Welcome to the School of Sociology
The discipline of Sociology is one of the academic pillars on which The Australian National University was built. The defining characteristic of sociology at ANU since the discipline was first institutionalised in the 1960s has been constructive engagement with the big issues facing Australian and global societies. The discipline’s early focus on issues of inequality, stratification and the experience of migrants living in Australia played a major role in Australia’s official shift to policy frameworks based around the concept of multiculturalism.

The ANU School of Sociology is part of the Research School of Social Sciences, Australia’s major institution for theoretical and empirical research in the social sciences. The School of Sociology has an exciting program of research and teaching that combines the theoretical and applied dimensions of the discipline. Our research and teaching ethos is orientated to the critical analysis of social transformations; publically-engaged in its aspirations and impact, and dedicated to examining inequality in its various manifestations. We recently achieved a ranking of above world standard in the Excellence in Research for Australia evaluation.

The school’s disciplinary strengths are in social, cultural and feminist theory; education; health; digital sociology; risk and consumption; and social research methods. Staff hold a range of category 1 and 2 grants and are engaged in diverse interdisciplinary collaborations, both national and international. Research and teaching themes that crosscut these disciplinary strengths include embodiment and new technologies, social networks, gender and sexuality, surveillance, micropolitics and resistance, the posthuman, media politics, inequality and the changing nature of work.

Associate Professor Helen Keane
Head of School
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Through its strong history in research and teaching excellence, the School of Sociology offers future students an array of opportunities to meet, learn from and become a part of Australia’s leading collection of Sociologists.

Studying sociology has given me the means to analyse and interpret society through radical and revolutionary frameworks. I have especially enjoyed learning about how different thinkers have criticised the structures and hierarchies that underlie capitalist and patriarchal society. By studying the social construction and perpetuation of ideas that we often see as ‘natural’ I have been able to develop a different lens through which I can understand the world. One of the crucial lessons that sociology and gender studies teaches us is that theory is not simply for interpreting phenomena on an abstract level; it can be used to practically change and transform our society in a radically political way. This has been a helpful field to combine with my interest in progressive political action in the union movement and the continuing fight for a world that does not exclude or punish marginalised groups. By understanding how and why inequality exists we can also understand how to prevent its existence. I look forward to continuing my studies in sociology and gender theory and further learning about how we can create a better society.

Gabriela Falzon is completing a Bachelor of Arts, with a particular interest in gender theory. She works as a campaign organiser for UnionsACT and would like to continue to explore the links between progressive political practice and social theory.
The Bachelor of Arts in the most diverse, most flexible, and most popular degree at The Australian National University. Your Arts degree will provide you with core skills in critical analysis and in written and oral communication, while developing your adaptability and ability to help shape change and prepare you for a multifaceted career or further study.

Sociology Major (48 units)  Sociology Minor (24 units)
Sociology analyses the processes that structure and transform social relations. It explores how identities and societies are formed by virtue of activity occurring in different social contexts. Sociologists examine a wide spectrum of behaviours and they evaluate how and why different social problems and inequalities emerge, how they are experienced, and how they are responded to. The discipline draws on a diverse range of theoretical perspectives and methodological techniques to study the social underpinnings of key concerns, including climate change, surveillance, local and global conflicts, and health and education inequalities.

Honours
The School of Sociology has a highly regarded Honours program which welcomes ANU and non-ANU students who meet its admission requirements. Completing an Honours year is highly valued both within and outside the University and it is considered an important first step in the transition between undergraduate studies and postgraduate study or employment; Honours prepares the way for high achievement in both while engaging with the School’s researchers in a much more direct fashion.

During the Honours program students will have the opportunity to carry out independent research under the supervision of one of the School’s researchers. A list of the School’s diverse supervisory expertise follows.

Students will also be able to undertake higher level coursework. The Honours year includes two seminar-style courses covering sociological theory and research methods. Throughout the program students will work with their supervisor in order to deliver a thesis of 17,500 words, to be submitted during the second semester of the honours year.

Honours Seminars

SOCY4009  Sociology Honours Theory Seminar
This course investigates key contemporary theoretical approaches in sociology. To help students evaluate their relative strengths and weaknesses, they are asked to see their own sociological investigation (thesis) from a different theoretical lens every week under the guidance of the lecturer.

Upon successful completion of this course, students will be able to evaluate the strengths and weaknesses of various theoretical approaches; choose the most appropriate approach for a specific problem; apply theory as a tool for the investigation of social issues; develop an appreciation for theoretical pluralism.

SOCY4010  Sociology Honours Methods Seminar
This is an advanced course in qualitative research methods in sociology. It examines the links between theoretical presuppositions about the nature of social reality and the consequences for researching that reality. It also examines those methodologies that claim access to social life and examines what theoretical assumptions they must make to proceed.

Upon Successful completion of this course, students will be able to identify the theoretical problems in devising research programs in sociology; identify and use the literature on a wide range of qualitative methods in sociology to design qualitative research; understand the ontological and epistemological issues that divide qualitative and quantitative sociology; understand and prepare an ethics proposal.

> cass.anu.edu.au/study-with-us/honours
Higher Degree by Research Programs

A Higher Degree by Research (HDR) program with the School of Sociology fosters a sense of discovery and offers candidates the opportunity to develop independent research skills in their particular field of study. Our innovative academic staff are among the best in the world and are complemented by high calibre visitors from across the globe who enhance and contribute to our unique research culture. Currently, the School of Sociology offers a wide range of supervisory expertise, particularly in the following thematic areas of research activity: social, cultural and feminist theory; education; health; digital sociology; risk and consumption; social research methods; embodiment and new technologies; identity, status and stigma; art-science and innovation; surveillance; mental health and deviance; resistance and social transformation; media politics; gender and sexuality; the changing nature of work and inequality.

