

SOCIOLOGY

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Sociology provides the theoretical and empirical foundation for understanding how societies function and how they change over time. Sociologists are interested in the causes and consequences of processes such as the social construction of groups and identity, the evolution of culture, intersubjective meanings, intergroup relations, and hierarchies and social norms. They conduct research on individual behavior and outcomes such as educational attainment, jobs and careers, religious commitment, and political involvement; interpersonal processes such as intimate relationships, sexuality, social interaction in groups, and social networks; the behaviors of organizations and institutions; the causes and consequences of group differences and social inequality; and social change at the societal and global level.

The Sociology major provides both a solid foundation for students interested in careers in the social sciences and a strong background for a variety of professions in which knowledge about social processes and how societies work is relevant. Many recent graduates have gone on to law school, medical school, or graduate programs in public health, business, education, urban planning, criminology, or sociology. Others work in finance, consulting, publishing, marketing, city planning, teaching, research, and advocacy.

The Sociology department offers four undergraduate programs leading to the B.A. degree: (1) the standard program focuses on sociological concepts, theories, and methods; (2) a combined program allows students to combine sociology with a concentration in another field; (3) a concentration in markets and society focuses on the cultural frameworks, social ties, and social institutions that give rise to markets and that shape economic behavior; (4) a concentration in health and society emphasizes social processes as they affect health and medicine. Students interested in the major are encouraged to contact the director of undergraduate studies early in their academic careers to discuss potential options.

COURSE NUMBERING

Courses in Sociology are divided by level, with introductory courses numbered from 110 to 149, courses in sociological theory from 150 to 159, courses in sociological methods from 160 to 169, intermediate courses from 150 to 299, advanced courses in the 300s, and individual study and research courses in the 400s. Freshman seminars are numbered below 100 and count as introductory or intermediate courses.

PREREQUISITE

Students interested in the Sociology major should complete either a freshman seminar or at least one introductory course (numbered SOCY 110–149), ideally, by the end of the sophomore year. This course may be applied toward the requirements of the major. The DUS can waive the introductory course requirement for students who demonstrate adequate preparation for advanced course work in sociology.

REQUIREMENTS OF THE MAJOR

Program I. The standard major The requirements for the standard major are:

1. Thirteen term courses in sociology (including the prerequisite and senior colloquium), of which normally no more than two may be drawn from outside the Sociology department. At least one must be an introductory Sociology course or a substitute approved by the DUS, but no more than two introductory courses may count toward the total.
2. Two courses in sociological theory and two in sociological methods, normally completed by the end of the junior year. SOCY 151 and 152 are the required courses for theory. SOCY 160 and one additional Sociology course numbered SOCY 161–169 are required for methods. Other methods courses from outside the department can be approved at the discretion of the DUS. Students planning to study abroad in their junior year are strongly encouraged to begin meeting the theory and methods requirements in their sophomore year. They should also discuss the options for their course of study with the DUS before finalizing their plans.
3. One advanced seminar in Sociology (SOCY 300–399).
4. The senior requirement.

Program II. Sociology with another subject The combined program allows students to unite the study of sociology with the study of another discipline or substantive area, and to design a program that satisfies their own interests and career plans. By the beginning of the junior year, participants in the combined program are expected to consult with the DUS in order to obtain approval for their course of study. The requirements for Program II are:

1. Thirteen term courses (including the prerequisite and senior colloquium), of which at least nine and no more than ten are selected from Sociology, the remainder being chosen from another department or program. At least one must be an introductory Sociology course or a substitute approved by the DUS, but no more than two introductory courses in any department or program may count toward the total. The courses outside Sociology must constitute a coherent unit alone and form a logical whole when combined with the Sociology courses.
2. Two courses in sociological theory and two in sociological methods, normally completed by the end of the junior year. SOCY 151 and 152 are the required courses for theory. SOCY 160 and one additional Sociology course numbered SOCY 161–169 are required for

methods. Other methods courses from outside the department can be approved at the discretion of the DUS. Students planning to study abroad in their junior year are strongly encouraged to begin meeting the theory and methods requirements in their sophomore year. They should also discuss the options for their course of study with the DUS before finalizing their plans.

3. One advanced seminar in Sociology (SOCY 300–399).
4. The senior requirement, integrating sociology and the other subject chosen.

