

COURSE TITLE: Principles of Sociology

COURSE NUMBER: SOCL 1000.01 and SOCL 1000.02

SECTION TIMES/DAYS: MW 9:40-11:10 a.m. and MW 12:40-2:10 p.m.

INSTRUCTOR: Isaac Speer, Ph.D.

CORE AREA: Understanding Human Behavior

FLAGGED: Quantitative Literacy

COURSE DESCRIPTION/PRINCIPAL TOPICS: This course will introduce you to the perspectives, concepts, and methodologies of sociology. Sociology is a broad discipline that studies a wide variety of areas of human social life, including the family, religion, the economy, politics, culture, sports, science and medicine. Furthermore, sociology analyzes social life on a wide variety of levels, from interactions between two individuals, to the structure of society as a whole, and even to the interactions between societies on a global scale. No course could possibly cover the whole range of sociological theory and research. Instead, this course will survey a few of the major topics that sociologists study and (hopefully) inspire you to explore other topics in future courses. After an introduction to the general perspectives of sociology and the research methods of sociology, we will learn about the following topics: gender, race, the economy, economic inequality, social class, states, crime, and politics.

STUDENT LEARNING OUTCOMES:

- Learn about sociology's main perspectives and concepts
- Learn about the methods sociologists use to study social life
- Learn how to apply sociological perspectives and concepts to your own life and the world we live in
- Learn how to closely read the writings of sociologists and to make sense of them
- Learn how to write about sociological ideas and apply them to real-world examples

PREREQUISITES/RECOMMENDED BACKGROUND: None

REQUIRED TEXTS: *Making Societies* by William Roy. Other readings will be posted on ERES.

COURSE WORK/EXPECTATIONS:

- Homework Assignments (reading questions)
- In-class participation in discussions and activities
- Short research project
- Paper
- Mid-term exam
- Final exam

COURSE TITLE: Principles of Sociology

COURSE NUMBER: SOCL 1000.04 and 1000.05

SECTION TIMES/DAYS: MW 4:20-5:45 p.m. and 5:55-7:20 p.m.

INSTRUCTOR: Dr. Natasha Miric

CORE AREA: Understanding Human Behavior

FLAGGED: 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: None

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 1000.06 & SOCL 1000.07

SECTION TIMES/DAYS: MW 8:00-9:30 a.m. and TR 8:00-9:30 a.m.

INSTRUCTOR: Roberto Cancio, PhD

CORE AREA: Understanding Human Behavior

FLAGGED: Quantitative Literacy

COURSE DESCRIPTION/PRINCIPLE TOPICS: This is an introductory course to sociology. We will develop a sociological understanding of the social world through learning the basic concepts and analytical tool-kits of sociology. Learning in this experiential course entails students' exploring and discovering patterns of the social world. We start with sociological imagination and relationship between individuals and society, and then we explore a variety of topics, including socialization, inequality, race, class, gender, social movements, economy and organization etc. Students are expected to unpack these topics by reading cases and applying basic sociological research methods (e.g., interviews, observation, comparison etc.).

STUDENT LEARNING OUTCOMES:

- Develop familiarity with and deeper interest in quantitative concepts and analytical tool-kits of sociology
- Apply diverse sociological perspectives to understand our social world and complex social issues
- Develop capacity in challenging prevailing and stereotypical characterization of social issues
- Reflect on one's role in and relations with the larger society
- Learn and apply quantitative reasoning through students' semester project

PREREQUISITES/RECOMMENDED BACKGROUND: None

REQUIRED TEXTS: Newman, David M., *Sociology: Exploring the Architecture of Everyday Life*, Brief Edition (Fourth Edition). Los Angeles: Pine Forge Press, 2014.

COURSE WORK/EXPECTATIONS:

- Class participation
- Quizzes
- Final paper
- Midterm and final

COURSE TITLE: Qualitative Research Methods

COURSE NUMBER: SOCL 2000.02

SECTION TIMES/DAYS: TR 2:40-4:10 p.m.

INSTRUCTOR: Dr. Anna Muraco

CORE AREA: N/A

FLAGGED: Information Literacy

COURSE DESCRIPTION/PRINCIPAL 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:

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

PREREQUISITES/RECOMMENDED BACKGROUND:

- Sociology Majors or Minors Only
- SOCL 1000

REQUIRED TEXTS: Loseke, Donileen R. (2017) *Methodological Thinking: Basic Principles of Social Research Design (Second Edition)*. Los Angeles: Sage Publications. ISBN: 9781506304717.

