FALL 2012
COURSE DESCRIPTIONS
SOCILOGY (SOC)

Undergraduate courses: pages 2 - 17
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INTRODUCTION TO SOCIOLOGY

Note to pre-med students: This section of S100 is designed to help prepare you for the new social science section of the MCAT exam.

How do sociologists look at the social worlds we all inhabit? In this course, we’ll learn that sociologists have a unique point of view—the sociological perspective. Through this lens we’ll look at everyday rituals of deference and domination, solidarity and boundary-marking, conformity and resistance. The sociological perspective can help us to understand connections between self and society, private troubles and public issues, deviance and normality, order and conflict, and continuity and change. We can use the sociological mindfulness that this perspective gives us to explore how meanings are negotiated, races constructed, genders forged, sexuality policed, work defined, underclasses contained, deviants shamed and families shaped. We can also use the sociological perspective to become aware of how our culture, institutions, families, and friends shaped our lives and to explore what our responsibility is to change society for the better.

The overall aim of the course is to introduce you to a way of looking at the world—a sociological perspective or framework with which to ask meaningful questions about societies and their organization. Five specific features of the course derive from this broad goal. First, I assign only original scholarship by sociologists, rather than a textbook, as readings for the course. Reading original works by sociologists will give you the best sense of how a sociologist would approach a particular problem and work it through in terms of its origins, effects, and broader implications. Second, to challenge the tendency to view problems facing people in contemporary society as solely the result of individual flaws and virtues, I will encourage you to consider how social structural features of the society (e.g., the organization of the economy, political systems, the sexual division of labor) affect these problems. Third, although the main focus of the course is on U.S. society, materials on other societies and on processes of globalization, rationalization and consumption will be introduced. Fourth, through in-class exercises, surveys, and discussion, and through online exercises, we will explore and become more aware of our own assumptions about society. Fifth, we will explore sociology’s powerful message that each of us has a personal responsibility to either accept society as it is or work to change it for the better. The readings will consist of a reader and two paperback books.

Readings will consist of a reader, Sociological Perspectives, and two paperback books, Time Bind and Michael Jordan and the Rise of Global Capitalism.
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Catalog Number: **S 100
Class: SOC- S 100 (23970)
Instructor: J. Blind

INTRODUCTION TO SOCIOLOGY
This course will serve as an introduction to sociological thinking, and students will be encouraged to develop their own “sociological imaginations” to think critically about the ways social forces shape our experience of the social world. The dominant theories and concepts in sociology will be examined to explore the development of the field as a whole and to take a closer look at several subfields within the discipline, such as social psychology, sociology of education, and sociology of gender. Other course topics will include the family, deviance, political sociology, and race and ethnicity. This class will also cover the methods sociologists use to understand social phenomena. Beyond studying the ideas of sociology, students will be challenged to apply sociological ideas to their own life experiences and current events in the United States and abroad.

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Catalog Number: **S 100
Class: SOC- S 100 (20555)
Instructor: A. Loehr

INTRODUCTION TO SOCIOLOGY
Sociology is the study of social life, change, and the causes and consequences of behavior. This introductory course is designed to acquaint you with the sociological perspective. We will examine some of the questions that sociologists ask, the theories that frame these questions, and the methods that answer them. Students will 1) explore the social and structural dimensions of inequality, including race, class, and gender inequalities; 2) develop an appreciation for the diverse ways humans have organized their societies; and 3) come to understand the social power and influence of institutions such as religion, government, education, and family. Throughout the course of the semester, you will enhance your ability to think critically and express your thoughts and opinions. You will also gain insight as to how you shape society and how society shapes you.

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Catalog Number: **S 100
Class: SOC- S 100 (26579)
Instructor: L. Apgar

INTRODUCTION TO SOCIOLOGY
This course is an introduction to Sociology, a social science centered on the study of human society and social behavior. In this course, we will cover a variety of topics, including race, class, gender, inequality, education, and politics. Most importantly, this course allows you to develop a sociological perspective that you can use to analyze your life and the world. We will use our “sociological imagination” to reinterpret problems we normally think of as caused by individual behavior so that we can see how they are caused in part by much larger, and often overlooked, forces that shape our lives. We will also discuss how individual actions can shape society by either maintaining or challenging these social forces.
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.

INTRODUCTION TO SOCIOLOGY

Sociology offers a unique lens through which we can examine the world around us. In this course you will develop a perspective that will allow you to analyze the social world in a way that reveals the hidden and/or overlooked social forces that shape our lives. This approach, the sociological imagination, will enable you to explore how social forces influence the ways we view and navigate our social world. We will discuss how sociologists use theory and research to better understand important social issues such as inequalities of race, class, gender, sexualities and how social order and social change are possible. We will discuss how society affects individuals and in turn how individuals can affect society.

INTRODUCTION TO SOCIOLOGY

This introduction to the study of society and social behavior will offer students a new way to look at the world around them. A sociological perspective can show us how our culture, family, friends, and institutions shape our lives and can illustrate connections between self and society, deviance and normality, order and conflict. Using a variety of media, readings, class discussions, lectures, and interactive activities, we will expand our critical thinking and analytic skills in order to explore and challenge our assumptions about people/society/ourselves. Important topics covered in the course include race, class, gender, sex/sexuality, social interaction, the media, education, politics, and how individual people can affect the society we study through social movements and social change.

