INTRODUCTION TO SOCIOLOGY

NOTE TO PRE-MED STUDENTS: THIS SECTION OF S100 IS DESIGNED TO HELP PREPARE YOU FOR THE NEW SOCIAL SCIENCE SECTION OF THE MCAT EXAM.

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

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

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.
INTRODUCTION TO SOCIOLOGY

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.
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.

Catalog Number: **S 100
Class: SOC- S 100 (23130)
Instructor: Tabor

INTRODUCTION TO SOCIOLOGY

Sociology is the systematic and scientific study of human social life—its structures, patterns, and problems. As a social science, it uses various methods of empirical investigation and critical analysis to develop and refine a body of knowledge about human social activity, often with the goal of applying such knowledge to the pursuit of social welfare.

The purpose of this course is to introduce you to the field of sociology and the ways sociologists ask and answer questions about the world in which we live. As a class, we will explore concepts and tools central to sociology as we navigate different aspects of social life, from various forms of social inequality to social institutions like religion, the family, and the educational system.

In addition to providing you with an introduction to sociology and an overview of its central methods and concepts, class will be structured around teaching you:

1. To read, write, and think sociologically
2. To think critically, creating your own informed perspectives on social structure and human agency, with the capability to support your arguments
3. To discern the patterns, rules, and logic that undergird a social system and the consequences of these for those who are part of such systems
4. To learn basic sociological concepts and how to use them in everyday life, introducing ideas that will be elaborated on in additional sociological courses

Catalog Number: **S 100
Class: SOC- S 100 (23131)
Instructor: Grace

INTRODUCTION TO SOCIOLOGY

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. Next, 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.

Catalog Number: **S 100
Class: SOC- S 100 (28350)
Instructor: Foster

INTRODUCTION TO SOCIOLOGY

In this course we will develop a unique sociological perspective. This lens will provide us with the tools to uncover often hidden and/or overlooked social forces that shape our lives. Broadly speaking, sociology is the systematic study of human society and social life. We will explore many of the questions that sociologists ask, the theories that frame these questions, and the methods 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.

Catalog Number: **S 100
Class: SOC- S 100 (20150)
Instructor: J. Miller

INTRODUCTION TO SOCIOLOGY

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

Catalog Number: **S 100
Class: SOC- S 100 (30808)
Instructor: Gougherty

INTRODUCTION TO SOCIOLOGY

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

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

Catalog Number: **S 100
Class: SOC- S 100 (25993)
Instructor: Zack

INTRODUCTION TO SOCIOLOGY

Sociology is the study of social life, change, and the causes and consequences of behavior. This introductory course is designed to acquaint you with the sociological perspective. We will examine some of the questions that sociologists ask, the theories that frame these questions, and the methods that answer them. Students will 1) explore the social and structural dimensions of inequality, 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.

Catalog Number: **S 100
Class: SOC- S 100 (25127)
Instructor: Loney

INTRODUCTION TO SOCIOLOGY

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.

Catalog Number: **S 100
Class: SOC- S 100 (23129)
Instructor: Tilly

INTRODUCTION TO SOCIOLOGY

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.
INTRODUCTION TO SOCIOLOGY

This course is designed to provide a broad overview and introduction to the discipline of sociology. We will begin by discussing what sociology is, how sociologists do research, and the theories that guide the discipline. 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.

SOCIAL PROBLEMS AND POLICIES

TOPICS: Inequality, Workplace, and Economy

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 policies, 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.

SOCIAL PROBLEMS AND POLICIES

TOPIC: Women, Men and Society

Do beliefs about the proper roles for men and women underlie debates about diverse and often divisive social issues such as abortion legislation, legislation of marriage and civil unions, 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.

CHARTS, GRAPHS & TABLES

This course provides an introduction to how sociologists collect, interpret, and display data about the social world. 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, sampling, and statistics; the visual presentation of quantitative data; and the design of informative and easy-to-read tables. Students will be introduced to these topics through a series of interactive examples and illustrations from current social science research.

CHARTS, GRAPHS & TABLES

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.

