

COURSE TITLE: Sociology of Aging
COURSE NUMBER: SOCL 3240.01
SECTION TIMES/DAYS: TR 11:20am-12:50pm
INSTRUCTOR: Anna Muraco
CORE AREA: SOCL Theme Area 2
FLAGGED: Yes, Engaged Learning Flag

COURSE DESCRIPTION/PRINCIPAL TOPICS

This course provides a general introduction to the sociological study of aging in the US and Mexico. The focus is on individual and structural elements that shape the adult phase of the lifespan, but will also examine the cumulative effects of life experiences on the aging process through readings, lectures, observations, and course assignments. 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 immersion and corresponding assignments to compare the lives and social contexts of older adults living in LA and the U.S. with those in Mexico.

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

- 1) Students will be able to identify and discuss theories of aging and empirical experiences of aging through course materials and assignments. Assessment: Course discussion, reflection papers, life history assignment, final course project
- 2) Students will be able to apply concepts from course materials (readings, lectures, and discussion) about aging to outside examples. Assessment: Course discussion, life history assignment, final course project.
- 3) Students will use aging and social gerontology concepts as a foundation for their oral history projects. Assessment: Life history assignment.
- 4) Students will be able to 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 Mexico contexts. Assessment: Life history assignment, final course project

REQUIRED TEXTS

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).
ERes Readings

LAB FEE: \$1250. Course requires student travel to Puebla, Mexico March 4-March 11, 2017.

COURSE REQUIREMENTS: Reflection papers, in-class discussion, life history assignment, final project

COURSE TITLE: Principles of Sociology

COURSE NUMBER: 1000.01

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

INSTRUCTOR: Rosalio Cedillo

CORE AREA (IF APPLICABLE): Understanding Human Behavior

FLAGS (IF APPLICABLE): Oral communications

COURSE DESCRIPTION

-This course will introduce you to the field of sociology and some of its current major debates and trajectories. As an introductory course, it will stimulate your interest and curiosity in exploring the multifaceted and complex societies found around the world.

-We will begin the course by examining major theoretical perspectives in sociology and the scientific practice of sociologists, which serve as the genesis and grounding of the field. We will then progress into various dimensions of sociology, such as social structures, social groups, interaction and social processes, socialization, culture, social deviance, inequality (race, class, gender and sexuality), social movements, health, immigration, and the environment. The aim is for you to cultivate a deeper understanding of the social world, and improve upon your analytical, and critical thinking and writing skills.

STUDENT LEARNING OUTCOMES

This course will provide you with the perspectives, concepts, and methodologies needed for objective, analytical thinking about human interaction. By the end of this course you should be able to: understand how socialization, identity and social institutions/structures impact human behavior; interpret course material to expand your sociological imagination; understand basic sociological theories; and apply the sociological perspectives learned in the class to any dimension of society.

PREREQUISITES

None

REQUIRED TEXTS

Conley, Dalton. 2015. *You May Ask Yourself: An Introduction to Thinking Like a Sociologist* (Fourth Edition). New York: W.W. Norton.

COURSE WORK/EXPECTATIONS

Attendance and Participation 10%
Thematic Papers 15%
Breaching a Social Norm Experiment (+ presentation) 10%
Sociological Imagination Fieldtrip (+ presentation) 15%
Midterm Exam 20%
Final Exam 30%

COURSE TITLE: Principles of Sociology
COURSE NUMBER: SOCL 1000.01
SECTION TIMES/DAYS: MWF 9:10-10:10 PM
INSTRUCTOR: Cedillo, Rosalío
CORE AREA: Understanding Human Behavior

COURSE DESCRIPTION

This course will introduce you to the field of sociology and some of its current major debates and trajectories. As an introductory course, it will stimulate your interest and curiosity in exploring the multifaceted and complex societies found around the world.

We will begin the course by examining major theoretical perspectives in sociology and the scientific practice of sociologists, which serve as the genesis and grounding of the field. We will then progress into various dimensions of sociology, such as social structures, social groups, interaction and social processes, socialization, culture, social deviance, inequality (race, class, gender and sexuality), social movements, health, immigration, and the environment. The aim is for you to cultivate a deeper understanding of the social world, and improve upon your analytical, and critical thinking and writing skills.