INTRODUCTION TO SOCIOLOGY

This course is designed to provide a broad overview and introduction to the discipline of sociology. We will begin by discussing what sociology is, how sociologists do research, and the theories that guide the discipline. Fundamentally, Sociology is interested in processes which occur above the level of the individual and in how these processes influence our lives. Through developing a sociological perspective, you will be able to gain a deeper understanding of social order in society and how social forces shape our world. The sociological perspective can help us to understand connections between self and society, private troubles and public issues, deviance and normality, order and conflict, and continuity and change. The sociological perspective will also increase your awareness of how our culture, institutions, families and friends shape our lives and to explore what our responsibility is to change society for the better. Using a variety of media, readings, class discussions, lectures, and interactive activities, we will expand our critical thinking and analytic skills in order to explore and challenge our assumptions about people/society/ourselves.
INTRODUCTION TO SOCIOLOGY
Sociology, the study of human society and social behavior, entails a unique way of looking at the world known as the sociological perspective. In this course, you will learn to think like a sociologist. We will discuss the foundational theoretical perspectives, major concepts, and methodological orientations of sociology. We will consider topics such as culture, socialization, social order, stratification, gender, race and ethnicity, social institutions, and social change to investigate how we both create society and are created by society. Ultimately, the goal is to develop knowledge and critical thinking skills that will benefit you at IU and in your life beyond college.

INTRODUCTION TO SOCIOLOGY
Sociology offers a unique way of looking at the world around us. In this class, you will develop a sociological perspective that will allow you to analyze society in a way that reveals the oftentimes hidden and/or overlooked social forces that shape our lives. This approach will help you explore how social structures influence the ways we view and navigate the social world. We will discuss how sociologists use theory and research to explore important social issues such as inequalities linked to race, class, and gender, as well as various social institutions including families, workplaces, media, and education. You will come to recognize the ways in which society affects individuals and also how individuals can affect society.

INTRODUCTION TO SOCIOLOGY
This course will offer students a new perspective on the world around them. Students will learn to use a "sociological imagination" to understand human behavior and social order. This sociological perspective can help us to understand connections between self and society, private troubles and public issues, and order and change. Objectives of this class include encouraging students to gain a broad overview of the field of sociology, learning to apply sociological concepts to the everyday world, and developing critical thinking and analytic skills. Topics covered will include, but are not limited to, race, class, gender, sexuality, education, politics, and social change.

INTRODUCTION TO SOCIOLOGY
Sociology is the study of society—individuals, groups and organizations along with their practices, beliefs and values. In this course, students will be introduced to theoretical perspectives, methodological practices and key issues currently driving the field of Sociology. Through readings, lectures and most importantly class discussions, students will learn to think with their “sociological imaginations.” We will explore social inequalities linked to gender, race and class, and also learn about various social institutions including families, religions, and education. We will explore issues related to health and the environment, ending the course with a discussion of social movements and social change.

The course is structured around several objectives: (1) to introduce the field of sociology (2) to develop an ability to link “personal problems” to societal issues (3) to apply sociological concepts to the everyday world, and lastly (4) to develop critical thinking and analytic skills. Catalog Number: **S 101
INTRODUCTION TO SOCIOLOGY

In this course we will develop a unique sociological perspective. This lens will provide us with the tools to uncover often hidden and/or overlooked social forces that shape our lives. Broadly speaking, sociology is the systematic study of human society and social life. We will explore many of the questions that sociologists ask, the theories that frame these questions, and the methods that answer them. You will be asked to move beyond the assumption that the problems people face in contemporary society are only the result of individual flaws. Instead, we will consider how social structural features of society affect these problems. In this introductory course, you will learn to use the sociological perspective to think critically and analytically about your life and the world.

SOCIAL PROBLEMS AND POLICIES: Women, Men, and Society

Do beliefs about the proper roles for men and women underlie debates about diverse – and often divisive – social issues such as abortion legislation, legislation of marriage and civil unions, education, and other government policies? In this class, we will examine contentious social issues that may be informed by gender ideology. We will read excerpts from scholarly and mainstream works to examine how gender beliefs can be used as a framework to understand divergent views on current political issues. We take an evidence-based approach to understanding these contentious issues, which provides students with practice in critical thinking skills. This course also provides an introduction to the discipline of sociology as well as an overview of how sociologists think about the social aspects of gender.

SOCIAL PROBLEMS AND POLICIES: Medicine in America

This course explores basic questions on a wide range of topics dealing with providers of care, recipients of care, and the larger context in which both face problems of health, illness and disease. Additionally, challenges facing medicine and individuals will be explored, providing a unique lens with which to view physicians, patients and their problems.

SOCIAL PROBLEMS AND POLICIES: Sociology of Sport

Sport is something that nearly all Americans - and many from other countries as well - are familiar with. Many of us grew up participating in one or more sports, and many follow various sports and cheer for various teams. But even those of us who did not participate in sports and do not have a strong interest in following sports have probably been affected by sport in some way. It has permeated into and affects a multitude of different social institutions (corporations, education, media, etc.) in ways that many of us may not recognize at first glance.
SOCIAL PROBLEMS AND POLICIES: Envisioning the City

The question "How does the built environment influence human behavior?" is the focus of this course. Sociologists often act as if the organization of the houses, streets, and neighborhoods in which people live can have little effect on how they behave, but a growing literature in the social sciences and in urban design challenges this assumption and offers methods for systematically analyzing the social organization of suburbs, streets, roads, and highways, and the natural landscape. Part 1 introduces you to the principal topics of the course. In Part 2 you will examine the public health problem of overweight and obesity and analyze the walkability of neighborhoods. In Part 3 you will examine residential segregation by economic status and design housing to address this social problem. Readings will be drawn from sociology, urban design, landscape architecture, and demography. This is a studio-style course. You will spend your time visiting sites in Bloomington, making maps and graphs of those sites, analyzing yours and others' work, and presenting your work in class. You will present your work as three portfolios of research, one for each section, and in verbal presentations.

