

SOCIOLOGY DEPARTMENT

COURSE TITLES & SPRING 2018 COURSE DESCRIPTIONS

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

DEVIANCE/CRIMINOLOGY/LAW

20732 Introduction to Criminology
33079 Rethinking Crime and Justice
33750 The Sociology of Violence
43704 Law, Society & Crim. Justice
43730 Crime and Dev in Ideolo Persp
43732 Controv & Crises in Modn Crim

FAMILY

20342 Marriage and Family
43377 Family, Gender & Employment
43380 Gender & Sexuality in Family

CULTURE/MEDIA

20100 Intro to Cultural Sociology
23195 Media, Technology, and the Good Life
30109 Sociology of Culture
33191 Consum. Cult. & Cult. of Consum
33199 Social Networks
43990 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 Mod Life
43171 Materializations of America
43197 Culture, Morality & Society

SOCIAL PSYCHOLOGY

10722 Intro to Social Psychology
20722 Intro to Social Psychology
43709 Sociology of Emotions
43713 Socialization and the Life Course
43719 Self, Society and Environment
43774 Society and Identity

EDUCATION

20228 Social Inequality & Amer. Ed
20260 Rel. & Schooling in Amer. Society
30235 Sociology of Education
43228 Controversies in Education
43240 Research on School Effects
43281 Racial/Ethnic Educational Ineq.

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
33651 Rel. & Modernity Global South
40604 Tolerance: Ethical Perspective
40606 Rel. & Demo. In Comp. Per.
40607 Love & Violence: ...
43600 Society and Spirit
43662 Religion and American Society
43691 Religion and Soc Activism

MIGRATION, DEMOGRAPHY, & MEDICINE



20014 Health and the Latino Paradox
20410 Health, Medicine & Society
20479 Latinos in American Society
23470 Making Latinos: ...
33458 México-U.S. Border Imm. Sem.
43402 Population Dynamics
43404 Internat Mig: Mex & the US II
43471 Soc. Aspects of Mental Health
43479 Intl. Migration & Human Rts.
43490 Mexican Immig.: South Bend Study

THEORY/METHODS/RESEARCH

23901 Power & Identities
23951 Found. of Int. Research Design
30900 Foundations of Soc. Theory
30902 Methods of Soc. Research
30903 Stats for Social Research
30952 International Research Design
35900 Soc. Research Apprentices
41800 Senior Thesis Workshop
43901 Power & ID in Mod. Society
43910 Contemporary Soc. Theory
43959 How Did I Get Here Where Am I Going?
43991 Sociology Research Practicum
48000 Directed Research in Sociology
48009 Senior Thesis Capstone Project

POLITICAL/DEVELOPMENT/ECONOMIC/ENVIRONMENT

20501 Glob. & Social Movements
20502 Today's Organizations
20533 Responding to World Crisis
20541 Soc. of War and Terror
20550 Devel. & Human Well-Being
30505 Aid and Violence
30514 Social Movements
30518 Sociology of Money
30581 Racism & Activism
30910 Environmental Sociology
33501 Political Protest in a Global...
40050 Soc. Move., Conflict & Peacebldg
40505 Globaliz. & Its Discontents
43510 Governance and Africa
43513 Sociology of Development
43524 Employment in a Chang Econ
43527 Social Network Analysis
43553 Building Democratic Insts.
43558 Comparing European Societies
43563 Nationalism & Globalization
43578 Chile in Comparative Persp.
43579 Social Org. of Secrecy & Dec.
43590 Sociology of Economic Life

STRATIFICATION/RACE & ETHNICITY/GENDER

20810 Gend Roles & Violence in Soc
20838 Social Inequality
20870 Inner City America
25851 Power, Privilege and Oppression
30806 Race & Ethnicity
30838 Poverty, Ineqal., & Soc Strat
30846 Today's Gender Roles
43839 Unequal America

