

# SOCIOLOGY DEPARTMENT

## COURSE TITLES & SPRING 2019 COURSE DESCRIPTIONS

(N.B. The titles of the courses offered in **Spring 2019** are in **highlighted bold face** print)

### DEVIANCE/CRIMINOLOGY/LAW

**10732/20732 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

**10342/20342 Marriage and the 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.  
43290 Education Policy in a Reform and Data-Driven World

### 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  
**10672/20672 Deities, Denomination, Diversity**  
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  
**48666 Soc of Religion Rsrch Seminar**



### MIGRATION, DEMOGRAPHY, & MEDICINE

20014 Health and the Latino Paradox  
20410 Health, Medicine & Society  
20479 Latinos in American Society  
23470 Making Latinos: ...  
30419 Investigating the Laboratory  
**33458 México-U.S. Border Imm. Sem.**  
**43402 Population Dynamics**  
**43404 Internat Mig: Mex & the US II**  
43471 Soc. Aspects of Mental Health  
43479 Intl. Migration & Human Rts.  
43490 Mexican Immgr.: 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  
**43919 Text Analysis for Soc Science**  
**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

**10502/20502 Surviving the Iron Cage**  
20501 Glob. & Social Movements  
20502 Today's Organizations  
20533 Responding to World Crisis  
**20541 Soc. of War and Terror**  
20550 Devel. & Human Well-Being  
30514 Social Movements  
30518 Sociology of Money  
30581 Racism & Activism  
30584 Neighborhood Transformation  
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**  
**43516 Pol of Rel/Women's Human Rights**  
43524 Employment in a Chang Econ  
43527 Social Network Analysis  
**43541 Reframing the Rust Belt**  
43553 Building Democratic Instns.  
**43556 Religion is Revolting**  
43558 Comparing European Societies  
43563 Nationalism & Globalization  
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 How Did I Get Here/Where Am I Going?**

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 2019

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

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

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

Notre Dame Sociology alums enter fields as diverse as business, law, medicine, healthcare 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 the Family (Soc 20342)**, and **Intro to Criminology (Soc 10732/20732)**. Students are urged to start the major (or minor) as early as possible, but they may declare the major or minor at any time as long as they are able to fulfill the requirements.

### **REQUIREMENTS of the MAJOR**

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

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

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

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

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

### **REQUIREMENTS of the MINOR**

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

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

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

### **ADVISING POLICY IN SOCIOLOGY**

Each student is assigned to a Sociology faculty advisor immediately after declaring the major or minor. (See the advisor-advisee list on the department's web site and on the undergraduate bulletin board just outside of 4060 Jenkins Nanovic Halls.) 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

## Spring 2019

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### **SOC 10002**

#### **Understanding Societies**

**Terry McDonnell**

**MW 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, workplace, 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 10033**

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

**Abigail Ocobock**

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

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

### **SOC 10342**

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

**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.

### **SOC 10502**

#### **Surviving the Iron Cage**

**Tamara Kay**

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

We live in a society populated and dominated by organizations. Throughout our lives we engage with many different types of organizations: hospitals, schools, businesses, government agencies, religious institutions. It has been argued

that the very essence of modern society is the rise of large scale formal organizations, which can help us by creating efficiency, predictability, and fairness, but can also trap us in an iron cage of numbing bureaucratic rationalization.

The objective of this course is to help you analyze and assess the good, bad and ugly about modern organizations. It specifically aims to provide analytical tools and case studies to help you: 1) understand how different kinds of organizations function 2) assess organizational effectiveness and failure, and 3) evaluate the role of organizations in a globalizing world. Broadening our understanding of organizations can facilitate our ability to both negotiate our way through organizations and, perhaps most importantly, try to change them.

### **SOC 10672**

#### **Deities, Denomination, Diversity**

**Kevin Christiano**

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

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 10722**

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

**Erika Summers-Effler**

**MW 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 10732**

#### **Introduction to Criminology**

**Mim Thomas**

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

Sociology 10732, 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.