Candidates of the Doctor of Philosophy (PhD) program normally take between three and four years full-time to produce a thesis of 80-100,000 words. The thesis must make a substantial contribution to learning and demonstrate a capacity to relate the research done by the candidate to the broader framework of the discipline(s) within which it falls.

HDR candidates develop the ability to formulate a topic or proposal, develop the skills and methods to investigate particular aspects of the topic and relate the chosen topic to the broader knowledge of the discipline. Completing a HDR program demonstrates that the candidate can undertake critical analysis and can pursue scholarly research in a methodical manner at an advanced level. The School of Sociology provides the supervision, the resources and the support to assist students in this task.

HDR candidates can satisfy their own quest for knowledge in a particular area and often progress on to careers in academia, public administration, business and government.

> sociology.cass.anu.edu.au/future-students/graduate-hdr
I initially came to university intending to study politics and philosophy. I stumbled upon sociology somewhat by accident, taking the first-year Introduction to Social Psychology course as one of my electives. I found politics to be more empirical than I had expected, and philosophy to be quite abstract. Sociology for me had just the right combination of empirical subject matter and theoretical analysis, and it quickly became my favourite course. I ended up choosing sociology as my major, and came to focus predominantly on social theory in my later years of study.

Sociology is a very interdisciplinary subject, combining elements of politics, philosophy, economics, history, and gender studies, as well as subjects like geography and art. There is no single sociological theory or methodology either; one of the great things about sociology is the way it gives you so many different ways of approaching, analysing, and understanding social life. It’s hard to find a topic which cannot be analysed sociologically in some way. Perhaps because of this, sociology is not just an academic discipline, but a way of thinking which engages you well beyond the classroom and campus. It has given me the tools to look at, understand, and ask questions about my own social world, and highlighted how interesting some of our seemingly mundane social practices actually are. To echo the words of one of my first-year lecturers, sociology is about questioning what we take for granted. Social life doesn’t simply ‘happen’, and sociology is interested in understanding exactly how social life works. By looking at the actions of individuals on a microsociological level, as well as broader social structures on a macrosociological level, sociology examines how we actively create and maintain our social world. If you’re interested in questioning the assumed and naturalised aspects of social life, sociology is a discipline which allows you to ask and explore those questions.

Overall, sociology gives you excellent skills in critical, creative thinking and analysis which are invaluable and broadly applicable in a range of contexts. Regardless of what you choose to do after your undergraduate studies, the skills, insights, and ways of thinking you gain from studying sociology are very eye-opening and will serve you well!
The School of Sociology offers students the broad knowledge and experience of Australia’s leading collection of Sociologists.

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<tr>
<th>Academic</th>
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<tbody>
<tr>
<td>Robert Ackland</td>
<td>Social network analysis; social science of the internet; computational social science; actor-network theory; social movements; social media; online research methods; web science; analysis of the digital economy</td>
</tr>
<tr>
<td>Baptiste Brossard</td>
<td>Sociology of mental health, aging, ethnography, online ethnography, new technologies, internet, robots, microsociology, symbolic interactionism, habitus</td>
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<tr>
<td>Katherine Carroll</td>
<td>Sociology of reproduction; sociology of health and illness; qualitative methods; visual methods; tissue donation and banking; women’s health</td>
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<tr>
<td>Jenny Davis</td>
<td>Social psychology, self and identity, status and stigma, cultural studies of the internet and emergent media, experimental methodology, qualitative methodology</td>
</tr>
<tr>
<td>Tim Graham</td>
<td>Social network analysis; choice and decision-making, social media analysis; governmentality; e-government; web and Internet studies; topic modelling; actor-network theory; data mining; natural language processing; machine learning</td>
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<tr>
<td>Maria Hynes</td>
<td>Affect and biopolitics; creative resistance; art and social transformation; post humanism; racism &amp; anti-racism; humour and social change</td>
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<tr>
<td>Paul K. Jones</td>
<td>Sociology of populism (political, cultural, mediated); demagogy and mediation; comparative media systems; public sphere(s); media sociology; cultural sociology; critical theory; critical social theory</td>
</tr>
<tr>
<td>Helen Keane</td>
<td>Social and cultural studies of health and illness, risky consumption (especially drug and alcohol studies), sociology of medicine, embodiment, gender studies, feminist theory</td>
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<td>Academic</td>
<td>Research Interests</td>
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<tr>
<td>Adam Masters</td>
<td>Corruption and anti-corruption – generally and particularly in trade unions, sport; organised crime; international government organisations; organisational cultures; professional cultures; political rhetoric</td>
</tr>
<tr>
<td>Mary Lou Rasmussen</td>
<td>Gender, sex and sexuality; Queer and feminist theory; sexuality education; public debates about sexuality and sexual citizenship; secularism and sexuality; Sociology of education; Public pedagogy</td>
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<tr>
<td>Joanna Sikora</td>
<td>Gender and science; inequality in comparative perspective; relationships, marriage and family diversity; education and learning; occupations and employment; survey-based studies of social attitudes</td>
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<tr>
<td>Gavin Smith</td>
<td>Digital sociology, surveillance, social control, knowledge, criminology, medicine and critical public health, urbanism and urban studies, social theory</td>
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<tr>
<td>Kevin White</td>
<td>The sociology of health and illness; the historical sociology of health; medicine and social problems; privatisation, the market and health</td>
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The School of Sociology offers students the opportunity to study courses covering a wide range of contemporary issues, including inequality and power, global environmental change and risk, embodiment and health, crime and surveillance, culture and identity, and citizenship and politics.

