SOC-S 100 (5363) INTRODUCTION TO SOCIOLOGY (3 CR)
08:30A-11:00A MW
Above class meets second eight weeks only
Instructor: Blind
Course description: 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.

SOC-S 100 (8496) INTRODUCTION TO SOCIOLOGY (3 CR)
09:30A-10:45A MW
Instructor: Hallett
Course description: This is not a traditional introduction to sociology course. Instead of using a textbook (which many people find boring), we are going to be reading autobiographies from a diverse collection of Americans. In classes, we are going to learn sociological concepts and apply them to the autobiographies, as a means to understand the books sociologically. In particular, we are going to focus on the individual actions and decisions (agency) apparent in the readings and the background social contexts (structure) that enable, constrain, and inform these individual actions. We will also consider how the oftentimes path-breaking actions (agency) of these individuals create opportunities (structure) for others. In addition to the readings, we will be analyzing portions of three documentaries in class. In light of these materials, I hope we will reflect on our own backgrounds and experiences as a means to inform our own actions in everyday life.

SOC-S 100 (5369) INTRODUCTION TO SOCIOLOGY (3 CR)
09:30A-10:45A TR
Instructor: Grace
Course description: Sociology provides a distinct lens through which to view the social world. The overall aim of this course is to introduce you to a way of looking at the world--a sociological perspective or framework--with which to ask critical questions about society and the possibility of social change. As a broad survey of the field, in this course we will begin by learning the variety of theories and methods used by sociologists. Subsequently, we will use these tools to explore a range of topics including culture, education, race, class, gender, family, health and other important social issues. Using a variety of media, readings, class discussions, lectures, and interactive activities, we will expand our critical thinking and analytic skills in order to examine and challenge our assumptions about individuals, society, and ourselves.

SOC-S 100 (5364) INTRODUCTION TO SOCIOLOGY (3 CR)
RSTR 10:10A-11:00A MWF
Instructor: Powers
Course description: 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.
SOC-S 100 (5366) INTRODUCTION TO SOCIOLOGY (3 CR)
11:15A-12:30P   MW
Instructor: Zack
Course description: 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, race, class, and gender; 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.

SOC-S 100 (8497) INTRODUCTION TO SOCIOLOGY (3 CR)
11:15A-12:30P   TR
Instructor: Tilly
Course description: This course will serve as an introduction to discipline of Sociology. Learning about the sociological perspective offers students a new way of thinking about the world around them. Students will learn to think critically about social forces affect every aspect of our lives. 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, inequality, and social change.

SOC-S 100 (5365) INTRODUCTION TO SOCIOLOGY (3 CR)
04:00P-05:15P   MW
Instructor: Mukherjee
Course description: 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. The sociological perspective can help us to understand connections between self and society, 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. You will develop a sociological perspective that will allow you to analyze society in a way that reveals the often times 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. Using a variety of readings, class discussions, lectures we will expand our critical thinking and analytic skills in order to explore and challenge our assumptions about people/society/ourselves.

SOC-S 100 (5367) - INTRODUCTION TO SOCIOLOGY (3 CR)
01:00P-02:15P   TR
Instructor: Von Der Haar
Course description: Like other social sciences, sociology views social life from its own perspective. Understanding that perspective is the primary goal of this course. It is from this perspective that students will learn the basic concepts, theories and methods of sociology. As we consider some of the most important topics in sociology, you will learn how to think in a different way. You will quickly discover that things are not always what they seem. This observation, which is commonly known as this first wisdom of sociology, turns most students into social detectives. Approaching lessons in this way shows students the value of sociology. Through assigned readings and class discussions, you will learn how to look behind the scenes and under the surface to figure out how things really operate in social life.

Topics covered in this introductory course include: social change, social structure, social inequality, social institutions (family, politics, economy, and education), culture, and socialization.
SOC-S 100 (5368) INTRODUCTION TO SOCIOLOGY (3 CR)
01:00P-02:15P  TR
Instructor: Sevell
Course description: This course is designed to provide a broad overview and introduction to the discipline of 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 hidden and/or overlooked social forces that shape our lives. 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. You will come to recognize the ways in which society affects individuals and also how individuals can affect society.

