**COURSE TITLE: Principles of Sociology**

**COURSE NUMBER: SOCL 1000.01**

**SECTION TIMES/DAYS: TR 9:40-11:10 AM**

**INSTRUCTOR: Dr. Natasha Miric**

**EXP: Understanding Human Bhv**

**FLAG: Quantitative Literacy**

**COURSE DESCRIPTION/PRINCIPAL TOPICS**

This course introduces the discipline of sociology, including its history, theories, concepts, and methods. Course readings and lectures situate sociology within the social sciences, highlighting how it is both similar to and different from other social sciences. The majority of the course will be structured around an examination of the following core sociological areas of study: culture, social interaction, social structure, social inequality, gender, and race and ethnicity. Coverage of these areas will serve as the basis for introducing core sociological concepts and helping students to understand the unique disciplinary perspective of sociology, or what it means to think like a sociologist. Students will also develop the capacity to identify and value the difference between micro- and macro-level social analyses.

**STUDENT LEARNING OUTCOMES**

The specific objectives of this course are 1) to introduce the student to the theoretical perspectives, concepts, and methods used by sociologists; 2) to integrate these in acquainting the student with particular substantive topics and areas of sociological interest, and with the current state of theory and data in those areas; 3) to guide the student in understanding the meaning of data and its interpretation within a sociological perspective; 4) guide students in the development of a sociological imagination.

**PREREQUISITES/RECOMMENDED BACKGROUND**

N/A

**REQUIRED TEXTS**

Kerry Ferris, and Jill Stein (2016). The Real World: An Introduction to Sociology, 5th edition, New York, NY: W. W. Norton & Company.

**COURSE WORK/EXPECTATIONS**

It is anticipated that students will complete reading responses, two exams, and a paper

**COURSE TITLE: Principles of Sociology**

**COURSE NUMBER: SOCL 1000.02**

**SECTION TIMES/DAYS: TR 11:20-12:50 PM**

**INSTRUCTOR: Dr. Natasha Miric**

**EXP: Understanding Human Bhv**

**FLAG: Quantitative Literacy**

**COURSE DESCRIPTION/PRINCIPAL TOPICS**

This course introduces the discipline of sociology, including its history, theories, concepts, and methods. Course readings and lectures situate sociology within the social sciences, highlighting how it is both similar to and different from other social sciences. The majority of the course will be structured around an examination of the following core sociological areas of study: culture, social interaction, social structure, social inequality, gender, and race and ethnicity. Coverage of these areas will serve as the basis for introducing core sociological concepts and helping students to understand the unique disciplinary perspective of sociology, or what it means to think like a sociologist. Students will also develop the capacity to identify and value the difference between micro- and macro-level social analyses.

**STUDENT LEARNING OUTCOMES**

The specific objectives of this course are 1) to introduce the student to the theoretical perspectives, concepts, and methods used by sociologists; 2) to integrate these in acquainting the student with particular substantive topics and areas of sociological interest, and with the current state of theory and data in those areas; 3) to guide the student in understanding the meaning of data and its interpretation within a sociological perspective; 4) guide students in the development of a sociological imagination.

**PREREQUISITES/RECOMMENDED BACKGROUND**

N/A

**REQUIRED TEXTS**

Kerry Ferris, and Jill Stein (2016). The Real World: An Introduction to Sociology, 5th edition, New York, NY: W. W. Norton & Company.

**COURSE WORK/EXPECTATIONS**

It is anticipated that students will complete reading responses, two exams, and a paper

**COURSE TITLE: Principles of Sociology**

**COURSE NUMBER: SOCL 1000.03 and 1000.04**

**SECTION TIMES/DAYS: MW 4:20 – 5:45 PM (Section 03) MW 5:55 – 7:20 PM (Section 04)**

**INSTRUCTOR: Faculty**

**EXP: Understanding Human Bhv**

**FLAG: Quantitative Literacy**

**COURSE DESCRIPTION/PRINCIPAL TOPICS**

Development of the perspectives, concepts, and methodologies needed for objective, analytical thinking about human interaction. Relationships explored in terms of the development of the self through interaction, basic types of social organization, collective behavior, types of institutions, and aspects of the total social system such as social change and population phenomena.

**COURSE TITLE: Principles of Sociology**

**COURSE NUMBER: SOCL 1000.05**

**SECTION TIMES/DAYS: TR 1:00pm-2:30pm**

**INSTRUCTOR: Rachel Washburn**

**CORE AREA (IF APPLICABLE): Understanding Human Behavior**

**FLAGS (IF APPLICABLE): None**

**COURSE DESCRIPTION/PRINCIPAL TOPICS**

This course introduces students to the discipline of sociology, including its history, theories, concepts, and methods. Course readings and lectures situate sociology within the social sciences, highlighting how it is both similar to and different from other social science disciplines. The majority of the course will be structured around an examination of the following core sociological areas of study: culture, social interaction, deviance, social structure, social inequality, race and ethnicity, social institutions (e.g., politics, the economy, education, religion, health care, and the family), and social movements and change. Coverage of these areas will serve as the basis for introducing core sociological concepts and helping students to understand the unique disciplinary perspective of sociology. Students will also develop the capacity to identify and value the difference between micro- and macro-level analyses. Course readings are drawn from textbooks, sociological journal articles, and monographs. The format of class meetings will vary, but may based on a combination of lectures, group discussions, small group work, films, and student presentations.

