

# SOCIOLOGY DEPARTMENT

## COURSE TITLES & FALL 2017 COURSE DESCRIPTIONS

(N.B. The titles of the courses offered in Fall 2017 are in **bold face** print)

### MISCELLANEOUS/CROSS LISTED

**10002/20002 Understanding Societies**  
**10033/20033 Intro to Social Problems**  
**20651 Religion and Politics in the Middle East**  
23011 Selflessness and Selfishness  
30019 Sociology of Sport  
30022 Confronting Homelessness  
30028 Survey of Hist. Dev. In Amer. Educ.  
30029 Architecture which Hurts & Heals  
30048 Latinos and the City  
30059 Civil Society and Peacebuilding  
**30082 Equity, Justice, US Higher Ed.**  
30086 Race & Ethnicity/Lat. Pop in U.S.  
**30603 Visualizing Global Change**  
**30630 Walking Beijing**  
33001 Sociology, Self, & Cath. Soc. Trad.  
33028 Hist. of American Indian Education  
33066 Soc. Concerns Sem.: Border Issues  
33074 Prison Writing  
**33090 Proseminar**  
40001 Time & Society  
40034 Gender & Violence  
40068 Religion, Gender, & Development  
**41103 Service Mexican Immigration**  
43016 Visual Soc.: Explor. Society Photo.  
**43490 Mexican Immig.: South Bend Study**  
**45000 Sociology Internships**  
**46000 Directed Readings in Sociology**  
**48000 Directed Research in Sociology**

### CULTURE/MEDIA

20100 Intro to Cultural Sociology  
23111 Sociology of Consumption  
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

### EDUCATION

**20228 Social Inequality & Amer. Ed**  
20260 Rel. & Schooling in Amer. Society  
30235 Sociology of Education  
**37290 Special Studies in Educ. Policy**  
43228 Controversies in Education  
43240 Research on School Effects  
**43281 Racial/Ethnic Educational Ineq.**  
43290 Education Policy in a Reform and Data-Driven World

### FAMILY

**20342 Marriage and Family**  
**43377 Family, Gender & Employment**  
43355 Family Seminar  
43380 Gender & Sexualities in the Family



### MIGRATION, DEMOGRAPHY, & MEDICINE

20014 Health and the Latino Paradox  
**20410 Sociology of Health and Medicine**  
20479 Latinos in American Society  
23470 Making Latinos: ...  
30408 Religion in Int'l, Global Rel.  
**30478 Migration, Race & Ethnicity**  
**30603 Visualizing Global Change**  
**30630 Walking Beijing**  
**33458 México-U.S. Border Imm. Sem.**  
**41103 Service Mexican Immigration**  
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**

### POLITICAL/DEVELOPMENT/ ECONOMIC/ENVIRONMENT

20501 Glob. & Social Movements  
**20502 Dynamic Organizations**  
20533 Responding to World Crisis  
20541 Soc. of War and Terror  
20550 Devel. & Human Well-Being  
30505 Aid and Violence  
30514 Social Movements  
**30518 Sociology of Money**  
30581 Racism & Activism  
30910 Environmental Sociology  
33501 Political Protest in a Global...  
40505 Globaliz. & Its Discontents  
43510 Governance and Africa  
43513 Sociology of Development  
43515 Political Sociology  
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

### RELIGION

20610 Sociology of Religion  
**20651 Religion and Politics in the Middle East**  
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

## **SOCIAL PSYCHOLOGY**

**10722/20722 Intro to Soc. Psychology**  
**10723 Social Psychology for Pre-Health**  
**43713 Socialization and the Life Course**  
**43719 Self, Society and Environment**  
43774 Society and Identity  
43959 Sociology of the Life Course

## **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

## **STRATIFICATION/RACE & ETHNICITY/GENDER**

20810 Gender Roles & Violence in Soc  
**20818 The Sociology of Sexuality**  
20838 Social Inequality  
20870 Inner City America  
25850 White Privilege Seminar  
30806 Race & Ethnicity  
30838 Poverty, Inequal., & Soc Strat  
30846 Today's Gender Roles  
33062 Latino Community Organizing  
**40838 Racial & Ethnic Conflict in US**  
43839 Unequal America

## **THEORY/METHODS/ RESEARCH**

23901 Power & Identities  
23951 Found. of Int. Research Design  
**30900 Foundations of Soc. Theory**  
**30902 Methods of Soc. Research**  
**30903 Stats for Social Research**  
**30952 International Research Design**  
**35900 Soc. Research Apprentices**  
41800 Senior Thesis Workshop  
**43901 Power & ID in Mod. Society**  
43910 Contemporary Soc. Theory  
43959 Sociology of the Life Course  
43991 Sociology Research Practicum  
**46000 Directed Readings in Sociology**  
**48000 Directed Research in Sociology**  
**48009 Senior Thesis Capstone Project**

## **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 Comparative Moral Systems**  
**13181 Contemp. Educational Issues**  
13181 Cultural Sociology  
13181 Forming Citizens & Persons in America's Schools  
**13181 Gender and Sexuality in Families**  
13181 Immigration and Citizenship  
13181 Materializing America  
**13181 Objects Matter**  
13181 Racial/Ethnic Educ. Inequality  
13181 Responding to International Crisis  
13181 Sociology in Action  
13181 Social Interaction  
13181 Sociology of Money  
13181 Sociology of Motherhood  
13181 The Sociological Imagination  
**13181 Sustainable Wisdom**  
13181 Understandings of Democracy

**DEPARTMENT OF SOCIOLOGY**  
**UNDERGRADUATE COURSE DESCRIPTION BOOKLET**  
**Fall 2017**

*"Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies, and how people interact within these contexts. The subject matter of sociology ranges from the intimate family to the hostile mob; from organized crime to religious cults; from the divisions of race, gender and social class to the shared beliefs of a common culture; and from the sociology of work to the sociology of sports. Few fields have the broad scope and relevance for research, theory, and application of knowledge that Sociology has." -American Sociological Association ([http://www.asanet.org/cs/root/topnav/sociologist/what\\_is\\_sociology](http://www.asanet.org/cs/root/topnav/sociologist/what_is_sociology))*

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

By learning about and exploring the factors that impact people's behavior and environments and by developing research skills, you will be well-prepared for the global and technological nature of the 21<sup>st</sup> century business world and for service in our multicultural communities, schools, and nonprofit organizations. Moreover, if graduate school (or law or medical school) is in your future, you will definitely be prepared for the challenges you will face because in the Sociology major, you will have lots of opportunities to do research and to sharpen your critical thinking and writing skills.