criminology

social
inequality

identity

global
society

gender
roles

MISCELLANEOUS/CROSS LISTED

10002/20002 Understanding Societies

10033/20033 Intro to Social Problems

23011 Selflessness and Selfishness

30019 Sociology of Sport

30028 Survey of Hist. Dev. In Amer. Educ.

30145 Immigrant America

30048 Latinos and the City

30059 Civil Society and Peacebuilding

30086 Race & Ethnicity/Lat. Pop in U.S.

30095 Social Inequality Comparative Perspective

33001 Sociology, Self, & Cath. Soc. Trad.

33028 History of American Indian Education

33066 Soc. Concerns Sem.: Border Issues

33074 Prison Writing

33090 Proseminar

40001 Time & Society

40034 Gender & Violence

43016 Visual Soc.: Explor. Society Photo.

45000 Sociology Internships

46000 Directed Readings in Sociology

deviant
behavior

**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 Becoming Kids Next Door

13181 Breaking the Rules

13181 Contemp. Educational Issues

13181 Cultural Sociology

13181 Forming Citizens & Persons in
America's Schools

13181 Global Futures & Transform. Politics

13181 Immigration and Citizenship

13181 Meaning, Materialism & Modern Life

13181 Racial/Ethnic Educ. Inequality

13181 Responding to International Crisis

13181 Schooling & Civic Participation in
American Society

13181 Sociology in Action

13181 Social Interaction

13181 Sociology of Money

13181 Sociology of Motherhood

13181 The Sociological Imagination

13181 Understandings of Democracy

social
movements

human
rights

immigration

political
interaction

popular
culture

criminology

social
inequality

identity

global
society

gender
roles

DEPARTMENT OF SOCIOLOGY
UNDERGRADUATE COURSE DESCRIPTION BOOKLET
Spring 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)

Program of Studies

Sociology at Notre Dame combines rigorous academic training with a focus on social justice and human rights, emphasizing the use of evidence to ask and answer complex questions. The sociology curriculum provides students with a strong background in empirical research, statistical analysis and sociological theory enhancing students' understanding of how the environments in which people are embedded influence their perceptions, actions and life chances. Through its emphasis on critical thinking and sound data collection and analysis, sociology prepares students to excel in a variety of disciplines. Notre Dame's sociology majors go on to have careers in business, law, medicine, health care administration, politics, religious ministries, research institutions, non-profits, social work, teaching and academia.

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 **Inner City America (Soc 20870)**. 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

All Sociology undergraduate majors and minors are advised by the Director of Undergraduate Studies, Mim Thomas. Students can email Dr. Thomas at: mthoma13@nd.edu.

While all Sociology majors and minors are encouraged to meet with Dr. Thomas at least once during the semester, **those with Sociology as their first major must meet with her in order to obtain their registration PINs.**

In addition, all students are encouraged to **consult the DUS** on

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

HONORS TRACK

The Department of Sociology offers academically gifted and highly motivated students the opportunity to graduate with departmental honors. In order to participate in the honors track, students must be at least a first semester junior with a minimum major GPA of 3.5.

The requirements for pursuing the sociology honors track are as follows:

- Students must maintain a 3.5 major GPA.
- Students are required to take a 3-credit standard graded graduate level sociology course. While any graduate sociology class is open to students on the honors track, students are required to get permission from the class instructor, prior to requesting departmental approval from the DUS.
- Including the required graduate class, students on the honors track are required to earn at least 34 credits in sociology.
- Students are required to complete a senior thesis.

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

Spring 2018

SOC 10002

Understanding Societies

Section 01: Amy Langenkamp

TR 11:00a - 12:15p

In Understanding Societies, the over-arching purpose of the course is to cultivate your “sociological imagination,” which can then be used to better understand yourself and your place in the larger world. In this course, we will develop a working knowledge of the theories, methodologies, vocabulary, and themes of the discipline of sociology. During the semester, you will explore our society through a variety of lines of inquiry. What is the link between individuals and their culture? How is social interaction structured and how does this affect our behavior? What is inequality? How do institutions influence our lives? **(First Year Studies Only; Cannot have taken SOC 20002)**

SOC 10002

Understanding Societies

Section 02: Jennifer Jones

TR 2:00p - 3:15p

What does it mean that humans are social creatures and how does participation in social life shape people’s personal life experiences and outcomes? How and why do people together create and sustain cultures, groups, institutions, and organizations? And how do these form people’s relationships, actions, and experiences? This course introduces students to the discipline of sociology as a way to better understand how personal behaviors and life outcomes are profoundly influenced by a variety of social structures, and how their actions in turn maintain and can transform these social structures. Course readings and discussions will focus on the experience of socialization and social norms, the important categories of race, gender, class, and culture, and the persistence of social inequality— particularly in the United States. Along the way we will learn a bit about social research methods and the ‘sociological imagination’, 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. **(First Year Studies Only; Cannot have taken SOC 20002)**

