

# SOCIOLOGY (SOC)

## SOC 1008 Introduction to Sociology (3)

In this course, we will examine the concepts and methodology used by sociologists in the study of social relationships, social institutions, and social processes. Emphasis will be placed on the practical understanding of perspectives used in the study of social behavior and on conceptual relations to other disciplines. Prerequisite or Corequisite GE A2. Satisfies general education requirement Area D Behavioral and Social Sciences.

**Requisite(s):** Prerequisite or corequisite GE A2

**General Education Attribute(s):** GE (DSEM) Area D

**Typically Offered:** Fall, Spring

## SOC 1018 Critical Thinking and Contemporary Social Problem (3)

This course introduces logical reasoning and social scientific methodology as applied to selected contemporary social problems. Specifically, this course introduces elements of critical thinking (including deductive and inductive reasoning, argument analysis and evaluation, fallacies) and elements of social research (focusing on issues related to credibility, data and the status of evidence, and experimental and non-experimental methodologies for examining hypotheses). Throughout the course, these skills are introduced and then applied to contemporary social problems which adversely affect the quality of life for individuals and communities within society. This Foundational Skills course must be completed with a grade of C- or higher. Satisfies general education requirement Area A3 Critical Thinking.

**General Education Attribute(s):** GE (A3) Critical Thinking

**Typically Offered:** Fall, Spring, Summer

## SOC 2018 Self and Society (3)

What is a self? How is one acquired? Most people have asked themselves the question, Who am I? and perhaps wondered How do I fit in within society? When thinking about these questions, what role does society play in shaping who we are? In this course, we will examine these questions from sociological perspectives and through sociological research on the self. We will explore the interrelation between self and social identity and how these ideas can be applied to students own experiences and sense of social well-being. Topics for discussion include language and meaning making, socialization, self-esteem, the significance of roles, emotional experience, deviance, and social identities of race, gender, class, and sexual orientation. Students will explore the personal and social implications of defining selfhood in certain ways. Satisfies general education requirement Student Enrichment and Lifelong Fulfillment.

**General Education Attribute(s):** Self Enrichment & Life Fulfill, Self Support Online

**Typically Offered:** Fall, Spring

## SOC 2208 Introduction to Statistics in the Social Sciences (3)

This course will provide an extensive introduction to the basic statistical methods used in the analysis of social science data. A lab component is required. SPSS software will be used for the analysis of social science data sets to further understanding of the statistical methods presented in the lecture component of the course. This Foundational Skills course must be completed with a grade of C- or higher. Satisfies general education requirement Area B4 Quantitative Reasoning.

**General Education Attribute(s):** GE (B4) Quantitative Reasoning

**Typically Offered:** Fall, Spring

## SOC 2300 Race and Ethnic Relations (3)

This course is designed to provide students with a broad introduction to the field of race and ethnic relations in the United States. The historical and contemporary experiences of various ethnic and panethnic groups in the United States -- the so-called five pan-ethnicities: European Americans, Native Americans, African Americans, Latinos/Hispanics, and Asian Americans -- are sociologically analyzed in the Healey textbook. Various sociological concepts and theories are defined and explored to account for the social construction of these groups and the history of the social interactions, from colonial times to the present. In short, we attempt to learn and understand -- mediated by sociological theory -- the history and dynamics of modern peoplehood in the United States.

## SOC 2400 Sex and Gender Issues (3)

In this course we will examine a variety of gender issues affecting personal, social, educational, and work lives. Topics to be discussed during the course will help students explore the influence of gender in shaping our lives, our attitudes, and behavior. We will also study how people shape and challenge gender in significant ways leading to various forms of social change. Throughout this process, key concepts such as race, social class, and sexual orientation will be integrated in the examination of gender. Critical thinking will be incorporated by questioning the role of gender across a range of areas including communication, education, family, media, politics, and self- image.

