Summer term codes with dates of each session:

4W1: 05/07/2013 – 05/31/2013
6W1: 05/07/2013 – 06/14/2013
6W2: 06/17/2013 – 07/26/2013
4W3: 07/01/2013 – 07/26/2013
SOC-S 100 (9723) INTRODUCTION TO SOCIOLOGY (3 CR)
4W1 10:20A-12:30P  D  Blind J
Course Description: This course will serve as an introduction to sociological thinking, and students will be encouraged to develop their own “sociological imaginations” to think critically about the ways social forces shape our experience of the social world. The dominant theories and concepts in sociology will be examined to explore the development of the field as a whole and to take a closer look at several subfields within the discipline, such as social psychology, sociology of education, and sociology of gender. Other course topics will include the family, deviance, political sociology, and race and ethnicity. This class will also cover the methods sociologists use to understand social phenomena. Beyond studying the ideas of sociology, students will be challenged to apply sociological ideas to their own life experiences and current events in the United States and abroad.

SOC-S 100 (12959) INTRODUCTION TO SOCIOLOGY (3 CR)
4W3 10:20A-12:30P  D  Summers N
Course Description: This course will serve as an introduction both to the academic field of Sociology and, more broadly, to the sociological perspective. In learning about the field of Sociology you will learn about the theories that guide sociological inquiry and the methods that sociologists employ to gain knowledge about what it is they study. In developing a sociological perspective you will learn to think in terms of the larger social and historical forces which shape the world we live in. More specifically, we will discuss topics such as race, class, gender, inequality, socialization, and deviance and how these social forces both influence the lives of individuals and systematically structure social life.

SOC-S 100 (9725) INTRODUCTION TO SOCIOLOGY (3 CR)
6W1 06:00P-07:55P  TWR  VanHeuvelen J
Course Description: Sociology offers a unique lens through which we can examine the world around us. In this course you will develop a perspective that will allow you to analyze the social world in a way that reveals the hidden and/or overlooked social forces that shape our lives. This approach, the sociological imagination, will enable you to explore how social forces influence the ways we view and navigate our social world. We will discuss how sociologists use theory and research to better understand important social issues such as inequalities of race, class, gender, sexualities and how social order and social change are possible. We will discuss how society affects individuals and in turn how individuals can affect society.

SOC-S 100 (9726) INTRODUCTION TO SOCIOLOGY (3 CR)
6W2 06:00P-08:00P  TWR  Summers N
Course Description: This course will serve as an introduction both to the academic field of Sociology and, more broadly, to the sociological perspective. In learning about the field of Sociology you will learn about the theories that guide sociological inquiry and the methods that sociologists employ to gain knowledge about what it is they study. In developing a sociological perspective you will learn to think in terms of the larger social and historical forces which shape the world we live in. More specifically, we will discuss topics such as race, class, gender, inequality, socialization, and deviance and how these social forces both influence the lives of individuals and systematically structure social life.
SOC-S 101 (11108) SOCIAL PROBLEMS AND POLICIES (3 CR)
4W1 03:00P-05:10P   D   Hatteberg S
TOPIC: Medicine in America
Course Description: With the recent passage of the Patient Protection and Affordable Care Act, otherwise known as Obamacare, and the public debate surrounding it, it is clear that the organization of American health care continues to be a controversial issue. Furthermore, despite being equipped with ample financial support and the most powerful technology in the world, American medicine lags behind other developed countries in its apparent ability to reduce health disparities. This course will serve as an introduction to medical sociology covering topics such as the social construction of illness, social and economic conditions as “fundamental causes” of health inequalities, and power and influence in American health care. Students will consider health, illness, and treatment seeking from the sociological perspective and will use this perspective to further critique the current organization of American health care, comparing and contrasting it with health care systems in other countries. In addition to encouraging students to explore medicine from the sociological perspective, this course provides students with a broad overview of sociological principles and theories which may be applied beyond the classroom to their everyday lives.

SOC-S 101 (9727) SOCIAL PROBLEMS AND POLICIES (3 CR)
6W2 10:20A-11:50A   MTWR   Instructor: Greer K
TOPIC: Poverty and Welfare
Course Description: In this course we will examine the history of poverty and welfare and the policies crafted to address poverty in America. Through books, articles, films, and direct service and research experience, students will gain an understanding of the causes and consequences of poverty and how the patchwork of federal, state and local services combine to provide an American-style form of welfare. This course is listed as a service learning course - students will work with a community partner that addresses poverty and "enter the field" to interview people living in poverty in Bloomington.