CHARTS, GRAPHS, & TABLES

"Not everything that counts can be counted, and not everything that can be counted counts." - Albert Einstein

"35% of those who use personal ads are already married." "Women blink nearly twice as much as men." "In 2005, 29% of U.S. adults were functionally illiterate." Politicians, journalists, medical experts and our friends use statistics like these all the time. Although persuasive, it is important to know more about the production, interpretation and presentation of statistics before drawing any conclusions.

In this course, you will become critical consumers of social statistics and their presentation in our daily lives. You will become familiar with the central concepts, measures and methods that sociologists use to understand the social world. The first half of the course is aimed at familiarizing you with 1) the field of Sociology, 2) how Sociologists identify and answer questions, 3) the data production process and 4) the presentation and interpretation of social statistics. The second half of the course will draw upon this knowledge to develop and implement a critical lens toward better understanding five substantive areas – health, inequality, gender, family and social networks. When you successfully complete this course, you will have:

· The ability to read and understand 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

CHARTS, GRAPHS, & TABLES

As the popular saying goes, “Numbers Don’t Lie…” Or Do They?

In this course, students will learn to examine social statistics from a critical perspective and see how they are presented in our everyday lives. To do this, students will adopt a sociological perspective from which they will learn to interpret and produce such social statistics. Students will learn sociological concepts and empirical research methods commonly used within the discipline by completing a survey research project in which they will be asked to organize and analyze survey data and interpret and present findings from that data. By the end of the course, students should be able to 1.) Read and understand social statistics more comprehensively, 2.) Produce, interpret, and present social statistics using meaningful representations, and 3.) Distinguish between reliable, valid research and misleading or unscientific representations we encounter in our daily lives.
CHARTS, GRAPHS, & TABLES

The goal of this course is to teach you to become critical consumers of social statistics and their presentation in our daily lives. You will become familiar with the central concepts and techniques that sociologists use to understand the social world. Additionally, you will become familiar with the fundamentals of sociology. Examples from various subfields within sociology are used to illustrate each concept. When you successfully complete this course, you will have:

- The ability to read and understand social statistics
- The ability to produce and present data in meaningful ways
- The ability to apply the sociological perspective to social problems

SOCIAL PROBLEMS

This course will explore how issues come to be seen as social problems. The emphasis here is not on studying specific social problems, but on developing a general framework for thinking critically about all social problems. In short, this means that we will study social problems not in terms of the harm that they inflict, but in terms of the processes by which some issues (and not others) come to give rise to public concern.

Using a variety of reading and discussion materials, we will consider some of the most pressing issues in contemporary American society, issues like poverty and inequality, crime, immigration, school reform, environmental degradation, health and medicine. We will examine the characteristics of social problems, the groups that raise awareness of these issues, and the debates about their causes and consequences. We will also discuss the choices society can make in addressing social problems, and the process of evaluating the success of these solutions. The overall goal of the course is to help students to more critically think about, write about, discuss, and assess social problems in contemporary American society.

THE ECONOMY, ORGANIZATIONS & WORK

This course will draw on insights from economic sociology and the sociology of organizations to present a sociological alternative to dominant economic theories about how the economy is structured, why people make the economic decisions they do, and the meaning of work. Our investigations will range from macro-level theories about industry structure to micro-level theories about workers maintaining dignity on the shop floor. This is an introductory course and I will assume no prior knowledge of sociology or economics. However, the reading load will be in line with a 200 level course (read: more than a 100 level course) and we will read some sophisticated original texts.

SOCIAL INEQUALITY

In this course we ask, "Who gets what and why?" How are power, privilege, and prestige distributed among individuals and groups in society and why do some enjoy more than others? We will examine how various inequalities (e.g., in income, wealth, property) have evolved over time and ask how these inequalities shape the life
chances of individuals in different socioeconomic, racial/ethnic, and gender groups. Throughout the course we will give particular attention to the experience of the contemporary U.S. and to the challenges that recent developments pose for American society.

**Catalog Number:** **S 230  
Class: SOC- S 230 (24650)  
Instructor: C. Von Der Haar**

**SOCIETY AND THE INDIVIDUAL**

How far would you go to gain a group's acceptance? Would you have the courage to stand up and challenge the group if you thought it might harm other people? Social psychology provides us with answers to these questions. It helps us understand human behavior as it occurs in our daily lives. In general, this subject seeks to understand how our thoughts, feelings, and behavior are influenced by other people. It is divided into three broad areas: (1) the influence of social factors on the individual, (2) social interaction between and among individuals, and (3) group processes.

As an introduction to social psychology, this class covers a full range of questions posed by social psychologists, including:
1. How does our sense of self develop?
2. Why do we identify with certain groups?
3. What causes aggression?
4. Why would someone help a stranger?
5. Why do people fall in love?
6. How do juries make decisions about the guilt or innocence of a defendant?
7. Why do people obey the orders of cruel leaders?

This class will attempt to offer some answers.

**Catalog Number:** **S 230  
Class: SOC- S 230 (20562)  
Instructor: S. Benard**

**SOCIETY AND THE INDIVIDUAL**

The objective of this course is to help you understand how the social world shapes our behavior, and how our behavior shapes the social world. To accomplish this, the course provides an introduction to the theories, methods, and practice of social psychology. Social psychology draws on both sociology and psychology, and addresses questions like: How does the way we think shape our interactions with other people? How do our interactions shape the way we think? Why does society work at all, instead of collapsing into anarchy? The answers to these questions are relevant for understanding politics, law, business, how to get along with your roommates, and many other parts of life. This course will draw on a variety of readings and other materials to discuss key concepts in the field, including power, conformity, influence, stereotypes, relationships, conflict, identity, and why being asked to wear a Vanilla Ice t-shirt all day isn’t as bad as it sounds.

