SOC -S (Sociology)

2015 spring course descriptions
**SOC-S 100 (19863) INTRODUCTION TO SOCIOLOGY** Eric Sevell

This course provides a broad introduction to the discipline of sociology. Sociologists are curious about how order in society is possible, and why individuals do the things they do. Using concepts such as structure and agency, and tools such as the sociological imagination, students will be able to analyze society and its many peculiarities. We will cover a wide range of topics including the social construction of happiness, mass incarceration, and everything in between. Sociology can be complex, but it can also be quite practical. Using the sociological approach gives one the ability to determine fact from fiction, or to put it another way, ‘what we know’ versus ‘what just is not so.’ By the end of the semester, students will not only be familiar with pressing social issues, but also have the skills to analyze and study them.

**SOC-S 100 (19864) INTRODUCTION TO SOCIOLOGY** Matthew Gougherty

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

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

**SOC-S 100 (19865) INTRODUCTION TO SOCIOLOGY** Felicia Helvey

This course will serve as a broad introduction to sociology, the study of society and social behavior. In this course, students will be encouraged to develop their own "sociological imaginations" to think critically about how social forces shape our social worlds and how, in turn, we shape society. Students will be introduced to foundational social theories and concepts as well as subfields in the study of sociology. Topics covered include but are not limited to theory and methods, education, social stratification, race and ethnicity, social class, gender, and health. Throughout the course, students will be encouraged to apply sociological concepts and theories to their own interests and/or their experiences of daily life.

**SOC-S 100 (19866) INTRODUCTION TO SOCIOLOGY** Aaron Ponce

This course will introduce you to the key concepts and perspectives that make up what we call sociology. In particular, the course focuses on how social structures - like the norms that come with being a man or woman - and social contexts - like being born and growing up in the U.S. versus another country - shape our lives and life chances as individuals. By the end of the course, you will have a better understanding of how your social background has influenced, and will continue to influence, your own life while also understanding how the lives of others are shaped by the same forces. As part of an effort to understand ourselves as well as others, we will step outside of the U.S. to look at how other societies deal with the same social issues that we face in this country, such as inequality and opportunity, gender and race, and conflict and order. The introductory course will give you the tools to answer questions about virtually any aspect of social life that you encounter now and in your life beyond I.U.
SOC-S 100 (24459) INTRODUCTION TO SOCIOLOGY Elizabeth Ferrufino

The goal of this course is to provide students with a broad overview of the foundational concepts and topics in the field of sociology. The course will develop in students the "sociological imagination," the ability to see the interaction between individual choice and the societal constraints imposed upon each of us. In other words, students will learn to understand how their personal biography is influenced and shaped by the historical period in which they live in and the social forces at play in our society. From a sociological perspective, we will explore such topics as inequality, race, class, and gender.

SOC-S 100 (25176) INTRODUCTION TO SOCIOLOGY Anne Groggel

This course will introduce students to the study of human social life, groups, and societies. By learning the basic concepts, theories, and methods of sociology, students will gain the ability to look past individual actions to understand the relationship between human agency and social structure. Students will focus on how social contexts enable, constrain, and inform individual actions and decisions.

SOC-S 100 (22982) INTRODUCTION TO SOCIOLOGY Christine 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 the 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), culture, and socialization.

SOC-S 100 (22648) INTRODUCTION TO SOCIOLOGY Jacob Miller

In this course, we will examine key concepts in the study of human social interaction. Through discussing topics such as cultural tastes, class inequality, romantic relationships, and the socially constructed nature of reality, we will cover the ways in which individuals both shape and are shaped by society. This course will serve as an introduction to the field of sociology, applying its central ideas to our own lives.

SOC-S 100 (22650) INTRODUCTION TO SOCIOLOGY Eric Wright

The goal of this course is to provide students with a background in the fundamentals of sociology and the tools necessary to critically assess different aspects of society. Students will develop and use critical thinking skills to explore issues related to politics, religion, power, race, class, gender, sexuality, and other major social forces. In addition to learning about these topics through classical sociological theories and current research, students will discuss these issues in the context of current events, films, television shows, music, and literature.
**SOC-S 100 (22653) INTRODUCTION TO SOCIOLOGY Peter Lista**

This course will introduce you to the academic field of Sociology and, more broadly, to the sociological perspective. You will be asked to think critically about social inequalities and the social structures that enable them to persist over time. Moreover, you will learn to address many of the taken-for-granted assumptions built into everyday life. At the end of the semester you will be able to use sociological research and theory to better understand the social world.

