SOC-S 100 (30912) - INTRODUCTION TO SOCIOLOGY  
Instructor: C. Von Der Haar
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 (32829) - INTRODUCTION TO SOCIOLOGY  
Instructor: R. Robinson
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.

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.

SOC-S 100 (32828) - INTRODUCTION TO SOCIOLOGY  
Instructor: R. Robinson
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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.
that frame these questions, and the methods used to 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 actions. 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.

**SOC-S 100 (23397) - INTRODUCTION TO SOCIOLOGY**  
**Instructor: A. Loehr**
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 (23400) - INTRODUCTION TO SOCIOLOGY**  
**Instructor: H. Izienicki**
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.

**SOC-S 100 (23401) - INTRODUCTION TO SOCIOLOGY**  
**Instructor: N. Friedman**
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.

**SOC-S 100 (19815) - INTRODUCTION TO SOCIOLOGY**  
**Instructor: M. Haag**
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.
SOC-S 100 (19817) - INTRODUCTION TO SOCIOLOGY
Instructor: N. Summers
This course will serve as an introduction both to the academic field of Sociology and, more broadly, to the sociological perspective. In learning about the field of Sociology you will learn about the theories that guide sociological inquiry and the methods that sociologists employ to gain knowledge about what it is they study. In developing a sociological perspective you will learn to think in terms of the larger social and historical forces which shape the world we live in. More specifically, we will discuss topics such as race, class, gender, inequality, socialization, and deviance and how these social forces both influence the lives of individuals and systematically structure social life.

SOC-S 100 (23885) - INTRODUCTION TO SOCIOLOGY
Instructor: L. DiSabatino
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.

SOC-S 100 (25791) - INTRODUCTION TO SOCIOLOGY
Instructor: K. Steffy
Observing the world through a sociological lens is often a simultaneously fascinating and unsettling endeavor. The sociological perspective provides a real alternative to the way most Americans understand themselves and the world around them. Most Americans believe in the American Dream, the idea that all it takes to succeed is some hard work, a little talent, and lots of perseverance. In contrast, the sociological perspective emphasizes that social forces, which are often beyond our control, powerfully shape our chances in life.

This semester, we will explore the implications of viewing the world in these two, very different ways. Students should expect to have their worldviews challenged and to come away from the class with a new understanding of the world around them.

SOC-S 100 (23395) - INTRODUCTION TO SOCIOLOGY
Instructor: J. Blind
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 (23402) - INTRODUCTION TO SOCIOLOGY
Instructor: M. Taliaferro
Given the broad scope of sociological inquiry, in this course we will focus on several selected areas of social life, which include matters of class, race, gender, sexuality, and age. Through a number of readings, class discussions, and writing assignments, we will critically examine how these elements manifest themselves in everyday life of both groups and individuals. At the conclusion of this course, you will be able to critically look at the social world around you both as it plays outs in your immediate surroundings as well as on broader national and global stages.
SOC-S 101 (30355) - SOCIAL PROBLEMS AND POLICIES: Sociology of Asian America  
Instructor: J. Lee  
In this course, we will examine the histories, experiences, and cultures that shape the Asian American community. Through books, articles, and films, we will learn about the commonalities as well as the diversity of experiences among different Asian ethnic groups in the United States. We will discuss contemporary issues of immigration, stereotypes, discrimination, assimilation, and identity among Asian Americans.

SOC-S 101 (22062) - SOCIAL PROBLEMS AND POLICIES: Inequality, Workplace, and Economy  
Instructor: Y. Cha  
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 (25794) - SOCIAL PROBLEMS AND POLICIES: The Body, Culture and Society  
Instructor: J. VanHeuvelen  
Most of us think about our bodies from a very personal level. We wonder if our body is too thin or too heavy, whether we are too short or too tall, healthy or unhealthy, and whether or not our body is “normal” or “abnormal”. However, questions regarding our bodies go beyond the individual. In this course we will think about how notions of the body have been shaped by the society and culture in which we live. We will draw from numerous frameworks and theories to explore the intersection of the body and several topics, including: identity, gender, media, sports, medicine, technology and public policy.

