

# SOCIOLOGY DEPARTMENT

## COURSE TITLES & FALL 2019 COURSE DESCRIPTIONS

(N.B. The titles of the courses offered in **Fall 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

**10722/20722 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  
**30478 Migration, Race & Ethnicity**  
**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  
 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  
 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 Insts.  
 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

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  
**40838 Racial and Ethnic Conflict in the U.S.**  
**43839 Unequal America**  
**43871 Gender Roles & Violence**

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.

**30119 The Asian American Experience**

**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

**40803 Social Inequality**

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**

**10342/20342 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

**13181 Comparative Moral Systems**

immigration

social  
movements

human  
rights

political  
interaction

popular  
culture

criminology

social  
inequality

identity

global  
society

gender  
roles

# DEPARTMENT OF SOCIOLOGY

## UNDERGRADUATE COURSE DESCRIPTION BOOKLET Fall 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**

## **Fall 2019**

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### **SOC 10002**

#### **Understanding Societies**

**Mim Thomas**

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

Sociologists study what Emile Durkheim, a pioneer in the field, termed “emergent properties”, or those properties that emerge out of human interaction and cannot be explained by only studying the characteristics and attributes of individuals. In “Understanding Societies”, we focus on how our lives reflect the context of our social experience and the ways that social forces translate into our everyday understandings of our lives. Central to sociology is a study of the constant interplay between human agency and larger social structures. Therefore, we not only focus on how embeddedness in larger structures impacts individuals but also how individual agency maintains as well as changes these structures.

### **SOC 10002**

#### **Understanding Societies**

**Amy Langenkamp**

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

What are the influences that shape who we are and how we think? Why do people act the way they do? How can we better understand why people’s lives take certain paths? The answers to these questions are central to our well-being as individuals and as a society. In this course, you will learn how sociologists approach and answer these questions. 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? 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.

### **SOC 10033**

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

**David Sikkink**

**TR 5:05p – 6:20p**

The United States is beset by many serious social problems, such as 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? Sociology offers concepts, theories, and empirical research useful for understanding and addressing important problems in society. This course illuminates key social problems by introducing basic sociological concepts, theories and research, and applying them to specific problems, such as poverty and economic inequality, racial segregation, gender and educational inequality, and the decline of social capital. 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 developing their critical analysis of key social problems.

### **SOC 10342**

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

**Elizabeth McClintock**

**MW 2:00p – 3:15p**

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 10672**

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

**Kevin Christiano**

**TR 3:30p – 4:45p**

How does social life influence religion? How does religion influence society? What is religion's social significance in a complex society like ours? Is religion's significance declining? This course will consider these and other questions by exploring the great variety in social expressions of religion. The course examines the social bases of churches, sects, and cults, and it focuses on contemporary religion in the United States.

### **SOC 10722**

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

**Erika Summers-Effler**

**TR 11:00a – 12:15p**

The overarching goal of this course is to provide students with a working knowledge of social psychology and, with that knowledge, to increase awareness of ourselves, the social world around us, and the connections between the two. This is a course about social interaction - how the self shapes and is shaped by others, how we interact in and with groups and social structures, and how we perceive the world around us. Because the subject of the course is the very social interactions in which we are immersed, it is expected that students will develop the habit of applying social psychological concepts to everyday life.

### **SOC 13181**

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

**Mark Berends**

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

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

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



### **SOC 13181**

#### **University Seminar – 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. In addition, it proposes to hone the skills of students at reading with a critical eye, shaping argumentation with logic, and writing with clarity. Students will read and discuss in a seminar setting a series of well-known texts from sociology, including such classic works as William Foote Whyte's *Street Corner Society* and Erving Goffman's *The Presentation of Self in Everyday Life*. They also will be required to complete a minimum number of pages of original writing on specified topics.

### **SOC 13181**

#### **University Seminar – Sociology in Action**

**David Hachen**

**TR 9:30a – 10:45a**

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

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

In addition there will be a special module on Social Network in which you will read about and discuss and learn how to look at social networks.