Additional Readings on Brightspace

COURSE WORK/EXPECTATIONS:

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

COURSE TITLE: Quantitative Research Methods

COURSE NUMBER: SOCL 2100.01

SECTION TIMES/DAYS: MWF 8:00-9:00 a.m.

INSTRUCTOR: Dr. Faught

CORE AREA: Quantitative Reasoning

FLAGGED: N/A

COURSE DESCRIPTION/PRINCIPAL 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. The topics covered include: representing data with graphs and charts; measures of central tendency for grouped and ungrouped data; measures of dispersion; the normal curve; hypothesis testing with variables measured at different levels of precision; measures of association and correlation; multivariate analysis, logistic regression and, sampling techniques. We will also have eight computer lab session during which students will be introduced to SPSS.

STUDENT LEARNING OUTCOMES:

- Read and interpret bar charts, histograms, pie charts, and line graphs
- Calculate and interpret the mean, median and mode from different types of data
- Calculate variance and standard deviation and interpret them in relation to the normal curve
- Describe the properties of the normal curve
- Know the difference between various t and z tests, and calculate them for different types of data
- Know when to use lambda, gamma, tau and calculate their values
- Distinguish among direct, spurious, and interaction effects
- Calculate r for linear data and its derivatives for multivariate analysis
- Know the assumptions and strategies for taking different types of samples

PREREQUISITES/RECOMMENDED BACKGROUND: Although this is an introductory course, so there are no prerequisites, it should be of interest to students who would like to develop basic quantitative skills necessary to analyze data appearing in scholarly and popular publications.

REQUIRED TEXTS: Healey, Joseph F. Statistics: A Tool for Social Research (10th ed.). Wadsworth. A second book is TBD.

COURSE WORK/EXPECTATIONS: Attend class, complete homework assignments, five exams and a final, short (5 page) paper

COURSE TITLE: Quantitative Research Methods

COURSE NUMBER: SOCL 2100.02

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

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:

- Become familiar with basic concepts, methods and procedures of quantitative data analysis in the social sciences, and the logic behind them
- 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.

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 TIME/DAYS: MWF 9:10-10:10 a.m.

INSTRUCTOR: Dr. Faught

CORE AREA: N/A

FLAGGED: N/A

COURSE DESCRIPTION/PRINCIPAL TOPICS: This course will examine the intellectual foundations of contemporary sociology. It will explore the social and intellectual context for the development of ideas that ultimately have been incorporated in various sociological perspectives. Among the individuals we discuss are de Tocqueville, Marx, Durkheim, Simmel, Weber, Park, Parsons, Habermas, Blau, Foucault and Goffman.

STUDENT LEARNING OUTCOMES:

- Recognize the different approaches that these theorists take toward reconciling the potential tension between methodological individualism and methodological collectivism.
- Identify how the “discovery of the social” leads to distinctive ways of conceiving the relationship among society, politics and economics.
- Understand how the massive changes associated with industrialization and democratization impacted the type of questions that these theorists considered important
- Recognize the meaning of important concepts that each theorist used to understand social life
- Know the kind of evidence that each theorist provided to support his argument
- Be able to propose ways of testing these theoretical ideas today

PREREQUISITES/RECOMMENDED BACKGROUND: No prerequisites for the course. Non-majors from the social sciences and humanities have taken the course in the past.

REQUIRED TEXTS:

- To be determined
- Other primary sources online

COURSE WORK/EXPECTATIONS:

- Oral participation
- Two exams (includes the final exam)
- Paper

COURSE TITLE: Men and Masculinities

COURSE NUMBER: SOCL 3211.01 and SOCL 3211.02

SECTION TIMES/DAYS: TR 11:20 a.m.-12:50 p.m. and 2:40-4:10 p.m.

INSTRUCTOR: Dr. Eric Magnuson

CORE AREA: N/A

FLAGGED: Oral Skills

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: Junior or senior standing is recommended.

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: Sociology of Aging

COURSE NUMBER: SOCL 3240.01

SECTION TIMES/DAYS: TR 11:20 a.m.-12:50 p.m.