SOC-S 100 (11845) INTRODUCTION TO SOCIOLOGY (3 CR)
02:30P-03:45P  MW
Instructor: Hallett
Course description: This is not a traditional introduction to sociology course. Instead of using a textbook (which many people find boring), we are going to be reading autobiographies from a diverse collection of Americans. In classes, we are going to learn sociological concepts and apply them to the autobiographies, as a means to understand the books sociologically. In particular, we are going to focus on the individual actions and decisions (agency) apparent in the readings and the background social contexts (structure) that enable, constrain, and inform these individual actions. We will also consider how the oftentimes path-breaking actions (agency) of these individuals create opportunities (structure) for others. In addition to the readings, we will be analyzing portions of three documentaries in class. In light of these materials, I hope we will reflect on our own backgrounds and experiences as a means to inform our own actions in everyday life.

SOC-S 100 (12071) INTRODUCTION TO SOCIOLOGY (3 CR)
01:00P-02:15P  MW
Instructor: Miller, J
Course description: The goal of this course is to develop in students the "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 (8495) INTRODUCTION TO SOCIOLOGY (3 CR)
02:30P-03:45P  TR
Instructor: Loney
Course description: This course will provide a broad overview and introduction to the study of sociology. We will begin by discussing the principles of the discipline, how research is conducted, and how a sociological perspective can be applied to everyday life. In this course we will examine broad theoretical foundations, inspect the social world around us, and attempt to gain a broader perspective on how and why society functions the way it does. Sociology offers a unique way of looking at the world around us. We will work to develop a sociological perspective to analyze society in a way to reveal the oftentimes hidden and/or overlooked social forces that shape our lives, and how individuals help shape social structures.
**SOC-S 100 (5372) INTRODUCTION TO SOCIOLOGY (3 CR)**  
04:00P-05:15P   MW  
**Instructor:** Rudel  
**Course description:** 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 (5371) INTRODUCTION TO SOCIOLOGY (3 CR)**  
06:00P-08:30P   W  
**Instructor:** Johnston  
**Course description:** This course will offer students an introduction to the foundational concepts and topics in the field of sociology. The sociological perspective emphasizes that social forces powerfully shape individuals’ lives and, at the same time, how individuals and groups affect society. We will evaluate how sociologists use theory and research to explore important social issues such as inequalities linked to race, class, and gender. Throughout the course we will focus on expanding critical thinking and analytic skills by exploring our assumptions about people/societies/ourselves.

**SOC-S 101 (7431) SOCIAL PROBLEMS AND POLICIES (3 CR)**  
**TOPIC:** Medicine in America  
09:30A-10:45A   MW  
**Instructor:** Pescosolido  
**Course description:** 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.

**SOC-S 101 (5374) SOCIAL PROBLEMS AND POLICIES (3 CR)**  
**TOPIC:** Race/Class/Gender Identities and Inequalities  
04:00P-06:30P   MW  
**Instructor:** Prewitt  
**This class meets second eight weeks only**  
**Course description:** Gender, social class, and race/ethnicity are central to how we think of ourselves, though we often take these identities for granted. What broader significance do these identities have in society? How do they impact life chances and experiences?  
We can learn a lot about how society works by examining its inequalities. Therefore, sexism, classism, and racism will be the lens through which we explore the importance of gender, social class, and race. With the use of scholarly articles and mainstream media, we will explore theories that sociologists have put forth to explain inequality in society. These perspectives will help us understand the persistence and impact of social issues such as poverty, discrimination in the workplace, health disparities, and educational inequality. We will focus on the contemporary United States, though we will sometimes touch on broader global issues as well.
SOC-S 101 (29905) SOCIAL PROBLEMS AND POLICIES (3 CR)
05:45P-07:00P   TR
Instructor: Cha
TOPIC: Inequality, Workplace, and Economy
Course description: Why does inequality persist in society, and what are the consequences of it? In virtually all societies, most privileged people, families, or groups enjoy disproportionately larger shares of income, power, health, and opportunities for their children. This course explores processes by which inequality is generated and perpetuated through the workplace and related institutions. The course closely examines how various workplace and labor market processes—such as hiring, hierarchical structures, organizational polices, and economic restructuring—produce or decrease inequality. The course also explores how workplace inequality influences, and is influenced by, inequalities in other domains, such as family. The course concludes with a discussion of how inequality in the workplace can be remedied by employment law and public policy.

SOC-S 101 (33661) SOCIAL PROBLEMS AND POLICIES (3 CR)
01:00P-02:15P   TR
Instructor: Cornell
TOPIC: Designing Sustainable Cities
Course description: 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.