Notre Dame Sociology alums enter fields as diverse as business, law, medicine, health care administration, politics, religious ministries, research institutes, social work, teaching, university professorates, etc. Whether it is work or further study, you will be able to pursue your chosen career with confidence by majoring in sociology.

**Studying Sociology**

For general introductions to sociological studies, students are encouraged to take **Understanding Societies (Soc 10002/20002)**, **Intro to Social Psychology (Soc 10722/20722)**, or **Intro to Social Problems (Soc 10033/20033)**. Other 20000 level courses that provide good opportunities to see how sociologists study social phenomena include **Marriage and Family (Soc 20342)**, **Intro to Criminology (Soc 20732)**, and **Selflessness and Selfishness (Soc 23011)**. Students are urged to start the major (or minor) as early as possible, but they may declare the major or minor at any time as long as they are able to fulfill the requirements.

**REQUIREMENTS of the MAJOR**

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

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

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

- B. Each major also must acquire at least **twelve credits of Sociology elective courses**, usually consisting of four, 3-credit courses. These courses may be at **any level**, 10000 through 40000.

- C. Each major must take a **minimum of three, 3-credit, 40000-level courses** (for a total of **nine credits**). These courses must be lecture-based (40xxx), seminar-based (43xxx), or research-based (48xxx) courses. [**Students please note:** If a 40000-level course is not a lecture, seminar, or research-based course, that course will be counted in the electives category, NOT in the 40000-level category.]

### **REQUIREMENTS of the MINOR**

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

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

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

### **ADVISING POLICY IN SOCIOLOGY**

Each student is assigned to a Sociology faculty advisor immediately after declaring the major or minor. (See the advisor-advisee list on the department's web site and on the undergraduate bulletin board just outside of 810 Flanner Hall.) Advisor assignments are based, as far as possible, on the individual interests of each student. Working closely with a faculty advisor, each student can map out a personalized program of study that will satisfy the department's requirements for the major and simultaneously accommodate the student's academic interests and career aspirations. Students may meet with their advisors at any time, but **must meet prior to registration**. In addition, all students are encouraged to **consult the DUS** on

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

### **HONORS TRACK**

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

The Sociology honors track entails fulfilling the following special requirements:

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

**Sociology Honors Track Advising.** Students enrolled in Sociology's undergraduate honors track will all work closely with the DUS. In addition, every student will have an individual faculty director for their senior thesis project. Students may identify a faculty member willing to serve as their individual director or seek the advice of the DUS in finding an appropriate mentor. Students interested in the Sociology honors track should meet with the DUS as soon as possible, preferably during their sophomore year, to discuss their interests and aspirations.

## **DOUBLE MAJORING**

The Sociology major combines very well with a number of other majors. Many students also major in APH2 or SCPP, Business, Psychology, Political Science, a foreign language, or Economics. Some students combine Sociology with a supplementary major or a minor, such as Computer Applications; Business Economics; Education, Schooling, and Society; Poverty Studies; International Development Studies; Peace Studies; etc. **Students from another college (e.g., the College of Business or Science) who declare Sociology as a second major do NOT have to meet all the requirements of the College of Arts and Letters but rather just those of the college of their first major.**

Students pursuing the major in Sociology must meet all requirements of the department or have approved equivalent courses. In all cases, the department tries to be flexible when working out an individual student's program.

## **SOCIOLOGY INTERNSHIPS**

The Sociology major offers an array of internship placements that provide students with the opportunity to work at a local organization or agency in a field related to Sociology, while earning 3 elective credits through **Soc 45000, Sociology Internships**. Participation in the Sociology Department's Internship course requires an application and the approval of the instructor.

## **STUDY ABROAD**

The Sociology department encourages its majors to study abroad because it is a great way to stretch their "sociological imagination." In fact, cross-cultural comparison is one of the most basic sociological methods. Most abroad programs offer courses in Sociology or a related field; and majors may take up to 6 credits in Sociology that can be counted toward the required 12 elective credit hours. Abroad courses must be approved by the DUS.

**Before going abroad, all majors are strongly urged to take the four cornerstone 30000-level courses, or at least Soc 30900 and 30902.**

## **ADDITIONAL PROGRAM FEATURES**

### **SOCIOLOGY WEBSITE:** <http://sociology.nd.edu/undergraduate-program/>

Here, students will find links providing contact information, the advisor-advisee list, Sociology course information and major requirements, FAQ's, the honors track, graduate school planning, and career opportunities. In addition, students can get acquainted with some of our existing majors. They can also learn more about writing and research in sociology at this website.

**ALPHA KAPPA DELTA:** Alpha Kappa Delta (AKD) is an international honor society in Sociology, founded for the purpose of stimulating scholarship and promoting the scientific study of social phenomena for the promotion of human welfare. Academically distinguished students are nominated for membership in Notre Dame's Epsilon Chapter of AKD in either their junior or senior year. As seniors, those who were initiated in their junior year are encouraged to become involved in activities that enhance the intellectual life of the department.