**Typically Offered:** Fall, Spring

## SOC 3000 Introduction to Research Methods (3)

This course is designed to present an overview of traditional research methods and data analysis in the social sciences. The primary goal of this course is to equip you with the basic tools needed to critically evaluate and conduct social science research. The secondary goal is to generate a deeper understanding of the significant interrelationship that exists between social theory and methodology (i.e., the development of social theory and the methodologies of data collection and analysis). Prerequisite: SOC 1008 and SOC 2208 (or PSYC 2018 or equivalent elementary statistics course with department approval). A grade of C- or higher is required in order to take any 4000-level methods course. Students who do not achieve the minimum grade will have to re-take this course and get a grade of C- or higher to graduate. This course is reserved for students majoring in Sociology.

**Requisite(s):** Prerequisite: SOC 1008 and 2208 (or PSYC 2018 or equivalent elementary statistics course with department approval). This course is reserved for students majoring in Sociology.

**Typically Offered:** Fall, Spring

## SOC 3008 Social Psychology (3)

Sociological social psychology focuses on the construction of cultural meaning, the use of symbols to convey meaning, and meanings and symbols as the basis of interaction. Topics include language and socialization, processes by which meanings are negotiated, the production of the social self, presentation of self, self-fulfilling prophecies, group differences in the construction of meanings, and he effects of inequality in the production of cultural meaning. Prerequisites: At least 45 units and completion of LD Area D. Satisfies general education upper division Area UDD and Theme Q: Quality of Life.

**Requisite(s):** Prerequisites: At least 45 units and completion of LD Area D.

**General Education Attribute(s):** Theme Q: Quality of Life, Upper Division D

**Typically Offered:** Fall, Spring

**SOC 3010 Sociology of Knowledge (3)**

This course provides a critical analysis of the forms, social nature, and social organization of knowledge. Throughout the course, attention will be given to various examples of knowledge including science, spiritual and transcendent knowledge, and popular culture. Emphasis will be put on the relationship between power and knowledge, social production of knowledge and its impact on society. Important themes related to these matters will be organized around quality of life issues, such as social connectedness (knowledge as a social enterprise) and the relationship between varied forms of knowledge and life satisfaction.

**SOC 3030 Political Sociology (3)**

Political sociology is a sub-area of sociology which deals with the intersection between political dynamics and larger societal processes. The course, accordingly, deals with the cultural and social basis of politics. Special emphasis will be given to political processes in organized groups and social systems, the interplay between civil society and the state, minority-majority relationship in politics, and the connection between governance, human rights, globalization, social movements and social change. As theme R class, the organizing pedagogical principle of the course is to explore and critically evaluate the nature, social causes, and outcomes of revolutionary political ideas and events.

**SOC 3040 Sociology of Deviance (3)**

This course surveys past and present experiences and perceptions of social deviance in American society. This involves assessing the history and consequences of deviance and deviant behavior specifically as the definition of deviance changes across time and space. The course materials include discussion of the theories sociologists advance to explain deviance, the social and demographic distribution of deviance, and an analysis of the efficacy of social policy designed to control and/or eliminate deviance.

**Typically Offered:** Fall, Spring

**SOC 3050 Sociology of Religion (3)**

This course examines the roles of religion in society. It analyzes the complex relationships between religion and social change, including the influence that religion has on society and, in turn, the effects that social structure and culture have on religion. Different dimensions of religion will be explored, such as beliefs and values, attendance, religious identification, and participation in rituals. It highlights the relationship between religion, culture, community, and family, and special attention will be given to the functions of religion in contemporary secular and secularizing societies. The course also focuses on religious diversity and issues of discrimination and inequality.

**Typically Offered:** Fall Even Year

**SOC 3060 The Study of Human Population (3)**

This course introduces the study of the human population, including changes in population size and composition as affected by population trends related to changes in birth rates, health and mortality trends, and migration patterns within the United States. Additionally, using sociological analysis, this course discusses various social inequalities within the United States as causes and consequences of population change.