SOC 10033

Introduction to Social Problems

Abigail Ocobock

TR 12:30p - 1:45p

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

SOC 10722

Introduction to Social Psychology

Erika Summers-Effler

MW 3:30p - 4:45p

The overarching goal of this course is to provide students with a working knowledge of social psychology and, with that knowledge, to increase awareness of ourselves, the social world around us, and the connections between the two. This is a course about social interaction - how the self shapes and is shaped by others, how we interact in and with groups and social structures, and how we perceive the world around us. Because the subject of the course is the very

social interactions in which we are immersed, it is expected that students will develop the habit of applying social psychological concepts to everyday life. **(First Year Studies Only; Cannot have taken 20722)**

SOC 13181

University Seminar: Becoming Kids Next Door: A Sociology of Children and Childhood

Section 01: Jessica Collett

TR 9:30a - 10:45a

Childhood is often depicted as a carefree time, when play takes center stage. In reality, we learn a tremendous amount about our social world and our selves during this developmental period. In this course, we will revisit childhood from a sociological perspective. Coupling childhood games, cartoons, books, and more with sociological theories, methods, and research, we will explore childhood together. You will learn about how various influential institutions—from parents and families to schools and the media—socialize children and how dimensions like race, class, and gender shape the experience of childhood. You will also discover the agentic role children take in creating and navigating their social lives, ultimately playing a large part in their own socialization, while coming to understand the immense power our culture has on the feelings, thoughts, and behavior of some of its youngest members. **(First Year Studies Only)**

SOC 13181

University Seminar: Racial/Ethnic Educational Inequality

Section 02: Amy Langenkamp

TR 12:30p – 1:45p

This course explores the educational experiences, including strides and struggles, of racial/ethnic minority students in United States. Students will study educational stratification by race/ethnicity, as well as how racial/ethnic minorities experience this stratification. We will consider questions such as: 1) Is there a cultural disconnect between racial/ethnic minorities and their schooling? 2) How do segregation and diversity affect the way that students experience school? 3) How has racial/ethnic inequality changed over time? How has it remained the same? Additionally, this course focuses on the potential of education as an agent for social justice and change for all students. **(First Year Studies Only)**

SOC 13181

University Seminar: Responding to International Crisis

Section 03: Samuel Valenzuela

TR 11:00a - 12:15p

The seminar focuses on current international affairs issues and how the U. S. should respond to them. Participants are divided into six groups: five cover different areas of the world, and one focuses on problems of global significance. Each session discusses issues chosen by two of these groups. They first present them orally, and at a subsequent session each student in the group is supposed to read a policy-like memo on the same issue based on further research. Once this cycle is completed, students will rotate to focus on a different topical area. The basic common reading for the seminar consists of the international news coverage of the New York Times. **(First Year Studies Only)**

SOC 13181

University Seminar: Sociology of Money

Section 04: Erin McDonnell

TR 2:00p – 3:15p

What happens when we price “priceless” items like children, organs, or the environment? When is a penny not worth one cent? Why have you never considered tipping your mother after a good home-cooked dinner? Why do we value expensive things more than the exact same item at a lower sticker price? Is it a lack of money that makes you poor or is it something more? This course will take a closer look at a familiar everyday object most of us take for granted: money.

This course won't teach you how to make millions on the stock market. But we will discuss budgeting, gifts, tipping, checking, credit cards, and counterfeit as different ways to understand the peculiar green object we call money. We will trace the history of money as a physical object, from cowrie shells and beads in Africa to the ability to cut a Colonial-era dollar in half to make a "half-dollar." We also explore non-physical characteristics of money: on the one hand how people value money differently in different contexts, and how people use money to create distinctions among people or objects. Ultimately we want to understand what money does to society and what society does to money. **(First Year Studies Only)**

SOC 13181

University Seminar: Meaning, Materialism, and Modern Life

Section 05: Eugene Halton

TR 3:30p - 4:45p

Today's consumer societies offer the promises of affluence, of convenience, of the "good life." Yet it is by no means clear that the massive technological advances and material gains in advanced industrial societies have contributed to a better way of life - many would say increased meaninglessness is the actual result: a "goods life" instead of the good life. By exploring the rise of the materialism through a variety of sources, including key expressions of social theory, works of art, and consumption culture, we will attempt to achieve a new understanding of contemporary materialism and the prospects for the good life. Key topics to be taken up in the course include: animate mind and the rise of civilized consciousness; the rise of modern varieties of materialism; making the matrix of consumption culture. **(First Year Studies Only)**

