Self, & Cath. Soc. Trad.

33066 Soc. Concerns Sem.: Border Issues

33090 Proseminar

40001 Time & Society

40034 Gender & Violence

43016 Visual Soc.: Explor. Society Photo.

45000 Sociology Internships

46000 Directed Readings

COURSES THAT FULFILL THE

UNIVERSITY "SOSC"

REQUIREMENT

13181 First Year Seminar

10002/20002 Understanding Societies

10033/20033 Intro to Soc. Problems

10722/20722 Intro to Soc. Psychology

20100 Intro. to Cultural Sociology

20342 Marriage and the Family

20732 Introduction to Criminology

23011 Selflessness and Selfishness

30672 Religion and Social Life

FIRST YEAR SEMINARS

13095 Media, Tech., & the Good Life

13181 Breaking the Rules

13181 Contemp. Educational Issues

13181 Cultural Sociology

13181 Forming Citizens & Persons in America's Schools

13181 Materializing America

13181 Responding to International Crisis

13181 Sociology in Action

13181 Social Interaction

13181 Sociology of Money

13181 Sociology of Motherhood

13181 The Sociological Imagination

13181 Understandings of Democracy



DEPARTMENT OF SOCIOLOGY

**UNDERGRADUATE COURSE DESCRIPTION BOOKLET
Fall 2015**

"Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies, and how people interact within these contexts. The subject matter of sociology ranges from the intimate family to the hostile mob; from organized crime to religious cults; from the divisions of race, gender and social class to the shared beliefs of a common culture; and from the sociology of work to the sociology of sports. Few fields have the broad scope and relevance for research, theory, and application of knowledge that Sociology has." -American Sociological Association (http://www.asanet.org/cs/root/topnav/sociologist/what_is_sociology)

What can you do with a Sociology degree?

Lots of things! By learning about and exploring the factors that impact people's behavior and environments and by developing research skills, you will be well-prepared for the global and technological nature of the 21st century business world and for service in our multicultural communities, schools, and nonprofit organizations. Moreover, if graduate school (or law or medical school) is in your future, you will definitely be prepared for the challenges you will face because in the Sociology major, you will have lots of opportunities to do research and to sharpen your critical thinking and writing skills.

Notre Dame Sociology alums enter fields as diverse as business, law, medicine, health care administration, politics, religious ministries, research institutes, social work, teaching, university professorates, etc. Whether it is work or further study, you will be able to pursue your chosen career with confidence by majoring in sociology.

Studying Sociology

For general introductions to sociological studies, students are encouraged to take **Understanding Societies (Soc 10002/20002)**, **Intro to Social Psychology (Soc 10722/20722)**, or **Intro to Social Problems (Soc 10033/20033)**. Other 20000 level courses that provide good opportunities to see how sociologists study social phenomena include **Marriage and Family (Soc 20342)**, **Intro to Criminology (Soc 20732)**, and **Selflessness and Selfishness (Soc 23011)**. Students are urged to start the major as early as possible, but they may declare the major or change majors at any time as long as they are able to fulfill the requirements.

MAJOR REQUIREMENTS

Sociology majors must take a minimum of **31 credit hours (usually 10 three-credit courses and the one-credit Proseminar course) offered by the department. The requirements for the major are as follows:**

- A. These **four** cornerstone courses are **required** of all majors (for a total of 10 credits) and should be taken as soon as possible after declaring the major:

Soc 30900	Foundations of Sociological Theory
Soc 30902	Methods of Sociological Research
Soc 30903	Statistics for Social Research
Soc 33090	Proseminar

- B. Each major also must acquire at least **twelve credits of Sociology elective courses**, usually consisting of four, 3-credit courses. These courses may be at **any level**, 10000 through 40000.
- C. Each major must take a **minimum of three, 3-credit, 40000-level courses** (for a total of **9 credits**). These courses must be either seminar courses (numbered 43xxx) or research-based (numbered 48xxx). If a 40000-level course is not a seminar or research-based course, it will be counted in the electives category.

Advising Policy in Sociology. Each student is assigned to a Sociology faculty advisor immediately after declaring the major. (See the advisor-advisee list on the department's web site and on the undergraduate bulletin board just outside of 810 Flanner Hall.) Advisor assignments are based, as far as possible, on the individual interests of each student. Working closely with a faculty advisor, each student can map out a personalized program of study that will satisfy the department's requirements for the major and simultaneously accommodate the student's academic interests and career aspirations. Students may meet with their advisors at any time, but **must meet prior to registration**. In addition, all students are encouraged to **consult the Director of Undergraduate Studies (DUS)** on general questions about the major as well as for **degree audit** issues and for **study abroad** advising and approvals.

HONORS TRACK

The Sociology Honors track offers students an opportunity to add depth and special distinction to their Notre Dame Sociology degree, which will be advantageous whether they plan on graduate school, professional school, public service, business, etc. Students who excel in their initial Sociology courses may be invited by the DUS to participate in the Sociology Honors track upon the recommendation of a member of the faculty. Interested students may also contact the DUS on their own for information about participation.

The Sociology Honors track requires, in addition to the courses required of all majors:

1. A senior thesis via the Senior Thesis Capstone Project (Soc 48009), which the students present at the department's Senior Thesis Poster Session, held in April each year. Students are also required to submit their thesis for publication, either to an undergraduate research journal or to a professional journal.
2. At least one, 3-credit, graduate level Sociology course.

Honors Track Advising. Students enrolled in the Sociology Honors track will all work closely with the DUS. In addition, every student will have an individual faculty director for their senior thesis project. Students may identify a faculty member willing to serve as their individual director or seek the advice of the DUS in finding an appropriate mentor. Students interested in the Sociology Honors track should meet with the DUS as soon as possible, preferably during their sophomore year, to discuss their interests and aspirations.

