



UNIVERSITY OF
NOTRE DAME

COURSE DESCRIPTIONS

**SOCIOLOGY
GRADUATE PROGRAM**

FALL 2016

Last Updated: March 24, 2016

FALL 2016 COURSE OFFERING AND DEPARTMENTAL REQUIREMENTS

For the FALL 2016 semester, the following courses will fulfill the departmental requirements listed below:

Required Courses

- SOC 63091: "Proseminar I" (2 credit hour)
- SOC 63997: "Linear Regression" (3 credit hours)
- SOC 61997: "Linear Regression Lab" (0 credit hour)
- SOC 63911: "Classical Social Theory" (3 credits)
- SOC 63922: "Contemporary Theory" (3 credits)

Advanced Statistics and Methods

- SOC 63996: "Ethnographic Methods II" (3 credits)
- SOC 73997: "Establishing Causal Inference" (3 credits)

Graduate Level Seminars¹

- SOC 63572: "Social Movements & Collective Behavior" (3 credits)
- SOC 63740: "Social Psychology" (3 credits)
- SOC 63800: "Sociology of Gender" (3 credits)
- SOC 73652: "Sociology of Religion II" (3 credits)
- SOC 63095: "Qualitative Research Methods" (3 credits) (*Political Science Course*)

¹ Courses listed under the "Foundational" and "Advanced Statistics and Methods" sections can also count as a Graduate Level Seminars. However, these courses may only be counted towards ONE requirement.

COURSE OFFERINGS: FALL 2016

SOC 61997 – Linear Regression (Lab)

Friday: 3:30-5:00 p.m.

Marshall Taylor

This is the lab for Linear Regression.

Sociology Graduate Students Only.

SOC 63091 – Proseminar I (2 credits)

Tuesday: 10:00-11:00 a.m.

Lyn Spillman

The proseminar is designed to acquaint first-year graduate students with the professional requirements of the field of sociology. The course will cover such topics as how to be a good graduate student, how to get research started, preparing for the job market during graduate school, and how to write for sociological outlets. Students will also attend department colloquia given by faculty and advanced graduate students. **Sociology Graduate Students Only.**

SOC 63119 – Culture Workshop (1 credit)

Friday: 1:30-3:00 p.m.

Terry McDonnell

If your research examines the role of culture in society, we invite you to join our cross-disciplinary workshop. Every other week the workshop tackles one paper, circulated in advance. Our goal is to help both faculty and graduate students as they revise and refine works-in-progress: early manuscripts, articles under review, conference papers, dissertation chapters, grant and fellowship proposals, practice job talks, and the like. Polished or published papers are best reserved for other settings. The setting is informal. Since workshop participants are expected to have read the paper in advance, the author should not come with a formal presentation prepared. Instead, authors should be prepared to introduce the paper in 5-10 minutes by summarizing the argument and outlining for the group any questions or concerns hopes to have answered by the end of the workshop. Our definition of what constitutes culture is necessarily broad and cross-disciplinary. You'd be a good fit for the workshop if your work engages meaning and interpretation, cultural practice, ideology, cultural objects, discourse, creativity, production or reception of culture, morality, categorization, narrative, visual culture, cognition, materiality, tastes, media, and much more. We are even open to papers that might not have a cultural dimension but that might benefit from one.

SOC 63278 – CREO Seminar (1 credit)

Monday: 3:00-4:30 p.m.

Mark Berends

Most sessions of the CREO Seminar feature a presentation of educational research by an invited speaker from off campus or by a Notre Dame faculty member or graduate student. The content of the presentation is discussed and students write a brief reaction. Other sessions are devoted to a discussion of chapters in the Handbook of the Sociology of Education. The seminar runs for both semesters during the academic year and students receive three credits for the entire year.

SOC 63572 – Social Movements & Collective Behavior (3 credits)

Tuesday: 12:30-3:15 p.m.

Kraig Beyerlein

This course will introduce students to major theories, topics, debates, and cases in the field of social movements and collective action. In this course, we will answer, among other things, what defines a social movement? Under what conditions do social movements emerge, thrive, and decline? Why do people get involved in social movements? What effects do social movements have on the lives of people who participate in them? On governmental policies, elected officials, and broader cultural expressions? How do social movements spread? What is the relationship between mobilization and repression and mobilization and countermobilization? As these questions indicate, the primary goal of this course is to explain the various processes and dynamics involved in social movements and collective action. To achieve this goal, we will draw on both classical and contemporary theoretical perspectives and empirical analysis, covering such important cases of collective action as the U.S. civil rights movement, the U.S. Central America peace movement, the East German revolution, anti-nuclear movements, animal rights movements, gay and lesbian movements, abortion activism, and terrorism. This course will also help students prepare for the comprehensive examination in social movements and collective action.