SOC 13181

University Seminar

Section 06: Ann Mische

TR 2:00p – 3:15p

Can imagined futures change the world? Judging from the flood of toolkits and technologies for futures thinking – ranging from strategic foresight to participatory scenario planning, alternative futures visioning and design thinking – the answer should be an emphatic yes. In the past few decades such techniques have travelled across global regions and social sectors, appearing in corporate and military venues, inter-governmental agencies, transnational forums, local community workshops and the global justice movement. Yet despite this enthusiasm, the process and influence of these methods require systematic, critical investigation. Through a hands-on case study approach, this class examines the use of futures thinking in political and social change efforts, particularly those focused on democracy, development, peacebuilding and climate change. We will discuss how change agents use foresight methods to map the dangers and possibilities of the future, to envision alternative pathways, and to reframe their strategies of public intervention. We will also consider how to evaluate the positive or negative effects of such methods on collective efforts to address urgent global problems. **(First Year Studies Only)**

SOC 20002

Understanding Societies

Section 01: Amy Langenkamp

TR 11:00a - 12:15p

In Understanding Societies, the over-arching purpose of the course is to cultivate your "sociological imagination," which can then be used to better understand yourself and your place in the larger world. In this course, we will develop a working knowledge of the theories, methodologies, vocabulary, and themes of the discipline of sociology. During the semester, you will explore our society through a variety of lines of inquiry. What is the link between individuals and their culture? How is social interaction structured and how does this affect our behavior? What is inequality? How do institutions influence our lives? **You cannot take both 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: Robert Mowry

MW 11:00a - 12:15p

Today's society is beset by many serious social problems, for example, crime and deviance, drug abuse and addiction, domestic violence, hunger and poverty, and racial/ethnic discrimination. How do we think about these problems in ways that lead to helpful solutions? In what ways does one's own social background and role in society affect his/her views of these problems? In this course, students will learn to take a sociological perspective not only in examining the causes, consequences, and solutions to some of society's most troubling social problems, but also in taking a critical look at their own perceptions of the problems. **You cannot take this course if you have already taken SOC 10033 because courses are equivalent. (Sophomores & Juniors Only)**

SOC 20342

Marriage and the Family

Section 01 & 02 & 03: Elizabeth McClintock

TR 12:30p - 1:45p

The family is often agreed to be the primary and most fundamental of social institutions. It is within this institution that early socialization and care-giving usually take place, and therefore, many of our ideas about the world are closely tied to our families. This course will give students the opportunity to learn about the diverse forms the family has taken over time and across different groups. This knowledge will be useful in examining the ongoing debate about the place of the family in social life. 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. For enrollment questions please contact the Director of Undergraduate Studies, Dr. Mim Thomas.

(-01: Sophomores & Juniors Only; -02: Freshman Only, Department Approval Required; -03: Sociology Majors/Minors Only; Sophomores, Juniors & Seniors Only)

SOC 20541

Sociology of War and Terror

Section 01 & 02: Russ Faeges

MW 12:30a - 1:45p

This course offers a broad introduction to the sociology of wars, terror, and communal violence, including their causes, conduct, and consequences. We will consider the basic social forces which impel people to kill and to risk death in the name of their societies, including the relationship of violence to "human nature." We will survey the manifold characteristics of societies that contribute to and are affected by war and terror: politics; economics; religion; culture; demographics; the environment; gender; race, ethnicity, and nationalism; social movements; and social psychology. We will survey the scope of war and terror throughout social history and pre-history, but will give special attention to the security dilemmas confronting American society. And we will consider alternatives to war and terror and the prospects for transcending the communal violence that has been so much a part of social life for millennia. The format of the course combines lectures, presentations, and discussions. We will draw on both written and visual materials of several kinds. Grades will be based on examinations, brief written work, and participation. (This course requires no background in sociology. It is open to any student, regardless of major, who is concerned about the occurrence of armed conflict in social life.) **This course bears the ALSS attribute. (-01: Sophomores, Juniors. & Seniors Only; -02: Freshman Only, Departmental Approval Required)**

SOC 20722

Introduction to Social Psychology

Section 01: Jessica Collett

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 our selves) 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. **(You cannot take this course if you have already taken SOC 10722 or 10723 because courses are equivalent. (Sophomores, Juniors & Seniors Only)**

SOC 20732

Introduction to Criminology

Section 01 & 02: Mim Thomas

MW 11:00p - 12:15p

Sociology 20732, introduces students to how sociologists study crime. While much attention is given to crime in contemporary US society, we also discuss crime internationally as well as historically. Particular attention is given to the nature and function of law in society, theoretical perspectives on crime, victimology, sources of crime data, the social meaning of criminological data and the various societal responses to crime. Topics are addressed through specialized readings, discussion, and analysis. **(-01: Sophomores, Juniors & Seniors Only; -02 Freshman Only, Department Approval Required)**