Catalog Number: **S 110
Class: SOC- S 110 (25994)
Instructor: van der Does

CHARTS, GRAPHS & TABLES
The goal of this course is to teach you to become critical consumers of social statistics and their presentation in our daily
lives. You will become familiar with the central concepts and techniques that sociologists use to understand the social world.
Additionally, you will become familiar with the fundamentals of sociology. Examples from various 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

Catalog Number: **S 201
Class: SOC- S 201 (25131)
Instructor: Calarco

SOCIAL PROBLEMS
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.

Catalog Number: **S 201
Class: SOC- S 201 (28286)
Instructor: Taylor

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

Catalog Number: **S 215
Class: SOC- S 215 (29947)
Instructor: Brooks

SOCIAL CHANGE
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.
SOCIAL INEQUALITY

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

SOCIETY & THE INDIVIDUAL

Socrates (among others) was famous for imploring us to “Know Thyself.” But what exactly is “the self?” How can we “know” it? Where does it come from? More personally, who am I? What is my sense of self? How do I and my interactions with others create the social world that I live in? If these questions pique your interest, then this is the class for you, but only if you are willing to challenge your assumptions about the world and look at things with an open mind. By asking and answering these questions, this class introduces students to social psychology (sociological style). These “I” questions cannot be answered without looking at the interrelationships between individuals and society, and this is where we will focus our attention. To understand ourselves, we must understand society.

RELIGION AND SOCIETY

Religion exerts a powerful and complicated influence on society. Religion plays a role in struggles for social justice and tremendous acts of compassion. It also 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. This course will be oriented by three main questions:

1. Why religion? Why has nearly every society in human history had systems of religious belief? What does religion do for individuals and societies, and how does it work?
2. What are contemporary trends in religious belief and practice in the U.S. and the world? How does religious belief shape people’s understanding of the world? 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 in our broader global society? Has this role changed in recent years and, if so, how?

THE FAMILY

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

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

Catalog Number: **S 321
Class: SOC- S 321 (20156)
Instructor: Weinberg

SEXUAL DIVERSITY

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.

Catalog Number: **S 321
Class: SOC- S 321 (27445)
Instructor: L. Miller

SEXUAL DIVERSITY

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

The course 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 social group 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 media, the economy, and the law collectively construct and regulate sexuality.

Catalog Number: **S 324
Class: SOC- S 324 (25995)
Instructor: Setchfield

MENTAL ILLNESS

This course provides an introduction to sociological theories and research about mental health and illness. It covers three broad areas of sociological research: the definition and measurement of mental illness; the social 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.
CRIMINOLOGY

This course provides an introduction to the study of crime and delinquency, commonly known as criminology. In this class, we will examine how crime is defined and measured and what problems may be associated with crime definitions and statistics. We will explore some of the most influential theories of criminal and delinquent behavior. We will also look into several types of crimes, such as violent crime, property crime, white-collar crime, and organized crime. In addition, this course offers a forum for us to discuss important issues in the criminal justice system and the society at large, including military rape, cyberbullying, drug abuses, and transnational organized crime. Toward the end of the semester, you shall achieve the following goals: name several crime data sources, understand major perspectives in criminology, apply theories to analyze criminal behavior, and critically assess media coverage of crime and deviance.

Catalog Number: **S 335
Class: SOC- S 335 (20948)
Instructor: Okamoto

RACE AND ETHNIC RELATIONS

Race and ethnicity are complex issues, as they continually shape our perceptions, beliefs, interactions, and life chances. In this course, we will discuss the myth of biological race, how racial categories emerged, and their durability in American life. In particular, we will focus on how racism and discrimination are manifested in social institutions and every day interactions, patterns of economic and social progress for different ethnic and racial groups, and the processes that reinforce them. At the end of the course, we will explore efforts to alter patterns of racial and ethnic inequality through social policy and gain insights into what race relations look like in Brazil.

Over the course of the semester, we will evaluate and understand racial and ethnic relations from a sociological perspective, focus on the answers to questions such as: Is the dominant racial hierarchy natural and inevitable? If not, how is racial and ethnic inequality sustained and reproduced? Is the significance of race declining in U.S. society? Have we entered the post-racial era? How does contemporary immigration affect race relations? What does the future of race relations look like? How do other countries address racial inequality?

The purpose of the course is to introduce and expand students' understanding of race and ethnic relations in American contemporary society. Some knowledge of historical race relations and immigration will be useful, but is not required.