# **SOCIOLOGY UNDERGRADUATE COURSE DESCRIPTIONS**

## **Fall 2017**

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### **SOC 10002**

#### **Understanding Societies**

**Jennifer Jones**

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

Sociology is both a method of inquiry and a way of seeing the world. In this course, in addition to learning how to think and research 'sociologically', students will be introduced to some of the key substantive units of study in our discipline. As the broadest of all the social sciences, sociologists investigate a wide-range of social phenomena. In this course, we will emphasize how various aspects of social life structure inequality. Learning sociology is about understanding how our society works, and about the influences that shape who we are and how we think. Students in this course will learn to use their sociological imaginations, and will be prompted to question the very things that are considered common sense, natural, or inevitable. Through the concepts introduced in this course, students will come to a deeper understanding of the society they live in, as well as their place within it. **(First Year Studies Only; Cannot have taken SOC 20002)**

### **SOC 10033**

#### **Introduction to Social Problems**

**Dustin Stoltz**

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

Today's society is beset by many serious social problems, for example, crime and deviance, drug abuse and addiction, domestic violence, hunger and poverty, and racial/ethnic discrimination. How do we think about these problems in ways that lead to helpful solutions? In what ways does one's own social background and role in society affect his/her views of these problems? In this course, students will learn to take a sociological perspective not only in examining the causes, consequences, and solutions to some of society's most troubling social problems, but also in taking a critical look at their own perceptions of the problem. **(First Year Studies Only; Cannot have taken SOC 20033)**

### **SOC 10722**

#### **Introduction to Social Psychology**

**Erika Summers-Effler**

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

The overarching goal of this class is to provide students with a working knowledge of social psychology and to stimulate an interest in ourselves, the world around us, and the connections between the two. This is a course about how we become who we are - how our personalities (or ourselves) are shaped by others, the groups we belong to, the social structures around us, and our interactions as social beings. However, interaction is a process between entities, a two-way street. Hence, it is not only about how the world around us shapes who we are, but also a course about how we shape others, the groups that we belong to, and the social structures around us. **(First Year Studies Only; Cannot have taken SOC 20722)**

### **SOC 10723**

#### **Social Psychology for Pre-Health**

**Jessica Collett**

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

Health professionals are increasingly aware of the importance of a holistic understanding of people, one that moves beyond physiology. This course is designed to provide students with a working knowledge of social psychology, a field at the intersection of sociology and psychology, to offer a view of ourselves and others beyond our physical selves. Drawing on research specifically geared toward pre-health students and covering many concepts covered on the MCAT, this course explores how people become who they are -- how our selves are shaped by others, the groups we belong to, the social structures around us, and our interactions as social beings -- and the tremendous importance of these social processes. **(Cannot have taken SOC 10722 or 20722; Section 01: FYS Only; Section 02: College of Science Only; Section 03: Neuroscience and Behavior (NSBH) &Pre-Health Studies (Supp.) (APH2) Only)**

### **SOC 13181**

#### **University Seminar: Contemporary Educational Issues**

**Section 01: Mark Berends**

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

The major goal of this course is to develop an understanding of the interaction among society, schools, and teachers--with a particular focus on educational opportunity. The content of the course is grounded in current controversies in the field of education as presented through research and media. Throughout the semester, students will examine cases that address challenges of equity in education. Students' experiences in the course will link academic scholarship with field practice. There will be several debates during the semester in which students participate and then write a position paper. Each of the debates will begin with a formal presentation of a case supported by class readings, video, debate, and lecture. Students will be required to prepare reflective writings, engage in class discussions, and thoughtfully defend their opinions.

Other desired goals of this course include fostering students' (1) awareness of the complexity of learning and schooling; (2) recognition of the broad array of opportunities to participate in the field of education; and (3) understanding the interconnections among society, schools, families, teachers, students, curriculum, instruction, and educational policies. **(First Year Studies Only)**

### **SOC 13181**

#### **University Seminar: Comparative Moral Systems**

**Section 02: David Gibson**

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

Morality provides the scaffolding for much of social life, but it is a scaffolding solely made of belief, conviction, and convention. While much ethical discourse pertains to discrete problems (such as the death penalty) considered in isolation, in practice, moral principles are constantly in competition with imperatives of other kinds: to provide for ourselves and our families, to avoid unnecessary conflict and peril, to minimize anguish and self-doubt, and to answer the call of competing moral mandates. Consequently, moral principles are frequently subordinated, tweaked, reinterpreted, and forgotten to fit the needs of the moment. This class will consider three types of writings on morality: philosophical statements about particular ethical principles; social-scientific research about the major dimensions of morality and its role in actual social systems; and empirical case studies of times and places in which morality was tested, sometimes to the detriment of everyone involved. Writing assignments will involve students applying the same approach to case studies of their own choosing, thereby adding to our understanding of ethics in action. **(First Year Studies Only)**



### **SOC 13181**

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

##### **Section 03: Megan Andrew**

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

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: Sustainable Wisdom, Civilization, and the Good Life**

##### **Section 04: Eugene Halton**

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

The story of civilization as a march from primitive conditions and scarcity to inevitable progress and abundance has given way to a record showing the legacy of pre- and non-civilized peoples as thriving in sustainable lifestyles and beliefs. The advent of civilization marks a break from that long past and its sustainable wisdom, toward progressive ways of living that also came with many costs, ancient and modern.

Through a combination of diverse readings, practical activities, and resources from the sustainable wisdom conference, this seminar will consider the place of sustainable wisdom for contemporary civilization. The first weeks examine the watershed of consciousness involved in the transition from hunter-gatherer life to that of agriculturally-based civilization. Later topics include transitions to modern life and how practices and ideas from the legacy of sustainable wisdom might contribute to the good life today. **(First Year Studies Only)**

### **SOC 13181**

#### **University Seminar: Objects Matter**

##### **Section 05: Terry McDonnell**

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

The less we are aware of objects, the more powerfully they influence our expectations and behavior. This class takes objects seriously, exploring how objects intervene in social life. We'll ask questions like:

How do phones disrupt or encourage communication and friendship? Why do cultures form around Twilight novels and Pokémon cards? Do surveillance cameras and red light cameras reduce deviance? Why do men leave the toilet seat up? How are racial inequalities inscribed in objects like kids toys or video chat technologies? Who is at fault when self-driving cars kill someone, the car's owner or the corporation? How are hoarding and minimalism linked with social class? Are we turning into cyborgs, as we come to rely on Fitbits and Google glasses to get through life? Will carebots for the elderly or sex dolls change social relations?