Course Requirements:
We will use the city of Bloomington as a site for learning, service and research throughout this course. All students will participate at a local social service agency for 3-4 hours per week. Because of the extensive service component, there will be fewer assigned readings, and the main written assignments will be a series of journal reflections.
Students are expected to attend all class sessions and to do all reading prior to class.

SOC-S 105 (14872) COMMUNITY PROBLEMS & OUTREACH (3 CR)
6W1 12:40P-02:10P   MTWR   ARR   Taliaferro M
Course Description: By combining traditional classroom learning with community outreach, this course offers the unique opportunity to acquire both academic and experiential knowledge of social problems currently facing the Bloomington community. The focus of our academic inquiry and community outreach will center around, but will not be limited to, the following social problems: poverty, homelessness, hunger, and food insecurity.
**SOC-S 110 (9728) CHARTS, GRAPHS & TABLES (3 CR)**

4W1 12:40P-02:50P   D   Doran K

**Course Description:** We live in a society in which we are increasingly presented with numbers and statistics used to back up arguments being made in the media, in our daily interactions, and even in Facebook statuses. This course will prepare students to critically examine social statistics, and to understand the proper (and improper) ways that they are presented to us in our everyday lives. The first part of this course introduces the ways that sociologists ask questions, produce and present social statistics. In this process, students will become familiar with the central concepts, methods and measures that sociologists use to conduct social analysis. The second part of the course applies these concepts to a number of areas of interest within sociology.

---

**SOC-S 110 (12960) CHARTS, GRAPHS & TABLES (3 CR)**

6W2 12:40P-02:10P   MTWR   Vasseur M

**Course Description:** Statistics are everywhere in our daily lives as people around us, and in the media, use numbers to bolster their arguments. For all their persuasiveness, these statistics cannot always be accepted without examination. In this course, students will learn to examine social statistics from a critical perspective, and see how they are presented in everyday life. You will become familiar with the central concepts, measures, and methods that sociologists use to understand the social world. This course proceeds in two parts. The first introduces a sociological approach to asking questions, and the production and presentation of social statistics. The second portion of this course applies these concepts to a variety of substantive areas within sociology.

---

**SOC-S 230 (12962) SOCIETY & THE INDIVIDUAL (3 CR)**

6W1 12:40P-02:10P   MTWR   Powers A

**Course Description:** 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 316 (14873) THE FAMILY (3 CR)**

6W1 06:00P-08:50P   TR    ARR   Haag M

**Course Description:** Family is an important organizing feature of society and of individuals’ everyday lives. However, the definitions of family and the roles and responsibilities of family members have continually shifted throughout history, and they are the center of some of the most heated contemporary debates. While we experience them as immensely personal, families, family relations, and beliefs about families are also the products of cultural, political, and economic processes. In this course, we will explore family as a social institution and study the ways in which it relates to other institutions in society. We will move beyond our personal notions of family and use a sociological perspective to study diverse family forms across race, ethnicity, socioeconomic status, gender, and sexuality. A central goal of this course will be to expand critical thinking skills by addressing issues of family from different perspectives.
SOC-S 316 (11111) THE FAMILY (3 CR)
6W2 06:00P-08:50P   MW   Collins S
Course Description: What group of people do you include when you say “my family?”
What is a family? The definition of family, and the roles and responsibilities of family
have been continually shifting throughout history. They are the center of some of the
most heated contemporary debates. We all have experience with some kind of family,
but we don’t often think about them in a broader social context. While we experience
them as immensely personal, families, family relations, and beliefs about families are
also the products of cultural, political, and economic processes. In this course, we will
explore family as a social institution, and how families relate to a wide array of other
institutions. We will study diverse family forms across race, ethnicity, socioeconomic
status, gender, and sexuality. We will follow the history of definitions of family and
contemporary debates. Among other topics, we will discuss marriage and divorce,
cohabitation, gender dynamics, sexual orientation and same-sex families, parenting and
children, family violence, and the interactions between families and policy. A central
goal of this course will be to expand critical thinking skills by addressing issues of family
from different perspectives.

SOC-S 320 (10344) DEVIANT BEH & SOCIAL CONTROL (3 CR)
6W2 06:00P-08:00P   TWR   ARR   Setchfield S
Course Description: In this course we will think of deviance as norm-breaking behavior,
broadly conceived. Therefore, we will not only discuss things like criminal behavior, but
everyday forms of deviance as well. Instead of looking at deviant behavior as something
to be explained at only an individual level, we will use the sociological perspective to
understand how society helps create and define deviant behavior. We will discuss
deviance as a social construction that changes in different cultural and historical
contexts, thinking about the ways in which certain norms and values come to be
cherished and upheld within social groups while others are looked down upon or even
ignored. In addition we will take into account various forms of social control that are
designed to encourage conformity to social norms and ways in which they are and are
not successful in guiding peoples’ behavior.
Finally, we will consider the importance of deviant behavior in creating social change.

