

# SOCIOLOGY DEPARTMENT

## COURSE TITLES & SPRING 2016 COURSE DESCRIPTIONS

(N.B. The titles of the courses offered in Spring 2016 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 Latino Art in Amer. Society**  
**43165 Art in Everyday Life**  
**43170 Materialism & Meaning in Mod 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  
**37290 Special Studies in Educ. Policy**  
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  
**30651 God, Country, & Community**  
30671 Cath. In Contemp. America  
**30672 Religion and Social Life**  
30675 Rel., Mod., Seculariztn, 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

**23901 Power & Identities**  
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  
43910 Contemporary Soc. Theory  
**43959 Sociology of the Life Course**  
**43991 Sociology Research Practicum**  
**48000 Directed Research in Sociology**  
**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  
**30910 Environmental Sociology**  
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**  
**25850 White Privilege Seminar**  
**30806 Race & Ethnicity**  
30838 Poverty, Ineqal., & Soc Strat  
30846 Today's Gender Roles  
33062 Latino Community Organizing  
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

**30059 Civil Society and Peacebuilding**

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 in Sociology**

**COURSES THAT FULFILL THE**

**UNIVERSITY "SOSC"**

**REQUIREMENT**

**13181 First Year Seminar**

**10002/20002 Understanding Societies**

**10033/20033 Intro to Social 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 All Society's a Stage**

**13181 Breaking the Rules**

13181 Contemp. Educational Issues

**13181 Cultural Sociology**

13181 Forming Citizens & Persons in America's Schools

**13181 Materializing America**

**13181 Racial/Ethnic Educ. Inequality**

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  
Spring 2016**

*"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](http://www.asanet.org/cs/root/topnav/sociologist/what_is_sociology))*

**What can you do with a Sociology degree?**

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 21<sup>st</sup> 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 (or minor) as early as possible, but they may declare the major or minor at any time as long as they are able to fulfill the requirements.

**REQUIREMENTS of the MAJOR**

Sociology majors must take a minimum of **31 credit hours (usually ten, 3-credit courses plus the 1-credit Proseminar course) offered by the department. The requirements for the major are as follows:**

A. There are **four** 30000-level courses **required** of all majors (for a **total of ten credits**), which should be taken as soon as possible after declaring the major. These cornerstone courses are as follows:

|                  |   |
|------------------|---|
| <b>Soc 30900</b> | <b>Foundations of Sociological Theory</b> (3 credits) |
| <b>Soc 30902</b> | <b>Methods of Sociological Research</b> (3 credits)   |
| <b>Soc 30903</b> | <b>Statistics for Social Research</b> (3 credits)     |
| <b>Soc 33090</b> | <b>Proseminar</b> (1 credit)                          |

- 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 **nine credits**). These courses must be lecture-based (40xxx), seminar-based (43xxx), or research-based (48xxx) courses. [**Students please note**: If a 40000-level course is not a lecture, seminar, or research-based course, that course will be counted in the electives category, NOT in the 40000-level category.]

### **REQUIREMENTS of the MINOR**

The Sociology Department now offers a **Minor in Sociology**, which **requires 15 credit hours**. There are **no prerequisites**. To add the Minor in Sociology, students should make an appointment with the Director of Undergraduate Studies (DUS).

To complete the Minor, students must fulfill the following **requirements**:

- A. One 3-credit course in **sociological theory**. This can be met by taking either **SOC 30900**, Foundations of Sociological Theory, or **SOC 43910**, Contemporary Sociological Theory.
- B. **SOC 30902**, Methods of Sociological Research (3 credits)
- C. **Nine credits of Sociology electives (three, 3-credit Soc courses)**: These can be in any content area and at any level according to the following restrictions:
1. At least one of these courses must be at the 40000 level (either 40xxx, 43xxx, or 48xxx).
  2. No more than one of these electives may be at the 10000 level.