INSTRUCTOR: Dr. Anna Muraco

CORE AREA: N/A

FLAGGED: Engaged Learning

COURSE DESCRIPTION/PRINCIPAL TOPICS: This course provides a general introduction to the sociological study of aging with a focus on the US and other countries. Our course will address the individual and structural elements that shape the adult phase of the lifespan and examine the cumulative effects of life experiences on the aging process. Topics to be covered in the course include constructions of identity, aging and intersectionality, social and family relationships, gay and lesbian issues in aging, migration and immigration, widowhood, retirement, poverty, social policies and supports, and others. Students will have the unique opportunity through our global immersion trip to Montevideo, Uruguay to compare the social contexts of older adults living in LA and the U.S. with those in Uruguay. Students will come away from this class knowing about the diversity of aging experiences and the ways that social institutions shape our norms and expectations of aging.

STUDENT LEARNING OUTCOMES:

- Identify and discuss theories of aging and empirical experiences of aging through course materials and assignments. Assessment: Course discussion, reflection papers, final course project, exams.
- Apply concepts from course materials (readings, lectures, and discussion) about aging to outside examples. Assessment: Course discussion, reflection papers, final course project, exams.
- Assess how categories of difference, such as gender, race, class, ability, and other factors affect the cumulative advantages and disadvantages of older adults in the U.S. and Uruguayan contexts. Assessment: Course discussion, reflection papers, final course project, exams.

PREREQUISITES/RECOMMENDED BACKGROUND: None

REQUIRED TEXTS:

Abramson, Corey (2017) *The End Game: How Inequality Shapes our Final Years*. Cambridge: Harvard University Press. ISBN 9780674979680.

Loe, Meika, (2014) *Aging our Way* Oxford: Oxford University Press. (Available as EBook through

Hannon Library at LMU, also on Reserve at Hannon Library at LMU).

LAB FEE: \$2425.00 Course requires student travel to Montevideo, Uruguay during Spring Break, March 9-March 16, 2019.

COURSE WORK/EXPECTATIONS: TBD

COURSE TITLE: Human Trafficking

COURSE NUMBER: SOCL 3260.02

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

INSTRUCTOR: Dr. Stephanie Limoncelli

CORE AREA: N/A

FLAGGED: N/A

COURSE DESCRIPTION/PRINCIPAL TOPICS: Human trafficking – the trade in people and their parts within and across borders – is a problem that has captured the attention of academics, activists, government officials, and the general public over the last 25 years. In this course we focus primarily on labor and sex trafficking in local, regional and global contexts. How do we conceptualize human trafficking and what is its history? How has trafficking been theorized and researched and what are the continued academic and policy debates? How have local, regional and international anti-trafficking groups framed trafficking and how well are anti-trafficking responses working? We review and critically assess diverse sociological and social science scholarship on human trafficking with an emphasis on the structural significance of political, economic, and cultural conditions that contribute to trafficking; gender, racial/ethnic and class dynamics; and the development of anti-trafficking efforts.

STUDENT LEARNING OUTCOMES:

- acquire a substantive understanding of human trafficking, including its history, causes and contemporary trends
- identify, understand and critically assess different perspectives for conceptualizing and analyzing human trafficking as well as anti-trafficking responses
- become familiar with the way sociologists and other social scientists study human trafficking and the methodological problems involved
- become familiar with and critically analyze anti-trafficking responses by governments, nongovernmental organizations and activists

PREREQUISITES/RECOMMENDED BACKGROUND:

- Sociology majors or minors
- A junior or senior standing is preferred.

REQUIRED TEXTS: Course readings available via course website on Brightspace.

COURSE WORK/EXPECTATIONS: It is anticipated that students will complete two in-class essay exams, five reading responses, and a final paper assignment. Students will also lead class discussion at least once during the semester.

COURSE TITLE: Urban Sociology

COURSE NUMBER: SOCL 3300.01

SECTION TIMES/DAYS: M 7:10-10:10 p.m.

INSTRUCTOR: Dr. Nathan Sessoms

CORE AREA: N/A

FLAGGED: N/A

COURSE DESCRIPTION/PRINCIPAL TOPICS: This course provides participants with an opportunity to learn about the varied, complex dimensions of cities and the populations that often reside within them. Participants will examine historical conceptualizations of cities, urban planning processes, competing 'schools' of urbanism, and the broader role(s) of federal, state, and local policies in shaping the urban/suburban landscape. Additionally, they will become familiar with resulting urban/suburban challenges, and the role(s) of community development corporations and other entities in addressing them.