SOC-S 321 (11109) SEXUAL DIVERSITY (3 CR)
6W2 12:40P-02:10P   MTWR   Miller L
Course Description: How do sociologists look at issues of sexuality? This is an
advanced course that will provide a broad overview of the sociology of sexuality, with a
particular emphasis on the diversity in human sexuality. This course examines the
questions that sociologists ask about sexuality, the theories that frame these questions,
and the methods that answer them. We will broadly investigate how society shapes
people’s behaviors, desires, fantasies, identities, norms, and attitudes regarding
sexuality.
The course is divided into three parts. Part I provides important conceptual and
theoretical foundations that will lay the groundwork in ensuring that we all have a
common language in approaching the sociological study of sexuality. In Part II, we will
use an intersectional framework to understand how sexualities are shaped by gender,
race, ethnicity, class, age, and disability. 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.

**SOC-S 324 (11433) MENTAL ILLNESS (3 CR)**
6W2 06:00P-08:50P  MW  Erving C
Course Description: This course provides an introduction to sociological theories and research about mental health and illness. It covers three broad areas of sociological research: the definition and measurement of mental illness, the social correlates of mental health and mental illness, and personal, community, and societal responses to mental illness. The primary goal of this course is to see mental illness as a social phenomenon, not just as a medical or psychological problem. Specifically, this means that mental illness is seen as a consequence of interpersonal, institutional, and cultural factors, not just the troubles of specific individuals. The class format will include a combination of lecture, discussion, and multimedia presentations.

**SOC-S 325 (12311) CRIMINOLOGY (3 CR)**
6W1 06:00P-08:50P  TR  Li K
Course Description: 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, cyber-bullying, 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.

**SOC-S 335 (10587) RACE AND ETHNIC RELATIONS (3 CR)**
6W2 07:30P-09:00P  MTWR  Instructor: TBA
Course Description: 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 is, but also the ways in which people form and experience racial identities, the impact of race on life chances, and the state of current race relations in the United States.

**SOC-S 338 (11110) GENDER ROLES (3 CR)**
4W1 10:20A-12:30P  D  Foster S
Course Description: We will examine the nature, causes, and consequences effect of gender roles in society. In this examination, we will begin by discussing our assumptions about men and about women and how these assumptions influence and are influenced by our own behavior and by social institutions. Topics to be discussed may include: childhood and adolescence, socialization, media, schools, health and medicine, sports,
Sociology is a relatively new discipline that seeks to understand and explain the social world around us. One of the main tasks of sociology is to examine the relationship between the individual and society. How do individuals interact in ways that make up and maintain these social structures, and how do these social structures, in turn, influence the actions of the individuals within them? What makes societies work? Different social theories have different ways to analyze and explain these kinds of big questions.

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

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

Research Methods in Sociology is a designated Service Learning course with the explicit aim of teaching students hands-on skills for designing and executing a research project. Service Learning courses include students working outside of the classroom with a community partner organization. Class time will be directed toward reinforcing knowledge about research design and methodology using lecture and in-class exercises, and preparing students for fieldwork. Students will be required to select a social service agency that works with people experiencing poverty where they will spend time participating as a volunteer. This experience will serve as the foundation for developing the necessary skills to enter the field to administer surveys to people living in low-income Bloomington neighborhoods. While accommodations for students with disabilities will be made, students should note that they are required to enter the field to collect data in order to meet the requirements for the course.
of the classroom with a community partner organization. Class time will be directed toward reinforcing knowledge about research design and methodology using lecture and in-class exercises, and preparing students for fieldwork. Students will be required to select a social service agency that works with people experiencing poverty where they will spend time participating as a volunteer. This experience will serve as the foundation for developing the necessary skills to enter the field to administer surveys to people living in low-income Bloomington neighborhoods. While accommodations for students with disabilities will be made, students should note that they are required to enter the field to collect data in order to meet the requirements for the course.