### **ADVISING POLICY IN SOCIOLOGY**

Each student is assigned to a Sociology faculty advisor immediately after declaring the major or minor. (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 DUS** on

- general questions about the major or minor
- **degree audit** issues
- **study abroad** advising and approvals

### **HONORS TRACK**

The Sociology honors track offers students an opportunity to add depth and distinction to their Notre Dame Sociology degree, which will be advantageous whether they plan on attending graduate or professional school, doing service after graduation, or following a path into a business or research organization. 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 faculty member. Interested students may also contact the DUS on their own for information about participation.

The Sociology honors track entails fulfilling the following special requirements:

1. Students in the honors track must complete a **senior thesis**. Thus, **at least one 40000-level requirement must be fulfilled** via the Senior Thesis Capstone Project (**Soc 48009**).
2. Students in the honors track must take at least **one, 3-credit, graduate level Sociology course**. (This is how the total number of credits for Sociology honors track sums to 34.)

**Sociology Honors Track Advising.** Students enrolled in Sociology's undergraduate 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; Education, Schooling, and Society; Poverty Studies; International Development Studies; Peace Studies; etc. **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 of their first major.**

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 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**. Participation in the Sociology Department's Internship course requires an application and the approval of the instructor.

### **STUDY ABROAD**

The Sociology department encourages its majors to study abroad because it is 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 in Sociology that can be counted toward the required 12 elective credit hours. Abroad 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, FAQ's, the honors track, graduate school planning, and career opportunities. In addition, students can get acquainted with some of our existing majors. They can also learn more about writing and research in sociology at this website.

**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**

## **Spring 2016**

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### **SOC 10002**

#### **Understanding Societies**

##### **Section 01: Kraig Beyerlein**

**TR 2:00p - 3:15p**

What explains why people act as they do and how their lives turn out? Scholars have long debated these questions. Moreover, from casual conversations to accounts described in the news, the public constantly weighs in on them. In this course, students will learn how sociologists approach and answer these questions. Central to the sociological theories that we will investigate to understand human behaviors and outcomes is a focus on the social context (e.g., friendship networks, neighborhoods, and organizations) in which individuals are embedded. We will explore diverse topics of the human experience, including happiness, love, death, disease, sacrifice, activism, and religion, in our effort to make sense of it sociologically. Students will also become familiar with the distinct methodologies and tools that sociologists use in their research. **(First Year Studies Only)**

### **SOC 10002**

#### **Understanding Societies**

##### **Section 02: Jennifer Jones**

**TR 3:30p - 4:45p**

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 socialization and social norms, the important categories of race, gender, class, and culture, and the persistence of social inequality—particularly in the United States. Along the way we will learn a bit about social research methods and the 'sociological imagination', 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**

##### **Megan Andrew**

**TR 11:00a - 12:15p**

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**

**Mark Gunty**

**MWF 8:20a - 9:10a**

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: Materializing America**

**Section 01: Eugene Halton**

**TR 3:30p - 4:45p**

Today's consumer societies offer the promises of affluence, of convenience, of the "good life." Yet it is by no means clear that the massive technological advances and material gains in advanced industrial societies have contributed to a better way of life - many would say increased meaninglessness is the actual result: a "goods life" instead of the good life. By exploring the rise of the materialism through a variety of sources, including key expressions of social theory, works of art, and consumption culture, we will attempt to achieve a new understanding of contemporary materialism and the prospects for the good life. Key topics to be taken up in the course include: animate mind and the rise of civilized consciousness; the rise of modern varieties of materialism; making the matrix of consumption culture. **(First Year Studies Only)**

## **SOC 13181**

### **University Seminar: Racial/Ethnic Educational Inequality**

**Section 02: Amy Langenkamp**

**TR 11:00a - 12:15p**

This course explores the educational experiences, including strides and struggles, of racial/ethnic minority students in United States. Students will study educational stratification by race/ethnicity, as well as how racial/ethnic minorities experience this stratification. We will consider questions such as: 1) Is there a cultural disconnect between racial/ethnic minorities and their schooling? 2) How do segregation and diversity affect the way that students experience school? 3) How has racial/ethnic inequality changed over time? How has it remained the same? Additionally, this course focuses on the potential of education as an agent for social justice and change for all students. **(First Year Studies Only)**

## **SOC 13181**

### **University Seminar: All Society's a Stage: Social Stratification, Inequality, and Poverty**

**Section 03: Megan Andrew**

**TR 9:30a - 10:45a**

Have you ever heard of The Rolling Stones? Now, have you ever heard of Merry Clayton?

