

SOCIOLOGY DEPARTMENT

COURSE TITLES & SPRING 2020 COURSE DESCRIPTIONS

(N.B. The titles of the courses offered in Spring 2020 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
43212 Can We Improve US Schools?
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?
48000 Directed Research in Sociology
48009 Senior Thesis Capstone Project

POLITICAL/DEVELOPMENT/ECONOMIC/ENVIRONMENT

10502/20502 Surviving the Iron Cage
20501 Glob. & Social Movements
20533 Responding to World Crisis
20541 Soc. of War and Terror
20550 Devel. & Human Well-Being
20666 Environment, Food and Society
30514 Social Movements
30518 Sociology of Money
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 Insts.
43555 State Effective Dev. Countries
43556 Religion is Revolting
43558 Comparing European Societies
43563 Nationalism & Globalization
43579 Social Org. of Secrecy & Dec.
43581 Race and Activism
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

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

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

10732/20732 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 "Poor Kids"

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 Schooling & Civic Participation in American Society

13181 The School-to-Prison Pipeline

13181 The Sociological Imagination

13181 Understandings of Democracy

DEPARTMENT OF SOCIOLOGY

UNDERGRADUATE COURSE DESCRIPTION BOOKLET Spring 2020

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

What can you do with a Sociology degree?

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

Notre Dame Sociology alums enter fields as diverse as business, law, medicine, 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:

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

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

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

REQUIREMENTS of the MINOR

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

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

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

ADVISING POLICY IN SOCIOLOGY

Each student is assigned to a Sociology faculty advisor immediately after declaring the major or minor. (See the advisor-advisee list on the department's web site and on the undergraduate bulletin board just outside of 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 2020

SOC 10002

Understanding Societies

Kevin Christiano

TR 3:30p - 4:45p

Societies are the contexts for all that we experience as human beings, but we often take these settings for granted. Our families, schools, and jobs, beyond being avenues for our own contact with the world, are also major components of the society in which we live. Moreover, these components influence the very ways in which we live. Sociology is the discipline that attempts to understand how societies work, and "Understanding Societies" is a basic introduction to that discipline. In it, you will learn about sociology's varied intellectual origins, its dual organization as a humanistic and a scientific pursuit, and - most broadly - the uncommon perspective that it offers for viewing human activities and aspirations.

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 10033

Introduction to Social Problems

Emmanuel Cannady

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 10722

Introduction to Social Psychology

Mark Gunty

MWF 2:00p - 2:50p

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

Ricardo Martinez Schuldt

MW 3:30p - 4:45p

This course introduces students to how social scientists think about and study crime and criminal behavior. Particular attention is paid to the social construction and measurement of crime, theoretical explanations for patterns in crime and criminal behavior, and the various approaches for preventing crime in society. Topics are addressed through specialized readings, discussion, and analysis.

SOC 13181

University Seminar: Schooling and Civic Participation in American Society

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. The goal is to improve the state of civic and moral education in the U.S. by understanding from a sociological perspective how schools work and how they could be improved.

SOC 13181

University Seminar: Responding to International Crisis

Samuel Valenzuela

TR 2:00p - 3:15p

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: The School-to-Prison Pipeline: Race, Schools and Growing Up in the Age of Mass Incarceration

Joel Mittleman

TR 11:00a - 12:15p

Over the last fifty years, the United States built a prison system that has no precedent in American history and no match in the world. Today, America has 5% of the world's population, but 25% of the world's prisoners. What is it like to grow up in a society that incarcerates more of its citizens than anywhere else in the world? What is it like to learn in an education system where 1.7 million children attend schools patrolled by police officers but without a single guidance counselor? And—65 years after *Brown vs. Board*—why does race still seem to play such a big role in determining who gets set up for success and who gets pushed toward prison?

In this course, we examine these questions by interrogating what civil rights advocates have called the “school-to-prison pipeline.” Rooted in the sociological study of schools, we will address such topics as: the rise and reach of mass incarceration, the transformation of America's juvenile justice system, the impact of poverty and violence on child development, and the nature and consequences of racial bias. To explore these issues, we will engage social science research alongside memoir, film, hip hop and more. Throughout, students will develop their sociological imaginations by reflecting on their own educational histories and the key turning points that allowed them to make it to Notre Dame.

SOC 13181

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

Eugene Halton

TR 5:05p - 6:20p

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

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

SOC 13181

University Seminar: “Poor Kids”

Mim Thomas

TR 3:30p - 4:45p

“Poor Kids” examines childhood poverty in the United States through a sociological lens. In this seminar, we consider the demography of child poverty (who is poor, where are they located, how has childhood poverty changed over time) as well as its lived experience. We pay particular attention to the role of place as influencing both children’s life chances as well as the ways in which they understand themselves and their worlds.