SOC-S 371 (9730) STATISTICS FOR SOCIOLOGY (3 CR)
Lecture (LEC)
6W2 12:40P-02:10P MTWR DiGrazia J
Course Description: Quantitative analysis is an important component of social science research and allows researchers to answer questions about single variables (e.g. how unequally are incomes distributed across a population?) and about the relationships between two or more variables (e.g. how does income change as people age?). This course is designed to provide students with an introduction to statistical reasoning and computation as a social research method. The course covers both descriptive and inferential statistics. Descriptive statistics are used to describe the properties of sets of numbers. Inferential statistics make use of sampling to estimate unknown characteristics of large populations. Inferential statistics are at the heart of social science research and are used when it is impractical or impossible to obtain data on an entire population. Although the course is not particularly mathematically intensive, a working understanding of basic algebra is required.

S 371 (12964): Students must attend laboratory session TR 3:00-4:00p
Laboratory (LAB)
6W2 03:00P-04:00P TR DiGrazia J
(S 371 : Students must attend lecture session MTWR 12:40-2:30p)
Course Description: Quantitative analysis is an important component of social science research and allows researchers to answer questions about single variables (e.g. how unequally are incomes distributed across a population?) and about the relationships between two or more variables (e.g. how does income change as people age?). This course is designed to provide students with an introduction to statistical reasoning and computation as a social research method. The course covers both descriptive and inferential statistics. Descriptive statistics are used to describe the properties of sets of numbers. Inferential statistics make use of sampling to estimate unknown characteristics of large populations. Inferential statistics are at the heart of social science research and are used when it is impractical or impossible to obtain data on an entire population. Although the course is not particularly mathematically intensive, a working understanding of basic algebra is required.

SOC-S 492 (9731) SOCIOLOGICAL RESRCH PRACT II (3 CR)
PERM 6W2 ARR ARR ARR Brooks C
(S 492 : P - SOC-S 491 or permission of instructor)
Course Description: This is summer course for undergraduates participating in the 2013 Social Research practicum. Enrollment is restricted to students in this research project.
SOC-S 567 (9738) SOCIOLOGICAL RESRCH PRACT II (3 CR)
PERM 6W1 ARR     ARR     ARR     Brooks C
(S 567 : P - SOC-S 566 or permission of instructor)

Course Description: This is the summer course for second-year graduate students in the Department of Sociology. It is intended for students working on the Master's paper. Course enrollment presupposes participation in the first-year Social Research Practicum.

SOC-S 660 (14334) ADVANCED TOPICS (3 CR)
PERM 6W1 10:00A-12:30P   TR   S7 100   Stryker S

TOPIC: Self Identity

Course Description: This seminar offers students a unique opportunity to learn about self and identity from the founder of Identity Theory, Distinguished Emeritus Professor Sheldon Stryker. The course will explore the concept of self and related concepts (e.g. identity, social identity, self-esteem) as used in social psychological theory and research. While the major contributors to the topics of the course are both psychologists and sociologists, the course will focus mainly on the work of sociologists. After overviewing the use of self and related concepts, the course deals with contemporary perspectives on self, moving on to alternative theoretical usages and empirical research, focusing in particular on self-esteem theory and research, what is termed “Identity Theory” and related research, and theories of self and identity deriving from cognitive social psychology. Finally, it considers a number of current issues in work on self and identity. While there are lectures, the course will proceed as a seminar: students will prepare one or two brief papers to be presented to the class, and time will be set aside for discussion of what is said in lectures, the readings, and the class presentations. However, precisely how we will proceed — the ‘formality’ of the lectures; the mix among lectures, discussion and presentation of papers will not be finalized until the size, composition and background of the class becomes clearer.

SOC-S 751 (14340) SOCIOLOGICAL METHODS 2 (3 CR)
4W1 ARR     TR     ARR     09:00A-05:00P   D     ARR     Long S

Course Description: The workflow of data analysis is not a class about a specific statistical technique. Instead, it is a class that teaches you how to plan, organize, document, and execute sophisticated quantitative analyses regardless of the statistical methods used. The goal is to help you develop a workflow that allows you to work efficiently and accurately while producing results that are replicable. Topics include: 1) Planning your research. 2) Documenting your work. 3) Organizing, backing up, and archiving files. 4) Writing robust, effective do-files. 5) Using automation (basic programming methods) to work more accurately and efficiently. 6) Preparing data for analysis. 7) Systematically conducting statistical and graphical analyses. 8) Incorporating results into papers and presentations while maintaining their provenance. 9) Backing up your files. Lectures, exercises and applications are designed to help you develop a workflow that you can apply to your own research. Orientation is on May 7 where I will give you a list of things to do to get ready for lectures and labs which will be held from May 13 through May 24. May 27 to May 31 is for independent work, consulting and presentation of your project.