SOC 20870

Inner City America: Decoding “The Wire”

Section 01 & 02: William Carbonaro

MW 9:30a - 10:45a

Most Americans think of the “inner city” as a place of misery, danger, and despair. Why do most American cities have racially segregated areas dominated by concentrated poverty? What are the lives of inner city residents like? Why do the legal, political, economic, and educational institutions that serve these communities struggle so mightily to improve the lives of inner city residents? In this course, we will address all of these questions by viewing all five seasons of The Wire, David Simon’s epic tale of life in inner city Baltimore. Sociological theory and research will serve as powerful tools to help students “decode” The Wire, and better understand of the social forces that create and sustain inner city poverty, violence, and disorder. **(-01: Sophomores, Juniors & Seniors Only; -02 Freshman Only, Department Approval Required)**

SOC 30095

Social Inequality in Comparative Perspective

Section 01: 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. **(Sophomores & Juniors Only)**

SOC 30145

Immigrant America

Section 01: Jennifer A. Huynh

MW 5:05p - 6:20p

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. **(Sociology Majors/Minors Only)**

SOC 30672

Religion and Social Life

Section 01 & 02: Kevin Christiano

MW 5:05p - 6:20p

Sociology 30672 is a course that is designed to introduce undergraduate students to the nature and functions of religious beliefs and institutions in modern societies, with a particular emphasis on conditions in the contemporary United States. Throughout the course, a distinctively sociological perspective is employed to evaluate claims about the viability of religion in what has been called a "post-traditional" world. Lectures and class discussions will cover, among other subjects, individual religious experience; social mechanisms of conversion and commitment; civil religions; religious inspirations for, or impediments to, social change; and the varied processes of secularization. **(-01: Sophomores, Juniors & Seniors Only; -02 Freshman Only, Department Approval Required)**

SOC 30806

Race and Ethnicity

Section 01 & 02: Jennifer Jones

TR 3:30p - 4:45p

In 2006, Henry Louis Gates popularized the practice of DNA ancestry testing through his PBS series "African American Lives". In it, he uses DNA testing to uncover ancestral connections to ethnic groups in Africa, as well as Europe and elsewhere. And yet, scholarly consensus is that race and ethnicity are social constructed- fictional concepts that have real consequences, but are not biological in nature. What is it about race that makes us believe it is constitutive of some essential, biological self, and yet racial categories and meanings are constantly in flux? In this course, we will scrutinize the classification of groups and the naturalization of those categories. Focusing on the United States, throughout the course we will examine the invention, production and reproduction of race from a social constructionist perspective, concentrating on the ways in which the constitution of race is controversial and constantly being remade. We will also discuss how race structures inequality in everyday life. This course is organized so that it builds from racial classification theory, moves on to an examination of the construction of US racial categories and racial stratification, and closes with an applied focus on racial controversies that are directly tied to resource allocation and federal policy. **(-01: Sophomores, Juniors & Seniors Only; -02 Sophomores, Juniors & Seniors Sociology Majors/Minors Only)**

SOC 30900

Foundations of Sociological Theory

Sections 01: Mary Ellen Konieczny

TR 11:00a - 12:15p

This course explores the content, methods and contemporary significance of great written works by sociology's founding theorists, including Emile Durkheim, Max Weber, Karl Marx, and Georg Simmel. 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. After this course, students will be able to:

1. Articulate and explain the major concepts, arguments, and methods of classical social theory
2. Identify them where they are used today in sociological explanation (in scholarly and practical work)
3. Choose and use classical theories in analyses of social phenomena and problems
4. Evaluate their utility for explaining contemporary social life, and
5. Use the argumentation and critical thinking skills they have honed, through analysis of these classic argumentative texts, in future courses and in the everyday world.

(-01 Sociology Majors/Minors Only; Sophomores, Juniors & Seniors Only)

SOC 30900

Foundations of Sociological Theory

Sections 02 & 03: Kevin Christiano

MW 3:30p - 4:45p

Sociology 30900 is a course that is meant to introduce the undergraduate students who enroll, most of whom are majors in sociology, to the origins, development, and uses of sociological theory. In that pursuit, the course seeks to explain how theoretical ideas emerge, how perspectives are framed, and how vantage points for viewing society and its operations shift over time. To achieve these ends, special attention is devoted to prominent thinkers, both "classical" and contemporary, in the history of social thought, from the early critics of modern industrialism like Karl Marx to ironic commentators on present-day social practices such as Erving Goffman. "Foundations of Sociological Theory" is also a "writing-intensive" course in the liberal-arts curriculum. This means that students in the class, at the same time that they are reading and studying theory, will work on improving their skills as writers of clear, objective, and persuasive prose. **(-02: Sociology Majors/Minors Only; Sophomores, Juniors & Seniors Only; -03 Freshman Only, Department Approval Required)**

SOC 30902

Methods of Sociological Research

Section 01: David Gibson

MW 9:30a - 10:45a

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, and computer simulation. We will review basic principles for applying these methods, and discuss the assumptions behind each and the kind of insight each yields.