SOC-S 101 (5373) SOCIAL PROBLEMS AND POLICIES (3 CR)
04:00P-05:15P   TR
Instructor: Taylor
TOPIC: Men, Women and Society
Course description: 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, 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 overview of how sociologists think about the social aspects of gender.
SOC-S 110 (29612) CHARTS, GRAPHS & TABLES (3 CR)
01:00P-02:15P  MW
Instructor: Benard
Course description: On a daily basis, we are presented with information about the world. We might hear that 51% of Americans support a particular political candidate, that Americans trust their neighbors less now than in the 1950s, or that people who watch more TV are less involved in their communities. Where does this information come from? What does it really tell us? And when we collect and present information for school, work, or other groups, how can we do a good job? To help you answer these questions, this course provides an introduction to how sociologists think about, collect, display, and understand information about the world. The topics covered include the basics of research methods, sampling, statistics, and reading and designing charts, graphs, and tables. These topics are illustrated using data and examples from social science research.

SOC-S 110 (5375) CHARTS, GRAPHS & TABLES (3 CR)
05:45P-08:15P  MW
This class meets second eight weeks only
Instructor: La Touche
Course description: "Not everything that counts can be counted, and not everything that can be counted counts." - Albert Einstein
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.

SOC-S 110 (13710) CHARTS, GRAPHS & TABLES (3 CR)
01:00P-02:15P  TR
Instructor: VanderDoes
Course description: 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 sub-fields 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

SOC-S 110 (11295) CHARTS, GRAPHS & TABLES (3 CR)
02:30P-03:45P  TR
Instructor: Halpern-Manners
Course description: This course provides an introduction to how sociologists collect, interpret, and display data about the social world that we live in. The goal of the course is to provide students with the tools they need to become better producers and consumers of quantitative information. The topics covered include the basics of research methods and sampling; the visual presentation of statistical graphics such as charts and figures; and the design of informative and easy-to-read tables. Students will be introduced to these topics through interactive examples and illustrations from current social science research.
SOC-S 201 (9062) SOCIAL PROBLEMS (3 CR)
11:15A-12:30P   TR
Instructor: Calarco
Course description: How do issues come to be seen as social problems? Why do groups in society often disagree about the causes and consequences of social problems, and about how to solve them? How do interest groups, media members, researchers, and politicians persuade the public to view and respond to social problems in particular ways? We will address these questions with a sociological framework for evaluating social problems. 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 and guns, immigration, environmental degradation, health and family life. We will examine the characteristics of these social problems and the debates that surround their causes, consequences, and possible solutions. Students will learn to think critically about social problems and to assess the framing of these issues using sociological theories and perspectives.

SOC-S 210 (29906) THE ECONOMY, ORGNZTNS & WORK (3 CR)
09:30A-10:45A   TR
Instructor: An
Course description: This course introduces the basic topics and approaches in economic and organizational sociology and provides a systematic examination of the capitalist economy and modern organizations (including corporations, government agencies, NGOs, and others) from the sociological perspectives. Challenging the rationality-based, profit-oriented views in neo-classical economics, this course shows that economic and organizational behaviors are shaped and embedded in social structures and are subject to individualized (and often conflicting) interpretations. This course covers substantive topics on leadership, evaluation, competition, social capital, and innovation as well as theoretical topics on scientific management, the relationship school, the institutional school, and organizational ecology. This is an introductory course, assuming no knowledge in either sociology or economics.

SOC-S 215 (29615) - SOCIAL CHANGE
11:15A-12:30P   TR
Instructor: Brooks
Course description: In this course we investigate a series of major changes that have significantly altered family institutions, inequality and poverty, gender relations, the economy and class structure, government policy, and mass opinion. We also consider in what ways activists have influenced (and might further influence) the trajectory of social change, perhaps enhancing the degree of equality and protection of rights in a turbulent, historical era.

A key part of our focus is on the United States since the 1960s. But to fully understand how and why American society has (and has not) changed, we consider in detail a series of important lessons provided by European democracies such as Sweden and the Netherlands, where high levels of economic development coexist with much lower levels of poverty and inequality. This will enable us to appreciate better the remarkable diversity of developed democracies, a phenomenon that continues to be poorly-understood in the media and in most many discussions.

