SOC NET NEWS – 12/15/11 – Happy holidays!

Topics covered in this week’s news bulletin:

Spring Course Announcements in Sociology
Spring Course Announcements in other departments
LAS 101 Internships
Nominations for ISS Teaching Excellence Awards
Foreign Languages and Area Studies Fellowship
Career Center Information
Master’s Opportunities

*****

Spring Course Announcements in Sociology

100-200 level (sociology electives)

SOC 261 (Gender in a Transnational Perspective), Tuesdays and Thursdays 2-3:20, 3 credit hours, taught by Professor Holtzclaw-Stone, CRN 34363

Examines how gender inequality is structured on a transnational level. Emphasis will be placed on the interactive relationship among various countries, and how globalization promotes racial, ethnic, sexual, and national hierarchies among women, in both newly and advanced industrialized countries.

This course satisfies the general education criteria for a UIUC social sciences course.

300-400 level (advanced sociology hours)

Special Topics in Sociology (SOC 396)

SOC 396 BS (Law and Society), Monday, Wednesday, and Friday 11-11:50, 3 credit hours, taught by Professor Becky Sandefur, CRN 40760

In this course, we examine law and legal institutions sociologically. The course is cumulative, beginning with an introduction to theoretical perspectives on the problem of order, illustrated by juxtaposing formal law with other means of achieving order. We then move to considering law and legal systems in action, including relations between law and the economy, stratification, culture, ideology, and social change. Finally, we investigate the relationship between law’s aims and principles, and law’s real-world accomplishments.

Special Topics in Sociology (SOC 496)

SOC 496 (Maternal and child Health in Southern Africa), Mondays 12:30 - 2:20 pm, 3 credit hours, taught by Professor Assata Zerai, CRN 34468
In this course we will explore the current literature that examines the demography of maternal and child health in Southern Africa from a sociological perspective. We will explore a framework in the course that considers the ways that nation, race, class, gender, sexuality, globalization and other dimensions of oppression intersect to impact upon the experiences and agency of individuals and groups with health care and social support in the various Southern African countries. Additionally, students will get hands-on experience analyzing data sets from the Demographic and Health Surveys for these countries. Students will be expected to stay current on the course readings, participate in class discussions, and work collectively to utilize SPSS to investigate a child health in Southern Africa.

SOC 496 BS (Access to Justice), Wednesdays 3:30 – 5:50, 3 credit hours, taught by Professor Becky Sandefur, CRN 57582

This course explores contemporary issues related to the ability of the public to access “justice.” Topics include perspectives on what justice is; barriers to obtaining justice through the formal legal system; potential solutions to these barriers. These solutions include the legal frameworks and arguments for and against entitlements to legal representation; the role of lawyers as gatekeepers and facilitators; benefits and costs of providing counsel in different contexts and cases; existing and potential alternatives to law, lawyers and courts as routes to justice; race, class and gender inequalities. The course readings emphasize empirical research.

SOC 496 NS (Health Care Reform and the 2011 Elections), Mondays, 3:30 pm - 5:50 pm, 3 credit hours, taught by Professor Noreen Sugrue, CRN 57584

This course examines Health Care Reform efforts at the state and national levels. Analyses of these reforming efforts will be examined in a variety of ways, with most attention being paid to health care reform and the 2011 elections.

*****

Spring Course Announcements in other departments

HORT 499 (Children & Nature), Wednesdays 7-8:30 pm, 2 credit hours, taught by Professor Andrea Faber Taylor, CRN 57413 (Second eight-week course offered online via Compass and Elluminate)

Unfortunately, today’s children aren’t spending much time in nature. Children’s contact with nature in their everyday environments, such as schoolyards, backyards, and nearby parks, has been shown to foster healthy development in a variety of domains such as cognitive functioning, and physical health. Children’s contact with nature may also be critical in fostering the emotional bond needed to inspire protective behaviors towards natural ecosystems as adults.
In this course you will review and evaluate theories and empirical evidence on this topic. Then you will develop a real-world application specific to your field of study, e.g., design of children’s environments, children’s recreation programs, educational curricula, schoolyard gardens, or other means for improving access to and bond with nature for all children.