**STUDENT LEARNING OUTCOMES**

By the end of this course, it is expected that students will:

Understand the defining characteristics of the social sciences and sociology in particular.

Demonstrate a basic understanding of methods commonly employed in the social sciences.

Understand how theories and methods both shape and are shaped by empirical observation.

Be familiar with the results of sociological research on a variety of topics.

Be able to use sociological theories and concepts to analyze current social issues and problems.

Develop and value a “sociological imagination.”

**PREREQUISITES/RECOMMENDED BACKGROUND**

None

**REQUIRED TEXTS**

To be announced.

**COURSE WORK/EXPECTATIONS**

**The requirements for this course include the following: attendance and participation, completion of assigned readings, one paper, reading responses, and two exams.**

**COURSE TITLE: Introduction to Health and Society**

**COURSE NUMBER: SOCL 1998 / HEAS 1000.01**

**SECTION TIMES/DAYS: TR 2:40-4:10 PM**

**INSTRUCTOR: Rachel Washburn**

**CORE AREA (IF APPLICABLE): Understanding Human Behavior**

**FLAGS (IF APPLICABLE): None**

**COURSE DESCRIPTION/PRINCIPAL TOPICS**

Though health is often understood as a biological phenomenon, this course introduces students to the social foundation of health. This includes examining the following broad topics: how the organization of society (e.g., class structures, racism, and sexism) shape health through a variety of mechanisms, including the distribution of resources, access to health care, and the lived experience of stress; how culture shapes how we think about and act towards health; and how communities have responded to health challenges through things like health social movements. Coverage of these topics will largely draw on insights from social science disciplines including sociology, political science, and anthropology. Ultimately, the course will help students to understand how social and cultural forces shape unequal burdens of disease across populations as well as how our understandings of health and illness have changed over time. In addition, because this course is intended to equip HEAS students to engage in rigorous interdisciplinary scholarship on the social foundations of health, part of the course will also focus on disciplinary ways of knowing, including common concepts and methodologies employed to studying phenomena. Please note that HEAS 1000 is a required course for progressing in the Health and Society minor.

**STUDENT LEARNING OUTCOMES**

By the end of this course, it is expected that students will:

Understand how social conditions shape health and specific mechanism through which this occurs.

Be able to compare different arguments about how and why social conditions shape health.

Understand how different disciplines study and understand health.

Understand the implications for approaching health from different disciplinary vantage points.

Demonstrate your critical thinking, writing, public speaking, and teamwork skills.

**PREREQUISITES/RECOMMENDED BACKGROUND**

None

**REQUIRED TEXTS**

To be announced.

**COURSE WORK/EXPECTATIONS**

**The requirements for this course include the following: attendance and participation, completion of assigned readings, one paper, reading responses, and two exams.**

**COURSE TITLE: Qualitative Research Methods**

**COURSE NUMBER: SOCL 2000 01 and 02**

**SECTION TIMES/DAYS: TR 1:00-2:30pm (Section 01) and 2:40-4:10pm (Section 02)**

**INSTRUCTOR: Dr. Sylvia Zamora**

**CORE AREA: N/A**

**FLAGGED: Information Literacy**

**COURSE DESCRIPTION/PRINCIPLE TOPICS:**

This course introduces students to research methods in sociology and the social sciences.  We will focus on the development of the research process beginning with writing research questions, learning about how to design qualitative, quantitative and mixed-methods studies, constructing a literature review, and developing a research proposal. Students will also gain experience in coding and analyzing data collected for qualitative research projects. The class also addresses the ethics of social research and processes of information literacy, including how to best understand and assess previously published sociological research.

**STUDENT LEARNING OUTCOMES:**

* Understand the steps in research design for social research.
* Be able to identify and describe the primary research methods in sociology.
* Acquire library skills including use of the library catalog and electronic databases to retrieve books or articles, whether in print or online.
* Be able to discriminate between scholarly and popular modes of knowledge through an understanding of the peer-review process.

**PREREQUISITES/RECOMMENDED BACKGROUND:**

* SOCL 1000
* Sociology Majors or Minors Only

**REQUIRED TEXTS:**

**COURSE WORK/EXPECTATIONS**:

* In-class exam
* Reading quizzes
* Information Literacy project
* Research Project: Write research question, literature review, propose methodology, collect data

**COURSE TITLE: Quantitative Analysis**

**COURSE NUMBER: SOCL 2100.01**

**SECTION TIMES/DAYS: MWF 8:00 – 9:00**

**INSTRUCTOR: Faught**

**CORE AREA: Quantitative**

**FLAGGED: None**

**COURSE DESCRIPTION/PRINCIPLE TOPICS:**

This course will introduce the student to procedures of statistical analysis common to sociology and the other social sciences.  Students will learn to use a variety of descriptive and inductive statistics.  The goals of the class are to make students familiar with assumptions and strategies of basic statistical analysis, and provide them with skills to be more critical readers of quantitative social science research.

**STUDENT LEARNING OUTCOMES:**

to read and interpret bar charts, histograms, pie charts, and line graphs

to calculate and interpret the mean, median and mode from different types of data

to calculate variance and standard deviation and interpret them in relation to the normal curve

to describe the properties of the normal curve

to know the difference between various t and z tests, and calculate them for different types of data

to know when to use lambda, gamma, tau and calculate their values

to distinguish among direct, spurious, and interaction effects

to calculate r for linear data and its derivatives for multivariate analysis

to know the assumptions and strategies for taking different types of samples

**PREREQUISITES/RECOMMENDED BACKGROUND:** None

**REQUIRED TEXTS:**

Healey, Joseph F. Statistics: A Tool for Social Research (10th ed.).  Wadsworth.

