

Undergraduate Handbook, Spring 2021

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Welcome

I do not exaggerate when I say that the entire Sociology faculty welcomes you to our program. We have made a life-long commitment to the discipline of sociology, and are eager to share it with students. Sociology is exciting, interesting, and important. With the world changing so rapidly around us, the need to make sense of it is ever more critical. Terms like globalization, information technology, and demographic transition appear in popular and news media. Cultural and religious conflict affects all of our lives, all around the world. The job market is changing rapidly; families form and re-form, changing shape as they do so; America has become a country of immigrant religions not just of immigrants; the lives of the wealthy and the poor are ever further apart. The study of sociology can help you get a handle on these issues, both to help improve your own life and to help change society for the better.

The sociology program here at Loyola University Chicago is designed to help you with that process. We have courses, programs, clubs and honor societies, bright students and a distinguished faculty, and even this handbook to help you. Look through the booklet, discover our courses, talk to our faculty and join us. You can also find more information about the department and us on our website at **www.luc.edu/sociology**.

Everyone listed in this booklet and on our website is ready to field any of your questions – we may not be able to answer them all, but we will point you to who can. Be sure to check in with Dr. Judson Everitt, who is the Undergraduate Program Director for Sociology. He knows the ins and outs of the program better than anyone. But all the faculty would be happy to discuss your interests in sociology, and/or your prospective career or vocational plans. The best way to be successful in any academic program is to make connections and keep them active. Come by and talk.

Rhys Williams

Sociology at Loyola University Chicago

Undergraduate and graduate students entering Loyola University Chicago's Department of Sociology become part of a distinguished program with a long history of teaching, research, and service to the community begun in 1914. With fifteen full time faculty members, our department supports both an active research agenda and a teaching program that grants personal attention to our students. Our expanding number of undergraduate majors is complemented by over eighty full and part-time graduate students working toward advanced degrees in a program which has a continuing commitment to quality teaching, a plurality of methodological and theoretical styles, and the application of sociological analysis to community problems.

The department offers an undergraduate B.A. degree in sociology, a combined B.A. in sociology and anthropology, and a five year B.A./M.A. in sociology for selected majors as well as an active internship program. Since the department also grants the M.A. and P.D. degrees in sociology, advanced undergraduates can also take graduate courses.

The department at Loyola is young, vigorous, and productive. The faculty is widely published in respected journals, and are quoted in newspaper and radio stories. In addition, a large proportion of the faculty are officers or active members of a range of professional associations, including the American Sociological Association, the Society for Study of Social Problems, the Midwest Sociological Society, Sociologists for Women in Society, and the Religious Research Association. Strong areas of faculty interest are urban communities and policy, and religion, culture and social change. The newsletter, *In Solidarity*, keeps current students and alumni updated on the accomplishments and activities in the department.

Undergraduates at Loyola benefit from a curriculum that exemplifies the educational recommendations of the American Sociological Association. Unlike some undergraduate programs that lack separate courses in methodology and statistics, and frequently lack a capstone course, the program at Loyola requires all three elements for the major. This provides a superior preparation for both careers and graduate school. Undergraduates also benefit from the opportunity to attend the colloquium organized by the graduate program, which brings a variety of speakers to campus.

With few exceptions, all the required courses for the major and many of the electives are taught by full-time faculty members; some classes are taught by advanced graduate students, who have completed a course in college teaching, or already have a strong background in education. These instructors bring enthusiasm of young professionals to the classroom, and many are named as favorites among the undergraduates.

The Discipline of Sociology

Sociology as a discipline emerged in the late 19th century as scholars in

Europe and North America attempted to make sense of societies shaped by the modern forces of science, democracy, and industrialization as well as the older, continuing forces of religion, family, and community. They found that the traditional intellectual resources of philosophy and history, while helpful, could not adequately address the empirical questions they were asking—such as how many people live in a city, or what causes violent crime. So they adapted the approach of the natural sciences to the study of human society, creating what we now recognize as a social science.

Like the natural sciences, and other social sciences, sociological investigation is grounded in general theories, poses hypotheses, systematically collects observations, and assesses those ideas in light of the evidence. Methodologically, sociologists have pioneered survey research, but they also use many other forms of data collection. Unlike the natural sciences, however, sociology does not only investigate human life “from the outside” but also “from the inside.” Sociologists seek to understand not only action, but also meaning of action for the participants. Consequently, sociologists view human behavior as open-ended; shaped not only by constraints, but also by the intentions and creativity of human actors.

From its beginning, sociology has been not only an academic discipline, but also a tool for people interested in promoting various kinds of social change. For instance, Frances Perkins, who earned a master’s degree in economics and sociology, and was secretary of labor under Franklin D. Roosevelt, chaired the committee that drafted the 1935 Social Security Act, probably the single most important piece of anti-poverty legislation in American history. While few sociologists rise to the level of influence of a Frances Perkins, many seek to lessen inequalities and find new responses to social problems.

Sociologists today seek to understand human relationships from the micro, to the meso, to the macro scale. They study face-to-face interactions, such as those of couples, families, neighbors, and workplace groups. They examine institutions, such as schools, occupations, and churches, as well as large scale forces like globalization and urbanization.

With a background in sociology, you will be better able to raise relevant questions about the direction in which society is moving, interpret social trends, and examine significant social problems. Whether you major in sociology, minor in sociology, or just take a course or two, you should gain new insight into the ways that society shapes people and the way people shape their society.

Career Development for Sociology Majors

Some students, while they find the subject matter of sociology engaging, may be at a loss to answer the question, “So, what will you do for a job?” While sociology builds an outlook and skills that are relevant in many occupations, very few jobs come with the label, “Sociologist wanted.” This means that sociology majors have to define their interests, skills, and values, learn

about a range of career options, and find positions that match who they are and want they want to do. This process is best done over the course of at least a couple of years.

The sociology program incorporates some career development experiences in each of the four required courses for the major. We hope that this will provide a foundation for a more extensive career exploration through opportunities both inside and outside the department. These typically include alumni panel discussions of life after Loyola, internships, volunteer experiences, personal reading, part-time and summer jobs, as well as the services of the Center for Experiential Learning, the pre-professional program offices of the university, and University Ministry.

Here's a brief sketch of the career development components of the required courses. Staff from the Career Development Center assist instructors with this material.

SOCL 205 Sociological Thought

Overviewing the career development process

SOCL 206 Principles of Social Research

Using research methods to learn about careers

SOCL 301 Statistics

Preparing for the job hunt and job interviews

SOCL 365 Social Theory and Social Research

Anticipating transitions into work world

In addition, sociology majors can register for **“Loyola Seminar-Epic Life” (UNIV 102)** for students with less than 60 cumulative hours and **“Career & Life Planning Seminar” a three credit hour general elective course offered through the Career Center (UNIV 224)** for junior and senior level students. These courses help students learn a process that can be applied to making career-related decisions throughout their life. The Career Center also offers a two-session, non-credit Career-Self Assessment Workshop (C-SAW) which deals with similar topics in a briefer format. In addition, it makes available books, as well as online materials, such as the brochures, “What Can I do with This Major?”

ASA Reports on Careers for Sociology Majors

The American Sociological Association (ASA)'s website includes [*Preparing for a 21st Century Job Hunt with a BA in sociology*](#) which provides an outline of the resources one with a degree in sociology can utilize for post-graduate life and the different opportunities that a sociology degree offers.

Additionally, the ASA has sponsored national, longitudinal surveys of students who graduated with majors in sociology in 2012 and 2014 to track their

post-college work experiences. These surveys, *Jobs, Careers & Sociological Skills: The Early Employment Experiences of 2012 Sociology Majors* and *Recent Sociology Alumni: Would They Major Again?* reported in a series of research briefs available at the ASA website.* Links to these studies are on the Sociology Department undergraduate careers webpage at https://www.luc.edu/sociology/UG_Opportunities_and.shtml.