SOC-S 101 (19820) - SOCIAL PROBLEMS AND POLICIES: Creating Nonprofit Organizations  
Instructor: L. Cornell  
Liberal arts graduates are uniquely qualified to create and find jobs in the world of not for profit organizations. You have often have a wide vision, a commitment to social justice, lots of experience writing and developing ideas, and a good sense of how to bring people together into organizations which can deal effectively with social and intellectual issues. In this class you will examine nonprofit organizations in the arts, social service, health care, and other fields in the United States and across the world; learn how non-profit organizations are created, and what roles they fill relative to for profit and governmental organizations; and investigate the history of their development. You will learn how to create a nonprofit organization, including mission, finances, grant writing, creation of a board of directors, and publicity. As a final project each of you will design her or his own nonprofit organization.

SOC-S 110 (30915) - CHARTS, GRAPHS & TABLES  
Instructor: S. Benard  
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 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.
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

Instructor: L. Doan

SOC-S 201 (25795) - SOCIAL PROBLEMS
Instructor: J. Calarco

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 which solutions to propose? 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 thinking critically about 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 evaluate the framing of these issues using sociological theories and perspectives.

SOC-S 201 (32720) - SOCIAL PROBLEMS: Gendered Relations
Instructor: C. Taylor

Examines the gendered dynamics of social relations in a diverse set of social institutions and interactions. Explores how gender and sexuality are imagined, constructed, and lived by examining topics including work, family, education and health.

Instructor: C. Von Der Haar

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.

This class is specifically designed to prepare pre-med students for the MCAT.

Instructor: A. Powers

This course is designed to introduce students to the concepts, theories, and practice of sociological social psychology. We will consider how societal forces and social interaction shape the individual as well as how individuals in interaction shape society. We will use three perspectives (symbolic interactionism, social structure and personality, and group processes) to investigate topics such as the social nature of the self, how interactions
are ordered, cognition and perception, emotions, deviance, conformity, and how the groups we belong to influence our behavior.

**HON-H 238 (27750) - POLITICS AND COMMUNICATION: Knowledge and Community**

**Honors Students only**

**Instructor: D. Eder**

This course is designed to examine how knowledge and community are intertwined in many cultures. The course is also designed around a community service project, providing an opportunity for a “hands on” learning experience. This project will help to extend your understanding of cross-cultural knowledge as well as show first-hand how oral traditions, like storytelling, help strengthen a sense of what it means to be a community member. (See H228 home page on mypage.iu.edu/~eder.) In short, storytelling will be the vehicle through which we will be learning about a variety of themes including ethical explorations, holistic teaching, and cross-cultural values.

We will begin by contrasting a mainstream approach to learning with models of local knowledge. We will then examine models of learning from specific non-Western cultures including Mexican, Native American, and African cultures. This will be followed by a focus on the role of storytelling as a means of teaching both ethical and social beliefs, emphasizing the role of oral practices. We will then look at how children can learn about different cultures through storytelling. This section will end by considering how START (Storytelling as Reflecting Time) provides a vehicle for strengthening communities and the cross-cultural lessons to be gained.

The second half of the course will focus on learning outside of the classroom. At this point all students will be actively engaged in START, either telling stories to young children or facilitating storytelling activities. During this half we will also be looking more closely at Bloomington as a source of local and cross-cultural knowledge as well as at learning practices that emphasize process drama as well as forming caring connections with others. By the end of the course you should understand the way oral traditions pass on life lessons and help children explore ethical issues. You should also have a conceptual and real-life understanding of the importance of storytelling for building community.

**Course Requirements**

We will be using the city of Bloomington as a site for learning, service, and research throughout this course. All students will do a service learning project which will take an average of 2 hours per week. Because of the extensive service component, there will be fewer readings during the second half of the course and the main written assignments will be a series of journal reflections, culminating in a final report.

The class will be divided into three groups, each of which will focus on two cultural traditions (e.g. Nigerian, Korean, Afghan, Irish, Russian, American, etc.) After researching stories and storytelling practices of this tradition, students will either prepare to tell stories to elementary students or prepare to facilitate community-building activities based on the stories told. (See the START Project description and Students’ comments about the course and project - both on the web page.) Students write journal reflections (2-3 double-spaced pages per reflection), give a group class presentation, and write a final report (8-10 pages) on these projects. Students are also expected to attend all class sessions and do all reading prior to class. There will be one take-home essay covering the readings, discussions, and guest speakers.