DOUBLE MAJORING

The Sociology major combines very well with a number of other majors. Many students also major in APH2 or SCPP, Business, Psychology, Political Science, a foreign language, or Economics. Some students combine Sociology with a supplementary major or a minor, such as Computer Applications; Business Economics, Hesburgh Program in Public Service; Education, Schooling, and Society; Poverty Studies, or Peace Studies. **Students from another college (e.g., the College of Business or Science) who declare Sociology as a second**

major do NOT have to meet all the requirements of the College of Arts and Letters but rather just those of the college in which their primary major resides.

Students pursuing the major in Sociology must meet all requirements of the department or have approved equivalent courses. In all cases, the department tries to be flexible when working out an individual student's program.

SOCIOLOGY INTERNSHIPS

The Sociology major offers an exceptional array of internship placements that provide students with the opportunity to work at a local organization or agency in a field related to Sociology, while earning 3 elective credits through **Soc 45000, Sociology Internships**. Normally a student takes a regular academic course on a relevant topic in preparation for an internship. Participation in the Sociology Department's Internship program requires an application and the approval of the instructor.

STUDY ABROAD

The Sociology department encourages its majors to study abroad as a great way to stretch their "sociological imagination." In fact, cross-cultural comparison is one of the most basic sociological methods. Most abroad programs offer courses in Sociology or a related field; and majors may take up to 6 credits, which can be counted toward the required 12 elective credit hours. These courses must be approved by the DUS. **Before going abroad, all majors are strongly urged to take the four cornerstone 30000-level courses, or at least Soc 30900 and 30902.**

ADDITIONAL PROGRAM FEATURES

SOCIOLOGY WEBSITE: <http://sociology.nd.edu/undergraduate-program/>

Here, students will find links providing contact information, the advisor-advisee list, Sociology course information and major requirements, frequently asked questions, the honors track, graduate school planning, and career opportunities. In addition, students can get acquainted with some of our existing majors and learn more about writing and research in sociology.

ALPHA KAPPA DELTA: Alpha Kappa Delta (AKD) is an international honor society in Sociology, founded for the purpose of stimulating scholarship and promoting the scientific study of social phenomena for the promotion of human welfare. Academically distinguished students are nominated for membership in Notre Dame's Epsilon Chapter of AKD in either their junior or senior year. As seniors, those who were initiated in their junior year are encouraged to become involved in activities that enhance the intellectual life of the department.

SOCIOLOGY UNDERGRADUATE COURSE DESCRIPTIONS

Fall 2015

SOC 10002

Understanding Societies

Section 01: Christian Smith – MWF 10:30 – 11:20

Section 02: Kevin Christiano – TR 2:00 – 3:15

Section 03: Kraig Beyerlein – TR 3:30 – 4:45

What does it mean that humans are social creatures and how does participation in social life shape people's personal life experiences and outcomes? How and why do people together create and sustain cultures, groups, institutions, and organizations? And how do these form people's relationships, actions, and experiences? This course introduces students to the discipline of sociology as a way to better understand how personal behaviors and life outcomes are profoundly influenced by a variety of social structures, and how their actions in turn maintain and can transform these social structures. Course readings and discussions will focus on the experience of community in modern society, young adult culture, marriage and family, inequality and poverty, civil rights, and disruptive social movements fighting for social structure change – particularly in the United States. Along the way we will learn a bit about social research methods and philosophy of social science, both of which will help students be smarter thinkers and consumers of social science research findings. Students will, as a result of taking this course, better understand both the society and world in which they live and the character and outcomes of their own personal lives. **(First Year Studies Only)**

SOC 10033

Introduction to Social Problems

Section 01: Erika Summers-Effler – TR 12:30 – 1:45

Section 02: Richard Williams – TR 9:30 – 10:45

Today's society is beset by many serious social problems, for example, crime and deviance, drug abuse and addiction, domestic violence, hunger and poverty, and racial/ethnic discrimination. How do we think about these problems in ways that lead to helpful solutions? In what ways does one's own social background and role in society affect his/her views of these problems? In this course, students will learn to take a sociological perspective not only in examining the causes, consequences, and solutions to some of society's most troubling social problems, but also in taking a critical look at their own perceptions of the problem. **(First Year Studies Only)**

SOC 10722

Introduction to Social Psychology

Jessica Collett

MWF 11:30 – 12:20

The overarching goal of this class is to provide students with a working knowledge of social psychology and to stimulate an interest in ourselves, the world around us, and the connections between the two. This is a course about how we become who we are - how our personalities (or ourselves) are shaped by others, the groups we belong to, the social structures around us, and our interactions as social beings. However, interaction is a process between entities, a two-way street. Hence, it is not only about how the world around us shapes who we are, but also a course about how we shape others, the groups that we belong to, and the social structures around us. **(First Year Studies Only)**

SOC 13181**University Seminar: Breaking the Rules: Studying Criminal Behavior & How Society Controls It****Section 01: Michael Welch****TR 12:30 – 1:45**

This course is designed to help students acquire an understanding of criminal behavior in America and how society deals with it. Particular attention will be directed toward examining the fundamental concepts of criminal behavior and social control (both formal and informal types), as well as other important underlying questions (e.g., the necessity and limits of social control). Students will be introduced to important concepts and theoretical perspectives from criminology and the social sciences, and will be asked to apply what they learn in written commentaries and in intensive discussions of assigned readings. In addition to leading and participating in these class discussions, each student will be assigned to a research group. These groups will be required to construct and deliver an in-class presentation on an assigned topic that relates to the course. **(First Year Studies Only)**

SOC 13181**University Seminar: Forming Citizens and Persons in America's Schools****Section 02: David Sikkink****TR 11:00 – 12:15**

This course investigates how elementary and high schools influence moral and civic formation of students. It focuses on how school organization and culture shapes public and private virtues, including civic commitments and volunteering as well as moral commitments in personal and family life. By comparing religious and nonreligious schools, the course seeks to understand how schools can better prepare Americans to be active and productive citizens in our democracy. It seeks to answer questions such as: How and why do schools make a difference in forming good citizens? What organizational and cultural characteristics of schools affect the life directions of students? What social trends create obstacles to an effective civic and moral education in schools? What advantages and disadvantages do religious schools have for moral and civic education? This class will strive to use the tools of sociology to analyze moral and civic formation, and to improve analytical and writing skills through class discussion and essays. **(First Year Studies Only)**

