

# DEPARTMENT OF SOCIOLOGY



## Fall 2015 Course Schedule

NO.	COURSE TITLE	INSTRUCTOR	DAYS	LOCATION	TIME
101-6 Sec. 20	<b>First-Year Seminar Scandals &amp; Reputations</b> <i>This freshman seminar is designed to expose incoming students to the basic approaches that historians, political scientists, and sociologists use to understanding historical memory. In particular, we examine how reputations are constructed by the public and by historians, and how scandals (including contemporary ones) come to be understood. Our primary focus for this course will be American examples, but the historical range will be broad, covering 1700-present. Given the controversy recently uncovered at Northwestern about the involvement of our founder, John Evans in the Sand Creek Massacre, the most significant genocide of native peoples on United States soil, we will discuss how the university should recall Evans' deeds.</i>	Gary Fine	TTh	555 Clark 230	3:30-4:50 PM
101-6 Sec. 21	<b>First-Year Seminar American Families After the Sexual Revolution</b> <i>In this course, we will explore how and why American families have changed since the 1960s. Although there are many topics related to families and family life, the focus of this writing-intensive course will be on marriage and other romantic relationships. We will discuss changes in the ways that people find a romantic partner, the characteristics of their partners, and the duration and types of their relationships. We will examine what these changes mean for the individuals involved and for the broader society. Topics include cohabitation, divorce, non-marital childbearing, and same-sex unions.</i>	Christine Percheski	TTh	Allison 1021	2:00-3:20 PM
110-0 Sec. 20	<b>Intro to Sociology</b> <i>Broad overview of a wide range of social issues and ways of sociological thinking. Characteristics of group life. Interrelations of society, culture, and personality; major social institutions and processes.</i>	Craig Rawlings	MWF	Harris 107	1:00-1:50 PM
206-0 Sec. 20	<b>Law &amp; Society Combined w/Legal St 206</b> <i>Law is everywhere. Law permits, prohibits, enables, legitimates, protects, and prosecutes citizens. Law shapes our day to day lives in countless ways. This course examines the connections and relationships of law and society using an interdisciplinary social science approach. As one of the founders of the Law and Society movement observed, "law is too important to leave to lawyers." Accordingly, this course will borrow from several theoretical, disciplinary, and interdisciplinary perspectives (such as sociology, anthropology, political science, critical studies, psychology) in order to explore the sociology of law and law's role primarily in the American context (but with some attention to international law and global human rights efforts). The thematic topics to be discussed include law and social control; law's role in social change; as well as law's capacity to reach into complex social relations and intervene in existing normative institutions, organizational structures, and the like.</i>	Laura Beth Nielsen	TTh	Annenberg G21	9:30-10:50 AM
207-0 Sec. 20	<b>Cities &amp; Society</b> <i>Why are cities different from any other kinds of places? What has been the history of urbanization in the U.S. and how does that compare to cities in other countries? Cities and Society explores these questions, focusing on topics such as segregation, suburbanization, housing, gender, crime, immigration, and culture.</i>	Mary Pattillo	TTh	Harris 107	3:30-4:50 PM
208-0 Sec. 20	<b>Race &amp; Society</b> <i>This class will explore the nature of race in an effort to understand exactly what race is. It seeks to understand why race is such a potent force in American society. Close attention will be paid to the relationship between race, power, and social stratification. The course will examine the nature of racial conflict and major efforts to combat racial inequality.</i>	Quincy Stewart	MW	Annenberg G15	9:30-10:50 AM
212-0 Sec. 20	<b>Environment &amp; Society Combined with Enviro Pol 212</b> <i>Overview of the interactions between societies and the natural environment. Examines both key environmental problems, like climate change and oil spills, and possible solutions, and the roles played by different social structures and groups in shaping both issues.</i>	Susan Thistle	TTh	Annenberg G15	12:30-1:50 PM
226-0 Sec. 20	<b>Sociological Analysis</b> <i>Logic and methods of social research, qualitative and quantitative analysis of social data, and ethical, political, and policy issues in social research. Foundation for further work in social research.</i>	Elizabeth Onasch	MW	555 Clark B01	3:30-4:50 PM