Catalog Number: **S 335
Class: SOC- S 335 (30809)
Instructor: E. Martinez

RACE AND ETHNIC RELATIONS

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

Catalog Number: **S 338
Class: SOC- S 338 (29963)
Instructor: Cha

GENDER ROLES

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.

Catalog Number: **S 339
Class: SOC- S 339 (25452)
Instructor: Von Der Haar

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

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

Catalog Number: **S 340
Class: SOC- S 340 (27452)
Instructor: Rojas
SOCIAL THEORY

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

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

Catalog Number: **S 342
Class: SOC- S 342 (29967)
Instructor: Lee-Rawe
ASIAN AMERICAN COMM & IDENTITIES

Even though Asian Americans are the fastest growing racial group in the United States, they are often left out of discourse on racial stratification and race relations. In this course, we will study how race/ethnicity influences life in the U.S. with a focus on Asian American communities and identities. We will briefly review the history of Asians and Asian Americans in the United States in order to situate the Asian American experience within broader social and historical contexts and to highlight the diversity of Asian American communities and families. Then, we will examine the experiences of second and higher generation Asian Americans in order to address questions of what it means to be American, how racial/ethnic groups are stratified in the U.S., and how Asian Americans establish their ethnic identities. In addition to gaining an understanding of the sociological contributions to Asian American Studies, an objective of this course is to give you some of the tools and resources to think critically about important social issues as well as your own experiences in American society.

Catalog Number: **S 344
Class: SOC- S 344 (29971)
Instructor: Calarco
SOCIOLOGY OF CHILDHOOD

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.

Catalog Number: **S 346
Class: SOC- S 346 (29975)
Instructor: McManus
TOPICS IN CROSS-CULTURAL SOCIOLOGY

TOPIC: Immigration and Ethnicity

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 U.S. 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.

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**Catalog Number: **S 358  
**Class: SOC- S 358 (28348)**  
**Instructor: Thoits**  
**SOCIAL ISSUES IN HEALTH & MED**

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.

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**Catalog Number: **S 370  
**Class: SOC- S 370 (25135)**  
**Lecture**  
**Instructor: La Touche**  
**RESEARCH METHODS IN SOCIOLOGY**

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

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**LABS FOR 370**

**Catalog Number: **S 370  
**Class: SOC- S 370 (25136)**  
**LAB**  
**Instructor: Loehr**

Research Methods in Sociology is a designated with the explicit aim of teaching students hands-on skills for designing and executing a research project. Students will work outside of the classroom to collect their own data, reinforcing knowledge about research design and methodology from lecture and in-class exercises. Lab assignments will test practical knowledge of concepts and research design tactics learned in the lecture portion of the course.

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**Catalog Number: **S 370  
**Class: SOC- S 370 (25137)**  
**LAB**  
**Instructor: Loehr**

Research Methods in Sociology is a designated with the explicit aim of teaching students hands-on skills for designing and executing a research project. Students will work outside of the classroom to collect their own data, reinforcing knowledge about research design and methodology from lecture and in-class exercises. Lab assignments will test practical knowledge of concepts and research design tactics learned in the lecture portion of the course.
Class: SOC- S 370 (25138)
LAB
Instructor: Loehr
Research Methods in Sociology is a designated with the explicit aim of teaching students hands-on skills for designing and executing a research project. Students will work outside of the classroom to collect their own data, reinforcing knowledge about research design and methodology from lecture and in-class exercises. Lab assignments will test practical knowledge of concepts and research design tactics learned in the lecture portion of the course.

Catalog Number: **S 371
Class: SOC- S 371 (26709)
LECTURE
Instructor: Allendorf
STATISTICS FOR SOCIOLOGY
We frequently encounter statements or claims based on statistics, such as: “Women earn less than men.” On what information are such statements based? What kinds of evidence support or refute such claims? How can we assess their accuracy? This course will examine the answers to these questions through an introduction to statistics used in the analysis of social science data. Students will learn how to use data to describe the characteristics of samples and populations, as well as how to use data from a sample to make inferences about a population. Topics covered will include measures of central tendency and dispersion, estimation, hypothesis testing, and an introduction to ordinary least squares regression. Students will also be introduced to statistical analysis software. Students who complete the course should gain the ability to interpret, question, and discuss statistics accurately and an understanding of which type of statistic is appropriate for different kinds of data and research questions.