**SOC-S 100 (22652) INTRODUCTION TO SOCIOLOGY Kody 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 American culture encourages us to think about our lives, with its emphasis on individual choices and behaviors. Instead, sociologists emphasize that our lives unfold in a social context that influences the way we think, the way we act, and the way we live. This course will serve as a general overview to the discipline of sociology. We will cover a wide range of topics, ranging from social interaction to globalization and many places in between.

**SOC-S 100 (28210) INTRODUCTION TO SOCIOLOGY Scott Setchfield**

Sociology offers a unique way of looking at the world around us. In this course you will develop a perspective that will allow you to analyze the social world in a way that reveals the oftentimes hidden and/or overlooked social forces that shape our lives beyond the individual level. This perspective, what sociologists call the "sociological imagination," will allow us to examine ways in which social forces shape the ways we view and navigate the world, from shaping our thoughts and ideas to offering structural opportunities for and constraints on our life outcomes. We will learn how sociologists use theory and empirical research to gain a better understanding of important societal issues such as inequalities of race, class, gender, sexualities and how social order is possible. Through readings and active class discussion we will work to gain a better understanding of the relationship between different groups and social forces in society as well as between the individual and society. This class requires active student engagement.

**SOC-S 100 (26687) INTRODUCTION TO SOCIOLOGY Christopher Turner**

This course will provide an overview of sociology, giving students insight into how sociologists think about human social life and institutions. Through exposure to the major theories, concepts, and research methods in the discipline, students will develop a better understanding of the complexities of society and learn to challenge taken for granted assumptions about social life.

**SOC-S 100 (26688) INTRODUCTION TO SOCIOLOGY William McConnell**

This course will introduce students to sociological research about the social world. As a broad survey of the field, we will review classical and contemporary theories that ask critical questions about society, human agency, and social change. We will use these theoretical lenses to examine specific topics, including but not limited to sociology of health and medicine, social class, race, sexuality and gender. We will also examine a variety of social research methods. The overarching goal of the course is to develop analytic skills in order to reevaluate our common sense assumptions about individuals, society, and ourselves.
**SOC-S 100 (26427) INTRODUCTION TO SOCIOLOGY Christine 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 the 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), culture, and socialization.

---

**SOC-S 101 (19867) SOCIAL PROBLEMS AND POLICIES Youngjoo Cha**

**TOPIC: Race, Class, and Gender**

Why does inequality persist in society, and what are the consequences of it? In virtually all societies, the most privileged people, families, or groups enjoy disproportionately larger shares of income, power, health, and opportunities for their children. Often, this uneven distribution of valuable resources is closely related to social status, including race/ethnicity, gender, and class. This course introduces sociological concepts and processes by which race/ethnicity, gender, and class inequality is generated and perpetuated. The course is particularly focused on labor market, education, criminal justice and legal system, and family processes. The course concludes with a discussion of how inequality in society can be remedied by laws and public policies.

---

**SOC-S 101 (21626) SOCIAL PROBLEMS AND POLICIES Fabio Rojas**

**TOPIC: Money, Sex, Health, and Happiness**

How much money will you make? How much sex will you have? Will you feel happy about that? We will answer these questions and more in this introductory course in sociology. We'll talk about how sociologists explain your well-being and the types of evidence they use. And of course, I hope that what you will learn will help with your own life.

---

**SOC-S 101 (31021) SOCIAL PROBLEMS AND POLICIES Bernice Pescosolido**

**TOPIC: #stigmasucks: The Interplay of Mental Illness, Media, and Social Change**

Individuals diagnosed with mental illness have been documented to have a shortened life expectancy of about 10 years compared to other Americans. And, we know only 20% of those in need of treatment actually get into care. Why is this? One answer, of course, is the nature of this health problem itself. However, there is a good deal of evidence to suggest that the shame, secrecy, prejudice, and discrimination surrounding mental illness in American society are also at fault. In fact, according to the Surgeon General of the United States, stigma is the single biggest obstacle facing individuals, their families, and even research and
This course takes on the issue of stigma surrounding mental illness from theoretical, research, and policy perspectives. We will examine the nature of mental illness, whether it is a myth, whether it has increased in the U.S., and how individuals, medical systems, and societies have responded to this problem. We will also examine the lives of people with mental illness, their pathways to care, and what happens after treatment. In this course, we will provide you with a unique sociological lens with which to view the connection of mental illness to science, medicine, the media, and social life. While sociology has a rich history of conceptualizing and researching stigma, we will also bring in insights from IU faculty with expertise on the brain, on communications, film, and marketing. This will provide a solid scientific foundation to help create materials for a real world campaign designed to eradicate the stigma associated with mental illness.