This course introduces students to the concepts of social stratification based on answers to these two seemingly irrelevant questions. We use these questions and their typical answers as a backdrop for understanding how societies



and the inequalities that can occur in them work from a sociological perspective. We treat societies as clusters of positions with attached rewards and consider the differences in these positions and the links between them based on race, gender, and social class. We pay special attention to poverty as a social position in a hierarchically arranged, or stratified, society. We will develop this sociological perspective through popular music, readings, group and class discussion and activities like the \$2 Challenge, and written essays. **(First Year Studies Only)**

### **SOC 13181**

**University Seminar: Breaking the Rules: Studying Criminal Behavior & How Society Controls It**

**Section 04: Michael Welch**

**TR 2:00p - 3:15p**

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: Cultural Sociology**

**Section 05: Lyn Spillman**

**TR 12:30p – 1:45p**

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 20002**

**Understanding Societies**

**Section 01: Kevin Christiano**

**MW 5:05p - 6:20p**

Societies are the contexts for all that we experience as human beings, but we often take these settings for granted. Our families, schools, and jobs, beyond being avenues for our own contact with the world, are also major components of the society in which we live. Moreover, these components influence the very ways in which we live. Sociology is the discipline that attempts to understand how societies work, and “Understanding Societies” is a basic introduction to that discipline. In it, you will learn about sociology’s varied intellectual origins, its dual organization as a humanistic and a scientific pursuit, and - most broadly - the uncommon perspective that it offers for viewing human activities and aspirations. **You cannot take both this course if you have already taken SOC 10002 because the courses are equivalent. (Sophomores, Juniors and Seniors Only)**

## **SOC 20002**

### **Understanding Societies**

#### **Section 02: Terry McDonnell**

**MW 11:00a - 12:15p**

When sitting at a restaurant, have you ever wondered why chefs tend to be men, but mom always prepares dinner at home? Ever consider why we tip waiters but not doctors? If you've ever found yourself puzzled and perplexed by human behavior, then this class is for you. Sociologists seek to explain patterns of belief and action through peoples' participation in, and interaction with, groups and institutions. The course addresses how groups interact, represent, categorize, stratify, reproduce social reality, engage in social control, create moral systems, build trust and solidarity, encourage rationality, and ultimately shape how social change happens. We'll discuss topics as wide ranging as the class, gender, race, sexuality, family, school, workplace, media and popular culture, religion, politics and social movements, crime and law, and more. In class you'll learn how to think like a sociologist through readings, discussion, small group activities, and the analysis of documentary films. **You cannot take both this course if you have already taken SOC 10002 because the courses are equivalent. (Sophomores and Juniors Only)**

## **SOC 20033**

### **Introduction to Social Problems**

#### **Section 01: Kevin Estep**

**MWF 9:25a - 10:15a**

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 Only)**

## **SOC 20033**

### **Introduction to Social Problems**

#### **Section 02: David Sikkink**

**MW 3:30p - 4:45p**

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. **You cannot take this course if you have already taken SOC 10033 because courses are equivalent. (Sophomores, Juniors and Seniors Only)**

## **SOC 20228**

### **Social Inequality and American Education**

#### **Section 01 & 02: William Carbonaro**

**MW 2:00p - 3:15p**

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. **(-01: Sophomores & Juniors Only; -02: Freshman Only, Department Approval Required)**

## **SOC 20342**

### **Marriage and the Family**

#### **Section 01 & 02: Karen Michalka**

**MW 8:00a - 9:15a**

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. **(-01: Sophomores & Juniors Only; -02: Freshman Only, Department Approval Required)**