STUDENT LEARNING OUTCOMES

This course will provide you with the perspectives, concepts, and methodologies needed for objective, analytical thinking about human interaction. By the end of this course you should be able to: understand how socialization, identity and social institutions/structures impact human behavior; interpret course material to expand your sociological imagination; understand basic sociological theories; and apply the sociological perspectives learned in the class to any dimension of society.

PREREQUISITES

None

REQUIRED TEXTS

Conley, Dalton. 2015. *You May Ask Yourself: An Introduction to Thinking Like a Sociologist* (Fourth Edition). New York: W.W. Norton.

COURSE WORK/EXPECTATIONS

Attendance and Participation	10%
Thematic Papers	15%
Breaching a Social Norm Experiment (+ presentation)	10%
Sociological Imagination Fieldtrip (+ presentation)	15%
Midterm Exam	20%
Final Exam	30%

COURSE TITLE: Principles of Sociology

COURSE NUMBER: 1000.02

SECTION TIMES/DAYS: MWF 10:20-11:20am

INSTRUCTOR: Rosalio Cedillo

CORE AREA (IF APPLICABLE): Understanding Human Behavior

FLAGS (IF APPLICABLE): Oral communications

COURSE DESCRIPTION

This course will introduce you to the field of sociology and some of its current major debates and trajectories. As an introductory course, it will stimulate your interest and curiosity in exploring the multifaceted and complex societies found around the world.

We will begin the course by examining major theoretical perspectives in sociology and the scientific practice of sociologists, which serve as the genesis and grounding of the field. We will then progress into various dimensions of sociology, such as social structures, social groups, interaction and social processes, socialization, culture, social deviance, inequality (race, class, gender and sexuality), social movements, health, immigration, and the environment. The aim is for you to cultivate a deeper understanding of the social world, and improve upon your analytical, and critical thinking and writing skills.

STUDENT LEARNING OUTCOMES

This course will provide you with the perspectives, concepts, and methodologies needed for objective, analytical thinking about human interaction. By the end of this course you should be able to: understand how socialization, identity and social institutions/structures impact human behavior; interpret course material to expand your sociological imagination; understand basic sociological theories; and apply the sociological perspectives learned in the class to any dimension of society.

PREREQUISITES

None

REQUIRED TEXTS

Conley, Dalton. 2015. *You May Ask Yourself: An Introduction to Thinking Like a Sociologist* (Fourth Edition). New York: W.W. Norton.

COURSE WORK/EXPECTATIONS

Attendance and Participation	10%
Thematic Papers	15%
Breaching a Social Norm Experiment (+ presentation)	10%
Sociological Imagination Fieldtrip (+ presentation)	15%
Midterm Exam	20%
Final Exam	30%

COURSE TITLE: Principles of Sociology

COURSE NUMBER: SOCL 1000.04

SECTION TIMES/DAYS: 11:30-12:30pm MWF

INSTRUCTOR: Dr. David Marple

CORE AREA (IF APPLICABLE): Human Behavior

FLAGS (IF APPLICABLE):

COURSE DESCRIPTION/PRINCIPAL TOPICS:

This course is an examination of the core principles and concepts used by sociologists to develop the sociological imagination. Topics include how people develop a basis for social groups. The scientific practice of sociologists, the major theoretical perspectives in sociology, sociology and culture, how people are socialized, the major forms of social structure, interaction and social processes, the study of social deviance, and inequality and social hierarchies.

STUDENT LEARNING OUTCOMES:

1. Demonstrate how sociologists observe and explain various social processes and structures.
2. Introduce and use the three important theoretical perspectives used by sociology.
3. How sociology developed as a scientific discipline and to understand how sociologists assess and interpret sociological research.
4. Reveal how sociologists see and explain the various ways in which inequality appears.
5. Show how sociologists see changes in important social structures such as small groups and large societies.

PREREQUISITES/RECOMMENDED BACKGROUND:

None

REQUIRED TEXTS:

Required readings are under review

COURSE WORK/EXPECTATIONS:

Work will consist of three examinations and two field projects.

There may be in-class exercises.

Attendance and participation is a requirement.