The College Toolbox Project (CTP), an on-going effort in which IU is serving as the national pilot site, is designed to make college campuses more open to talking about the challenges of mental health in college life and in the community. This will provide IU students a unique opportunity to see your efforts translated into actual programming and policy aimed at your generation and at all U.S. colleges. In cooperation with Glenn Close's Bring Change 2 Mind non-profit organization, the students in this course will work to develop campaign materials. Materials will be produced by students as part of an academic competition with the potential for national recognition and rewards. They will be assessed not only by the instructors, but also by Ms. Close and the Executive Director of BC2M. While taking this course is not required for the academic competition (which will be announced in November), it offers a mentored substantive platform to inform and inspire this effort.

SOC-S 101 (31022) SOCIAL PROBLEMS AND POLICIES Elaine Hernandez

TO The purpose of this course is to introduce students to sociology using a medical sociology perspective. Medical sociology, or the sociology of health and illness, provides a lens to understand how health and illness in the United States are shaped by broader social factors. Over the course of the semester we will (1) discuss medical and public health institutions in the U.S. from a historical perspective; (2) learn about epidemiological and demographic (population-level) approaches to health; (3) consider complementary and alternative medicine within the dominant Western medical context; (4) explore the social construction and experience of physical illness, mental illness, and the medicalization of deviant behavior; (5) investigate the interaction between patients and their health care providers; and (6) examine the social determinants of health and health inequality.

This course is designed, in part, to help students prepare for social portions of the Psychological, Social, and Biological Foundations of Behavior section of the PIC: Medicine in America

SOC-S 110 (25177) CHARTS, GRAPHS & TABLES Zoe Caplan

In a society where the results of sociological research are used to make and justify decisions on all levels - from the Supreme Court to your everyday life - it is essential that you be able to judge the evidence for yourself. This course will make you competent consumers of statistical results and social science research. You will learn how to find the source of an unlikely sounding claim and judge its validity in terms of its methods and presentation of results. Statistics or quantitative research can often seem scary or hard, but with a few basic tools, understanding the relevant results of even the scariest analysis becomes possible. This class will provide these basic tools and introduce you to relevant sociological concepts.

SOC-S 110 (27532) CHARTS, GRAPHS & TABLES Andrew Halpern-Manners
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 you with the tools you 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. These topics will be introduced through a series of hands-on examples and interactive classroom activities. By the end of the semester, you will have gained valuable experience working with data and presenting it an effective and professional manner.

SOC-S 110 (26429) CHARTS, GRAPHS & TABLES Tamara VanderDoes

The goal of this course is to teach you to become critical consumers of social statistics and their presentation in our daily lives. You will become familiar with the central concepts and techniques that sociologists use to understand the social world. Additionally, you will become familiar with the fundamentals of sociology. Examples from various sub-fields within sociology are used to illustrate each concept. When you successfully complete this course, you will have:
* The ability to read and understand social statistics
* The ability to produce and present data in meaningful ways
* The ability to apply the sociological perspective to social problems

SOC-S 210 (30762) THE ECONOMY, ORGNZTNS & WORK Weihua An

This course provides a systematic examination of modern organizations from the sociological perspectives. It shows that organizational behaviors are embedded in social structures and are subject to individualized (and often conflicting) interpretations. The topics include leadership, innovation, social networks, globalization, etc. and may be adjusted to accommodate students' needs and interests. This is an introductory course, assuming no knowledge in either sociology or economics. The course may be used to fulfill the requirements for Liberal Arts and Management (LAMP) and the minor in Sociology of Work and Business.

SOC-S 215 (27536) SOCIAL CHANGE Ernest Brooks

In this course we investigate a series of major changes that have significantly altered family institutions, inequality and poverty, gender relations, the economy and class structure, government policy, and mass opinion. We also consider in what ways activists have influenced (and might further influence) the trajectory of social change, perhaps enhancing the degree of equality and protection of rights in a turbulent, historical era. A key part of our focus is on the United States since the 1960s. But to fully understand how and why American society has (and has not) changed, we consider in detail a series of important lessons provided by European democracies such as Sweden and the Netherlands, where high levels of economic development coexist with much lower levels of poverty and inequality. This will enable us to appreciate better the remarkable diversity of developed democracies, a phenomenon that continues to be poorly-understood in the media and in most many discussions. To better understand this phenomenon, we probe mechanisms underlying contemporary American society and its European counterparts, considering the likely forms of social change in the near future. In passing, we consider the potential significance of the presidency of Barack Obama, and how it might bear on themes and questions we consider in the course of the semester.

SOC-S 217 (27540) SOCIAL INEQUALITY Arthur Alderson

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.