SOC 13181**University Seminar: Cultural Sociology****Section 03: Lynette Spillman****TR 5:05 – 6:20**

This class explores how cultural categories, symbols and rituals are influenced by social groups. Topics to be covered include culture in everyday life, identity and social status, symbolic power, the mass media, and the arts. Our goal will be to develop and practice skills in identifying and explaining cultural differences. Class requirements include extensive readings, consistent discussion, and weekly writing. **(First Year Studies Only)**

SOC 13181**University Seminar: Responding to International Crisis****Section 04: Samuel Valenzuela****TR 11:00 – 12:15**

Focuses on current issues in international affairs and what the U.S. policy response to them should be. The participants will be divided into groups specializing on events and issues in each continent in the world, with an additional group focusing on issues of global importance. Each session of the seminar will hear the reports prepared by students in two such groups (i.e., the Africa and the Asia groups, or the Europe and global affairs groups). The reports must be individually written, with the crisp style of policy briefs, on different countries or issues, and must include an assessment of the origins and nature of the problem or problems at hand, as well as recommendations regarding what the U.S. should do. The required reading for the seminar will be the New York Times on a daily basis. Students may go to the Internet news services of the New York Times or of other sources for additional background information on the situation they wish to write about. **(First Year Studies Only)**

SOC 13181

University Seminar: Contemporary Educational Issues

Section 05: Mark Berends

TR 2:00 – 3:15

The major goal of this course is to develop an understanding of the interaction among society, schools, and teachers—with a particular focus on educational opportunity. The content of the course is grounded in current controversies in the field of education as presented through research and media. Throughout the semester, students will examine cases that address challenges of equity in education. Students' experiences in the course will link academic scholarship with field practice. There will be several debates during the semester in which students participate and then write a position paper. Each of the debates will begin with a formal presentation of a case supported by class readings, video, debate, and lecture. Students will be required to prepare reflective writings, engage in class discussions, and thoughtfully defend their opinions.

Other desired goals of this course include fostering students' (1) awareness of the complexity of learning and schooling; (2) recognition of the broad array of opportunities to participate in the field of education; and (3) understanding the interconnections among society, schools, families, teachers, students, curriculum, instruction, and educational policies. **(First Year Studies Only)**

SOC 20002

Understanding Societies

Jennifer Jones

MW 11:00 – 12:15

What does it mean that humans are social creatures and how does participation in social life shape people's personal life experiences and outcomes? How and why do people together create and sustain cultures, groups, institutions, and organizations? And how do these form people's relationships, actions, and experiences? This course introduces students to the discipline of sociology as a way to better understand how personal behaviors and life outcomes are profoundly influenced by a variety of social structures, and how their actions in turn maintain and can transform those social structures. Course readings and discussions will focus on the experience of community in modern society, schools, young adult culture, marriage and family, inequality and poverty, civil rights, and disruptive social movements fighting for change—particularly in the United States. Along the way we will learn a bit about social research methods and philosophy of social science, both of which will help students be smarter thinkers and consumers of social science research findings. Students will, as a result of taking this course, better understand both the society and world in which they live and the character and outcomes of their own personal lives.

You cannot take this course if you have already taken SOC 10002 because courses are equivalent. (Sophomores, Juniors & Seniors Only)

SOC 20033

Introduction to Social Problems

Erika Summers-Effler

TR 3:30 – 4:45

If we pause for a moment, we realize that our world is marked by social problems that undermine the wellbeing of many, some more than others. These problems span a range of issues, including poverty and inequality, environmental degradation, discrimination, violence, consumerism, and violations of human rights. What is it about such issues that makes them problematic? Why are certain issues especially problematic for some but not others? How do we identify the causes of these problems and think about them in ways that can lead to helpful solutions? This course addresses such questions from a sociological perspective—an approach that links the individual to the social and shows the effects of social institutions and interactions on human behavior. To do so, the course will examine multiple social problems in the United States and around the globe. **You cannot take this course if you have already taken SOC 10033 because courses are equivalent. (Sophomores, Juniors & Seniors Only)**

SOC 20228

Social Inequality and American Education

Amy Langenkamp

MW 12:30 – 1:45

Many have claimed that the American educational system is the “great equalizer among men.” In other words, the educational system gives everyone a chance to prosper in American society regardless of their social origins. In this course, we will explore the validity of this claim. Do schools help make American society more equal by reducing the importance of class, race, and gender as sources of inequality, or do schools simply reinforce existing inequalities and reproduce pre-existing social relations? Topics covered in the course include: unequal resources among schools, sorting practices of students within schools, parents’ role in determining student outcomes, the role of schooling in determining labor market outcomes for individuals, and the use of educational programs as a remedy for poverty. **(Sophomores, Juniors & Seniors Only)**

SOC 20342

Marriage and the Family

Elizabeth McClintock

MW 11:00 – 12:15

The family is often understood as the primary and most fundamental of social institutions. Topics covered will include the diverse forms the family has taken over time and across different groups, gender, parenthood, how work impacts family, and what the future of family looks like. By taking a sociological approach to learning about the family and by gaining knowledge about national family trends and patterns in the U.S., this course will give students the theoretical and empirical tools for understanding how family life is linked to the social structure; to economic, cultural, and historical events and transitions; and to societal factors like race, class, and gender. A major goal is to encourage students to think critically about their own ideas and assumptions about marriage and family life as we work through course material together. **(Sophomores & Juniors Only)**

