

# SOCIOLOGY DEPARTMENT

## COURSE TITLES & SPRING 2017 COURSE DESCRIPTIONS

(N.B. The titles of the courses offered in Spring 2017 are in **highlighted 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  
**43380 Gender & Sexuality in Family**

### 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  
43228 Controversies in Education  
43240 Research on School Effects  
43281 Racial/Ethnic Educational Ineq.  
43290 Education Policy in a Reform and Data-Driven World  
**47290 Special Studies in Educ. Policy**

### 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: ...  
**30419 Investigating the Laboratory**  
**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 How Did I Get Here Where Am I Going?**  
**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  
**30584 Neighborhood Transformation**  
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 Power, Privilege and Oppression**  
**30806 Race & Ethnicity**  
30838 Poverty, Ineqal., & Soc Strat  
30846 Today's Gender Roles  
33062 Latino Community Organizing  
**43839 Unequal America**

criminology

social  
inequality

identity

global  
society

gender  
roles

## **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.**

**33028 History of American Indian Education**

33066 Soc. Concerns Sem.: Border Issues

**33074 Prison Writing**

**33090 Proseminar**

40001 Time & Society

40034 Gender & Violence

43016 Visual Soc.: Explor. Society Photo.

**45000 Sociology Internships**

**46000 Directed Readings in Sociology**



deviant  
behavior

social  
movements

human  
rights

political  
interaction



popular  
culture

criminology

social  
inequality

identity

global  
society

gender  
roles

## **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 Immigration and Citizenship**

13181 Materializing America

13181 Racial/Ethnic Educ. Inequality

**13181 Responding to International Crisis**

13181 Schooling & Civic Participation in American Society

**13181 Sociology in Action**

13181 Social Interaction

13181 Sociology of Money

13181 Sociology of Motherhood

**13181 The Sociological Imagination**

13181 Understandings of Democracy

immigration

# DEPARTMENT OF SOCIOLOGY

## UNDERGRADUATE COURSE DESCRIPTION BOOKLET Spring 2017

*"...the first wisdom of sociology is this - things are not what they seem." -Peter Berger*

### Sociology at Notre Dame

By providing you with the methodological and intellectual tools to create and evaluate evidence based policy, sociology helps you to live our campus commitment to social justice and human rights. Studying sociology allows you to direct your talents, gifts and energy towards practical and meaningful ways to help others.

Sociology at Notre Dame prepares you 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 the Sociology major, provides you will 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.

### Getting to Know 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**

Advisor assignments are based, as far as possible, on the individual interests of each student. All minors are advised by the DUS. 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 Department of Sociology offers academically gifted and highly motivated students the opportunity to graduate with departmental honors. In order to participate in the honors track, students must be at least a first semester junior with a minimum SOC GPA of 3.5.

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.)
3. Students must maintain a SOC GPA of 3.5.

**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. Courses meeting the 40000 requirement are not offered abroad.**

## **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 2017

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### **SOC 10002**

#### **Understanding Societies**

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

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

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: Terence McDonnell**

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

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

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

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

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. **(First Year Studies Only)**

## **SOC 13181**

### **University Seminar: Sociology in Action**

#### **Section 01: David Hachen**

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

This seminar will help students develop a new skill – the ability to read and analyze situations sociologically. Using decisions cases -- short problem-centered narratives that promote critical thinking – students will learn how to:

- See situations sociologically by identifying and describing four important social connectors: social relationships, groups, organizations, and networks.
- Use sociological theories to reframe and develop multiple perspectives on social connections.
- Think about situations from the point of view of insiders by decoding culture.
- Uncover inequalities by analyzing differences in power.
- Imagine futures by taking into account changes that could result from three important driving forces: demography, technology and collectives actions.

In addition, there will be a special module on Social Network in which you will read about and discuss and learn how to look at social networks. **(First Year Studies Only)**

## **SOC 13181**

### **University Seminar: Immigration and Citizenship**

#### **Section 02: Gilberto Cardenas**

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

This course will address the dynamics between current migration flows to the United States and issues pertaining to inclusion and citizenship of immigrants in American society. Special attention will be given to the flow and stock of immigrants from the Americas. We will discuss these dynamics in the context of the historical background of U.S. immigration policy and public policy regarding the position of immigrants in the contemporary period. We will draw on our understanding of these issues from both written materials as well as from the visual records - photographs, art and film. **(First Year Studies Only)**

## **SOC 13181**

### **University Seminar: Responding to International Crisis**

#### **Section 03: Samuel Valenzuela**

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

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

## **SOC 13181**

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

#### **Section 04: Megan Andrew**

**TR 12:30p – 1:45p**

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: Sociological Imagination**