**Catalog Number:** **S 311  
Class: SOC- S 311 (27293)  
Instructor: Brooks**

**POLITICS AND SOCIETY**

Why is the United States like it is? When do (and don’t) people go along with rules and arrangements, even when they are characterized by injustice or inequality? What have (or could) activists done (or do) in the U.S. or Europe to change things for the better?

Questions of this sort motivate political sociology, and this spring we will survey the field in some detail. Political sociology offers a lot because while there is much we think we know, there is also a lot we don’t. That makes things interesting when we look just how complicated such seemingly simple things like identity and choice among individuals and organizations can be.
Among the topics we’ll cover are the following: welfare states and the importance of policy, particularly within Europe and the U.S.; the politics of family, gender, and sexuality; social movement activism; the complexity of elections and public opinion; and the nature of identity and choice in the political realm, and also in everyday life. Course requirements include regular attendance, participation, and examinations. I will have lecture materials, and we will also set aside plenty of time for detailed discussions. That helps keep things both enjoyable and fruitful with regard to getting into readings and issues in greater detail.

Catalog Number: **S 312  
Class: SOC- S 312 (29840)  
Instructor: J. Lee

EDUCATION AND SOCIETY
This course is an introduction to current issues in the sociology of education. The goal of this course is to ask some fundamental questions about the relationship between education and society. In this class, we will look at the structure, practices, content, and outcomes of schooling, in light of their relationships to the wider society in which schools are situated. We will note the link between schools and societal stratification, discuss the outcomes of schooling and how these outcomes are produced, and consider sociological perspectives on contemporary education reform.

Catalog Number: **S 313  
Class: SOC- S 313 (21624)  
Instructor: J. Kucinskas

RELIGION AND SOCIETY
In both dramatic and subtle ways, religion is a powerful influence in society and its effects are quite varied. Sometimes religion plays a role in struggles for justice and tremendous acts of compassion. At other times it plays a role in sustaining violence and maintaining oppression. In more subtle ways, religion plays a central role in the lives of millions of people by providing them with purpose, community, and moral guidance. This course will be oriented by three sets of questions: 1) Why religion? Why has nearly every society in human history had systems of religious belief? More centrally, what makes religion an inherently “social” thing? How can religion be examined and understood as a social phenomenon? 2) What are contemporary trends in religious belief and practice in the U.S. and the world? How does religious belief shape people’s attitudes? How do people actually practice their faith? Is religion increasing or decreasing in its influence? 3) What role does religion play in public life, both in American politics and in broader global society? Has this role changed in recent years and, if so, how? By addressing each of these questions, this course will provide students with an understanding of religious experience, religious patterns, and religious institutions in the U.S., and as they are experienced abroad.

Catalog Number: **S 315  
Class: SOC- S 315 (32969)  
Instructor: C. Von Der Haar

WORK AND OCCUPATIONS
Much of our life revolves around work. Nothing illustrates that better than the sheer amount of time we spend at work. On average people in the United States work between 35 and 39 hours per week. If that time is spent in a job that makes them miserable, they might be hoping to win the lottery. What would life be like without work? Americans who lost their jobs due to the recent economic crisis can tell you. They have lost more than a paycheck. They, perhaps more than any of us, understand that work gives us a sense of who we are and where we fit in society. It is one of the most important things we do in life. Good decisions about careers require the thoughtful consideration of far more than what one does best or financial rewards.

This class examines the workplace and its impact on an individual’s life. It is designed to show you how sociologists view work from various theoretical perspectives. Topics include: the meaning of work, types of work, the workplace, work and ethics, occupational status and identity, and balancing work and family.
THE FAMILY

What group of people do you include when you say “my family”? What is a family? The definition of family, and the roles and responsibilities of family have been continually shifting throughout history. They are the center of some of the most heated contemporary debates. We all have experience with some kind of family, but we don’t often think about them in a broader social context. While we experience them as immensely personal, families, family relations and beliefs about families are also the products of cultural, political and economic process. In this course, we will explore family as a social institution, and how families relate to a wide array of other institutions. We will study diverse family forms across race, ethnicity, socioeconomic status, gender and sexuality. We will follow the history of definitions of family and contemporary debates. Among other topics, we will discuss marriage and divorce, cohabitation, gender dynamics, sexual orientation and same-sex families, parenting and children, family violence, and the interactions between families and policy. A central goal of this course will be to expand critical thinking skills by addressing issues of family from different perspectives.

DEVIANT BEHAVIOR & SOCIAL CONTROL

In this course we will think of deviance as norm-breaking behavior, broadly conceived. Therefore, we will not only discuss things like criminal behavior, but everyday forms of deviance as well. Instead of looking at deviant behavior as something to be explained at only an individual level, we will use the sociological perspective to understand how society helps create and define deviant behavior. We will discuss deviance as a social construction that changes in different cultural and historical contexts, thinking about the ways in which certain norms and values come to be cherished and upheld within social groups while others are looked down upon or even ignored. In addition we will take into account various forms of social control that are designed to encourage conformity to social norms and ways in which they are and are not successful in guiding peoples’ behavior. Finally, we will consider the importance of deviant behavior in creating social change.