**SOC-S 312 (24649) - EDUCATION AND SOCIETY**

**Instructor: J. Lee-Rawe**

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 316 (23396) - THE FAMILY  
Instructor: S. Collins

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.

SOC-S 316 (24650) - THE FAMILY  
Instructor: H Iziennicki

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 320 (30364) - DEVIANT BEH & SOCIAL CONTROL  
Instructor: S. Setchfield

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. Throughout the course, we will also consider the importance of deviant behavior in creating social change.

SOC-S 321 (19821) - SEXUAL DIVERSITY  
Instructor: M. Weinberg

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 (30373) - SEXUAL DIVERSITY**  
**Instructor: L. Miller**

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. More simply, we’ll ask: are there important sociodemographic differences in the expression of sexuality? Finally, Part III considers how society seeks to regulate and control people’s sexualities in various institutional domains. We’ll examine how the educational system, the healthcare system, the media, the economy, and the law collectively construct and regulate sexuality.

**SOC-S 324 (27079) - MENTAL ILLNESS**  
**Instructor: A. Shaddox**

The study of mental health and illness in human society brings together tools and insights from a range of disciplines. In this course, our challenge will be to utilize these tools to gain a broad understanding of the relationship between social conditions and the psychological effects they can have on individual well-being. Through a wide range of readings, discussions, writing assignments, and other media, we will examine major categories of disorder, the epidemiology of mental illness, historical shifts in our understanding and treatment of mental illness, and how other social and economic factors can have direct and indirect effects on mental health.

**SOC-S 325 (27080) - CRIMINOLOGY**  
**Instructor: K. Li**

This course is intended to explore the causalities of crime and deviance. It surveys the major criminological theories for antisocial, delinquent, and criminal behavior. Some of the topics covered include crime data, psychosocial theories, biosocial theories, social structural theories, social process theories, critical criminology, violent crime, white-collar crime, terrorism, victimology, and crime in the media. In addition to lectures, we will engage in class discussions and group presentations. Overall, this course aims to provide students with a comprehensive view of contemporary criminology.

**SOC-S 335 (20860) - RACE AND ETHNIC RELATIONS**  
**Instructor: D. Prewitt**

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.

**Class: SOC-S 338 - GENDER ROLES**  
**Instructor: B. Powell**

We will examine the nature, causes, and consequences effect of gender roles in society. In this examination, we will begin by discussing our assumptions about men and about women and how these assumptions influence and are influenced by our own behavior and by social institutions. Topics to be discussed may include: childhood and adolescence, 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.
SOC-S 339 (26355) - THE SOCIOLOGY OF THE MEDIA  
Instructor: C. Von Der Haar  
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 340 (30382) - SOCIAL THEORY  
Instructor: M. Metroka  
Sociology is a relatively new discipline that seeks to understand and explain the social world around us. One of the main tasks of sociology is to examine the relationship between the individual and society. How do individuals interact in ways that make up and maintain these social structures, and how do these social structures, in turn, influence the actions of the individuals within them? What makes societies work? Different social theories have different ways to analyze and explain these kinds of big questions.

In this course, we will focus mainly on what is considered classical social theory. We will largely explore the “big three” classical theorists of the discipline of sociology – Marx, Weber, and Durkheim. When looking at these early thinkers, we will also consider how some of their ideas may still be relevant to our contemporary lives in society, and how contemporary sociologists have built upon these early foundations in different ways.

This is a 300-level course in which many of the readings assigned are written by these original theorists. As such, this will be a challenging course where you will likely have to read, re-read, and then read again some of these materials to get through them successfully. I expect students at the 300-level to make that extra effort and come to class prepared discuss, ask questions, and participate.

SOC-S 358 (32827) - SOCIAL ISSUES IN HEALTH & MEDICINE  
Instructor: P. Thoits  
The purpose of this course is to examine health, illness, patienthood, medical professionals, and health care systems with a sociological eye. Why are rates of disease, disability, and death unequally distributed by gender, age, race/ethnicity, SES, marital status? What factors ease or create barriers to medical treatment seeking? How are medical students shaped into physician professionals? What are the determinants of good versus poor doctor-patient relationships? How has managed care changed hospitals, nursing practices, and the profession of medicine? Is it possible to reduce dramatic inequalities in people’s access to adequate medical care in the U.S.? Why is the U.S. the only first-world nation without universal health care? How might the Health Reform/Affordable Care Act affect these inequalities? Our goal is to expand our understanding of health and illness and of conventional medical and insurance practices by seeking answers to help improve health care in America through students’ future efforts as public health workers, physicians, nurses, dentists, administrators, medical journalists, or simply as well-informed patients. Students will take two exams and will write three thoughtful essays based on central readings in the course.