“The brief, *Jobs, Careers and Sociological Skills: The Early Employment Experiences of 2012 Sociology Majors* (2015), focuses on the post-baccalaureate life of sociology majors who graduated in 2012. They analyze 553 students: post-grad with a BA in sociology and how they feel their major has helped them in the work world. The following table shows the level of Agreement that the following skills acquired as sociology majors were used on the job:

- Diversity: 83.3%
- Groups and Teams: 86.6%
- Social Institutions and Their Impact on Individuals: 81%
- Alternative or Critical Perspectives: 72.2%
- Sociological Imagination: 68.7%

TABLE 8. Concepts and Skills Learned as Sociology Majors and Used on the Job: Percentage Distributions

To help me with my job, I use what I've learned about ...	Strongly agree	Somewhat agree	Somewhat disagree	Strongly Disagree
Diversity	55.2	28.1	7.4	9.3
Social institutions and their impact on individuals	49.9	31.1	9.4	9.6
Groups and teams	49.6	37.0	6.9	6.5
Social problems	47.5	26.4	12.9	13.1
Alt. or critical perspectives	41.1	31.1	15.2	12.6
Sociological imagination	33.8	34.9	14.7	16.5
Soc. concepts and theories	26.2	38.4	15.9	19.4
Data analysis	22.3	34.8	18.0	25.0
Other aspects	19.5	39.8	20.3	20.5
Research design	13.6	27.1	26.4	32.9

SOURCE: American Sociological Association, *Social Capital, Organizational Capital, and the Job Market for New Sociology Graduates, 2012, Wave III.*

reported largest of sociology graduates employed services counselors

that the number of sociology graduates employed in social or as

The most common career paths for those with a degree in sociology are:

- Behavioral disorder counselors
- Correctional treatment specialists
- Health educators
- Marriage/family therapists
- Probation officers
- Recreational therapists
- Rehabilitation counselors
- Social/community service managers
- Social/human service assistants
- Social workers
- Substance abuse counselors
- Medical School
- Law School

The analysis also looks at skills in the work world and how post-grad sociology students feel those skills were cultivated in the sociology major:

Organizational Skills (Including Leadership): 85.9%

Working with people who differ in race, ethnicity, gender, class: 83.8%

Working with others in teams: 81.9%

Using computer resources to locate information: 69.4%

Gather information and make evidence based arguments: 47.5%

Summarize information in tables/graphs: 42.3%

Write a report: 37.6%

Making presentations using software such as PowerPoint: 36.0%

Search for existing statics: 35.1%

Many, Loyola sociology alumni to pursue graduate degrees and to work in research and social change-oriented organizations. By way of example, recent undergraduates in the workforce are:

- Providing paralegal services for low-income people
- Quantitative research associate
- Evaluating public health programs
- Organizing for a union
- Coordinating a bilingual after school program
- Teaching high school for Jesuit Volunteer Corp
- Writing for a newspaper
- Raising funds for a medical mission organization
- Serving as field liaison for a development agency in India
- Designing surveys for an opinion research organization
- Playing professional basketball in Israel (really!)

Sociology students are warmly encouraged to talk at any time with faculty and staff about their interests and goals for the future.

ASA Reports on Graduate Education for Sociology Majors

The American Sociological Association (ASA) survey of majors who earned their bachelor's degree in 2005 explores not only their work experience, but also their experience in graduate school.* In 2007, about **35 percent of those sociology alumni were attending graduate school either full or part time.**

Of those in graduate school, about 75 percent were pursuing master's degrees, about 13 percent were pursuing professional degrees, and about 11 percent were pursuing degrees that would lead to a PhD. This distribution is broadly consistent with national trends; in 2006 about 85 percent of all graduate degrees awarded were master's degrees.

Table 2 shows the fields of study pursued by these students. While 22 percent of the students pursued advanced work in sociology, most students were pursuing degrees in professional or vocational fields.

Table 2: Graduate Fields of Study in 2007 of Sociology Graduates from 2005

Sociology	22.4%
Social Work	16.9%
Education	11.4%
Law	10.5%
Other Social Sciences	9.4%
Psychology/Counseling	8.6%
Engineering	7.3%
Business/Management	4.5%
Public Policy/Affairs	3.8%
Other	5.1%
TOTAL	100%

Not surprisingly, of all the students with degrees in sociology, **those who enrolled in any kind of graduate school tended to have higher grade point averages in the major.** They were also more likely to identify as African-American or Hispanic, and to be motivated by their career goals.

Compared to those who enroll in other graduate programs, **those who enroll in sociology graduate programs were more likely to be motivated by their ideals** — wanting to understand social forces and contribute to social change. They also **reported more mastery of research skills.** Scholarly socialization, including participation in honors programs, sociology clubs, and professional meetings, may have also encouraged them to attend graduate school in their discipline.

Sociology and Loyola's Core Curriculum

The Core Curriculum is an essential part of undergraduate education at

Loyola. The Core includes 16 courses, totaling of 48 credit hours of course-work in Arts and Sciences. An emphasis is on understanding global realities.

The Core Curriculum requires two classes that satisfy the Social and Cultural Knowledge Area. The list of sociology classes that satisfy this requirement follows. Students must take a Tier I class before taking a Tier II class. Please note that a Tier I classes can be in sociology, anthropology, political science or psychology in preparation for taking a Tier II class in any of those disciplines.

CORE SOCIAL AND CULTURAL KNOWLEDGE TIER I CLASS

SOCL 101 Society in a Global Age

CORE SOCIAL AND CULTURAL KNOWLEDGE TIER II CLASSES

SOCL 121 Social Problems

SOCL 122 Race and Ethnic Relations

SOCL 123 Mass Media and Popular Culture

SOCL 125 Chicago: Growth of a Metropolis

SOCL 145 Religion and Society

SOCL 171 Sex and Gender

CORE ENGAGED LEARNING COURSES

In addition, students are required to take one Engaged Learning course. The following courses in sociology satisfy this requirement. Selected sections of other courses may satisfy this requirement, such as a section of SOCL 101 that includes service-learning. Those course sections will be listed on LOCUS

SOCL 127 Social Analysis and Social Action

SOCL 216 Sociology of Violence

SOCL 258 Confronting Homelessness

SOCL/PLSC 335 Urban Semester Seminar

SOCL 380 Internship

CORE QUANTITATIVE ANALYSIS COURSE

Sociology majors can satisfy the core quantitative analysis requirement by passing SOCL 301 Statistics for Social Research, which is a requirement for the major. Students who are not sociology majors cannot take this course, and so it is not listed on LOCUS as satisfying the core for the general student population. Additionally, sociology majors who are taking psychology as a major or minor can take PSYC 304, Statistics, in place of SOCL 301.

Please note that each school and college within the university may have additional general education requirements beyond those of the Core, such as the foreign language or writing intensive requirements of the College of Arts and Sciences.

Sociology Major

The required courses for Sociology majors are Sociology 205, 206, 301 and 365. Before registering for Sociology 205, students must take at least one 100-level course in sociology; those courses include but are not limited to 101. The four required courses should be taken in sequence, one per semester, which means that **majors should start the required sequence no later than fall of their junior year**. They are strongly encouraged to begin this sequence during their sophomore year, in order to allow time later for study abroad, graduate courses, and research opportunities. In the capstone class, Sociology 365, students conduct individual research projects, culminating in a senior thesis about 20-24 pages long. This course fulfills one of the two “Writing Intensive” courses required by the College of Arts and Sciences.

Besides the four required courses, **majors take seven additional courses**, five of which must be from sociology courses at the 200 or 300 level. One course in a related discipline at the 200 or 300 level may be counted toward the major with the permission of the Undergraduate Program Director. Only three credit hours of SOCL 380 (Internship) may be counted toward the major. Students who take SOCL 380 for six hours of credit count three hours towards the sociology major and three hours towards general electives.