##### **Section 05: Kevin Christiano**

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

This course is designed to acquaint first-year college students with the distinctive perspective on social reality that sociology offers, and to encourage them to broaden their habits of thought by adopting some of its principles. In addition, it proposes to hone the skills of students at reading with a critical eye, shaping argumentation with logic, and writing with clarity. Students will read and discuss in a seminar setting a series of well-known texts from sociology, including such classic works as William Foote Whyte's *Street Corner Society* and Erving Goffman's *The Presentation of Self in Everyday Life*. They also will be required to complete a minimum number of pages of original writing on specified topics. **(First Year Studies Only)**

### **SOC 20002**

#### **Understanding Societies**

##### **Section 01: Julie Dallavis**

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

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 & 03: Christian Smith**

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

What does it mean that humans are social creatures and how does participation in social life shape people's personal life experiences and outcomes? How and why do people together create and sustain cultures, groups, institutions, and organizations? And how do these form people's relationships, actions, and experiences? This course introduces students to the discipline of sociology as a way to better understand how personal behaviors and life outcomes are profoundly influenced by a variety of social structures, and how their actions in turn maintain and can transform those social structures. Course readings and discussions will focus on the experience of community in modern society, young adult culture, marriage and family, inequality and poverty, civil rights, and disruptive social movements fighting for social structural change - particularly in the United States. Along the way we will learn a bit about social research methods and philosophy of social science, both of which will help students be smarter thinkers and consumers of social science research findings. Students will, as a result of taking this course, better understand both the society and world in which they live and the character and outcomes of their own personal lives. **You cannot take both this course if you have already taken SOC 10002 because the courses are equivalent. (-02: Sophomores Only; -03: Junior Sociology Majors/Minors only)**

## **SOC 20033**

### **Introduction to Social Problems**

**Section 01: Erika Summers-Effler**

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

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

## **SOC 20342**

### **Marriage and the Family**

**Section 01 & 02: Kelcie Vercel**

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

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 20541**

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

**Section 01 & 02: Russ Faeges**

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

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**

**Section 01: Jessica Collett**

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

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. **(Sophomores Only)**

### **SOC 20732**

#### **Introduction to Criminology**

**Section 01 & 02: Mim Thomas**

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

Sociology 20732, introduces students to how sociologists study crime. While much attention is given to crime in contemporary US society, we also discuss crime internationally as well as historically. 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. 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 11:00p - 12:15p**

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 25851**

#### **Power, Privilege and Oppression: Historical Contexts and Current Effects**

**Iris Outlaw**

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

This eight-week class is designed to educate students on systems of power, privilege and oppression. Participants learn 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 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. Please note: Class meetings will run 2 hours each session; all students are required to submit a proposal for the Center for Undergraduate Scholarly Engagement Conference. Class meeting dates in 2017: February 21, 28; March 7, 21, 28 & April 4, 11, 18. **(Department Approval Required)**

### **SOC 30419**

#### **Investigating the Laboratory**

**Section 01: Louise Bezuidenhout**

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

We often think of science as a purely intellectual activity. But producing scientific knowledge is deeply social process. Scientists undergo elaborate training and socialization, they often work in teams, and they must persuade other scientists to accept their arguments. In this course, we will use the tools of sociology and ethnography to investigate a central site for scientific work: the laboratory. We will ask questions such as:

- How does the laboratory environment shape how science research is conducted?
- Does the design of the laboratory environment have social, epistemic and ethical influences on scientific research?
- Should the context of generation be a means by which we evaluate scientific data?

In unpacking these questions students will engage with a wide range of Science and Technology Studies literature, as well as key philosophical texts. In addition, students will have the opportunity to conduct scientific research within a laboratory. The combination of theoretical and practical learning will allow them to develop multifaceted and nuanced understandings of the questions listed above.

The course will assist students in reflecting on their personal and disciplinary pre-conceptions about the locus of the production of data in scientific research. They will be challenged to re-examine scientific practices, scientific data and scientific research in light of a revised conception of the laboratory as an active participant in the creation of knowledge. In this, the student's opportunity to work within a science laboratory is key, as it will allow them to gather personal experience of the manner in which data are produced, selected and discussed. Ultimately, this will enable students to reflect on epistemic, ethical and social implications of the laboratory as an active element in scientific research.

In addition, the course will be valuable for social science students interested in conducting empirical research. The laboratory research tasks will be accompanied by obligatory journal keeping. The opportunity to reflect on their activities within the laboratory will assist students in developing critical self-reflection that is a key tool for successful empirical research. **(Sophomores, Juniors, & Seniors Only)**

## **SOC 30584**

### **Neighborhood Transformation**

**Michael Penta**

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

Neighborhood transformation describes the process through which the demographic nature of a community changes over time. This course will introduce the students to this process of neighborhood change, and help them better understand the issues and dynamics that are created when groups with differing needs and expectations live in close proximity to one another. As a class, they will be introduced to and asked to investigate these dynamics as they exist in a local community in South Bend, in the Near Northwest Neighborhood. Using field observations and interviews of a variety of different actors in the community, the students will be introduced to the tensions and concerns involved in a changing community, and the role that different actors and actions have on the ultimate outcome of those changes.