## **SOC 20342**

### **Marriage and the Family**

#### **Section 03: Abigail Ocobock**

**TR 9:30a - 10:45a**

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, & Seniors Only)**

## **SOC 20541**

### **Sociology of War and Terror**

**Section 01 & 02: Russ Faeges**

**MWF 12:50p - 1:40p**

This course offers a broad introduction to the sociology of wars, terror, and communal violence, including their causes, conduct, and consequences. We will consider the basic social forces which impel people to kill and to risk death in the name of their societies, including the relationship of violence to “human nature.” We will survey the manifold characteristics of societies that contribute to and are affected by war and terror: politics; economics; religion; culture; demographics; the environment; gender; race, ethnicity, and nationalism; social movements; and social psychology. We will survey the scope of war and terror throughout social history and pre-history, but will give special attention to the security dilemmas confronting American society. And we will consider alternatives to war and terror and the prospects for transcending the communal violence that has been so much a part of social life for millennia. The format of the course combines lectures, presentations, and discussions. We will draw on both written and visual materials of several kinds. Grades will be based on examinations, brief written work, and participation. (This course requires no background in sociology. It is open to any student, regardless of major, who is concerned about the occurrence of armed conflict in social life.) **This course bears the ALSS attribute. (-01: Sophomores, Juniors. & Seniors Only; -02: Freshman Only, Departmental Approval Required)**

## **SOC 20722**

### **Introduction to Social Psychology**

**Mark Gunty**

**MWF 8:20a - 9:10a**

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 Only)**

## **SOC 20732**

### **Introduction to Criminology**

**Section 01 & 02: Mim Thomas**

**MWF 11:30a - 12:20p**

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. **(-01: Sophomores, Juniors & Seniors Only; -02 Freshman Only, Department Approval Required)**

## **SOC 20870**

### **Inner City America: Decoding “The Wire”**

#### **Section 01 & 02: William Carbonaro**

**MW 12:30p - 1:45p**

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. **(-01: Sophomores, Juniors & Seniors Only; -02 Freshman Only, Department Approval Required)**

## **SOC 23901**

### **Power and Identities**

#### **Section 01 & 02: Mary Ellen Konieczny**

**TR 12:30p - 1:45p**

How are authority, power, and culture related? How is power related to identities and to the self? This seminar explores various ways of thinking about the distribution and exercise of power in modern societies. The first part of the course considers theories and case studies that examine authority relations, including those between parents and children, supervisors and workers, and governments and their communities. In later portions of the course, we examine the interplay of power with economics, politics, gender, religion, and culture. In these sections of the course, we read case studies from the US, Africa, and Latin America. The main goal of this course is to teach students how to ask and answer their own questions about the exercise of power in modern societies and its effects upon individuals -- which we do through reading, discussion, and exploration of students’ own case studies. Because of its themes and interdisciplinary approach, this course will be of interest not only to sociology majors, but also to majors in political science, gender studies, anthropology, and history. **(-01: Sophomores, Juniors & Seniors Only; -02 Freshman Only, Department Approval Required)**

## **SOC 25850**

### **White Privilege Seminar**

#### **Iris Outlaw**

#### **Ke’Ana Bradley**

#### **Emmanuel Cannady**

**M (only) 6:30p - 8:30p**

This six-week preparatory class is designed to educate and train White Privilege Conference delegation participants on the definitions of, historical/current paradigm of, and causes/effects of white privilege. The goal for each participant is personal transformation: to leave the class and conference more aware of injustices and better equipped with tools to disrupt personal, institutional, and worldwide systems of oppression. The nature of living in contemporary culture indicates that people consciously and unconsciously simultaneously participate in and are affected by systems of oppression; however, since these behaviors can be learned, they can also be unlearned. Students will also participate in a 1.5 day pre-conference immersion experience in the White Privilege Conference host community and 2 post-conference follow-up classes to debrief and plan sustainable change. **Please note:** *Class meetings will run 2 hours each session, with six 2-hr sessions before the conference and two 2-hr sessions after the conference; time commitment also includes a 1.5 day pre-conference immersion and then the actual conference. Class meeting dates in 2015: January 26; Feb. 2, 9, 16, & 23; Mar. 2, 23, & 30; WP Conference dates: Mar. 8-14. (Department Approval Required)*

