SUMMER 2014  
(SOC) SOCIOLOGY  
COURSE DESCRIPTIONS

SOC-S 100 (9532) - INTRODUCTION TO SOCIOLOGY

The goal of this course is for students to develop a "sociological imagination," the ability to see the interaction between individual choice and the constraints imposed upon each of us through interaction in society. The course will explore the ways in which individuals shape society and are, in turn, shaped by society. From this sociological perspective, we will explore such topics as inequality, race, class, and gender, as well as culture and religion. Students will be introduced to the concepts and theories used by Sociologists—to the special blend of empiricism and theory that is Sociology.

SOC-S 100 (9533) - INTRODUCTION TO SOCIOLOGY

This course provides a broad overview of the discipline of sociology. Students will be introduced to the sociological perspective as a means for critically interrogating the world and society around them. We will examine the sorts of questions that sociologists ask, the theories that inform them, and the methods that they use to answer them. Substantively, we will focus on a variety of themes including social order, stratification, inequality, status, family, education, government, gender, sex, race, class, culture, medicine, and social psychology. Students will learn to analyze how social forces, structures, and institutions, shape these various aspects of society. On a more personal level, students will also gain new perspectives for thinking about their own lives in the context of broader society.

SOC-S 100 (9534) - INTRODUCTION TO SOCIOLOGY

What unique perspectives do sociologists provide to help us better understand our world? Is it better to use a survey, interviews, or ethnography to study a youth subcultures? How do race, class, and gender impact your education and work experiences? Why is going to an art museum considered high culture, while watching a television show like The Real Housewives of Orange County considered low culture? How unequal is American society compared to other societies?

These are a few of the questions we will be addressing in this course, which is an introduction to the field of sociology. We will begin by discussing what sociology is, how sociologists do research, and the theories that guide the discipline. We will then substantively cover: socialization, culture, deviance, inequality, race, class, gender, education, politics, and work and the economy. The class format will be a combination of lecture, discussion, and multimedia presentations.

SOC-S 100 (12393) - INTRODUCTION TO SOCIOLOGY

Given the broad scope of sociological inquiry, in this course we will focus on several selected areas of social life, which include matters of class, race, gender, sexuality, and age. Through a number of readings, class discussions, and writing assignments, we will critically examine how these elements manifest themselves in everyday life of both groups and individuals. At the conclusion of this course, you will be able to critically look at the social world around you both as it plays outs in your immediate surroundings as well as on broader national and global stages.

SOC-S 101 (9535) - SOCIAL PROBLEMS AND POLICIES  
TOPIC: "Contemporary Global Social Problems"

This course examines similarities and differences in social problems experienced around the world. Among the topics we will consider are globalization, challenges in migration, gender inequality, ethnic and racial variation, and health. Through articles, books, films and music, students will gain an understanding of current global issues and how these vary across cultural contexts. We will explore and compare how different countries approach and seek solutions to these social problems, and how sociologists today research global social problems.
SOC-S 101 (10779) - SOCIAL PROBLEMS AND POLICIES

**TOPIC: “Sociology of Sport”**

Estimated at a value of over $400 billion, the sports industry has become one of the largest industries in the United States. This is largely the result of unprecedented growth in participation and spectator interest that has occurred over the last century. As an inherently social phenomenon involving countless individuals, organized athletics is one of the most pervasive social institutions in the world, a fact that has contributed to its increasing popularity in sociological research.

This course is designed to provide students with an introduction to Sport as a growing subfield in Sociology. Using a number of sociological concepts and theoretical approaches, we will explore the relationship between sports and society, paying specific attention to issues of race, class, gender, and deviance. We will also examine organized athletics as a socialization agent and as an economic enterprise, in addition to examining various media portrayals of sports in the U.S. Finally, we will adopt a social problems perspective in order to assess the extent to which the structure of organized athletics might produce some social problems while helping solve others.

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SOC-S 110 (14103) - CHARTS, GRAPHS & TABLES

Statistics are everywhere in our daily lives as people around us, and in the media, use numbers to bolster their arguments. For all their persuasiveness, these statistics cannot always be accepted without examination. In this course, students will learn to examine social statistics from a critical perspective, and see how they are presented in everyday life. You will become familiar with the central concepts, measures, and methods that sociologists use to understand the social world. This course proceeds in two parts. The first introduces a sociological approach to asking questions, and the production and presentation of social statistics. The second portion of this course applies these concepts to a variety of substantive areas within sociology.

**Course Objectives**

Upon successful completion of this course, you will have:

- The ability to read and understand social statistics more thoroughly and critically
- The ability to produce and present data with meaningful representations
- The ability to apply the sociological perspective to social problems

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SOC-S 230 (14106) - SOCIETY & THE INDIVIDUAL

Social psychology explores how the social world shapes our thoughts, behaviors, and feelings, as well as how individuals, in turn, may influence the structures around them. To better understand the dynamic interplay between individuals and social structures in a way that sheds light on the social nature of our own behaviors, this course introduces students to the major concepts and theories of social psychology. Drawing on social psychological frameworks, we will cover topics including socialization, the self and identity, deviance and conformity, and emotions and mental health with course readings, lectures, and class discussions.