SOC 20410

Health, Medicine, and Society

Russell Faeges

TR 5:05 – 6:20

This course is a comprehensive introduction to the sociology of health and of medicine. First we will examine how sociological variables affect people’s health. Research is rapidly accumulating which shows that sociological variables have a huge impact on people’s susceptibility to various illnesses, on their access to health care, and on their compliance with medical advice. Such variables include people’s neighborhoods, occupations, and lifestyles; their social class, education, race, ethnicity, and gender – and the density of “social networks”, whose importance for health was predicted by one of sociology’s founders over 100 years ago. Second we will examine medicine, both the practice of medicine by individual health care professionals, viewed sociologically, and the operation of the increasingly large and bureaucratic medical institutions in which health care professionals must work. In addition, we will examine sociological issues that overlap “medicine”, such as radically long shifts; the rapid increase in the proportion of female doctors; and increasing concern with work/family balance among practitioners. Third, we will examine health and medicine in relation to other dimensions of society, such as the modern economy, the media, law, the internet, government and politics. Health and medicine are intrinsically social and they cannot be isolated from the effects of the rest of society, many of which run counter to strictly “medical” considerations. Finally, we will examine health and medicine globally. We will compare health and medicine in a number of societies to see and explain how they are similar and how they differ—for example, how different societies pay for medical care. And we will examine global trends with implications for health and medicine that require cooperation among societies, such as the way in which global air travel both increases the danger of global pandemics and makes possible “medical tourism.” **(Sophomores, Juniors & Seniors Only)**

SOC 20550

Development and Human Well Being

Erin McDonnell

MW 9:30 – 10:45

People around the world clamor for more of it and oust government leaders for failing to achieve it, but what exactly is “development?” If development were sitting in front of you on the sidewalk, how would you know it, and what would it look like? In this course we will unpack the deceptively simple word “development” into different specific aspects, each with concrete outcomes for human well-being: education, health, political freedoms, material wealth/consumption, and happiness. We will look at how our understanding of the distribution of “development” among countries, and historically over time, changes when we view it through each of these different lenses. We will consider whether these different aspects of development tend to reinforce each other, and try to understand cases when they do not. We will conclude the course by looking at how “doing” development differs depending on which aspect of development is targeted. **(Sophomores, Juniors & Seniors Only)**

SOC 20610

Sociology of Religion

Christian Smith

TR 11:00 – 12:15

This course provides an introduction to the sociology of religion, an important field in the discipline of sociology. Religion is one of the most powerful forces of social cohesion, order, meaning, disruption, and change in human societies, both historically and today in the modern world. Sociology provides a particular disciplinary perspective and analytical tools and theories for describing, understanding, and explaining the nature and influence of religion in the world. Studying religion sociologically is also a great way to learn about the perspective, methods, theories, and interests of this social science discipline.

The course will engage the following kinds of questions. What is religion? Why is religion so primordial and prevalent in human societies? What do different religions teach? Why are people religious or not religious? What causal role does religion play in human personal and social life? How does the sociological study of religion differ from a theological or psychological study of religion? Why and how do religious organizations grow and decline? How, for example, did an obscure, early Jesus Movement manage to become the largest religion in the world? How and why do people convert to a different religious faith or lose their faith entirely? Is modernity secularizing? What are the religious and spiritual lives of 18-23 year-old Americans today like? Why has the Islamist movement become so powerful in recent decades? What is happening today at the global level when it comes to religious movements and their social, cultural, political, and economic impacts?

On the surface, this course seems to be highly focused on one topic: religion. That is correct, in a way. But this course will do much more that will provide an opportunity to explore many dimensions of sociology as a discipline and human social life as a subject of study. Methodologically our readings and discussion will expose us to many different research approaches: surveys, interviews, ethnography, historical research, comparative analysis, and more. Theoretically we will be working through an assortment of different perspectives in social science: cultural sociology, rational choice theory, social constructionism, symbolic interactionism, and political and organizational theory. Geographically, we will focus not only on the United States, but also the classical Mediterranean world, Latin America, and parts of Africa and Asia. Our studies will also engage us in religion believed and practiced in different social classes, including successful and wealthy citizens of a major world city, middle class people in suburbia, and impoverished groups living on the margins of the Global South. Our levels of analysis will cover the full range, from interpersonal interactions (micro), to organizations and institutions (meso), to national societies (macro), and to international relations across the world (global). We will also learn about a variety of crucial analytical concerns in social science, such as social structure, group cohesion, collective identity, interests, power, conflict, cooperation, rationality, tradition, modernization, globalization, emotions, gender, social class, legitimacy, alienation, and more. Pedagogically, our course will rely on readings, discussions, lectures, field trips, viewing movies, writing exercises, and more. Substantively, we will focus on a variety of religions, Catholicism and Protestantism, but also Pentecostalism, Judaism, Islam, Hinduism, and more. And, finally, to get a better grip on the sociology of religion as a particular discipline-based approach to gaining knowledge, we will at times explore its boundaries with theological inquiry and belief, moral philosophy, with historical research and political science, and

in the process think some about the philosophy of social science. In short, our investigation into the sociology religion specifically will provide the springboard to engage a host of broader, important issues, problems, methodologies, and question relevant to sociology and other social sciences beyond. What a wonderful opportunity to learn! **(Sophomores, Juniors & Seniors Only)**

SOC 20722

Introduction to Social Psychology

Jessica Collett

MWF 11:30 – 12:20

The overarching goal of this course is to provide students with a working knowledge of social psychology and, with that knowledge, to increase awareness of ourselves, the social world around us, and the connections between the two. This is a course about social interaction – how the self-shapes and is shaped by others, how we interact in and with groups and social structures, and how we perceive the world around us. Because the subject of the course is the very social interactions in which we are immersed, it is expected that students will develop the habit of applying social psychological concepts to everyday life. **You cannot take this course if you have already taken SOC 10722 because courses are equivalent. (Sophomores, Juniors & Seniors Only)**

SOC 20732

Introduction to Criminology

Stefanie Israel

MWF 8:20 – 9:10

As an introduction to the topic of Criminology, this course examines crime as a social problem within American society. Particular attention is given to the nature and function of law in society, theoretical perspectives on crime, victimology, sources of crime data, the social meaning of criminological data and the various societal responses to crime. These topics are addressed through specialized readings, discussion, and analysis. **(Sophomores, Juniors & Seniors Only)**

SOC 20870

Inner City America: Decoding “The Wire”

William Carbonaro

MW 12:30 – 1:45

Most Americans think of the “inner city” as a place of misery, danger, and despair. Why do most American cities have racially segregated areas dominated by concentrated poverty? What are the lives of inner city residents like? Why do the legal, political, economic, and educational institutions that serve these communities struggle so mightily to improve the lives of inner city residents? In this course, we will address all of these questions by viewing all five seasons of The Wire, David Simon’s epic tale of life in inner city Baltimore. Sociological theory and research will serve as powerful tools to help students “decode” The Wire, and better understand of the social forces that create and sustain inner city poverty, violence, and disorder. **(Sophomores, Juniors & Seniors Only)**

SOC 23470

Making Latinos: Race, Identity, and Immigration in the United States.