SOC 63578 –Social Movements & Politics (1 credit)

Wednesday & Friday: 9:25-10:15 a.m.

Kraig Beyerlein

Seminar for graduate students conducting research in the areas of politics and social movements. The course focuses on presentation of on-going research projects and structured feedback about those projects. Participants will also read and discuss recent contributions to the social movements literature.

SOC 63740 – Social Psychology (3 credits)

Thursday: 12:30-3:15 p.m.

Jessica Collett

An introduction to theories and empirical research in social psychology, organized around the major theoretical orientations in contemporary sociological social psychology and their application to selected research issues. Emphasis is placed on understanding the basic theoretical and methodological assumptions of each orientation.

SOC 63800 –Sociology of Gender (3 credits)

Monday & Wednesday: 12:30-1:45 p.m.

Elizabeth McClintock

Gender is arguably the most fundamental social division and axis of inequality in human society. Although gender categories differ cross-culturally, all societies use gender as a key organizing and stratifying principle. But what exactly is gender and how does it relate to biological sex? What is the history of gender as a category of analysis in sociology and how have gender scholars influenced other sociological sub-fields? In this course we will read foundational tracts on theorizing gender and gendering theory, we will consider feminist methodological critiques, and we will examine empirical manifestations of gender and of gender inequality across varied arenas of social life and sociological research.

SOC 63911 – Classical Social Theory (3 credits)

Wednesday: 3:30-6:15 p.m.

Eugene Halton

This course aims to familiarize students with the traditions and concerns of social theory. Social theory can be understood as growing out of eighteenth-century enlightenment thought and the conditions of nineteenth-century industrial society. Readings: In the first half of the semester we will concentrate on key figures in the emergence of sociological thought. In the second half we will turn to more contemporary thinkers who touch on central issues of concern to contemporary social theory.

SOC 63922 – Contemporary Theory (3 credits)

Tuesday & Thursday: 11:00 a.m.-12:15 p.m.

Omar Lizardo

This graduate seminar is an intensive overview of major currents of American and European theory that continue to have a strong influence in contemporary research and thinking in sociology. In particular the course focuses on lines of thinking in the sociological tradition that begin "after the classics," roughly from the post-war era in Europe and the United States to the present. A strong background in classical social theory (SOC 63911) is strongly recommended as a pre-requisite for this course. As defined here contemporary theory includes currently relevant strains of "neo-classical" theory (including neo-Marxian, neo-Weberian and neo-Durkheimian traditions), theories of symbolic interaction and micro-

interaction emerging from the American pragmatist and post-functionalist traditions, contemporary re-interpretations of mid-twentieth century action theory and early twentieth century pragmatism, and current reinterpretations of utilitarian theories (e.g. rational action theory and methodological individualism) for application to sociological problems. We will also deal with post-classical lines of scholarship of European provenance (such as structuralism and field theory) as well as American network theory. Lines of theory that used to be influential but which have declined in influence or are no longer relevant will not be considered here (the course is not an antiquarian history of ideas, but is designed to prepare the student to be conversant with theoretical scholarship that is actually used in contemporary empirical work).

SOC 63995 – Ethnographic Methods II

Tuesday: 3:30-6:15 p.m.

Erika Summers-Effler

This is a two-semester course in ethnographic methods. Students will need to have taken the course in the Spring 2016 semester as well. We will focus on conducting independent research. You will design your own project based on your empirical and theoretical interests. Qualitative researchers must distill large amounts of data into useful empirical findings and theoretical arguments. This process of distilling begins with: learning to think systematically about research, specifying a clear and doable research project, taking systematic field notes, and writing memos as you go. You must also familiarize yourself with a wide range of social theories in order to be able to frame your emerging argument. Careful and conscientious data collection paves the way for systematic analysis. While analysis runs throughout both semesters, we will focus on data collection and review of contemporary and classical theories in this first semester. Next semester we will focus on qualitative analysis and writing. Your field notes, analytic memos, and theoretical memos from this semester will serve as data for next semester's final paper. You will need to spend a significant amount of time in the field to have sufficient data for the final paper (due at the end of the second semester) and to participate in the ongoing analysis throughout the course. You must spend at least three hours in the field a week and be ready to talk about your experiences in the field when you come to class, particularly how your experiences relate to the readings for that week. "Hot seat" sessions will be devoted entirely to discussing students' experiences in the field; everyone will be expected to speak at length during these sessions.