COURSE NUMBER: SOCL 2000.01

SECTION TIMES/DAYS: T/R 1:00pm-2:30pm

INSTRUCTOR: Rachel Washburn

CORE AREA: none

FLAGS: Information Literacy

COURSE DESCRIPTION/PRINCIPAL TOPICS

This course introduces students to qualitative research methods commonly used in the social sciences. The course will begin by examining the epistemological foundations of qualitative research methods and the politics of producing knowledge about social life. Students will be introduced to events that led to the development of guidelines on the ethical conduct of research and the specific principles that shape these guidelines. The bulk of the course will then be spent examining different methodological approaches to collecting and analyzing qualitative data and how to design an effective qualitative research project. As part of this, students will learn about how to assess existing sociological literature and how to write a research proposal.

STUDENT LEARNING OUTCOMES

By the end of this course, students should be able to:

- 1) Describe the epistemological foundations of qualitative research methods.
- 2) Describe events that led to the development of guidelines for the conduct of ethical research.
- 3) Describe the principles that shape current ethical guidelines for research.
- 4) Develop a research question and proposal for qualitative research.
- 5) Gather and analyze existing social science literature on a given topic.
- 6) Describe and apply different qualitative research methods to a particular topic.
- 7) Conduct a small qualitative research project.

PREREQUISITES/RECOMMENDED BACKGROUND

Principles of Sociology (strongly recommended)

REQUIRED TEXTS

To be determined

COURSE WORK/EXPECTATIONS

The requirements for this course include the following: 1) attendance and participation; 2) completion of assigned readings; 3) a research proposal (15 pages); and 4) reading responses.

COURSE TITLE: Quantitative Research Methods

COURSE NUMBER: 2100 02

SECTION TIMES/DAYS: 12:40-2:10pm / MW

INSTRUCTOR: Sylvia Zamora

CORE AREA (IF APPLICABLE):

FLAGS (IF APPLICABLE):

COURSE DESCRIPTION/PRINCIPAL 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. Many of you are probably dreading this course or are only here because it is a requirement. However, you should know that you don't have to be a genius with numbers to do well in and participate in class. You simply need to know how to add, subtract, multiply, and divide. You'll also need to know how to follow some simple sets of rules for logical deduction. However, be forewarned: You will fail this class if you do not attend lectures, lab sessions, and do not keep up with the assignments and reading material. Everything about learning statistics is cumulative, meaning that each section builds upon what has been learned previously. The success of your grade in this class depends not on your ability to cram or memorize formulas. Statistics is a language. In other words, like any other language, you should learn to read, speak, think, interpret, and even dream "in statistics." Just like learning a new language, regular engagement with the material will lead you to be more "fluent" in statistics. These skills will not only help you become a better researcher, they can help you get a job!

STUDENT LEARNING OUTCOMES:

This course has three primary objectives. By the end of the course, you will learn how to:

- * Understand and apply basic statistical principles and techniques used in sociology.
- * Better understand the relationship between two variables using quantitative (numerical) data (examples include race and average annual income, gender and occupational prestige, region and political attitudes);
- * Better convey these relationships through the calculation, interpretation, and class presentations of statistical data.
- * Develop skills to evaluate the presentation of quantitative data in the "real world" that can also be utilized in your future career.

PREREQUISITES/RECOMMENDED BACKGROUND:**REQUIRED TEXTS:**

Statistics for People Who (Think They) Hate Statistics, 6th edition, by Neil Salkind. Published by Sage Publications

Quantitative Research Methods

Professor Sylvia Zamora

SOCL 2100

Course Description

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. Many of you are probably dreading this course or are only here because it is a requirement. However, you should know that you don't have to be a genius with numbers to do well in and participate in class. You simply need to know how to add, subtract, multiply, and divide. You'll also need to know how to follow some simple sets of rules for logical deduction. However, be forewarned: You will fail this class if you do not attend lectures, lab sessions, and do not keep up with the assignments and reading material. Everything about learning statistics is cumulative, meaning that each section builds upon what has been learned previously. The success of your grade in this class depends not on your ability to cram or memorize formulas. Statistics is a language. In other words, like any other language, you should learn to read, speak, think, interpret, and even dream "in statistics." Just like learning a new language, regular engagement with the material will lead you to be more "fluent" in statistics. These skills will not only help you become a better researcher, they can help you get a job!