**COURSE WORK/EXPECTATIONS:**

Students are expected to: (1) attend class; (2) complete homework assignments; (3) take five exams and a final. (4) Write and present a short paper. This course should be of interest to students who would like to develop basic quantitative skills necessary to analyze data appearing in scholarly and popular publications

**COURSE TITLE: Quantitative Research Methods**

**COURSE NUMBER: SOCL 2100.02**

**SECTION TIMES/DAYS: TR 11:20-12:50 PM**

**INSTRUCTOR: Dr. Ravaris Moore**

**CORE AREA: Quantitative Reasoning**

**FLAGGED: N/A**

**COURSE DESCRIPTION/PRINCIPLE TOPICS:**

This course is a general introduction to statistics in the social sciences. You will learn a set of tools and techniques that will help you describe, organize, and interpret data so that you can better understand the social world.  The course is divided into three modules:

Module 1 introduces students to quantitative data, and teaches basic skills needed to

manipulate quantitative data in our quantitative analysis program of choice for this course, Stata. We will gain skills needed to utilize data and describe groups using *descriptive statistics. (~weeks 0-4)*

Module 2 sets the theoretical and applied foundation for testing hypotheses with

quantitative data. In so doing, it employs and continues to build upon the skills developed in Module 1. From here, we learn to examine relationships between and among the characteristics of groups, and determine when those relationships are generalizable using *inferential statistics. (~weeks 5-9)*

Module 3 introduces estimation techniques and tools for statistical Inference that employ

and build on skills developed earlier in the course. This section teaches approaches for characterizing relationships between variables while considering other factors. *(~weeks 10-14)*

**STUDENT LEARNING OUTCOMES:**

* Gain statistical literacy – the ability to explain differences among various statistical techniques and discern the appropriate techniques for a given research question and set of variables
* Combine statistical literacy with statistical programming skills to independently complete descriptive and inferential analyses on quantitative data.
* Become familiar with basic concepts, methods and procedures of quantitative data analysis in the social sciences, and the logic behind them

**PREREQUISITES/RECOMMENDED BACKGROUND:**  None

**REQUIRED TEXTS:**

*Social Statistics for a Diverse Society (8th edition)*, by Chava Frankfort-Nachmias & Anna Leon-Guerrero (Sage Publications, 2017). ISBN # 9781544316390.

**COURSE WORK/EXPECTATIONS:**

Students will likely be expected to complete six homework assignments and three exams.

**COURSE TITLE: Sociological Theory**

**COURSE NUMBER:  SOCL 3000.01**

**SECTION TIMES/DAYS: MWF 9:10-10:10**

**INSTRUCTOR: Faught**

**CORE AREA: Major Requirement**

**FLAGGED: None**

**COURSE DESCRIPTION/PRINCIPLE TOPICS:**

In this course we will critically examine the ideas of a number of writers who are considered founders of sociology, as well as other more contemporary contributors to the discipline.  As we move through the 19th and 20th century, I will try to show the connection between changing social and economic conditions and the kinds of problems these writers envisioned as central to their theories of the organization of society.

**STUDENT LEARNING OUTCOMES:**

1. Identify and describe key concepts used by each theorist
2. Describe the similarities and differences between the theoretical perspectives
3. Discuss how the concepts used in each theory could be measured
4. Discuss the relevance of each theory for understanding an issue pertinent to life in contemporary societies

 **PREREQUISITES/RECOMMENDED BACKGROUND:**

 None

**REQUIRED TEXTS:**  TBD

**COURSE WORK/EXPECTATIONS:**

Three exams (including the final)

Individual and group presentations

Short paper

**COURSE TITLE: Sociological Theory**

**COURSE NUMBER: SOCL 3000.02**

**SECTION TIMES/DAYS: TR 9:40 a.m.-11:10 a.m.**

**INSTRUCTOR: Dr. Stephanie Limoncelli**

**CORE AREA: N/A**

**FLAG: N/A**

**COURSE DESCRIPTION/PRINCIPAL TOPICS**

What frameworks do sociologists use to help them understand the social world? This course will introduce students to a selection of important theoretical perspectives in 20th and 21st century sociology. We will read the works of writers who were influential contributors to the origins and early formation of the discipline as well as those whose frameworks have become important in contemporary sociology. We will grapple with ongoing themes that have preoccupied social theorists, including issues of subjectivity and objectivity; modernity and post-modernity, the relationship between structure and agency, the nature of social change, and the ways in which power operates in society. Using original and secondary source texts, we will assess the usefulness of different perspectives in explaining the social world.

**STUDENT LEARNING OUTCOMES**

Students will:

-understand important sociological frameworks

-analyze and apply theoretical concepts in sociology

-practice and develop their critical thinking skills

-work toward a better understanding of their own interests in sociological theory

-practice and improve verbal and written communication skills

**PREREQUISITES/RECOMMENDED BACKGROUND**

Sociology majors or minors

A junior or senior standing is preferred

**REQUIRED TEXTS**

It is anticipated that we will use the following texts:

(1) *Contemporary Sociological Theory and its Classical Roots*, by George Ritzer and Jeffrey Stepnisky. 2019 (5th edition). Thousand Oaks: Sage.