A sociology major who receives a "D+" or lower grade in any course for the major must seek the advice of the department and/or academic dean, regarding a decision either to repeat the course or replace it with another course.

Under certain conditions, **senior sociology students may enroll in a graduate course**. The student must have an overall G.P.A. of at least 3.3 and a G.P.A. in sociology of at least 3.5. In addition, the student must secure the permission of the instructor and the Graduate Program Director.

Of the total 120 credit hours required for graduation from Loyola, university core courses account for about 48 hours, sociology courses for the major account for 33 hours, and the remaining 39 hours of credit are electives, which may fulfill another major or minor.

Concentrations

Sociology majors may elect to “concentrate” in one of two specialty areas. The areas are “Health in Society” and “Social Justice in Society”. Coursework required for each concentration are detailed on pages 12 and 13 of this handbook.

Sociology Major

Required Courses for the Sociology Major ⁺	Semester	Status*
SOCL 205: Sociological Thought		
SOCL 206: Principles Of Social Research		
SOCL 301: Statistics for Social Research ⁺⁺		
SOCL 365: Social Theory & Social Research ⁺⁺⁺		
Electives (7 total. 5 must be from 210-380; 1 course from another social science may be substituted with departmental permission).		
SOCL ____		
SOCL ____		
SOCL ____		
SOCL ____		
SOCL ____		
SOCL ____		
SOCL ____		

* C=*Completed*, IP=*In Progress*, W=*Waived*, X=*Transfer Credit*, R=*Repeated*

+ The required courses should be taken in sequence, one per semester.

++ SOCL 301 fulfills the core quantitative analysis requirement for majors only.

Psych majors may fulfill 301 through Psych 304 Statistics.

+++ SOCL 365 fulfills one writing intensive requirement of CAS.

Sociology Major

Health in Society Concentration

Need one from each cell; *indicates courses that are infrequently offered; +indicates experiential learning.		
Intro	SOCL 101	Society in a Global Age
Health care	SOCL 225	Sociology of Health Care
Race, ethnicity, gender	SOCL 122	Race and Ethnic Relations
	SOCL 171	Sociology of Sex and Gender
	SOCL 210	Gender and Work
	SOCL 228*	Sociology of African American Experience
Life course	SOCL 220*	Topics in the Life Cycle
	SOCL 221*	Aging in Culture and Society
	SOCL 230	Self and Society (Social Psych)
	SOCL 231*	Childhood and Society
	SOCL 236	Birth, Work, Marriage, Death
	SOCL 240	Families
Poverty and inequality	SOCL 222	Poverty and Welfare in America
	SOCL 250	Inequality in Society
	SOCL 252	Global Inequalities
Sociology of science or special topics in health	SOCL 120	Social Problems: Inequalities in Health
	SOCL 226	Science, Technology, and Society
	SOCL 270	Sociology of Science
	SOCL 272	Environmental Sociology
	SOCL 276	Sociology and the Politics of Food
	SOCL 280	Topics in Contemporary Sociology
	SOCL 370	Global Health
	SOCL 370	Health, Medicine, and Society
	SOCL 380+	Internship in Sociology

Sociology Major

Social Justice in Society Concentration

Need one from each cell; *indicates courses that are infrequently offered; +indicates experiential learning.		
Intro	SOCL 101	Society in a Global Age
Stratification and Inequality	SOCL 250	Inequality in Society
Race, ethnicity, gender	SOCL 121	Social Problems
	SOCL 122	Race and Ethnic Relations
	SOCL 171	Sociology of Sex and Gender
	SOCL 210	Gender and Work
	SOCL 228*	Sociology of African American
Deviance, Social Control, and Crime	SOCL 212*	Patterns of Criminal Activity
	SOCL 215	Law and Society
	SOCL 216+	Sociology of Violence
	SOCL 255	Deviance and Social Control
Poverty and Inequality	SOCL 222	Poverty and Welfare in America
	SOCL 252	Global Inequalities
	SOCL 258+	Confronting Homeless-
Social Change	SOCL 260*	Power in Society
	SOCL 261	Social Movements and Social
	SOCL 262*	Movements for Social Justice:
	SOCL 272	Environmental Sociology
	SOCL 280	Topics in Contemporary Sociol-
	SOCL 335+	Urban Semester
	SOCL 380+	Internship in Sociology

*

Sociology Minor

In choosing elective courses in their undergraduate program, students may wish to take a minor sequence in Sociology. They may do this by completing five courses in Sociology in addition to the 101 course (or another 100-level class).

Of those five courses, only one more may be a 100-level class, and only three credit hours of the internship (SOCL 380) may be counted toward the minor. Two transfer courses may be counted toward the minor.

Any courses taken for a minor in Sociology may be applied to the Department's major requirements, if the student should decide to take sociology as a major.

Required Courses	When Taken	Status*
SOCL 101 (Sociology in the Global Age or other 100-level class)		
Elective Courses (15 hours)	When Taken	Status*
May count only one semester of Sociology 380 and one 100-level course. Only two courses (six semester hours) will be accepted in transfer credit toward the minor.		
SOCL _____		
SOCL _____		
SOCL _____		
SOCL _____		
SOCL _____		

* C=Completed, IP=In Progress, W=Waived, X=Transfer Credit, R=Repeated

SUMMARY:	SOCL 101	3 hrs.
	<u>Five Electives</u>	<u>15 hrs.</u>
	TOTAL	18 hrs.

Declaring a Major/Minor, Advising, and Registration

Students who want to discuss a major or minor in sociology are encouraged to stop by the office of the Undergraduate Program Director, Dr. Judson Everitt, for a conversation. Eligible students can declare or drop the major or minor on LOCUS. To change a major or minor on LOCUS, students should click on the tab, “Online Forms and Help,” for instructions. Students who want to switch from the College of Arts and Sciences to one of the other schools at Loyola, however, must apply for an internal transfer.

Majors and minors should see the Undergraduate Program Director in person to be assigned to a faculty member advisor in the sociology department. This advisor serves as a primary contact with the department, and students are encouraged to discuss longer-term plans as well as course selection and other academic issues with their advisor. Students are also welcome to speak with any other member of the department.

Students register for most sociology courses through LOCUS; however, a few courses are blocked to all students until they complete a “Permission to Register” form from the department. Courses requiring this permission include “Social Analysis and Social Action,” the urban seminar, the capstone course, the internship, independent study, graduate courses, and some special topics courses.

The “Permission to Register” form requires the student’s PID as well as the course class number, and is signed by the relevant instructor or program director. Students give the completed form to Stephanie DeCaluwe, Administrative Assistant, who registers them on LOCUS in the order in which she receives their forms.

The department does not keep waiting lists for closed classes; students may want to monitor enrollments, especially during the first week of the semester, to find space in a course when others drop it. They should also speak with an advisor about other course options.

Department staff assists students with registration and other matters. Stephanie Decaluwe, Administrative Assistant, sdecaluwe@luc.edu; Alex Friedlen, Office Assistant, afriedlen@luc.edu.

Certification Requirements for Teaching Sociology in High School

The Undergraduate Program Director, working in cooperation with the School of Education, will assist Sociology majors seeking certification for teaching in secondary schools. And individualizes program of instruction that meets Illinois state requirements as well as the requirements for the Education Department will be developed for each student. For more information on teacher certification requirements, consult the undergraduate catalogue.

Sociology-Anthropology Major

This combined B.A. degree is designed for those students who are interested in both Sociology and Anthropology, and who would like a broader perspective than is available in either discipline alone. The major combines natural science and ethnography from anthropology with theory, methods and capstone courses from sociology, plus a choice of electives from both disciplines.

Students in the combined Sociology-Anthropology major take 12 courses totaling 36 credit hours. The chart below outlines the requirements for this major.