SEXUAL DIVERSITY

“A COURSE SELECTED FOR THE IU FALL 2012 THEMESTER ON GOOD BEHAVIOR, BAD BEHAVIOR: MOLECULES TO MORALITY”

This course provides a sociological examination of empirical research on the diversity of human sexual behavior. It considers research on the varying moral evaluations of what is sexually good or bad and the prevalence of these particular sexual behaviors in different social locations. It examines how these practices and their evaluation are socially shaped by one’s society, region, neighborhood, social class, and ethnicity, and how sexuality and changes in it are also related to one’s biological sex, age, and generation. The development and complexity of biological sex, gender roles, and sexual preference are examined, as is the evolving nature of commercial sex, its genderization, and issues of criminalization/decriminalization. Finally, some of the least common sexual practices are examined in terms of their development and personal meaning. Specific topics are organized into three sections: “The Role of the Mind, Body, and Society,” “Culture, Social Structure, and Sexuality,” and “Minorities of Sex, Gender, and Sexuality.” Lectures, Films, Guest Speaker, Discussion.
SEXUAL DIVERSITY

How do sociologists look at issues of sexuality? This is an advanced course that will serve as an introduction to the sociology of sexuality, with a particular emphasis on the diversity in human sexuality. We will look at a range of sexual phenomena, including behaviors, desires, fantasies, sexual object choices, identities, communities, and subcultures. Additionally, the course will examine how society shapes attitudes, norms, and practices regarding sexuality. In this introductory course, we will also investigate how diversities in sexualities are shaped by gender, race, ethnicity, class, age, ability/disability, and nationalities.

MENTAL ILLNESS

Social Aspects of Mental Illness

This course is a survey of theories and research in the sociology of mental health and mental disorder. The course will emphasize how sociologists view mental illness, the causes of mental illness, and the social and institutional responses to the mentally ill.

There are three major segments to this course. The first section will address the primary question of what is mental illness? We focus on types of mental illness (e.g., schizophrenia, mood disorders), the classification of mental illness (i.e., the Diagnostic and Statistical Manual of Mental Disorders, DSM), and current prevalence estimates in the U.S. and other nations. We discuss how the conceptualization of what constitutes mental illness varies both historically and cross-culturally. Here, the focus is on understanding the major debates in the field of mental illness.

In the second section, we investigate who gets sick, focusing attention to the patterns of mental illness as well as the dominant theoretical explanations in the field. This section focuses on comparing and contrasting medical and social models of mental illness and demonstrating that these models have different implications for the treatment and policies targeted at mental illness. Here, we examine the role of social factors in the onset, course, and outcome of mental disorders. The student should leave this section knowing exactly what percentage of the American population have been diagnosed with various mental illnesses.

The third section addresses the deinstitutionalization of the mentally ill during the 1960’s and 1970’s, the consequences of deinstitutionalization for both the mentally ill and society as a whole, and possible solutions to the present problems vexing the mental health system in the United States. We will focus on the problem of stigma and current mental health services, with special attention to patterns of help-seeking behavior, treatment techniques, and barriers to effective treatment. Mental health policies in other countries will be described and discussed during this point in the semester. An important ethical dilemma is raised in this section of the course; the student will be encouraged to weigh the pros and cons of the debates covered.

The primary goal of this course is to see mental illness as a social phenomenon, not just as a medical or psychological problem. Specifically, this means that mental illness is seen as a consequence of interpersonal, institutional, and cultural factors, not just the troubles of specific individuals. Toward this end, we will locate mental illness within a social context, examine the theories and conceptions of mental health and illness with a critical eye, and assess how mental illness is constructed by various groups and larger social institutions. The goals of this course will be pursued through discussion in class of lectures and assigned readings, and film.
Catalog Number: **S 324
Class: SOC- S 324 (33109)
Instructor: C. Erving

SOCIAL ASPECTS OF MENTAL ILLNESS
This course provides an introduction to sociological theories and research about mental health and illness. It covers three broad areas of sociological research: the definition and measurement of mental illness, the social origins of mental health and mental illness, and personal, community, and societal responses to mental illness. The primary goal of this course is to see mental illness as a social phenomenon, not just as a medical or psychological problem. Specifically, this means that mental illness is seen as a consequence of interpersonal, institutional, and cultural factors, not just the troubles of specific individuals. The class format will include a combination of lecture, discussion, and multimedia presentations.

Catalog Number: **S 325
Class: SOC- S 325 (27294)
Instructor: K. Li

CRIMINOLOGY
This course explores the dimensions and nature of crime in the past and in contemporary societies. It surveys the major theoretical explanations for criminal and delinquent behavior. Moreover, it provides us a forum to discuss how different types of crime and delinquency should be treated respectively. Some of the topics covered include measuring crime, the evolution of definitions of crime and punishment, social structural theories, social process theories, feminist theories, violent crime, white-collar and organized crime, victimology, the death penalty, and crime in the media. Overall, this course aims to provide you a new perspective in understanding crime and criminality, so that you can go beyond immediate personal experiences and reflect upon a variety of crime-related social issues.

Catalog Number: **S 335
Class: SOC- S 335 (22826)
Instructor: J. Puentes

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 myth of biological race through focusing on the key historical figures and events that have shaped our ideas about race. We will then move to a more contemporary discussion about what race/ethnicity & by213;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 is, but also the ways in which people form and experience racial/ethnic identities, how we talk about race/ethnicity, the impact of race on life chances, and theories of race/ethnic relations in the United States.