In addition to lectures, readings, films/documentaries, and class discussions, this course will utilize the southern California region, and Los Angeles in particular, as backdrops, as they represent amazing case studies in urbanization, diversity, and economic restructuring. Participants will have the opportunity to explore various areas of the metro-LA area via field-based experiences, in order to engage with and examine various aspects of urban/suburban landscapes. Finally, students will engage with and learn about the complex work of guest speakers from community-based organizations and local governments, who are tasked with addressing urban/suburban challenges.

STUDENT LEARNING OUTCOMES:

- Learn about the varied, complex dimensions of cities and the populations
- Explore the relationships between urban, suburban, and exurban areas
- Engage in field-based research practices and reports
- Become knowledgeable about historical & contemporary federal policies and impacts
- Become familiar with the work of local entities tasked with addressing urban/suburban challenges

PREREQUISITES/RECOMMENDED BACKGROUND: Sociology or Urban Studies Majors or Minors Only, and 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

COURSE TITLE: Demography and Population Analysis

COURSE NUMBER: SOCL 3310.01

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

INSTRUCTOR: Dr. Ravaris Moore

CORE AREA: N/A

FLAGGED: N/A

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: Social Movements

COURSE NUMBER: SOCL 3340.01

SECTION TIMES/DAYS: R 4:20-7:20 p.m.

INSTRUCTOR: Rebecca Sager

CORE AREA: N/A

FLAGGED: Oral Skills

COURSE DESCRIPTION/PRINCIPAL TOPICS: The broad objective of this class is to have students come away with a broad understanding of how social movements work, why they occur, and what makes them successful or not. This class will introduce students to studying social movements and its impact in the social world this includes: politics, social policy, community services, and social activism. We will start with an exploration of the relationship between social activism and society, taking into consideration both how people shape social change and are shaped by social change. The class will have a particular focus on the role of social movement change in Los Angeles. We will end by examining and debating whether or not these movements, political activities, or the way it shapes social life will continue over time.

STUDENT LEARNING OUTCOMES: Students will learn how to conduct their own research projects by selecting a movement to study and designing their original research project. Students will use their knowledge of the research process and methods and put that knowledge to work in this project. This will lead to students having both a solid understanding of social movements and activism and what it takes to succeed, as well as their own understanding of the research process.

PREREQUISITES/RECOMMENDED BACKGROUND: Sociology Majors or Minors Only

REQUIRED TEXTS: TBD

COURSE WORK/EXPECTATIONS: Students will conduct their own original research projects and present those findings to class with a power point and a poster related to the movement. Additionally, students will take reading quizzes about the readings and there will be two exams on the readings and materials presented in the course. Additionally, students will be expected to turn in materials related to their research including interview notes, field notes, and a research paper.

COURSE TITLE: Sociology of Globalization

COURSE NUMBER: SOCL 3370.01

SECTION TIMES/DAYS: MW 2:20-3:50 p.m.

INSTRUCTOR: Dr. Natasha Miric

CORE AREA: Interdisciplinary Connections

FLAGGED: Writing

COURSE DESCRIPTION/PRINCIPLE TOPICS: Globalization has become a pervasive term in popular culture, often referenced on TV, in articles, in books, and other media. For many, globalization means denim and McDonald's, but globalization is much more than that. It has become an important feature of contemporary social life. Every day we find that the world gets smaller as countries become more interconnected through trade, politics, technology, and culture.

This course will address the following questions: What is globalization? How is it affecting societies around the world? What are the barriers to a fully global? The course will focus on three specific areas of global expansion: the political, the economic, and the cultural. In this course, we will consider globalization's aspects and impacts, in hopes of developing some understandings of its causes, effects, and implications for your own life.

STUDENT LEARNING OUTCOMES: The specific objectives of this course are 1) to provide students a relatively comprehensive introduction to the fields of international and transnational sociology including their historical development and several important contemporary topics and debates; 2) to use our sociological imaginations to understand how globalization is affecting societies around the world, focusing on the political, economic, and cultural; 3) explore the social forces driving current views of the world economy and globalization.

PREREQUISITES/RECOMMENDED BACKGROUND: None

REQUIRED TEXTS: None

COURSE WORK/EXPECTATIONS: It is anticipated that students will complete reading responses, two exams, and a paper.

