

SOCIOLOGY DEPARTMENT

COURSE TITLES & FALL 2018 COURSE DESCRIPTIONS

(N.B. The titles of the courses offered in Fall 2018 are in **bold face print**)

MISCELLANEOUS/CROSS LISTED

10002/20002 Understanding Societies

10033/20033 Intro to Social Problems

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.

30095 Social Inequality

30119 The Asian American Experience

30145 Immigrant America

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

43016 Visual Soc.: Explor. Society Photo.

43200 Big Bird Goes to China

45000 Sociology Internships

46000 Directed Readings in Sociology

CULTURE/MEDIA

10395 Media, Technology, and the Good Life

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

33631 Lang, Literacy, Pedagogy in Ed

37290 Special Studies in Educ. Policy

40200 Visualizing Global Change

43228 Controversies in Education

43240 Research on School Effects

43281 Racial/Ethnic Educational Ineq.

43290 Educ Policy Reform & 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 Health, Medicine and Society

20479 Latinos in American Society

23470 Making Latinos: ...

30408 Religion in Int'l, Global Rel.

30478 Migration, Race & Ethnicity

33458 SocConSem: Border Immersion

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

10502 Dynamic Organizations

20501 Glob. & Social Movements

20502 Dynamic Organizations

20533 Responding to World Crisis

20541 Soc. of War and Terror

20550 Devel. & Human Well-Being

20651 Ethnic, Rel & Pol in Mid-East

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 Changing 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

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 Intro to Social Psychology

10723 Social Psychology for Pre-Health

20722 Intro to Social Psychology

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 Gend Roles & Violence in Soc

20838 Social Inequality

20870 Inner City America

25850 White Privilege Seminar

30806 Race & Ethnicity

30838 Poverty, Ineqal., & Soc Strat

30846 Today's Gender Roles

33062 Latino Community Organizing

43839 Unequal America

THEORY/METHODS/

RESEARCH

23901 Power & Identities

23951 Found. of Int. Research Design

30900 Foundations of Soc. Theory

30902 Methods of Soc. Research

30903 Stats for Social Research

30952 International Research Design

35900 Soc. Research Apprentices

41800 Senior Thesis Workshop

43901 Power & ID in Mod. Society

43910 Contemporary Soc. Theory

43959 Sociology of the Life Course

43991 Sociology Research Practicum

48000 Directed Research in Sociology

48009 Senior Thesis Capstone Project

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

10395 Media, Technology, and 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 World 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

If you discover a course is full and would like to put yourself on a wait list please go to: [Sociology Wait List For Fall 2018](#)

DEPARTMENT OF SOCIOLOGY
UNDERGRADUATE COURSE DESCRIPTION BOOKLET
Fall 2018

"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)

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 21st 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:

Soc 30900	Foundations of Sociological Theory (3 credits)
Soc 30902	Methods of Sociological Research (3 credits)
Soc 30903	Statistics for Social Research (3 credits)
Soc 33090	Proseminar (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 2018

SOC 10002

Understanding Societies

Terrence McDonnell

TR 2:00p-3:15p

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

SOC 10722

Introduction to Social Psychology

Erika Summers-Effler

TR 5:05p-6:20p

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.

SOC 13181-01

Social Science University Seminar: Contemporary Educational Issues

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.

SOC 13181-02

Social Science University Seminar: Sustainable Wisdom, Civilization, and the Good Life

Eugene Halton

TR 5:05p-6:20p

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.

SOC 13181-03

Social Science University Seminar: Sociology in Action

David Hachen

TR 9:30a-10:45a

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 collective actions.

SOC 13181-04

Social Science University Seminar: Reproduction, Sexuality, & Parenting

Elizabeth McClintock

TR 12:30p-1:45p

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, reproduction and pregnancy as embodied social experiences, 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. Two recurring themes are (1) family as an embodied experience in which biological and social realities intertwine, and (2) family rituals as symbolic, consequential social performances.

SOC 13181-05

Social Science University Seminar: Responding to World Crisis

Samuel Valenzuela

TR 11:00a-12:15a

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 (the printed version) 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.