We will begin by trying to "get the facts straight," describing the contours of inequality in the U.S. (and in other societies). Next, we will examine some classic sociological treatments of inequality along with more recent applications of these theories. We will then return to the topic of inequality in the U.S., examine the fortunes of different groups, and dig even further into the processes that generate inequality. My ultimate goal in this course is to help you develop a better understanding of inequality in contemporary societies.

SOC-S 230 (24463) SOCIETY & THE INDIVIDUAL Timothy Hallett

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.

This is not a traditional 200 level course. Instead of using a textbook, (which many people find boring) we will be reading a wide range of materials from sociology, social psychology, anthropology, history—even an autobiography—as a way to analyze the many connections between society and the individual.

SOC-S 230 (31025) SOCIETY & THE INDIVIDUAL Alyssa 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.

SOC-S 312 (30763) EDUCATION AND SOCIETY Jennifer 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 313 (27547) RELIGION AND SOCIETY Emily Wurgler

This course will introduce students to the study of religion from a sociological perspective. By the
end of the semester, students will have a familiarity with the classic and contemporary theories of religion, knowledge of recent trends of religious beliefs and behaviors, and understand how religion relates to other social institutions such as the family, politics, race, social class, and gender. We will also examine how religion can facilitate and inhibit social change, and be a force of both peace and violence. The primary (but not exclusive) focus will be on contemporary religions of North America.

SOC-S 316 (22649) THE FAMILY Jaclyn Tabor

We all are part of families, for better and for worse. Families are universally important social institutions, past and present. Although the majority of families around the world have certain things in common—relating people biologically and socially, organizing care and residence, the specifics of how these things are accomplished may vary substantially across time and space. This course focuses on families in the contemporary U.S. It will introduce you to how sociologists study families and along with them, topics that seem very personal, emotional and important to many of us—ideals about love, marriage, gender, parenthood, sex and sexuality—scientifically. We consider both the “public” and “private” dimensions of families over the course of the semester--families as settings for socially important tasks such as raising children and caring for family members, and a focus for public policy and as the place where we experience much of our private lives. A central theme will be diversity and change, as we consider the many ways families have changed over the last 60 years in particular in the U.S., and the many forms of family diversity that surround us.

During the first part of the course, we consider the history of (U.S.) families from the 19th century to today, focusing on the influence of marriage and changes in family organization over time. We also discuss sociological theories and methods used to study and understand families, including theories of gender and sexualities. In the second part of the course we focus on family experiences. We begin by considering diversity in contemporary families, how variations in families are socially patterned and political aspects of families. We then move on to exploring dimensions of experience in contemporary family life, including relationships between men and women; parents and children; social institutions and families.

SOC-S 316 (23493) THE FAMILY Hubert Izienicki

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 321 (19868) SEXUAL DIVERSITY Martin 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 324 (30018) MENTAL ILLNESS Brea Perry

What deviant behaviors are labeled mental illnesses and why? What causes mental illness? How should we as a society understand, prevent, and respond to mental illness? This course examines sociological theories and research pertaining to the definition, experience, and treatment of mental disorders. We will compare and contrast sociological perspectives on mental illness with the perspectives offered by biomedicine, psychiatry, and allied disciplines. Some examples of topics we will cover in class include: the rise of Prozac and mood disorders in America; how and why your gender, race, and social class shape your risk for mental illness; autism and other childhood disorders; stigma and discrimination toward people with mental illness; sociopathy, violence, and mass shootings; prisons as the new asylums; and mental illness in the media.

This course covers three broad areas: the definition and measurement of mental illness, the social origins of mental health and mental illness, and personal, community, and societal responses to mental illness. Class sessions will emphasize group discussions and exercises based on original scholarly writings and personal memoirs. Discussions and exercises are designed to encourage the development of analytic skills, recognition of the benefits of collaborative approaches to complex problems, and independent exploration of course material.

SOC-S 324 (25178) MENTAL ILLNESS Pamela Jackson

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

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

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

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

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

SOC-S 325 (25179) CRIMINOLOGY Ke Li

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 behavior. We will also look into several types of crimes, such as sexual 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, such as sexual crimes in the army, the War on Drugs, the Prison Industrial Complex, organized crime, and so on. Toward the end of the semester, students shall achieve the following goals: name several crime data sources, understand major perspectives in criminology, apply theories to analyze criminal behavior, and critically assess crime policies.

SOC-S 338 (24464) GENDER ROLES Jennifer Puentes

What is gender? How do we come to be “gendered”? This course focuses on gender in society by analyzing the impact of the social construction of gender and how gender acts as a system of stratification shaping our everyday lives. By examining the ways in which gender influences our attitudes, behaviors, customs, and interactions we will develop a better understanding of how and why society prescribes different gender roles to females and males. We will also explore how social institutions shape our assumptions about gender roles. We will discuss how gender roles affect the expectations, experiences, and opportunities of men, women, girls, and boys. In doing so, we will examine the construction femininity and masculinity and how these concepts can be used in understanding gender roles. While exploring and applying a variety of perspectives to gender, we will also discuss the intersection of gender with race, social class, and sexuality.