SOC 20002

Understanding Societies

Kevin Christiano

TR 3:30p - 4:45p

Societies are the contexts for all that we experience as human beings, but we often take these settings for granted. Our families, schools, and jobs, beyond being avenues for our own contact with the world, are also major components of the society in which we live. Moreover, these components influence the very ways in which we live. Sociology is the discipline that attempts to understand how societies work, and “Understanding Societies” is a basic introduction to that discipline. In it, you will learn about sociology’s varied intellectual origins, its dual organization as a humanistic and a scientific pursuit, and - most broadly - the uncommon perspective that it offers for viewing human activities and aspirations.

SOC 20002

Understanding Societies

Michael Rotolo

MWF 10:30a – 11:30a

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

David Sikkink

TR 5:05p - 6:20p

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 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 20502

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. **(Cannot have taken 10502)**

SOC 20666

Environment, Food & Society

Christian Smith

MW 3:30p - 4:45p

This course is an introduction to environmental sociology, the sociology of food, and Catholic social teachings on creation, solidarity, human dignity and rights, and social justice as they relate to the environment and food issues. The course has two directly linked central purposes. One is to learn descriptive and analytical sociological perspectives on environmental and food issues, as well as related matters of agriculture, globalization, consumerism, rural America, health, social movements, and human futures. A second purpose is to learn Catholic social teachings on the environment and food issues, in order to deepen our capacity to reflect normatively from a particular moral perspective about crucial social problems.

Achieving these two purposes will require us recurrently to engage the sociological and the Catholic perspectives and contributions in mutually informative and critical conversation. This is fundamentally a sociology course, but one in which Catholic social ethics stand front and center. In other words, this course will engage in multiple, ongoing exercises of “reflexivity,” engaging the sociological imagination, issues of environment and food, and Catholic social teachings—to consider what possible fruitful understandings each may provide for and about the others. Students need not be Catholic (or even religious) to benefit from this course, but everyone must be open to learning about and reflecting upon Catholic ethical teachings as they relate to the environment and food.

This course will explore a number of interconnected substantive issues, descriptively, analytically, and normatively. These will include technological development, energy consumption, global warming/climate change, neoliberal capitalism, interests of nation states, corporate power, the role of mass media, population dynamics, the maldistribution of wealth, political decision-making, the status of science, ocean environments, extreme weather, sustainable development, environmentalist movements, agribusiness, nutrition, food supply systems, hunger and

obesity, organics, fair trade, localism, agrarianism, human dignity, the common good, the option for the poor, the universal destiny of the earth's goods, creation care, and the moral goods of solidarity, subsidiarity, and participation, among other relevant topics. **This course fulfills a CAD core course requirement. REQUIRED lab meets on Wednesday evenings from 6-8pm.**

SOC 20722

Introduction to Social Psychology

Mark Gunty

MWF 2:00p - 2:50p

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 3:30p - 4:45p

This course introduces students to how social scientists think about and study crime and criminal behavior. Particular attention is paid to the social construction and measurement of crime, theoretical explanations for patterns in crime and criminal behavior, and the various approaches for preventing crime in society. Topics are addressed through specialized readings, discussion, and analysis.

SOC 20870

Inner City America

William Carbonaro

MW 2:00p - 3:15p

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

SOC 23195

Media, Technology, and the Good Life

Eugene Halton

TR 2:00p - 3:15p

“Any sufficiently advanced technology is indistinguishable from magic.” Arthur C. Clark

“A really efficient totalitarian state would be one in which the all-powerful executive of political bosses and their army of managers control a population of slaves who do not have to be coerced, because they love their servitude.” Aldous Huxley

The explosion of ever-more electronic devices provides great conveniences, work-aids, and what could be called in a general sense, “play stations.” Clearly there are advantages to being able to communicate instantly, globally, and at little or no cost. You might say: the Skype's the limit. But what are the disadvantages, not only from automated trading

and self-tracking videos of the “quantified self,” but from the more generalized ways these devices can distract us from ourselves and each other in the very process of promising to connect us?

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

SOC 30900

Foundations of Sociological Theory

Katherine Comeau

MWF 11:30a - 12:20p

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 30900

Foundations of Sociological Theory

Kevin Christiano

TR 5:05p - 6:20p

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

Sara Skiles

TR 11:00a - 12:15pa

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 30902

Methods of Sociological Research

David Hachen

MW 2:00p - 3:15p

Often when we think of research, we think of a research report or article in which a researcher presents his/her major findings. However, such research reports are only the final outcome of a research process which involves the making of difficult decisions at critical junctures. Researchers must delimit their topics, pose relevant questions, formulate

testable hypotheses, develop means of measuring variables, design samples, and decide how to collect information. The purpose of this course is to provide students with an in-depth introduction to research methods by focusing on the critical decisions researchers make when conducting research. The course begins with discussions of the nature of scientific research including both the "products" of research and the processes through which such "products" are produced. We will then discuss the basic elements of research design (units of analysis, variables, relationships, hypotheses), measurement and sampling issues. The remainder of the course deals with four methods of collecting data: surveys, experiments, research using available data, and field research. The explicit focus of this course is on research design. Minimal coverage will be given to data analysis techniques and presentation of research findings.