Jennifer Jones

MW 3:30 – 4:45

Sociologists have long predicted that the United States is on the verge of becoming a majority minority nation due in large part to growth in the Latino population. Indeed, from 2000-2010, Latinos accounted for half of the population growth nationally. By 2010, the Latino population was estimated at 50.5 million, or 16 percent of the population. And, as the recent election suggests, this shift has important implications for electoral politics, and arguably, the future direction of the nation. But what are Latinos? Are they a racial group or an ethnic group? Do they share values and a culture? Are they newcomers or have they been a part of the US fabric for generations? Is the very idea

of a 'Latino' an imposed construction, or a true identity? In this course we will explore the concept of 'Latino', examining the diverse and ubiquitous experiences of Latinos in the US. Topics will include the US Census, the experiences and identities of diverse origin groups, new Latino communities, race and ethnicity, the media, culture, politics and stratification. **(Sophomores, Juniors & Seniors Only)**

SOC 30672

Religion and Social Life

Kevin Christiano

TR 12:30 – 1:45

How does social life influence religion? How does religion influence society? What is religion's social significance in a complex society like ours? Is religion's significance declining? This course will consider these and other questions by exploring the great variety in social expressions of religion. The course examines the social bases of churches, sects, and cults, and it focuses on contemporary religion in the United States. **(Sophomores, Juniors & Seniors Only)**

SOC 30900

Foundations of Sociological Theory

Section 01: Mary Ellen Konieczny – TR 12:30 – 1:45

Section 02: Mim Thomas – MW 11:00 – 12:15

The course explores the content and the method of great written works by Sociology's founding theorists. Theorists to be discussed include Durkheim, Weber, Marx, and Tocqueville. An examination of their writings serves as an introduction to the intellectual concerns and the new insights, the theoretical ambitions and the controversies that provided the foundation for the development of Sociology. Through a focus on classic texts the course will address two main themes: the methodological arguments concerning the appropriate intellectual strategy for fulfilling Sociology's scientific ambitions and the substantive debates over the nature and dynamics of a changing society. Some attention will be directed to the implications of classical sociological theory for contemporary controversies and research. **(Sociology Majors Only)**

SOC 30902

Methods of Sociological Research

Section 02: Mark Gunty – TR 9: 30 – 10:45

Often when we think of research, we think of a research report or article in which a researcher presents his/her major findings. However, such research reports are only the final outcome of a research process which involves the making of difficult decisions at critical junctures. Researchers must delimit their topics, pose relevant questions, formulate testable hypotheses, develop means of measuring variables, design samples, and decide how to collect information. The purpose of this course is to provide students with an in-depth introduction to research methods by focusing on the critical decisions researchers make when conducting research. The course begins with discussions of the nature of scientific research including both the "products" of research and the processes through which such "products" are produced. We will then discuss the basic elements of research design (units of analysis, variables, relationships, hypotheses), measurement and sampling issues. The remainder of the course deals with four methods of collecting data: surveys, experiments, research using available data, and field research. The explicit focus of this course is on research design. Minimal coverage will be given to data analysis techniques and presentation of research findings. **Pre-requisite SOC 30900. (Sociology Majors Only)**

SOC 30903

Statistics for Social Research

Mary Kate Blake

MWF 9:25 – 10:15

We frequently encounter statements or claims based on statistics, such as: “Women earn less than men,” “The American population is becoming more racially and ethnically diverse,” or “Married people are healthier than unmarried people.” On what information are these statements based? What kinds of evidence support or refute such claims? How can we assess their accuracy? This course will show students how to answer these sorts of questions by interpreting and critically evaluating statistics commonly used in the analysis of social science data. Hands-on data analysis and interpretation are an important part of the course. You should finish the course with the ability to interpret, question, and discuss statistics accurately and with an understanding of which type of statistic is appropriate for different kinds of data and research questions. You should also finish the course with basic programming and data analysis skills. No prior statistical knowledge is required. This course is ideal for students interested in the social and/or life sciences as well as business and/or law. **(Sophomores, Juniors & Seniors Only)**

SOC 30952

International Research Design

Erin McDonnell

MW 11:00 – 12:15

This rigorous, hands-on, interdisciplinary seminar prepares students to design and execute an independent international field research project. The course enhances your ability to conduct your own research, but also teaches techniques that will be useful for the rest of your academic studies, and for understanding research results presented to you through popular press in your life after college. This class is unique because throughout, your learning and work are geared specifically to your selected research interests.