To better understand this phenomenon, we probe mechanisms underlying contemporary American society and its European counterparts, considering the likely forms of social change in the near future. In passing, we consider the potential significance of the presidency of Barack Obama, and how it might bear on themes and questions we consider in the course of the semester.
**SOC-S 217 (7432) SOCIAL INEQUALITY (3 CR)**
09:30A-10:45A MW
**Instructor:** Alderson

**Course description:** 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.

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***SOC-S 230 (9064) SOCIETY & THE INDIVIDUAL (3 CR)**
*This class is specifically designed to prepare pre-med students for the MCAT.*
11:15A-12:30P TR
**Instructor:** Von Der Haar

**Course description:** The relationship between society and the individual is complex. We are born into a particular society, and we are shaped by it. But we also shape our society and pass our cherished values and traditions on through our children. How do these things happen? How do we develop a sense of who we are? And how do our roles define where we fit in society? The purpose of this course is to gain some understanding of how the individual and society are related. As an introductory course, a key objective is to learn the basic terms, concepts, and theories of social psychology. We will also try to apply this knowledge to events that occur during the semester.

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**SOC-S 230 (5376) SOCIETY & THE INDIVIDUAL (3 CR)**
04:00P-05:15P MW
**Instructor:** Benard

**Course description:** 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.

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**SOC-S 312 (12637) EDUCATION AND SOCIETY (3 CR)**
02:30P-03:45P MW
**Instructor:** Lee

**Course description:** 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.
SOC-S 313 (6358) RELIGION AND SOCIETY (3 CR)
01:00P-02:15P  TR
Instructor: Steensland
Course description: The success of the civil rights movement. The attack on the World Trade Center on September 11, 2001. The outpouring of support for victims of Hurricane Katrina. The deep divisions in this country over issues such as abortion and homosexuality. What links these diverse topics? The role played in each of them by religious organizations and people of faith.

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 on a daily basis by providing them with purpose, community, and moral guidance.

Accordingly, this course will be oriented by four main questions:

1) Why religion? Why has nearly every society in human history had systems of religious belief? Moreover, what makes religion an inherently "social" thing?
2) What are contemporary trends in religious belief and practice in the U.S. and the world? How does religious belief shape people attitudes? How do people actually practice their faith? Is religion increasing or decreasing in its influence?
3) What role does religion play in American politics and public life? Has this role changed in recent years and, if so, how?
4) What role does religion play in broader global society, particularly in light of the recent connections between the rise of religious fundamentalism and terrorist activity?

By addressing each of these questions, this course will provide students with a fuller understanding of religious experience, religious patterns, and religious institutions in the U.S. and the rest of the world.

SOC-S 316 (29621) THE FAMILY (3 CR)
09:30A-10:45A  TR
Instructor: Izienicki
Course description: Family is an important organizing feature of both society and individuals' everyday lives. Families are expected to carry out tasks that benefit society, like raising children and caring for the elderly. And some of our most heated political debates, such as the legalization of gay marriage, are over family issues. For many, the most treasured relationships are with family members. Yet, family can also be a source of great conflict and pain. Regardless of our age, gender, race, class, sexual orientation, nationality, religion, education, or occupation, family is a feature of life that connects us all. But our individual experiences with families differ greatly from others' experiences. What group of people do you include when you say “my family”? In fact, there is not even a universal definition of family. In this course, we will move beyond our personal notions of family and use a sociological perspective to explore several broad questions. How do we decide who counts and does not count as family? What role does culture play in patterns of family formation? How do social inequalities affect family relationships? Does family background matter for adult success?

SOC-S 316 (10001) THE FAMILY (3 CR)
04:00P-05:15P  TR
Instructor: Haag
Course description: 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 320 (6359) DEVIANT BEH & SOCIAL CONTROL (3 CR)**
11:15A-12:30P  TR
**Instructor:** Setchfield  
**Course description:** 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.

**SOC-S 321 (9999) SEXUAL DIVERSITY (3 CR)**
01:00P-03:20P  W  
**Instructor:** Weinberg  
**Course description:** 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 different sexualities and the prevalence of these particular sexual behaviors in different social sectors. 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 less 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.