### **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 - Comparative Moral Systems**

**David Gibson**

**TR 11:00a – 12:15p**

Morality provides the scaffolding for much of social life, but it is a scaffolding solely made of belief, conviction, and convention. While much ethical discourse pertains to discrete problems (such as the death penalty) considered in isolation, in practice, moral principles are constantly in competition with imperatives of other kinds: to provide for ourselves and our families, to avoid unnecessary conflict and peril, to minimize anguish and self-doubt, and to answer the call of competing moral mandates. Consequently, moral principles are frequently subordinated, tweaked, reinterpreted, and forgotten to fit the needs of the moment. This class will consider three types of writings on morality:

philosophical statements about particular ethical principles; social-scientific research about the major dimensions of morality and its role in actual social systems; and empirical case studies of times and places in which morality was tested, sometimes to the detriment of everyone involved. Writing assignments will involve students applying the same approach to case studies of their own choosing, thereby adding to our understanding of ethics in action.

### **SOC 20002**

#### **Understanding Societies**

**Mim Thomas**

**TR 12:30p – 1:45p**

Sociologists study what Emile Durkheim, a pioneer in the field, termed “emergent properties”, or those properties that emerge out of human interaction and cannot be explained by only studying the characteristics and attributes of individuals. In “Understanding Societies”, we focus on how our lives reflect the context of our social experience and the ways that social forces translate into our everyday understandings of our lives. Central to sociology is a study of the constant interplay between human agency and larger social structures. Therefore, we not only focus on how embeddedness in larger structures impacts individuals but also how individual agency maintains as well as changes these structures.

### **SOC 20002**

#### **Understanding Societies**

**Amy Langenkamp**

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

What are the influences that shape who we are and how we think? Why do people act the way they do? How can we better understand why people’s lives take certain paths? The answers to these questions are central to our well-being as individuals and as a society. In this course, you will learn how sociologists approach and answer these questions. 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? 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.

### **SOC 20033**

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

**Richard Williams**

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

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

### **SOC 20033**

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

**Katherine Comeau**

**TR 9:30a – 10:45p**

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

causes, consequences, and solutions to some of society's most troubling social problems, but also in taking a critical look at their own perceptions of the problems.

### **SOC 20100**

#### **Introduction to Cultural Sociology**

**Abigail Jorgensen**

**MWF 9:25a – 10:15a**

This class is an introduction to the way that sociologists study the cultural dimensions of the social world. Culture is here defined as all objects, ideas and practices to which people attach some meaning. We will survey contemporary sociological approaches to analyzing culture along the way tracing and discussing the way that culture and meanings are produced, disseminated, interpreted and used by social actors. We will investigate how cultural objects are produced in mass media industries, how social boundaries and social hierarchies (such as those based on gender, race and class) are created through the consolidation of cultural categories, and how social practices related to the consumption of cultural objects have become a central facet of life in modern societies. Our overview of cultural sociology will draw in episodes from the Star Trek franchise. All levels of familiarity, with Star Trek and with cultural sociology, are welcome.

### **SOC 20228**

#### **Social Inequality & American Education**

**Amy Langenkamp**

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

Many have claimed that the American educational system is the “great equalizer.” In other words, the educational system gives everyone a chance to prosper in American society regardless of their social origins. In this course, we will explore the validity of this claim. We will consider questions such as: 1) Does our educational system promote social mobility or social reproduction? 2) How has the relationship between race/ethnicity and educational performance changed in the last few decades? 3) How do social class and gender shape the kinds of educational experiences students have? 4) How does educational policy influence the kinds of experiences kids have in school? Can policy reduce inequality?

### **SOC 20342**

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

**Elizabeth McClintock**

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

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 20410**

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

**Russell Faeges**

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

This course is a comprehensive introduction to the sociology of health and of medicine.