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301-0 Sec. 20	<b>The City: Urbanization &amp; Urbanism</b> <i>Learn different sociological theories about cities and social life and about research that supports or revises those theories. Topics include physical ecology of cities, political economy of cities, social life among social groups, and the question of community, deviance and social control, and planning for the future.</i>	Albert Hunter	TTh	University 101	11:00-12:20 PM
302-0 Sec. 20	<b>Sociology of Organizations</b> <i>Structure and function of formal organizations, especially in business and government. Stratification, social control, and conflict. Discretion, rules, and information in achieving goals. Modes of participation. Development of informal norms.</i>	Craig Rawlings	MW	University 102	9:30-10:50 AM
307-0 Sec. 20	<b>School &amp; Society</b> <i>This course is a critical sociological look at education in the United States - with a focus on contemporary debates and issues. The course will cover how sociologists have both theoretically and empirically looked at schooling practices, what and how students learn, and how schools fit into the larger society including how the educational system in the US interacts with political, economic, family, and cultural institutions. We will also spend much time focusing on how one's educational experiences and opportunities are shaped by their gender, class, and ethnic/racial statuses. We will focus on K-12 and college with specific topics including college admissions, same-sex schooling, and Teach for America. Throughout all of these issues and topics, we will examine how schools both challenge and support existing systems of inequality.</i>	Karrie Snyder	MW	University 121	3:30-4:50 PM
308-0 Sec. 20	<b>Law &amp; Society</b> <i>This course examines the grounds for and against capital punishment, then move on to study histories, applications, and recent policy research.</i>	John Hagan	TTh	Searle 2407	9:30-10:50 AM
311-0 Sec. 20	<b>Food, Politics, &amp; Society</b> <b>Combined w/ Enviro Pol 311</b> <i>This course looks closely at how different social groups, institutions and policies shape the ways food is produced, distributed and consumed in different parts of the world, especially the United States, and the social and environmental consequences of such a process. We look at the dramatic growth of factory farming and the social and political factors lying behind such rise, and alternatives such as sustainable farming, Farmers' Markets, and local food. aspects of the food systems we examine, and the social actors and policies giving rise to such alternatives.</i>	Susan Thistle	TTh	555 Clark B01	3:30-4:50 PM
327-0 Sec. 20	<b>Youth &amp; Society</b> <i>The course will be a critical examination of how "childhood" and "adolescence" have been defined in the U.S. We will consider how modern and historical conceptions of childhood and adolescence have evolved and how these definitions have been shaped by societal forces and institutions such as the economy, religion, and politics. We will also look at the lives of children themselves and how individuals experience being children, kids, teens, and so forth in a particular time and place. As a class, we will also be very critical of cultural and media portrayals of children and teenagers and ask how these representations have reflected and shaped how society views youth. We will also look at how childhood itself has been viewed as a social problem. Children and adolescents and their behavior have often been considered to be the root of many social concerns (such as teen pregnancy, suicide, and bullying). But also many social problems arise because of society's feeling that children and young people need to be protected (such as calls to end child labor and the "missing child" awareness movement). The final topic for the course will be how adolescents make the transition to adulthood socially, emotionally, and economically, and how this transition has changed over time - particularly over the last several decades.</i>	Karrie Snyder	MW	555 Clark B03	12:30-1:50 PM
335-0 Sec. 20	<b>Sociology of Rational Decision Making</b> <i>This course explores the role played by numerical and quantitative information in private and public sector decision-making. More than ever before, organizations produce and consume vast amounts of quantitative data. Such information informs economic and political decision-making at the highest levels. Quantitative data are said to enhance the precision, accuracy, rationality, and objectivity of decisions. We will examine how quantitative data are produced and consumed in a variety of organizational contexts, what role they play in real-world decision-making, and why such data continues to make us nervous. What circumstances make it easier or harder to derive quantitative measures? Can such data be used to produce rational decisions, or simply to rationalize decisions? We will explore these issues using examples drawn from private and public-sector decision-making.</i>	Bruce Carruthers	MW	University 122	11:00-12:20 PM
348-0 Sec. 20	<b>Race, Politics, &amp; the Law</b> <b>Combined w/ Legal St 348</b> <i>Racial discrimination is illegal, and yet race still structures our experiences and opportunities. How does the law address current issues of racial inequality? What is the role of politics in perpetuating or dismantling racial inequality?</i>	Heather Schoenfeld	MW	University 122	2:00-3:20 PM

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376-0 Sec. 20	<b>Topics in Sociological Analysis</b> <b>Sexuality, Biomedicine, &amp; HIV/AIDS</b> <b>Combined w/ Gender St 332</b>	Aaron Norton	MW	Searle 2407	9:30-10:50 AM
<p><i>Since the appearance of a "mysterious new disease" among gay men in the U.S., HIV/AIDS has been closely associated with sexuality. This is true not only because a large percentage of HIV-transmission occurs via sexual contact, but also because of close associations between sexuality and morality and what "kinds" of people and practices are said to be more likely to spread HIV than others. In this course, we draw upon scholarship in the social sciences and humanities to examine the interplay between HIV/AIDS and sexuality, with an emphasis on the role of science and technology. How did associations between sexuality, disease and morality shape what was known about the spread of HIV early in the epidemic? How have ongoing efforts to know, treat and prevent HIV shaped sexual practices and intimacies, and vice versa? Together, will consider the complex interplay of HIV, sexuality and science across a diverse array of topics, including: the politics of HIV-risk categorization; HIV-stigma and discrimination; social movements and access to treatment; sexual practices and intimacies; and new frontiers in HIV-prevention, among others.</i></p>					
376-0 Sec. 21	<b>Topics in Sociological Analysis</b> <b>Contemporary Jewish Identities</b> <b>Combined w/ Rel St 333</b>	Yael Israel-cohen	MW	Locy 301	3:30-4:50 PM
<p><i>This course will examine the various contours of contemporary Jewish identities in a comparative perspective between Israel and the United States. Attention will be given first to the constructs of Jewish identity in ethnic, national, and religious terms and then to the most pressing in-group schisms that divide the Jewish people today. In this capacity, we will investigate topics such as the "who is a Jew" debate; denominational tensions and questions of recognition; religious and secular divides; and political/ideological rifts. The course will include weekly reading assignments, student-led interviews on the topic of Jewish identity, and a final paper.</i></p>					
398-1 Sec. 20	<b>Senior Research Seminar</b>	Albert Hunter	TTh	Library 3722	2:00-3:20 PM
<p><i>Writing a senior thesis can be one of the most meaningful experiences of your life, and also one of the most enjoyable. If you plan to go to graduate or professional school, the experience of conducting a sustained research project will give you a taste of what to expect. If you plan to go into the job market after graduation, you should know that employers look for students who are self-directed and creative, and who have problem-solving skills and real-world experience. These are exactly the skills the senior thesis calls on, and allows you to demonstrate. The class is a two-quarter sequence. In the fall quarter, you will identify a research question, put together a research proposal, and begin your data collection. If possible, try to finish data collection by the end of winter break. There are no required books or articles for this class, but we will suggest or require books and articles for each of you individually as necessary for your project.</i></p>					

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