**SOC-S 321 (12646) SEXUAL DIVERSITY (3 CR)**
04:00P-05:15P  MW  
**Instructor:** Foster  
**Course description:** 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 is divided into three parts. Part I provides important conceptual and theoretical foundations that will lay the groundwork in ensuring that we all have a common language in approaching the sociological study of sexuality. In Part II, we will use an intersectional framework to understand how sexualities are shaped by gender, race, ethnicity, class, age, and disability. Lastly, Part III considers how society seeks to regulate and control people's sexualities in various institutional domains. Some institutions we may explore are: the educational system, the healthcare system, the media, the economy, and the law collectively construct and regulate sexuality.
SOC-S 324 (7430) MENTAL ILLNESS (3 CR)
02:30P-03:45P  M
02:30P-03:45P  W
Instructor: Lu

Course description: 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.

SOC-S 324 (13711) MENTAL ILLNESS (3 CR)
09:30A-10:45A  TR
Instructor: Setchfield

Course description: 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 correlates of mental health and mental illness; and personal, community, and societal responses to mental illness. 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 journal articles about theory and research.

The goals for this course are to:
1) Understand the major debates in the field of mental illness.
2) Critically assess and discuss the social factors that contribute to the rates and the experience of mental illness in our society.
SOC-S 325 (11297) CRIMINOLOGY (3 CR)
01:00P-02:15P   TR
Instructor: Loehr
Course description: In this course students will be introduced to sociological perspectives regarding crime, criminality, and the criminal justice system. We will survey a variety of theories of crime causation, examine crime and incarceration trends, and explore controversial issues within the field. The knowledge you gain from this course will help you think critically and independently about theoretical and policy issues relating to crime and victimization. Some of the topics covered may include measuring crime, the historical evolution of definitions of crime and punishment, victim’s rights, the death penalty, and crime in the media.

SOC-S 335 (7433) RACE AND ETHNIC RELATIONS (3 CR)
01:00P-02:15P   TR
Instructor: Martinez
Course description: Race is an incredibly complex, dynamic process that continues to influence life in the United States. 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 the social construction of race/ethnicity “means” for us in the 21st century. Through articles, books, and television/movies, we will not only explore our assumptions about race, 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 (10002) GENDER ROLES (3 CR)
02:30P-03:45P   TR
Instructor: Cha
Course description: Why do women and men appear so different, why do they occupy different positions in the society, and why does gender inequality persist? The purpose of this course is to understand how deeply gender affects our lives in ways we do not even notice and organizes the social world in which we live. The first part of the course introduces various theoretical approaches that address these questions. We will discuss how beliefs about masculinity and femininity, social interactions, and social institutions create and enforce the system of gender and magnify gender differences. The second part of this course will explore how gender works in various social contexts, such as workplace, family, and classroom. The course will conclude with a discussion of how law and public policy can intervene in the perpetuation of gender inequality and whether a “degendered” society is possible.

SOC-S 339 (12756) THE SOCIOLOGY OF MEDIA (3 CR)
04:00P-05:15P   TR
Instructor: Von Der Haar
Course description: 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.
**SOC-S 344 (5854) SOCIOLOGY OF CHILDHOOD (3 CR)**
02:30P-03:45P  TR  
**Instructor:** Calarco  
**Course description:** What does it mean to be a kid? What is it like to be a kid? By adopting a sociological perspective, we will see that the answers to these questions depend on children’s social contexts: who they are and where they live their lives. Using a variety of reading and discussion materials, we will examine how the meaning of childhood has varied over time and across cultures, and how children’s experiences vary across different social groups. In doing so, we will recognize that children are shaped by their social contexts, but that they also play an active role in making sense of and responding to their social worlds. Finally, we will explore the challenges and inequalities that children face, and discuss strategies for leveling the playing field in families, schools, and communities.

**SOC-S 346 (29627) TOPICS IN CROSS-CULTURAL SOC (3 CR)**
11:15A-12:30P  MW  
**TOPIC:** Immigration and Ethnicity  
**Instructor:** McManus  
**Course description:** What can we learn about American identity and issues of race, ethnicity, and culture by looking abroad? A lot! In this course we ask questions that are familiar from our own experiences in the US. What does it mean to be ‘European’? Who is included, and who should we exclude? How can people across Europe, from France to Poland, from Finland to Italy define and value a shared European identity as compared to distinct ethnic or national identities? In many European nations, much the same as in the United States, recent waves of immigrants and refugees have shifted the ethnic composition of the population. What chance do these newest arrivals have of becoming equal members of society? What are the cultural, political, and economic challenges facing European states and societies as their borders become more permeable and their populations more diverse?