SOC 20002

Understanding Societies

Terrence McDonnell

TR 2:00p-3:15p

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

SOC 20002

Understanding Societies

David Sikkink

MWF 12:50p-1:40p

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, schools, young adult culture, marriage and family, inequality and poverty, civil rights, and disruptive social movements fighting for 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.

SOC 20009

Introduction to Data Science

TBA

TR 12:30p-1:45p

"Introduction to Data Science" is an introductory course that will provide an overview of data science from both a computer science perspective and a social science perspective;

This course will orient students to the field, to key concepts, to the types of questions addressed, to the technical aspects of data science and to the process of making sense of data.

SOC 20033

Introduction to Social Problems

Richard Williams

MW 2:00p-3:15p

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

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.” 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. We will consider questions such as: 1) Does our educational system promote social mobility or social reproduction? 2) How has the relationship between race/ethnicity and educational performance changed in the last few decades? 3) How do social class and gender shape the kinds of educational experiences students have? 4) How does educational policy influence the kinds of experiences kids have in school? Can policy reduce inequality?

SOC 20342

Marriage and the Family

Abigail Ocobock

MW 2:00p-3:15p

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.

SOC 20410

Health, Medicine and Society

Russ Faeges

MW 5:05p-6:20

This course is a comprehensive introduction to the sociology of health and of medicine. 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 “social networks”, whose importance for health was predicted by one of sociology’s founders over 100 years ago. Second we will examine medicine, both the practice of medicine by individual health care professionals, viewed sociologically, and the operation of the increasingly large and bureaucratic medical institutions in which health care professionals must work. In addition, we will examine sociological issues that overlap “medicine”, such as radically long shifts; 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. Finally, we will examine health and medicine globally. We will compare health and medicine in a number of societies to see and explain how they are similar and how they differ—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.”

SOC 20651

Ethnic, Religion & Politics in Mid-East

Hyun Jeong Ha

MW 5:05p-6:20p

What is the Middle East and how do we understand the region’s religion and politics? How diverse is the region in terms of its ethnic and religious construction? Seeking to answer these questions, this course will explore the topics of Orientalism, knowledge production, ethnicity, religion, gender, and the methodology of political ethnography, among others. Despite the diversity and historical dynamics of the region, the Middle East has largely been mistaken as a homogeneous and timeless place. In this course, we will thus explore how diverse and dynamic the countries in the region are and what we have to heed when thinking about and discussing issues of the “Middle East” in relation to the critiques of Orientalism. Based on our epistemological awareness, we will learn how to understand “ethnicity” in the region and how national politics has empowered and/or marginalized diverse ethnic and religious groups in such countries including Egypt, Turkey, Lebanon, Palestine, Israel, and Algeria.

In order to best serve the purpose of the course, this class is composed of three parts. In Part I, focusing on critiques of Orientalism, we will examine how U.S. academia has produced knowledge about the region and have developed studies of the Middle East. In Part II, we take a historical approach to understand the composition of ethnic and religious groups in several Middle Eastern countries and what it means to live as Muslim minorities or non-Muslims in contemporary societies. In Part III, we will do extensive readings in political ethnography of the region in sociology, anthropology, and political science to immerse ourselves with social and political dynamics. Ethnographic readings will help us understand more complex fabrics of the Middle Eastern societies but also explore the method of ethnography.

SOC 20722

Introduction to Social Psychology

Ericka Summers-Effler

TR 5:05p-6:20p

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.

SOC 20722

Introduction to Social Psychology

Kayla Pierce

MW 11:00a-12:15p

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.

SOC 20732

Introduction to Criminology

Mim Thomas

MW 11:00a-12:15p

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.

SOC 23195

Media, Technology & Good Life

Eugene Halton

TR 2:00p-3:15p

The explosion of ever-more electronic devices provides great conveniences, work-aids, and what could be called in a general sense, “play stations.” Clearly there are advantages to being able to communicate instantly, globally, and at little or no cost. You might say: the Skype’s the limit. But what are the disadvantages, not only from automated trading and self-tracking videos of the “quantified self,” but from the more generalized ways these devices can distract us from ourselves and each other in the very process of promising to connect us?