(2) Additional course readings available via course website on Brightspace

COURSE WORK/EXPECTATIONS

It is anticipated that students will lead a class discussion, complete reading responses, and complete two in-class essay exams and final paper

**COURSE TITLE: Metropolitan Los Angeles**

**COURSE NUMBER: SOCL 3100.01**

**SECTION TIMES/DAYS: T 4:20 – 7:20 PM**

**INSTRUCTOR: Hoffman, P.**

**CORE AREA: N/A**

**FLAGGED: N/A**

**COURSE DESCRIPTION/PRINCIPLE TOPICS:**

An overview of the social, economic, political, environmental, and spatial characteristics and dynamics of Metropolitan Los Angeles in the context of contemporary urbanization in the United States.

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**COURSE TITLE: Sociology of Gender**

**COURSE NUMBER: SOCL 3210.01**

**SECTION TIMES/DAYS: R 4:20 – 7:20 PM**

**INSTRUCTOR: Faculty**

**CORE AREA: N/A**

**FLAGGED: N/A**

**COURSE DESCRIPTION/PRINCIPLE TOPICS:**

An examination of processes resulting in socio-cultural sex role differences and the cultural consequences relating to opportunity, power, and prestige in society. An attempt to understand the effects of social organization and change on the status of women and men.

**COURSE TITLE: Men and Masculinities**

**COURSE NUMBER: SOCL 3211.01**

**SECTION TIMES/DAYS: MW 2:20 PM - 3:50 PM**

**INSTRUCTOR: Dr. Eric Magnuson**

**CORE AREA: None**

**FLAGGED: Oral Skills flag**

**COURSE DESCRIPTION/PRINCIPAL TOPICS**

This course will explore men, women, gender, politics, identity and social change from a social scientific perspective. We will explore the diversity of masculinities and how these masculinities influence other realms of social life for men and women. We will question the everyday "taken-for-granted" notions about masculinity and gender and analyze the unquestioned assumptions that structure men’s gendered identities, and in many ways, shape our entire society. We will examine the socialization process and its relation to the continuity of notions of masculinity and gender in general. Diversity among men will be a major topic throughout, incorporating issues of identity such as race and ethnicity, class, and age. Finally, we will analyze ways men and women are seeking to challenge traditional notions of masculinity and bring about social change.

**STUDENT LEARNING OUTCOMES**

- understand the core issues and concepts utilized in the social scientific study of men, masculinity & gender

- develop creative, critical, and original analyses of the social dynamics of masculinity

- develop and apply your “sociological imagination”

- improve analytical speaking and writing skills

**PREREQUISITES/RECOMMENDED BACKGROUND**

Recommended: Junior or Senior standing

**REQUIRED TEXTS**

- Men’s Lives - Michael Kimmel & Michael Messner (eds.)

- Men Speak Out: Views on Gender, Sex, and Power - Shira Tarrant (ed.)

- Tuesdays with Morrie - Mitch Albom

- materials on EReserve

**COURSE WORK/EXPECTATIONS**

active class participation

periodic reaction pieces

independent research project & presentation

final exam

**COURSE TITLE: Demography and Population Analysis**

**COURSE NUMBER: SOCL 3310.01**

**SECTION TIMES/DAYS: TR 11:20-12:50**

**INSTRUCTOR: Dr. Ravaris Moore**

**COURSE DESCRIPTION/PRINCIPLE TOPICS:**

This course provides an introduction to the core topics in contemporary demography. This includes a survey of literature on the topics of fertility, mortality, migration, aging, and families. The course includes a quantitative component that explores the fundamental methods employed in demographic research, including life tables and the calculation of life expectancy, fertility and mortality rates, and a basic overview of population projection techniques. Emphasis will be placed on relating demographic concepts, methods, and research results to current social and political issues. Course readings will be a mixture of textbook readings and supplemental journal articles.

**STUDENT LEARNING OUTCOMES:**

* Students will become familiar with standard demographic methods and the interpretation of the evidence based on these methods.
* Students will become familiar with central results that help shape our current conception of demographic processes.
* Students will draw on readings and demographic methods to make informed arguments concerning contemporary issues that are intertwined with population studies.

**PREREQUISITES/RECOMMENDED BACKGROUND:**

Some training in quantitative methods is helpful, but not required.

**REQUIRED TEXTS:**

TBA

**COURSE WORK/EXPECTATIONS:**

TBA

**COURSE TITLE: Sociology of US Immigration**

**COURSE NUMBER: SOCL 3372.01**

**SECTION TIMES/DAYS: T/Th 2:40-4:10p**

**INSTRUCTOR: Dr. Nadia Kim**

**CORE AREA: N/A**

**FLAGGED: Writing and Oral Skills**

**COURSE DESCRIPTION/PRINCIPAL TOPICS**

America is and has always been a country of immigrants. We are therefore all descendents of immigrants in one way or other. Currently, one in ten residents in the United States was born outside the country, a fact that raises not just eyebrows but the level of debate and conflict. While this course focuses largely on the United States, we will spend some time on other nations, asking the following: What causes people to leave everything behind and start life in a whole new place, a place that is often hostile? In what ways might immigrants maintain ties to the “old country” and sometimes complicate notions of “assimilation”? In light of immigration, what happens to people’s jobs, ethnic cultures and identities, romantic and marital relationships, ties between parents and children; what happens when immigrants come into contact with other racial/ethnic groups; how does immigration affect those of us who have been in the country for generations? This course is designed to encourage you to use your “sociological imagination” to understand these complex issues, especially since the issue of immigration is currently dividing the country more than any other and is responsible for the rise of an unlikely candidate – Donald Trump – to the most powerful post in the world.