Sociology is a troublesome subject, but positively so. At its best, I think Sociology fosters in its practitioners a kind of creative discontent, a sort of deep-seated refusal to accept ‘the way things are’, which, like an inexhaustible wellspring, provides nourishment for a life-long project of critical thought and questioning. To have the courage to think the social world otherwise, to strive to develop the conceptual and practical tools necessary to bring a better world into being, to problematize and complexify, to challenge those who seek, by hook or by crook, to remain unchallenged; this is what Sociology offers, and it promises nothing less.

The School of Sociology at ANU – the faculty, the students, and the courses – is an incredibly vital space that nurtures precisely the sort of provocative, inspiring research that marks the ANU as an elite institution. In global context increasingly characterised by the imperatives of creativity and innovation, the resources provided by sociological training instil truly transformational potentials. My own experience studying Sociology has indeed proven transformative, not only for my thinking but also for the ways in which I interact with, and contribute to, the many communities that comprise social life. The unyielding support and world-class tutelage I have received throughout my time at the ANU – from my undergraduate and Honours degrees, to my current PhD candidature – has encouraged me to pursue my scholarly interests with tenacity and rigour. But perhaps most importantly, studying Sociology at the ANU has instilled in me a sense of wonder for the social that transcends academic study, a sense of wonder that makes social life glisten with a boundless mystery and intrigue.

Rohan Todd is a PhD candidate in the School of Sociology.
SOCY1002
Self and Society
Self and Society addresses the paradox that, although we are shaped by powerful social forces, we have a sense of ourselves as autonomous individuals. It shows how this sense of individual selfhood is of recent origin, associated with the development of modern society. It also explores how individuals confront unfamiliar institutional environments to show that the ‘sociological imagination’ can help us come to terms with every day experiences.

SOCY1004
Introduction to Social Psychology
This course will introduce students to major topics in social psychology, with an emphasis on sociological approaches. The course will focus specifically on normative, cultural and cross-cultural dimensions of social psychological aspects of human behaviour. Students will be introduced to the notion of the social self, including self-perception and self-presentation.

SOCY2008
Risk in Everyday Life
Risk has become a central theme of sociology as the forms of uncertainty experienced at a global, collective and individual level have proliferated in scale and intensity. From global finance, climate change and terrorism to intimate relationships, personal health and management of the self, institutions and individuals are increasingly expected to negotiate complex scenarios with imperfect knowledge. This course will examine how individuals and organisations perceive, define and manage risk and uncertainty in everyday life, drawing primarily on sociological perspectives.

SOCY2021
Education and Society
Education and Society examines recent cultural and institutional changes in school environments at primary, secondary and tertiary levels. The topics will include theoretical approaches to education, a socio-historical examination of the development of education systems, the relationship between education and the economy, including the debate over neo-liberalist reforms emphasising students’ performance testing.

SOCY2022
Environmental Sociology
Environmental sociology examines the relationships between people and their natural and built environments. It focuses on questions such as: how environmental problems are known, defined and acted upon; why some potentially important issues are largely ignored; the role of institutions and economic networks in shaping relationships with the non-human environment; how different social groups are affected by environmental problems and controversies.

SOCY2026/GEND2036/SOCY6065
Excessive Appetites: Sociocultural Perspectives on Addiction, Drug Use and Gender
This course will introduce students to contemporary understandings of addiction and drug and alcohol use, from a socio-cultural perspective. After examining dominant models of addiction and substance use, it focuses on drug use as a gendered practice. It addresses the question of why addiction and drug use have such prominence as medical and social problems in contemporary Western cultures and provides a range of concepts and tools for understanding their significance.

SOCY2030/SOCY6045
Sociology of Third World Development
The course surveys various sociological perspectives on global change and development. It charts the history of the concept of development, examines resistance to social and political inequalities and their relationship to social change and development. It draws upon contemporary critiques of development and progress and examines the concept of globalisation.

SOCY2035
Development and Change of Urban Society
The purpose of this course is to look at the origins of cities and the development of urban society in order to learn more about the foundations on which modern cities have been built. The urban revolution that saw the rise of the first cities will be the starting point for the course, followed by an examination of the pre-industrial city, the influence of the Middle Ages on modern cities, the profound effects of industrialisation, and subsequent development of the Western city.

SOCY2038
Introduction to Quantitative Research Methods
In the 21st century sociologists, criminologists and political scientists can access a wealth of information contained in survey data repositories. To enable students to evaluate the quantitative literature and analyse survey data themselves, this course lays the foundations for three types of skills. The course is based on an inquiry-led pedagogy.
SOCY2040
Classical Sociological Theory
The course will examine the sociological theories of Karl Marx, Max Weber and Emile Durkheim. The social and intellectual contexts of the development of the classical sociological traditions will be considered, and their influence on recent sociology.

SOCY2043
Qualitative Research Methods
In this course we will be getting to grips with the challenge of understanding what qualitative research is all about and how we can use it and develop it to understand life in today’s world. Whilst we will be exploring popular techniques such as interviewing and participant observation, emphasis will be placed on how innovative and creative research practices can push traditional research in new directions.

