

# SOCIOLOGY DEPARTMENT

## COURSE TITLES & FALL 2020 COURSE DESCRIPTIONS

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

### FAMILY

#### **10342/20342 Marriage and the Family**

43377 Family, Gender & Employment  
43380 Gender & Sexuality in Family  
**43818 The Sociology of Sexuality**

### CULTURE/MEDIA

#### **20100 Intro to Cultural Sociology**

23195 Media, Technology, and the Good Life  
30109 Sociology of Culture  
33191 Consum.Cult.& Cult.of Consumption  
33199 Social Networks

#### **40200 Visualizing Global Change**

#### **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 43555  
43170 Materialism & Meaning Mod Life  
43171 Materializations of America  
43197 Culture, Morality & Society  
**43197 Sesame Street Around the World**

### 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  
**48667 Sociology of Religion Resrch**

## **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 Immg.: 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

**30003 Critical Refugee Studies**

0019 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**  
**10672/20672 Deities Denomination Diversity**  
**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

## **FIRST YEAR SEMINARS**

13095 Media, Tech., & the Good Life  
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 Reproduction and Parenting**  
**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  
FALL 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](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:

**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

Fall 2020

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## **SOC 10002**

### **Understanding Societies**

**Kevin Christiano**

**T R - 2:20P - 3:35P**

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 10002**

### **Understanding Societies**

**Karam Hwang**

**M W - 12:45P - 2:00P**

“Understanding Societies” is an introduction to sociology both as an academic discipline and as a way of seeing the world that is available to everyone. We will cover the core theoretical concepts, common research areas, and methods for investigation that characterize sociology as a field of study, and you will develop your own “sociological imaginations” by exploring numerous connections between societal forces and your individual lives. In addition to a wide variety of readings, the class incorporates data exploration exercises, documentary films, lectures, and discussions to illustrate the ways that categories of gender, socioeconomic status, race, and nationality are created and intersect to structure personal experiences. We will also focus on some of the major social institutions that affect all of us every day, relating to education, work, health, and criminal justice. The course concludes by examining how social change has occurred in the past, and asking you to consider whether and how you would like society to change in the future.

## **SOC 10342**

### **Marriage and the Family**

**Abigail Ocobock**

**M W - 2:20P - 3:35P**

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.

## **SOC 10672**

### **Deities Denomination Diversity**

**Kevin Christiano**

**T R - 3:55P - 5:10P**

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**

**T R - 3:55P - 5:10P**

Social psychology studies how individuals and groups are influenced by other individuals and groups. In this broad introduction to social behavior, we will learn about what makes people do the things they do: What decides who someone will fall in love with? Where do aggressive, violent, and criminal behaviors come from? Why are some people more charitable than others? Why do some people obey authority and conform while others always have to buck the trend? Why are some people lazier when they work in groups? What is the source of people's stereotypes and prejudices? How can we overcome them? What causes conflict between groups? And finally, what makes us become who we are? You may not take this course if you have already taken SOC 10722 due to similar content.

### **SOC 10732**

#### **Introduction to Criminology**

**Mim Thomas**

**T R - 12:45P - 2:00P**

Introduction to Criminology provides students with an overview of the sociological study of law making, law breaking and the resulting social responses. In this class we not only look at a variety of crimes, but we also discuss the varying methods sociologists use to collect, interpret and evaluate data, as well as how we theorize about crime and punishment. We address questions such as "Why are some people or groups labeled as criminal, while others are not?" "Do laws in both their construction and enforcement serve everyone's interests equally?" "How can the communities in which people are embedded be considered as criminogenic?" "How are poverty, race, gender and other social factors related to crime?"

### **SOC 13181**

#### **University Seminar: "Who Do You Think You Are?"**

**Mim Thomas**

**T R - 3:55P - 5:10P**

How frequently do we ask ourselves, "Who am I?", "How have I changed?" or "What kind of person will I become?". "Who Do You Think You Are?" provides students with a sociological perspective on the social construction of identity. How does context influence how we understand the world and ourselves? How do social networks structure the process we call self? In this class, we look at various sociological discussions of identity—some classical, some current and all of them thought provoking. Additionally, we examine some basic social network analysis.