SOC 30903

Statistics for Social Research

Ricardo Martinez Schuldt

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 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

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 43212

Can We Improve US Schools?

Mark Berends

TR 9:30a – 10:45a

The major goal of this course is to develop a sociological understanding of educational reforms in the United States. The course will cover several controversial reforms, such as school choice (vouchers, charter schools, magnet schools), school accountability, finance, and teaching. Each reform will begin with a formal presentation of a case supported by class readings, video, class debate, and lecture. Students' experiences in the course will link academic scholarship with what is actually happening in the field. Students will be required to write a number of position papers and reflections throughout the semester, to engage in class discussions, and thoughtfully defend their opinions.

Other goals of this course include fostering students' awareness of (1) the complexity of school systems; (2) the variety of ways to participate in the field of education; and (3) the interconnections among educational policies, schools, teachers, students, families, and communities.

SOC 43402

Population Dynamics

Richard Williams

MW 11:00a - 12:15p

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 43553

Building Democratic Institutions

Samuel Valenzuela

TR 9:30a – 10:45a

Elements of democratic regimes emerged long before the regimes as such can be identified as being minimally in place. Beginning with a brief discussion of the essential features of democracies, the course examines how and why such institutions emerged, and the critical moments in which the actual transitions to the new democratic regimes occurred. The course focuses on democratizations that took place before the Second World War, and will examine key European and Latin American cases.

SOC 43555

State Effectiveness in Developing Countries: What works, what doesn't, and why

Erin McDonnell

TR 9:30a – 10:45a

Scholars and development practitioners increasingly agree that state effectiveness is a critical precursor for many other developmental efforts to improve human wellbeing, from health campaigns to mass education. Unfortunately, despite billions of dollars spent annually attempting reforms, many states around the world still struggle to administer effectively. This course will focus on understanding what affects state capacity, including the state's relationship with development. The course will focus on work on low- and lower-middle-income countries in Africa, Latin America, and Asia, but unlike much work on the Global South that focuses on failures, we will disproportionately engage scholarship about what is working. Readings will include a combination of geography, scholarly periods (classic works, contemporary great pieces, and neglected insights that might be ripe for a come-back), and disciplines (political science, sociology, history and anthropology). Students will leave able to understand more precisely the central tasks of state administration, the foremost administrative challenges, and lessons from "pockets of effectiveness" around the world that have managed to provide relatively strong administration in the public interest, despite operating in environments where many peer organizations fail.

SOC 43581

Race and Activism

Rory McVeigh

MW 9:30a – 10:45a

Throughout much of American history, individuals have organized and acted collectively to advance interests based on a common racial or ethnic identity. In some instances, groups have organized in an attempt to overcome discrimination and to stake a claim to rights and privileges enjoyed by majority group members. In other cases, members of the majority group have organized to restrict opportunities for the minority and to protect an advantaged position. We will consider the causes and consequences of both progressive and conservative social movements--such as the civil rights movement, the Ku Klux Klan, and the contemporary alt-right—giving particular attention to how theories of social movements help us to understand episodes of race-based collective action.

SOC 43839

Unequal America

Joel Mittleman

TR 3:30p – 4:45p

America is the richest country in the world and yet roughly three million American children now grow up in families surviving on just \$2 a day. As America's richest 0.1% have seen their incomes more than quadruple over the last forty years, the incomes for 90% of Americans have barely changed. These financial disparities reflect deeper inequities in educational opportunity, incarceration rates, social status and more.

In this course, we will examine the nature and consequences of American inequality. Through close reading and spirited discussion, we will address such questions as: What is the meaning of meritocracy in an age of profound inequality? What is the lived experience of American poverty and American privilege? How are race and gender inequalities (re)produced throughout the life course? And, finally, how do all of these issues manifest in the successes and struggles of students at Notre Dame?

SOC 43919

Text Analysis for Social Science

Dustin Stoltz

F 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

MW 9:30a - 10:45a

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 2:00p – 3:15p

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. In general, students are required to enroll in both the spring and fall semester sections of the seminar, but exceptions are possible to bypass the spring semester. The seminar particularly seeks applications on some aspect of global religion, though this is not a requirement. Students need not be a sociology major or minor to take the seminar. Admission to this seminar is highly competitive and will generally be limited to 5-7 students. Decisions about admission will be made on a rolling basis and remain open until all spots are filled. To apply to the seminar, go to http://bit.ly/soc48666_app. All applications will be equally considered.