SOCY2053
Imagining the Future: The Social Origins of Utopias and Science Fiction
This course considers the ways in which the future has been conceived in the West through an exploration of utopian literature. Under which social conditions can the imagination of the future, in a given society at a given time of history, take the form of utopia? Drawing in-depth cases studies, this course will sketch the history of the utopian literature since Plato’s Republic until the twentieth century.

SOCY2055
Social Inequality in Comparative Perspective
Social relations of our time and place are unique. Comparisons of societies and cultures not only provide insights into systematic variations and broad similarities but also expose reasons why these differences and similarities occur. This course applies the comparative approach to studying relations of social inequality in a selection of contemporary societies.

SOCY2057/GEND2057
Relationships, Marriage and Family
The last fifty years have witnessed profound changes in the structure and social meaning of relationships, family and marriage. The main goal of this course is to examine these changes in contemporary Australia and cross-nationally. Students will gain an understanding of demographic changes, shifts in the attitudes to family and marriage, problems of the work-family balance and the effectiveness of government policy in this area. The course will also introduce sociological and social-psychological theories of marriage and the family.

SOCY2059
Sociology of Resistance
This course examines what Sociology has to offer to the study of resistance. The popular concept of resistance has been used to describe a vast array of activities, from participation in mass social movements to the wearing of ‘non-conformist’ fashion. But what exactly is ‘resistance’? What do protest movements and more everyday acts of resistance have in common and what sets them apart? Does resistance necessarily entail resistance against something? We explore such questions through a variety of contemporary case studies, ranging from anti-globalisation protest to culture jamming, anti-racism, terrorism and sexual politics.

SOCY2060
Mobile Societies
This is a course all about the mobility of tourists, business people, refugees, passengers, commuters, students, backpackers, migrants, stowaways, pirates, terrorists—and many more. Challenging the way in which social science has been relatively ‘a-mobile’ until recently, through this course we will be getting to grips with how and why things move.

SOCY2101
Social Policy: Principles and Practice
Social scientists are concerned not just with identifying and describing social issues, but with engaging in research and policy action which seek to improve the conditions under which we live. Participation in the process of social policy development provides the mechanism through which change can occur. But such change is hardly straightforward or rational. While countless people make daily demands on the public purse for social change, some interests are progressed over others.

SOCY2157/SOCY6064
Surveillance and Society
This course provides students with an introduction to the field of surveillance studies from a sociological perspective. Surveillance systems and technologies have become a familiar feature of everyday life. Practices of voluntary and involuntary data sharing occur as we shop, as we access services, as we browse the web, as we communicate, and as we travel. Personal information has become a key commodity and means of exercising power.

SOCY2161
Contemporary Social Theory
The unit will focus on current ideas and debates about what ‘theory’ means for us today. Rather than taking a tour of the big thinkers, we encounter theorists and consider theoretical ideas through the lens of contemporary social issues, such as consumerism, technological change, the biopolitics of life, terrorism, political struggle, the student experience and the role of science. In doing so the aim will not simply be to apply the theories studied to so-called real problems. Rather, it is to show how theory is itself a practice and that thinking can make a difference.
SOCY2162
Sociology of Health and Illness
A range of theoretical analyses - Parsonian, Marxist, Weberian and feminist - of the role of medical knowledge in modern society are examined. In the second part of the course these perspectives are developed in case studies. These case studies may reflect the interests of the students and may include the development of the medical profession, the hospital, the role of alternative medicines, the links between medical knowledge and power, as well as studies of specific diseases from a sociological perspective.

SOCY2163
Identity, Difference and Racism
Inter-cultural relations form a central feature of many societies today, as global displacements have created minority populations in many countries. This course examines the origins and maintenance of racial and ethnic divisions in comparative perspective. It focuses on the social construction of ‘othered’ identities in multicultural settings. The course is concerned with theoretical issues informing debates on identity and the cultural politics of difference, at both individual and collective levels.

SOCY2165
Public Sphere & Media
This course introduces major issues in media sociology using the concept of the public sphere as its organising framework. Three mutually dependent themes also organise the course: (i) news cultures and related normative ideals and debates, (ii) the ideal of ‘informed citizenship’ as understood (and challenged) in media sociology and related policy areas, and (iii) the populist challenge to the public sphere framework and the norms and institutions with which it has become associated.

SOCY2166/SOCY6066
Social Science of the Internet
The World Wide Web has transformed the way we work, collaborate, engage in commerce, participate in politics and interact socially. This course focuses on the contribution of social science to understanding life in the Digital Age. This course equips students with the theory and methods for understanding the social, political and economic impact of the Internet. Students will also learn how digital methods and big data are being used to answer long-standing questions in social science.

SOCY2167
Populism
Populism is a topical issue but is also one with a long history of sociological investigation. This course will examine populism as a phenomenon that is not confined to politics and which now exists in cultural and mediated forms. Topics covered include the perils of cultural populism, the role of demagogues in populist movements of left and right, the normalisation of populist insurgencies and the interaction between journalism and populist developments.

SOCY2168
Special Topics in Sociology
This course offers students a unique opportunity for the advanced study of a special thematic in the discipline of Sociology. The course content will vary from year to year in response to emerging theoretical, methodological, and empirical issues occurring in the discipline, and in accordance with the research interests and expertise of School visitors and sessional staff.

SOCY2169/SOCY6169
Online Research Methods
The Internet is increasingly a source of data for social science research and this course provides students with training in quantitative and qualitative online research methods for social research. The course covers unobtrusive/ non-reactive methods involving socially-generated digital trace data (networks and text) from sources such as websites, social networking sites such as Facebook and microblogs such as Twitter. Obtrusive/reactive social research methods are also covered, including both quantitative methods and qualitative methods.