### **SOC 13181**

#### **University Seminar: Sociology of Culture**

**Lyn Spillman**

**T R - 5:30P - 6:45P**

This class explores how cultural categories, symbols and rituals are influenced by social groups. Topics to be covered include culture in everyday life, identity and social status, symbolic power, the mass media, and the arts. Our goal will be to develop and practice skills in identifying and explaining cultural differences. Class requirements include extensive readings, consistent discussion, and weekly writing.

## **SOC 13181**

### **University Seminar: Sociology in Action**

**David Hachen**

**T R - 2:20P - 3:35P**

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**

**T R - 9:35A - 10:50A**

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**

### **Reproduction and Parenting**

**Elizabeth McClintock**

**T R - 12:45P - 2:00P**

This course will consider how families reinforce, and sometimes challenge, prevailing gender and sexual norms. It will emphasize reproduction and parenting, interpersonal interactions and family rituals (like marriages), family structure, new and varied family forms, reproduction and pregnancy as embodied social experiences, and the timing and context of family transitions. The course will focus on the contemporary U.S. but will incorporate cross-national and historic comparisons. Two recurring themes are (1) family as an embodied experience in which biological and social realities intertwine, and (2) family rituals as symbolic, consequential social performances.

## **SOC 20002**

### **Understanding Societies**

**Kevin Christiano**

**T R - 2:20P - 3:35P**

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**

**Karam Hwang**

**M W - 12:45P - 2:00P**

“Understanding Societies” is an introduction to sociology both as an academic discipline and as a way of seeing the world that is available to everyone. We will cover the core theoretical concepts, common research areas, and methods for investigation that characterize sociology as a field of study, and you will develop your own “sociological imaginations” by exploring numerous connections between societal forces and your individual lives. In addition to a wide variety of readings, the class incorporates data exploration exercises, documentary films, lectures, and discussions to illustrate the ways that categories of gender, socioeconomic status, race, and nationality are created and intersect to structure personal experiences. We will also focus on some of the major social institutions that affect all of us every day, relating to education, work, health, and criminal justice. The course concludes by examining how social change has occurred in the past, and asking you to consider whether and how you would like society to change in the future.

## **SOC 20033**

### **Introduction to Social Problems**

**Richard Williams**

**M W - 11:10A - 12:25P**

Today’s society is beset by many serious social problems, for example, conflicts over gay rights, sexual violence, battles over abortion and reproductive rights, poverty & inequality & the decline of the middle class, and racial/ethnic discrimination (which has helped give rise to the Black Lives Matter social movement). 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. When possible, I will often try to provide a local angle to problems, e.g. from Notre Dame or South Bend. I encourage you to think of incidents from your own communities or personal experiences that are relevant and sharing them in class if you feel comfortable doing so. **You cannot take this course if you have already taken SOC 10033 because courses are equivalent.**

## **SOC 20033**

### **Introduction to Social Problems**

**David Sikkink**

**T R - 3:55P - 5:10P**

Crime and deviance, drug abuse and addiction, pandemics, inequality in opportunities and outcomes, domestic violence, hunger and poverty, and racial/ethnic discrimination--society seems to generate challenging and oftentimes bewildering social problems in this age. How do we think about these problems in ways that lead to helpful solutions? What are their social and cultural roots? 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. **You cannot take this course if you have already taken SOC 10033 due to similar content.**

## **SOC 20100**

### **Introduction to Cultural Sociology**

**Lilly Watermoon**

**M W - 12:45P - 2:00P**

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 that people attach some meaning to. We will survey contemporary sociological approaches to analyzing culture, and discuss 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.

### **SOC 20228**

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

**Amy Langenkamp**

**M W - 9:35A - 10:50A**

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

### **SOC 20342**

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

**Abigail Ocobock**

**M W - 2:20P - 3:35P**

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.

