



UNIVERSITY OF
NOTRE DAME

COURSE DESCRIPTIONS

**SOCIOLOGY
GRADUATE PROGRAM**

SPRING 2017

Last Updated: September 19, 2016

SPRING 2017 COURSE OFFERING AND DEPARTMENTAL REQUIREMENTS

For the SPRING 2017 semester, the following courses will fulfill the departmental requirements listed below:

Required Courses

- SOC 63092: "Proseminar II" (1 credit hour)
- SOC 63913: "Research Methods" (3 credit hours)
- SOC 71994: "Categorical Data Analysis Lab" (0 credit hour)
- SOC 73994: "Categorical Data Analysis" (3 credit hours)

Foundational Courses¹

- SOC 63125: "Cultural Sociology" (3 credits)
- SOC 63740: "Social Psychology" (3 credits)

Advanced Statistics and Methods

- SOC 63915: "Designing Qualitative Research" (3 credits)

Graduate Level Seminars¹

- SOC 63239: "Sociology of Education" (3 credits)
- SOC 63917: "Cognitive Sociology" (3 credits)

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: SPRING 2017

SOC 63092 – Proseminar II (1 credit)

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

Lyn Spillman

The main goal of Proseminar II is to expose students to the substantive areas of strength in the department. Representatives from each area exam committee in the department will coordinate a series of presentations on the overall intellectual landscape and cutting edge issues in their area.

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 63125 – Cultural Sociology (3 credits)

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

Terry McDonnell

What is culture? How is it created and circulated? How does culture shape behavior? What part does culture play in consensus formation, in domination, and in resistance? The course begins by introducing theories of culture from critical theory, structuralism, practice theory, cognitive approaches. We ask where culture fits in understandings of structure and agency, debate whether culture motivates or justifies, and discuss a variety of methods for measuring culture. From these beginnings, we then treat culture as an outcome to be explained and assess theories that explain meaning from the production of culture approach to reception theory. To conclude the course we assess how culture operates as a casual or mediating force by exploring the concepts of cultural power, cultural capital, symbolic boundaries and more.

SOC 63239 – Sociology of Education (3 credits)

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

Amy Langenkamp

The purpose of this graduate seminar is to explore the foundations of the study of Sociology of Education. We begin with classical sociological perspectives on the study of education and then move to the major issues influencing academic attainment, academic opportunity, and academic success of individuals in American society. Sociologists of education generally view meritocracy as the ultimate goal in any educational system. Thus, the empirical emphasis of much of sociology of education is anchored in arenas that influence academic outcomes and pose a threat to meritocracy. These arenas comprise the core of the course and include genetic inheritance, the family, ascriptive characteristics (socioeconomic status, race/ethnicity, gender), school context, peers, and transitions across levels of schooling. Our critical exploration of the topics covered in this class will provide a foundation for the sociological study of the K-12 education system.

SOC 63270 –ND PIER Colloquium (3 credits)

TBD

Mark Berends

Interdisciplinary educational seminar sponsored by the Institute for Educational Initiatives (IEI) and the Program for Interdisciplinary Educational Research (ND PIER). This seminar will feature presentations of educational research by an invited speaker from off campus, a Notre Dame faculty member, or graduate student. Discussions of talks, methods, and contributions to educational policies, practices, and programs will follow each presentation.

SOC 63279 – CREO Seminar (1 credit)

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

Bill Carbonaro

The CREO seminar is a workshop where exciting new research in the area of education is presented, discussed, and critiqued. In the process, students will develop and improve their skills as researchers. Presenters include faculty and students from Notre Dame, as well as prominent visiting speakers from other institutions. Graduate students will be given numerous opportunities to present their work during the semester. Other activities may include: reading and discussing important new published work; professional development; and exposure to new research methods.

SOC 63578 –Social Movements & Politics (1 credit)

Tuesday & Thursday: 9:30-10:45 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)

Monday & Wednesday: 12:30-1:45 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 63900 – Critical Realism and Sociology (1 credit)

Tuesday: 6:30-7:45 p.m.

Chris Smith

This advanced theory seminar will explore the philosophy of social science known as critical realism and consider how it might influence sociological research and scholarship. The first part of the course will read and discuss key works in critical realism as an alternative approach to both positivist empiricism and hermeneutical interpretivism. The second part of the course will then consider the implications of a critical realist sociology for conceiving and designing research projects, conducting data analysis, and writing publications. Along the way we will engage a variety of sociological theories and basic theoretical issues from a critical realist perspective.

SOC 63913 – Research Methods (3 credits)

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

David Sikkink

Provides an introduction to measurement theory, research design, and a review of various methods of data-gathering, including experimental, observational, and survey data collection techniques. Students will gain experience with a variety of techniques of measurement and will be guided through the process of developing a research proposal.

SOC 63915 – Designing Qualitative Research (3 credits)

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

Lyn Spillman

The goal of this course is provide an opportunity to examine in depth important issues in qualitative research design, including the formulation of research problems; classification, description, and measurement; types of explanation and inference; comparative design; and the logic of case study design. Our reading and discussion will focus on general methodological reflections and debates of qualitative researchers, especially but not exclusively the broadly applicable work of comparative

historical sociologists. We will also analyze and critique research design in several illustrative empirical studies. The class will not treat basic skills involved in different types of qualitative research. However, students may develop and revise research proposals and research projects in the course of class work.

SOC 63917 – Cognitive Sociology

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

Omar Lizardo

The hunch that cognitive process is shaped by social context was shared (sometimes explicitly) by all of the classical theorists. After a long period of neglect and anti-psychological boundary-drawing, questions of the relationship of cognition to culture and society are once again at the forefront of the disciplinary concerns. However, this renewal of interest in cognition (and culture) is occurring as pernicious (and largely outdated) assumptions about the relationship between language, culture, cognition and action continue to be hegemonic in sociology. The basic premise of this course is that a sociological concern with cognition can be healthy and productive but that that marriage cannot occur under the (largely parochial) contemporary parameters under which (American) sociology defines itself as a discipline and without exorcising the ghosts left behind by the post-classical mangling of the "cognitive question." This course is meant as a review, critique and (partial reclamation of valuable threads) across different sociological approaches to cognition from the classics to twentieth century movements in cultural analysis and theory of action, and onwards beyond sociology and towards contemporary research in the cognitive science and cognitive neuroscience. The basic goal of the course is to offer a reconstructive characterization of what a cognitive sociology that did not respect the boundary lines drawn by our disciplinary forefathers would look like, one that returns to the basic classical questions armed with the conceptual tools offered by contemporary understandings of the nature of cognitive process.

SOC 66900 – Philosophical Bases of Social Theory (1 credit)

TBA

Chris Smith

SOC 71994 – Categorical Data Analysis Lab (0 credit)

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

Chris Quiroz

Lab that accompanies SOC 73994, Categorical Data Analysis

SOC 73994 – Categorical Data Analysis (3 credits)

Monday and Wednesday: 11:00-12:15 a.m.

Rich Williams

This course discusses methods and models for the analysis of categorical dependent variables and their applications in social science research. Researchers are often interested in the determinants of

categorical outcomes. For example, such outcomes might be binary (lives/dies), ordinal (very likely/somewhat likely/not likely), nominal (taking the bus, car, or train to work) or count (the number of times something has happened, such as the number of articles written). When dependent variables are categorical rather than continuous, conventional OLS regression techniques are not appropriate. This course therefore discusses the wide array of methods that are available for examining categorical outcomes. Heavy use will be made of Stata and possibly other programs. Course requirements will include writing a quantitative paper using one or more of the methods discussed.

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.