**SOC 3070 Cultural Sociology (3)**

An overview of the sociological study of culture, one of the most important components of social life. Specifically, this course will explore the various aspects of culture through the following questions: What is culture? How do people use culture in their daily lives? and How is culture a part of the larger social structure in society? In addition to learning the theoretical and methodological approaches to studying culture, there will be an in-depth look at some of the substantive areas of culture such as: 1) the creation, distribution, and reception of cultural objectives and ideas, 2) how people consume culture; 3) the differences between high culture and popular culture; and 4) how culture creates, maintains, and reshapes social identities through race, class, gender, nation, age, religion, and/or special interests (i.e., subcultures).

**SOC 3080 Popular Culture (3)**

The goal of this course is to provide students an introduction to some of the theoretical, methodological, and substantive themes in popular culture through a sociological lens. Broadly, popular culture includes cultural practices and rituals, entertainment (such as television, movies, popular music, comics, magazines, etc.), lifestyle/leisure activities, and technology/social media. After a brief overview of understanding culture through a sociological perspective, we will explore the origins of popular culture, its distinction from high culture, and the theories that have aided in analyzing popular culture themes and trends sociohistorically. We will also explore the production, commodification, and consumption of popular culture, how audiences take in popular culture forms, and then examine how popular culture socially constructs race-ethnicity, gender, class, and sexuality, as well as how people use popular culture to express resistance and struggle in society.

**SOC 3090 Sociology Through Films (3)**

This course will examine sociological concepts through the use of film. Films will be viewed and discussed weekly. Films will focus on such areas as family relations, alcohol and drug addiction, aging, crime and delinquency, gender issues, race and ethnic relations, the workplace, and urban development. This course serves as a way to understand the social world (locally, nationally, and globally) through a sociological lens. Specifically, we will use film to learn and understand key substantive areas found in sociology, such as social class/inequality, race-ethnicity, gender, sexuality, work/occupations, globalization, and social change. The driving questions for this course are the following: How does film address sociological issues? And if film does, indeed, address sociological issues, does it do so appropriately?

**SOC 3100 Classical Sociological Theory (3)**

Provides an analysis of the major theoretical perspectives that provide the conceptual basis for sociological research and analysis. Emphasis is on the terminology, assumptions, and implications of the dominant theoretical frameworks in classical sociology, including conflict theory, structural functionalism, and symbolic interaction theory. A grade of C- or higher is required for graduation. Students who do not achieve the minimum grade will have to re-take the course and get a grade of C- or higher to graduate. Prerequisite: SOC 1008; must be a Sociology major. **Requisite(s):** Prerequisite: SOC 1008; must be a Sociology major.

**SOC 3110 Contemporary Sociological Theory (3)**

Provides an analysis of the major theoretical perspectives that provide the conceptual basis for sociological research and analysis. Emphasis is on the terminology, assumptions, and implications of the dominant theoretical frameworks in contemporary sociology, such as ethnomethodology, critical theory, contemporary feminism, rational choice, and post-modernism. Prerequisite: SOC 301 or 3100 or equivalent course. A grade of C- or higher is required for graduation. Students who do not achieve the minimum grade will have to re-take the course and get a grade of C- or higher to graduate. This course is reserved for students majoring in Sociology.

**Requisite(s):** Requisite: SOC 3100 (301); must be a Sociology major.

**Typically Offered:** Spring

**SOC 3208 Junior Diversity and Research Ethics (3)** 

This seminar focuses on the ethical considerations that must be carefully considered when using diverse and vulnerable populations for research purposes in Sociology. Vulnerable populations include for example children, women, racial/ethnic minorities, economically/socially disadvantaged, institutionalized or incarcerated, severely injured or ill, etc. Integral with the issue of making decisions in using research participants from vulnerable populations are three major principles: (1) respect for persons as autonomous agents capable of self-determination and the implementation of special procedures to protect persons with diminished autonomy; (2) beneficence in doing no harm and maximizing possible benefits and minimizing possible risks for the research participants; and (3) justice in that the burden of research participation is not unduly imposed and that all benefits to which the participant is entitled are not denied. This seminar further emphasizes social and cultural diversity, approaches to researching the other, and covers various research topics that are controversial and that face ethical challenges. Prerequisites: Complete at least 45 units; prerequisite or corequisite GE A2. Satisfies general education requirement Junior Year Diversity and Reflection.