Labs for S371-26709

Catalog Number: **S 371
Class: SOC- S 371 (26710)
LAB
Instructor: Oberlin
STATISTICS FOR SOCIOLOGY
Lab sessions will complement the regular S371 course. In lab, students will learn how to analyze data using SPSS statistical analysis software. Lab sessions will also provide an ongoing opportunity for students to review and ask questions about material presented in regular class sessions within smaller groups.

Catalog Number: **S 371
Class: SOC- S 371 (26711)
LAB
Instructor: Oberlin
STATISTICS FOR SOCIOLOGY
Lab sessions will complement the regular S371 course. In lab, students will learn how to analyze data using SPSS statistical analysis software. Lab sessions will also provide an ongoing opportunity for students to review and ask questions about material presented in regular class sessions within smaller groups.

Catalog Number: **S 371
Class: SOC- S 371 (26712)
LAB
Instructor: Oberlin
STATISTICS FOR SOCIOLOGY
Lab sessions will complement the regular S371 course. In lab, students will learn how to analyze data using SPSS statistical analysis software. Lab sessions will also provide an ongoing opportunity for students to review and ask questions about material presented in regular class sessions within smaller groups.
This course is an introduction to statistical thinking, including concepts and techniques. 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 software named SPSS 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 will cover the sources of the evolution of constructionism: symbolic interactionism and other interpretive approaches. 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. All objectives will be pursued in some way through lectures, readings related to lecture topics, discussions in class of lectures and readings, video presentations, group assignments, and/or class presentations.

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 to 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.
The course will begin with an examination of the ways these social identities are conveyed through narratives and interactions. We will then examine the nature of social class processes, looking at the shaping of middle-class culture as well as working-class culture. Our focus will be on family dynamics and feelings associated with childhood. Then we will focus on the intersection of gender and race, looking at appearance issues for females and the shaping of different masculinities.

In the second half of the course we will begin by examining racial and class identities by focusing on the process of identity construction. We will then consider different conceptions of whiteness as well as racial, class, and gender dynamics within schools. This will be followed by examining racial dynamics and modes of social change through media. The last part of this section will focus on social change within schools and within the broader society.

Required course readings include the following:

Unequal Childoods by Annette Lareau
Readings on Oncourse

Course Requirements

Students are expected to do all the readings before coming to class and to participate actively in discussions. There will be two in-class exams, each consisting of 2-3 essay questions. Review questions will be distributed prior to each exam. Students will also be expected to write three narrative analysis papers over the course of the semester. You can choose to do three narrative interviews exploring the social identities of your participants from a race/gender/class perspective. A second option is to do interview three people from the same family, focusing in particular on either their racial, class, or gender experiences. The first paper will be a short literature review and analysis of your first interview. It will be a minimum of 8 pages in length and will be rewritten after receiving feedback on both the writing and the analysis. The second two papers will based on the other two interviews and will each be a minimum of 6 pages in length. All students will give a short presentation summarizing their three analyses at the end of the semester. This course fulfills the Intensive Writing requirement.

Catalog Number: **S 499
Class: SOC- S 499 (20165)
Instructor: Powell
HONORS THESIS SEMINAR II

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 the fall semester, you developed a specific plan for your senior honors thesis and began collection of data. In the spring semester, you will execute that plan and produce a finished, written product. This will involve completing the collection of data, organizing data, analyzing data, and preparing the written thesis itself. You also will have opportunities to present your research at academic conferences and on campus.

Catalog Number: **S 501
Class: SOC- S 501 (20166)
Instructor: Michelson
SOCIOLOGY AS A VOCATION

Catalog Number: **S 510
Class: SOC- S 510 (20588)
Instructor: Brooks
INTRO TO SOCIAL ORGANIZATION

This course is an advanced introduction to the study of political, economic, organizational, and comparative-historical sociology. This broad scope means that we have an opportunity to survey some key works and debates in the study of institutions, stratification, politics, and social change. One goal of this seminar is to provide us with overview of theory, research, and controversies in these fields. A second is to identify analytical themes and tools that are increasingly common in work done by political, historical, economic, and macro-sociologists.