In this rigorous, interdisciplinary seminar, we'll discuss how objects communicate meaning, express and establish identity, create community, instantiate or disrupt moral orders, control our behavior, the promise and perils of consumerism, the power of materiality, and more. Students will engage in a number of "object lessons," where they explore the power of objects through real world exercises. **(First Year Studies Only)**

## **SOC 13181**

### **University Seminar: Gender and Sexuality in Families**

#### **Section 06: Elizabeth McClintock**

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

This course will consider how families reinforce, and sometimes challenge, prevailing gender and sexual norms. It will emphasize reproduction and parenting, interpersonal interactions and family rituals (like marriages), family structure, new and varied family forms, and the timing and context of family transitions. The course will focus on the contemporary U.S. but will incorporate cross-national and historic comparisons. **(First Year Studies Only)**

## **SOC 20002**

### **Understanding Societies**

#### **Section 01: Kevin Christiano**

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

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 this course if you have already taken SOC 10002 because the courses are equivalent. (Sophomores, Juniors and Seniors Only)**

## **SOC 20033**

### **Introduction to Social Problems**

#### **Section 01: Leslie MacColman**

**MWF 2:00p-2:50p**

If we pause for a moment, we realize that our world is marked by social problems that undermine the wellbeing of many, some more than others. These problems span a range of issues, including poverty and inequality, environmental degradation, discrimination, violence, consumerism, and violations of human rights. What is it about such issues that makes them problematic? Why are certain issues especially problematic for some but not others? How do we identify the causes of these problems and think about them in ways that can lead to helpful solutions? This course addresses such questions from a sociological perspective—an approach that links the individual to the social and shows the effects of social institutions and interactions on human behavior. To do so, the course will examine multiple social problems in the United States and around the globe. **You cannot take this course if you have already taken SOC 10033 because courses are equivalent. (Sophomores, Juniors and Seniors Only)**

## **SOC 20033**

### **Introduction to Social Problems**

#### **Section 02: Richard Williams**

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

Today’s society is beset by many serious social problems, for example, conflicts over gay rights, sexual violence, battles over abortion and reproductive rights, poverty & inequality & the decline of the middle class, and racial/ethnic discrimination (which has helped give rise to the Black Lives Matter social movement). How do we think about these problems in ways that lead to helpful solutions? In what ways does one’s own social background and role in society

affect his/her views of these problems? In this course, students will learn to take a sociological perspective not only in examining the causes, consequences, and solutions to some of society's most troubling social problems, but also in taking a critical look at their own perceptions of the problem. **You cannot take this course if you have already taken SOC 10033 because courses are equivalent. (Sophomores, Juniors and Seniors Only)**

### **SOC 20228**

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

**Amy Langenkamp**

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

Many have claimed that the American educational system is the “great equalizer among men.” In other words, the educational system gives everyone a chance to prosper in American society regardless of their social origins. In this course, we will explore the validity of this claim. Do schools help make American society more equal by reducing the importance of class, race, and gender as sources of inequality, or do schools simply reinforce existing inequalities and reproduce pre-existing social relations? Topics covered in the course include: unequal resources among schools, sorting practices of students within schools, parents' role in determining student outcomes, the role of schooling in determining labor market outcomes for individuals, and the use of educational programs as a remedy for poverty. **(Sophomores, Juniors and Senior Only)**

### **SOC 20342**

#### **Marriage and the Family**

**Abigail Ocobock**

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

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. **(Section 01: Sophomores & Juniors Only; Section 02: Sophomores, Junior & Seniors Sociology Majors/Minors Only)**

### **SOC 20410**

#### **Health, Medicine and Society**

**Russ Faeges**

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

This course is a comprehensive introduction to the sociology of health and health care. First we will examine how sociological variables affect people's health. Research is rapidly accumulating which shows that sociological variables have a huge impact on people's susceptibility to various illnesses, on their access to health care, and on their compliance with medical advice. Such variables include people's neighborhoods, occupations, and lifestyles; their social class, education, race, ethnicity, and gender – and the density of their “social networks, which are increasingly recognized for their critical effect on health. Second we will examine health care at four levels: (1) the level of individual “health behaviors”; (2) the level of interaction between patients and health care providers; (3) the operation of the increasingly large and bureaucratic medical institutions in which health care professionals must work and, and the major trends in health care, including the movement for “evidence-based medicine”, and in professional education, first of all, the increasing emphasis on the behavioral sciences; (4) the ongoing battles at the national level over

America's hugely contentious health care "NON-system", which will not end, no matter what occurs by the start of and during the course of the Fall 2017 Semester. In addition, we will examine sociological issues that overlap "medicine", such as radically long shifts for health care workers; the rapid increase in the proportion of female doctors; and increasing concern with work/family balance among practitioners. Third, we will examine health and medicine in relation to other dimensions of society, such as the modern economy, the media, law, the internet, government and politics. Health and medicine are intrinsically social and they cannot be isolated from the effects of the rest of society, many of which run counter to strictly "medical" considerations. Fourth, we will examine health and medicine globally. We will compare health and health care in several societies--for example, how different societies pay for medical care. And we will examine global trends with implications for health and medicine that require cooperation among societies, such as the way in which global air travel both increases the danger of global pandemics and makes possible "medical tourism." The course will emphasize learning how to use sociological tools to analyze and explain current features and on-going developments in health and health care. Grades will be based on regular exercises and in-class workshops and on a final exercise which will ask students to apply what they have learned to generate a case study of empirical material regarding current issues – perhaps, developments which emerge during the course of the semester. **(Section 01: Sophomores, Junior & Seniors; Section 02: Sophomores, Junior & Seniors Sociology Majors/Minors Only)**

## **SOC 20502**

### **Dynamic Organizations**

**Mark Guntz**

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

Throughout our lives we participate in and interact with many different types of organizations: hospitals, schools, businesses, government agencies, religious institutions. However, our understanding of these organizations is often limited. We may see what they do, but it is often difficult to see how organizations do these things and why they do them. Broadening our understanding of organizations can facilitate our ability to both negotiate our way through organizations and restructure organizational activities. The objective of this course is to increase your ability to understand today's organizations by (1) exploring different ways of looking at and thinking about organizations, (2) developing your skill at "reading" real organizational situations, and (3) imagining alternative ways of organizing social life. Whether you plan to go into business, teaching, medicine, or any other career embedded in complex organizations, this course provides the opportunity to become a more intelligent participant in the settings of today's organizations. Active learning is stimulated by case studies, cooperative learning groups, mind-stretching exercises and application writing assignments. **(Sophomores, Juniors & Seniors Only)**