Program III. Concentration in markets and society Students in the markets and society concentration gain a broad understanding of markets and their relationship to social networks, religion, the state, and culture. Students explore the field of economic sociology, develop insights into market logics and economic outcomes, and develop skills in network analysis. Application is required to the markets and society concentration, using a form downloaded from the Sociology department website. Requirements for the concentration are:

1. Thirteen term courses in sociology (including the prerequisite and senior colloquium). At least one must be an introductory Sociology course or a substitute approved by the DUS, but no more than two introductory courses in any department or program may count toward the total. Up to four courses may be drawn from outside the Sociology department, with approval from the DUS.
2. Two courses in sociological methods, one in network analysis (e.g., SOCY 167) and another in statistics (e.g., SOCY 162).
3. Two additional intermediate or advanced courses in economic sociology. Suitable courses include SOCY 219 and SOCY 395; other courses may fulfill this requirement with approval from the DUS.
4. At least one intermediate or advanced course in microeconomics (e.g., ECON 121 or 125).
5. The senior requirement, integrating sociology with business, markets, or economic behavior.

Program IV. Concentration in health and society Students in the health and society concentration gain a broad understanding of how supraindividual factors such as socioeconomic inequality, demographic processes, neighborhood environments, cultural norms, and social networks affect health and medical care. Students explore the fields of medical sociology, stratification, demography, and network science. The core courses in the concentration satisfy the social science requirements of premedical programs while also providing a solid foundation for students interested in public health, health policy, and global health. Application is required to the health and society concentration, using a form downloaded from the Sociology department website. Requirements for the concentration are:

1. Thirteen term courses in Sociology (including the prerequisite and senior colloquium). Up to five course credits may be drawn from outside the Sociology department, with approval from the DUS.
2. SOCY 127, the gateway course for the concentration (or other similar course, with approval of DUS).
3. SOCY 151, is highly recommended.
4. A course in statistics: SOCY 162, S&DS 103, GLBL 121, or a higher-level statistics course approved by the DUS.
5. SOCY 160 or a comparable course approved by the DUS.
6. In order to build a broad base of interdisciplinary knowledge on health, students may take up to five course credits from outside the Sociology department. It is recommended that students select at least one course credit from the following: BIOL 101, BIOL 102, BIOL 103, BIOL 104; MATH 112 or higher-level MATH course; ECON 170.
7. Two upper-level Sociology seminars (200 or 300 level), or other courses approved by the DUS.
8. The senior requirement, integrating sociology with health and medicine.

Credit/D/Fail courses A maximum of two courses taken Credit/D/Fail may be counted toward the requirements of the major.

SENIOR REQUIREMENTS

For the nonintensive major Students electing the nonintensive major take one additional seminar in Sociology (SOCY 300–399) and write a one-credit senior essay during the senior year (SOCY 491). The senior essay for nonintensive majors is intended to be an in-depth scholarly review and critical analysis based on secondary sources. Students select an important topic in any sociological field and write a literature review that evaluates what is known about the topic. All nonintensive majors are required to enroll in SOCY 491 to receive credit for the senior essay. To register for this course, students must submit a written plan of study approved by a faculty adviser to the DUS no later than the end of registration period in the term in which the senior essay is to be written. Nonintensive majors are not eligible to graduate with Distinction in the Major.

For the intensive major The intensive major gives students an opportunity to undertake a yearlong program of original research resulting in a contribution to sociological knowledge. The yearlong project requires substantial independent research and knowledge of a sociological subfield. Students use research methods such as data gathering through participant observation, in-depth interviewing, administration of small-scale surveys, or secondary analysis of existing data. They may present findings in a variety of forms, from ethnographic narratives to analytical statistics. Students select primary and secondary advisers from the faculty. Students in the intensive major enroll in SOCY 493, 494 during their senior year. The colloquium provides a forum for discussing the research process and for presenting students' research at various stages. Intensive majors are eligible to graduate with Distinction in the Major if they meet the grade standards for Distinction—see under Honors in the Undergraduate Curriculum section—and submit a senior essay written in SOCY 493, 494.

ADVISING

All students interested in the Sociology major should meet with the DUS no later than the beginning of the junior year to elect a program of study. Qualified students may petition to enroll in graduate courses, with permission of the instructor and the director of graduate studies. A list of graduate courses and descriptions is available from the DUS.

Admission to the intensive major Candidates for the intensive major should apply to the DUS by the last day of classes in the spring term of their junior year. The intensive major is especially recommended for students considering graduate school or social research. In special circumstances, applications may be accepted through the end of registration period in the first term of the senior year. Applications should include a one-page statement of interest that includes a list of relevant courses taken and identifies a prospective senior essay adviser. Admission is based on performance and promise. The DUS and the senior essay adviser serve as advisers to seniors in the intensive major.