(Sophomores, Juniors and Seniors Only)

SOC 30902

Methods of Sociological Research

Section 02: Mark Gunty

TR 9:30a - 10:45a

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

SOC 30903

Statistics for Social Research

Ethan Fridmanski

MW 12:30p - 1:45p

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

SOC 30952

International Research Design

Erin McDonnell

TR 12:30p - 1:45p

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; Department Approval Required)**

SOC 33001

Sociology, Self, and Catholic Social Tradition

Andrew Weigert

TR 2:00p - 3:15p

What's Catholic about sociology? What's sociological about Catholic Social Tradition? What does all this mean for sociology majors, what they study, and how this may affect their careers and lives after graduation? This course is a critical examination of the links between Catholic social thought and sociology as a discipline. We will engage these ideas through a student-driven seminar format. Readings will include core statements of Catholic social tradition, critiques thereof, and autobiographical essays written by sociologists and others who are dedicated to social justice. An experiential community-based learning dimension is a requirement for this course. All students are to make at least 10 two-hour weekly visits to the Center for the Homeless in South Bend and write a seven page account of their experiences indicating what they learned or wish they had learned and how their experiences impacted their thinking about Catholic Social Tradition. **(Sociology Majors/Minors Only; Sophomores, Juniors and Seniors Only)**

SOC 33090

Proseminar

Mim Thomas

F (only) 12:50p - 1:40p

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

SOC 33631

Language, Literacy, Pedagogy in Education

Kati Macaluso & Michael Macaluso

MW 9:30a – 10:45a

As a field of study, literacy entangles some of the most difficult problems in social analysis—among them the question of text, that is, of language, situation, and meaning—yet it is also a very familiar topic, the source of many proclaimed crises and the subject of many slogans and sound-bites about how to live, raise children, and prepare for the rigors and excitements of the new century” (Collins & Blot, 2009, p.1).

Literacy, as Collins and Blot, note, is a familiar topic—one so ingrained in our everyday practices, exchanges, and identities that we might take it for granted. This course, relevant not only to aspiring educators but to anyone interested in the politics of language, seeks to nuance both the concept and practice of literacy. Adopting a critical socio-cultural perspective on literacy, and with a focus on works from the New Literacy Studies and beyond, we will come to see reading and writing as pluralistic cultural practices shaped by (and giving shape to) larger contexts—social, political, historical, and always ideological. Beginning with a brief historical overview of literacy studies, we will investigate the larger economic, religious, and social forces that influence or “sponsor” literate practices. From there, we will more critically examine the relationship between language and power, unpacking the standards by which a person is deemed “literate” or “illiterate” in U.S. society, and better understanding how literacy, more than a cognitive “skill,” has implications for a person’s identity and place within social structures. The second half of the semester will focus on assessing the implications of a more nuanced and critical conceptualization of language and literacies on literacy teaching and learning in U.S. school contexts. We will explore the language and literacy practices of youth culture, and ask how they might become a source of curriculum and pedagogy that honors students’ plural identities. And, finally, we will ask what the purpose of language and literacy education might be—especially in a global, multilingual, multiethnic society? Assignments will include a short literacy autobiography, a presentation, and a project that will explore literacy practices in a traditional (e.g., schools) or nontraditional (e.g., a Bible study a group, a Spoken Word poetry club, an online special interest group, etc.) literacy education space.