Catalog Number: **S 338
Class: SOC- S 338 (25728)
Instructor: B. Powell

GENDER ROLES
We will examine the nature, causes, and consequences 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, media, schools, medicine, sports, language, interpersonal relations, sexuality, family, sexuality, 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 men and women.
THE SOCIOLOGY OF MEDIA

This class is designed to increase your knowledge and understanding of the media’s impact on society. Not only will you learn more about the media’s role in American society, but this class will give you the opportunity to express your opinion about it.

During the semester we will consider how the media shape and are shaped by American culture. This course is specifically designed to help students improve their critical thinking skills. Every class will, therefore, involve both the analysis of media and a discussion of students’ opinions. The first part of the semester will be devoted to understanding how media influence our perceptions of the world that surrounds us. The last part will be devoted to advertising and entertainment media, with a focus on the way that ads, television programs, and films distort our perceptions of race, gender, and social class.

SOCIAL THEORY

This course has two goals: introducing students to social theory and improving your writing skills. What is social theory? A social theory is an attempt to explain some kind of social fact. For example, why did the industrial revolution happen? Why is the United States the wealthiest and most powerful nation in the world? Why do African-Americans consistently make less money than whites? Answers to these kinds of questions are called social theories. This course is also writing intensive. My other goal is to help you develop critical thinking skills and express yourself in words. Therefore, there will be frequent writing assignments.

This course is not for the meek. I expect students to work through some hard tests and to write a lot. What=s the pay-off? You will have skills that you will use the rest of your life. Even if you cannot remember what Max Weber said about religion, you will be able to ask big questions about the social world and write clearly.

SOCIOLOGY OF CHILDHOOD

This course recognizes and examines childhood as a structural form and children as social agents who contribute to societal reproduction and change through their negotiations with adults and through their creative production of a series of peer cultures with other children. The course considers the relation of childhood to other social forms or institutions and examines children’s participation in and contributions to society historically and cross-culturally. The course will discuss research methods for studying childhood and compare the importance of family and peer experiences for children’s social development and the quality of their childhoods. There will be a special focus on the importance of peer interaction and culture for childhood. We will examine experiences in the family that play a key role in children’s transition to an initial peer culture. We will then describe and consider central themes and features of children’s preschool, preadolescent, and early adolescent peer cultures. The course also examines how cultural values and social policies in the areas of education, family, and work affect children’s lives. Finally, the course will examine the social problems of children and the future of childhood.

There will be a mid-term exam, two (7-8 page) papers related to preadolescent and adolescent peer culture, a final paper (7-8 pages) related to the social problems of children, and weekly paragraphs discussing readings and class lectures. Several required readings will be placed on oncourse. The books required for the course are:


LECTURE: RESEARCH METHODS IN SOCIOLOGY

We use many strategies to make sense of our social worlds. Some strategies yield more accurate and useful information than others. Social scientists have developed methods for the systematic study of social life to guide those wishing (or needing) to have accurate answers to questions about social life. In this class you will be introduced to many of these methods (such as participant observation, qualitative interviewing, content analysis, survey design, and experimentation) so that you will have the basic skills needed to critically evaluate the research of others and to conduct research of your own. This class focuses primarily on how to design and collect good social science data and will introduce you to very simple ways of analyzing data, once collected. Whether you plan to continue your work as a sociologist in graduate school or to find a full-time job, knowledge of these methods is a valuable (and marketable) skill that will be of use to you in many different settings. Because hands-on experience is important in learning these methods, you will conduct three small research projects under guidance, one based on qualitative interviews, one using content analysis, and a third employing survey data, with a choice of topics for each research project. You will write three research reports on your findings and take two objective exams. Course activities will include lectures, weekly readings, and guided work on the three research projects through lab exercises, which are often collaborative.

Catalog Number: **S 370
Class: SOC- S 370 (20564)
Instructor: P. Thoits

LAB: RESEARCH METHODS IN SOCIOLOGY

Catalog Number: **S 370
Class: SOC- S 370 (20565)
Instructor: J. Tabor

Catalog Number: **S 370
Class: SOC- S 370 (20566)
Instructor: J. Tabor

Catalog Number: **S 370
Class: SOC- S 370 (20567)
Instructor: J. Tabor

Catalog Number: **S 371
Class: SOC- S 371 (25720)
Instructor: K. Doran

LECTURE - STATISTICS FOR SOCIOLOGY

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.

**Catalog Number:** **S 371  
Class: SOC- S 371 (25721)  
Instructor: K. Li**

**LAB: STATISTICS FOR SOCIOLOGY**

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.

**Catalog Number:** **S 371  
Class: SOC- S 371 (25722)  
Instructor: K. Li**

**LAB: STATISTICS FOR SOCIOLOGY**

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.

**Catalog Number:** **S 371  
Class: SOC- S 371 (25723)  
Instructor: K. Li**

**LAB: STATISTICS FOR SOCIOLOGY**

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.

**Catalog Number:** **S 410  
Class: SOC- S 410 (27304)  
Instructor: F. Rojas**

**ADVANCED TOPICS: SOCIAL MOVEMENTS**

This section of sociology 410 will be a most excellent course on social movements. If you have ever wondered about the Tea Party, Occupy Wall Street, or any other protest movement, you need to take this course. This is also an "IW" course so there will be lots of writing.