Learning Outcomes

This course has three primary objectives. By the end of the course, you will learn how to:

- * Understand and apply basic statistical principles and techniques used in sociology.
 - * Better understand the relationship between two variables using quantitative (numerical) data (examples include race and average annual income, gender and occupational prestige, region and political attitudes);
 - * Better convey these relationships through the calculation, interpretation, and class presentations of statistical data.
 - * Develop skills to evaluate the presentation of quantitative data in the "real world" that can also be utilized in your future career.
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COURSE TITLE: Quantitative Analysis
COURSE NUMBER: SOCL 2100.01
SECTION TIMES/DAYS: MWF 8:00-9:00am
INSTRUCTOR: Jim Faught

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

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

This is an introductory course, so there are no prerequisites.

REQUIRED TEXTS

Healey, Joseph F. Statistics: A Tool for Social Research (10th ed.). Wadsworth.
Cronk, Brian. How to Use SPSS: A Step by Step Guide to Analysis and Interpretation. (9th ed.) Pyrczak Pub.

COURSE WORK/EXPECTATIONS

Students are expected to: (1) attend class; (2) complete homework assignments; (3) take five exams and a final.

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: Sociology of Sport

COURSE NUMBER: 3110.01

SECTION TIMES/DAYS: MW 2:20-3:50 pm

INSTRUCTOR: D. Marple

FLAGS (IF APPLICABLE): Writing

COURSE DESCRIPTION/PRINCIPAL TOPICS:

This course focuses on sports as social and cultural phenomena. We will use sociological concepts and critical thinking to investigate such issues as:

Why are certain physical activities selected and designated as sports?

How do sports and sport participation affect our lives?

How do sports impact our ideas about masculinity/femininity, class inequality, race and ethnicity, work, fun, achievement, competition, individualism, aggression and violence?

How are the organization and meaning of sports connected with social relations in groups, communities, & societies?

STUDENT LEARNING OUTCOMES:

How different sociological theories describe and explain sport

How improve your ability to recognize the connection between sport and life chances over the life course

To be able to write about how contemporary issues in sport effect your life

To learn how to apply sociology to enhance your and others' quality of life in sport

PREREQUISITES/RECOMMENDED BACKGROUND:

Preference given to Majors & Minors in Sociology

Otherwise at least one course in Sociology, primarily Principles of Sociology (SOCL1000)

REQUIRED TEXTS:

Texts to Be Determined

There will be additional Readings Posted on Course Blackboard Site

COURSE WORK/EXPECTATIONS:

Several in-class exercises designed to improve your critically examine social issues in sport

An Introductory Statement of your social career in physical culture

Several short papers based upon professional literature reading assignments

Final Project : A Social Narrative of your life in physical culture

Two Examinations (essay and Sociological term recognition and application to related sport issues)

COURSE TITLE: Gender in Society
COURSE NUMBER: 3210.01
SECTION TIMES/DAYS: Wed. 4:20-7:20pm
INSTRUCTOR: Rebecca Sager
CORE AREA (IF APPLICABLE):
FLAGS (IF APPLICABLE): Oral communications

COURSE DESCRIPTION/PRINCIPAL TOPICS:

What is the first thing we think about when we meet someone? What about when someone is having a baby? We think of their gender. Along with this thought come assumptions and understandings of what that person will look like, what they will do for living, how they will interact with others, and what roles they will play in society. In Gender and Society (SOCL 3210) we will explore key institutions such as the family, media, politics, the workplace and how they relate to gender. At the end of the course we will travel to Tokyo! In Tokyo we will be immersed in a world where gender plays an important, and often very different role, than we have come to understand or expect in the United States. Important note: Students will finish their final project in Japan and will receive an incomplete until they are finished with the immersion portion in Japan.

STUDENT OUTCOMES:

To do well in this course students will be required to read all the assigned materials. Students will be expected to keep up with the readings and incorporate them into their exams and homework assignments.

PREREQUISITES/RECOMMENDED BACKGROUND

Students are recommended to have previous course experience in sociology or a related field.

