



SOCIOLOGY

Course Offerings Spring 2022

SOCIOLOGY 002

Introduction to Sociology

002-01 Ynez Wilson Hirst MWF 9:15-10:20

002-02 Nicole M. Brown MWF 10:30-11:35

Take a new look at the social world that surrounds and influences you. How are you, as an individual, shaped by your society? How do your choices, in turn, shape society? Sociology offers a unique outlook on our rapidly changing modern society and culture. You will get a thorough overview in this class of important sociological concepts such as stratification, culture, socialization, status, deviance and institutions (e.g., marriage and family, education, work). You will learn how to study specific areas of society such as gender, class, race and ethnicity through reading insightful research by sociologists. Students also are challenged to explore controversial ideas relating to inequality and social justice. *This course fulfills the Social, Historical, and Cultural Understanding and American Diversity requirements of the Core Curriculum.*

SOCIOLOGY 004

Social Problems

004-01 John Ely T/TH 11:30-1:05

The contemporary world has many social concerns that capture our attention. Talk show hosts and social critics popularize these issues which range from global problems, like the environment, to interpersonal problems, like divorce. Topics such as racism, sexism, heterosexism, classism, urban poverty, and the changing family are explored in this class. Sociology examines the factors at play in creating and solving these problems. *This course fulfills the Social, Historical, and Cultural Understanding, American Diversity, and The Common Good requirements of the Core Curriculum.*

SOCIOLOGY 101

Sociological Imagination

Robert Bulman T/TH 8:00-9:35

This course is designed as an intermediate course between the lower and upper division courses in sociology. It will reinforce and expand upon many of the concepts you have been introduced to in Introduction to Sociology and Social Problems. In this course we will also explore the basic theoretical perspectives within sociology, the use of theory in sociological research, the logic of sociological research, and an introduction to a variety of methodological approaches used by sociologists. This course will provide students with a solid base of knowledge which will serve them well in other upper division sociology courses – the Sociological Theory and Sociological Research Methods courses in particular. Students will learn how to use the library for research, how to find and read sociological journal articles, how to design research projects, and how to evaluate empirical evidence. Students will also have an opportunity to read recent and exciting books and articles in the field of sociology. *This course fulfills the Social, Historical, and Cultural Understanding and the Writing in the Disciplines requirements of the Core Curriculum.*

SOCIOLOGY 120

Social Movements

Nicole M. Brown MF 1:00-2:40

The purpose of this course is to expose students to the various social movement theories and perspectives prevalent within the literature. Emphasis will be placed on the history, processes and methods used to explain the collective behavior of African-American women as they engage social movements via protest. By focusing on the social movements of African-American women specifically, students will be able to interrogate social movement and collective behavior literature to critically explore questions related to who and what is left out of sociological theorizing of social movements. *Cross-listed with Women's and Gender Studies and Ethnic Studies.*

SOCIOLOGY 122

Education and Society

Robert Bulman T/TH 9:45-11:20

We all are experts in education. With at least 12 years of experience in school we could all write brilliant ethnographic accounts of the educational process. We all have something to contribute to the study of this subject. This course offers students the tools to analyze their own educational experiences as well as the experiences of others. We begin with a question that is at the heart of many sociological analyses of education: Does schooling help individual students to become upwardly mobile in society? Or does it reproduce the social status of successive generations of students? What are the mechanisms of mobility and reproduction? We look specifically at the problem of unequal educational attainment in schools. We ask, to what extent is inequality in educational attainment due to the role of the student, the school, the family, peers, or forces in the wider society? We will also study how the dynamics of race, class, and gender play themselves out in schools. We then move to a more in-depth look at the role that schools play culturally. That is, how do schools constitute themselves as communities? How do they contribute to the racial, gender, class, and sexual identity of their students? How do students make sense of their educational experiences? In order to help answer these questions we will read several ethnographic accounts of schools as well as discuss our own experiences in school. We also study how education is understood in the popular culture. *Cross-listed with Women's and Gender Studies and Ethnic Studies.*

SOCIOLOGY 124

Justice & Community

John Ely T/TH 3:00-4:35

The course will be broken up into two parts. In Part I, we will look at foundational literature in the field to see how we have ended up with our present Criminal Justice System. We will then look at how "justice" is carried out on a day-to-day level in the area of police work, courts and prisons and compare how our theoretical understandings jive with the work that is actually being done. We will end the first part of the course by taking a more intensive look at the prison system. Within the last 30 years, the U.S. prison population has quadrupled (in the "Land of the Free" we now have the highest incarceration rate of any industrialized nation). In this part of the class, we want to look at the effect of imprisonment on the individual and what obstacles ex-offenders face when reentering the community.