SOCY3001
Research Internship
This course provides students the opportunity to work closely with a member of academic staff of the School of Sociology on a research project in a field of interest. They will develop real-world research skills and get a sense of how high-level academic research is conducted. The project, to be negotiated with a supervisor, will most often be related to work already underway by the faculty member, and the student will be offered the opportunity to join the research team.

SOCY3124
Transforming Society: Towards a Public Sociology
Sociologists are interested in not only interpreting social patterns, but in using this insight to transform society. This is what doing ‘public sociology’ is all about. In this advanced course students will be introduced to the notions of ‘public sociology’, ‘action research’ and ‘social movements’, and will explore the diverse practices that comprise each of these political and substantive projects. They will be shown the distinct ways in which sociologists have contributed to public and policy understandings of - and responses to - key social issues such as climate change, poverty, gender relations, crime, and security.
**CRIM2002/CRIM6002**

**Organised Crime: Understanding the Underworld**

The term “organised crime” brings to mind Drug Cartels, Mafias, Black Societies and Biker gangs. What do these groups have in common? What are their differences? What do they actually do? This course aims to unpack and understand the dynamics of organised crime, its actors, groups, activities and organisation as well as their geographical aspects.

**CRIM2003/CRIM6003**

**Controversies in Crime Control**

Controversies in Crime Control provides students with an introduction to the crime control field from a sociological vista. This course examines the social functions of deviance and explores the various strategies of securitization emerging in response to what commonly is perceived as the ‘crime crisis’. Overall, this course equips students with the appropriate knowledge, acuity and research skills to understand and engage the contemporary crime control landscape from a critically informed perspective.

**CRIM2009/CRIM6009**

**Corruption in our World**

With the World Bank estimating that globally about $1 trillion per year is paid in bribes, and that this illegality leads to poor economic performance and human rights violations, this course examines the phenomenon of corruption, identifies the contexts within which it flourishes, explores means of measuring it, & analyses the opportunity structure for corruption. The course also focuses on corruption control, and co-operative arrangements which aim to prevent and contain corruption.

**CRIM3002**

**Corruption in Sport**

As the world becomes a more interconnected place, sport has become a cultural sphere in which localities, regions and nations meet to compete individually or as teams for prizes ranging from simple peer recognition, health and fitness to celebrity status. Yet there is a darker side to sport. On completion, student will have the academic skills to critically analyse the phenomena by synthesising a variety of disciplinary approaches to this issue and show them that sport is now so much more than just a game.

**GEND1001**

**Sex, Gender and Identity: An Introduction to Gender Studies**

How are women’s and men’s identities shaped by society? How do we learn to become ‘proper’ women and men? How do gender relations intersect with race and class and are they still a site of inequality? This course introduces the key idea that gender is socially constructed via topics such as gender in the lives of children, sport and the masculine body, femininity and the beauty industry, media images of male and female bodies and contemporary formations of sexual identity and sexual politics.

**GEND2034**

**Going Public**

From the Stonewall Riots to SlutWalk, this course examines how and why sex and sexual imagery has come to occupy a central role in contemporary Western culture. It traces the development of discourses around sex, sexuality and feminism in order to establish a “sex critical” way of analysing cultural phenomena, especially complex issues of gender and identity. This course explores the “sexualisation” of contemporary life starting with the second wave feminist and gay liberation movements of the 1970s onwards.

**GEND3001**

**Posthuman Bodies**

This course investigates the impact of technology on understandings and experiences of identity and the body, with a focus on the notion of the posthuman. Topics will include reproductive technologies, psychopharmacology, genomics, organ transplantation and the quantified self.

**SOCY8101**

**Social Research Theory and Design**

Social Research Theory and Design examines the epistemological assumptions underpinning key theoretical perspectives in sociology and the practical implications of these perspectives for research design. The course consists of six self-guided study modules, online discussion using Wattle and two intensive one-day seminars. The course pedagogy is based on principles of problem-based and self-directed learning; that is, learning about research theory and design through real world case studies and the application of learning to students’ own research.

**SOCY8102**

**Advanced Social Research Methods**

This course introduces students to the most commonly used social research methods and provides for the development of advanced understanding of how these can be applied within theoretically sophisticated research designs. The course complements and may be taken concurrently with SOCY8101 Social Research Theory and Design.
“The School of Sociology provided me with a supportive research environment to strengthen my methodological skills and build up my expertise in gender inequalities in mathematics and science education steadily.”

– Helen

My path toward sociology began with my curiosity about how society influences and shapes individuals. During my undergraduate years, I became interested in understanding how and why students in unequal societies experience different educational opportunities based on their social status. After completing a bachelor’s degree with a major in sociology, I undertook a Master of Philosophy (MPhil) in which I further developed my research interest on gender inequalities in education. Then I was able to pursue a PhD at the ANU School of Sociology as I was awarded the International Postgraduate Research Scholarship and the University Research Scholarship (currently the Australian Government Research Training Program scholarships).

The School of Sociology provided me with a supportive research environment to strengthen my methodological skills and build up my expertise in gender inequalities in mathematics and science education steadily. The chair and members of my supervisory panel enriched my doctoral experience remarkably by giving me insights and suggestions on my work. Having a discussion with my supervisory panel on research and social issues was always fruitful and inspirational.

The solid research experience I acquired during my PhD journey at the School of Sociology has paved the way for my success of being awarded a Marie Skłodowska-Curie individual fellowship from the European Commission. This fellowship allows me to pursue my postdoctoral research at the University of Tübingen and extend my current research agenda to the German context. With an internationally renowned PhD from the ANU School of Sociology, I can reach the other side of the world and begin my research career in Europe.