The course has three principal goals: (1) students will learn how European integration and free labor movement policies on cross-border migration creates both unity and discord within the European Union, (2) students will engage in the actual and perceived impact of migrants from outside Europe on the social fabric of European nations, and (3) students will use the knowledge gained from Europe to come to a deeper understanding of social outcomes for immigrants in the United States, through comparisons of immigration policy, citizenship rights, socio-economic status, and intermarriage rates.

**SOC-S 370 RESEARCH METHODS IN SOCIOLOGY (3 CR)**
Lecture (5377)  
09:30A-10:45A  MW  
**Instructor:** Thoits  
**Course description:** We live in a social world and we use many strategies for making sense of that world. 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 (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 data and will introduce you to 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. Because hands-on experience is important in learning these methods, you will conduct three small research projects under guidance, one based on qualitative interviewing, 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 as well as 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.
LABS for S370

Laboratory (LAB)
5378 Instructor: Coutley, 11:15A-12:05P T
5379 Instructor: Coutley, 09:05A-09:55A T
5380 Instructor: Coutley, 10:10A-11:00A T

SOC-S 371 STATISTICS FOR SOCIOLOGY (3 CR)

LECTURE (9995)
02:30P-03:45P MW
Instructor: Oslawski-Lopez
Course description: According to our textbook and the 2006 Gallup Poll, about two-thirds (66%) of Americans are dissatisfied with the moral and ethical climate of the United States. How was this statistic calculated? Is it well presented? Can this figure be trusted? How do we know what we know?
This course is an introduction to statistical thinking. 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 from a much smaller sample of people. Throughout the course, you will learn to conduct statistical analysis by performing hand calculations and also by using SPSS statistical analysis software. Further, you will hone your oral and written presentation skills as you learn to report results. You will leave this course with a knowledge base that is increasingly necessary to consume and evaluate arguments presented in the media, but perhaps even more importantly, with a set of marketable skills that can be directly transferred into various employment or educational settings. To take this course, you do not need to have any previous experience with statistics. The mathematical calculations you will perform are not particularly difficult; however, you do need an understanding of basic algebra.

LABS for S371

Laboratory (LAB) (9996)
12:20P-01:10P T
Instructor: DiSabatino
Course description: During lab sessions, students will put to work the statistical techniques and concepts taught during lecture. Specifically, students will learn to use SPSS statistical analysis software as they complete lab assignments. Lab sessions will also provide a venue for group review workshops focused on preparing students for upcoming quizzes.

Laboratory (LAB) (9997)
01:25P-02:15P T
Instructor: DiSabatino
Course description: During lab sessions, students will put to work the statistical techniques and concepts taught during lecture. Specifically, students will learn to use SPSS statistical analysis software as they complete lab assignments. Lab sessions will also provide a venue for group review workshops focused on preparing students for upcoming quizzes.

Laboratory (LAB) (9998)
02:30P-03:20P T
Instructor: DiSabatino
Course description: During lab sessions, students will put to work the statistical techniques and concepts taught during lecture. Specifically, students will learn to use SPSS statistical analysis software as they complete lab assignments. Lab sessions will also provide a venue for group review workshops focused on preparing students for upcoming quizzes.

SOC-Y 398 INTRNSHP IN PROFESSIONAL PRACT (1-3 CR)
5397 ARR ARR ARR Rojas
Obtain on-line authorization for above class from Department
Above class graded on S/F basis only
**SOC-S 410 (11299) ADV TPCS: SOCIAL ORGANIZATION (3 CR)**
09:00A-11:30A  W

**TOPIC:** Social Psychology: Why We Do What We Do
**Instructor:** Jackson

**Course description:** 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.

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**SOC-S 422 (10000) CONSTRUCTING SEXUALITY (3 CR)**
01:00P-03:20P  R

**This class meets with SOC-S 522**
**Instructor:** Weinberg

**Course description:** The aim of the course is to provide an understanding of the social constructionist perspective and its development and application in the area of human sexuality. The course will cover the sources of the evolution of constructionism: symbolic interactionism (and other interpretive approaches) in the United States, the influence of the French post-structuralists, inputs from Britain and New Zealand, the role played by feminist scholars and queer theorists, and the contributions of postmodernism and cultural studies. Students will see how these different contributions have complemented one another in a contemporary approach to the study of human sexuality.