Topics include: physical and mental health; education and eco-literacy; outdoor play; schoolyards and neighborhoods; barriers to nature.

ENGL 300 D WRITING ABOUT LITERATURE, Mondays, Wednesdays, and Fridays, 11-11:50, 3 credit hours, taught by Professor S. Ricketts, CRN 32121 (Advanced Composition Course)

TOPIC: From the Great Depression to the Great Recession: American Identity and Work

This class will focus on American Literature from the 20th and 21st centuries and explore through critical writing and analysis how American identity is often shaped by what we do for a living. Over the course of the last century, as Americans have moved away from the long hours of agricultural and industrial jobs, we have remained attached to the workplace as a source of cultural identity. Starting with Steinbeck's The Grapes of Wrath, students will think critically and write about texts that chart America's movement from the fields, through the factories, and into the cubicles, charting the identity of the American force through the boom and bust cycle. We will also consider the role of work in both the immigrant experience and the domestic sphere. By the end of the semester, students will write critically to examine how authors in postindustrial America interrogate the professionalization of our identities.

ENGL 300 P1 WRITING ABOUT LITERATURE, Tuesdays and Thursdays, 11-12:15, 3 credit hours, taught by Professor G. Wood, CRN 32122 (Advanced Composition Course)

TOPIC: Can Poetry Save the Earth?

Lyric poetry is a complex art form acutely observant of human motivation and behavior. A notable tradition in poetry also looks outward, training its eye on the natural phenomena of the world around us. As such, poetry is uniquely gifted to examine our intricate human dependency on natural resources. The early twenty-first century, when many vital ecosystems across the globe are nearing critical breakdown, marks an historical crossroads for human civilization, and an urgent opportunity for us to re-evaluate our own cultural resources in meeting the global challenge of sustainability. In this course, we will read poems drawn from five centuries of English-language verse in the context of current research in the environmental sciences, and ponder poetry's relevance to the larger imperatives of the sustainability movement gathering strength worldwide.
ENGL 300 Q WRITING ABOUT LITERATURE, Tuesdays and Thursdays, 12:30 – 1:45, 3 credit hours, taught by Professor H. Nazar, CRN 47579 (Advanced Composition Course)

TOPIC: Women, Reason, and Education in the Enlightenment

Education was a hotly debated topic of the eighteenth-century Enlightenment. The idea that reason is less an inborn faculty than a construction or development—a thing of the world and hence capable of being shaped by human intervention—constitutes one of the most powerful and contested legacies of the Enlightenment. It was an idea that found particular appeal amongst women who used it to counter long-standing essentialist notions of women's biological and mental inferiority. It was a crucial shaper, moreover, of the new genre of the novel, of which a principal subset was the bildungsroman or "novel of formation." We will read both fictional and non-fictional works on education, focusing especially on the female bildungsroman-novels such as Charlotte Lennox's The Female Quixote (1752), Frances Burney's Evelina (1778), Elizabeth Inchbald's A Simple Story (1791), Mary Hays' Memoirs of Emma Courtney (1796), and Jane Austen's Northanger Abbey (1818)

HIST 264 (Technology in Western Society), Tuesdays and Thursdays, 12:00-12:50, 3 credit hours, taught by Professor Rayvon Fouche, CRN 54490 (Gen Ed Credit: Historical & Philosophical Perspective; Western Comparative Culture); there is also a discussion section as well.

This course will examine the ways technology has developed over time, and how those changes have affected societies in different parts of the world. The primary emphasis will be places on understanding the evolving cultural contexts of technological change. Topics covered include the power, manufacturing, railroads, emergence of engineering professions, corporate R&D, household technology, technology of modern warfare, consumer electronics, and gaming. Some of the questions examined by this course include: What is technology? How do technologies develop? To what degree are technologies a product of the culture in which they develop? How are technologies propagated? How have people thought about technology in different places and periods?