**STUDENT LEARNING OUTCOMES**

- Understand how political (e.g., colonial), economic, and cultural forces propel people’s movements to the United States

- Identify the gender/family, ethnic, racial, and class dimensions of immigration

* + - Understand assimilation and its various types like the melting pot and cultural pluralism (the salad bowl) as well as transnationalism – all especially in relation to the first generation (adult immigrants) and second generation (offspring of former)
		- Identify the importance of all types of immigrants, including those who are Black; legal and social citizenship, especially for the Latino and Asian American populations; finally, how immigrants are changing US society
		- Understand how immigration profoundly affects your life, even if you are not an immigrant or a child of an immigrant yourself

**PREREQUISITES/RECOMMENDED BACKGROUND**

None though SOCL 100 or some background in introductory sociology is preferred.

**REQUIRED TEXTS**

- Kim, Nadia. Y. 2008. *Imperial Citizens: Koreans and Race from Seoul to LA.* Stanford University Press.

- All remaining material on Brightspace.

**COURSE WORK/EXPECTATIONS**

Oral participation, presentation

Paper, exams

**COURSE TITLE: SS Agriculture, Food, and Justice**

**COURSE NUMBER: SOCL 3998.01 /EVST 3998**

**SECTION TIMES/DAYS: Thursdays 4:20-7:20**

**INSTRUCTOR: Prof. Seymour**

**CORE AREA (IF APPLICABLE): N/A**

**FLAGS (IF APPLICABLE): N/A**

**COURSE DESCRIPTION/PRINCIPAL TOPICS:**

Food is central to our lives, yet the agricultural practitioners, processes, and spaces that create our daily bread are typically obscured from our consciousness. This distancing effect means that most eaters are not very aware of the conditions and practices that characterize our agrifood systems, many of which raise deep concerns about social and environmental justice.

This class will approach agriculture and food through the lens of different agrifood movements in the US and elsewhere. This will help us to comprehend the scope of challenges and injustices facing agricultural laborers, farmers, and farmed animals, and will help us to understand the critical importance of the fights for land sovereignty, seed sovereignty, and food sovereignty.

**STUDENT LEARNING OUTCOMES:**

Students should gain increased, deepened awareness of injustices experienced by human and nonhuman participants in US and global agri-food systems.

They should understand the origins of these injustices, particularly as related to neoliberalism, classism, and speciesism.

Students should be able to articulate the needs expressed by, and solutions offered by, members of agrifood movements.

**PREREQUISITES/RECOMMENDED BACKGROUND:**

None

**REQUIRED TEXTS:**

None

**COURSE WORK/EXPECTATIONS:**

Students will be evaluated on participation, article presentation and discussion leadership, and essays/papers.

**COURSE TITLE: SS Environmental Inequality & Justice**

**COURSE NUMBER: SOCL 3998.02**

**SECTION TIMES/DAYS: TR 2:40-4:10 PM**

**INSTRUCTOR: Dr. Natasha Miric**

**COURSE DESCRIPTION/PRINCIPAL TOPICS**

Environmental inequality refers to the uneven distribution of environmental burdens (such as exposure to large amounts of pollution) and benefits (such as access to clean air and water). The purpose of this course is to explore how racial, economic, and social inequalities can influence people’s access to a clean, safe, and productive environment. This course provides a *sociological* perspective on environmental issues, investigating the relationships between various environmental and social problems and considering how political, social, and economic factors have come to shape our patterns of interaction.

This course will address the following questions: What is environmental justice? What groups are most affected by environmental inequalities? Why is it that certain groups of people are denied basic resource rights or are burdened with environmental hazards to a greater extent than other groups? What can be done to correct the histories of inequality?

**STUDENT LEARNING OUTCOMES**

The specific objectives of this course are 1) to introduce students to the concept of environmental justice as an issue of social justice involving dynamics of race/ethnicity, class, and gender; 2) explain major historical root causes of environmental inequality and strategies for promoting environmental justice and equity; 3) recognize and critically evaluate the powerful structures, institutions and ideas that shape individual opportunities and collective outcomes within an environmental context; 4) recognize how environmental problems like pollution and climate change impact social and racial inequalities, local and global politics, and human health; 5) locate and reflectively examine one’s own position a citizen, consumer, and student in relation to the study and struggles over environmental inequality.

**PREREQUISITES/RECOMMENDED BACKGROUND**

N/A

**REQUIRED TEXTS**

TBA

**COURSE WORK/EXPECTATIONS**

It is anticipated that students will complete reading responses, two exams, and a paper.

**COURSE TITLE: SS Work and Labor in the Global Economy**

**COURSE NUMBER: SOCL 3998.03**

**SECTION TIMES/DAYS: TR 1:00 p.m.-2:30 p.m.**

**INSTRUCTOR: Dr. Stephanie Limoncelli**

**CORE AREA: N/A**

**FLAG: N/A**

**SOCL THEME AREA: Social Processes and Change (Area 3)**

**COURSE DESCRIPTION/PRINCIPAL TOPICS**

Globalization and technology are changing the world of work. This course will critically examine the organization and reorganization of formal and informal work in the global economy and the challenges facing labor movements. By considering the U.S. in relation to other countries, we will learn about the global division of labor and explore ways that gender, race, class, and national inequalities are being reinforced and challenged.

