

# SUMMER



## **DEPARTMENT OF SOCIOLOGY SUMMER SESSION 2016**

### **The Program of Studies**

In the summer session, the Department of Sociology offers selected courses, described below. The requirements for the undergraduate major in sociology include 31 semester hours.

### **SOC 10002/20002 01: Understanding Societies**

**3 credits; Corner, Shanna**

**06/13 - 07/22 - MWF 8:00a - 10:15a (No Class July 4)**

Description: Welcome to Understanding Societies. This course introduces students to the exciting field of sociology in order to enable them to more clearly understand how people's behaviors and life outcomes are deeply influenced by social structures, as well as how their own actions help to perpetuate and change these social structures. Course readings and discussion will focus on a variety of topics including socialization, social inequality, race, class, gender, education, law and crime, and cultural globalization. Through this course, students will gain skills and knowledge that will enable them to better understand and critique the society in which they live and the ways that it impacts their own lives. [SOSC – Univ. Req. Social Science]

### **SOC 20410 01: Health, Medicine and Society**

**3 credits; Faeges, Russell**

**06/13 - 07/22 - MTWR 8:00a – 9:40a (No Class July 4)**

Description: 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 20502 01: Today’s Organizations**

**3 credits; Gunty, Mark**

**06/13 - 07/22 - MTWR 3:10p – 4:50p (No Class July 4)**

Description: Throughout our lives we participate in and interact with many different types of organizations: businesses, schools, government agencies, religious institutions, hospitals. This course uses a variety of metaphors to understand organizations better: as, for example, organisms, cultures, political systems, and machines. The objectives of this course include (1) exploring different ways of looking at and thinking about organizations, (2) developing your skill at “reading” real organizational situations, and (3) imagining alternative ways of organizing social life. Throughout the course active learning is stimulated by group discussions of cases (including video cases) and using cooperative learning groups. Whether you plan to go into business, teaching, medicine, or any other career imbedded in complex organizations, this course provides the opportunity to become a more intelligent participant in the settings of today’s organizations. [SOSC – Univ. Req. Social Science]

### **SOC 20870 01: Inner City America: Decoding “The Wire”**

**3 credits; Carbonaro, William**

**06/13 - 07/22 - MTWR 10:30a – 12:10p (No Class July 4)**

Description: 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.

### **SOC 40607 01: Love & Violence: Religion, Civil Disobedience, & Non-violent Resistance**

**3 credits; Springs, Jason**

**06/13 - 07/22 - MWF 12:30p - 2:45p (No Class July 4)**

Description: This course explores the ways in which religious ethicists, social critics, and activists have employed conceptions of love and violence for the purposes of criticizing and resisting oppressive political conditions, and for radically transforming existing social arrangements. We begin by exploring the writings of Ralph Waldo Emerson and Henry David Thoreau concerning the moral status of civil disobedience in the context of the U.S. abolitionist struggle, with particular attention to the influence of the Bhagavad-Gita upon their thinking. We will examine the ways that both Thoreau’s writings and the Gita influenced Mahatma Gandhi on questions of non-violent civil disobedience, Gandhi’s exploration of the power of non-violence in light of the Sermon on the Mount from the Christian New Testament, and his correspondence with the Russian novelist Leo Tolstoy. We will investigate how this entire mosaic of influences came to inform Martin Luther King, Jr.’s work and the Civil Rights Movement in the U.S. during the 1960s, Malcolm X, and the black power movement. We will engage critical perspectives on these thinkers and ideas, such as criticisms of Gandhi by George Orwell and Arundhati Roy, Frantz Fanon’s claims that colonialism is an essentially violent phenomenon that requires an essentially violent response, Malcolm’s criticisms of Martin, arguments against pacifism on the basis of political realism by Max Weber. We conclude by brief examination of principled vs. strategic and revolutionary forms of non-violence in the work of Gene Sharp.

**(To hear more about the aims and purpose of this course, see Prof. Springs explaining it on YouTube: <https://www.youtube.com/watch?v=qezuGBQIKPA> )**