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SOC-S 316 (13226) - THE FAMILY

Family is an important organizing feature of society and of individuals' everyday lives. However, the definitions of family and the roles and responsibilities of family members have continually shifted throughout history, and they are the center of some of the most heated contemporary debates. While we experience them as immensely personal, families, family relations, and beliefs about families are also the products of cultural, political, and economic processes. In this course, we will explore family as a social institution and study the ways in which it relates to other institutions in society. We will move beyond our personal notions of family and use a sociological perspective to study diverse family forms across race, ethnicity, socioeconomic status, gender, and sexuality. A central goal of this course will be to expand critical thinking skills by addressing issues of family from different perspectives.
SOC-S 316 (10782) - THE FAMILY

Family is an important organizing feature of both society and individuals’ everyday lives. In this course, we will seek to move beyond our own personal experiences as members of families to examine families through a sociological lens. We will examine definitions of family, historical and cultural variation in family roles and forms, and how cultural, political, and economic processes are related to family. Further, family forms and processes will be examined as they relate to other aspects of social life, including gender, social class, race and ethnicity, and sexual orientation.

SOC-S 320 (10087) - DEVIANT BEH & SOCIAL CONTROL

This course provides an in-depth introduction to the concepts of deviant behavior and social control. What is deviance and who gets to define it? Should we or can we control it? What are the consequences? Broadly, the course will be divided into two sections. The first section deals with deviant behavior, and will explore topics such as drugs, crime, and sexuality, among many others. The second section deals with social control, and will explore topics such as mass incarceration, legal procedures, and deviance within the criminal justice system itself. Within each section we will explore the history, theory, and empirical applications relevant to the topic. This course is designed to provide a fundamental understanding of deviant behavior, social control, and the social response to these issues both past and present.

SOC-S 321 (10780) - SEXUAL DIVERSITY

How do sociologists look at issues of sexuality? This is an advanced course that will provide a broad overview of the sociology of sexuality, with a particular emphasis on the diversity in human sexuality. This course examines the questions that sociologists ask about sexuality, the theories that frame these questions, and the methods that answer them. We will broadly investigate how society shapes people’s behaviors, desires, fantasies, identities, norms, and attitudes regarding sexuality.

The course takes up three major themes. First, we will explore important conceptual and theoretical foundations of the subfield in order to ensure that we all have a common language in approaching the sociological study of sexuality. Second, we will use an intersectional framework in order to understand how sexualities are shaped by gender, race, class, age, and disability. We’ll specifically investigate whether there are important social group differences in the expression of sexuality. Lastly, we’ll broadly consider how society seeks to regulate and control people’s sexualities in various institutional domains. We’ll examine how the educational system, the healthcare system, the economy, and the law collectively construct and regulate sexuality.

SOC-S 324 (11081) - MENTAL ILLNESS

This course provides an introduction to sociological theories and research about mental health and illness. The main focus of this course is on the social construction of mental illness. We will focus on things like the creation of categories of mental illness, how people get placed into categories of mental illness, and the effects of being categorized as mentally ill. We will not focus much on the illnesses themselves. The general aim of this course is to understand mental illness as a social phenomenon, not just as a psychological or medical problem. We will study mental illness from a sociological perspective and think of mental illness as a consequence of interpersonal, institutional, and cultural factors rather than simply troubles of specific individuals. This course will require students to read, understand, and critique original sociological readings about theory and research.

The goals for this course are to:

1) Understand the social construction of mental illness.
2) Understand the major debates in the field of mental illness.
3) Critically assess and discuss the social factors that contribute to the experience of mental illness.

SOC-S 325 (11896) - CRIMINOLOGY

What is crime? How do we measure the extent of crime? Is the image of crime we see in the media accurate?
Why do some people engage in criminal activities while others do not? Why do crime rates differ between cities, regions, and countries, as well as over time? What is the most effective way to lower the incidence of crime? In this course we will address such questions from a sociological perspective. We will focus on the social context of crime and criminals, especially the causes, consequences, and solutions to criminal behavior. Be aware that the topics covered in this course may challenge some of your taken-for-granted assumptions—this is the job of sociology!

**SOC-S 335 (10295) - RACE AND ETHNIC RELATIONS**
Race is a dynamic process that continues to influence life in the United States. Incredibly complex in nature, race/ethnicity shapes our perceptions of ourselves and others, our interactions, and impacts our life chances. In this course, we will begin by discussing the biological myth of race through focusing on the key historical figures and events that have shaped our contemporary ideas about race. We will then move to a more contemporary discussion about what race/ethnicity “means” for us in the 21st century. Through articles, books, and television/movies, we will explore not only our assumptions about what we think race means, but also the ways in which people form and experience racial identities, the impact of race on life chances, and the state of current race relations in the United States.

**SOC-S 338 (10781) - GENDER ROLES**
We will examine the nature, causes, and consequences effect of gender roles in society. In this examination, we will begin by discussing our assumptions about men and about women and how these assumptions influence and are influenced by our own behavior and by social institutions. Topics to be discussed may include: childhood and adolescence, socialization, media, schools, health and medicine, sports, culture, interpersonal relations, race and ethnicity, family, sex and sexuality, sports, and women and men in the work force. This is not a course on women only. Rather, we will attempt to provide an equal emphasis on the experiences of various types of men and women.