## **SOC 30059**

### **Civil Society & Peacebuilding**

#### **Section 01: Hyunjin Kwak**

**MW 12:30p - 1:45p**

Both scholars and practitioners have argued that civil society actors play a vital role in contributing to peace and justice. But what do we mean by civil society and what types of actors and actions do we consider as ‘civic’? When and how do civil society actors collaborate (or not collaborate) among themselves in demanding for justice? Under what conditions do they partner with state and non-state actors in conflict settings? What kinds of problems and relational tensions do they run into and how do they go about resolving them? In this course, we will draw on major theories and debates about civil society within peace studies and sociology as well as diverse cases around the world to examine the important, and often complex, role and contribution of civil society actors in peacebuilding and movements that mobilize for peace and to resolve various social conflicts. Students will be asked to critically reflect on the readings through class discussions, reflection papers and case study presentations. **(Sophomores, Juniors, & Seniors Only)**

## **SOC 30514**

### **Social Movements**

#### **Erika Summers-Effler**

**MW 12:30p - 1:45p**

How is social change possible? This is one of the central questions for the study of social movements, as well as the organizing theme of this course. In this course we will consider how sociology has contributed to our understandings of social movements. We address questions about the forces that shape social movement emergence and that affect their possibilities for impacting social change at local as well as national and global levels. While movements may have limited impact on specific policies, there are many other ways they can affect individuals as well as the larger cultural contexts. We therefore will also consider the effects of social movements and the organizations they generate on collective identities, networks, and larger public discourses and culture. **(Sophomores, Juniors, & Seniors Only)**

## **SOC 30518**

### **Sociology of Money**

#### **Erin McDonnell**

**TR 9:30a - 10:45a**

This course will trace the development of the social technology of money from its earliest origins to contemporary times, understanding how money has shaped and been shaped by social institutions, like social policies, fiscal crises, gift-giving, marriage and families. We will pursue a set of major theoretical themes across the centuries, from the introduction of colonial monies in Africa and early American gold standard debates to the contemporary US housing crisis and Euro crisis.

Intellectually, the course will take a distinctly cultural approach to understanding money. The class will not teach you how to do cost-benefit analysis or make millions in the stock market. Rather, we will seek to understand how the cultural meanings people make about money affect the way we use money and, conversely, how people leverage money to enforce social distinctions among groups. Under those themes we will address a number of specific questions, including: What happens when we price “priceless” items like children, organs, or the environment? Why would your mother give money for Christmas to her hair dresser but not to her heart surgeon? How does our sense of fairness as consumers affect the way we view price changes? How does our understanding of financial security affect decisions to marry or cohabit? How do the culturally different meanings we attribute to money affect class divisions, discrimination, and socioeconomic inequalities? **(Sophomores, Juniors, & Seniors Only)**

### **SOC 30651**

#### **God, Country, and Community: Religion and Public Life in America**

**David Sikkink**

**MW 5:05p - 6:20p**

This course investigates how religion influences what Americans think about politics and how they are involved in public life, including political participation and volunteering and community service. We will examine, for example, how and why religion influences opinions on controversial social and political issues, such as abortion, expanding the welfare state, and school choice policy. At the organizational level, the course seeks to understand what religious congregations and schools are doing for their communities and how they are active in political life, such as mobilizing protest, inviting political speakers, talking about politics, or organizing voter registration drives. The analysis will pay close attention to religious tradition differences, including investigating whether and why conservative Protestants are more or less likely to give and volunteer in their communities than Catholics, mainline Protestants, or the nonreligious. By investigating what about religion leads to good works and active citizens, the course will shed light on the complex and changing relationship between religion and public life in the United States. **(Sophomores, Juniors & Seniors Only)**

### **SOC 30672**

#### **Religion and Social Life**

**Sections 01 & 02: Kevin Christiano**

**MW 3:30p - 4:45p**

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. **(-01: Sophomores, Juniors & Seniors Only; -02 Freshman Only, Department Approval Required)**