First we will examine how sociological variables affect people's health. Research is rapidly accumulating which shows that sociological variables have a huge impact on people's susceptibility to various illnesses, on their access to health care, and on their compliance with medical advice. Such variables include people's neighborhoods, occupations, and lifestyles; their social class, education, race, ethnicity, and gender – and the density of “social networks”, whose importance for health was predicted by one of sociology's founders over 100 years ago.

Second we will examine medicine, both the practice of medicine by individual health care professionals, viewed sociologically, and the operation of the increasingly large and bureaucratic medical institutions in which health care professionals must work. In addition, we will examine sociological issues that overlap “medicine”, such as radically long shifts; the rapid increase in the proportion of female doctors; and increasing concern with work/family balance among practitioners.

Third, we will examine health and medicine in relation to other dimensions of society, such as the modern economy, the media, law, the internet, government and politics. Health and medicine are intrinsically social and they cannot be isolated from the effects of the rest of society, many of which run counter to strictly “medical” considerations.

Finally, we will examine health and medicine globally. We will compare health and medicine in a number of societies to see and explain how they are similar and how they differ—for example, how different societies pay for medical care. And we will examine global trends with implications for health and medicine that require cooperation among societies, such as the way in which global air travel both increases the danger of global pandemics and makes possible “medical tourism.”

## **SOC 20672**

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

**Kevin Christiano**

**TR 3:30p – 4:45p**

How does social life influence religion? How does religion influence society? What is religion's social significance in a complex society like ours? Is religion's significance declining? This course will consider these and other questions by exploring the great variety in social expressions of religion. The course examines the social bases of churches, sects, and cults, and it focuses on contemporary religion in the United States.

## **SOC 20722**

### **Introduction to Social Psychology**

**Erika Summers-Effler**

**TR 11:00a – 12:15p**

The overarching goal of this course is to provide students with a working knowledge of social psychology and, with that knowledge, to increase awareness of ourselves, the social world around us, and the connections between the two. This is a course about social interaction - how the self shapes and is shaped by others, how we interact in and with groups and social structures, and how we perceive the world around us. Because the subject of the course is the very social interactions in which we are immersed, it is expected that students will develop the habit of applying social psychological concepts to everyday life.

## **SOC 20732**

### **Introduction to Criminology**

**Ricardo Martinez Schuldt**

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

Sociology 20732, introduces students to how sociologists study crime. 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 30119**

### **The Asian American Experience**

**Jennifer Huynh**

**MW 2:00p – 3:15p**

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

## **SOC 30145**

### **Immigrant America**

**Jennifer Huynh**

**MW 11:00a – 12:15p**

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

## **SOC 30478**

### **Migration, Race & Ethnicity**

**Jorge Bustamante**

**TR 5:05p – 6:20p**

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

## **SOC 30806**

### **Race and Ethnicity**

**Calvin Zimmermann**

**MW 11:00a – 12:15p**

Sociology

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.

## **SOC 30900**

### **Foundations of Sociological Theory**

**Mim Thomas**

**TR 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.

## **SOC 30900**

### **Foundations of Sociological Theory**

**Erika Summers-Effler**

**TR 5:05p – 6:20p**

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 30902**

### **Methods of Sociological Research**

**Richard Williams**

**MW 2:00p – 3:15p**

As a science, sociology uses various tools to establish knowledge about the social world as one step in the process of Sociology 30902 is designed to provide an overview of research methods in the social sciences. Topics covered include (1) hypothesis formulation and theory construction; (2) the measurement of sociological variables; and (3) data

collection techniques – experimental, survey, and observational. At the end of the course, students should appreciate both the strengths and the limitations of sociological research methods.

### **SOC 30902**

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

**David Sikkink**

**TR 2:00p – 3:15p**

As a science, sociology uses various tools to establish knowledge about the social world. This course provides an introduction to research design, data collection, and evaluation of sociological arguments. It will discuss the logic of social research across several approaches, including quantitative and qualitative research methods. We will investigate experimental, survey, and observational approaches to systematically gathering and analyzing data, and discuss crucial ethical issues in social research. At the end of the course, students should appreciate both the strengths and the limitations of sociological research methods.