**Requisite(s):** Prerequisites: Complete at least 45 units; prerequisite or corequisite GE A2.

**General Education Attribute(s):** Junior Year Diversity Reflection

**Typically Offered:** Fall, Spring, Summer

**SOC 3300 Cultural and Social Geography (3)**

This course explores spatial arrangements that affect and are affected by human activity on land. Focus is on the ways in which places and things are laid out and organized in the major geographical regions of the world, including the Americas, Europe, greater Asia, and Africa. Topics discussed include environment, demographic processes, health and malnutrition, language, religion, economic organization, and political structures. Special emphasis is placed on Third World countries as well as on comparative, international perspectives.

**Typically Offered:** Fall, Spring, Summer

**SOC 3310 Racial and Ethnic Dynamics in the United States (3)**

This course builds on the foundational concepts of race and ethnicity. Students will learn and apply sociological frameworks and related concepts of race and ethnicity to analyze macro-level and micro-level "real world" sociohistorical experiences of all U.S. racial-ethnic groups. The course is required for students in the Racial and Ethnic Dynamics concentration in Sociology. Prerequisite: SOC 1008 or equivalent.

**Requisite(s):** Prerequisite: SOC 1008 or equivalent.

**SOC 3320 Black Experiences in the United States (3)**

An examination of the sociohistorical, political, economic, and cultural experiences of Black Americans in the pre-Civil Rights and post-Civil Rights Eras. Content includes defining "Blackness" and the social construction of Black racial identity; wealth inequality; intersectionality; forms of racism (systemic, anti-Black, institutional), Black popular culture, social media, and Black activism

**Typically Offered:** Spring

**SOC 3330 The Indigenous Experience in the Modern Americas (3)**

An examination of the historical, social, political, economic, and cultural experiences and conditions of Native Americans and their descendants in the United States and other parts of the Western Hemisphere, such as Canada, Mexico, Guatemala, the Andean region, and the Amazon River Basin. Their historic mode of incorporation as conquered, exterminated, or marginalized peoples, their survival strategies, their settlement and migration patterns, their experiences of racialization, their current demographic and socioeconomic condition, and the social construction of Indian racial identity and culture will be analyzed and discussed in the broader context of New World nation-stateness, world-system's analysis, and diaspora studies.

**SOC 3340 Cultural Diversity in U.S. Schools (3)**

This course examines issues involving multicultural diversity within the U.S. educational system, including the social processes and patterns of interaction operating within educational organizations, such as social relations, the roles of teachers, students and administrators, and the relationship of the educational system to broader issues of ethnic/racial stratification.

**SOC 3350 The Asian-American Experience in the United States (3)**

This course offers an interpretive exploration of the experiences of Asian Americans within the United States. Students examine how individuals of Asian heritage have responded to inequities related to their claims to identity, belonging, well-being, and participation in American society. While recognizing the ethnic, cultural, and economic diversity within this group, it considers the social construction of Asian American pan-ethnic identity as a site of solidarity and ongoing negotiation shaped by shared struggles and collective action. Students will engage with key sociological issues around race, class, and gender dynamics; citizenship and political identity; family dynamics; inter-minority relations and transnational connections. Additionally, the course addresses contemporary challenges, such as the rise in anti-Asian violence and the role of pan-ethnic and ethnic-specific activism.

**SOC 3360 The Latino Experiences in the United States (3)**

An examination of the historical, social, political, economic, and cultural experiences and conditions of Latinos in the United States. The groups studied include the Chicanos, the Puerto Ricans, the Cubans, the Dominicans, and the Central Americans. Their historic modes of incorporation, their continuing migration patterns, their experiences of racialization, their current demographic and socioeconomic condition, and the emerging Latino pan-ethnicity will be analyzed and discussed in the broader context of American nation-stateness, world-system's analysis, and diaspora studies.