SOC 63997 – Linear Regression (3 credits)

Monday & Wednesday: 11:00 a.m.-12:15 p.m.

Bill Carbonaro

Do nations with more extensive welfare states have higher levels of happiness, after accounting for differences in economic growth across nations? How large is the gender gap in earnings, after controlling for gender differences in work experience? Is teacher quality a more important predictor of student achievement for black students than white students? These are just a few of the questions that can be answered using linear multiple regression analysis. In this course, students will learn the mathematics underlying "Ordinary Least Squares" (OLS) regression, as well as the practical applications

and interpretation of the OLS model. The course will cover the following topics: interpreting regression parameters; generating predictions; properly specifying models; assessing model fit; finding the correct functional form; testing for statistical significance; interpreting interaction terms and non-additive models; and evaluating numerous modeling assumptions. Further, we will deal with extensions of this framework that address some its important limitations. Examples include: instrumental variable estimation, path analysis, and structural equation modeling. Throughout the semester, students will use the Stata software package to estimate, test and interpret linear models. Successful completion of the "Statistics Bootcamp," or the approval by the instructor is necessary for enrollment in this course. **Prerequisite: Prior class in statistics and/or statistics boot camp**

SOC 73652 – Sociology of Religion II (3 credits)

Thursday: 3:30-6:15 p.m.

Chris Smith

The purpose of this course is to provide graduate students in sociology with an opportunity to examine some of the most prominent topics that currently concern sociologists of religion. The exact content of the course may vary from semester to semester, but previous iterations have included discussions of the role of historical analysis in the study of religion, the function of religion in social and cultural change, the conditions that spawn new religious movements, rational-choice approaches to religious practices and institutions, and the debate over the process of secularization. The class meets for intensive discussion of assigned readings and to hear student-initiated presentations. A research paper is expected of each student as a final requirement. This course does not necessarily assume that students have taken the first graduate-level course in the sociology of religion."

SOC 73997 – Establishing Causal Inference (3 credits)

Monday and Wednesday: 9:30-10:45 a.m.

Bill Carbonaro

Social scientists are centrally concerned with making inferences regarding causal relationships in their research. Unfortunately, making valid causal inferences is one of the most challenging problems in the social sciences. In this course, we will examine the nature of the problem, and learn different strategies for making credible inferences about causality in our data. We will focus on "big picture" issues such as, what do we mean by a "causal effect" in the social sciences? This course is both statistical and methodological. In terms of methodology, we will learn about research designs that can help us make strong causal inferences. In terms of statistics, we will learn analytical techniques that help us eliminate threats to internal validity in non-experimental data. We will focus heavily on the importance and use of panel (or "longitudinal") data to make causal inferences, and we will learn commonly used techniques in making causal inferences, such as: random/mixed effects models, fixed effect models, propensity score matching, and selection/instrumental variable models. (Note: students will learn multilevel modeling [aka "HLM"] in this course, in the context of analyzing panel data.) Students will learn how to perform all of these statistical techniques in Stata.

SOC 76098 – Directed Readings

Reading and research on highly specialized topics that are immediately relevant to the student's interests and that are not routinely covered in the regular curriculum. **Pre-requisite: Departmental permission.**

SOC 78599 – Thesis Direction

Reserved for the six credit-hour thesis requirement of the master's degree.
Pre-requisite: Departmental permission.

SOC 78600 – Nonresident Thesis Research

For master's degree students.
Pre-requisite: Departmental permission.

SOC 98699 – Research and Dissertation

For resident graduate students who have completed all course requirements for the Ph.D.
Pre-requisite: Departmental permission.

SOC 98700 – Nonresident Dissertation Research

For non-resident graduate students who have completed all course requirements for the Ph.D.
Pre-requisite: Departmental permission.

Relevant course being offered that is cross-listed with the Department of Political Science:

SOC 63095 –Qualitative Research Methods for Social Scientists

Thursday: 6:30 - 9:15 p.m.

Gary Goertz

This course surveys some of the key issues in qualitative methods and research design. Major sections of the course deal with causal complexity, necessary and sufficient conditions, concepts, case study methodology, case selection, within-case causal inference, and philosophy of causation. Students will do 8-10 page projects on (1) causal complexity, (2) concepts, (3) case selection or case studies. These papers require the student to examine the issue in some particular area of application, and put together the three papers can form most of a research design or dissertation prospectus. **It cannot be taken for credit if the student has already taken SOC 63915 “Designing Qualitative Research”.**