### **SOC 30903**

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

**Sara Skiles**

**MW 3:30p – 4:45p**

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

### **SOC 30952**

#### **International Research Design**

**Erin McDonnell**

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

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

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

## **SOC 33090**

### **Proseminar**

**Mim Thomas**

**F (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 6:30p – 8:00p**

Spanning the fall and spring semester, this experiential-learning, Catholicism-Across-the-Disciplines-designation seminar about immigration issues—especially those related to the México-U.S. border—has three distinct parts. In the fall (two credits), we will meet in class to read and discuss social scientific research about such topics as why migrants leave their home countries, what they encounter and experience when attempting to cross the border, the responses of U.S.-based citizen groups to unauthorized border crossings, and the effectiveness of current U.S. enforcement policies. We also evaluate normatively these responses and policies, particularly from a Catholic perspective (but also other faith, non-religious perspectives).

In early January, we will travel to the Southern Arizona borderlands for our weeklong immersion trip. During this trip, we will, among other things, observe Operation Streamline legal proceedings, attend a humanitarian aid training, tour a Border Patrol facility, visit the border wall and learn about its environmental impact, hear from Catholic and other faith leaders about their social justice work along the border, visit Arivaca and Nogales to experience everyday life in a border community, and participate in a Samaritans’ humanitarian desert trip.

After our trip, we will again meet in class for the spring semester (two credits) to process, reflect on, and expand our immersion experience, including discussing what a uniquely Catholic border policy would look like, strategies to raise awareness about what is going in Southern Arizona, and migration issues and responses to them in other parts of the world." (CSC 33966/SOC 33066) **cannot take this course.**

## **SOC 35900**

### **Sociology Research Apprenticeship**

**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 40803**

#### **Social Inequality**

**Harold Toro Tulla**

**TR 3:30p – 4:45p**

In this course we will explore the relationship between social stratification and economic development, a research area of increasing importance as we enter the 21st century owing to growing evidence that indicates rising inequality on a global scale. Students will apply social scientific concepts and perspectives to analyze stratification and social inequality at the global and national levels. After you successfully complete the course, you will understand the complexities of patterns of inequality in developing countries, and the interplay of global forces with national institutions in determining differences between countries in social inequality.

### **SOC 40838**

#### **Racial and Ethnic Conflict in the U.S.**

**Rory McVeigh**

**MW 3:30p – 4:45p**

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

### **SOC 43377**

#### **Family, Gender, and Employment**

**Elizabeth McClintock**

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

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

### **SOC 43479**

#### **Intl. Migration & Human Rights**

**Jorge Bustamante**

**TR 3:30p – 4:45p**

This course is an extension from the mini-course to a full term, with a wider coverage of international migration experiences in the world with an emphasis on human rights. It starts with a historical approach to various immigration waves to the United States, from the years of the Industrial Revolution to the present. It focuses on the current debate on the impact of the undocumented immigration from Mexico and Central America, with a discussion of the gap between public perceptions and research findings. Differences between Mexico and the United States’ migration policies, and its social and economic implications, are discussed. The recent developments within the context of the United Nations’ Commission of Human Rights on the relationship between migration and human rights are also covered.

**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 these relationships and in 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 (CBL) component of this class will further advance students' abilities to engage and critique issues and arguments we investigate.

**SOC 43839****Unequal America****Joel Mittleman****TR 12:30p – 1:45p**

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

**SOC 43871****Gender Roles and Violence****Mark Gunty****TR 2:00p - 3:15p**

Much of the violence in contemporary society - whether it is domestic abuse, school shootings, gang warfare, video games, or inter-ethnic conflict - has something to do with gender. This course explores the connection between gender role socialization and the expression of conflict or aggression. Through readings, discussions, films and projects, students will be encouraged to examine sex differences in violent behavior as the outcome of complex processes. We will try to understand those processes better and develop the ability to describe the causes and their effects.

## **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 5:05p – 6:20p**

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.