Required Courses		When taken	Status*
One of ANTH:	101: Human Origins 103: Biological Background 104: Humans & Natural Environment 105: Human Biocultural Diversity 106: Sex, Science, and Anthropology		
Both: ANTH: SOCL:	100: Globalization & Local Cultures OR 102: Cultural Anthropology 101: Society in a Global Age		
One of ANTH:	211 –222 (Ethnographic Focus)		
One of SOCL: OR ANTH:	205: Sociological Thought 304: History of Anthropological Thought		
One Required Methods SOCL:	206: Principles of Social Research		
One Second Methods SOCL: OR ANTH:	301: Statistics for Social Research 356: Bioanthropology Lab Work 365: Archaeology Lab Methods		
Two Sociology Electives SOCL: SOCL:	121,122, 123, 125, 145, 171, or a 200-300-level SOCL course Any 200-300-level SOCL course		
Two Anthropology Elect ANTH: ANTH:	One of : 241, 242, 243, 280, 324, 325, 326, 327, 359, 360, 362 Add'l 200-300-level ANTH course		
One theory/ methods seminar: SOCL: OR ANTH:	365: Social Theory and Research 317: Ethnographic Methods		

Urban Studies

Students with a major or minor in sociology are especially welcome to participate in Urban Studies at Loyola. The Urban Studies program offers courses throughout the College of Arts and Sciences focused on the development of cities and contemporary issues in metropolitan regions — topics central to the discipline of sociology

Sociology students may take one or more of the courses affiliated with the Urban Studies program, or they may pursue a minor in Urban Studies. The minor consists of six courses for eighteen hours of credit. Four of these courses can also count towards the sociology major, so it is very simple to combine a major in sociology with a minor in Urban Studies. The Urban Studies Minor now has two tracks, a **General Track** and a **Sustainability Track**. Most of the requirements are the same for both tracks, but elective courses are chosen from different sets of classes. Moreover, students in the Sustainability Track must complete two Core Scientific Literacy courses in the College of Arts and Sciences before taking their Urban Studies elective courses.

Details and course listings for Urban Studies can be found at the program website. Students should check the website for current information, especially on elective courses. See https://www.luc.edu/curl/urban_studies.shtml.

The Center for Urban Research and Learning (CURL), located in Cuneo Hall on the Lake Shore Campus, hosts the two capstone courses for the Urban Studies minor (SOCL 335 and URB 397). In Urban 397 undergraduates work on applied, collaborative research projects with community groups and government agencies in the Chicago area. This research aims to inform social action and change. In Sociology 335, students participate in a seminar on contemporary urban issues. Students who have completed these courses are in a strong position to win an undergraduate fellowship to continue their work at CURL.

Sociology undergraduates are encouraged to participate in the seminars and other events hosted by CURL, especially the regular Friday morning seminars. These seminars feature speakers who are leading research and activism on significant urban issues. See the seminar schedule at <http://www.luc.edu/curl/seminars.shtml>

Students with a background in sociology and urban studies are well prepared to work in fields such as community organizing and development, urban planning, government, politics, non-profits and social services. They also well prepared to enter graduate education in fields such as law, medicine, divinity and the social sciences with an urban-oriented perspective.

Students who would like more information or advising assistance, please contact Dr. Peter Rosenblatt (prosenblatt@luc.edu) in the Sociology Department or David Van Zytveld, dvanzyt@luc.edu, who is the Director of Urban Studies.

Urban Studies Minor Course Requirements (18 hours)

+ indicates courses that also count toward the sociology major

A minor in urban studies requires 18 hours of credit as follows:

Urban Theory, 3 hours

- ECON 320 Urban Economics
- HIST 386 American Urban History
- PLSC 334 Urban Policies and Problems
- PLSC 390 Urban Politics
- SOCL 234 City, Suburbs & Beyond+

Research Methods, 3 hours

- ANTH 317 Qualitative Research Methods in Cultural Anthropology
- CJC 205 Criminal Justice Research
- COMM 365 Naturalistic Methods of Communication Research
- COMM 366 Observing and Measuring Communication Behavior
- COMM 367 Rhetorical Criticism
- PSYC 306 Research Methods in Psychology
- SOWK 390 Introduction to Research Methods
- SOCL 206 Methods of Social Research +
While methods classes from other departments also count for Urban Studies, SOCL 206 is the best choice for sociology majors

Capstone, 6 hours

- SOCL 335/PLSC 335: Urban Semester Seminar
must be taken concurrently with URB 397
Fulfills core “Engaged Learning Requirement”
- URB 397/PLSC 397 Urban Studies Research
must be taken concurrently with SOCL 335

Two electives, see next page

General Track: 2 Electives left column next page

Sustainability Track: 1 Group A elective & 1 Group B elective

Right column next page

<p style="text-align: center;">Urban Studies General Track Electives, 6 hours</p>	<p style="text-align: center;">Urban Studies Sustainability Track Electives, 6 hours</p>
<p>ANTH 301: Refugee Resettlement ANTH 309: Urban Anthropology CJC 371: Victimology CJC 352: Gangs CJC 372: Race, Ethnicity, and Criminal Justice COMM 296: Themes in Advertising/ Public Relations COMM 371: TOPIC: Interviewing for Broadcast COMM 371: TOPIC Politics and the Press COMM 371: TOPIC Photojournalism ECON 320: Urban Economics ECON 355: Economics of Real Estate ELPS 240: Urban Education Policy and Practice ENVS 380: Introduction to GIS FNAR 203: Chicago: Face of a City HIST 300: TOPIC: Urban Architecture HIST 364: Emergence of Industrial America 1870-1900 HIST 385: Chicago in America HIST 386: Creation of the American Metropolis PLSC 224: Chicago Politics PLSC 300: Contemporary Political Issues PLSC 372: Crime, Race, and Violence PLSC 390: Urban Politics PSYC 374: Community Psychology SOCL 125: Chicago: Urban Metropolis SOCL 234: Cities, Suburbs, and Beyond SOCL 235: Communities SOCL 258: Confronting Homelessness SOWK 201: Social Welfare and Social Work I SOWK 361: TOPIC: Black Men in America SOWK 370: Intersection of Oppression, Privilege & Diversity THEO 192: TOPIC: Urban Issues GROUP A ELECTIVES, 3 HOURS ANTH 104: The Human Ecological Foot</p>	<p>print COMM 306: Environmental Advocacy COMM 371: Special Topics in Communications Studies** PLSC 392: Environmental Politics SOCL 265: Globalization and Society SOCL 272: Environmental Sociology SOCL 275: Sociology of Consumption SOCL 276: Sociology & Politics of Food SOCL 280: Topics in Contemporary Sociology** SOWK 361: Special Topics in Social Work** GROUP B ELECTIVES, 3 HOURS ENVS 207: Plants and Civilization ENVS 213: Earth Science- the Changing Planet ENVS 214: Earth Science: Weather- Climatology ENVS 218: Biodiversity & Biogeography ENVS 223: Soil Ecology ENVS 224: Climate & Climate Change ENVS 224: Climate Change ENVS 281: Human Impact on Environment ENVS 282: The Human Environment ENVS 283: Environmental Sustainability ENVS 380: Introduction to Geographic Information Systems UNIV 410: Geographic Info Systems***</p>

* If taken for the theory course, it may not also count as an elective

** open to Seniors (subject to approval by instructor)

Transferring Courses and Study Abroad

The department allows transfer students to count a maximum of five courses (15 semester hours) from other colleges and universities toward the sociology major at Loyola. A maximum of three courses (9 semester hours) may be counted toward the minor. Students must have received a grade of C or better in any course considered for transfer. The College of Arts and Sciences must also certify the courses are acceptable for transfer to Loyola.

Final decisions on whether a transfer will count for the major are made by the department after reviewing the student's transcript and the course descriptions. The department will assess whether a given transfer course is equivalent to a specific Loyola sociology course, whether it counts towards the major as an elective course that is not offered here, or whether it is not appropriate for Loyola sociology credit. The required capstone course (Sociology 365) must be taken in the Sociology department at Loyola.