REQUIRED TEXTS

Kramer, Laura. 2009. "Sociology of Gender: A Brief Introduction." Oxford University Press.

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: Men and Masculinities
COURSE NUMBER: SOCL 3211.01
SECTION TIMES/DAYS: TR 9:40-11:10 AM
INSTRUCTOR: Dr. Eric Magnuson
CORE AREA: (none)
FLAGGED: Oral Skills flag (pending)

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 on MyLMUConnect

COURSE WORK/EXPECTATIONS

active class participation
periodic reaction pieces
independent research project & presentation
final exam

COURSE TITLE: Men and Masculinities
COURSE NUMBER: SOCL 3211.02
SECTION TIMES/DAYS: TR 2:40-4:10 PM
INSTRUCTOR: Dr. Eric Magnuson
CORE AREA: (none)
FLAGGED: Oral Skills flag (pending)

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 on MyLMUConnect

COURSE WORK/EXPECTATIONS

active class participation
periodic reaction pieces
independent research project & presentation
final exam

COURSE TITLE: Health and Social Justice

COURSE NUMBER: SOCL 3250.01

SECTION TIMES/DAYS: Thursday, 4:20-7:20pm

INSTRUCTOR: Rachel Washburn

CORE AREA: none

FLAGS: none

COURSE DESCRIPTION/PRINCIPAL TOPICS

This course draws on concepts and frameworks from several disciplines to examine the politics of health and health care mainly in the United States but also globally. A central assumption of the course is that health is a product of social arrangements, both in terms of how we define health and the material conditions that promote and diminish health. Among the questions we will consider in this course are: What is health? How do social, political, and economic conditions shape health? Is access to health and health care a fundamental human right? What values are reflected in the U.S. health care system and those in other countries? What efforts are currently being undertaken to reduce health inequalities and what social and ethical issues emerge in the process? To answer these and other questions we will examine work by social scientists and epidemiologists and explore the major ethical frameworks commonly applied to health care issues. Course readings are drawn from textbooks, journal articles, and monographs. The format of class meetings will include a combination of lectures, group discussions, small group work, films, and student presentations.

STUDENT LEARNING OUTCOMES

- 1) Understand how social conditions shape health and specific processes through which this occurs.
- 2) Be able to compare different arguments about how and why social conditions shape health.
- 3) Demonstrate an understanding of the U.S. health care system, its history and key components.
- 4) Understand the how U.S. health care system is different from systems in other wealthy democracies.
- 5) Understand the differences between health inequalities and health inequities.
- 6) Understand different ethical frameworks commonly applied to health issues and be able to use these frameworks to analyze health inequities.
- 7) Demonstrate an understanding of key issues and debates related to global health.

PREREQUISITES/RECOMMENDED BACKGROUND

Principles of Sociology (strongly recommended)

REQUIRED TEXTS

To be determined

COURSE WORK/EXPECTATIONS

The requirements for this course include the following: 1) attendance and participation; 2) completion of assigned readings; 3) one paper (10-15 pages); 4) reading responses; 5) two exams (mid-term and final).

COURSE TITLE: Latinos in Contemporary U.S. Society

COURSE NUMBER: 3998 01

SECTION TIMES/DAYS: 2:20-3:50pm / MW

INSTRUCTOR: Sylvia Zamora

CORE AREA (IF APPLICABLE):

FLAGS (IF APPLICABLE):

COURSE DESCRIPTION/PRINCIPAL TOPICS:

This course will examine the contemporary conditions of Latinas and Latinos in the United States. The experiences of Latinos in Los Angeles are used to illustrate national issues, but the course will also focus on groups found in other parts of the country, including Puerto Ricans and Dominicans. Course materials address variation in national origin, region of settlement, socio-economic status, immigrant generation, legal status, skin color, phenotype and gender in structuring the experiences of Latinos. The readings from this course are drawn primarily from qualitative and quantitative empirical research in the sociological literature. Students will analyze competing theories about the impact of immigration and the growing Latino population on U.S. society, addressing questions such as “are we experiencing a “Latin Americanization” of U.S. society?