STUDY ABROAD

Students planning to study abroad in their junior year are strongly encouraged to begin meeting specific requirements in their sophomore year. They should also discuss the options for their course of study with the DUS before finalizing their plans.

REQUIREMENTS OF THE MAJOR

Prerequisite 1 freshman sem or intro course (SOCY 110–149) or equivalent

Number of courses 13 term courses (incl prereq and senior essay)

Specific courses required *Programs I and II*—SOCY 151, 152, 160, 1 addtl course from SOCY 161–169; *Program IV*—SOCY 127, SOCY 160, or a comparable course approved by the DUS

Distribution of courses *All programs*—no more than 2 intro courses; *Program I*—1 sem from SOCY 300–399; *Program II*—9 or 10 courses in Sociology; 3 or 4 courses from another dept; 1 sem from SOCY 300–399; *Program III*—2 courses in sociological methods; 1 course in network analysis; 1 course in statistics, as specified; 2 intermed or adv course in economic sociology; 1 intermed or adv course in microecon; *Program IV*—1 course in stat, as specified; 2 upper-level sems, as specified

Substitution permitted *Program I*—up to 2 courses from other depts; *Program III*—up to 4 courses from other depts, with DUS approval; *Program IV*—up to 5 courses from other depts, with DUS approval

Senior requirement *Nonintensive major*—1 addtl 300-level Sociology sem and senior essay (SOCY 491); *Intensive major*—two-term senior essay (SOCY 493, 494)

FACULTY OF THE DEPARTMENT OF SOCIOLOGY

Professors Julia Adams, Jeffrey Alexander, Elijah Anderson, †James Baron, Scott Boorman, Nicholas Christakis, †Paul Cleary, Ron Eyerman, Philip Gorski, Grace Kao, †Peter Salovey, †Vicki Schultz, Philip Smith, †Olav Sorensen

Associate Professors Rene Almeling, Emily Erikson, †Marissa King, †Issa Kohler-Hausmann, Jonathan Wrytzen

Assistant Professors †Justin Farrell, Lloyd Grieger, Alka Menon

†A joint appointment with primary affiliation in another department or school.

Introductory Courses

* **SOCY 031a, Conservative Politics in a Time of "Fake News" and Irrelevant Truths** Ian Mullins

The 2016 United States presidential election has raised urgent questions about the role knowledge plays in conservative politics. Scholars are turning their attention to the proliferation of "fake news" on the internet and what might be a new era of post-truth politics in the United States. This course investigates the lineage of conservative politics that is instrumental to the present state of U.S. politics. Students learn about the history of the conservative movement and the Republican Party, as well as sociological approaches that will help them better understand the role of truth and knowledge in conservative politics today. SO

SOCY 112a / EDST 110a, Foundations in Education Studies Mira Debs

Introduction to key issues and debates in the U.S. public education system. Focus on the nexus of education practice, policy, and research. Social, scientific, economic, and political forces that shape approaches to schooling and education reform. Theoretical and practical perspectives from practitioners, policymakers, and scholars. SO

SOCY 133a, Computers, Networks, and Society Scott Boorman

Comparison of major algorithm-centered approaches to the analysis of complex social network and organizational data. Fundamental principles for developing a disciplined and coherent perspective on the effects of modern information technology on societies worldwide. Software warfare and algorithm sabotage; blockmodeling and privacy; legal, ethical, and policy issues. No prior experience with computers required. SO RP

SOCY 138a / ANTH 140a / ER&M 241a, The Corporation Douglas Rogers

Survey of the rise, diversity, and power of the capitalist corporation in global contexts, with a focus on the 20th and 21st centuries. Topics include: the corporation as legal entity and the social and cultural consequences of this status; corporations in the colonial era; relationships among corporations, states, and non-governmental organizations in Western and non-Western contexts; anti-corporate critique and response; corporate social responsibility; and race, gender, and indigeneity. HU, SO

SOCY 144a / EDST 144a / ER&M 211a / EVST 144a, Race, Ethnicity, and Immigration Grace Kao

Exploration of sociological studies and theoretical and empirical analyses of race, ethnicity, and immigration, with focus on race relations and racial and ethnic differences in outcomes in contemporary U.S. society (post-1960s). Study of the patterns of educational and labor market outcomes, incarceration, and family formation of whites, blacks (African Americans), Hispanics, and Asian Americans in the United States, as well as immigration patterns and how they affect race and ethnic relations. SO