### **SOC 20666**

#### **Environment, Food & Society**

**Christian Smith**

**M W - 3:55P - 5:10P**

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 1-credit lab meets on Wednesday evenings from 5:30-7:30pm.**

### **SOC 20672**

#### **Deities Denomination Diversity**

**Kevin Christiano**

**T R - 3:55P - 5:10P**

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**

**T R - 3:55P - 5:10P**

Social psychology studies how individuals and groups are influenced by other individuals and groups. In this broad introduction to social behavior, we will learn about what makes people do the things they do: What decides who someone will fall in love with? Where do aggressive, violent, and criminal behaviors come from? Why are some people more charitable than others? Why do some people obey authority and conform while others always have to buck the trend? Why are some people lazier when they work in groups? What is the source of people's stereotypes and prejudices? How can we overcome them? What causes conflict between groups? And finally, what makes us become who we are? **You may not take this course if you have already taken SOC 10722 due to similar content.**

### **SOC 20732**

#### **Introduction to Criminology**

**Mim Thomas**

**T R - 12:45P - 2:00P**

Introduction to Criminology provides students with an overview of the sociological study of law making, law breaking and the resulting social responses. In this class we not only look at a variety of crimes, but we also discuss the varying methods sociologists use to collect, interpret and evaluate data, as well as how we theorize about crime and punishment. We address questions such as "Why are some people or groups labeled as criminal, while others are not?" "Do laws in both their construction and enforcement serve everyone's interests equally?" "How can the communities in which people are embedded be considered as criminogenic?" "How are poverty, race, gender and other social factors related to crime?"

### **SOC 21666**

#### **Environment, Food & Society Lab**

**Christian Smith**

**W - 5:40P - 7:40P**

This is the 1-credit lab associated with 20666, Environment, Food, and Society.

### **SOC 30003**

#### **Critical Refugee Studies**

**Jennifer Huynh**

**M W - 2:20P - 3:35P**

The United Nations estimates that an unprecedented 71 million people around the world have been forced to flee from their respective homes. Among them are nearly 26 million refugees, half of whom are under the age of 18.

Media and social science scholarship represent refugees as passive recipients of western aid and avoid critical examination of the global and historical conditions that create "refugees." "This course introduces students to the interdisciplinary field of critical refugee studies (CRS) to re-conceptualize the refugee not as a problem to be solved but as a site of social and political critiques. CRS illuminates the processes of colonization, war, and displacement. This course examines militarism and migration as well as refugee voices written in their own words. We will assess a variety of sources, including oral history, ethnography, art, graphic novels, and interdisciplinary scholarship from humanities and social science.

### **SOC 30806**

#### **Race and Ethnicity**

**Calvin Zimmermann**

**T R - 11:10A - 12:25P**

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

### **SOC 30900**

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

**Ann Mische**

**T R - 9:35A - 10:50A**

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**

**Bridget Ritz**

**M W - 12:45P - 2:00P**

This course introduces students to important theoretical approaches in sociology. Readings are drawn from "classical" sociological theorists (Marx, Weber, Durkheim), as well as more contemporary thinkers. Lectures and discussions will focus on (i) understanding key concepts, (ii) interrogating their assumptions and connections, and (iii) evaluating what purchase they give for understanding classic and current social issues. Through writing assignments, students will grapple with these theories while developing the habit of critical and constructive thinking-through-writing.