### **SOC 30806**

#### **Race and Ethnicity**

**Jennifer Jones**

**TR 2:00p - 3:15p**

In 2006, Henry Louis Gates popularized the practice of DNA ancestry testing through his PBS series "African American Lives". In it, he uses DNA testing to uncover ancestral connections to ethnic groups in Africa, as well as Europe and elsewhere. And yet, scholarly consensus is that race and ethnicity are social constructed- fictional concepts that have real consequences, but are not biological in nature. What is it about race that makes us believe it is constitutive of some essential, biological self, and yet racial categories and meanings are constantly in flux? In this course, we will scrutinize the classification of groups and the naturalization of those categories. Focusing on the United States, throughout the course we will examine the invention, production and reproduction of race from a social constructionist perspective, concentrating on the ways in which the constitution of race is controversial and constantly being remade. We will also discuss how race structures inequality in everyday life. This course is organized so that it builds from racial classification theory, moves on to an examination of the construction of US racial categories and racial stratification, and closes with an applied focus on racial controversies that are directly tied to resource allocation and federal policy. **(Sophomores, Juniors & Seniors Only)**

### **SOC 30900**

#### **Foundations of Sociological Theory**

**Sections 01 & 02: Mary Ellen Konieczny**

**TR 11:00a - 12:15p**

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; -01: Sophomores, Juniors & Seniors Only; -02 Freshman Only, Department Approval Required)**

### **SOC 30902**

#### **Methods of Sociological Research**

**Richard Williams**

**MW 11:00a - 12:15p**

Sociology 30902 is designed to provide an overview of research methods in the social sciences. Topics covered include (1) hypothesis formulation and theory construction; (2) the measurement of sociological variables; and (3) data collection techniques – experimental, survey, and observational. At the end of the course, students should appreciate both the strengths and the limitations of sociological research methods. **(Sophomores, Juniors & Seniors Only)**

### **SOC 30903**

#### **Statistics for Social Research**

**Megan Austin**

**MW 9:30a - 10:45a**

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 30910**

#### **Environmental Sociology**

**Daniel Escher**

**MW 8:00a - 9:15a**

Environmental factors shape social phenomena, and human societies alter the natural environment. In many cases, these alterations have become crises that are receiving increasing attention: climate change, deforestation, and



pollution. This course will investigate these back-and-forth dynamics between the environmental and the social, gaining insights from major thinkers from around the world. We will then combine diverse case studies with theories of production and consumption, culture and power, and organizations and institutions. The course will conclude by studying social movements aimed at protecting local and national environments and populations. Readings will draw from a range of authors, including sociologists and other social scientists, biologists, lawyers, journalists, and novelists. **(Sophomores, Juniors and Seniors Only)**

### **SOC 33001**

#### **Sociology, Self, and Catholic Social Tradition**

**Andrew Weigert**

**TR 2:00p - 3:15p**

What's Catholic about sociology? What's sociological about Catholic Social Tradition? What does all this mean for sociology majors, what they study, and how this may affect their careers and lives after graduation? This course is a critical examination of the links between Catholic social thought and sociology as a discipline. We will engage these ideas through an experimental, team-taught seminar format. Readings will include core statements of Catholic social tradition, critiques thereof, and autobiographical essays written by sociologists and others who are dedicated to social justice. An experiential community-based learning dimension is a requirement for this course. All students are to make at least 10 two-hour weekly visits to the Center for the Homeless in South Bend and write a seven page account of their experiences indicating what they learned or wish they had learned and how their experiences impacted their thinking about Catholic Social Tradition. **(Sociology Majors Only; Sophomores, Juniors and Seniors Only)**

### **SOC 33090**

#### **Proseminar**

**AnnMarie Power**

**F (only) 12:50p - 1:40p**

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 Majors Only; Sophomores, Juniors, & Seniors Only)**

### **SOC 33458**

#### **México-U.S. Border Immersion Seminar**

**Kraig Beyerlein**

**R (only) 6:00p - 7:00p**

This seminar and experiential-learning course is broken into two parts. In the fall (for two credits), students will participate in a seminar that will expose them to various perspectives about immigration issues, especially those related to the México-U.S. border. During our in-class meetings in the fall, (approximately 1 hr. & 40 min. 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. In the spring (for one credit), students will participate in an immersion trip to the Southern Arizona borderlands during the first week of January and in follow-up classroom meetings (approximately 50 min. per week) during the spring semester to process the immersion experience. During the immersion trip, 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 on 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). **(Department Approval Required)**