The College of Arts and Sciences must "pre-approve" courses that current Loyola students plan to take at other institutions and then transfer back to Loyola. This includes courses that will be taken as part of a study abroad curriculum. The Undergraduate Program Director should also "pre-approve" any courses from other institutions that current students plan to count toward their Loyola major in sociology.



Internships

The sociology department offers internships for academic credit so that students can work off-campus and apply sociological skills in practical settings. Internships are a good way to explore possible career interests, contribute to social change, and develop skills in fields such as human services, community organizing, administration, or data analysis. Internships are open to juniors and seniors during the summer as well as during the regular academic year. Placements are available in both in Chicago and the suburbs. Most internships are unpaid positions.

Sociology interns have worked at:

- Bilingual after-school programs
- Health care and legal aid agencies
- Affordable housing coalitions
- Community development organizations
- Peace and environmental groups
- Business firms
- Local, state, and federal government agencies
- Survey research organizations
- Advocacy and service organizations for women, youth and special populations

The Sociology department offers internships for three or six hours of academic credit through the course Sociology 380. This course provides faculty supervision for off-campus work, and helps students integrate their experiences with their major. Students must work 8 to 10 hours a week on site to earn 3 hours of credit, or 15 hours on site per week to earn 6 hours of credit. Students who take SOCL 380 for six hours of credit count three hours towards the sociology major and three hours towards general electives.

Securing an internship is very much like looking for a job. It takes some time to complete the process, so in most cases, students should start that process one semester in advance of the anticipated placement. Students should start the process by browsing internship listings on RamblerLink and contacting the Center for Experiential Learning. Once a student has located a potential placement, contact Dr. Everitt to register for Socl 380. The Center for Experiential Learning and the department help students find placements, but the responsibility for securing their own internships rests with the students.

More detailed information is available on the Sociology Department website at <http://www.luc.edu/sociology/internship.shtml>

Sociology and Health Professions

You don't have to be a biology or psychology major to enter medical school or any of the health professions. In the past few years, graduates of Loyola's sociology program have attended medical school at the University of Illinois, Rush, Northwestern, and Ohio State University as well as Loyola's own Stritch School of Medicine. Other recent graduates have gone on to the University of Michigan and University of Washington School of Public Health.

Medical, dental, and pharmacy schools all require a core of basic and suggested science courses (about 10 courses and labs). Combining them with a major in Sociology will not only prepare you academically, it will provide that "something extra" to make your application stand out.

Schools of public health typically require less background in the natural sciences, but expect training in survey research and statistics. Detailed career and graduate school information can be found at <https://www.apha.org/> which is the home page for the American Public Health Association.

Studying sociology is good preparation for students who plan to enter health professions because it trains students to think critically, analyze data, and write clearly — very important skills for those planning a career in health care. More importantly, the sociology major also provides the student with insight and empathy needed to be an effective health professional and to understand health and illness in its social context.

Students interested in the health professions might consider courses such as SOCL 225 "The Sociology of Health Care," SOCL 236 "Population Studies", and SOCL 237 "Professions and Society," Because health and illness are often linked to issues of social justice they might also consider SOCL 122 "Race and Ethnic Relations," SOCL 250 "Inequalities in Society," and SOCL 271 " Sex and Gender."

Detailed information about health careers and required science courses can be found at the Office of Pre-Health Advising Sullivan Center 262, Lake Shore Campus. Phone 773-508-3636 or <http://www.luc.edu/prehealth>



Sociology and Law School

Contrary to popular belief, law schools do not prefer one major over another. However, law schools do prefer applicants who can read, analyze, and write well and those who understand what shapes human experience. Studying sociology is good preparation for students who plan to go to law school since sociology majors develop those skills and also examine matters of social justice that arise because of the diversity, complexity and inequities of American society. Such skills and outlooks make sociology majors very competitive law school candidates.

In the past few years, graduates of Loyola's Sociology program have been accepted and attended law school at the University of Illinois, Loyola University, the University of Iowa and John Marshall.

The following sociology courses may be of particular interest to those considering law school. For emphasis on crime, consider SOCL 212 "Patterns of Criminal Activity," SOCL 215 "Law and Society" and SOCL 216 "Sociology of Violence." For an emphasis on social justice and civil rights, consider SOCL 122 "Race and Ethnic Relations," SOCL 250 "Inequality in Society," and SOCL 261 "Social Movements and Social Change."

Loyola's Pre-Law website provides a good introduction to the services available from that office as well as information about how and when you should begin your law school application process. See <http://www.luc.edu/prelaw> or contact the Pre-Law Advisor at 773-508-2240

Sociology and Social Work

The discipline of sociology is excellent preparation for a vocation in social work providing assistance to disadvantaged and vulnerable people. In fact, as Table 1 shows, about a quarter of all the students who graduate with a bachelor's in sociology are employed as social service providers in non-profit and government agencies.

An undergraduate sociology major provides insight into the forces that shape people's lives, such as race, ethnicity, gender, age, education, and social class. Consequently, it is easier to see how larger societal contexts contribute to problems that arise in individual cases. Moreover, sociology research skills carry over into practice of social work in tasks such as needs assessment, program development and grant writing.

Students with an undergraduate degree in sociology often obtain graduate degrees in social work. As Table 2 shows, of all the graduate fields of study pursued by people with bachelor degrees in sociology, social work is the second most common field after sociology itself. Loyola sociology majors have gone on to earn master's degrees from the School of Social Service Administration at The University of Chicago, as well as the Jane Addams School of Social Work at the University of Illinois at Chicago.

More information is available through The National Association of

Enrichment and Research

SOCIOLOGY CLUB

The student-led Sociology Club sponsors activities so that undergraduates can get to know each other better and learn more about sociology in today's world. In the past, the club has sponsored a mix of guest speakers, movies, field trips and service projects. The club also cooperates with the Graduate Student Association (GSA) on events of mutual interest, especially an annual discussion on graduate school. Past spring events include a panel of recent alumni who share their experiences of "Life after Loyola." Department Colloquium

MINI-CONFERENCE

Each March the department sponsors a one day mini-conference on campus where both graduate and undergraduate students can present papers and hear about the work of other students. The mini-conference also usually includes a keynote speaker and lunch. Students who would like to participate should submit their papers in response to the call for participation, sent out on email in late February.

CENTER FOR URBAN RESEARCH AND LEARNING (CURL)

The Center for Urban Research and Learning (CURL) provides opportunities for undergraduates to contribute to collaborative research projects with community groups in the Chicago area through the pair of courses SOCL 335 and URB 397. This is an excellent opportunity to work on research in a group setting with supervision from graduate students and staff at CURL. Students who excel in these classes are especially well positioned to apply for an undergraduate research fellowship at CURL.

FRIDAY MORNING SEMINARS AT CURL

Informal CURL Friday Morning Seminars are held regularly on Friday mornings during fall and spring Semesters from 10:30 a.m. until noon in the CURL classroom, Cuneo Hall, 4th floor.

Loyola faculty and students, community activists, and guests are welcome. These seminars are a time for CURL graduates, undergraduates, staff and community members to discuss their thoughts and experiences with community-based initiatives and/or relevant research.

LOYOLA UNDERGRADUATE RESEARCH OPPORTUNITIES

PROGRAM (LUROP)

LUROP offers a number of research opportunities; those most likely to be relevant to sociology students include the CURL Fellowship, Provost Fellowship and the Social Justice Research Fellowship. Applications are typically due March 1 of the year preceding the award.

Students interested in a fellowship might consider coordinating their project with their capstone paper for SOCL 365, either by completing the capstone during their junior year and using a fellowship to extend that research, or by doing the fellowship simultaneously with SOCL 365 during their senior year. Sometimes students register for an independent research project while working on their fellowship. See <http://www.luc.edu/lurop/about.shtml>.