Helen Law will begin her postdoctoral research at the University of Tübingen, Germany, in October 2017. Her postdoctoral position is funded by a Marie Skłodowska-Curie individual fellowship from the European Commission.
The Australian National Internships Program (ANIP) gives Australian and international undergraduate and postgraduate students an opportunity to work at the heart of Australian policy and politics. The elite program arranges 13 week research-orientated internships at a variety of Canberra locations. Interns develop career and research skills while building professional networks that can give them an advantage in a competitive employment market.

ANIP is the only program that offers Australian Commonwealth Parliamentary Internships. In addition, the program offers a range of placement options including the Australian Public Service, the ACT Legislative Assembly, the ACT Public Service, non governmental organisations and lobby groups, think-tanks and embassies.

As an Intern you will undertake a research project for which you will receive academic credit. Depending on the program, Interns will write a 8,000 –12,000 word research report. In addition, Interns attend weekly workshops focussed on research methods and public policy.
The Sociology Society (SocSoc) is a student run organization specifically designed for up and coming sociologists and for those with a general interest in the study of social life. SocSoc is housed in the School of Sociology. All undergraduate sociology majors and minors are encouraged to join, but participation is not limited to majors and minors. SocSoc welcomes students from all academic backgrounds and is open to students working on graduate degrees.

SocSoc will meet monthly. The Society will operate through an active student community guided by an elected executive council, giving select students an opportunity to practice and hone leadership skills. The Society will discuss issues of local, national, and global relevance; attend sociologically pertinent events around campus and in the community; and host events such as lectures, workshops, and fundraisers.

Participation in SocSoc creates opportunities to enhance the student experience for those keen to approach the world with a sociological lens. It is a chance to meet with other budding sociologists, interact with academics in the field, and practice sociology in ways that are personally meaningful and publicly impactful.

The Society will create an infrastructure for students who wish to engage in research and/or apply their sociological knowledge in the real world. SocSoc is an important place to build networks, learn about opportunities for funding and scholarships, and share ideas with a sociologically minded group. It is also a forum for fun, fellowship, and the growth of a strong community of sociologists at The ANU.

Find us on Facebook by searching ‘ANU SocSoc’.

Join in the conversation on Twitter @ANU_SOCY
Our staff are world class researchers working on a diverse range of internationally and nationally funded projects. Many of our staff have also been recognised for teaching excellence student-led, University, and national teaching awards. In addition the School of Sociology regularly hosts distinguished visitors who contribute to the intellectual culture of the school.

Meet the academic staff who teach the diverse classes on offer, supervise research students, and carry out ground-breaking research.
A/Prof Helen Keane
Head of School
BA (Auckland), MA (York), PhD (ANU)
Research Interests: Sociology of Drugs, Alcohol and Addiction; Critical Public Health; Feminist Theory; Gender and Embodiment.

Helen Keane’s research focuses on social and cultural aspects of drug use and addiction, although she also works more broadly in critical approaches to medicine and public health. In addition she has an interest in feminist theory and gendered aspects of embodiment. Three current projects are 1) the changing practices and discourses of nicotine consumption; 2) Rethinking addiction and 3) Gender, feminism and ideals of excellence in social science disciplines.

Dr Keane is an associate editor of the International Journal of Drug Policy and an editorial board member of Australian Feminist Studies and Contemporary Drug Problems.

A/Prof Robert Ackland
Reader
BComm (Hons) (University of Melbourne), MA (Yale University), PhD (ANU)
Research interests: Social network analysis, network science, web science, online research methods, index number theory.

An economist by training, Robert has been researching online social and organisational networks since 2002. He led a 2005 Australian Research Council grant establishing the Virtual Observatory for the Study of Online Networks project, and his VOSON software for WWW hyperlink network analysis has been used by over 2000 researchers worldwide. Robert teaches courses on the social science of the Internet and online research methods, and his book Web Social Science was published by SAGE in 2013. In 2007, he was a UK National Centre for e-Social Science Visiting Fellow based at the Oxford Internet Institute. He has served on the Science Council of the Web Foundation’s Web Index project and contributed a background paper to the World Bank’s World Development Report 2016: Digital Dividends.

Dr Baptiste Brossard
Lecturer
Ph.D., Sociology. Ecole des Hautes Etudes en Sciences Sociales (EHESS) and Ecole Normale Supérieure de Paris, 2011
Research Interests: Mental Health and Deviance, Sociological Theory, Qualitative Methods

Baptiste Brossard’s research agenda examines how behaviours socially considered to be symptoms of mental disorders are socially shaped. His Ph.D. dissertation aimed to provide a sociological model explaining how individuals come to the practice of self-injury. This research led him to explore the online world of self-injurers and to develop methodological tools in online ethnography.

He then worked on dementia care and diagnosis, building a sociological understanding of this disease through numerous fieldwork projects in France and Canada, from observations in nursing homes to interviews with nurse assistants.

Baptiste is currently moving towards various areas of investigation, such as sociological theory and social change.
Dr Katherine Carroll  
Research Fellow  
BPhpty (La Trobe), BA Hons (La Trobe) PHD (UTS)  
Research Interests: Katherine Carroll’s research centres on the sociological, interdisciplinary and feminist study of reproductive tissue banking and donation, particularly breastfeeding and human eggs. She focuses on these reproductive tissues as a shareable and bankable resource in relation to motherhood or a desire for motherhood. She also engages in a sociology with medicine by using qualitative research methods including video reflexive ethnography and hospital ethnography to not only understand but change clinical practices in complex, high-technology settings such as intensive care and surgery.