**STUDENT LEARNING OUTCOMES**

Students will:

-understand important trends in the organization of work globally and their causes

-demonstrate the ability to analyze work from a sociological and global perspective

-improve their understanding of labor processes and labor movements

-practice and develop verbal and written communication skills

**PREREQUISITES/RECOMMENDED BACKGROUND**

Sociology majors or minors

A junior or senior standing is preferred

**REQUIRED TEXTS**

To be decided

**COURSE WORK/EXPECTATIONS**

It is anticipated that students will lead a class discussion, complete reading responses, and complete two in-class essay exams and final paper

**COURSE TITLE: SS POVERTY & PLACE**

**COURSE NUMBER: SOCL 3998.04**

**SECTION TIMES/DAYS: M 7:10 - 10:10 PM**

**INSTRUCTOR: DR. NATHAN SESSOMS**

**CORE AREA: None**

**FLAGS: None**

**COURSE DESCRIPTION/PRINCIPAL TOPICS:**

This course will guide students in building, discussing, analyzing, and enhancing their overall understanding of poverty and larger systems of inequality, while considering the lenses of race, space, place, and scale. Participants will examine the multi-faceted aspects of poverty, including geographic landscapes, primary catalysts, and both commonly accepted and alternative means of measurement. Additionally, they will become familiar with historical and contemporary social policies and related societal impacts.

In addition to lectures, readings, films/documentaries, and class discussions, this course will present Los Angeles as a laboratory, within which different poverty landscapes - as well as their catalysts - can be viewed, explored, and analyzed. In particular, participants will have the opportunity to explore landscapes of poverty via field-based experiences to experience and examine the place-specific dynamics associated with varied poverty landscapes within the metro-LA area. Finally, students will engage with guest speakers from community-based organizations and local governments - who are tasked with addressing poverty and related issues at the local level - and learn about the complex dynamics of their work.

**STUDENT LEARNING OUTCOMES:**

* Understand the multi-faceted nature of poverty
* Explore the relationship between poverty and race, space, place, and scale
* Engage in field-based research practices and reporting
* Become knowledgeable about federal, state, and local policies and their impacts
* Learn about the work of local entities tasked with mitigating poverty and ancillary issues

**PREREQUISITES/RECOMMENDED BACKGROUND:**

Sociology or Urban Studies Majors or Minors Only

SOCL 1000

**REQUIRED TEXTS:**

TBA

ASSIGNED READINGS ON COURSE WEBPAGE

**COURSE WORK/EXPECTATIONS:**

* Complete course readings
* Participate in class discussions/debriefings
* Perform field-based research
* Engage with guest speakers

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| **COURSE TITLE: SS Sociology of Sport**COURSE NUMBER: SOCL 3998.15SECTION TIMES/DAYS: TBAINSTRUCTOR: FacultyCORE AREA: N/AFLAGGED: N/A | **COURSE TITLE: SS Welfare Policy in the UK**COURSE NUMBER: SOCL 3998.16SECTION TIMES/DAYS: TBAINSTRUCTOR: FacultyCORE AREA: EHBV |
| **COURSE TITLE: SS Sociology of Immigration**COURSE NUMBER: SOCL 3998.17SECTION TIMES/DAYS: TBAINSTRUCTOR: FacultyCORE AREA: IINC | **COURSE TITLE: SS Britain/Eur Awkwd Partner**COURSE NUMBER: SOCL 3998.18SECTION TIMES/DAYS: TBAINSTRUCTOR: FacultyCORE AREA: EHBV |
| **COURSE TITLE: SS British Life and Cultures**COURSE NUMBER: SOCL 3998.19SECTION TIMES/DAYS: TBAINSTRUCTOR: FacultyCORE AREA: N/AFLAGGED: N/A | **COURSE TITLE: SS Cltr & Comm Practicum**COURSE NUMBER: SOCL 3998.30SECTION TIMES/DAYS: TBAINSTRUCTOR: FacultyCORE AREA: IINC |

**COURSE TITLE: Criminal Justice**

**COURSE NUMBER: SOCL. 4100.01**

**SECTION TIMES/DAYS: TR 8- 9:30 am**

**INSTRUCTOR: Dr. Stacy Burns**

**CORE AREA: None**

**FLAGS: Oral Skills Flag**

COURSE DESCRIPTION/PRINCIPAL TOPICS: This course critically examines the day-to-day activities of people who work in the criminal justice system’s key institutions. The course adopts an “occupational perspective” in investigating the work of crime control agents, including the police, judges, criminal defense attorneys and prosecutors, drug rehabilitation specialists, and staff in jails and prisons. The emphasis is on understanding the daily work and activities of these crime control agents and how their interactions with the public shape the public’s view of the law and actual crime rates. Specific topics include race-based policing and use of excessive force by police; wrongful convictions and exonerations of the innocent; terrorism and hate crimes; sexually violent offenders; and the role of the victim in the criminal justice process.

STUDENT LEARNING OUTCOMES: Students will learn to think critically about the operation of the criminal justice system. Students will be exposed first-hand to the practical tasks, daily problems and work activities of various criminal justice officials, and will learn about pursuing careers in law, courts, juvenile facilities, rehabilitation, probation and mediation, thereby enabling them to make more informed career choices. Students will also learn to recognize the institutionalized racism and implicit bias that lead to racially disparate outcomes and the denial of fair and impartial justice. Students will write a research paper and present their findings to the class in an oral presentation.