ILLINOIS SOCIOLOGICAL ASSOCIATION PAPER COMPETITION

Each year the Illinois Sociological Association sponsors an undergraduate paper competition. There are two categories for the competition: lower division (freshman/sophomore) and upper division (junior/senior). Cash prizes are given to three winners in each category. Additionally, the winners are invited to present their papers at the annual fall ISA conference. Loyola students have won this competition!

There are two categories for the competition, lower (Freshman/Sophomore) and upper (Junior/Senior) divisions. Cash prizes will be given to the three winners in each category. Additionally, the winners are given the opportunity to present their papers at annual ISA Conference. Papers are accepted through early fall, typically until about October 1. Details on the Loyola sociology webpage.

AMERICAN SOCIOLOGICAL ASSOCIATION (ASA) HONORS PROGRAM

The American Sociological Association Honors Program pays the expenses for a limited number of sociology students to attend the ASA annual meeting. Students typically participate during their junior year. Applications are typically due on February 1 for the August meeting. Loyola sociology majors have won these competitive awards! See <http://www.asanet.org/students/honors.cfm>

Department Awards

Each spring, the department holds a reception for students and their families to honor all graduating seniors and to present awards to students of outstanding achievement. Students initiate earning distinction in the major; otherwise, the department identifies award recipients and sends them a letter of notification prior to the reception.

DISTINCTION IN THE MAJOR

Students majoring in either Sociology or Sociology/Anthropology can graduate with “Distinction” in their major. Distinction is awarded to students who

- achieve a 3.4 grade point average overall and in their major

and:

- **either** (1) write a satisfactory Honor’s Thesis under the supervision of a faculty member

or

- take two graduate courses in sociology and earn a grade of B or better in both. (*These courses count as electives in the undergraduate major.*)

Students who intend to write an Honor’s Thesis must obtain permission from the instructor of Sociology 365, while permission to enroll in graduate courses must be obtained from the Sociology Graduate Program Direction and the course instructor.

ALPHA KAPPA DELTA

In 1928, Loyola’s Sociology Department started a chapter of Alpha Kappa Delta (AKD), the National Sociology Honor Society. Membership is open to students who are at least juniors, have taken five or more Sociology courses and have maintained a GPA of at least 3.4 overall and at least 3.6 in sociology.

GALLAGHER AWARD FOR OUTSTANDING SOCIOLOGY SENIOR

The Gallagher Award is awarded to a graduating senior who has demonstrated the highest level of achievement in Sociology. The Gallagher Award is named for the first Chairperson of Loyola’s Sociology Department, Father Ralph A. Gallagher, S.J., who was chair-person from 1936-1963.

Father Gallagher was also founder, first president, and long-time executive secretary of the American Catholic Sociological Society, as well as the first editor of the American Catholic Sociological Review.

ROSS P. SCHERER AWARD FOR OUTSTANDING SOCIOLOGY JUNIOR

Presented to an outstanding Sociology major in his or her junior year of study. The award honors Professor Ross P. Scherer who, through-out his long and distinguished career at Loyola, encouraged students to excel in the classroom and in the larger community.

DURKHEIM AWARD FOR OUTSTANDING SOCIOLOGY-ANTHROPOLOGY SENIOR

This award recognizes exemplary achievement in the combined major. It is named for Emile Durkheim (1858-1917) whose work was foundational for both disciplines.

JUDITH WITTNER AWARD FOR SOCIAL JUSTICE

Presented to an outstanding Sociology major in their junior or senior year of study. The award honors Professor Judith Wittner who, through-out her long and distinguished career at Loyola, encouraged students to not just study sociology but to be engaged and committed students for social justice.

Five-Year BA/MA Program in Sociology

This program provides selected Sociology majors with an opportunity to earn both a B.A. and an M.A. degree in five years, which is approximately one year less than normally required to earn both degrees. Graduates of this program will be well prepared to enter the labor force, a professional school or pursue a Ph.D. Interested students should speak with the Graduate Program Director before submitting their application.

REQUIREMENTS FOR ADMISSION

The student must be a Junior Sociology or combined Sociology-Anthropology major with a Loyola cumulative GPA of at least 3.3. The student must also have earned a 3.5 GPA in at least five sociology courses (three of which must be at the 200 level or above). The student must complete all of the undergraduate requirements (120 credit hours, including core and major requirements).

Students should notify the Graduate Program Director of their intention to do the five year BA/MA program, and complete and submit the on-line application for admission to the master's program through Loyola's Graduate Enrollment Management system **between January 15 and March 15 of their junior year**. The student must also submit a writing sample and three letters of reference from professors. At least one of the letters must come from a full-time faculty member of the Sociology Program. The Department will supply a transcript. Students are encouraged to take the Graduate Record Exam (GRE), but are not required to submit scores. There is no application fee.

Each applicant's file will be reviewed by the graduate awards and admissions committee or its equivalent. Admission to the program is not automatic for applicants meeting the minimum GPA requirements. Admission will be based upon an evaluation of all the material in the applicant's file.

AFTER ADMISSION

Once admitted to the program, students may apply up to nine credit hours taken in their senior year toward the thirty graduate credit hours required by

the department for the M.A. degree. These nine credit hours must include a minimum of two and up to three pre-approved courses at the 400-level or above. One course may be taken at the 300-level.

Students must achieve at least a 3.00 GPA in all their graduate course work and complete the required course sequence for one of the tracks in the M.A. program, either the regular M.A. track or the applied M.A. track. The tracks are summarized below.

BACHELOR OF ARTS DEGREE (4 YEARS)

14 sociology courses x 3 hours = 42 out of 120 hours required to graduate

Of the 14 sociology courses, only two may be 100-level; the student must take all required courses in the B.A. sequence: Soc 205, 206, 301, 365.

The BA/MA program requires **three more sociology courses** than the eleven normally required for a B.A. sociology major. The three extra courses must be graduate-level courses (one may be at the 300-level). Consequently, BA/MA students will have three fewer non-sociology electives than ordinary B.A. students.

At least two of the fourteen courses must be graduate-level courses taken in the senior year. Students who earn a grade of B or better in both courses will qualify for distinction in the undergraduate major, even though the courses also count toward the M.A. degree.

If the student intends to do the applied MA track, she/he is advised not to take the undergraduate internship (SOCL 380) but to take the graduate internship instead (SOCL 494).

MASTER'S OF ARTS DEGREE (5TH YEAR)

7 graduate-level sociology courses x 3 hours = 21 hours out of 30 hours to graduate.

Note: These courses are in addition to the three graduate courses taken in senior year; those 9 hours of credit plus these 21 hours fulfill the 30 hours required for the M.A..

Required courses for MA: 403, 404, 410, 412, 414 plus 2 more elective courses and a master's portfolio.

Required courses for Applied MA: 403, 410, 412, 414, and 494 plus 2 more elective courses and a master's portfolio.

Courses

Cross-listings are indicated by a slash and the other program prefix. Not all courses are offered every semester. Currently available courses are listed online on LOCUS. This listing includes courses offered at Rome, Beijing and Vietnam campuses.

I. CORE COURSES

These courses introduce students to the discipline of sociology and help students to understand questions addressed by sociologists and the methods used to study these questions.

CORE TIER I

SOCL 101. SOCIETY IN A GLOBAL AGE

This course is an introduction to the distinctively sociological perspective of analyzing people, societies and their institutions and cultures in a global context.

CORE TIER II

SOCL 121. SOCIAL PROBLEMS

This course is an opportunity to examine major issues facing society. In addition to analyzing the roots of social problems, the course addresses social policy concerns and explores solutions.

SOCL/BWS 122. RACE AND ETHNIC RELATIONS

This course examines the development of cultural, society, and self-understanding by exploring the social construction of race in the United States. The course explores how social constructions of race affect interpersonal relations, laws, policies, and practices in various racial and ethnic communities.