The first part of the class guides students through the steps of refining a research project and preparing a research proposal. The second part of the class will help students hone their ability to conduct research through a series of research practicums: students get hands-on experience in a variety of methodological approaches through research conducted in the local area. Because of the over-arching nature of the course, we will touch on topics of research design, such as developing a research question, a theoretical framework, and hypothesis testing, as well as analysis of data and evidence. However, we encourage students to see this course as a complement, rather than a substitute, for discipline specific research methods and analysis courses. **(Sophomores, Juniors Only; Department Approval Required)**

SOC 33079

Rethinking Crime and Justice: Explorations from the Inside Out

Edward Kelly

Susan Sharpe

Jay Brandenberger

M (only) 4:30 – 10 pm

What are the causes and costs of criminal behavior? How are people and communities affected by incarceration? How can we make our criminal justice system as good as it can be for all stakeholders? This course brings together students from both sides of the prison wall to explore issues including why people commit crime, what prisons are for, realities of prison life and reentry, effects of victimization, and restorative justice perspectives. This course follows the Inside-Out model of prison exchange now well established across the United States. It provides an opportunity for "inside students" (at the Westville Correctional Facility) and "outside students" (from Notre Dame) to learn with and from each other and to break new ground together. Notre Dame students travel to Westville each week of the semester for dialogue with students at the facility, who have read the same relevant texts. Together they examine myths and realities related to crime and to punishment, explore the effects of criminal justice policy, and develop ideas for responding more effectively to crime in our communities. Students must apply for this Social Concerns Seminar at the Center for Social Concerns website: <http://centerforsocialconcerns.nd.edu> **(Sociology Majors Only; Department Approval Required)**

SOC 33090**Proseminar****AnnMarie Power****F (only) 12:50 – 1:40**

This course provides an introductory overview of the Sociology major and the opportunities students have within the Sociology department and the Arts & Letters College, as well as across the university. The course has a practical focus. Some classes are devoted to equipping students with knowledge and skills that will serve them as they progress through the major. Other classes focus on future plans, such as entering the work force, going on to graduate or professional school, and performing service after the baccalaureate. The idea of “career as vocation” is also explored. **This course is for one credit, pass/fail, and is required of all Sociology majors. (Sociology Major Sophomores & Juniors Only)**

SOC 33458**México-U.S. Border Immersion Seminar****Kraig Beyerlein****R (only) 6:00 – 7:45 pm**

This experiential-learning course exposes students to various perspectives about immigration issues, especially those related to the México-U.S. border. During our in-class meetings (about an hour per week), we will discuss scholarly and journalistic accounts of why migrants leave their home countries, the struggles they face during the journey, how U.S. citizens are responding, and possible policy solutions. For the immersion part of the course, we will travel to the Southern Arizona borderlands during the first week of January. Among other activities, we will observe Operation Streamline legal proceedings, be trained for and participate in humanitarian efforts, tour a Border Patrol and detention facility, visit the border wall and learn about its environmental impact, hear from faith leaders about their current and past border activism, and visit Nogales to experience everyday life in a border community. Throughout the course, particular focus will be given to the intersection of religion—especially Catholic Social Teachings—and border and immigration issues. To be eligible, students must complete an application, posted here: <http://socialconcerns.nd.edu/academic/winter/BorderIssuesSeminar.shtml>. Enrollment is competitive. The 15 available spots will be chosen based the application responses, with preference given to those submitting earliest. Students will be notified about their status within a week of submitting the application. There are fees associated with this seminar (see CSC website for information). Note: Due to the overlap in content, students who have completed the one-credit version (CSC 33966/SOC 33066) cannot take this course. **(Sociology Majors Only; Department Approval Required)**

SOC 33750**The Sociology of Violence****David Gibson****MW 2:00 – 3:15**

Violence is an unfortunate fact of life, but sociologically it poses a quandary, for to initiate violence is to invite it in turn, so one would think that people would do everything possible to avoid it. This course will cover sociological (and to a lesser extent psychological) research on the causes of violence, the dynamics of violence once it has started, the experience of being in a violent situation, and the consequences of violence. We will also talk about attempts to prevent and curtail violence. Topics will include criminal violence, ethnic violence, domestic violence, gang violence, military violence, police violence, and school violence. We will alternate between lectures and readings about basic scientific research with discussion of journalistic and historical accounts of violent episodes and associated video recordings. Requirements will include examinations, reading quizzes, attendance/participation, and at least one paper. **(Sophomores, Juniors & Seniors Only)**

SOC 35900

Sociology Research Apprenticeship

Individual Faculty Mentors

Coordinator: AnnMarie Power

In the Sociology Research Apprenticeship course (SOC 35900) students gain experience working on a faculty member's research project. This opportunity offers students the chance to acquire practical knowledge about the sociological research process as well as to begin developing sets of skills necessary for conducting fruitful sociological research. Students will also be encouraged to develop ideas for their own independent senior thesis project during their time in the apprenticeship.

Students in this course must fill out an application to be considered. At the beginning of each semester, the Director of Undergraduate Studies sends an e-mail to all Sociology majors with a list of the available research projects along with instructions on how to apply for them. All Sociology majors are eligible. (This course is for one credit and is repeatable. The grade structure is S/U.) **(Department approval required)**

SOC 41800

Senior Thesis Workshop

AnnMarie Power

F (only) 2:00 – 2:50

This course is required of all students who are engaged in senior thesis projects. Students in this workshop course will meet on a semi-regular basis (approximately every other week) to discuss their works-in-progress, receive strategic input from invited faculty members about the “nuts and bolts” of sociological research, and gain guidance in proceeding through the two semesters in which they are engaged in their thesis projects. Students will be assisted in formulating their research questions and hypotheses and in breaking down the research process into smaller, achievable steps; setting deadlines; communicating with directors; writing effectively, etc. This course is a co-requisite with SOC 48009, “Sociology Honors Capstone Project.” Students launching their senior theses within another senior seminar or research-based course are also required to enroll in this course. This course may be repeated. **(Department Approval Required; Sociology Majors Only)**

SOC 43016

Visual Sociology: Exploring Society Photographically

Gilberto Cardenas

W 3:30 – 6:15

This course will examine the uses of photography and film in sociology and will explore the impact of visual expression on society. Subjects include introductory work in documentary photography and film, gender advertising, ethnographic film, political cinema, muralism and social protest art. The course will focus on photo-based strategies for sociological and anthropological research. While broad in scope, this course will rely on content found in the United States, the American Southwest, Mexico and Latin America.