## **SOC 20651**

### **Religion and Politics in the Middle East**

**Jeong Ha**

**TBA**

In this course, we will explore how religion(s) interact with politics in the Middle East, using the cases of several countries that have diverse ethnic and religious groups: Egypt, Syria, Iraq, Turkey, and Lebanon among others. Despite the diversity and historical dynamics of the region, the Middle East has been largely mistaken as a homogeneous and timeless place. Students will not only learn about diverse ethnic, religious, linguistic, and national groups in the region, but will also explore the ways in which historical and contemporary politics have marginalized these groups. Therefore, this course will enhance students' understanding of the region through historical and political examinations of the diverse ways that non-Muslims have been marginalized. We will also learn diverse historical, social, and political contexts that shape not only the structures of political systems but also everyday lives of ordinary people through interdisciplinary, extensive readings of the literature in the fields of political sociology, the sociology of religion, history, anthropology, and political science. In so doing, students will learn how to produce social scientific questions, answer said questions, and use methods, overall developing their research skills. The course aims to build students' comprehension of the region's diversity on the basis of theoretical discussions of ethnicity from a postcolonial perspective and in comparison to western discourses, focusing on such themes as racialization and ethnicization in intercommunal contexts. To meet the course goals, the course will utilize diverse learning materials

and scholarly books, journal articles, newspaper articles, films, novels, and comics produced in and on the region, historical and contemporary. The empirical studies that we will examine include the Armenian Genocide (1915-1917) in Turkey, the expulsion of Jews from Egypt (1956-57) and their adaptation in Israel, violence against Coptic Christians in Egypt, Muslim and Christian minorities in the Levant areas, and the repression of Kurds in Turkey, Iraq, and Syria. The goal of this course is to promote students' critical thinking and empower them with a comparative understanding of a globalizing world. Active participation and reading the class material are required. This course does not include a reading package and all reading materials will be available on Blackboard.

### **SOC 20722**

#### **Introduction to Social Psychology**

**Erika Summers-Effler**

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

The overarching goal of this course is to provide students with a working knowledge of social psychology and, with that knowledge, to increase awareness of ourselves, the social world around us, and the connections between the two. This is a course about social interaction – how the self shapes and is shaped by others, how we interact in and with groups and social structures, and how we perceive the world around us. Because the subject of the course is the very social interactions in which we are immersed, it is expected that students will develop the habit of applying social psychological concepts to everyday life. **You cannot take this course if you have already taken SOC 10722 because courses are equivalent. (Sophomores, Juniors & Seniors Only)**

### **SOC 20732**

#### **Introduction to Criminology**

**Robert Vargas**

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

As an introduction to the topic of Criminology, this course examines crime as a social problem within American society. Particular attention is given to the nature and function of law in society, theoretical perspectives on crime, victimology, sources of crime data, the social meaning of criminological data and the various societal responses to crime. These topics are addressed through specialized readings, discussion, and analysis. **You cannot take this course if you have already taken SOC 30732 because courses are equivalent.**

## **SOC 20818**

### **The Sociology of Sexuality**

**Abigail Ocobock**

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

When people think about sexuality, they often adopt a biological view—seeing sexuality as “driven” by hormones and nature. This course adopts a different approach by viewing sexuality through the lens of sociology—as shaped by social processes, including social interaction, institutions, and ideologies. It will focus on examining three aspects of sexuality: 1) The social, historical, and cultural factors that shape sexual behaviors, desires, identities, and communities; 2) The ways in which sex and sexuality are constantly regulated and contested at multiple levels of society, including within families, schools, workplaces, and religious and political institutions; and 3) The sources and effects of sexual inequality. While our focus will be on sexuality, we will also study how other identities (gender, race, class, religion, etc.) influence and affect it. Students will be encouraged to question taken-for-granted assumptions about sex and sexualities and formulate critical perspectives on issues pertaining to sexuality in today’s public discourses. This course is sex-positive in that it assumes that knowledge about sexuality is empowering, not dangerous. The readings and discussions will be frank, and students will be assisted in developing a language for, and comfort level with, discussing a wide range of sexual topics in a respectful and sociological way. In the process, students will be challenged to improve their critical thinking, researching, writing, and public speaking skills. **(Section 01: Sophomores, Juniors & Seniors Only; Section 02: Sophomores, Juniors & Seniors Sociology Majors/Minors Only)**

## **SOC 30082**

### **Equity, Justice, and U.S. Higher Education**

**Tara D. Hudson**

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

Since the founding of the first college in 1636, U.S. higher education has been a force both for and against social justice and the achievement of equitable outcomes for different sociocultural groups. In this course we will investigate the following broad questions regarding the role of higher education in U.S. society, using a social justice framework informed by critical theory, Catholic Social Teaching, and other scholarly perspectives:

- Whom has U.S. higher education served in the past, and whom does it serve today? Whom does it not serve? Whom should it serve?
- Does U.S. higher education promote equity for members of marginalized groups, or does it entrench privilege among members of dominant groups? Is it a force for social mobility, or for social stratification?
- Does U.S. higher education have a social responsibility? What should that responsibility be? How well is it meeting that responsibility?