STUDENT LEARNING OUTCOMES:

By the end of the course you will be able to:

- * Analyze and critique existing social structures to understand how they shape various forms of social inequality.
- * Define core concepts such as racialization, intersectionality, hegemony, and agency and
- * Be able to identify specific policies, practices, and processes that differentially shape the experiences of Latinos in the U.S.
- * Give clear, well-organized oral presentations in a classroom setting.

PREREQUISITES/RECOMMENDED BACKGROUND:

REQUIRED TEXTS:

COURSE WORK/EXPECTATIONS:

Latinos in Contemporary U.S. Society

Professor Sylvia Zamora

SOCL 3998

Course Description

This course will examine the contemporary conditions of Latinas and Latinos in the United States. The experiences of Latinos in Los Angeles are used to illustrate national issues, but the course will also focus on groups found in other parts of the country, including Puerto Ricans and Dominicans. Course materials address variation in national origin, region of settlement, socio-economic status, immigrant generation, legal status, skin color, phenotype and gender in structuring the experiences of Latinos. The readings from this course are drawn primarily from qualitative and quantitative empirical research in the sociological literature. Students will analyze competing theories about the impact of immigration and the growing Latino population on U.S. society, addressing questions such as “are we experiencing a “Latin Americanization” of U.S. society?

Learning Outcomes

By the end of the course you will be able to:

- * Analyze and critique existing social structures to understand how they shape various forms of social inequality.
- * Define core concepts such as racialization, intersectionality, hegemony, and agency and
- * Be able to identify specific policies, practices, and processes that differentially shape the experiences of Latinos in the U.S.
- * Give clear, well-organized oral presentations in a classroom setting.

COURSE TITLE: Criminal Justice

COURSE NUMBER: Socl. 4100.01

SECTION TIMES/DAYS: TR 9:40-11:10 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*, Tenth Edition and Randall Sheldon. *Controlling the Dangerous Classes: A History of Criminal Justice in America*, Second Edition, 2008 (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: Community Internships in Sociology

COURSE NUMBER: Soc. 4500.01

SECTION TIMES/DAYS: R 4:20-7:20pm (5 meetings throughout the semester as a group)

INSTRUCTOR: Dr. Rebecca Sager

CORE AREA: None

FLAGS: Engaged Learning

COURSE DESCRIPTION/PRINCIPAL TOPICS

The course, Community Internships in Sociology, will be an internship course focusing on placing 12 students with local non-profit organizations over the semester. The broad objective of this class is to introduce students to the role non-profit organizations play in our communities, both by understanding the literature, as well as through their own first hand experiences. The course will be strongly grounded in sociological research and theory on the role of the non-profit sector in community engagement. This will allow the students to understand their internships in broader sociological context, challenging their own experiences and making them examine some of the assumptions they may take for granted without this theoretical framework.

STUDENT LEARNING OUTCOMES

As an engaged learning class that specifically focuses on students going out into the non-profit community, there are several key learning outcomes. First, students will be expected to gain an understanding the role of nonprofit sector. Students will read several sociology texts on the nonprofit sector throughout the semester. Second, students will be expected to spend at minimum 10 hours per week as an intern with a local non-profit that is significantly engaged with the community. Students will be expected to learn how these groups operate on the ground, what are some of the issues or problems they have, and what it takes to be successful in meeting organizational goals. Finally, students will be expected to end the course with an understanding of how their experiences fit into the sociological literature on the nonprofit sector by completing a final presentation on their internships.

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 to write regular blogs about their work and meet with me every other week about their internships. They will also be required to have a contact at their internship sign off on their hours weekly. Students will meet together 3 times throughout the semester and do readings on the non-profit sector. They will complete a final project about their internships and present their findings at the end of the semester.