GEOG 105 (The Digital Earth), Mondays and Wednesdays, 11:00-11:50, 3 credit hours, taught by Professor J. Cidell, CRN 53451 (Gen Ed Credit: UIUC Social Sciences course)

Geospatial technologies such as global positioning systems (GPS) and geographic information systems (GIS) are becoming increasingly important tools in research and policy arenas and in everyday life. This course will provide an introduction to these emerging technologies and to the principles of mapping science that underpin them. At the same time, the course will explore how these innovative technologies are changing the spaces and places around us, including how we interact with the environment and each other. Lab exercises provide hands-on experience in collecting and mapping
geospatial information, interpreting digital imagery and the Earth's environments, and critically thinking about the social implications of the digital Earth.

HDFS 199 GS (Women and Families in China), Tuesdays and Thursdays, 11:00 am – 12:20 pm, taught by Professor G. Summerfield, CRN 56971

This course examines the socio-economic impacts of the reforms in China during the last three decades through the lens of gender and family. Transition policies have provided opportunities but also have reinforced or created inequalities that threaten human security. The course focuses on the human security areas of livelihood, housing and land rights, healthcare, and population policy. Particular attention is paid to changes associated with the processes of rural-urban migration and globalization as well as interactions of gender, ethnicity, age, and income.

ANTH 270 and 271: Linguistic Anthropology, taught by Prof Adrienne Lo

**Why can't my TA speak English right?**
**Is it okay to fire someone for speaking with the right accent?**
**Is it better to call people "undocumented" rather than "illegal"?**

Come to Anthropology 270/271, Linguistic Anthropology, to find out! MW 2:00-2:50 (Advanced Composition, General Education)

ANTH 286: Southeast Asian Civilizations, taught by Prof Helaine Silverman

Beginning with prehistory, to the great pre-colonial kingdoms and empires, to the era of European colonialism and ultimately independence and contemporary times, this class will provide an anthropological, archaeological, art historical and historical overview of mainland Southeast Asia (Myanmar/Burma, Laos, Thailand, Cambodia and Vietnam). The course ends with consideration of tourism and its relation to economic development. NO PREREQUISITES.

The course fulfills Humanities & Arts (HP Historical & Philosophical Perspectives), Non-Western Cultures

ANTH 249: Evolution and Human Disease, taught by Prof Kate Clancy

This course examines health issues such as how reduction of infectious diseases has increased autoimmune disease, what constitutes a "normal" menstrual cycle, and how obesity may impact reproductive maturation and childhood socialization. PREREQUISITES ANTH 143 or ANTH 240 or Instructor permission.

This course fulfills Life Sciences GenEd
HRE 199: Leadership in Global Engagement

Leadership in Global Engagement is a 3-credit hour course that focuses on interactive exchange experiences between eleven University of Illinois students and eleven students from the University of Macau Honors College. The purpose of the course is to provide students with a platform to engage in discussions and projects that explore aspects of leadership, communication, and intercultural encounters. Topics explored in this course include individualist and collectivist cultures; public and private behaviors; projections of cultural similarities; cultural conformity; stress in intercultural encounters; communication styles; generalizations and stereotypes; rank and power, ethnocentrism; family relationships; dealing with conflict; and being an effective intercultural communicator. The course will be taught by Lucinda Morgan.

Additional information and Application are available at: https://illinois.edu/fb/sec/119345

***Application Deadline: Friday, December 23 at 5:00pm

*****

LAS 101 Internships

The College of LAS is looking for accomplished juniors and seniors with at least a 3.0 GPA to serve as mentors to first-year students in the LAS 101 Freshman Seminar. Applications are being accepted now and are due January 27.

If accepted, students will be enrolled in LAS 399 H "Leadership and Professional Development." Students will receive 3 advanced hours of honors level credit for this course. It's an excellent opportunity for them to gain important skills for in leadership while leading a section of LAS 101 for our incoming freshmen.

For more information and the application visit the website <http://www.las.illinois.edu/docs/students/enrichment/LAS101-internapp2012.pdf>.