### **SOC 30902**

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

**Richards Williams**

**M W - 9:35A - 10:50A**

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**

**T R - 2:20P - 3:35P**

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**

**Ya Su**

**T R - 2:20P - 3:35P**

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) - 1:00P - 1:50P**

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

### **SOC 33458**

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

**Kraig Beyerlein**

**R - 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 40200**

#### **Visualizing Global Change**

**Tamara Kay**

**R - 2:20P - 5:05P**

The goal of the course is to compare the processes by which social scientists and filmmakers/photographers engage in social documentation. Students explore how global social problems such as rural and urban poverty, race and gender inequalities, immigration, and violence are analyzed across the social sciences and depicted in a variety of documentary film and photography genres. The course also explores the role that documentary photography and film play in promoting rights and advocating for social change, particularly in the realm of human rights and global inequality. It examines the history of documentary film and photography in relationship to politics and the development of concerns across the social sciences with inequality and social justice. It also looks at how individual documentarians, non-profit organizations, and social movements use film and photography to further their goals and causes as well as issues of representation their choices raise. The course is unique because it requires students to engage in the process of visual documentation themselves by incorporating an activity-based learning component. For their final project, students choose a human rights or social problem that concerns or interests them (and which they can document locally - no travel is required), prepare a documentary exhibit on the chosen topic (10-12 photographs), and write an essay analyzing how social scientists construct and frame the given problem. Students also have the option to produce a short documentary film.

### **SOC 43113**

#### **Cultural Sociology**

**Lynette Spillman**

**T R - 2:20P - 3:35P**

In this class we will examine cultural dimensions of important social processes, and we will survey contemporary sociological approaches to analyzing culture. Examples will include readings on home and work, social hierarchies, political culture, media and the arts, and social change.

### **SOC 43200**

#### **Sesame Street Around the World**

**Tamara Kay**

**T R - 11:10A - 12:25P**

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

### **SOC 43281**

#### **Racial/Ethnic Educational Inequality**

**Calvin Zimmermann**

**T R - 12:45P - 2:00P**

This course examines the educational experiences and struggles of racial/ethnic minority students in US public schools. Students will study educational stratification by race/ethnicity, as well as how racial/ethnic minorities experience this stratification. We will explore legal, political, historical and social perspectives regarding educational policies and practices. Additionally, this course focuses on the potential of education as an agent for social justice and change for linguistically and culturally diverse groups.

### **SOC 43479**

#### **International Migration and Human Rights**

**Dana Moss**

**M W - 2:20P - 3:35P**

This course will examine the causes and consequences of international migration in a human rights perspective, ie, within the framework established by the Universal Declaration of Human Rights. We will investigate the experiences of populations who undergo displacement and resettlement across nation-states and the socio-political forces that criminalize populations seeking work and refuge across borders. Using readings and documentary films, students will become versed in contemporary current events within and outside of the United States, including the current crisis along the US-Mexico border. Course material will cover the social construction of borders, identities, and citizenship; differences in categories distinguishing migrants from one another; the factors fueling migration and the consequences of cross-border movement; the impact of emigrants' contexts of reception on their abilities to "make it"; racism, exploitation, and criminalization; and how non-citizens mobilize to contest discrimination. Grades will be based on attendance, active participation in class discussions, and writing assignments.

### **SOC 43555**

#### **State Effectiveness in Developing Countries**

**Erin McDonnell**

**T R - 9:35A - 10:50A**

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 comeback), 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 43579****The Social Organization of Secrecy & Deception****David Gibson****M W - 2:20P - 3:35P**

One would think that secrets are hard to keep, and lies hard to maintain, because it doesn't take much for the truth to escape, and once it's out, it can't be put back into the bottle. Yet secrets and lies reside at the heart of much social and political order, sometimes for years and even decades at a time. The objective of this course is to advance our scientific understanding of how this is possible, drawing on sociological, psychological, and historical research on such things as performance, secrecy, lying, forgetting, doubt, denial, and inattention. Case studies will include instances of corporate malfeasance (such as Ponzi schemes and insider trading), Big Tobacco's cover-up of the health consequences of smoking, Watergate, the secret British program to break the German cipher during WWII, elaborate attempts to cover up government atrocities, the cat-and-mouse game between international inspectors and regimes thought to be developing banned weapons, and the plague of misinformation surrounding U.S. presidential elections. Throughout, we will be concerned with the distinct methodological challenges of studying things many people want to keep secret. Requirements will include midterm and final examinations, reading quizzes/reaction papers, participation, and a final research paper.