Prior to her appointment at the ANU, she held a position as Assistant Professor in the Mayo Clinic Medical School in the USA where she established a Qualitative Research Services team to undertake qualitative and sociological research in and with medicine. She has held an Australian Research Council Discovery Project and Endeavour Fellowship at the University of Technology, Sydney to study the role of human milk in Australia’s tissue economy. She has pioneered the use and theorisation of video reflexive ethnography as a collaborative method to research and change healthcare delivery.

Dr Jennifer Davis  
Lecturer  
PhD Sociology: Texas A&M University (2012)  
Research Interests: Jenny Davis maintains two distinct but related lines of research with a strong theoretical focus. One line of work examines status and stigma through both qualitative methods and laboratory experiments. A second line of research examines the integration of digital media into everyday life with a focus on identity and interpersonal interaction.

Dr. Davis is also a public scholar. Along with publishing periodic essays for popular press outlets, she co-edits the Cyborgology blog, co-organizes the Theorizing the Web annual conference, and is an academic adviser for Real Life Magazine.

Timothy Graham  
Postdoctoral Fellow  
BSocWk (UQ), PhD (2017, UQ)  
Research Interests: Computational sociology, social theory, choice and decision-making, social network analysis, data mining, e-government, applied machine learning

Tim Graham is a Postdoctoral Research Fellow at the Australian National University, Australia, with a joint appointment in sociology and computer science. His research is at the nexus of social theory and computationally-intensive approaches to analysing, understanding, and predicting social phenomena. He has recently examined the shape and nature of government on the web through analysis of large-scale hyperlink networks, and is currently progressing this research via an ARC Discovery Project grant (2017-2020). He is currently undertaking several projects, including: how socialbots influence public discourse on Twitter; the structure and dynamics of the anti-vaccination movement online; machine learning for predicting violent crime; and developing new theoretically-attuned methods for social network analysis.
Dr Alastair Greig  
Emeritus Reader  
BA (McGill), MA (McGill), DPhil (Oxon)  
Research Interests: Inequality, urbanisation, development, environment  
Alastair Greig's doctoral interests in development sociology led him in his postdoctoral work to examine global commodity chains in the clothing industry, as well as the role of outwork in the Australian clothing industry. This interest in changing patterns of work then led to study the building industry and the relationship between social change, housing formation and the urban built environment.  
Dr Greig is driven by macro-sociological concerns relating to social inequalities, and has reflected on the changing patterns of local inequality (Inequality in Australia, Cambridge UP, 2003, with F. Lewins and K. White) and international inequalities (Challenging Global Inequalities, Palgrave, 2007, with D, Hulme and M. Turner).  
In 2010 Dr Greig received the CASS Award for Excellence in Supervision along with the Vice-Chancellor’s Award for Excellence in Supervision, and in 2014 was awarded the Chancellor’s Award for Outstanding Service to the Campus Community.

Dr Maria Hynes  
Senior Lecturer  
HDR Convenor  
BA Hons (Macquarie), PhD (Macquarie).  
Research Interests: Affect Theory; Innovation in Art and Science; Biopower and Biopolitics; Racism, Anti-racism and Bystander Action; Micropolitics and Resistance.  
Maria Hynes’ research centres on the affective and micropolitical dimensions of social life. It examines the ways in which our vitality is modulated by contemporary forms of power and explores novel expressions of freedom, particularly within the sphere of art. This overarching interest in the relationship between new modes of power and freedom informs research on new forms of collaboration between artists and scientists in the innovation age, research on racism and anti-racism and diverse forms of cultural, political and aesthetic resistance. Dr Hynes is also interested in the way that attention to the embodied and affective dimensions of social life changes the way we do Sociology and the impact that we seek to have on the world at large.

A/Prof Paul K. Jones  
Reader  
Honours Convenor  
BA Hons (Syd). MA (Cultural Studies) Birm, UK; PhD (Philosophy) Syd.  
Research Interests: Populism and the fate of the public sphere; cultural sociology; media sociology; critical theory; social theory.  
Paul Jones works at the intersection of critical theory, sociology and political communication. He has published widely on the relations between media policy, political communication and the public sphere in Australia and increasingly within international comparative ‘media systems’. He has held grants and/or participated in local and international research teams in this area. He is also an authority on the work of Raymond Williams.  
Associate Professor Jones is currently writing on the ‘sociological deficit’ in the rapidly expanding body of international research on populism and neopopulism. He is currently completing Critical Theory and Demagogic Populism for Manchester University Press.  
He was an executive board member of The International Sociological Association’s Sociological Theory research committee 2006-2014. He has been a Visiting Fellow at The University of Cambridge (Sociology), The London School of Economics (Sociology & Media and Communications), The University of California, Berkeley (History) and The Yale Center for Cultural Sociology.
Dr Adam Masters  
Post-Doctoral Fellow  
BA Hons (ANU), PhD (ANU)  
Research Interests: Union corruption, corruption in sport, organized crime, international government organisations and global governance.

Adam Masters’ research and teaching focuses on corruption, anti-corruption and organized crime, particularly in rich countries. His current research explores the shift toward criminalizing corruption in sport and the emergence of this type of corruption as a public policy issue. His research on union corruption in developed economies provides a social science perspective on this issue. Adam’s research informs his teaching, which is the central focus of his chosen academic career.