SOC-S 339 (24709) THE SOCIOLOGY OF MEDIA Christine Von Der Haar

This class is designed to increase your knowledge and understanding of the media in the 21st Century. We begin by asking: What's News? To answer this question, we compare the front pages of newspapers worldwide for July 21, 2014. The headlines for this date clearly show that people in different parts of the world see different versions of reality. Do we live in different worlds? Or, is the truth a victim of cultural misunderstandings or even deliberate attempts to manipulate reality? To answer these questions, we will examine the people, the social institutions, and the processes that are involved in the creation of media products.

The first part of this course focuses on news-what it is, the people who create it, the influences upon these individuals, and the routine processes that operate to exert an influence of their own. We will then look at an intermediate outer circle of influence upon media-social institutions including the political system and the economy. In various ways, these institutions can guarantee or limit the freedom of the media. In the United States, the notion of a free media no longer carries the same guarantees that it once did. Thus, we will ask: Who ultimately controls reality-a government that
dictates what is said or the owners of media who hire, pay and can fire those who create media products for them? Finally, we will consider the outermost circle of influence upon media-ideology. Conceived as the set of beliefs upon which a particular social system is based, we examine ideology in terms of the basic buildings blocks of culture-values, norms, symbols, language, myths, and societal power structures. Focusing on entertainment media, we will see that "sports is not just a game." Media coverage of games sends powerful messages about achievement and success, power, and where various groups fit in the social structure. In a similar way, glamour and health magazines send strong messages about societal expectations for men and women. We will see that media reflect the core values of culture and play a central role in transferring ideas and beliefs from one generation to the next.

This class counts for credit with programs in the Russian and East European Institute.

**SOC-S 344 (27559) SOCIOLOGY OF CHILDHOOD Jessica Calarco**

What does it mean to be a kid? What is it like to be a kid? By adopting a sociological perspective, we will see that the answers to these questions depend on children's social contexts: who they are and where they live their lives. Using a variety of reading and discussion materials, we will examine how the meaning of childhood has varied over time and across cultures, and how children's experiences vary across different social groups. In doing so, we will recognize that children are shaped by their social contexts, but that they also play an active role in making sense of and responding to their social worlds. Finally, we will explore the challenges and inequalities that children face, and discuss strategies for leveling the playing field in families, schools, and communities.

**SOC-S 346 (27563) TOPICS IN CROSS-CULTURAL SOC Bence Sagvari**

**TOPIC: Citizens' Attitudes and Behaviors in Europe**

"The European Social Survey (the ESS) is an academically-driven social survey designed to chart and explain the interaction between Europe's changing institutions and the attitudes, beliefs and behavior patterns of its diverse populations." The ESS was established in 2001, and the latest – 6th round of fieldwork was carried out in 2012. The ESS covers topics of personal and institutional trust, attitudes towards politics and democratic institutions, participation, understanding and evaluation of elements of democracy, social exclusion, religion, perceived discrimination, national and ethnic identity, immigration, media and communication, economic morality and welfare attitudes, personal and social well-being, perception of life course, ageism.

In Europe the ESS is considered to be one of the largest cross national empirical surveys in the social sciences. The already six round of surveys and hundreds of academic and non-academic publications based on its results are truly unique sources of solid empirical and theoretical knowledge on European societies.

The course will offer students a “guided tour” on the regional and national differences in contemporary European societies. The main aim of the course is to broaden student’s knowledge on European societies and on the major social challenges from the perspective of citizens’ attitudes and behavior. Besides focusing on the European macro-perspective, Hungary will be used as detailed micro-level example.
For graduate sociology students or for those who are able to do statistical analysis in SPSS or in similar software packages, it will be also possible to carry out their own data analysis using the open access datasets of the six ESS rounds. Methodological / statistical support and supervision will also be offered for students. Therefore the final structure of the course (whether it will be based on data analysis and readings; or rather solely on readings) will depend on the composition of students.

**SOC-S 358 (26686) SOCIAL ISSUES IN HEALTH & MED**

Brea Perry

Who defines health and illness? Why is disease and premature death unequally distributed in society? What social forces cause individuals to get sick or stay healthy? How have changes in the medical profession, the health care system, and health policy affected treatment outcomes and illness experiences? This course addresses these questions through a presentation of important concepts and substantive issues the sociology of health and illness, and an introduction to major classic and contemporary research in this area. We will compare and contrast sociological perspectives on health with the perspectives offered by biomedicine, public health, psychiatry, and allied disciplines. We will address a variety of substantive applications, such as health in the impoverished slums of developing countries; the obesity "epidemic" and moral panic in America; the marketing of disease by pharmaceutical companies; health consequences of racial discrimination; and the "hidden curriculum" in medical school that is critical for becoming a doctor.