SOCL 123 MASS MEDIA AND POPULAR CULTURE

This course examines the connections between the media of mass communication and multiple forms of popular art and culture. Topics include the social, political and cultural organization of mass communication and its impact on values, expectations, and life styles.

SOCL 125. CHICAGO: GROWTH OF A METROPOLIS

This course explores the development of Chicago metropolitan region from the 1830's to the present day. Students will explore the urban area not only through texts, but also through fieldwork.

SOCL 145 RELIGION AND SOCIETY

This course explores how individual behavior, organizations and society as a whole are affected by religious ideas and institutions, and how religion is itself changed by its encounter with changing social circumstances.

SOCL/WOST 171 SOCIOLOGY OF SEX AND GENDER

This course explores the social organization of sex and gender.

CORE ENGAGED LEARNING

SOCL /PAX 127. SOCIAL ANALYSIS AND SOCIAL ACTION (ABI)

This course is open to students participating in a domestic Alternative Break Immersion trip, a Greeks for a Good Cause service trip or Loyola4Chi-

cago. The class will prepare students to better understand the communities they will meet on their trips, and to take action with them on a contemporary issue.

SOCL 216. SOCIOLOGY OF VIOLENCE

This course addresses violence as a social phenomenon. Topics of particular concern include: family violence, gang violence and terrorism. Students learn methods to reduce violence and the harm it causes.

SOCL 258. CONFRONTING HOMELESSNESS: LOCAL TO GLOBAL

This course addresses who are the homeless, why are they homeless and what is being done to address this issue. These questions are studied from a variety of disciplinary perspectives. As an "engaged learning" course, students will also learn by assisting at various agencies.

SOCL/PLSC 335. URBAN SEMESTER SEMINAR

Meeting at Loyola's Center for Urban Research and Learning (CURL), students explore contemporary urban issues and policy responses through texts, field trips, and guest speakers. Must be taken along with URB 397, Limited to juniors and seniors.

SOCL 380. INTERNSHIP

Supervised field experience for students working in a selected community organization, government agency, social agency, or business.

Other courses may offer selected sections for engaged learning credit. These are listed on LOCUS.

II. REQUIRED THEORY & METHODOLOGY COURSES

205, 206, 301 and 365 are required for all sociology majors.

Sociology 101 or its equivalent is a prerequisite for 205.

Sociology 206 is a prerequisite for 301.

Sociology 205, 206 and 301 are prerequisites for 365.

SOCL 205. SOCIOLOGICAL THOUGHT

This course examines classical and contemporary sociological theories and uses them as frameworks for understanding modern society. Such social theories attempt to explain and understand the world, as well as inspire further research and theory.

SOCL 206. PRINCIPLES OF SOCIAL RESEARCH

The course is an introduction to the basic research methodologies of sociology. A variety of methods used in sociological analysis and data generation will be considered. Students learn how to select and use methodologies appropriate for various research projects.

SOCL 301. STATISTICS FOR SOCIAL RESEARCH

The course is a comprehensive introduction to statistical analysis in social research. Topics include: descriptive and inferential univariate and bivariate analysis, computer statistical applications and interpretation of results. For sociology majors, this course fulfills the Core Quantitative Analysis requirement.

SOCL 365. SOCIAL THEORY AND SOCIAL RESEARCH

In this capstone course, each student designs and conducts an empirical research project resulting in a senior research paper. This course fulfills one of the two Writing Intensive requirements of the College of Arts and Sciences.

III. SUBSTANTIVE COURSES

Students should have completed at least one 100-level course in sociology before taking substantive courses.

SOCL 210. GENDER AND WORK

This course looks at the nature of work through the lens of gender. It considers how male and female labor force participation has changed over time. It examines ways working families are transformed when women combine employment with domestic responsibilities and child care, or when men's jobs no longer provide a family wage.

SOCL 212. PATTERNS OF CRIMINAL ACTIVITY

Students are taught to examine the relevance of criminological theories to patterns of criminal activity, efforts to control criminals, and to prevent crime.

SOCL 215. LAW AND SOCIETY

This course trains students to examine the law as a sociological concept and to look at the relationship between the legal system and society. A critical concern is whether changes in the legal system reflect societal change or changes in the legal system stimulate change in society..

SOCL 220 TOPICS OF THE LIFE CYCLE

An examination of the stages of the life cycle (childhood, young adulthood, parenthood, later adulthood, etc.) and how such stages are defined and interpreted by social and institutional forces.

SOCL/ANTH 221. SOCIOLOGY AND CULTURE OF THE LIFE COURSE

The study of aging and the elderly is presented from a cross-cultural perspective. Age is considered a principle of social organization and classification. The impact of demographic and cultural factors on the current position and the future of older people is also considered.

SOCL 222. POVERTY AND SOCIAL WELFARE IN AMERICA

Students learn to think critically about the character, causes and responses to poverty in America using historical and contemporary evidence.

SOCL 225. SOCIOLOGY OF HEALTH CARE

This course examines the sociology of health care with particular attention to: social and psychological factors; health care professionals; inter-personal relations in health care; the organization and use of health services; and the relationship between aging and health.

SOCL 226. SCIENCE, TECHNOLOGY AND SOCIETY

This course serves as a broad introduction to the social study and analysis of science and technology in society. It examines how scientific knowledge and technologies are created and constructed and how they influence and are influenced by society.

SOCL/BWS 228. THE AFRICAN-AMERICAN EXPERIENCE

A sociological inquiry into the historical and contemporary experience of African-Americans. Social movements and social change, urban and institu-

tional processes, social values and collective behavior, and African-Americans and public policy are among the topics explored.

SOCL 230. SELF AND SOCIETY

This course examines the relationships between the self as a social product and the larger society in which that self is socialized, develops and expresses itself. Various theories of selfhood are explored.

SOCL 231. CHILDHOOD AND SOCIETY

Childhood is a product of cultural and social institutional patterns, as well as a crucial antecedent of personality development and functioning. This course looks at the social construction of childhood, the impact of parents, the media, peer groups, and educational institutions as well as changing social attitudes about children.

SOCL 234. CITIES, SUBURBS AND BEYOND

Study of the historical emergence of cities, focusing on the ecological, demographic, and organizational processes involved in the continuing growth and change of metropolitan areas and in the relationship of a metropolitan area to the surrounding region.

SOCL 235. COMMUNITIES

This course examines sociological concepts of community, and applies these to several empirical explorations of community, especially urban communities, but also ethnic, utopian and other communities. The course also examines the impact of social policy on community and local efforts to strengthen communities.

SOCL 236. POPULATION STUDIES

This course introduces the study of demography by examining trends of fertility, work, marriage, migration and mortality. Attention focuses on how demography can be applied to problems of decision-making; to understanding world demographic trends; and to experience with techniques used by demographers to conduct research.

SOCL 237. PROFESSIONS AND SOCIETY

Work involving high levels of expertise - medical, legal, technical, and much else- is a critical component of modern society. This course examines how professional work is structured, the way professionals are trained and organized, the privileges and responsibilities of professional work, and the role of conflicts over expertise.

SOCL 240/WOST 242 FAMILIES

Contemporary family structures encompass a variety of living arrangements and social relationships. This course considers differences and similarities among the various family types and explores the social, cultural and economic forces structuring family life.

SOCL 247 SOCIOLOGY OF CULTURE

This course examines the social production, consumption, and use of culture and cultural objects, especially in the fields of literature, art, music, mass media and religion.

SOCL/BWS 250. INEQUALITY IN SOCIETY

This course examines the manner in which contemporary society is divided by race, ethnicity, class, sexuality and gender, and the impact of social institutions on these divisions. An emphasis will be placed on income/wealth differences, status differences, class conflict and social conflict over time.