We’ll begin by examining the historical role of U.S. higher education as a force for (in)equity and (in)justice, and then move to examining (in)equities in access to higher education, students’ experiences within colleges and universities, and outcomes of higher education. We will also examine the role of higher education as a social institution, including higher education as a public good and the mission and responsibility of higher education. **(Junior and Senior Sociology Majors/Minors Only)**

### **SOC 30478**

#### **Migration, Race, and Ethnicity in Twenty-first Century America**

**Jorge Bustamante**

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

Migration from Latin America and Asia over 1970-2000 brings a new heterogeneity for the United States that mirrors the global population. Now, the consequences of this migration are reflected in federal statistical policy to expand official population categories of five categories on race and two on ethnicity. This course is an introduction to these US populations of Whites, Blacks or African-Americans, American Indians or Alaskan Natives, Native Hawaiians or Other Pacific Islanders, and Latinos or Hispanics as to historical context, social and economic characteristics, and current research and policy issues. Migration in the post-1965 era of Asians and Latinos created new racial and ethnic communities geographically concentrated in California, Texas, Florida, New York, Illinois, and Arizona. Conceptualization and quantification involve new challenges increasingly relevant for governmental and private sectors, nationally and for communities. Scholars are more attentive to changing identities and population heterogeneity for social institutions of family, education, and government. The 2000 Census and population projections show the future population as considerably different from that of the past. These topics hold relevance in contemporary discussions of world population growth, immigration policy, social change, globalization, and environment.

### **SOC 30518**

#### **Sociology of Money**

**Erin McDonnell**

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

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

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

### **SOC 30603**

#### **Visualizing Global Change**

**Tamara Kay**

**T 3:30p-6:15p**

**R 5:00p-7:00p**

The goal of the course is to compare the processes by which social scientists and filmmakers/photographers engage in social documentation. Students explore how global social problems such as rural and urban poverty, race and gender inequalities, immigration, and violence are analyzed across the social sciences, and depicted in a variety of documentary film and photography genres. The course also explores the role that documentary photography and film play in promoting rights and advocating for social change, particularly in the realm of human rights and global inequality. It examines the history of documentary film and photography in relationship to politics, and to the development of concerns across the social sciences with inequality and social justice. It also looks at how individual documentarians, non-profit organizations and social movements use film and photography to further their goals and causes, and issues of representation their choices raise. The course is also unique because it requires students to engage in the process of visual documentation themselves by incorporating an activity-based learning component. For their final project, students choose a human rights or social problem that concerns or interests them (and which they can document locally; no travel is required), prepare a documentary exhibit on the chosen topic (10-12 photographs), and write a 12-15 page paper analyzing how 2-3 social scientists construct and frame the given problem. Students also have the option to produce a short documentary film. **(Sophomores, Juniors, & Seniors Only)**

### **SOC 30630**

#### **Walking Beijing**

**Anre Venter**

**R 3:30p-6:00p**

This class extends the scope of the two previous interdisciplinary courses (Of Cities and People; Architecture which Hurts, Architecture which Heals), which examined the manner in which the built environment influences wellbeing, identity, memory, and design utilizing a holistic perspective. This course aims to contextualize the phenomenological experience of flânerie (aimless walking) and intentional walking through Beijing (a culturally complex, large, intense and varied modern urban and ancient built environment) within a series of academic readings covering topics within, for example, neuroscience, design, mental and physical health, sustainability (conceptualized from a holistic perspective covering emotional, social, as well as environmental sustainability) and anthropology. Walking connects one to the environment in a direct and timeless manner that is distinctly different from travelling by motorized means. "Flânerie" in the context of an urban phenomenological experience of the embodied mind opens up essential aspects of the human experience: identity (who we are), orientation (where we are going), and recognition (where we are). Walking allows one to experience physical, environmental, and emotional comfort and discomfort, delight and dismay, stress and stimulation, puzzlement and enlightenment, confusion and inspiration in navigating the city in various planned and unplanned movement scenarios. This more direct connection to the environment allows for the experience of spatial inhibition, of anxiety and/or delight created by the geometry, geography, scale, size, form, color, texture, sound, and activities within the environment. Walkability, which is considered as a paradigm of both urban (environmental physical geographies) and psychological (emotional geographies) sustainability is influenced by issues of density, urban & architectural design, and social interactions. In addition, this type of pedagogy (interdisciplinary, phenomenological and theoretical combining classroom learning with an immersive experiential component) is becoming recognized in the sustainability literature as a form of deep learning that is understood to be critical in the context of educating for sustainability. Why Beijing? Because of its density, its size, scale and drama of daily logistics and people movement; because of its dramatic layering of contradictions, super-positions, and contrasts in urban context, architecture and culture, as well as dialectics of rapid modernization and resilient traditionalisms. With growing urban world populations worldwide and the accelerated rate of migrations, globalization and 'metropolisation' of many cities (particularly in developing countries), Beijing might be not only a rich laboratory, but also a paradigm for future urban realities? **(Sophomores, Juniors, & Seniors Only)**



## **SOC 30672**

### **Religion and Social Life**

**Kevin Christiano**

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

How does social life influence religion? How does religion influence society? What is religion's social significance in a complex society like ours? Is religion's significance declining? This course will consider these and other questions by exploring the great variety in social expressions of religion. The course examines the social bases of churches, sects, and cults, and it focuses on contemporary religion in the United States. **(Section 01: Sophomores, Juniors & Seniors Only; Section 02: Sophomores, Juniors & Seniors Sociology Majors/Minors Only)**

## **SOC 30900**

### **Foundations of Sociological Theory**

**Section 01: Mary Ellen Konieczny**

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

The course explores the content and the method of great written works by Sociology's founding theorists. Theorists to be discussed include Durkheim, Weber, Marx, and Tocqueville. An examination of their writings serves as an introduction to the intellectual concerns and the new insights, the theoretical ambitions and the controversies that provided the foundation for the development of Sociology. Through a focus on classic texts the course will address two main themes: the methodological arguments concerning the appropriate intellectual strategy for fulfilling Sociology's scientific ambitions and the substantive debates over the nature and dynamics of a changing society. Some attention will be directed to the implications of classical sociological theory for contemporary controversies and research. **(Sociology Majors/Minors Only)**

## **SOC 30900**

### **Foundations of Sociological Theory**

**Section 02: Mim Thomas**

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

The course explores the content and the method of great written works by Sociology's founding theorists. Theorists to be discussed include Durkheim, Weber, Marx, and Tocqueville. An examination of their writings serves as an introduction to the intellectual concerns and the new insights, the theoretical ambitions and the controversies that provided the foundation for the development of Sociology. Through a focus on classic texts the course will address two main themes: the methodological arguments concerning the appropriate intellectual strategy for fulfilling Sociology's scientific ambitions and the substantive debates over the nature and dynamics of a changing society. Some attention will be directed to the implications of classical sociological theory for contemporary controversies and research. **(Sociology Majors/Minors Only)**