SOC 43101

Telling About Society

Terence McDonnell

TR 2:00 – 3:15

How do we see the world? How do these modes of representation determine our social reality? How can we use media to create social change? This rigorous seminar interrogates the lenses through which we see, and more importantly, make our world. We open with an interrogation of theories of media, representation, and the sociology of knowledge so as to develop a critical eye towards how these lenses shape our everyday reality. From there we discuss particular modes of representation: photography, ethnography, statistics, journalism, maps, and more. We consider the inherent biases within these ways of seeing, and debate the appropriate uses of these technologies. From

this starting point, the course turns its eye to particular historical periods and phenomena: the Great Depression, Vietnam War, the era of HIV/AIDS, and the growing surveillance society. We compare across different media representations of each event to evaluate how different media tell very different kinds of stories about that moment. Ultimately, this class presses students to consider the capacities of these media for encouraging mobilization and change—to redesign the world. To work through these issues, students will engage in fieldwork on a local topic of their choosing. Their final project will consider how different media have shaped our knowledge of a local issue, and in response students will create a final multimedia campaign designed to alter people’s “ways of seeing” that topic. In this project, students will persuade their audience using a variety of “lenses” to make their case: from ethnography to documentary film to radio journalism to new media and more. **(Juniors & Seniors Only)**

SOC 43110

Sociology of Media, Technology, and Society

Eugene Halton

TR 3:30 – 4:45

From an ever-increasing proliferation of electronic devices and “enscreening” of daily life, to the increased reliance on automatic and non face-to-face interactions, to virtualizing leisure activities, media and technology have become central players in social relations. This seminar will explore the ways media, and technology more generally, are transforming contemporary society. **(Sophomores, Juniors & Seniors Only)**

SOC 43281

Racial/Ethnic Educational Inequality

Amy Langenkamp

MW 11:00 -12:15

This course examines the educational experiences and struggles of racial/ethnic minority students in US public schools. Students will study educational stratification by race/ethnicity, as well as how racial/ethnic minorities experience this stratification. We will explore legal, political, historical and social perspectives regarding educational policies and practices. Additionally, this course focuses on the potential of education as an agent for social justice and change for linguistically and culturally diverse groups. **(Juniors & Seniors Only)**

SOC 43402

Population Dynamics

Richard Williams

MW 12:30 – 1:45

Demography, the science of population, is concerned with virtually everything that influences, or can be influenced by, population size, distribution, processes, structure, or characteristics. This course pays particular attention to the causes and consequences of population change. Changes in fertility, mortality, migration, technology, lifestyle and culture have dramatically affected the United States and the other nations of the world. These changes have implications for a number of areas: hunger, the spread of illness and disease, environmental degradation, health services, household formation, the labor force, marriage and divorce, care for the elderly, birth control, poverty, urbanization, business marketing strategies, and political power. An understanding of these is important as business, government, and individuals attempt to deal with the demands of the changing population. **(Juniors & Seniors Only)**

SOC 43479

International Migration and Human Rights

Section 01: Jorge Bustamante – TR 2:00-3:15

Section 02: Jorge Bustamante – T 3:30 – 6:15

This course is an extension from the “minicourse” to a full term offered by Professor Bustamante, with a wider coverage of international migration experiences in the world with an emphasis on human rights. It starts with a historical approach to various immigration waves to the United States, from the years of the “industrial revolution” to the present. It focuses on the current debate on the impact of the undocumented immigration from Mexico and Central America, with a discussion of the gap between public perceptions and research findings. Differences between Mexico and the United States migration policies, and its social and economic implications, are discussed. The recent developments within the context of the United National Commission of Human Rights on the relationship between migration and human rights are also covered. **(Sophomores, Juniors & Seniors Only)**

SOC 43490

Mexican Immigration: South Bend Study

Karen Richman

TR 12:30-1:45

This course uses experiential learning in the Mexican community of South Bend in order to understand how Mexican migrants conduct their lives across the vast distances separating South Bend and their homeland. The course begins with readings in social science and fiction about transnationalism, Mexican-U.S. migration and the history and sociology of the local community. Next we learn ethical fieldwork methods in preparation for community research. Students working in two-person teams will gather data on local and transnational households and kin networks, political involvement, employment, consumption practices, cultural activities and religious life, working through contacts with social service agencies, the Mexican consulate, and Mexican- or Latino-run media, businesses, food stores, and sports leagues. We will document the innovative adaptations of this migrant community, especially the growth of an ethnic enclave of small businesses that both unite Mexicans as an ethnic group and sustain their ties to their homeland. We intend to compile the research in a volume published by Latino Studies to be given to those who shared their lives with us and to entities that are committed to helping them. **(Sociology Majors Only)**

SOC 43590

Sociology of Economic Life

Lynette Spillman

TR 3:30 – 4:45

Economic actions like working, buying, selling, saving, and giving are a fundamental part of everyday life, and all spheres of society, from family to religion to politics, are interrelated with economy. Sociologists examine how social relationships from small networks to transnational linkages affect economic actions and their outcomes, and the ways cultural meanings and political strategies shape those social relationship. The goal of this class is to provide students with new perspectives on economic actions by reading recent sociological studies of topics like money, markets, work, businesses, industries, and consumer society. **(Juniors & Seniors Only)**

SOC 43719

Self, Society and the Environment

Andrew Weigert

TR 12:30 – 1:45

This course focuses on social psychological aspects of relationships between humans and the natural environment. Issues include how humans interact with different environments, symbolic transformations of environments, and competing accounts or claims concerning human-environment relationships. The course is framed in a sociology knowledge perspective and touches on alternative ways of envisioning and valuing individual and institutional perspectives on human-environment relationships with an eye toward implications for social change. **(Junior & Senior Sociology Majors Only)**

SOC 43732**Controversies and Crises in Modern Criminology****Michael Welch****TR 2:00 – 3:15**