**SOC 43818****The Sociology of Sexuality****Abigail Ocobock****M W - 9:35A - 10:50A**

When people think about sexuality, they often adopt a biological view—seeing sexuality as “driven” by hormones and nature. This course adopts a different approach by viewing sexuality through the lens of sociology—as shaped by social processes, including social interaction, institutions, and ideologies. The course will focus on examining three sociological aspects of sexuality: 1) The social, historical, and cultural factors that shape sexual behaviors, desires, identities, and communities; 2) The ways in which sex and sexuality are constantly regulated and contested at multiple levels of society, including within families, schools, workplaces, and religious and political institutions; and 3) The sources, causes, and effects of sexual inequality. While our focus will be on sexuality, we will also study how other identities (including gender, race, class, religion, etc.) influence and affect it. Students will be encouraged to question their taken-for-granted assumptions about sex and sexualities and to formulate critical perspectives on issues pertaining to sexuality in today's public discourses. This course is sex-positive in that it assumes that knowledge about sexuality is empowering, not dangerous. The readings and discussions will be frank, and students will be assisted in developing a language for and comfort level with discussing a wide range of sexual topics in a respectful and sociological way. In the process, students will be challenged to improve their critical thinking, researching, writing, and public speaking skills.

**SOC 43990****Social Networks****David Hachen****T R - 11:10A - 12:25P**

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**

The Sociology Internship 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. Departmental approval is required.

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

**La Casa de Amistad**

**Salvation Army of St. Joseph County (Social Services)**

**Sex Offense Services of St. Joseph County (must complete paper work and training a semester in advance)**

**Early Childhood Development Center**

**Good Shepherd Montessori School**

**Robinson Community Learning Center**

**Upward Bound College Preparatory Program, UND**

**AIDS Assist**

**Center for Hospice & Palliative Care, St. Joseph County (usually requires two-semester commitment)**

**Sr. Maura Brannick Health Center at Chapin Street**

**The CASIE Center (Child Abuse Services, Investigation & Education)**

**Family Justice Center**

**Indiana Legal Services**

### **SOC 46000**

#### **Directed Readings in Sociology**

##### **Individual Directors**

**Coordinator: Mim Thomas**

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

## **SOC 48000**

### **Directed Research in Sociology**

#### **Individual Directors**

**Coordinator: Mim Thomas**

Directed Research in Sociology offers students a chance to engage in hands-on research, either by working on a faculty member's research project or by pursuing one's own research question unrelated to a senior thesis project. By the end of this course, students should demonstrate a deepened sense of empiricism and methodological understanding. This is a graded course, and a formal application is required. (See the DUS for a copy.) Students engaged in a faculty member's research project should work out a study plan and evaluation process for assigning a final grade with the faculty member. Students engaged in their own research project should (1) submit their research questions, hypotheses, data source, and methodology to their faculty director at the time of application to the course, and (2) submit a written research report by the end of the semester, as part of the final evaluation process.

**(Department Approval Required)**

## **SOC 48009**

### **Senior Thesis Capstone Project**

#### **Individual Directors**

**Coordinator: Mim Thomas**

This is the Sociology Department's course for students who want to write a senior thesis. The senior thesis is a two-semester endeavor. All sociology majors are encouraged to consider capping off their studies in sociology by undertaking a senior thesis. Whether one is going on to graduate or professional school or immediately out into the work force, writing a thesis is a mark of competence, creativity, and independent thinking. In SOC 48009, students work on independent research projects, under the guidance of individual faculty directors. Students may enroll in this course for two consecutive semesters (for a total of 6 credits), or they may begin their thesis research in another course (e.g., SOC 43904, SOC 48002, SOC 48701, or ALHN 48980) and then complete their projects through this course in the second semester. Students who want to complete a senior thesis must see the Director of

Undergraduate Studies for an application and for advice on finding an appropriate faculty director for their thesis.

(All honors track students are required to write a senior thesis and to enroll in this course for at least one semester.)

**Department Approval Required. Co-requisite: SOC 41800, Senior Thesis Workshop. (Sociology Majors Only)**

## **SOC 48667**

### **Sociology of Religion Resrch**

**Kraig Beyerlein**

**T R - 2:20P - 3:35P**

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](http://bit.ly/soc48666_app). All applications will be equally considered.