SOCY 147b, Introduction to Social Policy Analysis Scott Boorman

The capabilities and limitations of four fundamental tools of policy: markets, networks, bureaucracy, and legislation. Examples from the policy history of the United States since the 1930s and from formal models of social structure and process. SO

SOCY 167b, Social Networks and Society Emily Erikson

Introduction to the theory and practice of social network analysis. The role of social networks in contemporary society; basic properties of network measures, matrices, and statistics. Theoretical concepts such as centrality and power, cohesion and community, structural holes, duality of persons and groups, small worlds, and diffusion and contagion. Use of social structural, dynamic, and statistical approaches, as well as network analysis software. No background in statistics required. SO

Courses in Sociological Theory

Open to all students without prerequisite.

SOCY 151a / PLSC 290a, Foundations of Modern Social Theory Emily Erikson

Major works of social thought from the beginning of the modern era through the 1900s. Attention to social and intellectual concepts, conceptual frameworks and methods, and contributions to contemporary social analysis. Writers include W.E.B. Du Bois, Simone De Beauvoir, Adam Smith, Thomas Hobbes, Jean-Jacques Rousseau, Immanuel Kant, Emile Durkheim, Max Weber, and Karl Marx. SO

*** SOCY 152b, Topics in Contemporary Social Theory** Philip Gorski

In-depth introduction to recent developments in social theory, with particular emphasis on the last twenty years. Focus on three distinct areas of study: the building blocks and contrasting understandings of human persons and social action; the competing theories of the social structure of markets, institutions, cultures, social fields, and actor-networks; and the theoretical controversies concerning nations, states and empires, ethnic and racial identity, and the relation between facts and values in social research. Authors include Judith Butler, Michel Foucault, Jurgen Habermas, Pierre Bourdieu and Bruno Latour. None. Though "Foundations of Modern Social Theory" or equivalent is strongly recommended. WR, SO

Courses in Sociological Methods

*** SOCY 160b, Methods of Inquiry** Alka Menon

The theory and practice of social inquiry. How social scientists – and aspiring social scientists – actually do their work, including designing research, sampling and measuring, and interpreting results. Examination of thesis proposal writing; ethical quandaries involved in social research. No background in social research assumed. SO

*** SOCY 162a / EDST 162a, Methods in Quantitative Sociology** Lloyd Grieger

Introduction to methods in quantitative sociological research. Topics include: data description; graphical approaches; elementary probability theory; bivariate and multivariate linear regression; regression diagnostics. Students use Stata for hands-on data analysis. QR, SO

SOCY 167b, Social Networks and Society Emily Erikson

Introduction to the theory and practice of social network analysis. The role of social networks in contemporary society; basic properties of network measures, matrices, and statistics. Theoretical concepts such as centrality and power, cohesion and community, structural holes, duality of persons and groups, small worlds, and diffusion and contagion. Use of social structural, dynamic, and statistical approaches, as well as network analysis software. No background in statistics required. SO

Intermediate Courses

The prerequisite for intermediate courses is one introductory Sociology course or permission of the instructor.

SOCY 170b / AFAM 186b / LAST 214b / PLSC 378b, Contesting Injustice Elisabeth Wood

Exploration of why, when, and how people organize collectively to challenge political, social, and economic injustice. Cross-national comparison of the extent, causes, and consequences of inequality. Analysis of mobilizations for social justice in both U.S. and international settings. Intended primarily for freshmen and sophomores. SO

*** SOCY 172a / EP&E 241a / PLSC 415a, Religion and Politics in the World** Katharine Baldwin

A broad overview of the relationship between religion and politics around the world, especially Christianity and Islam. Religions are considered to constitute not just theologies but also sets of institutions, networks, interests, and sub-cultures. The course's principal aim is to understand how religion affects politics as an empirical matter, rather than to explore moral dimensions of this relationship. SO

*** SOCY 216a / EP&E 267a / WGSS 314a, Social Movements** Vida Bajc

An introduction to sociological perspectives on social movements and collective action, exploring civil rights, student movements, global justice, nationalism, and radical fundamentalism. SO

* **SOCY 221a / MGRK 236a / PLSC 138a, The Euro Crisis** Paris Aslanidis

Examination of how Europe continues to struggle with repercussions of the Great Recession and the impact of the Eurozone crisis in countries such as Portugal, Ireland, Spain, and, especially, Greece. Topics include the euro as a viable common currency; why and how the Eurozone crisis erupted and spread; and whether this catastrophe could have been averted. SO

SOCY 223b / ER&M 206b / PLSC 437b, The Politics of Ethnic and National Identity Maria Jose Hierro

Introduction to the study of ethnic and national identity, their determinants and consequences in comparative perspective. SO

* **SOCY 228b, Norms and Deviance** Elijah Anderson

A sociological analysis of the origins, development, and reactions surrounding deviance in contemporary society. Group labeling, stigma, power, and competing notions of propriety. SO

Advanced Courses

Courses in this category are open to students who have completed one intermediate course and any other specified requirement, or by permission of the instructor. Preference is given to Sociology majors in their junior and senior years.