**Catalog Number:** **S 410  
Class: SOC- S 410 (27303)  
Instructor: P. Jackson**

**ADVANCED TOPICS SOCIAL ORGANIZATION: WHY WE DO WHAT WE DO**

This seminar will focus on the general question of why we do what we do, focusing specifically on the way in which identities dictate our behavior; and subsequently the way our identities are perceived (or interpreted) by other people. We focus on four major identities: race/ethnicity, gender, religion, and social class. We will explore the differences that socialization (into certain identities) make in the way people perceive the world around them; furthermore, we will consider the ways in which strangers respond to the identities of other strangers. These perceptions by others often determine their expectations of us and how they treat us.
We will survey several theoretical approaches that address issues of perception, identity, and communication styles. The primary focus will be on sociological and social psychological approaches. However, we will also cover some biological bases for behavior. The readings emphasize theoretical issues as well as the application of theory to a variety of substantive areas. There is a general focus on experiences across the life course, including the college experience.

Some of the goals of the course are to understand current sociological theories that explain behavior; to employ independent, objective, and rigorous reasoning regarding identities, how they developed across time, and how they influence contemporary issues; to heighten self-awareness of personal behaviors and how these behaviors affect interpersonal interactions; to apply knowledge with the goal of challenging personal stereotypes, ideologies and assumptions; and to appreciate the complexity of problems (go beyond conventional assumptions). All objectives will be pursued in some way through lectures, readings related to lecture topics, discussion in class of lectures and readings, video presentations, group assignments, and/or class presentations.

Catalog Number: **S 422 (meets with S522)
Class: SOC- S 422 (25726)
Instructor: M. Weinberg

CONSTRUCTING SEXUALITY
A COURSE SELECTED FOR THE IU FALL 2012 THEMESTER ON “GOOD BEHAVIOR, BAD BEHAVIOR: MOLECULES TO MORALITY”

This course examines different theoretical interpretations of sexuality. It looks at the commonly subscribed to essentialist perspective, which underlies moralist and pathology points of view toward sexualities. These absolutist perspectives are contrasted with a more relativistic social constructionist one. Students are taken through the development of constructionist thought in the area of sexuality beginning with work in symbolic interactionism in the U.S. and moving on to its development in structuralism and post-structuralism in France, inputs from sex researchers in Britain and New Zealand, the development of Queer Theory, and the characterization of a post-modern era. The core of this course is an examination of the assumptions and consequences of a “good-bad behavior” point of view toward sexuality. Specific sex-related practices examined from these counter views include social nudism, forms of sex work, intergenerational sex, homosexuality, bisexuality, sexual contact with animals, trans persons and sexuality, fetishism, sadomasochism, fisting, urine play, and playing with and ingesting feces. Lecture, films, discussion, guest speaker.

Catalog Number: **S 498
Class: SOC- S 498 (22362)
Instructor: D. Eder

HONORS THESIS SEMINAR I

The Sociology 498-499 course sequence is different from most other courses you have taken. Whereas most undergraduate courses give you only a limited opportunity to study a topic of your own choosing, independent research and writing is what the Senior Honors Thesis Seminar is all about. Independent research and writing are challenging experiences, but they also offer many potential rewards.

The primary aim of Sociology 498-499 is to guide you in producing a senior honors thesis that shows you have grasped what is involved in the craft of sociology. Your thesis should be something you can be proud of, both because it demonstrates your ability as a researcher and writer and because you have come to a new understanding of a problem that you think is important. A thesis begins with research that aims at making an original contribution to our understanding of some aspect of the social world. The original contribution may take the form of new information or it may involve the development of fresh insights based on a reanalysis of data that has been collected for a different purpose; whatever form it takes, it must involve the collection and/or analysis of data. The final written version of an honors thesis is usually between 25 and 30 pages long (double-spaced). As your instructor for this course, I will be the primary faculty member directing your honors thesis research.
GRADUATE COURSES: pages 18-20

Catalog Number: **S 522 (meets with S422)
Class: SOC- S 522 (29991)
Instructor: M. Weinberg
CONSTRUCTING SEXUALITY
A COURSE SELECTED FOR THE IU FALL 2012 THEMESTER ON
“GOOD BEHAVIOR, BAD BEHAVIOR: MOLECULES TO MORALITY”
This course examines different theoretical interpretations of sexuality. It looks at the commonly subscribed to essentialist perspective, which underlies moralist and pathology points of view toward sexualities. These absolutist perspectives are contrasted with a more relativistic social constructionist one. Students are taken through the development of constructionist thought in the area of sexuality beginning with work in symbolic interactionism in the U.S. and moving on to its development in structuralism and post-structuralism in France, inputs from sex researchers in Britain and New Zealand, the development of Queer Theory, and the characterization of a post-modern era. The core of this course is an examination of the assumptions and consequences of a “good-bad behavior” point of view toward sexuality. Specific sex-related practices examined from these counter views include social nudism, forms of sex work, intergenerational sex, homosexuality, bisexuality, sexual contact with animals, trans persons and sexuality, fetishism, sadomasochism, fisting, urine play, and playing with and ingesting feces. Lecture, films, discussion, guest speaker. This class meets with the undergraduate capstone course, S422. The graduate section involves additional papers and readings.

Catalog Number: **S 530
Class: SOC- S 530 (20574)
Instructor: P. Thoits
INTRODUCTION TO SOCIAL PSYCHOLOGY
This course provides a graduate-level introduction to the theories and some key empirical findings of sociological social psychology. It is organized around the major theoretical orientations in contemporary social psychology and their application to selected research questions. Emphasis is placed on understanding the basic theoretical assumptions of each orientation. Although we will focus on the sociological literature and the distinct insights that sociology brings to the interdisciplinary field of social psychology, we will review some material from psychology because psychological theories and research have often served as complements to or an impetus for sociological developments. You will write six essays of 4-6 typed, double-spaced pages focused on topical readings in the seminar, plus one final paper in which you apply one or more theoretical approaches from the seminar to a theoretical or research problem of your choice.