### **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 37290**

#### **Special Studies in Education Policy**

**Megan Andrew**

**Coordinator: AnnMarie Power**

Why should we ensure every child receives a quality education? How can we ensure every child receives a quality education? What even constitutes a "quality education"? These are the sorts of issues for which policy makers must develop concrete solutions in their day-to-day work. In this guided independent study, we will practice developing such solutions using a social science perspective. We will do so using case studies and/or original data analysis on policy issues highlighted by Indianapolis education stakeholders. Indianapolis is a national epicenter of education reforms and policies and therefore provides a useful and local setting for this independent study. The independent study is intended for advanced undergraduates in the social sciences, education, business, and related fields. Department approval required. (Application required: See Sociology's DUS.) (This course is for one credit and is repeatable.) **(Department approval required)**

### **SOC 41800**

#### **Senior Thesis Workshop**

**AnnMarie Power**

**F (only) 2:00p - 2:50p**

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 43162**

#### **Latino Art in American Society**

**Gilberto Cardenas**

**W (only) 3:30p - 6:15p**

This course will analyze the philosophy and principles underlying the social and political aspects of Latino art. We will approach this by examining a range of topics, including Chicano and Puerto Rican poster art, muralism, Latina aesthetics, and border art. The readings will enable us to survey a number of important exhibitions of Latino art and to explore new possibilities for exhibition and representation. We will examine descriptive material and critical writings concerning issues pertaining to the representation and interpretation of Latino culture and art as well as how these questions surface in a national museum context. **(Juniors & Seniors Only)**

### **SOC 43165**

#### **Art in Everyday Life**

**Terry McDonnell**

**MW 9:30a - 10:45a**

When discussing "art," most people think of paintings housed in museums, winners of the Booker Prize, or Russian ballet. This rigorous, hands-on seminar is less interested in the so-called fine arts. We will bend, stretch, and stress our definitions of art by considering the aesthetics of our daily lives and the urban streetscapes around us. What are the politics of producing public sculpture and graffiti? How do we judge the power of protest posters? What ideologies underlie the practices of advertising? This seminar addresses a variety of perspectives on visual culture, from critical theory to contemporary cultural sociology. We will consider the autonomy and politics of art, examine the distinctions between high and popular culture, and consider what is at stake in the production and interpretation of these images. From there, we use these theories as a framework to examine a number of pieces of pop culture, and not so popular culture. **(Sociology Majors Only; Juniors & Seniors Only)**

### **SOC 43170**

#### **Materialism and Meaning in Modern Life**

**Eugene Halton**

**TR 5:05a - 6:20a**

In the twentieth century the twin problems of meaning and materialism have come to the forefront of modern civilization, forming the basis of a variety of philosophies and social theories, animating revolutionary movements in art, looming as the silent specter behind mass society and its dramas of consumption. It is by no means clear that the massive technological advances and materials gains in advanced industrial societies have contributed to a better way of life -- many would say increased meaninglessness is the actual result.

By exploring the rise of the modernist world view, key expressions of twentieth-century modern culture, recent criticism of modernity, "post" -- culture, and consumption culture, we will attempt to achieve a new understanding of the problem of meaning and the possibilities of a transformed civilization. Some topics to be taken up in the course include: the rise of modern materialism, the modern metropolis, consumption culture and its effects on domestic and civic life. **(Juniors & Seniors Only)**

**SOC 43377**

**Family, Gender, and Employment**

**Elizabeth McClintock**

**TR 12:30p - 1:45p**

This course addresses the competing responsibilities of employment (“work”) and family. It explores how work and family life interconnect and interfere with each other and the implications that this has for women, men, children, marriage, single/divorced parents, and employers. Topics include the work-family time crunch, gender and the division of labor, gender and parenting, and the changing nature of work. The class will also examine how family structure, gender, race, and social class affect the ability to achieve work-life balance. Special consideration will be given to the effect that work-family tension has on children, parenting, and parents’ relationship quality. The focus is on the contemporary United States, but this course will also include historic and cross-national comparisons. **(Sociology Majors Only; Juniors & Seniors Only)**