SOCL 252 GLOBAL INEQUALITIES

This course examines inequality on a global scale, focusing on the impact of globalization on race, class and gender inequalities.

SOCL 255 DEVIANCE AND SOCIAL CONTROL

This course is a socio-historical look at definitions of deviant behavior and individuals, an examination of techniques of social control, and an analysis of deviant behavior such as crime and mental illness.

SOCL 260 POWER IN SOCIETY

This course focuses on sociological theories and case studies of power, authority, and social change. It explores how power relations perpetuate social inequality and how power struggles transforms society.

SOCL 261 SOCIAL MOVEMENTS AND SOCIAL CHANGE

This course examines the dynamics of collective behavior and movements promoting social change. A variety of sociological theories are used to understand historical social movements.

SOCL 262 MOVEMENTS FOR SOCIAL JUSTICE: THE SIXTIES AND BEYOND

This course focuses on movements for social justice and human rights from the 1960s to the present, including the civil rights movement, the women's, movement and environmental movements.

SOCL 265/INTS 292 GLOBALIZATION AND SOCIETY

This course considers how contemporary globalization influences communities, nations and the world. It examines the positive and negative consequences of globalization and the global justice movements that are seeking more equality, tolerance and environmental stewardship.

SOCL 270 SOCIOLOGY OF SCIENCE

This course examines science as a distinctive form of knowledge and social organization.

SOCL/ESP/PAX 272 ENVIRONMENTAL SOCIOLOGY

This course examines the distinctively social aspect of the relationship of people to their environments, both built and natural.

SOCL 275 THE SOCIOLOGY OF CONSUMPTION

This course examines the profound ways society and individuals have been transformed by the abundance of consumer goods and mass media that encourage buying these goods.

SOCL 276 SOCIOLOGY AND POLITICS OF FOOD

This course explores the impact of globalized economic, political, and social relationships through the prism of food. Considers the cultural and ideological dimensions of food, the structure of food production and consumption, and responses to the global food system.

SOCL 280 TOPICS IN CONTEMPORARY SOCIOLOGY

The course examines selected contemporary sociological issues. Topics addressed represent specialized or newly developing areas of sociological inquiry. Topics will vary from semester to semester. SOCL 280 may be taken two times; additional registration by special arrangement.

SOCL 281 ISSUES IN MEDICAL EDUCATION (ONE CREDIT HOUR)

This class is an opportunity to examine selected reform and innovation movements facing health professional education and training. Sophomore standing or above is required.

IV. ADVANCED RESEARCH AND INDEPENDENT WORK

SOCL 302 QUALITATIVE METHODS IN SOCIAL RESEARCH

An introduction to the major qualitative methods of social inquiry. Participant observation, interviewing, historical analysis, and content analysis, as well as ethical issues of field research are studied.

SOCL/PLSC 335 URBAN SEMESTER SEMINAR

Meeting at Loyola's Center for Urban Research and Learning (CURL), students explore contemporary urban issues and policy responses through texts, field trips, and guest speakers. Must be taken along with URB 397, Limited to juniors and seniors.

SOCL 370 UNDERGRADUATE SEMINAR IN SPECIAL TOPICS

This seminar examines specialized or newly emerging areas of sociological inquiry. Topics will vary from semester to semester. SOCL 370 may be taken two times; additional registration by arrangement

SOCL 372 DIRECTED READINGS

Independent study of a selected body of sociological literature on a topic defined by the student in collaboration with a faculty advisor.

SOCL 380 INTERNSHIP

Supervised field experience for students working in a selected community organization, government agency, social agency, or business.

SOCL 397 INDEPENDENT STUDY

Independent study of a topic delineated by the student in collaboration with a faculty member.

SOCL 398 INDEPENDENT STUDY PROJECT I

Independent research done in collaboration with a faculty member.

SOCL 399 INDEPENDENT STUDY PROJECT II

Advanced independent research in collaboration with a faculty member. Limited to senior sociology majors.

URB/PLSC 397 URBAN STUDIES RESEARCH

Working at Loyola's Center for Urban Research and Learning (CURL), students contribute to collaborative research projects with community and non-profit organizations with a goal of promoting positive social change. Companion course to SOCL/PLSC 335. Limited to juniors and seniors.

V. COURSES OFFERED AT ROME AND VIETNAM CAMPUSES

SOCL 266 DEVELOPMENT AND SOCIAL CHANGE IN MODERN CHINA

This course examines change and development in modern China from the late Qing period to the present, focusing on the movement from a planned economy to a market-based economy.

SOCL 264 CONTEMPORARY VIETNAM

SOCL 267 ITALY TODAY

SOCL 280 TOPICS IN CONTEMPORARY SOCIOLOGY: ITALIAN FASHION & DESIGN

SOCL 280 TOPICS IN CONTEMPORARY SOCIOLOGY: CONTEMPORARY VIETNAM: CLASS, FAMILY AND GENDER

The above courses are available for all Loyola students studying at the Centers—no department permission is required to enroll.

Sociology majors/minors wishing to take Sociology "study abroad" courses in non-Loyola programs should contact the Undergraduate Program Director, Judson Everitt (jeveritt@luc.edu) or the Sociology Department Administrative Assistant (773.508.2717, sdecaluwe@luc.edu) prior to enrolling to ensure that the course credit(s) count toward your degree.

Full-Time Sociology Faculty

Maria Akchurin (Ph.D. Sociology, University of Chicago) *Assistant Professor*. Political sociology, environment and development, global and comparative sociology.

Savina Balasubramanian (Ph.D. Sociology, Northwestern) *Assistant Professor*. Gender, Sexuality, and Reproduction; Science, Technology, Health, and Medicine; Political and Historical Sociology; Global and Transnational Sociology; Race and Ethnicity; Law and Society; Sociology of Social Knowledge; Asia and Asian America.

Judson Everitt (Ph.D. Indiana University, Bloomington) *Assistant Professor and Undergraduate Program Director*. Sociology of education, socialization; organizations and institutions; social psychology; work and occupations; youth, aging and the life course; teaching and learning.

Anne Figert (Ph.D. Indiana University) *Professor and Department Chair*. Sociology of science, knowledge and culture, medicine, gender; women's health and AIDS.

Dana Garbarski (Ph.D. University of Wisconsin, Madison) *Associate Professor*. Social determinants of health; health and society; health across the life course; medical sociology; social stratification and inequality; introduction to sociology; social problems; quantitative methods; research methods; survey methodology; demography.

Marilyn Krogh (Ph.D. University of Chicago) *Associate Professor and Graduate Program Director*. Urban sociology, poverty, quantitative methods.

Elise Martel Cohen (Ph.D. University of Illinois at Chicago) *Lecturer*. Work and Occupations; Economic Sociology; Religion; Identity; Race, Ethnicity and Gender; Minorities in Turkey.

Kelly Moore (Ph.D. University of Arizona) *Associate Professor*. Sociology of science, social movements, sociology of food, environmental sociology.

Cristian Paredes (Ph.D. University of Texas-Austin) *Assistant Professor*. Race and Ethnicity, Social Inequality, Immigration, Latin America, Cultural Sociology, Theory, Quantitative Methods.

Peter Rosenblatt (Ph.D., Johns Hopkins University) *Associate Professor*. Urban sociology, sociology of education, research methods (quantitative, qualitative, mixed methods, GIS)

Elfriede Wedam (Ph.D. University of Illinois at Chicago)
Advanced Lecturer. Urban and community, religion, moral culture,
race and ethnicity, German sociology.

Matthew Williams (Ph.D. Boston College) *Lecturer.* Collective
behavior/social movements, labor and labor movements, political
economy and political sociology, qualitative methods, social inequali-
ty, sociology of development, sociology of globalization/ transnation-
alism.

Rhys H. Williams (Ph.D. University of Massachusetts, Am-
herst) *Professor and Director, McNamara Center for the Social Study
of Religion.* Sociology of religion, social movements, culture.