PREREQUISITES/RECOMMENDED BACKGROUND: None.

REQUIRED TEXTS: Siegel and Worrall, Essentials of Criminal Justice, Eleventh Edition (Cengage 2019) and Randall Shelden. Controlling the Dangerous Classes: A History of Criminal Justice in America, Second Edition, 2008 (this book is available from AMAZON.COM, or other on-line book seller).

COURSE WORK/EXPECTATIONS: Attendance and participation; oral presentation; research paper; in-class exercises; and midterm and final exams.

**COURSE TITLE: Social Psychology and Law**

**COURSE NUMBER: SOCL 4103.01**

**SECTION TIMES/DAYS: Tuesday/Thursday 9:40-11:10 am**

**INSTRUCTOR: Dr. Stacy Burns**

**CORE AREA: Integrations, Interdisciplinary Connection**

**FLAGS: N/A**

COURSE DESCRIPTION/PRINCIPAL TOPICS: This course will examine the law and legal process through the use of concepts, methods and research from sociology, psychology and social psychology (the bridge between the two disciplines). We will seek to clarify some basic ethical and moral dilemmas that persist in the law and investigate some complex "gray areas" of law in relation to sociology and psychology. The course will address such topics as: criminal profiling; serial killers; the insanity defense and competence to stand trial; child abuse victims and witnesses; social and psychological "syndrome" defenses to crime; restrictions on the practice of psychology/psychiatry (e.g., confidentiality and the duty to warn); juvenile offenders; civil commitment laws; the analysis of eyewitness identification and line-up procedures; police interrogation techniques; pretrial publicity and changes in venue; the social psychology of criminal trials (including jury selection and deliberation); expert forensic testimony; criminal sentencing and the death penalty. The class will balance discussion of the legal system with consideration of relevant sociological and psychological theories, concepts and research.

STUDENT LEARNING OUTCOMES: Students will acquire an understanding of the social psychological issues, concepts and findings related to the legal process. Students will learn about how the civil and criminal law take mental impairment into account and about when and why sociologists and psychologists/psychiatrists may be called to give evidence as experts, including the use of social and psychological “syndrome” evidence in the court system. The course will also expose students to new, innovative and more “therapeutic” responses to legal/crime problems involving mental health issues (including “problem-solving” courts). Students will participate in class discussions and will write and present a paper addressing a substantive topic covered in the course.

PREREQUISITES/RECOMMENDED BACKGROUND: None.

REQUIRED TEXTS: To be determined.

COURSE WORK/EXPECTATIONS: Attendance and participation; course paper and presentation; and midterm and final exams.

**COURSE TITLE: Sociology of Religion**

**COURSE NUMBER: SOCL 4110.01**

**SECTION TIMES/DAYS: R 4:20-7:20pm**

**INSTRUCTOR: Dr. Rebecca Sager**

**COURSE DESCRIPTION/PRINCIPAL TOPICS**

The broad objective of this class is to introduce students to studying religion from a sociological perspective. We begin the semester by exploring various early answers to the question, “What is religion?”, followed by more contemporary theories of the role of religion in society. Next we move on to an exploration of the relationship between religion and society, taking into consideration both how religion is shaped by society and how religion shapes society, with a special emphasis on religion in the U.S.

**STUDENT LEARNING OUTCOMES**

Students will be expected to gain an understanding the role of religion in the social world. Students will be required to examine how religion is not just an individual phenomenon, but part of the larger social structure. To do this, we will explore how religion is both a cause for social change, and an aspect of society that is changed depending on the social structure within which it is embedded.

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**PREREQUISITES/RECOMMENDED BACKGROUND**

Students are recommended to have previous course experience in either theology or sociology.

**REQUIRED TEXTS**

TBD

**COURSE WORK/EXPECTATIONS**

Students will have two midterm exams, a final exam, and other assignments throughout the semester. Students will also be required to do a group research project and present their findings at the end of the semester.

**COURSE TITLE: Senior Seminar: GENDER & RACE INTERSECTIONALITY/RELATIONALITY**

**COURSE NUMBER: SOCL 4900.01**

**SECTION TIMES/DAYS: TR 9:40 – 11:10a**

**INSTRUCTOR: Dr. Nadia Kim**

**CORE AREA: N/A**

**FLAGGED: Writing**

COURSE DESCRIPTION / PRINCIPAL TOPICS

This course focuses on key sociological schools of thought and key theoretical debates on gender, race, and their crossroads. We will start out studying the social construction of gender and race as discrete concepts. Then we will dive into the various bodies of literature that converge around the idea that gender and race (and class, nation, sexuality) are intersecting and interacting organizing social constructs that sort people into separate and unequal social groups, distribute resources accordingly, and that shape individual and group identities. We will analyze how gender and race (re)create forms of domination and subordination not just between men and women but among women and men themselves. In some cases, we will re-analyze works that do not explicitly use relational or intersectional frameworks. While the gender and race analyses we will read focus more on women and femininity than on men and masculinity, all the readings and class discussions address the inextricable relationship between both, as well as the racial and other differences within and between both. We will analyze the specific realms of global and domestic labor markets, intimacy and family arrangements, cultural representations and ideologies, American and Third World feminisms, and migration and immigration. Although most of what we read applies more to the North American context, we will move beyond North America as well.