Dr Masters comes to the ANU following a 24-year career with the Australian government, including close to a decade with the National Central Bureau of Interpol and teaching counter-terrorism investigations with the Australian Federal Police.

Professor Mary Lou Rasmussen  
Professor of Sociology  
BA (Hons) Uni Melb, Dip. Ed. (UCAN) PhD (UniSA)  
Research interests: Feminist theories and Gender studies; Queer theory; Public debates about sexuality; Reproduction; Secularism, cultural and religious difference in Australian education.

Mary Lou’s research focuses on building transdisciplinary understanding of sexuality across diverse lifeworlds, taking account of issues related to sexual citizenship, cultural and religious difference and technologies of sexuality, education and health. Professor Rasmussen has undertaken research in the US, Canada and Australia. She serves on the editorial boards of Research in Education, Sex Education, Critical Studies in Gender and Sexuality in Education. She is co-editor of the first Handbook of Sexuality Education (Palgrave) and a founding member of the Australia Forum on Sexuality, Education and Health (AFSEH); an organisation that leads public debate on sex, sexuality and relationships.

Professor Lawrence J. Saha  
Adjunct Professor  
BA Notre Dame (Ind., USA), MA, PhD Texas (Austin)  

Larry Saha is former Head of the Department of Sociology, and Dean of the Faculty of Arts. He has published mainly in the fields of comparative education, education and national development, student aspirations and expectations, and political socialization among youth. Professor Saha’s current research interests include student aspirations and expectations, student sense of justice in the classroom and its implications, and race, ethnicity and educational achievement. He is currently working on an edited book on Paulo Freire, the Brazilian educator. Among his important recent works are The Untested Accusation: Principals, Research Knowledge and Policy-Making in Schools (with Bruce Biddle) (Scarecrow Press, 2005) and the two volume edited work (with A. Gary Dworkin) International Handbook of Research on Teachers and Teaching (Springer Publishers, 2009).

Dr Joanna Sikora  
Senior Lecturer  
Magister Sociologii (Wroclaw), PhD (ANU)  
Research Interests: Gender inequality, adolescent aspirations, women in science, sociology of education, social mobility and stratification.

Joanna Sikora’s research involves comparative study of educational inequalities. Her expertise spans three broad areas. The first is gender segregation, i.e. the concentration of men and women in different fields of study. This includes a special interest in gender and science. The second interest is in the role of adolescent aspirations in adult life outcomes. The third concerns the influence of heritability, parental background and scholarly capital in shaping educational and occupational pathways of youth and adults.

Dr. Sikora has extensive experience with analysing survey data from standardised cross-national collections. In this capacity she has worked as a consultant for the OECD’s Directorate for Education in Paris, analysing data from the Programme of International Student Assessment.

Dr Gavin J.D. Smith  
Deputy Head of School and Senior Lecturer  
Undergraduate Convenor: Sociology  

Research Interests: Digital Sociology, Risk, Governance, Surveillance, Policing, Penology, Consumption, Urban Studies, Social Theory

Gavin Smith’s research agenda examines the impacts of surveillance technologies – and the data flows they produce – on the structure and experience of social life. Dr Smith’s recent book, Opening the Black Box: The Work of Watching (Routledge, 2014), analyses the culture of closed-circuit television (CCTV) operation in the UK and the experiences of CCTV camera operators as they monitor mediated ‘riskscapes’. It draws attention to the unseen labour, of the physical and mental variety, that these workers perform as they encounter disorderly behaviours and events – what might be called ‘spectacles of suffering’ – in a virtually intimate way.

Associate Professor Kevin White  
Reader  
BA, Dip, Soc, Sci, PhD (Flinders University)  
Research Interests: Sociology of health; political sociology of health care systems

Kevin White is a sociologist of health and illness, originally with interests in the history and philosophy of medicine. He also works on the political economy of health care systems, particularly examining the impact of privatisation on the health care system. In his most recent work he has been examining the interrelations of the sociology of health with the sociology of religion.

Professor White has held appointments at Flinders University, Wollongong University and the Victoria University of Wellington. He has authored 6 books, edited 7 and written over 50 research papers. Professor White has been awarded the Vice Chancellors Award for Teaching Excellence, The Vice Chancellor’s Award for Community Outreach, and the Pro-Vice Chancellor’s award for Higher Degree Supervision.
Each year the School of Sociology is excited to host world class Sociologists as they visit to expand their research and educate the Sociology community at ANU.

**KEY VISITORS**

Professor Pat O’Malley FASSA  
Distinguished Honorary Professor  
MA (Dist) (Sociology), PhD (Sociology)

Distinguished Honorary Professor Pat O’Malley FASSA is a legal and social philosopher principally interested in the history and function of risk jurisprudence as an apparatus as governance, and the related use of money as a ‘currency of justice’. He has written extensively on those topics and is a leading scholar in international debates about risk, law and society. He has also been a central figure in the development of governmental studies. A key focus of his appointment is to progress existing and initiate new research collaborations with School of Sociology faculty, as well as acting as a mentor for the early career researchers. In this respect he plays an active role in reading drafts of research papers and grant applications and contributes guest lectures to various undergraduate courses and periodic graduate masterclasses. His inclusion in the School also raises the research profile of ANU Sociology.

Professor O’Malley welcomes correspondence and can be contacted on: Pat.O’Malley@anu.edu.au
You can view the Upcoming Sociology Seminar Series at http://sociology.cass.anu.edu.au/seminars

Professor Yvette Taylor
Professor

MA (Dist) (Sociology), PhD (Sociology)


Professor Yvette Taylor will be visiting the School of Sociology in October and November 2018.
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