The goal of this course is to lead the students to examine these ethical concerns that the processes of neighborhood change creates, and the issues involved in creating socially just and equitable outcomes. Through doing this, the students will be in a position to better understand the dynamics involved in social change of this nature, and have the personal experience necessary to help alleviate the conflict and inequalities that these changes create. **(Sophomores, Juniors, & Seniors Only)**

## **SOC 30806**

### **Race and Ethnicity**

**Nicole Perez**

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

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: Christian Smith**

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

The course explores the content and the method of great written works by Sociology's founding theorists. Theorists to be discussed include Durkheim, Weber, and Marx. 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/Minors Only; -01: Sophomores, Juniors & Seniors Only; -02 Freshman Only, Department Approval Required)**

### **SOC 30902**

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

##### **Section 01: David Hachen**

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

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

### **SOC 30902**

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

##### **Section 02: Mark Gunty**

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

This course takes a social studio approach to learning methods. During the course, students will be presented with problems that have to be solved by conducting empirical research which meets all the criteria of validity. These problems form the starting points for a series of integrative lab activities that include field research, surveys, experiments, and content analysis. Class time is spent presenting the problems, identifying ethical responsibilities relevant to the problem, and focusing on two or three fundamental skills to be learned with each problem. The learning model consists of looping steps: plan, do, critique, revise, re-do, critique, and move on to the next problem. The purpose of the course is two-fold: to encourage development of research skills and to encourage critical reflection on research done by others. **(Sociology Majors/Minors Only; Sophomores, Juniors and Seniors Only)**

### **SOC 30903**

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

**Marshall Taylor**

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

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

### **SOC 30952**

#### **International Research Design**

**Erin McDonnell**

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

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

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

### **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 a student-driven 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/Minors Only; Sophomores, Juniors and Seniors Only)**

### **SOC 33028**

#### **History of American Indian Education: Sociology, Race, Class, Gender, and Schooling**

**Collier, Brian**

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

This course blends the History of Education and American Indian History and is open (by invitation only) to students interested in action research on these two topics. The course may include an opportunity to collaborate on a project with a school that is part of the Native mission network schools and may include travel to a Native community. The course is by invitation only as it has an outcome opportunity of a conference in September 2016. **(Sociology Majors/Minors Only; Department Approval Required)**

### **SOC 33074**

#### **Prison Writing: Explorations of Freedom from the Inside Out**

**McCarthy, Sheila; Brandenberger, Jay; Hebbler, Michael; Sharpe, Susan**

**F 11:00a - 4:30p**

What does it mean for an individual and a society to be free, and what does this freedom require? We will explore these fundamental questions of human existence through literature that portrays imprisonment and liberation. This course follows the Inside-Out model of prison exchange now well established across the United States. It provides an opportunity for "inside students" (at the Westville Correctional Facility) and "outside students" (from Notre Dame) to learn with and from each other and to break new ground together. Notre Dame students travel to Westville each week of the semester for dialogue with students at the facility, who have read the same relevant texts. Works include fiction and nonfiction, and the chains we encounter will be both figurative and literal, as many of the authors we will read tell of their experiences inside physical prison walls. Of special focus will be the relationship between the individual and society, as students will reflect on their personal narratives within their respective communities and the broader social structures that bind us all. We will identify chains that hinder our freedom and chains that link us together as we seek to liberate ourselves and our communities. What does it mean for an individual and a society to be free, and what does this freedom require? We will explore these fundamental questions of human existence through literature that portrays imprisonment and liberation. This course follows the Inside-Out model of prison exchange now well established across the United States. It provides an opportunity for "inside students" (at the Westville Correctional Facility) and "outside students" (from Notre Dame) to learn with and from each other and to break new ground together. Notre Dame students travel to Westville each week of the semester for dialogue with students at the facility, who have read the same relevant texts. Works include fiction and nonfiction, and the chains we encounter will be both figurative and literal, as many of the authors we will read tell of their experiences inside physical prison walls. Of special focus will be the relationship between the individual and society, as students will reflect on their personal narratives within their respective communities and the broader social structures that bind us all. We will identify chains that hinder our freedom and chains that link us together as we seek to liberate ourselves and our communities. **(Sociology Majors/Minors Only; Department Approval Required)**

### **SOC 33090**

#### **Proseminar**

**Mim Thomas**

**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/minors. (Sociology Majors/Minors 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: Mim Thomas**