The course has two major sections: The first covers the social origins of illness—the social construction of illness and biomedical knowledge, social epidemiology, and health disparities gender, race, and socioeconomic groups. The second section covers social and institutional responses to illness and the impact of these on illness experiences, physician-patient interactions, health outcomes, and the distribution of disease. In this section we will examine the medical profession, the health care system, health policy, and the changing nature of these. Class sessions will emphasize group discussions and exercises based on original scholarly writings. These are designed to encourage the development of analytic skills, recognition of the benefits of collaborative approaches to complex problems, and independent exploration of course material.

**SOC-S 360 (30026) TOPICS IN SOCIAL POLICY Bence Sagvari**

**TOPIC: Digital Identities. The Cultures of New Media**

The aim of this course is to introduce students to the main sociological concepts of the new phase of modernity, and of the theoretical background of the digital culture. The course will draw upon wide ranging sociological interpretations of the information and network society, knowledge and culture of Web2.0, social media and social networks, and risks and opportunities associated with surveillance technologies. The course will be based on classic and contemporary readings, various case studies and empirical research findings. The main topics of the course will include:

- Brief overview of the theories of information society.
- From Web1.0 to Web3.0. Communication and cooperation online.
Network society in general. Network capitalism and its consequences
Digital divide(s). Global and local perspectives.
Online social networking and social capital
Online social media and interpersonal relationships
Online social movements and activism in online social networks. Online politics.
Forgetting and remembering in the digital age. The effects of unlimited memories.
Privacy and surveillance issues of technology. Privacy and online identity. Living in the surveillance societies

SOC-S 370 (24466) LECTURE: RESEARCH METHODS IN SOCIOLOGY Andrew Halpern-Manners
This course is designed to introduce you to the ways that sociologists gather, present, and evaluate evidence about society. You will gain a working knowledge of common sociological methods including ethnography, archival research, surveys, and experiments. Throughout the course, primary emphasis will be placed on developing your ability to effectively critique and engage with the empirical research that others have done—skills that should serve you well across a variety of real-world settings. This objective will be accomplished through a combination of interactive examples and readings from diverse strands of contemporary social science research.

SOC-S 370 (24467) LAB: RESEARCH METHODS IN SOCIOLOGY Shibashis Mukherjee
SOC-S 370 (24468) LAB: RESEARCH METHODS IN SOCIOLOGY Shibashis Mukherjee
SOC-S 370 (24469) LAB: RESEARCH METHODS IN SOCIOLOGY Shibashis Mukherjee

SOC-S 371 (25728) LECTURE: STATISTICS FOR SOCIOLOGY Keera Allendorf
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.

SOC-S 371 (25729) LAB: STATISTICS FOR SOCIOLOGY Elizabeth Zack
SOC-S 371 (25730) LAB: STATISTICS FOR SOCIOLOGY Elizabeth Zack
SOC-S 371 (25731) LAB: STATISTICS FOR SOCIOLOGY Elizabeth Zack

SOC-S 371 (19869) LECTURE: STATISTICS FOR SOCIOLOGY Youngjoo Cha / Rebecca Grady
The primary objective of this course is to introduce students to the concepts of statistical analysis. Statistics are used in advertisements, political speeches, sports, and science, and help us to answer questions such as, “Did an ad placed on Facebook boost the sales of a product?”, “How can you predict who is going to win the presidential election?”, and “Do women earn less than men?” This
The course introduces you to the use of quantitative data to answer questions like these, and teaches statistical principles and analytical skills to help you to accurately describe and interpret data. No prior knowledge of statistics is required.

**SOC-S 371 (19870) LAB: STATISTICS FOR SOCIOLOGY Youngjoo Cha / Rebecca Grady**
This section serves as the lab component for Statistics in Sociology. The lab component gives students the opportunity to practice statistical skills learned in the course, using survey research data and statistical software in order to answer sociological questions.

**SOC-S 371 (19871) LAB: STATISTICS FOR SOCIOLOGY Youngjoo Cha / Rebecca Grady**
This section serves as the lab component for Statistics in Sociology. The lab component gives students the opportunity to practice the statistical skills learned in the course, using survey research data and statistical software in order to answer sociological questions.