Catalog Number: **S 540
Class: SOC- S 540 (20575)
Instructor: B. Steensland
SOCIOLOGICAL THEORY
This course is oriented around three main tasks. First and foremost, it will introduce students to some of the major theoretical approaches and concepts that guide sociological research today, and show how these theories grew out of attempts to understand social change in the 19th and 20th centuries. Second, it will introduce students to persistent tensions that animate many of the debates in the social sciences. These include the antimonies of structure-- agency, social integration--social conflict, macro--micro, material-- symbolic, and rationality--non-rationality. Third, it will provide examples of contemporary empirical research that are animated by theoretical perspectives and concerns.
Catalog Number: **S 558  
Class: SOC- S 558 (20576)  
Instructor: E. Pavalko  
ADVANCED RESEARCH TECHNIQUES  
This is a course in social science research design and is meant to provide an introduction to a range of research topics. The primary objectives of the course are to 1) introduce fundamental aspects of research design that transcend specific modes of data collection. 2) to provide practice in developing researchable questions and designing methods to answer those questions, 3) to introduce and assess common techniques for social science data collection, such as secondary surveys, observations and in-depth interviews, document and textual analysis and experimental data collection and 4) to introduce you to some of the work of IU Sociology faculty and students through research examples. In addition to readings and class lecture/discussion, students will design a workable research project and provide and get feedback from other class members on their research design.

Catalog Number: **S651  
Class: SOC- S 651 (25730)  
Instructor: W. An  
TOPICS IN QUANTITATIVE SOCIOLOGY: SOCIAL NETWORK ANALYSIS  
Interests in social network analysis have exploded in the past few years. Aimed to examine social relationships and interactions from a structural perspective, social network analysis has become an essential tool to understand and address a variety of social issues, including friendship formation, peer influence, career mobility, socioeconomic inequality, organizational alliance and competition, economic development, international trade, diffusion of innovations, political mobilization, crime proliferation, spreading of diseases, to name only a few. This course covers the basic concepts and theory in social network analysis, the major approaches and methods to collect, represent, and analyze social network data, and the latest advances in statistical network models as represented by exponential random graphic models, stochastic actor-oriented models for dynamic network analysis, etc. Students will have the opportunity to learn using the mainstream software in social network analysis, such as UCINet, Statnet, and RSiena, to conduct their own research.  
Prerequisites  
Students are expected to know basic probability and statistics and are familiar with multivariate and nonlinear regressions. Proficiency with one major statistical programming language such as Stata or R is essential.

Catalog Number: **S 655  
Class: SOC- S 655 (32212)  
Instructor: S. Benard  
EXPERIMENTAL METHODS IN SOC  
This class provides an in-depth introduction to the theory and practice of designing and conducting experimental research in sociology. The course will focus on practical issues in the design of laboratory and non-laboratory experiments. The course will also address motivations for conducting experimental research, the relationship between theory, experiments, and the “real world,” the ethics of experiments, and writing up experiments for publication.

Catalog Number: **S 660  
Class: SOC- S 660 (27306)  
Instructor: D. Eder  
ADVANCED TOPICS: RACE, CLASS, & GENDER  
This course will examine the influence of gender, race, and class from a perspective of power and culture. We will question the way in which power dynamics influence these social statuses by focusing on their interlinkages. The course will be divided into two sections. The first part will examine the experiences of people who have been oppressed, with a special focus on those who have experienced multiple forms of oppression. We
will cover a variety of theories including social constructivist, post-modern, Third World feminism, and critical race theories. The remaining part of this section will focus primarily on issues of identity, education, body, media, and sexuality/relationships.

In the second part of the course we will examine how groups of people learn to be dominant, turning to issues of whiteness, masculinity, and class domination. We will begin by looking at a variety of contextual factors that influence conceptions of race and of whiteness. Then we will look at different forms of masculinities. We will also examine upper middle class views to see how they are shaped and linked to those of other privileged statuses. This section will conclude with an examination of processes of resistance and maintaining ethnic traditions as well as a general discussion of perspectives on social change.

Catalog Number: **S 660
Class: SOC - S 660 (24313)
Instructor: B. Steensland

ADVANCED TOPICS: Sociology of Religion

The sociology of religion focuses on the social aspects of religious life, including empirical analyses of religious beliefs, practices, symbols, and institutions; and the causes and consequences of individual and collective religious orientations. The topics studied by sociologists of religion are quite broad, so the material covered in any one course can only partially represent work within the entire sub-field. This seminar, while covering a number of key texts and core topics, leans toward scholarship on religion and public life (rather than individual-level religiosity). The first section of the course covers canonical texts in the sociology of religion. The second section focuses on writings by contemporary leaders in the field, some contemporary topical areas and debates, and a sampling of recently published research articles. The third section focuses religion and public life.

Catalog Number: **S 660
Class: SOC - S 660 (20580)
Instructor: W. Corsaro

ADVANCED TOPICS: Children, Youth and Family from a Comparative Perspective: The U.S. and Europe

This course will examine children and youth and social policies related to children, youth and families from a comparative perspective with a focus on the United States and Europe. In the course we will review and discuss recent theoretical writings and empirical research on children, youth, and family from both a micro and macro perspective. We will also examine how cultural values and social policies in the areas of education, family, and work affect the lives of children and youth and their peer cultures. Finally, we will undertake comparative case studies of various European countries and the U.S. regarding both various social problems related to children, youth and family (family and maternity leave, daycare and early education programs, poverty, crime, family disruption, child abuse and violence, teenage pregnancy, etc.) and the policies which have been enacted to address these problems.