### **SOC 13181**

#### **University Seminar: Forming Citizens and Persons in America's Schools**

**David Sikkink**

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

This course investigates how elementary and high schools influence moral and civic formation of students. It focuses on how school organization and culture shape public and private virtues, including civic commitments and volunteering as well as moral commitments in personal and family life. By comparing religious and nonreligious schools, the course seeks to understand how schools can better prepare Americans to be active and productive citizens in our democracy. It seeks to answer questions such as: How and why do schools make a difference in forming good citizens? What organizational and cultural characteristics of schools affect the life directions of students? What social

trends and structures create obstacles to an effective civic and moral education in schools? What advantages and disadvantages do religious schools have for moral and civic education? This class will strive to use the tools of sociology to analyze moral and civic formation, and to improve analytical and writing skills through class discussion and essays.

### **SOC 13181**

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

**Amy Langenkamp**

**TR 12:30p – 1:45p**

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

### **SOC 13181**

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

**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.

### **SOC 13181**

#### **University Seminar: Sociology of Money**

**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.

## **SOC 13181**

### **University Seminar: The Sociological Imagination**

**Kevin Christiano**

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

This course is designed to acquaint first-year college students with the distinctive perspective on social reality that sociology offers, and to encourage them to broaden their habits of thought by adopting some of its principles. The substantive focus of the class is on the institutions that make up modern societies, the forces that they produce, and the trends whose impact they sustain. In addition, the course proposes to hone the skills of students at reading with a critical eye, shaping argumentation with logic, and writing with clarity. Students will read and discuss in a seminar setting a series of well-known texts from sociology, including such classic works as William Foote Whyte's *Street Corner Society* (1943) and Erving Goffman's *The Presentation of Self in Everyday Life* (1959). They also will be required to complete a minimum number of pages of original writing on specified topics.

## **SOC 20002**

### **Understanding Societies**

**Terry 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, workplace, 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**

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

What does it mean that humans are social creatures and how does participation in social life shape people's personal life experiences and outcomes? How and why do people together create and sustain cultures, groups, institutions, and organizations? And how do these form people's relationships, actions, and experiences? This course introduces students to the discipline of sociology as a way to better understand how personal behaviors and life outcomes are profoundly influenced by a variety of social structures, and how their actions in turn maintain and can transform those social structures. Course readings and discussions will focus on the experience of community in modern society, 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 20033**

### **Introduction to Social Problems**

**Abigail Ocobock**

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

Today's society is beset by many serious social problems, for example, crime and deviance, drug abuse and addiction, domestic violence, hunger and poverty, and racial/ethnic discrimination. How do we think about these problems in ways that lead to helpful solutions? In what ways does one's own social background and role in society affect his/her

views of these problems? In this course, students will learn to take a sociological perspective not only in examining the causes, consequences, and solutions to some of society's most troubling social problems, but also in taking a critical look at their own perceptions of the problems.

**SOC 20342**

**Marriage and the Family**

**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.

**SOC 20342**

**Marriage and the Family**

**Brianna McCaslin**

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

The family is the most fundamental social institution where early socialization and caregiving usually take place, shaping our ideas about the world. Sociology provides the tools to see how historical and social forces shape social institutions, even one as private as the family. In this course, you will learn the diverse forms the family has taken over time and the implications of diverse family experiences. By analyzing empirical research on the family using a sociological approach, you will engage ongoing debates about social policy on family life. Through writing, debate, and reflection you will explore how family life is linked to social structure; to economic, cultural, and historical events and transitions; and to status characteristics like race, class and gender. Your work in this course will provide you the tools to think critically about your own ideas and assumptions about family life.

**SOC 20502**

**Surviving the Iron Cage**

**Section 01: Tamara Kay**

**TR 12:30p – 1:45p**

We live in a society populated and dominated by organizations. Throughout our lives we engage with many different types of organizations: hospitals, schools, businesses, government agencies, religious institutions. It has been argued that the very essence of modern society is the rise of large scale formal organizations, which can help us by creating efficiency, predictability, and fairness, but can also trap us in an iron cage of numbing bureaucratic rationalization.