**SOC-S 371 (19872) LAB: STATISTICS FOR SOCIOLOGY Youngjoo Cha / Rebecca Grady**
This section serves as the lab component for Statistics in Sociology. The lab component gives students the opportunity to practice the statistical skills learned in the course, using survey research data and statistical software in order to answer sociological questions.

**SOC-S 410 (25180) ADV TPCS: SOCIAL ORGANIZATION Dina Okamoto**
**TOPIC: Race, Ethnic, and Intergroup Relations, 21st Century**

***This course meets the College Intensive Writing Requirement***

From the uprising of the Arab Spring in Northern Africa and the Middle East to protests in Ferguson, Missouri surrounding the Michael Brown case, group conflicts remain a stable part of the social and political landscape of the 21st century. At the same time, intergroup cooperation and trust, which forms the basis of organizing efforts, is also a key part of social life in the U.S. and around the world. This course will examine how group identities and boundaries are generated, what social conditions lead to more positive intergroup relations, and the conditions under which people organize and cooperate to enact social change. We will also examine the factors that hinder positive intergroup relations among groups within diverse and multicultural settings. Readings for this course will largely be original theoretical and empirical research from the social sciences drawn from research on race, ethnicity, immigration, and social movements, along with some journalistic accounts that emphasize recent instances of positive or negative intergroup relations. Students are expected to actively lead and participate in classroom discussions, critically engage with the theories and ideas in the course readings through written memos, and to write a final research paper on a topic related to intergroup relations.

**SOC-S 410 (23130) ADV TPCS: SOCIAL ORGANIZATION Fabio Rojas**
**TOPIC: Social Networks**

***This course meets the College Intensive Writing Requirement***

This course will be an introduction to the study of social networks. We will study economic relations, friendship and social ties and how their role on social and economic affairs. We will also discuss new research on electronic social networks like Facebook and Twitter.

**SOC-S 422 (19873) CONSTRUCTING SEXUALITY Martin 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 499 (19877) HONORS THESIS SEMINAR II Pamela Jackson**

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

**SOC-S 501 (19878) SOCIOLOGY AS A VOCATION Ethan Michelson**

**SOC-S 510 (20279) INTRO TO SOCIAL ORGANIZATION Ernest Brooks**

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.

SOC-S 522 (25988) CONSTRUCTING SEXUALITY Martin 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 (19879) LECTURE: STAT TECHNIQUES IN SOCIOLOGY I Patricia McManus

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.

SOC-S 554 (19880)LAB: STAT TECHNIQUES IN SOCIOLOGY I Trenton Mize
SOC-S 566 (19881) SOCIOLOGICAL RESEARCH PRACT I Brian Powell

*S566 and S660 have a required interviewing component that will be completed during the summer (May through the beginning of July).*

S660 and S566 (the 2014-2015 Sociological Research Practicum) focus on sociological issues regarding family and education. The primary goal of this course is to prepare students to do a piece of their own original research in family sociology, sociology of education or a related area. This SRP will make available to students several existing U.S. and international data sets that can be used to navigate a diverse set of questions about family and education, as well about other groups and/or social institutions. It also will introduce experimental methods that can be used to examine public opinion. We also are planning an original data collection effort in which adults will be interviewed on the conceptualization of "family" and on views regarding higher education, among other topics. Students enrolled in S660 or S566 are required to participate in the interviewing that begins in the summer. For more information about the course, please contact Brian Powell (powell@indiana.edu).

SOC-S 651 (25736) TOPICS IN QUANTITATIVE SOCIOLOGY Patricia McManus

TOPIC: LONGITUDINAL DATA ANALYSIS

SOC-S 652 (25181) TOPICS IN QUALITATIVE METHODS Jessica Calarco

TOPIC: Ethnography

Ethnography can seem from the outside like a "mushy" science. Good ethnography, however, is far from mushy. It requires careful planning with rigorous attention to detail, ample practice in support of diligent effort, and persistence in the face of setbacks. Field work is not for the faint of heart. In this course, students will learn to identify the practices that constitute "good" ethnography and the types of questions that can be answered with ethnographic research. Students will also build their tool kits of skills and strategies for field work. Students will then have the opportunity to practice these techniques and to receive feedback from the instructor and from their peers. Specific course topics include developing research questions, research design and sampling, selecting and gaining access to field sites, managing ethics and identity in the field, writing jottings and fieldnotes, conducting interviews, writing analytic memos, coping with challenges, data management and thematic coding, theory construction, and writing with qualitative data.