**SOC-S 344 (15325) - SOCIOLOGY OF CHILDHOOD**
How do youth shape society? What social forces impact children and adolescents as a social group? This course will explore these questions by examining the experiences of children and youth from a sociological perspective. The course will examine how social institutions such as education and the family influence the lives of youth, and we will consider how children’s social experiences vary by social and cultural context from early childhood to middle adolescence. We will also consider the ways social policies regarding education and work influence the circumstances of young people. The course will not only consider the influence of adults and environments on children, but also the creative ways in which children contribute to their local contexts and society at large. Throughout the course, students will be challenged to draw upon a sociological imagination to reflect upon their childhood experiences from the perspective of a sociologist.

**SOC-S 370 (9537) - RESEARCH METHODS IN SOCIOLOGY**
**LECTURE**
In this course, research methods are our subject matter. We will learn about the many varied techniques employed to conduct sociological research, including their relative strengths and weaknesses, when the use of one method is more or less appropriate for our research question, and how to design research accordingly. In other words, the goal for this course is to familiarize you with how and why social research is done, enabling you to evaluate the quality of social science studies. You will come to understand the importance of theories and hypotheses, learn different ways of collecting data, and practice the fundamentals of elementary data analysis using Excel.

**SOC-S 370 (12396) - RESEARCH METHODS IN SOCIOLOGY**
**LAB**
Research Methods in Sociology is designated with the explicit aim of teaching students hands-on skills for designing and executing a research project. Students will work outside of the classroom to collect their own data, reinforcing knowledge about research design and methodology from lecture and in-class exercises. Lab assignments will test practical knowledge of concepts and research design tactics learned in the lecture portion of the course.
SOC-S 371 (9538) - STATISTICS FOR SOCIOLOGY
LECTURE
This course will introduce you to statistical techniques, concepts and reasoning. We will begin by discussing descriptive statistics (techniques used to summarize data in a sample) before moving on to inferential statistics. Inferential statistics allow us to make inferences about social processes in a full population, based on the information obtained in a much smaller sample of people. Throughout the course, you will learn to conduct statistical analysis using statistical software and to present your results both in written and oral form. Beyond providing you with a set of marketable skills, you will leave the course with a knowledge base that is increasingly necessary to consume and evaluate arguments presented in the media and by public figures.

The course does not assume any previous experience with statistics, and is not does involve particularly difficult mathematical calculations. However, it does require an understanding of basic algebra.

SOC-S 371 (12397) - STATISTICS FOR SOCIOLOGY
LAB
This section serves as the lab component for Statistics for Sociology. The lab component gives students the opportunity to utilize the statistical skills learned in the lecture component of the course, using survey research data and statistical software in order to answer sociological questions.

SOC-S 651 (14109) - TPCS IN QUANTITATIVE SOCIOLOGY
Social surveys are using new procedures, sampling methods, and technologies to address contemporary social and technological changes. To prepare students to develop effective surveys, S651 focuses on the current standards for survey design and procedures. Some topics covered in the course are Internet surveys, question construction and questionnaire design, new types of survey sampling, including those used to compensate for survey nonresponse, and survey research ethics. The course will provide many practical applications and is targeted to students who want to design and conduct their own surveys.

About Dr. Kennedy: John Kennedy directed the Indiana University Center for Survey Research for 25 years. He earned a PhD in sociology from Penn State University and worked at the U.S. Census Bureau for four years. He has written a chapter on managing survey projects for the second edition of The Handbook of Survey Research and was the founding editor of Survey Practice.

SOC-S 751 (12724) - SOCIOLOGICAL METHODS 2
Managing Statistical Research teaches you how to plan, organize, document, and execute sophisticated quantitative analyses regardless of the statistical methods used. The goal is to help you develop a workflow that allows you to work efficiently and accurately while producing results that are replicable. Topics include:
1) Planning your research.
2) Documenting your work.
3) Organizing, backing up, and archiving files.
4) Writing robust, effective programs for data analysis.
5) Using automation (basic programming methods) to work more accurately and efficiently.
6) Preparing data for analysis.
7) Systematically conducting statistical and graphical analyses.
8) Incorporating results into papers and presentations while maintaining their provenance.
9) Backing up your files.
10) Collaboration and data analysis. Lectures, exercises and applications are designed to help you develop a workflow for your own research.

The class assumes that you are planning to do quantitative data analysis and that you have completed at least one graduate class in statistics. Students starting their dissertation have found it a great way to get their work organized, plan new analyses, and conduct analyses that are efficient and replicable. Students who are earlier in their graduate career develop a workflow that they will grow into as they undertake larger research projects. To complete exercises in the class you will need to have access to a dataset that you want to work with. Details are given below.

While Stata is used to illustrate some of the ideas, the strategies and concepts apply to any statistical package and you are welcome to use programs such as SAS or R for your work. To do this, you will need to have that package installed on your laptop and know how to use the software since the instructor might not.