## **SOC 30902**

### **Methods of Sociological Research**

**Section 01: Richard Williams**

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

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

## **SOC 30902**

### **Methods of Sociological Research**

**Section 02: David Gibson**

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

As a science, sociology uses various tools to establish knowledge about the social world as one step in the process of producing explanatory (and ideally, predictive) theory. The purpose of this course is to introduce students to different sociological methods, including survey research and associated quantitative/statistical analysis, interviewing, ethnography, historical-comparative and archival research, experimentation, content analysis and computer simulation. We will review basic principles for applying these methods, and discuss the assumptions behind each and the kind of insight it yields. Students will write several short research reports. The goals of the course are to prepare students to do social-science research, and to critically evaluate research done by others. **(Sophomores, Juniors & Seniors Sociology Majors/Minors Only)**

## **SOC 30903**

### **Statistics for Social Research**

**David Sikkink**

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

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 11:00a-12:15p**

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 33090**

#### **Proseminar**

**Mim Thomas**

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

This course provides an introductory overview of the Sociology major and the opportunities students have within the Sociology department and the Arts & Letters College, as well as across the university. The course has a practical focus. Some classes are devoted to equipping students with knowledge and skills that will serve them as they progress through the major. Other classes focus on future plans, such as entering the work force, going on to graduate or professional school, and performing service after the baccalaureate. The idea of “career as vocation” is also explored. **This course is for one credit, pass/fail, and is required of all Sociology majors. (Sociology Majors/Minors Only; Sophomores, Juniors, & Seniors Only)**

### **SOC 33458**

#### **México-U.S. Border Immersion**

**Kraig Beyerlein**

**R 6:00p-7:30p**

This experiential-learning course exposes students to various perspectives about immigration issues, especially those related to the México-U.S. border. During our in-class meetings (about an hour 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. For the immersion part of the course, we will travel to the Southern Arizona borderlands during the first week of January. Among other activities, 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: [https://www3.nd.edu/~csc/application/sem\\_application.php?s=Fall&y=2017](https://www3.nd.edu/~csc/application/sem_application.php?s=Fall&y=2017). Enrollment is competitive. The 15 available spots will be chosen based 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). Note: Due to the overlap in content, students who have completed the one-credit version (CSC 33966/SOC 33066) cannot take this course. **(Sociology Majors/Minors Only; 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 37290**

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

**Megan Andrew**

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 conceptual issues for which policy makers must develop concrete solutions in their day-to-day work. In this graded, variable credit (1-3) externship, you can practice developing such solutions while collaborating with the Indiana Department of Education, the Indianapolis Office of Education Innovation, and other state and local education policy stakeholders to address current education policy issues. This externship is an opportunity to apply various major-specific skills to education policy, including financial analysis, marketing, policy analysis, sociological and organizational theory, and general data analysis. Projects span the course of a semester and include up to two trips to Indianapolis to meet with education policy stakeholders. Travel costs are included in the course. Department approval required. (Application required: See Sociology's DUS.) (This course is for one credit and is repeatable.) **(Sophomores, Juniors & Seniors Only, Department approval required)**

### **SOC 40838**

#### **Racial & Ethnic Conflict in the United States**

**Rory McVeigh**

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

The course examines the causes and consequences of racial and ethnic conflict. We will address questions such as the following: How do race and ethnicity become meaningful to social actors? What factors contribute to inter-group conflict? What are the origins and consequences of inter-group inequalities? How are racial and ethnic identities related to social class? How are racial and ethnic identities related to politics? How can a racial or ethnic group overcome a subordinate status? In addition to engaging relevant literature, students will devote significant time to developing original research questions which could, with further development, result in published articles. (May not take if already took SOC 43838 because of course content overlap). **(Section 01: Junior & Seniors Only; Section 02: Junior & Seniors Sociology Majors/Minors Only)**

### **SOC 41103**

#### **Service Mexican Immigration**

**Karen Richman**

**TBA**

This one credit course complements the classroom course, Mexican Immigration: A South Bend Case study for students who wish to extend their learning through service in the community. (Enrollment in the classroom course is a requirement, but students in the classroom course are not required to add this course.) Students will volunteer as tutors, interpreters, translators, assistants and teachers at local organizations, clinics, law offices and community agencies. The schedules for service will vary accordingly. **(Corequisites: 43490)**

**SOC 43165**  
**Art in Everyday Life**  
**Terence McDonnell**  
**TR 9:30a-10:45a**

When discussing “art,” most people think of paintings sequestered away in museums, reading Booker Prize winners for a literature class, or expensive tickets to see Russian ballet. This rigorous, hands-on seminar bends, stretches, and stresses our definitions of art by considering how art intersects with everyday life. We consider the aesthetics of our daily lives and the urban streetscapes around us. We'll seek to understand why art controversies erupt. We'll investigate the politics of public sculpture and graffiti. We'll question how people's taste for art reproduce inequalities. We examine how propaganda, protest art, and advertising seek to influence us. This seminar engages cross-disciplinary perspectives on visual culture, from philosophy, critical theory to contemporary cultural sociology. From there, we use these theories as a framework to examine high art, pop culture, and the art of everyday life. Class assignments include essays, art projects, and a final research paper. **(Section 01: Junior & Seniors Only; Section 02: Junior & Seniors Sociology Majors/Minors Only)**

**SOC 43281**  
**Racial/Ethnic Educational Inequality**  
**Amy Langenkamp**  
**MW 11:00a-12:15p**

This course examines the educational experiences and struggles of racial/ethnic minority students in US public schools. Students will study educational stratification by race/ethnicity, as well as how racial/ethnic minorities experience this stratification. We will explore legal, political, historical and social perspectives regarding educational policies and practices. Additionally, this course focuses on the potential of education as an agent for social justice and change for linguistically and culturally diverse groups. **(Section 01: Junior & Seniors Only; Section 02: Junior & Seniors Sociology Majors/Minors Only)**