Students will be required to participate regularly in class discussions and activities, to complete a series of hands-on assignments, and to write a final paper that utilizes the skills learned in the course. Students may choose to base their assignments and final papers on field work conducted either for an existing (IRB-approved) project or as part of the public-space observation project that the IRB has approved for this course. Students must complete the online CITI training module on human subjects research and email their certificate of completion to the instructor before the first class meeting. Please see the following link for more information: http://researchcompliance.iu.edu/eo/eo_citi.html

SOC-S 660 (19883) ADVANCED TOPICS Brian Powell

*S566 and S660 have a required interviewing component that will be completed during the summer (May through the beginning of July).*
S660 and S566 (the 2014-2015 Sociological Research Practicum) focus on sociological issues regarding family and education. The primary goal of this course is to prepare students to do a piece of their own original research in family sociology, sociology of education or a related area. This SRP will make available to students several existing U.S. and international data sets that can be used to navigate a diverse set of questions about family and education, as well about other groups and/or social institutions. It also will introduce experimental methods that can be used to examine public opinion. We also are planning an original data collection effort in which adults will be interviewed on the conceptualization of “family” and on views regarding higher education, among other topics. Students enrolled in S660 or S566 are required to participate in the interviewing that begins in the summer. For more information about the course, please contact Brian Powell powell@indiana.edu.

---

**SOC-S 660 (21854) ADVANCED TOPICS Jennifer Lee-Rawe**  
**TOPIC: Sociology of Education**

This course is designed to introduce graduate students to key theory and research in the sociology of education, with a particular focus on the role of schooling in the reproduction of social inequalities in America. Topics covered include: the expansion of education; school organization; stratification between and within schools; higher education; and educational policy.

---

**SOC-S 660 (28212) ADVANCED TOPICS Catherine Taylor**  
**TOPIC: Social Psychological Perspectives on Gender**

This course will examine gender from a social psychological perspective. We will cover some basic principles of social psychology as well as do an overview of gender as a multi-level social phenomenon. In this class, we will focus on the interactional level of gender and how it contributes to, and reproduces, social inequality. We will also think about the ways that gender at the interactional level reinforces and reproduces gender at the individual and institutional levels. We will explore the way in which social psychology has contributed to the feminist project. We will also think about the ways that gender intersect with other axes of inequality, such as race and class.

---

**SOC-S 660 (22890) ADVANCED TOPICS Timothy Hallett**  
**TOPIC: "Culture and Organizations"**

The goals of this seminar are twofold. First, the concept of "culture" remains vague and abstract, and even in cultural sociology it has been called an "indescribable mist," so by examining culture vis-à-vis organizations, we will make culture tractable while learning a number of different approaches, and providing a solid foundation for further explorations into the sociology of culture. Second, organizations are everywhere, and yet, much of the literature on organizations seems boring to outsiders, so by using culture as our "in" we will bring this dull topic to life, while providing a solid foundation for further explorations in organizational sociology.

We will start with some preliminaries on cultural sociology in general, and the ideas of Pierre Bourdieu specifically. Then we’ll talk about recent efforts to construct a Bourdieuan approach to organizational sociology. Then we’ll take a step back in time, and discuss the "old institutionalism" of Selznick and his students. Then we’ll transition into the "new institutionalism" of Meyer and his colleagues, emphasizing how the approach is explicitly cultural in its orientation, but in ways very different to old institutionalism. We will also discuss the points of convergence and divergence between the Meyer School and Bourdieu’s work, both of which helped to launch the
"cultural turn" in sociology, but in different ways. Then we'll take another step backwards in time, and into interactionist research on organizations, foreshadowing inhabited institutionalism. This will serve as a transition to talk about the tradition of research on "organizational culture" which tends to be ethnographic. We'll finish the semester by reading the latest "grand" attempt at cultural organizational sociology, known as "The Institutional Logics Approach."

**SOC-S 700 (19884) TOPICAL SEMINAR 1 Arthur Alderson**

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 an academic professional 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.

**Course: P155 (Public Oral Communication) Rachel La Touche**

**Department: Communication and Culture**

In this course, you will become familiar with a set of core communication skills to develop and enhance your interactive potential in public and professional spaces. You will do so by learning to think, argue, communicate, clarify, negotiate, interpret, frame and engage with topics central to Sociology – namely, those related to social inequality. In doing so, you will find that you become familiar with rhetorical strategies and techniques that are invaluable and irreplaceable for your success in college coursework and beyond. The workshops will provide the opportunity for you to put lecture material into practice. This means that you must adequately prepare for the workshops by reviewing lecture material, reading and taking notes on assigned readings, rehearsing speech material, and preparing to be an active listener. To facilitate your learning, I ask that you come see me in office hours and/or contact me via email to discuss any questions or concerns you have about the course. You are expected to know and understand the guidelines and policies on this sheet and on the Course Syllabus. In most cases, I will not make exceptions to those policies, but will help clarify any misunderstandings you have regarding them.