* **SOCY 306b, Universal Health Care: Could it Work Here?** Natalie Aviles

Why does the United States lack a universal health care system? What would it take to implement universal health care in the US? What would an American system of universal health care look like? In this course, we analyze the historical evolution of the patchwork of institutions and organizations that make up US health care systems. We read recent scholarship and reporting that compares the US to other developed countries to understand how different health care systems function. We apply concepts from these readings to debate whether the US can achieve the political and economic requisites of a universal health care system.

* **SOCY 307b / ER&M 376b / MGRK 304b / PLSC 376b, Extreme and Radical Right Movements** Paris Aslanidis

Extreme and radical right movements and political parties are a recurrent phenomenon found in most parts of the world. Discussion of their foundational values and the causes of their continuous, even increasing, support among citizens and voters. SO

* **SOCY 319a / AFAM 390a / ER&M 419a, Ethnography of the African American Community** Elijah Anderson

An ethnographic study of the African American community. Analysis of ethnographic and historical literature, with attention to substantive, conceptual, and methodological issues. Topics include the significance of slavery, the racial ghetto, structural poverty, the middle class, the color line, racial etiquette, and social identity. SO

* **SOCY 330b / AFST 303b / EP&E 303b, Civil Sphere and Democracy** Jeffrey Alexander

Examination of civil sphere theory in dialogue with normative and empirical approaches to civil society. The sacred and profane binaries that animate the civil sphere are studied, as are such civil sphere organizations as polls, mass media, electoral system, law, and office. Topics include: United States presidential elections, immigration and its controversies, the civil rights movement, the crisis of contemporary journalism, recent controversies over church pedophilia, the financial system, telephone hacking, and the challenge of de-provincializing civil sphere theory. HU, SO

* **SOCY 331b / HIST 287Jb / RLST 347b / WGSS 291b, Sexual Minorities from Plato to the Enlightenment** Igor De Souza

This interdisciplinary course surveys the history of homosexuality from a cross-cultural, comparative perspective. Students study contexts where homosexuality and sodomy were categorized, regulated, and persecuted and examine ancient and medieval constructions of same-sex desire in light of post-modern developments, challenging ideas around what is considered normal and/or natural. Ultimately, we ask: what has changed, and what has remained the same, in the history of homosexuality? What do gays and lesbians today have in common with pre-modern sodomites? Can this history help us ground or rethink our sexual selves and identities? Primary and secondary historical sources, some legal and religious sources, and texts in intellectual history are studied. Among the case studies for the course are ancient attitudes among Jews, early Christians, and Greeks; Christian theologians of the Middle Ages; Renaissance Florence; the Inquisition in Iberia; colonial Latin America; and the Enlightenment's condemnation of sodomy by Montesquieu and Voltaire, and its defense by Bentham. HU

* **SOCY 341b, Poverty and Social Welfare Policy in the United States** Lloyd Grieger

Formation and effectiveness of anti-poverty policies from a sociological and public policy perspective. Consideration of who is poor and who deserves federal assistance. Topics include: origins of the modern social safety net; the federal government's role in constructing and implementing anti-poverty policy; realities of low-wage work; the "culture of poverty;" and employment- and family-based policy strategies for alleviating poverty. Applied understanding of quantitative social science research methods is helpful, but not required.