SOCIOLOGY 132

Sociological Research Methods

Ynez Wilson Hirst MWF 8:00-9:05

How do we know what we know? As sociologists, everything we know about the social world is the result of carefully designed and executed research. We must systematically collect data about the social world in order to understand how the world works and to test our theories about the world. This course is an introduction to how sociologists design research projects, how they collect data, and how they use that data when they construct a sociological argument. Sociologists use many different types of research methods. We will read about, evaluate, and practice a variety of research tools used by sociologists. We will conduct participant observation, in-depth interviews, survey research, and content analysis. Prerequisite: Sociology 101. *This course fulfills the Community Engagement requirement of the Core Curriculum. This course is cross-listed with Ethnic Studies.*



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SOCIOLOGY ENROLLMENT POLICIES

1. Students taking an upper division course (100-135) should have already taken at least one lower division course Soc 002 or 004 within the department.
2. Students must have completed Sociology 2 and Sociology 101 in order to take Theory and Methods courses.
3. Majors are given priority enrollment in upper division courses. Should you be waitlisted, you may be placed in the class after the pre-registration period. Declare your major or minor now.
4. A minimum acceptable grade of C- for coursework is required to count toward the major or minor.



SOCIOLOGY HONOR SOCIETY ALPHA KAPPA DELTA

Alpha Gamma is the California chapter of Alpha Kappa Delta, the International Sociological Honor Society. To be eligible for membership a student:

- **Must be an officially declared *sociology major or demonstrate a serious interest in sociology* within an official program of the host institution**
 - **Sociology minors are eligible**
- **Must be at least a *junior (third year)* by standards of the host institution**
- **Must have maintained the equivalent of a *3.0 GPA in sociology courses taken at the host institution* prior to initiation and the equivalent of an overall grade point average of at least *3.3*.**
- **Must have completed at least *four regular courses in sociology at the host institution* prior to initiation (exclusive of extension or courses graded pass/fail)**

The motto of AKD is "To investigate humanity for the purpose of service," a view in keeping with the Lasallian tradition. The society promotes an interest in the study of sociology, research of social problems, and other social and intellectual activities leading to improvement in the human condition.

AKD holds an undergraduate student competition with the first prize of \$5,000, a possible publication in Sociological Inquiry, \$500 in travel expenses to the American Sociological Association meeting, and a \$1,000 scholarship for a sociology graduate program.



SOCIOLOGY DEPARTMENT FACULTY

Zeynep Atalay, Ph.D., Associate Professor
za4@stmarys-ca.edu

Zeynep Atalay received her Ph.D. in sociology at the University of Maryland, College Park in 2012. Her research interests are in globalization, social movements, civil society, and political Islam. She teaches courses on globalization, global migration, global sociology and transnational social movements. Her dissertation examined transnational Islamist NGO coalitions and her current research projects are about the intersections of neoliberal economic policies with paternalist state traditions and pious women's social mobility in Islamist civil society organizations.

Nicole M. Brown, Ph.D., Assistant Professor
nmb22@stmarys-ca.edu

Nicole M. Brown is a historical sociologist and black feminist scholar. Dr. Brown received her Ph.D. in Sociology from the University of Urbana-Champaign (UIUC), a M.S.Ed. from Illinois State University, and a B.A. from Illinois Wesleyan University. Her research and intellectual curiosities relate to consumerism, social movements, methods and methodologies (specifically archival and computational analyses investigating intersections of race, class and gender), as well as knowledge production processes. Recent work focuses on computational research method of inquiry, black feminist interventions in computation, and autoethnography.

Robert C. Bulman, Ph.D., Professor
rbulman@stmarys-ca.edu

Robert C. Bulman received his Ph.D. in sociology from U.C. Berkeley in 1999. He regularly teaches Education and Society and Wealth and Poverty in the United States. He also occasionally teaches special topics courses on American culture and film. He is the author of *Hollywood Goes to High School: Cinema, Schools, and American Culture* (Worth, 2015). He has published several articles or book chapters on school choice, gender expression in ballroom dance, and the representation of high school teachers and students in Hollywood films.

John Ely, Ph.D., Associate Professor, Chair
jely@stmarys-ca.edu

John Ely received his Ph.D. in sociology from U.C. Santa Barbara in 1996. His dissertation was in the area of prisons and criminology and he teaches in those areas. From 1992-1995 he taught, through the Soros Foundation, at the University of Bucharest and, since that time, has written a number of articles in the area of Romanian Studies. In 2002 he was the instigator and associate producer of PBS's Frontline/World's "My Old Haunts" with Andrei Codrescu. He is currently working with the inmate-run TRUST program at San Quentin Prison.

Ynez Wilson Hirst, Ph.D., Adjunct Professor
yhirst@stmarys-ca.edu

Ynez Wilson Hirst received her Ph.D. in sociology from the University of Southern California in 2005. Her primary interests relate to social inequalities, particularly race, class, and gender; and family. Ynez's dissertation was a historical analysis of the ways that family structure and race influence educational attainment. In her current ethnographic research project, Ynez is exploring identity and cultural constructions in multigenerational multiracial families.