In terms of substantive content, the course will examine how the constructions (i.e., meanings, interpretations) of various forms and facets of sexuality are related to the evaluator’s historical, cultural and social location. We will look at the role of power, politics, religion, and discourse in shaping constructions of sexualities and socially-linked processes that underlie certain traditional interpretations.
This analysis casts into relief the role of macro-sociological factors as well as those on the interpersonal level (such as the "slight of hand" used in transforming notions about statistical normality into imputations about psychiatric abnormality - e.g., most people are heterosexual, so bisexual and gay/lesbian people are psychologically abnormal). A "sex radical pluralist" model of interpretation (one that has been delineated by social constructionists) is proposed as an alternative to the traditional model. The specific "sexualities" to be discussed include nudism, forms of sex work, intergenerational sex, homosexuality, bisexuality, sexual contact with animals, transgenderism and sexuality, fetishism, sadomasochism, fisting, urine play, and playing with and ingesting feces. The course will be organized around lectures, audio-visual materials (explicit sexual materials of many of the behaviors listed above), a guest speaker, and discussions. If you will be offended by the explicit videos or by explicit sexual language, or trenchant analyses of the role of political and religious ideology in subjugating sexual minorities, please do not take this class.

SOC-S 492 SOCIOLOGICAL RESRCH PRACT II (3 CR)
5381 PERM ARR ARR ARR Brooks C
Obtain on-line authorization for above class from Department

SOC-S 494 FIELD EXPERIENCE IN SOCIOLOGY (1-6 CR)
5382 PERM ARR ARR ARR Pavalko E
Hosek M
S 494 : Must be arranged prior to enrollment
Obtain on-line authorization for above class from Department

SOC-S 495 INDIV READNGS/RES IN SOCIOLOGY (1-6 CR)
5383 PERM ARR ARR ARR Pavalko E
Hosek M
S 495 : Must be arranged prior to enrollment
Obtain on-line authorization for above class from Department

SOC-S 498 (7017) HONORS THESIS SEMINAR I (3 CR)
01:00P-03:20P T
Instructor: Powell
Course description: 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.
**SOC-S 500 PROSEMINAR IN SOCIOLOGY (1 CR)**

5384 PERM   09:00A-11:00A   M   Michelson E

Above class graded on S/F basis only
Obtain on-line authorization for above class from Department

**SOC-S 502 LAUNCHING YOUR ACADEMIC CAREER (1 CR)**

5385 PERM   12:30P-01:30P   M   Michelson E

Above class graded on S/F basis only
Obtain on-line authorization for above class from Department

**SOC-S 506 (5386) TCHNG OF UNDERGRAD SOCIOLOGY (3 CR)**

04:45P-06:45P   T

**Instructor:** Powell

**Course description:** The primary goal of this class is to assist you in becoming an effective undergraduate sociology instructor. More specifically, this course aims to help you: improve your skill at various teaching activities (e.g., lecturing, leading discussions, and evaluating and motivating students); become sensitive to sociological/social psychological phenomena that appear in college classrooms; formulate a teaching style and philosophy that you can expand and refine with experience; and learn about the policies and politics of higher education. Perhaps most importantly, this course is intended to provide you (as a new instructor) with a forum for sharing your experiences with, and obtaining support from, your peers.

Course periods will be organized around mini-lectures, group or guest presentations, and discussions of experiences relevant to the topic of the day. In addition, we will leave time each class period to discuss questions and problems that come up during the course of your teaching that are not directly related to the topic of the day. This course is restricted to sociology graduate students who are teaching for the first time.

**SOC-S 522 (12760) CONSTRUCTING SEXUALITY (3 CR)**

01:00P-03:20P   R   Weinberg M

This class meets with SOC-S 422
Above class requires permission of Department

**Instructor:**

**Course description:**

**SOC-S 530 (5387) INTRO TO SOCIAL PSYCHOLOGY (3 CR)**

11:30A-01:30P   W

**Instructor:** Thoits

**Course description:** 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 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 psychological theories and research that have served as complements to or an impetus for sociological developments. You will write six essays of 4-6 typed, double-spaced pages focused on readings in the seminar, plus one final paper in which you apply one or more theoretical approaches from the seminar to a substantive or research problem of your choice.
**SOC-S 540 (5388) SOCIOLOGICAL THEORY (3 CR)**
09:30A-12:00P  T  
**Instructor:** Steensland  
**Course description:** 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.