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

COURSE NUMBER: Sociology 4900.01

SECTION TIMES/DAYS: TR 8:00-9:30am

INSTRUCTOR: Dr. Stacy Burns

CORE AREA:

FLAGS: Writing Flag

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, juvenile delinquency, child abuse, homelessness) as important matters of societal/legal concern. We will consider the variety of institutions and officials involved in implementing “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. The course will expose students to new and innovative responses to social problems, including “restorative justice” approaches to social control that move social problems solutions 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:

REQUIRED TEXTS:

Peyrot & Burns, *New Approaches to Social Problems Treatment* (2010)

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: Fashion, Phones, and Fighting Back: Immigrant & Environmental Justice Politics

COURSE NUMBER: SOCL 4900.1 & 4900.02

SECTION TIMES/DAYS: (02) T/Th 9:40 – 11:10a and (03) T/Th 11:20 – 12:50p

INSTRUCTOR: NADIA KIM

CORE AREA (IF APPLICABLE):

FLAGS (IF APPLICABLE): WRITING

COURSE DESCRIPTION/PRINCIPAL TOPICS:

This course will address the questions: how is the personal, for all of us, somehow political? How does power work and how are we all in some way complicit but also have the ability to push back against and resist power, especially hegemonic power? We explore these questions by addressing an intensifying debate and reality in our country today: social movements among immigrants, unauthorized immigrants, and other disadvantaged people for community upliftment, garment worker justice, high-tech worker justice, broader environmental (health) justice, and, in general, equal treatment of the low-income central cities and rural areas where they live and work. Owing to the fact that most of the clothes on our back, the computers we use, the phones/tablets we swipe, and the cleaner air we breathe all depend on immigrants and their children having to suffer poverty as a class of working poor; illness and injury on the job; and air, water, soil contamination in their neighborhood or “shipped” to 3rd world countries’ neighborhoods, this class explores how the personal is always political, that power is always at play whether we are aware of it or not. Yet, most of us know little about how people who would seem to have the least time, resources, energy, language skills, and power are fighting for change in ways that improve the workplace, school, and neighborhood as well as the quality of life for all Americans. Even more overshadowed is the role of women and youth, as early as junior high school, in collectively mobilizing for fair wages and humane treatment for Forever 21 garment and Apple iPhone workers whose fingers and bodies cannot keep pace with consumers’ demand for weekly fashion trends and the newest iPhone; not to mention, the “old” versions of these often get thrown into incinerators and landfills built in or near these same immigrants’ neighborhoods. Worse, they typically require all kinds of shipments that crowd the freeways and railyards that snake through low-income immigrant areas. In effect, their environment and health are polluted and compromised, and as air, water, and soil move, ultimately, all of us end up, or will end up, being hurt. We will explore this sociological groundswell in-depth and students will be encouraged to conduct research on related topics.

STUDENT LEARNING OUTCOMES:

* More refined knowledge of research design/methodology and analysis, and of the full process of writing a research paper

* Knowledge of politics at the grassroots/community levels and comparisons of such with formal electoral politics

* Knowledge of how the following instill/sustain the suffering of immigrants, young and old; at times, environmental pollution of workplaces, bodies, the earth; and inspire social justice movements all over the world: (1) our fast fashion industry (Forever 21, H&M, Zara), (2) high-tech industry that makes our phones/computers (Silicon Valley), (3) urban environmental classism & racism (East LA, Richmond CA), and (4) the Dreamers Movement and other youth movements.

* Understand how grassroots/community politics has been a major avenue of political consciousness-raising and empowerment for so many groups, especially the undocumented and low-income (as it was for the Civil Rights Movement)

* Background on and sociological trends of Environmental Justice, Environmental Health Justice; and the major role immigrants have played in achieving both

PREREQUISITES/RECOMMENDED BACKGROUND:

* SOCL 1000, SOCL 2000, SOCL 2100, and SOCL 3000 (or equivalents).

REQUIRED TEXTS:

Pellow, David Naguib and Lisa Sun-Hee Park. 2002. *The Silicon Valley of Dreams: Environmental Injustice, Immigrant Workers, and the High-Tech Global Economy*. New York: New York University Press.

Shah, Bindi. 2011. *Laotian Daughters: Working Toward Community, Belonging, and Environmental Justice*. Philadelphia: Temple University Press.

Miriam Ching Louie. 2001. *Sweatshop Warriors: Immigrant Women Workers Take on the Global Factory*. Boston: South End Press.

Truax, Eileen. 2015. *Dreamers: An Immigrant Generation's Fight for Their American Dream*. Boston: Beacon Press.

COURSE WORK/EXPECTATIONS:

Research-related paper, the parts of which are turned in in phases

Discussion facilitation / oral presentation

Quizzes and exams on course content