SOC 33651

Religion and Modernity in the Global South

Megan Rogers

MWF 12:50p - 1:40p

What is the role of religion in non-Western modernity? Does modernity necessitate secularity? Despite predictions that religion would fade as societies modernized, religion has not decreased in influence as the world has developed and globalized. Instead, it continues to shape individual values, civil society, social organizations and movements, and state institutions in varying ways. This course moves beyond the US and Western European models of modernity to examine the ways in which religion shapes society and society shapes religion in different parts of the Global South. We will conduct an in-depth investigation of the role of religion in five different societies (Brazil, Nigeria, Egypt,

India, and China) before asking each student to report on the state of religion and its role in modernization efforts in a Global South country of his or her choice. **(Sophomores, Juniors & Seniors Only)**

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 40050

Social Movements, Conflict and Peacebuilding

Anne Mische

TR 9:30a - 10:45a

In many of the recurring conflicts around the world, at issue are demands for justice. Whether these revolve around economic inequality, political repression, environmental devastation, civil and political rights, ethnic or religious exclusion, or discrimination on the basis of race, class, gender, sexuality or disability status (to name just a few), social movements are often the carriers of these calls for justice. In this course, we will examine how social movements emerge from, contribute to, and suggest resolutions for various types of social conflict, as well as explore their potential contributions to sustainable peacebuilding. We will examine theory and research on how social movements emerge, escalate, consolidate and decline; how they choose (and change) protest tactics; how they articulate their visions and goals; how they generate emotions, solidarity and commitment; how they interact with networks of allies, opponents and power holders; and how they influence (or fail to influence) agendas, policies, and regimes. We will put a particular emphasis on the comparative study of social movements in different regions of the world, as well as on the challenges and opportunities posed by transnational movements that seek to organize across borders. **(Sociology Majors/Minors Only; Sophomores, Juniors and Seniors Only)**

SOC 43170

Materialism and Meaning in Modern Life

Sections 01 & 02: Eugene Halton

TR 5:05p - 6:20p

In the twentieth century the twin problems of meaning and materialism have come to the forefront of modern civilization, forming the basis of a variety of philosophies and social theories, animating revolutionary movements in art, looming as the silent specter behind mass society and its dramas of consumption. It is by no means clear that the massive technological advances and materials gains in advanced industrial societies have contributed to a better way of life -- many would say increased meaninglessness is the actual result.

By exploring the rise of the modernist world view, key expressions of twentieth-century modern culture, recent criticism of modernity, "post" -- culture, and consumption culture, we will attempt to achieve a new understanding of the problem of meaning and the possibilities of a transformed civilization. Some topics to be taken up in the course include: the rise of modern materialism, the modern metropolis, consumption culture and its effects on domestic and civic life. **(-01: Juniors & Seniors Only; -02 Sociology Majors/Minors Only; Juniors & Seniors Only)**

SOC 43380

Gender & Sexualities in Family

Sections 01 & 02: Abigail Ocobock

TR 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.

(-01: Sophomores, Juniors & Seniors Only; -02 Sociology Majors/Minors Only; Sophomores, Juniors & Seniors Only)

SOC 43402

Population Dynamics

Sections 01 & 02: Richard Williams

MW 9:30a – 10:45a

Demography, the science of population, is concerned with virtually everything that influences, or can be influenced by, population size, distribution, processes, structure, or characteristics. This course pays particular attention to the causes and consequences of population change. Changes in fertility, mortality, migration, technology, lifestyle and culture have dramatically affected the United States and the other nations of the world. These changes have implications for a number of areas: hunger, the spread of illness and disease, environmental degradation, health services, household formation, the labor force, marriage and divorce, care for the elderly, birth control, poverty, urbanization, business marketing strategies, and political power. An understanding of these is important as business, government, and individuals attempt to deal with the demands of the changing population. **(-01: Juniors & Seniors Only; -02 Sociology Majors/Minors Only; Juniors & Seniors Only)**

SOC 43404

International Migration: Mexico and the US II (2 credits)

Jorge Bustamante

TR 4:00p - 7:10p (mini-course in April: 4/5/16-4/28/16)

Designed to be either complimentary to or independent of International Migration: Mexico and the US I. Both correspond to relations between theory and methods for the scientific research on the subject. Each course stands by itself inasmuch as the distinction between theory and methods can be made. The common objective of both courses is to prepare students to design research projects on international migration with emphasis on immigration to the US for theses and dissertations. Course II refers to a review of basic questions on this subject and the methods through which these questions have been adequately or inadequately answered, the numbers, the impact, the nature, the structure, the process, the human experience, will be discussed in terms of the research methods commonly used to approach them.