**SOC-S 558 ADVANCED RESEARCH TECHNIQUES (3 CR)**
5389 02:30P-05:00P  R  
**Instructor:** Pavalko E  
**Course description:** 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 research-able 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 I.U. 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.

**SOC-S 566 SOCIOLOGICAL RERSCH PRACT I (1 CR)**
5390 PERM ARR ARR ARR Rojas F  
Obtain on-line authorization for above class from Department

**SOC-S 567 (5391) - SOCIOLOGICAL RESRCH PRACT II**
**Instructor:** Brooks  
**Course description:** This is a course for second-year graduate students in the Department of Sociology. It is for students working on the Master’s paper. Course enrollment presupposes participation in the Social Research Practicum.

**SOC-S 569 M A THESIS (1-6 CR)**
5392 PERM ARR ARR ARR Pavalko E  
S 569 : Must be arranged prior to enrollment  
Obtain on-line authorization for above class from Department

**SOC-G 599 THESIS RESEARCH (0 CR)**
5994 PERM ARR ARR ARR Pavalko E  
Obtain on-line authorization for above class from Department

**SOC-S 617 (29632) SOCIAL STRATIFICATION (3 CR)**
03:00P-05:00P  M  
**Instructor:** Alderson  
**Course description:** Arthur Stinchcombe famously remarked that social class is sociology's sole independent variable. While class analysis proper has always been just one part of a much larger project, it remains the case that, to the extent that sociology has a "core," it lies in the study of the complex processes that generate inequalities of power, privilege, and prestige in human societies. This course introduces this core by surveying the major classical and current approaches to social stratification and inequality.
SOC-S 651 (10003) TPCS IN QUANTITATIVE SOCIOLOGY (3 CR)
09:05A-11:00A  MW
TOPIC: Applied Multilevel Analysis
Instructor: McManus
Course description: This special topics course uses an intensive mix of lecture and hands-on computer sessions to introduce students to the theory, specification, estimation, and interpretation of models for the analysis of multilevel data. Multilevel models are regression models for data that are clustered within multiple units. Examples include data on children within classrooms, data on patients within hospitals, data on survey respondents within countries, data on crime within neighborhoods, data on firms over time, and repeated observations on individual persons. Statistical techniques that exploit the within-group correlation structures of these clustered data offer powerful advantages over conventional regression analysis. Multilevel models are also known as mixed models, hierarchical linear models, and random coefficients models. A special class of longitudinal multilevel models involve allow growth curve analysis of repeated observations on the same unit over a period of time. The course emphasizes applications, but a solid foundation in statistical theory with attention to the assumptions of the classical linear regression model is essential. Prerequisites: two graduate-level courses covering regression models for continuous and categorical outcomes; familiarity with endogeneity, heteroskedasticity, and error correlation in regression models; experience with statistical software. The course requirements include 6-8 ungraded lab assignments, two short article critiques and a final project. Lab assignments will use Stata, although some syntax may be provided for R and SAS PROC MIXED/ GLIMMIX. NB: Students interested in using their own data for the final project MUST have their data identified by the second week of the semester.

Obtain on-line authorization for above class from Department

SOC-S 660 ADVANCED TOPICS (3 CR)
VT: SOCIAL NETWORKS
5393 PERM  01:45P-03:45P  W  Pescosolido
TOPIC: Social Networks

SOC-S 660 ADVANCED TOPICS (3 CR)
VT: LAW AND SOCIETY
8788 PERM  10:00A-12:00P  R  Michelson
TOPIC: Law and Society
Obtain on-line authorization for above class from Department

SOC-S 864 READINGS IN SOCIOLOGY (0-12 CR)
5394 PERM  ARR  ARR  ARR  Pavalko E
S 864: Must be arranged prior to enrollment
Obtain on-line authorization for above class from Department

SOC-S 866 RESEARCH IN SOCIOLOGY (0-12 CR)
5395 PERM  ARR  ARR  ARR  Pavalko E
S 866: Must be arranged prior to enrollment
Obtain on-line authorization for above class from Department

SOC-S 869 PH D THESIS (0-12 CR)
5396 PERM  ARR  ARR  ARR  Pavalko E
S 869: Must be arranged prior to enrollment
Obtain on-line authorization for above class from Department

SOC-G 901 ADVANCED RESEARCH (6 CR)
5362 PERM  ARR  ARR  ARR  Pavalko E
Obtain on-line authorization for above class from Department