COURSE TITLE: Criminal Justice

COURSE NUMBER: SOCL 4100.01

SECTION TIMES/DAYS: MW 8:00-9:30 a.m.

INSTRUCTOR: Dr. Stacy Burns

CORE AREA: N/A

FLAGGED: Oral Skills

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
- Midterm and final exams

COURSE TITLE: Sociology of Substance Abuse, Mental Illness, and Related Social Problems

COURSE NUMBER: Sociology 4900.01

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

INSTRUCTOR: Dr. Stacy Burns

CORE AREA: N/A

FLAGGED: Writing

COURSE DESCRIPTION/PRINCIPAL TOPICS: This course will identify and explore the social problems of substance abuse, mental illness, and related social problems (e.g., domestic violence; child abuse; [college] sexual assault; homelessness; and juvenile delinquency) as important matters of societal/legal concern. We will consider the various institutions and officials involved in implementing interventions and proposed "solutions" in response to these problems. Special attention will be paid to the intersection of the criminal justice, public health, and mental health systems, and to the impact of legal and other institutional regimes on the development of self and community identities.

STUDENT LEARNING OUTCOMES: Students will acquire an understanding of the sociological issues, concepts, and findings relating to substance abuse, mental illness, and associated social problems and their social control. Students will learn about the underlying problems which cause people to interface with criminal justice in the first place (e.g., post-traumatic stress of returning veterans) and will consider ways to reform the justice system (e.g., the "Me Too" movement, or "implicit bias" training and body/dashboard cameras to reduce racial bias and illegal violence in policing). The course will expose students to some new and innovative responses to social problems, including "restorative justice" approaches to social control that move social problems work away from blame and punishment and toward restoration, re-integration and healing. Students will participate in group work, conduct original research and write and present reports addressing the substantive topics covered in the course, including a topic of their own choosing.

PREREQUISITES/RECOMMENDED BACKGROUND: None

REQUIRED TEXTS: Peyrot & Burns, New Approaches to Social Problems Treatment (2010). Other texts To Be Determined.

COURSE WORK/EXPECTATIONS: Grades will be based on in-class exercises and group projects, class participation, several short papers, a final paper and class presentations.

COURSE TITLE: Sociology Seminar

COURSE NUMBER: SOCL 4900.02

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

INSTRUCTOR: Dr. Stephanie Limoncelli

CORE AREA: N/A

FLAGGED: Writing

COURSE DESCRIPTION/PRINCIPAL TOPICS: The sociology seminar is intended to bring together, in a meaningful way, the sociological knowledge you have gained in your time as a sociology major. It is intended to be a culminating experience for your study of sociology. Students will apply what they have learned about sociological theory, methods and analysis by reading and analyzing a series of recent cutting edge books by sociologists, writing reading responses, and discussing these works in the seminar. Students will also lead the seminar at least once during the semester. In addition, students will demonstrate their sociological skills by completing a research paper on a sociological topic of their choice in consultation with the instructor. This will entail a series of research steps that students will complete throughout the semester leading to a full paper by the end of the course.

STUDENT LEARNING OUTCOMES: Assess sociological information on contemporary issues, express sociological ideas in a clear and coherent manner, demonstrate their ability to research a sociological topic of their choice, practice and improve their verbal communication skills, practice and improve their writing skills

PREREQUISITES/RECOMMENDED BACKGROUND: Students must be senior sociology majors, have 90 semester hours completed at the time of registration, and have completed SOCL 2000 and SOCL 3000.

REQUIRED TEXTS:

Robert Vargas. 2016. *Wounded City: Violent Turf Wars in a Chicago Barrio*.

Kathryn Edin. 2015. *\$2.00 a Day: Living on Almost Nothing in America*.

Arlie Russell Hochschild. 2016. *Strangers in Their Own Land: Anger & Mourning on the American Right*

Lauren A. Rivera. 2015. *Pedigree: How Elite Students Get Elite Jobs*.

Sanyu A. Mojola. 2014. *Love, Money, and HIV: Becoming a Modern African Woman in the Age of AIDS*.

Leslie K. Wang. 2016. *Outsourced Children: Orphanage Care and Adoption in Globalizing China*.

David Grazian. 2015. *American Zoo: A Sociological Safari*.

COURSE WORK/EXPECTATIONS: It is anticipated that students will complete reading responses, lead the seminar at least once during the semester, and complete and present a 15-20 page research paper.