SOC-S 370 (25799) - RESEARCH METHODS IN SOCIOLOGY (Lecture)  
Instructor: K. Oberlin  
Reporters, radio and television talking-heads, politicians, friends, and our families alike often throw around statements like 'this recent study said...' all the time, because research can be very persuasive. But, it can also be misleading or unclear as to just what was ‘found,’ often requiring some effort and knowledge to unpack in order to
fully understand. In this class you will be introduced to many methods—such as participant observation, qualitative interviewing, content analysis, survey design—so that you will have the basic skills needed to critically evaluate the research of others and to conduct research of your own. Throughout this process, we will also discuss the variety of methods that are typically employed in sociology in terms of their relative strengths and weaknesses, when the use of one method is appropriate or inappropriate for the research question, and how to design research to more closely answer those remaining questions we have about the social world. This class, then, focuses primarily on how to design and collect compelling 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.

SOC-S 370 (25800) - RESEARCH METHODS IN SOCIOLOGY (Lab for 25799)
SOC-S 370 (25801) - RESEARCH METHODS IN SOCIOLOGY (Lab for 25799)
SOC-S 370 (25802) - RESEARCH METHODS IN SOCIOLOGY (Lab for 25799)
Instructor: J. Tabor
Because hands-on experience is important for learning research methods, course activities will include lectures, weekly readings, and guided work on research methods through lab exercises, which are often collaborative. Labs will be based off a combination of both class lecture and lab instruction; throughout the semester a series of assignments will be due by the end of lab periods. Attendance is mandatory.

SOC-S 371 (19823) - STATISTICS FOR SOCIOLOGY (Lecture)
Instructor: K. Jordan
This course will introduce you to the basics of social statistics—the techniques that sociologists and other social scientists use to analyze and understand our social world. We will focus on acquiring the tools for calculating basic statistical functions and learning to interpret statistical findings into everyday language. We will begin with descriptive statistics, which allow us to summarize characteristics of a sample (e.g., average education) and find relationships between variables (e.g., the relationship between education and income). Then we’ll cover inferential statistics. Often it is impossible or impractical to observe an entire population, so social scientists collect information from samples of people, families, organizations, nations, et cetera. Inferential statistics use information from samples to make conclusions about an entire population. We are surrounded by statistics—in classes, in the media, in speeches by public figures—so in this class, you will also learn to think critically about and evaluate arguments that use statistical evidence.
The course does not assume any previous experience with statistics and does not involve particularly difficult mathematical calculations. However, it does require an understanding of basic algebra.

SOC-S 371 (19824) - STATISTICS FOR SOCIOLOGY (Lab for S 371, 19823)
SOC-S 371 (19825) - STATISTICS FOR SOCIOLOGY (Lab for S 371, 19823)
SOC-S 371 (19826) - STATISTICS FOR SOCIOLOGY (Lab for S 371, 19823)
Instructor: T. Mize
This course will introduce you to the basics of social statistics—the techniques that sociologists and other social scientists use to analyze and understand our social world. We will focus on acquiring the tools for calculating basic statistical functions and learning to interpret statistical findings into everyday language. We will begin with descriptive statistics, which allow us to summarize characteristics of a sample (e.g., average education) and find relationships between variables (e.g., the relationship between education and income). Then we’ll cover inferential statistics. Often it is impossible or impractical to observe an entire population, so social scientists collect information from samples of people, families, organizations, nations, et cetera. Inferential statistics use information from samples to make conclusions about an entire population. We are surrounded by statistics—in classes, in the media, in speeches by public figures—so in this class, you will also learn to think critically about and evaluate arguments that use statistical evidence.
The course does not assume any previous experience with statistics and does not involve particularly difficult mathematical calculations. However, it does require an understanding of basic algebra.
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 SPSS, statistical analysis software, and to present your results both in written and oral formats. You will leave this course with a set of marketable skills, as well as a knowledge base that is increasingly necessary to consume and evaluate arguments presented in the media. The course does not assume any previous experience with statistics and it does not involve particularly difficult mathematical calculations. However, this class does require an understanding of basic algebra.