The objective of this course is to help you analyze and assess the good, bad and ugly about modern organizations. It specifically aims to provide analytical tools and case studies to help you: 1) understand how different kinds of organizations function 2) assess organizational effectiveness and failure, and 3) evaluate the role of organizations in a globalizing world. Broadening our understanding of organizations can facilitate our ability to both negotiate our way through organizations and, perhaps most importantly, try to change them. **(Cannot have taken 10502)**

## **SOC 20541**

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

**Russ Faeges**

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

Sociology of War & Terror is being rebooted for 2019, both in its content and its format. The goal is to equip students to analyze and understand current, emerging, and future wars and threats of war using the tools of Sociology. The content of the course is organized in three parts, roughly equal in length:

Part I. Us vs Them: The Social Nature of War and Terror

Part II. From Spears to Thermonuclear Total War: 100,000 Years of Wars and Terror

Part III. War and Terror Today ... & Tomorrow: Long Wars/Short Wars; Big Wars/Small Wars; Limited Wars/Total Wars; Targeted Wars/Indiscriminate Wars; Child Soldiers/Killer Robots; Cyber Wars/Missile Wars; Our Wars/Your Wars; Who are the Good Guys/Who are the Bad Guys --- and whose Century is this one going to be?

We will examine what is constant and what is variable in war, and how the two interact. War and terror have deep roots in human nature and the nature of human societies, and to understand war it is necessary to understand these roots. At the same time, wars have varied as societies have varied, across the 100,000-year history of our species, and right now the world is in a state of rapid flux. We will consider the deep social forces which impel people to kill and to risk death for their societies and we will survey the manifold characteristics of societies that contribute to and are affected by war and terror: technology; politics; economics; religion; culture; demographics; the environment; gender; race, ethnicity, and nationalism; social movements; and social psychology. We will survey the patterns of war and terror throughout social history and we will look in depth at the wars and potential wars that feature in today's news, and tomorrow's.

Format-wise, the course will be conducted as a workshop, so that students can develop their new sociological skills by using them in collaborative class sessions. We will work with readings of multiple genres, videos of several varieties, and graphics of many kinds, including maps, photos, and infographics. Grades will be based, 50% on preparation for and contributions to the class's collaborative workshopping, 50% on six "take home" exercises in which students will independently apply the knowledge and analytic skills that they have developed collaboratively through the workshops. (There are no essays, no in-class tests, and no research projects.) This course requires no background in sociology; you will learn the sociology that you need for this course in the course. It requires no background in the study of war and terror; it will serve as an introduction for those who haven't previously studied war. On the other hand, if you are a sociology major/minor or have taken an intro sociology course, you will be able to extend your sociology to the topic of war and terror and if you have studied war and terror, through coursework or independently, this course will provide you with a new perspective to add to what you already know.

## **SOC 20672**

### **Deities, Denomination, Diversity**

**Kevin Christiano**

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

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 20722**

### **Introduction to Social Psychology**

**Erika Summers-Effler**

**MW 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 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.

### **SOC 20732**

#### **Introduction to Criminology**

**Mim Thomas**

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

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.

### **SOC 30806**

#### **Race and Ethnicity: A Critical and Institutional Approach**

**Calvin Zimmermann**

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

Race is often thought of as a biological characteristic of individuals. Yet research consistently demonstrates that race, rather than a biological reality, is a social reality. This course will introduce you to how to think sociologically about race and racism. We will explore the origins of race, and the theoretical and empirical analysis of race, ethnicity, and immigration. We will also examine patterns of racial/ethnic inequality in a variety of domains including education, income and wealth, criminal justice, media, and health. Throughout the course we will view race through an intersectional lens, emphasizing the interplay between social categories such as race, ethnicity, gender, and social class. We will also discuss immigration patterns and how they affect race and ethnic relations. While we will talk about historical and global processes and patterns, most of the class will focus on racial and ethnic stratification in contemporary U.S. society (post-1960s).

### **SOC 30900**

#### **Foundations of Sociological Theory**

**Erika Summers-Effler**

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

This course is an introduction to sociological theory. We will read the "classical" sociological works as well as some contemporary theoretical developments. Our goals are to: a) to understand the arguments the theorists make, and b) to see how these arguments relate to contemporary events. During class, we will be discussing examples and completing assignments that will engage us in seeing how these social theories can be used to explain familiar yet perplexing phenomena.