From an ever-increasing proliferation of electronic devices, and “enscreening” of daily life, to the increased reliance on automatic and non face-to-face interactions, to virtualizing leisure activities, media and technology have become central players in social relations. This seminar will explore the ways media, and technology more generally, are transforming contemporary society.

SOC 30029

Architecture which Hurts and Architecture which Heals

Anre Venter (Psych) & Lucien Steil

R 4:30p-7:00p

Architects and urban designers typically fail to use assessments that combine input from disciplines such as anthropology, psychology, sociology and health sciences to inform their designs. This course addresses questions about the nature of the relationship between the environment that people inhabit and human experience; and whether building design (both the structure and the interior design) contribute to either negative (hurtful) or positive (healing) effects on those who use that space?

Academic component: Developing an understanding of the philosophical and theoretical background to the design and practical administration of programs within the St. Joseph County Juvenile Justice Center (SJJJC) and assessing its effectiveness in achieving the desired outcome (reducing recidivism rates). Identifying and examining best practices institutions recognized for their effectiveness in producing the desired behavioral outcomes in the inhabitants.

Community engagement component: In-depth interactions with people (staff and inmates) at the SJJJC as well as those identified for their best practice performance (Bastoy Prison, Norway & the Justice Center, Leoben, Austria) in developing the theoretical and practical foundation for the development of programs to be implemented at the SJJJC.
Design and research component: Redesigning of a residential pod in the SJJJC in conjunction with the inmates and staff, the implementation of these changes, and evaluating the effects on the behavior of the inhabitants.

SOC 30095

Social Inequality

Harold Toro Tulla

MW 12:30p-1:45p

In this course we will explore the relationship between social stratification and economic development, a research area of increasing importance as we enter the 21st century owing to growing evidence that indicates rising inequality on a

global scale. Students will apply social scientific concepts and perspectives to analyze stratification and social inequality at the global and national levels. After you successfully complete the course, you will understand the complexities of patterns of inequality in developing countries, and the interplay of global forces with national institutions in determining differences between countries in social inequality.

SOC 30119

The Asian American Experience

Jennifer Huynh

MW 2:00p-3:15p

This class will survey the various historical and contemporary dimensions of Asian American experiences including immigration & integration, family & community dynamics, ethnic/gender/class identity, as well as transnational and diasporic experiences. We will explore contemporary and historical issues of racism, the model minority myth, inter-generational relationships, and the educational experiences of Asian Americans. To accomplish this, our class will pose such questions as: Who is Asian American? How did racism create Chinatown? Is there an Asian advantage? Coursework includes essays based on topics of your choice, presentations, and a creative narrative.

SOC 30145

Immigrant America

Jennifer Huynh

MW 11:00a-12:15p

This course offers a critical examination of what it means to be an immigrant or child of immigrants through scholarly works, memoirs, blogs, and popular journalism. Since the liberalization of immigration policy in 1965, immigrants from Latin America and Asia are becoming an increasing and emergent demographic of American society. In major American cities such as Los Angeles and New York, they comprise over 50% of the population. This course focuses on how immigrants and the children of immigrants experience the United States. How are immigrants changing the US racial and ethnic structure? How do their experiences differ given varying legal statuses? How is the second generation becoming American? We will explore these questions through readings that focus on family, religion, education, dating and sexuality.

SOC 30478

Migration, Race & Ethnicity

Jorge Bustamante

MW 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, Native Americans 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 30672

Religion and Social Life

Kevin Christiano

TR 5:05p-6:20p

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.

SOC 30900

Foundations of Sociological Theory

TBA

MW 2:00p-3:15p

Sociological theory is the foundation of sociology. Students in this course will learn two things: first, what theorists do and why and, second, how to use fundamental theoretic concepts - such as exploitation and alienation, social structure and solidarity, bureaucracy and charisma - to analyze and explain contemporary society.