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 43380**

### **Gender and Sexualities in Family**

**Abigail Ocobock**

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

Gender and sexuality are often taken for granted categories in social life and this is nowhere truer than in families, where the operation of gender and sexuality are usually invisible or appear as natural and private. Studying families offers a lens through which to explore and better understand gender and sexuality as complex social processes that structure our everyday lives. But families do not just reflect broader gender and sexual structures and inequalities - they also create and perpetuate them. As such, we will consider both how gender and sexuality affect our family aspirations and experiences, and how gender and sexuality get produced and reproduced within families. Some specific areas of family life we will explore include: dating, marriage, reproduction, parenting and child socialization, domestic labor, the negotiation of paid work and family care, and sexual desires and practices. We will draw on empirical studies about a variety of different kinds of families including, for example, heterosexual, LGBTQ, polyamorous, and immigrant families. This is a discussion-based, seminar course that requires high levels of class participation. **(Sociology Majors/Minors Only; Juniors & Seniors Only)**



## **SOC 43402**

### **Population Dynamics**

**Richard Williams**

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

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

## **SOC 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 43513**

### **Sociology of Development**

**Samuel Valenzuela**

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

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 43579**

### **The Social Organization of Secrecy and Deception**

**David Gibson**

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

One would think that secrets are hard to keep, and lies hard to maintain, because it doesn't take much for the truth to escape and once it's out, it can't be put back into the bottle. Yet secrets and lies reside at the heart of much social and political order, sometimes for years and even decades at a time. The objective of this course is to advance our scientific understanding of how this is possible, drawing on sociological, psychological, and historical research on such things as performance, secrecy, lying, forgetting, doubt, denial, and inattention. Case studies will include instances of corporate malfeasance (such as Ponzi schemes and insider trading), Big Tobacco's cover-up of the health consequences of smoking, the lies told by the totalitarian regime of North Korea, the secret British program to break the German cipher during WWII, elaborate attempts to cover up government atrocities, and the cat-and-mouse game between international inspectors and regimes thought to be developing banned weapons. Throughout, we will be concerned with the distinct methodological challenges of studying things many people want to keep secret.

Requirements will include midterm and final examinations, reading quizzes/reaction papers, participation, and a final research paper. **(Sophomores, Juniors, & Seniors Only)**

### **SOC 43600**

#### **Society and Spirit**

**Kevin Christiano**

**TR 3:30p - 445p**

The purpose of this course is, in the setting of a small seminar, to engage students in close reading and broad discussion of sociological writings about religion by classical theorists of the discipline. Works that may be nominated for treatment include such mainstays as *The Elementary Forms of the Religious Life* and other studies of religion by Emile Durkheim; *The Protestant Ethic and the Spirit of Capitalism* and *The Sociology of Religion* by Max Weber; portions of *The German Ideology* by Karl Marx and Friedrich Engels, as well as excerpts from Marx's *Capital*; *The Future of an Illusion and Civilization and Its Discontents* by Sigmund Freud; and various essays on religion by Georg Simmel. The course also will cover more recent works, both in the sociology of religion and in related fields, incorporating assumptions about and approaches to religion that can be traced to these pioneering authors. **(Juniors & Seniors Only)**

### **SOC 43839**

#### **Unequal America**

**William Carbonaro**

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

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

### **SOC 43959**

#### **How Did I Get Here and Where Am I Going?**

**Amy Langenkamp**

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

Though sociologists are not fortune tellers, life course sociology has documented the human life course enough to reliably understand how and why people's lives are patterned in certain ways. This course seeks to understand how and why people change or remain the same throughout their lives. We will explore how lives are shaped by specific historical contexts, how individuals actively construct their life course within historical and social constraints, how our lives 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. We will investigate patterns common in the different stages of our life course as well life course pathways related to family relationships, education, health and religion. Including all of these elements of life course sociology gives a fuller understanding of how individual lives are lived within our communities as well as global contexts, and also how lives are rooted in intersections of gender, class, race, sexual orientation and other statuses. **(Sophomores, Juniors & Seniors Only)**

### **SOC 43991**

#### **Sociology Research Practicum**

**David Gibson**

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

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/Minors Only; Juniors & Seniors Only)**

## **SOC 45000**

### **Sociology Internship**

**Coordinator: Mim Thomas**

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. **(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  
The Human Rights Commission, City of South Bend.

## **SOC 46000**

### **Directed Readings in Sociology**

#### **Individual Directors**

**Coordinator: Mim Thomas**

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 47290**

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

**Megan Andrew**

**Coordinator: Mim Thomas**

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) (Sophomores, Juniors & Seniors Only)**

### **SOC 48000**

#### **Directed Research in Sociology**

**Individual Directors**

**Coordinator: Mim Thomas**

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: Mim Thomas**

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)**