### **SOC 30900**

#### **Foundations of Sociological Theory**

**Ann Mische**

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

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.

### **SOC 30902**

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

**David Gibson**

**TR 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.

### **SOC 30902**

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

**Mark Gunty**

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

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.

### **SOC 30903**

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

**Elizabeth Trudeau**

**MW 11:00a – 12:15p**

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**

**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.

### **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.

### **SOC 33458**

#### **Center for Social Concerns Seminar: Border Immersion**

**Kraig Beyerlein**

**Thursdays 6:00p – 7:00p**

This seminar and experiential-learning course is broken into two parts. In the fall (for two credits), students will participate in a seminar that will expose them to various perspectives about immigration issues, especially those related to the México-U.S. border. During our in-class meetings in the fall, (approximately 1 hr. & 40 min. per week), we will discuss scholarly and journalistic accounts of why migrants leave their home countries, the struggles they face during the journey, how U.S. citizens are responding, and possible policy solutions. In the spring (for one credit), students will participate in an immersion trip to the Southern Arizona borderlands during the first week of January and in follow-up classroom meetings (approximately 50 min. per week) during the spring semester to process the immersion experience. During the immersion trip, we will observe Operation Streamline legal proceedings, be trained for and participate in humanitarian efforts, tour a Border Patrol and detention facility, visit the border wall and learn about its environmental impact, hear from faith leaders about their current and past border activism, and visit Nogales to experience everyday life in a border community. Throughout the course, particular focus will be given to the intersection of religion—especially Catholic Social Teachings—and border and immigration issues. To be eligible, students must complete an application, posted on the CSC website. Enrollment is competitive. The 15 available spots will be chosen based on the application responses, with preference given to those submitting earliest. Students will be notified about their status within a week of submitting the application. There are fees associated with this seminar (see CSC website for information). This is a graded course. Department approval is required. [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**

**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 40051**

#### **Social Movements, Conflict and Peacebuilding**

**Ann Mische**

**MW 11:00a – 12:15p**

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 powerholders; 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.

### **SOC 43402**

#### **Population Dynamics**

**Richard Williams**

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

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.

### **SOC 43404**

#### **International Migration: Mexico and the United States II**

**Jorge Bustamante**

**TR 4:00p - 7:10p**

This course addresses relations between theory and methods for scientific research on international migration with emphasis on immigration to the US; the objective is to prepare students to design research projects on this subject for theses and dissertations. The course will review 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**

**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.

### **SOC 43516**

#### **The Cultural Politics of Religion and Women's Human Rights**

**Shanna Corner**

**TR 9:30a – 10:45a**

What is the relationship between religion, secularism, and women's human rights? This course uses a sociological lens to explore important aspects of the cultural politics of religion, women's human rights, and the relationship between them. We will problematize and move past binary explanations to examine deeper tensions involved in both these relationships and efforts to study them. As part of this course, we will read and compare key literature from the sociology of human rights, secular studies, and feminist and transnational feminist theory. Discussion of questions explored in class will be facilitated through investigation of efforts to develop specific women's right norms within the United Nations as well as efforts to implement them within particular contexts. In addition, the community-based learning component of this class will further advance students' abilities to engage and critique issues and arguments we investigate.

### **SOC 43541**

#### **Reframing the Rust Belt**

**Paige Ambord**

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

The term "Rust Belt" typically brings to mind images of abandoned buildings and vacant downtowns in cities that were once America's manufacturing centers. Yet, while there are lasting economic and social effects of this shift, the perception that these places are failing or abandoned is just one narrative of many. This course will use the "Rust Belt" and South Bend, in particular, as a lens through which to view urban sociology. Students will look deeply at historical and present inequalities that are tied to the Rust Belt's industrial past and its built environment. We will pay particular attention to the ways that place is constructed and visualized, investigating the literature on culture and meaning making, analyzing different narratives of life in the Rust Belt. Students will witness this process of place making first-hand by engaging with local artists in their attempts to reframe South Bend. Students will also be expected to engage with a local community organization on topics related to place making, meaning, and inequality.