Much of the scholarship we survey looks to countries beyond the United States, eras other than the current calendar year, and multiple levels of analysis. Among our topics will be the place of institutional, economic, and network models of organizations; linkages between welfare states and inequality; the logic of class, gender, and racial inequalities; tensions between convergence, embeddedness, and regime-clustering in national development; the ubiquity and complexity of political processes in democracies; and the challenge of developing micro-foundations for understanding macro-level outcomes.

Catalog Number: **S 522
Class: SOC- S 522 (27056)
Instructor: Weinberg
CONSTRUCTING SEXUALITY

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.

Catalog Number: **S 554
Class: SOC- S 554 (20167)
LECTURE
Instructor: McManus

STAT TECHNIQUES IN SOCIOLOGY I

This is the first semester of the two-course sequence in social statistics required of graduate students in Sociology. This course takes a systematic approach to the exposition of the general linear model for continuous dependent variables; the second semester course covers nonlinear regression models for categorical and limited dependent variables. In addition to laying the theoretical foundations for future social science research, this course introduces students to the use of computerized statistical analysis using the software program Stata. Students are encouraged to think creatively about how to use statistical methods in their own research. Students meet twice each week for a 75 minute lecture on statistical fundamentals, theory, applications, and topics. Students are also required to attend two-hour lab sessions after each lecture. The labs focus on computing methods and data analysis techniques. The prerequisite for this course is at least one statistics course at the level of S250, the undergraduate course required of Sociology majors. There are no mathematics prerequisites. Students are not expected to have a background in calculus, but facility with algebra and exposure to the rudiments of statistical distribution theory and hypothesis testing is expected.

Catalog Number: **S 554
Class: SOC- S 554 (20168)
LAB
Instructor: Mize

SOCIOLOGICAL RESEARCH PRACT I

This is a graduate level course that focuses on organizational change in healthcare settings. Students will also learn about research methods and developing research topics.

Catalog Number: **S 606
Class: SOC- S 606 (29983)
Instructor: Pescosolido

SOC ISSUES IN COLLEGE PEDAGOGY
This is the second course in Sociology's Preparing Future Faculty Program, designed to continue the preparation of graduate students in Sociology to teach to a variety of audiences, to become active members of the university community, and to consider the opportunities and challenges in becoming a sociologist in the academy, the public sector, or the private sphere. Students will take a reflective look at teaching, to become conversant with the larger issues and literature on college teaching and higher education, and to make connections to these issues outside their classroom by engaging with larger debates.

**TPCS IN QUANTITATIVE SOCIOLOGY**
Topic: Multivariate Analysis

This class deals with techniques referred to broadly as multivariate methods. We focus on how these methods can be used to transform a set of related variables into a smaller number of more fundamental measures. This is sometimes referred to as "scaling". Examples of how these methods might be used include: multiple tests scores used to create a measure of ability; using variables for exposure to cultural events to create a scale of cultural capital; using questions about interactions with people having a mental illness to create a measure of social distance. Creating scales is often a critical first step in data analysis. Too often a simple summated scale, presented along with Cronbach's alpha, is all that is done, possibly obscuring as much as it reveals. After reviewing methods such as multidimensional scaling, principal components, and cluster analysis, we focus on latent structure analysis (LSA). LSA includes exploratory factor analysis, confirmatory factor analysis, latent class analysis, item response models, and structural equation modeling. Assignment will involve exercises applying these models to real data.

**TOPICS IN QUALITATIVE METHODS**
Topic: Textual Analysis

This graduate seminar will focus on techniques for analyzing textual data. The goal is to learn how to make social scientific arguments with discursive data of various types (mainly interview, media, transcript, or archival). The first half of the semester will survey general approaches, cover a range of conceptual issues, and involve close reading of empirical exemplars. The second half of the semester will transition to a practicum-based approach in which students apply these insights to hands-on analyses. Students in possession of textual data are encouraged to analyze it for a final course project. Students without such data can either analyze instructor-provided data or, possibly, write a research proposal.

**ADVANCED TOPICS**

**TOPIC: Social Origins of Health Inequality**

In general, there are two overarching purposes in this seminar: to consider the unequal distributions of disease, disability, disorder, and death by social status, and to assess various theories of the social etiology (causes) of these health inequalities.