STUDENT LEARNING OUTCOMES

* + - Will understand the social construction of race, and the racism-related outcomes of that construction
		- Will understand the social construction of gender, and the patriarchy-related outcomes of that construction
		- Will identify and understand the intersection, interrelation, and interaction (i.e., the “relationality”) between race and gender, also within a larger matrix of domination
		- Will grasp the outcomes of that relationality for inequality/injustice, capitalism, ideology, discourse, and various levels of culture, including pop culture (e.g, music like hip hop, rock, etc,)

PREREQUISITES/RECOMMENDED BACKGROUND

SOCL 1000 & some lower-division requirements & at least 1 upper-division elective—talk to prof.

REQUIRED TEXTS

1) Collins, Patricia Hill – 2000. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*, ***Second Edition.*** New York: Routledge

2)  [Hurtado](https://www.goodreads.com/author/show/177336.A_da_Hurtado), Aída & [Mrinal Sinha](https://www.goodreads.com/author/show/14502297.Mrinal_Sinha). 2016. *Beyond Machismo: Intersectional Latino Masculinities.* Austin: University of Texas Press.

3) [Mohanty](http://www.amazon.com/exec/obidos/search-handle-url/ref%3Dpd_sim_5/102-8478456-5325767?%5Fencoding=UTF8&search-type=ss&index=books&field-author=Chandra%20Talpade%20Mohanty), Chandra Talpade, Anna Russo, Lourdes Torres – 1991. *Third World Women and the Politics of Feminism.* Bloomington, IN: Indiana University Press.

4) Espiritu, Yen – 2000. *Asian American Women and Men*: *Labor, Laws, and Love.* Walnut Creek, CA: Alta Mira Press.

5) Frankenberg, Ruth – 1993. *White Women, Race Matters*: *The Social Construction of Whiteness.* Minneapolis, MN: University of Minnesota Press.

COURSE WORK/EXPECTATIONS

Oral participation, presentation

Paper, exams

**COURSE TITLE: Senior Seminar: GENDER & RACE INTERSECTIONALITY/RELATIONALITY**

**COURSE NUMBER: SOCL 4900.02**

**SECTION TIMES/DAYS: TR 11:20a – 12:50p**

**INSTRUCTOR: Dr. Nadia Kim**

**CORE AREA: N/A**

**FLAGGED: Writing**

COURSE DESCRIPTION / PRINCIPAL TOPICS

This course focuses on key sociological schools of thought and key theoretical debates on gender, race, and their crossroads. We will start out studying the social construction of gender and race as discrete concepts. Then we will dive into the various bodies of literature that converge around the idea that gender and race (and class, nation, sexuality) are intersecting and interacting organizing social constructs that sort people into separate and unequal social groups, distribute resources accordingly, and that shape individual and group identities. We will analyze how gender and race (re)create forms of domination and subordination not just between men and women but among women and men themselves. In some cases, we will re-analyze works that do not explicitly use relational or intersectional frameworks. While the gender and race analyses we will read focus more on women and femininity than on men and masculinity, all the readings and class discussions address the inextricable relationship between both, as well as the racial and other differences within and between both. We will analyze the specific realms of global and domestic labor markets, intimacy and family arrangements, cultural representations and ideologies (in pop culture like pop and hip hop music), American and Third World feminisms, and migration and immigration. Although most of what we read applies more to the North American context, we will move beyond North America as well.

STUDENT LEARNING OUTCOMES

* + - Will understand the social construction of race, and the racism-related outcomes of that construction
		- Will understand the social construction of gender, and the patriarchy-related outcomes of that construction
		- Will identify and understand the intersection, interrelation, and interaction (i.e., the “relationality”) between race and gender, also within a larger matrix of domination
		- Will grasp the outcomes of that relationality for inequality/injustice, capitalism, ideology, discourse, and various levels of culture, including pop culture (e.g, music like hip hop, rock, etc,)

PREREQUISITES/RECOMMENDED BACKGROUND

SOCL 1000 & some lower-division requirements & at least 1 upper-division elective—talk to prof.

REQUIRED TEXTS

1) Collins, Patricia Hill – 2000. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*, ***Second Edition.*** New York: Routledge

2)  [Hurtado](https://www.goodreads.com/author/show/177336.A_da_Hurtado), Aída & [Mrinal Sinha](https://www.goodreads.com/author/show/14502297.Mrinal_Sinha). 2016. *Beyond Machismo: Intersectional Latino Masculinities.* Austin: University of Texas Press.

3) [Mohanty](http://www.amazon.com/exec/obidos/search-handle-url/ref%3Dpd_sim_5/102-8478456-5325767?%5Fencoding=UTF8&search-type=ss&index=books&field-author=Chandra%20Talpade%20Mohanty), Chandra Talpade, Anna Russo, Lourdes Torres – 1991. *Third World Women and the Politics of Feminism.* Bloomington, IN: Indiana University Press.

4) Espiritu, Yen – 2000. *Asian American Women and Men*: *Labor, Laws, and Love.* Walnut Creek, CA: Alta Mira Press.

5) Frankenberg, Ruth – 1993. *White Women, Race Matters*: *The Social Construction of Whiteness.* Minneapolis, MN: University of Minnesota Press.

COURSE WORK/EXPECTATIONS

Oral participation, presentation

Paper, exams