### **SOC 43556**

#### **Religion is Revolting**

**Jason Klocek**

**MW 9:30a – 10:45a**

The number of insurgency wars fought across confessional boundaries or for religious objectives spiked dramatically in the latter half of the twentieth century – jumping from around 19% of civil wars in the 1940s to 45% in the 1990s. Today, they account for at least half of all ongoing intrastate conflicts. For this reason, politicians, pundits, journalists, and academics worry a great deal about how to manage and end civil wars characterized by religious divisions and goals. But, what do we really know about this rise of religious violence?

This course provides an overview of the history behind religious insurgencies and debates the primary theories that attempt to explain guerrilla and counterinsurgent behavior. It is divided into four parts. First, we will debate the purported increase in religiously motivated rebellions over the past few decades. How new is this phenomenon? And, what is “religious” about modern guerrilla warfare? Second, we will consider competing factors that drive the onset of religious uprisings. Are insurgents motivated by theological, psychological, economic, social, and/or political factors? Third, we will explore how religion shapes the ways guerrillas fight. How do confessional identities, beliefs, and practices influence who joins rebels groups, their tactics, and the type and level of external support they receive? Fourth, we will investigate how religious insurgencies end. Are they longer and more difficult to resolve peacefully than other civil wars? How do governments defeat religious insurgents? And, what are the long-term political and social consequences of religious insurgency wars? We will draw on a range of disciplines to address these and other questions, including sociology, political science, psychology, anthropology, economics, history, and religious studies. Our empirical focus will be comparative, with particular attention to conflicts in the Middle East, North Africa, and Southeast Asia.

### **SOC 43919**

#### **Text Analysis for Social Science**

**Marshall Taylor**

**MWF 12:50p – 1:40p**

Screens are all around us. From T.V.s to smartphones and e-books, the ubiquity of screens and the fact that we use them to communicate with one another means that virtually all of us create some form of “text data” every day. Further, the proliferation of mass communication technologies over the past couple of decades—including the rise of social media, the emphasis on document digitization in archives, libraries, and organizations, and increasing access to these data—has opened the door to new questions for social scientists and to new data and methods for answering these questions. For example, do anti-immigration laws shape how people tweet about immigration? Does war shape how U.S. presidents frame the role of governance in society, as reflected in State of the Union addresses? What accounts for the gender gap in net neutrality activism? Did national news media or activist social media matter more for sparking #BlackLivesMatter? Can Twitter sentiment predict stock market activity? This course will introduce students to some of the methods that social scientists use to answer these types of questions. The focus will be on understanding and developing some of the fundamentals for designing and conducting text analysis projects from a social science perspective. We will also touch on some of the more advanced topics in this rapidly growing field. Hands-on analysis in the R statistical computing environment will be integral to the course, though no prior coding experience is required.

### **SOC 43959**

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

**Amy Langenkamp**

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

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

## **SOC 43990**

### **Social Networks**

**David Hachen**

**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.

## **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)**

**SOC 48666**

**Sociology of Religion Research Seminar**

**Kraig Beyerlein**

**TR 3:30a – 4:45a**

This is a 12-month intensive research seminar in the sociology of religion. In the spring semester (three credits), students will learn major theories and methods in this field to understand religious beliefs, movements, organizations, and practices around the world. Based on these theories and methods, students will propose to study sociologically a topic on religion of their choosing. Then, over the summer, students will collect data on this topic, receiving up to \$5,000 in funding to do so. During the fall semester (three credits), students will return to the classroom to analyze their data. Findings will be theoretically integrated and contextualized, with the goal being for students to publish their final seminar papers in a peer-reviewed scholarly journal. Admission to this seminar is highly competitive and will generally be limited to 5-7 students. The seminar particularly seeks applications on some aspect of global religion, though this is not a requirement. All applications will be equally considered. Students need not be a sociology major or minor to apply. Applications are due no later than two weeks after the opening of registration for spring classes. Decisions will be made with a week of the application deadline. To apply, please email Dr. Mim Thomas or Dr. Kraig Beyerlein.