**SOC 43404**

**International Migration: Mexico and the US II (2 credits)**

**Jorge Bustamante**

**TR 3:30p - 6:15p (mini-course in April: 4/5/16-4/28/16)**

Designed to be either complimentary to or independent of International Migration: Mexico and the US I. Both correspond to relations between theory and methods for the scientific research on the subject. Each course stands by itself inasmuch as the distinction between theory and methods can be made. The common objective of both courses is to prepare students to design research projects on international migration with emphasis on immigration to the US for theses and dissertations. Course II refers to a review of basic questions on this subject and the methods through which these questions have been adequately or inadequately answered, the numbers, the impact, the nature, the structure, the process, the human experience, will be discussed in terms of the research methods commonly used to approach them. **(Sophomores, Juniors, & Seniors Only)**

**SOC 43471**

**Social Aspects of Mental Illness**

**Sarah Mustillo**

**MW 11:00a - 12:15a**

Is mental illness solely a biological or genetic issue or are there social and environmental aspects as well? Sociological research shows that mental health is shaped by social conditions, such as socioeconomic position, gender and race/ethnicity. In this course, we will consider such topics as how the definition of mental illness changes over time and place; the social determinants of mental health and mental illness; how inequality in resources, power and status influence mental health; the stigma of mental illness; and the social organization of treatments. We will focus on causes and consequences as well as the lived experience of mental illness. **(Juniors & Seniors Only)**

**SOC 43513**

**Sociology of Development**

**Samuel Valenzuela**

**MW 12:30p - 1:45p**

Why do some countries have higher levels of social, economic and political development than others? While focusing on the experiences of cases drawn from around the world, this course provides a critical examination of the sociological theories, both culturalist and social structural, that try to answer the various ramifications of this overall

question. In discussing political development and the effects of welfare institutions, however, the focus will be largely on a comparison between leading Latin American and European countries. **(Juniors & Seniors Only)**

### **SOC 43704**

#### **Law, Society, and Criminal Justice**

**Michael Welch**

**TR 12:30p - 1:45p**

This seminar will focus on classic issues and debates that are central to the study of crime (e.g., the limits of law, the basis of social control) and the functioning of the criminal justice system in American society (e.g., styles and functions of policing, the nature and benefits of police discretion), as well as other issues of current interest (e.g., police use of non-lethal weapons, restorative justice, abolishment of the juvenile court system). Students will have the opportunity to discuss and engage these topics from a variety of perspectives. The course should be valuable for students who are majoring in pre-law and the social sciences, particularly those interested in studying the operation of the criminal justice system and sociological perspectives on how societies control crime. The issues that are studied may change each time the course is offered. Restrictions: Must have taken at least one course in Sociology. **(Sophomores, Juniors, & Seniors Only)**

### **SOC 43959**

#### **Sociology of the Life Course**

**Amy Langenkamp**

**TR 9:30a - 10:45a**

This course seeks to understand how and why people change or remain the same throughout their lives. Through seminar-style discussion of major works in life course studies, it will explore how lives are shaped by specific historical contexts, how individuals actively construct their life course within historical and social constraints, how life domains are intertwined (and how this shapes human action), and how the impact of life transitions on life trajectories is contingent on the timing of a particular change in a person's life. Substantively, the course will focus on change within and the relationship over the life course between the domains of religion, education, and politics. The course will have a strong methodological orientation, focusing on data collection issues and measurement strategies for capturing religious formation and change over the life course, and for understanding the perhaps reciprocal relation between religious development and educational and political attitudes and behavior. **(Juniors & Seniors Only)**

### **SOC 43991**

#### **Sociology Research Practicum**

**David Gibson**

**MW 11:00a - 12:15p**

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. **(Sociology Majors Only; Juniors & Seniors 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 in Sociology**  
**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 Research in Sociology**

#### **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)**