SOC 43513

Sociology of Development

Sections 01 & 02: Samuel Valenzuela

TR 9:30a – 10:45a

Why do some countries have higher levels of social, economic and political development than others? While focusing on the experiences of cases drawn from around the world, this course provides a critical examination of the

sociological theories, both culturalist and social structural, that try to answer the various ramifications of this overall question. In discussing political development and the effects of welfare institutions, however, the focus will be largely on a comparison between leading Latin American and European countries. **(-01: Juniors & Seniors Only; -02 Sociology Majors/Minors Only; Juniors & Seniors Only)**

SOC 43709

Sociology of Emotions

Sections 01 & 02: Erika Summers-Effler

MW 2:00p – 3:15p

In the last twenty years the study of emotions in the field of Sociology has grown dramatically. The study of emotions has come in from the fringes of the discipline, and now, more than ever, important thinkers are claiming that emotions are central to social organization. In spite of this general move toward arguing for the primacy of emotions, scholars have taken many different approaches to studying and theorizing emotions. This course will cover the broad range of theories about emotion, from the historical to the current. **(-01: Juniors & Seniors Only; -02 Sociology Majors/Minors Only; Juniors & Seniors Only)**

SOC 43990

Social Networks

Sections 01 & 02: David Hachen and Omar Lizardo (team taught)

MW 11:00a - 12:15p

Social networks are an increasingly important form of social organization. Social networks help to link persons with friends, families, co-workers and formal organizations. Via social networks information flows, support is given and received, trust is built, resources are exchanged, and interpersonal influence is exerted. Rather than being static, social networks are dynamic entities. They change as people form and dissolve social ties to others during the life course. Social networks have always been an important part of social life: in our kinship relations, our friendships, at work, in business, in our communities and voluntary associations, in politics, in schools, and in markets. Our awareness of and ability to study social networks has increased dramatically with the advent of social media and new communication tools through which people interact with others. Through email, texting, Facebook, Twitter and other platforms, people connect and communicate with others and leave behind traces of those interactions. This provides a rich source of data that we can use to better understand our connections to each other; how these connections vary across persons and change over time; and the impact that they have on our behaviors, attitudes, and tastes. This course will introduce students to (1) important substantive issues about, and empirical research on, social networks; (2) theories about network evolution and network effects on behavior; and (3) tools and methods that students can use to look at and analyze social networks. The course will be a combination of lectures, discussions and labs. Course readings will include substantive research studies, theoretical writings, and methodological texts. Through this course students will learn about social networks by collecting data on social networks and analyzing that data. **(-01: Juniors & Seniors Only; -02 Sociology Majors/Minors Only; Juniors & Seniors Only)**

SOC 45000

Sociology Internship

Coordinator: Mim Thomas

This is a community-based learning course designed to give students some practical experience in the area of urban affairs, social welfare, education, health care, or business, in order to test their interest, complement their academic work, or acquire work experience preparatory to future careers. Students are placed in a community agency in the South Bend area and normally work seven hours per week as interns under the supervision of an experienced practitioner. Scheduling hours is a flexible process in order to accommodate the intern's availability and the needs of the host agency. While there are no prerequisites, preference is given to Sociology majors, ALPP or SCPP majors, PSIM minors, and students who have had course work in an area related to social concerns. This is a graded course. In addition to field work, academic work includes reading scholarly works related to the field placement, periodic group meetings with the instructor and others in the course, periodic short reports, and a final paper. **(Department Approval Required)**

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

La Casa de Amistad
Salvation Army of St. Joseph County (Social Services)
Sex Offense Services of St. Joseph County (must complete paper work and training a semester in advance)
Early Childhood Development Center
Good Shepherd Montessori School
Robinson Community Learning Center
Upward Bound College Preparatory Program, UND
AIDS Assist
Center for Hospice & Palliative Care, St. Joseph County (usually requires two-semester commitment)
Sr. Maura Brannick Health Center at Chapin Street
The CASIE Center (Child Abuse Services, Investigation & Education)
Family Justice Center
Indiana Legal Services
The Human Rights Commission, City of South Bend.

SOC 46000

Directed Readings in Sociology

Individual Directors

Coordinator: Mim Thomas

Directed Readings in Sociology offers a student the chance to work closely with a member of the faculty on a topic that is not available through any of the regularly offered courses. This independent study course allows for the student, under the guidance of the faculty mentor, to draw up a reading list and study plan for in-depth reading throughout the semester. The student is responsible for periodic oral and/or written reports and at least one major paper. To qualify for this course, **a student must have a GPA of at least 3.5 in Sociology**. A formal application is required. Students should have a clear idea of the topic they want to pursue and the faculty member they have asked to direct them before requesting a copy of this form from the Director of Undergraduate Studies. This is a graded course, no exceptions. Department Approval Required. (Before department approval is given, the student must have the application signed by the faculty member, the DUS in Sociology, and an Assistant Dean in the A&L Undergraduate Studies office.) **(Formal application and Department Approval Required)**

SOC 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)**