This upper-level seminar course is intended for junior and senior sociology majors only. It will focus on important current issues and controversies (e.g., racial profiling, victimless crimes, cyber-crimes, etc.) that are central to the study of crime and deviance in modern society. Students will be required to discuss and analyze these issues from a variety of sociological perspectives. The issues that are studied may change each time the course is offered. You cannot take this course **(even if you are a Sociology major), if you have already taken SOC 43730, Crime and Deviance in Ideological Perspective, because of overlap.**

SOC 43839**Unequal America****William Carbonaro****MW 9:30 – 10:45**

Although America is the world's richest nation, it has the most unequal distribution of wealth and income in the industrialized world. In this course, we will examine why this is so. In particular, we will examine the following questions: What social forces create inequality in society? Is inequality inevitable? Is there such a thing as "social class"? Who gets ahead and why? Why is race/ethnicity and gender still related to social status, wealth, and income? Does America have a "ruling elite"? Who are "the poor" and what explains their poverty? Are there social policies that can create more equality in American society -- and is that what Americans really want? **(Sophomores, Juniors & Seniors Only)**

SOC 43991**Sociology Research Practicum****David Gibson****MW 11:00 – 12:15**

This is a research practicum for seniors and advanced juniors in the Sociology major that builds towards the completion of an original research project. Whatever your post-graduation plans, this is a great opportunity to do independent research and produce a tangible report which showcases your sociological knowledge and skills. The course begins with reading and discussion of exemplary research illustrating the great range of methodological approaches available, a review of statistics, and tips on how to choose a research question that is both interesting and feasible. Halfway through the semester we switch to workshop mode and discuss each student's research design, considering such things as sampling strategies, survey design, question wording, and coding categories, as well as the ethical requirements of the University's Institutional Review Board. Whether you take a quantitative, qualitative, or a mixed approach to your data gathering and analyses, this is your opportunity to get started on a research project that can lead to a senior thesis. **(Junior & Senior Sociology Majors Only)**

SOC 45000**Sociology Internship****AnnMarie Power**

This is a community-based learning course designed to give students some practical experience in the area of urban affairs, social welfare, education, health care, or business, in order to test their interest, complement their academic work, or acquire work experience preparatory to future careers. Students are placed in a community agency in the South Bend area and normally work seven hours per week as interns under the supervision of an experienced practitioner. Scheduling hours is a flexible process in order to accommodate the intern's availability and the needs of the host agency. While there are no prerequisites, preference is given to Sociology majors, ALPP or SCPP majors, PSIM minors, and students who have had course work in an area related to social concerns. This is a graded course.

In addition to field work, academic work includes reading scholarly works related to the field placement, periodic group meetings with the instructor and others in the course, periodic short reports, and a final paper. (For more information and/or an application, contact Ann Power at apower@nd.edu.) **(Department Approval Required)**

The following is a list of agencies that have accepted interns. Students may also request placement in an agency they find on their own (subject to approval by the instructor).

La Casa de Amistad
Salvation Army of St. Joseph County (Social Services)
Sex Offense Services of St. Joseph County (must complete paper work and training a semester in advance)

Early Childhood Development Center
Good Shepherd Montessori School
Robinson Community Learning Center
Upward Bound College Preparatory Program, UND

AIDS Assist
Center for Hospice & Palliative Care, St. Joseph County (usually requires two-semester commitment)
Sr. Maura Brannick Health Center at Chapin Street

The CASIE Center (Child Abuse Services, Investigation & Education)
Family Justice Center
Indiana Legal Services

SOC 46000

Directed Readings

Individual Directors

Coordinator: AnnMarie Power

Directed Readings in Sociology offers a student the chance to work closely with a member of the faculty on a topic that is not available through any of the regularly offered courses. This independent study course allows for the student, under the guidance of the faculty mentor, to draw up a reading list and study plan for in-depth reading throughout the semester. The student is responsible for periodic oral and/or written reports and at least one major paper. To qualify for this course, **a student must have a GPA of at least 3.5 in Sociology**. A formal application is required. Students should have a clear idea of the topic they want to pursue and the faculty member they have asked to direct them before requesting a copy of this form from the Director of Undergraduate Studies. This is a graded course, no exceptions. Department Approval Required. (Before department approval is given, the student must have the application signed by the faculty member, the DUS in Sociology, and an Assistant Dean in the A&L Undergraduate Studies office.) **(Formal application and Department Approval Required)**

SOC 48000

Directed Readings

Individual Directors

Coordinator: AnnMarie Power

Directed Research in Sociology offers students a chance to engage in hands-on research, either by working on a faculty member's research project or by pursuing one's own research question unrelated to a senior thesis project. By the end of this course, students should demonstrate a deepened sense of empiricism and methodological understanding. This is a **graded course**, and a **formal application is required**. (See the DUS for a copy.) Students engaged in a faculty member's research project should work out a study plan and evaluation process for assigning a final grade with the faculty member. Students engaged in their own research project should (1) submit their research questions, hypotheses, data source, and methodology to their faculty director at the time of application to the course, and (2) submit a written research report by the end of the semester, as part of the final evaluation process. **(Department Approval Required)**

SOC 48009

Senior Thesis Capstone Project

Individual Directors

Coordinator: AnnMarie Power

This is the Sociology Department's course for students who want to write a senior thesis. The senior thesis is a two-semester endeavor. All sociology majors are encouraged to consider capping off their studies in sociology by undertaking a senior thesis. Whether one is going on to graduate or professional school or immediately out into the work force, writing a thesis is a mark of competence, creativity, and independent thinking. In SOC 48009, students work on independent research projects, under the guidance of individual faculty directors. Students may enroll in this course for two consecutive semesters (for a total of 6 credits), or they may begin their thesis research in another course (e.g., SOC 43904, SOC 48002, SOC 48701, or ALHN 48980) and then complete their projects through this course in the second semester. Students who want to complete a senior thesis must see the Director of Undergraduate Studies for an **application** and for advice on finding an appropriate faculty director for their thesis. (All honors track students are required to write a senior thesis and to enroll in this course for at least one semester.)

Department Approval Required. Co-requisite: SOC 41800, Senior Thesis Workshop. (Sociology Majors Only)