Lab 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.

Conflict between groups of all kinds is commonplace in our world. From small-scale rivalries between clans and families, to ongoing cases of centuries-old interethnic violence, intergroup conflict disrupts lives and often threatens the stability of entire regions. Despite widespread recognition of the costs of conflict between groups, many people feel powerless to prevent it. This course will examine how conflict between groups begins, and why intergroup conflict is sometimes resolved peacefully, but spirals out of control at other times. Readings for the course blend social science analysis drawn from books and journal articles in sociology and related fields with journalistic and historical accounts of conflict from a range of places and time periods. Students are expected to actively participate in group discussions, as well as develop their own arguments about group conflict through written essays and case study research.

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).
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.

SOC-S 422 (19827) - CONSTRUCTING SEXUALITY
Instructor: M. Weinberg
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, 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 499 (19831) - HONORS THESIS SEMINAR II
Instructor: D. Eder
Course Objectives
The aim of S499 is to guide you in producing a senior honors thesis that shows you have grasped what is involved in the craft of sociology. In fall semester, you developed a specific plan for your senior honors thesis. In spring semester, you will execute that plan and produce a finished, written product. This will involve collecting and organizing data, analyzing data, and preparing the written thesis itself. Although you will encounter many challenges throughout the semester, you will also experience many rewards. You will learn about the topic you are working on but also about the process of doing research, about how to transform what you know into a written product that other people can understand and appreciate. 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.

Reminder on Grades
While grades are not really the point in this course, you will receive two separate grades for your work this semester. The grade for S499 will be based on a combination of the quality of your work, and on the quality of your participation in the seminar. The grade for S495 will be based on the quality of the thesis. People who write acceptable theses usually receive a grade of A, A-, or B+.

The quality of a thesis depends on a combination of several things: the originality and imagination of your project; the strength of the justification for your question and how well your question connects to theoretical and empirical debates in sociology; the fit between your question and the data you collect and analyze; the quality of your analysis; the strength of your presentation, and the quality of your writing. While having the perseverance and fortitude necessary to go out and get a rich set of relevant data puts you in a position to produce a high quality
thesis, using the data you have gathered to full effect is equally important. Presentation matters. Vivid interesting writing that is succinct and to the point makes an argument easier to follow. While I take all of these things into account, I do not evaluate them as separate components. They all contribute to my evaluation of the overall contribution of the thesis.

Course Requirements
The final version of your thesis is due at the end of the semester, but you will have to generate several intermediate products before then. With the exception of the draft thesis and the thesis itself, the assignments will be graded on an O/L/M (On-time, Late, Missing) basis. They will contribute 40% to your final grade in this course. The finished thesis will contribute 30% to your final grade in the course. (Please recall that your grade for S495 will be based entirely on the quality of your thesis.) The final 30% of your grade will be determined by your engagement in the seminar and your collegiality with your classmates.

SOC-S 510 (20314) - INTRO TO SOCIAL ORGANIZATION
Instructor: F. Rojas
This course is an introduction to contemporary sociology, with an emphasis on “large” social structures such as organizations, markets, cities, etc. The course will cover a number of theoretical approaches to these topics: decision theory (e.g., rational choice theory), institutionalism, inequality, social construction, bio-sociology and complexity.

SOC-S 522 (28963) - CONSTRUCTING SEXUALITY
Instructor: M. Weinberg
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 554 (19833 and 19834) -Statistical Techniques in Sociology I: Continuous Dependent Variables
Instructor: C. Brooks
This is the first semester of the two-course sequence in social statistics required of graduate students in Sociology. This course explores in detail the general linear model for continuous dependent variables. In addition to laying foundations for social science research, this course introduces students to the use of computerized statistical analysis using the software program Stata.
SOC-S 651 (28411) - TOPICS IN QUANTITATIVE SOCIOLOGY: Multivariate Analysis  
Instructor: J.S. Long  
S651 is a class in applied statistics dealing with a collection of techniques referred to broadly as multivariate methods. The class considers methods for taking multiple variables and extracting fewer, hopefully more useful, measures. Specific methods to be considered include cluster analysis, multidimensional scaling, principal components analysis, and variations of the factor model such as exploratory factor analysis, confirmatory factor analysis, latent class analysis, item response models, and SEM.  
Prerequisites: Students need a prior course on the linear regression model and a course on models for categorical outcomes.