* **SOCY 343a / EP&E 273a / MMES 343a / RLST 291a, Sociology of Islam** Jonathan Wyrzten

Social scientific studies of Islam; introduction to sociology of religion and its application to Islam; the utility of "Islam" and "Muslim" as analytical categories; debates about definitions of Islam and religion in anthropology and religious studies; comparative sociological studies both within Islam and contrasting Islam with other religions. SO

* **SOCY 352b / HUMS 247b, Material Culture and Iconic Consciousness** Jeffrey Alexander

How and why contemporary societies continue to symbolize sacred and profane meanings, investing these meanings with materiality and shaping them aesthetically. Exploration of "iconic consciousness" in theoretical terms (philosophy, sociology, semiotics) and further exploration of compelling empirical studies about food and bodies, nature, fashion, celebrities, popular culture, art, architecture, branding, and politics. HU, SO

* **SOCY 365a / PLSC 241a, The Making of Political News** Matthew Mahler

The processes through which political news gets made. How the form and content of political news are shaped in and through the ongoing relationships between political operatives and journalists; ways in which these actors attempt to structure and restructure such relationships to their benefit. SO

* **SOCY 372a / AFST 372a / HIST 375Ja / MMES 105a, Comparative Nationalism in North Africa and the Middle East** Jonathan Wyrzten

The rise of nationalism in the Maghreb (or Arab West) and Mashriq (or Arab East). Introduction to major debates about nationalism; the influence of transnational (pan-Islamic and pan-Arab) ideologies, ethnicity, gender, and religion. Case studies include Egypt, Iraq, Israel, Palestine, Jordan, Saudi Arabia, the Gulf monarchies, Morocco, Western Sahara, Algeria, and Berber and Kurdish movements. SO

* **SOCY 373b / AFAM 358b / ER&M 463b, Ethnography of Policing and Race** Kalfani Ture

Ethnography is the systematic study of culture and a method of knowledge production utilized by social scientists to apprehend, comprehend, and represent cultural groups and other social phenomena. This course explores the ethnographic representations of policing historically alongside the American construction of race. It explores the complex nature of policing in racially concentrated contexts. Additionally, it explores the warrants of ethnography as it relates to the study of policing and race. Students examine the tension between typical racial minorities and policing and the experiences of various other racialize groups that have appeared in and fallen out of focus as targets for racialize police contact. SO

* **SOCY 389a / GLBL 215a / LAST 386a / MGRK 237a / PLSC 375a, Populism from Chavez to Trump** Paris Aslanidis

Investigation of the nature of the populist phenomenon and its impact on politics, society, and the economy in various regions of the world. Conceptual and methodological analyses are supported by comparative assessments of various empirical instances, from populist politicians such as Hugo Chavez and Donald Trump, to populist social movements such as the Tea Party and Occupy Wall Street. SO

* **SOCY 390b / ER&M 360b / HLTH 370b / HSHM 432b / WGSS 390b, Politics of Reproduction** Rene Almeling

Reproduction as a process that is simultaneously biological and social, involving male and female bodies, family formation, and powerful social institutions such as medicine, law, and the marketplace. Sociological research on reproductive topics such as pregnancy, birth, abortion, contraception, infertility, reproductive technology, and aging. Core sociological concepts used to examine how the politics of reproduction are shaped by the intersecting inequalities of gender, race, class, and sexuality. WR, SO

* **SOCY 396b / EDST 240b, Cities, Suburbs, and School Choice** Mira Debs

The changing dynamic between cities and suburbs and the role of individuals and institutions in promoting desegregation or perpetuating segregation since the mid-twentieth century. The government's role in the expansion of suburbs; desegregating schools; the rise of school choice through magnets and charters; the effects of inner-ring suburban desegregation and of urban gentrification on the landscape of education reform. Recommended preparation: EDST 110. Preference to Education Studies Scholars. SO RP

Individual Study and Research Courses

* **SOCY 471a and SOCY 472b, Individual Study** Rene Almeling

Individual study for qualified juniors and seniors under faculty supervision. To register for this course, each student must submit to the director of undergraduate studies a written plan of study that has been approved by a faculty adviser.

* **SOCY 491a and SOCY 492b, Senior Essay and Colloquium for Nonintensive Majors** Alka Menon

Independent library-based research under faculty supervision. To register for this course, students must submit a written plan of study approved by a faculty adviser to the director of undergraduate studies no later than the end of registration period in the term in which the senior essay is to be written. The course meets biweekly, beginning in the first week of the term.

* **SOCY 493a and SOCY 494b, Senior Essay and Colloquium for Intensive Majors** Rene Almeling

Independent research under faculty direction, involving empirical research and resulting in a substantial paper. Workshop meets biweekly to discuss various stages of the research process and to share experiences in gathering and analyzing data.

* **SOCY 494b, Senior Essay and Colloquium for Intensive Majors** Rene Almeling

Independent research under faculty direction, involving empirical research and resulting in a substantial paper. Workshop meets biweekly to discuss various stages of the research process and to share experiences in gathering and analyzing data. The first meeting is in the second week of the term.