**SOC 43377**  
**Family, Gender and Employment**  
**Elizabeth McClintock**  
**TR 12:30p-1:45p**

This course addresses the competing responsibilities of employment (“work”) and family. It explores how work and family life interconnect and interfere with each other and the implications that this has for women, men, children, marriage, single/divorced parents, and employers. Topics include the work-family time crunch, gender and the division of labor, gender and parenting, and the changing nature of work. The class will also examine how family structure, gender, race, and social class affect the ability to achieve work-life balance. Special consideration will be given to the effect that work-family tension has on children, parenting, and parents' relationship quality. The focus is on the contemporary United States, but this course will also include historic and cross-national comparisons. **(Section 01: Junior & Seniors Only; Section 02: Junior & Seniors Sociology Majors/Minors Only)**

### **SOC 43479**

#### **International Migration and Human Rights**

**Jorge Bustamante**

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

This course is an extension from the “minicourse” to a full term offered by Professor Bustamante, with a wider coverage of international migration experiences in the world with an emphasis on human rights. It starts with a historical approach to various immigration waves to the United States, from the years of the “industrial revolution” to the present. It focuses on the current debate on the impact of the undocumented immigration from Mexico and Central America, with a discussion of the gap between public perceptions and research findings. Differences between Mexico and the United States migration policies, and its social and economic implications, are discussed. The recent developments within the context of the United National Commission of Human Rights on the relationship between migration and human rights are also covered. **(Sophomores, Juniors & Seniors Only; Cannot have taken SOC 30464)**

### **SOC 43490**

#### **Mexican Immigration: A South Bend Case Study**

**Karen Richman**

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

This course uses experiential learning in the Mexican community of South Bend in order to understand how Mexican migrants conduct their lives across the vast distances separating South Bend and their homeland. The course begins with readings in social science and fiction about transnationalism, Mexican-U.S. migration and the history and sociology of the local community. Next we learn ethical fieldwork methods in preparation for community research. Students working in two-person teams will gather data on local and transnational households and kin networks, gender relations, political involvement, employment, consumption practices, cultural activities and religious life, working through contacts with social service agencies, the Mexican consulate, and Mexican- or Latino-run media, businesses, food stores, and sports leagues. We will document the innovative adaptations of this migrant community, especially the growth of an ethnic enclave of small businesses that both unite Mexicans as an ethnic group and sustain their ties to their homeland. We intend to compile the research in a volume published by Latino Studies to be given to those who shared their lives with us and to entities that are committed to helping them. **(Sociology Majors/Minors Only)**

### **SOC 43713**

#### **Socialization and the Life Course**

**Jessica Collett**

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

Socialization is a fundamental concept in sociology. It is our discipline's contribution to the "nature-nurture" debate. Students will come away from this course with a deep appreciation for the countless ways in which external stimuli - society, culture, language, interaction with others - constantly molds, shapes, and influences everything from our beliefs about the world and ourselves to our actions and emotions. In short, this course focuses on how our social world affects us over the entire course of our lives, from the very moment we are born until we are no longer counted among the living. **(Section 01: Junior & Seniors Only; Section 02: Junior & Seniors Sociology Majors/Minors Only)**

### **SOC 43719**

#### **Self, Society, and Environment**

**Andrew Weigert**

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

This course focuses on social psychological aspects of relationships between humans and the natural environment. Issues include how humans interact with different environments, symbolic transformations of environments, and competing accounts or claims concerning human-environment relationships. The course is framed in a sociology of knowledge perspective and touches on alternative ways of envisioning and valuing individual and institutional perspectives on human-environment relationships with an eye toward implications for social change. **(Section 01: Junior & Seniors Only; Section 02: Junior & Seniors Sociology Majors/Minors Only)**

### **SOC 43901**

#### **Power and Identity in Modern Society**

**Mary Ellen Konieczny**

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

How is power related to our social identities, and to the ways we understand ourselves and others? This seminar explores different ways of thinking about the distribution and exercise of power in modern societies, and how power, in its various forms, affects us and the social groups of which we are a part. The first part of the course asks, "What is authority?" and explores sociological studies that examine authority, such as between parents and children, supervisors and workers, and governments and their communities. Then we move on to debate different definitions and theories of power. We examine the interplay of power with different forms of identity, based on characteristics such as economic status, gender, religion, race, and other cultural groupings. We examine intersectionality--that is, the way some of identities, especially gender, class, and racial identities--can work together to either dominate or empower people. In so doing, we read case studies from the US, Africa, and Latin America. The main goal of this course is to teach students how to ask and answer their own questions about the exercise of power in modern societies and its effects upon individuals--which they will practice by developing a case study of their own. Because of its themes and interdisciplinary approach, this course will be of interest not only to sociology majors, but also to majors in political science, gender studies, anthropology, and history. **(Section 01: Junior & Seniors Only; Section 02: Junior & Seniors Sociology Majors/Minors Only)**

## **SOC 45000**

### **Sociology Internship**

**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. (For more information and/or an application, contact Ann Power at [apower@nd.edu](mailto:apower@nd.edu).) **(Department Approval Required)**

The following is a list of agencies that have accepted interns. Students may also request placement in an agency they find on their own (subject to approval by the instructor).

La Casa de Amistad

Salvation Army of St. Joseph County (Social Services)

Sex Offense Services of St. Joseph County (must complete paper work and training a semester in advance)

Early Childhood Development Center

Good Shepherd Montessori School

Robinson Community Learning Center

Upward Bound College Preparatory Program, UND

AIDS Assist

Center for Hospice & Palliative Care, St. Joseph County (usually requires two-semester commitment)

Sr. Maura Brannick Health Center at Chapin Street

The CASIE Center (Child Abuse Services, Investigation & Education)

Family Justice Center

Indiana Legal Services

## **SOC 46000**

### **Directed Readings in Sociology**

#### **Individual Directors**

**Coordinator: 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 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/Minors Only)**