SOC-S 652 (27087) - TOPICS IN QUALITATIVE METHODS: Qualitative Interviewing  
Instructor: P. Thoits  
This course will cover types of qualitative interview study designs, development of interview guides, sampling, probing strategies, transcription conventions, coding stages, analysis of qualitative data, ways to defend qualitative methods, selection and presentation of evidence, and ethical issues in qualitative research. In addition to background readings, hands-on experience with all stages of this type of research will be a part of the course. Students who hope/plan to expand on and eventually publish from the data they collect during this course must apply for Human Subjects approval before the semester starts to avoid delays in meeting seminar assignments.

SOC-S 660 (19828) - ADVANCED TOPICS: Political Sociology  
Instructor: C. Brooks  
The field of political sociology combines a growing number of big, interdisciplinary debates, alongside a lasting core of issues that sociologists (and political scientists) tend to care a lot about. This spring, we’ll survey these issues in some detail. An essential, but by no means exhaustive, part of our topical focus will connect to the 2013 Social Research Practicum and the upcoming collection of computer-assisted telephone interviews with approximately 1,000 adult Americans in May/June. We’ll use our readings, particularly those concerning public opinion, welfare states, and democracy, to get a better handle on the SRP survey. For first-year graduate students in Sociology, the seminar paper will also form the front-end of the M.A. thesis. My assistants and I will work with everyone to get these papers in as good shape as possible. We’ll also have presentations to facilitate meeting deadlines, and to give everyone a chance to hear about the work at hand.  
We will start by looking at public policy as an important focus in both sociology and political science. We’ll consider in detail issues concerning the politics of inequality, focusing on theory and research into comparative welfare states and stratification. We move to consider a series of heated debates concerning the varieties of, and clash between, competing theories of institutions, some of which are associated with the discipline of economics, while others draw from social network approaches (and still others are more traditionally “sociological” in orientation). From here we will turn to topics concerning culture and opinion research, alongside cognitive psychology scholarship that provides us with some new tools for thinking about and analyzing political processes. The final part of the seminar will look at scholarship on gender, race, class, education, family, and social movements. There’s classic work here plus any number of research opportunities. A lot of our literature will focus on the United States. But we will want to keep a close eye on other country literatures and of course the possibility of cross-national research extensions.

SOC-S 660 (22412) - ADVANCED TOPICS: Sociology of Gender  
Instructor: Y. Cha  
Description: This is an advanced seminar style course that takes a broad theoretical approach to understanding gender as a social phenomenon. There is increasing consensus among sociologists of gender that gender is not primarily an identity or role taught in childhood and enacted in family relations. Instead, gender is an institutionalized system of social practices that constitute people as two significantly different categories, men and women, and organize social relations and structures of inequality on the basis of that difference. We will begin with an examination of the key theoretical works in sociology that address this conceptualization, focusing on social processes that occur at the macro, interactional, and micro levels. We will also consider how gender intersects with other axes of inequality, such as class and race. We will then apply these theoretical approaches as
we explore the processes by which gender difference and inequality are maintained or changed in contemporary society.

**SOC-S 700 (19838) - TOPICAL SEMINAR 1**

**Instructor: E. Pavalko**

This course is designed for students working on a sociological research paper that they plan to eventually submit for journal publication. The substantive content of the course will be determined by your paper topics. The course does require that you have a project far enough along to have written a full rough draft and for which you have already done your initial analyses of data. The primary goal of the course will be to revise this paper to make it suitable for submission to a peer-reviewed journal.

The course will be organized as a workshop using course members’ work as the basis for learning the practicalities of doing research, writing up the results, and publishing. In addition to discussing issues from your own papers each week, we will focus on general issues of: 1) setting up the research question, 2) writing papers for research journals, and 3) the journal review and publication process. In addition to working on your own papers, you will be expected read and comment on each other’s papers throughout the semester. The outside reading and assignments for this course will be kept to a minimum, but many weeks will include short reading or other assignments. These are designed to make the writing and publication process easier. We will reserve time in each class meeting to discuss problems that you are encountering in your data analysis and writing up your paper and 3 weeks at the end of the semester will be devoted to presenting and discussing your work.