This seminar begins with an overview of various ways of conceiving and measuring health and illness; considers the social construction of these experiences; examines the social distributions of health and illness by gender, age, race/ethnicity, SES, and marital status; contrasts various theoretical approaches to the social causes of illness, with special attention to fundamental causes, stressors, cumulative disadvantages, and labeling; and attends to theories of “health behavior” and treatment-seeking.

Students will read both classic and contemporary theoretical and empirical work on these topics in the seminar. Students will develop a detailed research proposal on a topic relevant to the seminar, drawing on seminar readings and then moving beyond them in a specific topic area.
How is social order possible? To answer this question, this course turns our attention to the constitutive role of social interaction. We will focus on social interaction as a crucible in which social structural pressures and individual actions collide to create society. We will examine how social interaction is both the medium and the outcome of social order. Our focus on social interaction will be a strong complement to our department’s rich understanding of social psychology, and it will also be of interest to students interested in the sociology of culture, social order, and organizations. To explore the connections between social interaction and social order, we will start with some of the classic “Chicago School” research and examine how it is being used in contemporary scholarship, and we will progress forward into Goffman’s tradition, Garfinkel’s legacy, studies of conversation as interaction, and Collins’ recent attempt at formulating a “radical microsociology.” At each turn, we will try to answer the questions “how is social order possible, and how is this order created by interactions, and how does it enable and constrain interactions?”

Catalog Number: **S 660
Class: SOC- S 660 (33121)
Instructor: Okamoto
ADVANCED TOPICS

TOPIC: Race and Ethnic Relations

The purpose of the course is to examine contemporary theoretical and empirical debates in the sociological literature on race and ethnicity in the U.S. This course is designed to provide an overview of the subfield. Specifically, we will explore the ways in which researchers theorize about processes of racial/ethnic group formation, continuing racial inequality, immigrant incorporation into U.S. society, racial/ethnic conflict and mobilization, and new forms of ethnic identity. We will also examine the different methodological approaches to understanding these processes. Because this course focuses on contemporary ethnic and racial relations in the U.S., prior knowledge of historical trends in immigration and race relations will be particularly useful.

Catalog Number: **S 660
Class: SOC- S 660 (20171)
Instructor: Rojas
ADVANCED TOPICS

Topic: Organizational Change in health settings

This is a graduate level course that focuses on organizational change in healthcare settings. Students will also learn about research methods and developing research topics.

Catalog Number: **S 660
Class: SOC- S 660 (22288)
Instructor: Lee-Rawe
ADVANCED TOPICS

TOPIC: Immigration and Ethnicity

Since 1965, immigrants to the United States have primarily come from Asia, Latin America, and the Caribbean. This “new” immigration is dramatically changing the racial and ethnic make-up of the American population, thus causing scholars as well as the American public to rethink and redefine the social meanings of race and ethnicity. Moreover, contemporary immigration has challenged traditional notions of assimilation and raises new questions about how race and ethnicity shape immigrant integration.

Although this course will primarily focus on Post-1965 immigration to the U.S., we will begin with a review of immigration policy and reform in order to provide a historical context for understanding contemporary U.S. immigration. We will also examine two earlier major waves of migration: the 1880-1924 Age of Immigration and the Great Migration of African Americans from the South from 1915-1960 as a comparison. We will then discuss contemporary theories of assimilation to use as frameworks for examining the adaptation patterns of contemporary immigrants and their children second generation. The last two weeks of the class have been left open to catch up if we are behind and/or address any other topics of interest to the class (e.g., health, religion, political participation).

Catalog Number: **S 700
Class: SOC- S 700 (20172)
Instructor: Alderson

TOPICAL SEMINAR 1

TOPIC: Social Inequality

This course is intended for students working on a research project in social stratification and inequality, broadly conceived. When they enroll in the course, students are expected to have in mind a project in this area that can be revised and
completed over the course of the semester. The product of the course is a paper suitable for submission to a peer-reviewed academic journal. The course will be run as a workshop. We will focus on the practicalities of doing research, writing up results, and publishing. Issues related to research design, interpretation, and writing, as these apply to the specific projects being worked on, will also be discussed. The research products will be presented to the class at the end of the semester.