SOC 30900

Foundations of Sociological Theory

Christian Smith

TR 11:00a-12:15p

Sociological theory is the foundation of sociology. Students in this course will learn two things: first, what theorists do and why and, second, how to use fundamental theoretic concepts - such as exploitation and alienation, social structure and solidarity, bureaucracy and charisma - to analyze and explain contemporary society.

SOC 30902

Methods of Sociological Research

Richard Williams

MW 11:00a-12:15p

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

SOC 30902

Methods of Sociological Research

Mark Gunty

MWF 9:25a-10:15p

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

SOC 30903

Statistics for Social Research

Brian Fitzpatrick

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.

SOC 30952

International Research Design

Erin McDonnell

MW 9:30a-10:45a

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.

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.

SOC 33458

Social Concerns Seminar: México-U.S. Border Immersion

Kraig Beyerlein

R 6:30p-8:00p

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: <http://socialconcerns.nd.edu/academic/winter/BorderIssuesSeminar.shtml>. 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.

SOC 35900

Sociology Research Apprenticeship

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 40200

Visualizing Global Change

Tamara Kay

T 2:00p-4:45p

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.

SOC 43165

Art in Everyday Life

Terence McDonnell

TR 12:30p-1:45p

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.

SOC43200

Big Bird Goes to China: Organizations, Culture, and Globalization

Tamara Kay

R 2:00p-4:45p

In this course we will examine how different kinds of organizations and institutions (corporations and firms, NGOs and non-profits, media organizations, economic development organizations, multilateral governance institutions, social movement organizations) work internationally and develop relationships with international partners and counterparts. We will focus on the relationships among organizations in developed and developing countries (their collaborations and conflicts), with particular attention to how they respond and adapt to cultural differences in a globalizing world. We will also examine how organizations move different kinds of innovations around the world, from products (toys and soap operas) and policies (health care and environmental policies, and anti-discrimination laws), to norms and ideas (human rights, peace building, and democracy).

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.

SOC 43380

Gender and Sexualities in the Family

Abigail Ocobock

MW 3:30p-4:45p

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 heterosexual, LGBTQ, and polygamous families. This is a discussion-based, seminar course that requires high levels of class participation.

SOC 43479

International Migration and Human Rights

Jorge Bustamante

MW 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.

SOC 43515

Political Sociology

Samuel Valenzuela

TR 9:30a-10:45a

A survey of the major theoretical traditions in the field, followed by a special focus on issues such as the process of state formation, sequences and forms of political development, the social bases of parties and their formation, the characteristics of party systems, the origins and characteristics of democratic and authoritarian regimes, the relationships between labor movements and politics, etc. Examples and case studies will be drawn from Europe and the Americas.

SOC 43524

Employment in Changing Economy

David Hachen

TR 3:30p-4:45p

How is employment changing? What distinguishes the new economy from the old economy? How do people find better jobs? What are employers looking for when they attempt to meet their labor needs? This course will attempt to answer these and other questions by contrasting the new and the old economy. In the old economy some people worked for the same employer their entire lives. Why did workers stay with the same firm? Why did employers want to retain their employees? In the new economy employers seem to want flexibility. Why do they want flexibility and how do they attempt to achieve it? What consequences does the quest for flexibility have for how people become employed?

SOC 43579

Social Organization of Secrecy & Deception

David Gibson

TR 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, Watergate, the secret British program to break the German cipher during WWII, elaborate attempts to cover up government atrocities, the cat-and-mouse game between international inspectors and regimes thought to be developing banned weapons, and the plague of misinformation surrounding the 2016 election. 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.

SOC 43615

Beyond the Christian West

Megan Rogers

TR 3:30p-4:45p

What is the role of religion in modernizing non-Western societies? How is it similar to and different from what we see in the Christian West? Drawing on the concept of "multiple modernities," this course moves beyond the US and Western Europe models of modernity to examine how religion shapes and is shaped by individuals, civil society, and state institutions in diverse parts of the Global South. We will use case studies of Brazil, Nigeria, Egypt, India, and China to investigate issues such as religious change, religious activism, religious violence, religious nationalism, and religion under state repression. Throughout the semester, your assignments will be geared towards helping you build a case study of religion and modernity in a Global South society of your choice.

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.) **(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 Only)**