*****

Nominations for ISS Teaching Excellence Awards

Nominate up until Friday, Jan. 20

The Illinois Student Senate awards five Teaching Excellence Awards every year on behalf of the Student Body. The award recipients will be recognized by the Senate at a banquet in their honor. If you had a great teacher, nominate them to receive a Teaching Excellence Award! Teaching Assistants ARE eligible to receive this award, and you may nominate more than one teacher. Nominate your excellent teachers at the link below.
Foreign Languages and Area Studies Fellowship

This fellowship is available annually from the European Union Center to study Modern Greek. Two levels of the language (Beginner and Intermediate) are currently offered through the Department of Linguistics. Applications for the AY 2011-12 are due February 11, 2012.

For more information see: http://www.moderngreek.illinois.edu/awards/

Career Center Information

The Career Center
715 S. Wright St., Champaign, IL, 61820
Hours: 8:30-5:00 M-F
Phone: (217) 333-0820
http://www.careercenter.illinois.edu

We are one of over twenty Career Services http://www.careerservices.illinois.edu/offices on campus.

International Student Virtual Career Fair

Are you an international student looking for a job, internship or co-op? Save valuable time and meet recruiters live online January 25 – 26 with the International Student Virtual Career Fair. Students are invited to interact via chat sessions and meet top employers like Apple, Ecolab, Epic, GE, Schneider Electric, and Intel, who are looking to fill positions in both the United States and abroad. New employers are continually being added. This International Student Virtual Career Fair <http://international.careereco.net/virtual-career-fair/chat-with-employers/> is free for all students to attend. Register <http://www.international.careereco.net/> now until January 24.

Stay Connected
Did you or your friends miss out on some valuable opportunities this semester? Make sure to stay in the loop! Staff, encourage your students to sign up for one of our list-servs. Students, share this e-newsletter with your friends! This will keep them up-to-date with all the great workshops, resources and events that can help them with their college planning and future job goals.

* Sign up for this e-newsletter, The Career Center Connection <https://illinois.edu/gm/subscribe/4329>
* Sign up for TCC Freshman Press <http://www.careercenter.illinois.edu/firstyear/freshmanpress> to receive a monthly e-publication dedicated to first year students.
* Follow us on Facebook <http://www.facebook.com/pages/Champaign-IL/The-Career-Center-at-UlUC/117244526853> or Twitter (@UolCareerCenter)!
* Sign up for our NEW blog Rumors and Realities <http://www.careercenter.illinois.edu/> our staff and student blog addressing the myths and facts about majors and career paths.

______________________________

Take a Break from Winter Break with The Leadership Center!
The Leadership Center will be offering several i-Programs over Winter Break including:

1. Insight: Focuses on self-awareness and self-management, Friday, January 6 and Saturday, January 7 in Chicago
2. Integrity: Focuses on group development, Friday, January 13 on campus

Sign up today <http://www.illinoisleadership.illinois.edu> or email leadership@illinois.edu with questions.

Note: These programs will be held in Chicago and transportation from Champaign will be provided!

*****

Master’s Opportunities

STANFORD UNIVERSITY
MASTER OF ARTS IN LATIN AMERICAN STUDIES

Stanford's Center for Latin American Studies offers a competitive one-year MA program that allows students to develop a broader understanding of the region, while at the same time focusing on a specific theme or focus of their choosing. To gain a broader range of knowledge, students are required to take courses on the environment, politics
and economics, culture, and a foreign language. Students who wish to write an MA thesis also have that option available to them, but a thesis is not required. MA graduates have gone on to pursue PhDs or JDs or find work with nonprofits, governmental agencies, or the private sector.

For more information on the prerequisites, application process, and course of study for Stanford's Latin American Studies program, please visit our website <http://stanford.us2.list-manage.com/track/click?u=a740ba999e1dd83e0e560ced4&id=1fb9c8a6ed&e=ffaac64288>.

The deadline for applications for the 2012-13 academic year is January 10, 2012. For further information email latinamerica@stanford.edu