**SOC 3408 Gender and Society (3)** 🇺🇸

In this course we will critically explore the social construction of gender. Attention will be given to the many diverse issues and experiences of gendered individuals. Throughout the course, we will look at how multiple and interlocking social structures (race, ethnicity, class, gender) shape the various ways in which we experience gender. Although there is an emphasis on issues and experiences within American culture, we will study gender in a global context as well. Furthermore, this course examines how gender difference and inequality are created, sustained and/or changed through socialization practices, interactions with others, and through the influence of major social institutions. Prerequisites: At least 45 units and completion of LD Area D. Satisfies general education upper division Area UDD and Theme S: Sustainability and Justice.

**Requisite(s):** Prerequisites: At least 45 units and completion of LD Area D. .

**General Education Attribute(s):** Theme S: Sustainability & Just, Upper Division D

**SOC 3420 Chicana Experiences (3)**

An examination of the contemporary experiences of Chicanas/Latinas in the U.S. with a focus on theoretical issues related to bicultural identity, gender, race and class. Special emphasis is given to Chicana feminist thought in the analysis of social, economic and political forces that impact their lives. The course includes critical perspectives on the Chicana/o Movement, the Women's Movement and the role of Chicana self-determination in the struggle for equality and social justice in the United States.

**SOC 3500 Family and Society (3)**

An analysis of the study of the family from a developmental perspective. Specific attention is given to mate selection, marriage, parenthood and parent-child relations, and family relations during the middle and later years of life. Emphasis is on the contemporary American family.

**SOC 3510 Childhood and Society (3)**

A chronological account of social and individual development during infancy, childhood, and adolescence with an emphasis on age-related changes in children's cognitive, social, physical, and personal characteristics. An analysis of how children interact with their social world at different ages, and how these interactions play a role in the developmental changes that lead to new forms of social interactions at later ages.

**Typically Offered:** Fall, Spring, Summer

**SOC 3520 Older Adults in Society (3)**

This course offers a broad introduction to the social dimensions of the aged and the aging process in diverse social settings. The course covers biological, intellectual, sexual, and social effects of aging as well as the role of the aged within the family, community, and institutions for the aged. It compares the aged of various cultures, including those few societies around the world where elderly people have found their Shangri-La. Finally, the course considers the different ways in which the aged prepare for (or ignore) the final life process, dying.

**Typically Offered:** Fall, Spring, Summer

**SOC 3600 Social Services and Social Problems (3)**

In this course we will sociologically explore social problems addressed by social and human services agencies. Attention will be given to human service activities, the values underlying these activities, and how sociology can contribute to the practice of human services. Specifically, there will be an examination of the social philosophies and histories of applied sociology and human services as fields that address people's needs within society and directs society's attention to the context and impact of social problems. Throughout the course, we will focus on how sociology enables us to understand the way in which personal troubles are connected to larger social issues. Topics for this course include poverty and homelessness, work, social identities, families, education, the environment, crime, health care, and community life. Finally, this course requires students participate in a Service Learning Project [SLP] that offers them an opportunity not only to analyze social problems in the field, but also to participate in efforts to address social problems themselves. While service learning projects do not present complete solutions to social problems, this course equips students with the sociological theories and concepts to understand and evaluate problems, as well as the ways in which people struggle to change them. Prerequisite: open to students in the Sociology Human Services concentration only.

**Requisite(s):** Open to students in the Sociology Human Services concentration only.

**SOC 3610 Small Group Dynamics (3)**

This course provides a sociological analysis of the complex social processes that are active within groups and their influence on group and group member behavior. Special attention is given to the scientific discipline dedicated to the study of groups, including relevant social theories and empirical data resulting from scientific research. Students will apply course concepts through observation and/or research of small groups.

**SOC 3630 Juvenile Delinquency (3)**

An analysis of the major theoretical approaches to the study of delinquency. Emphasis is on the social factors involved in the emergence of delinquent behavior and the nature of the social responses to delinquency. Attention is given to delinquency as it relates to social order and social control.

**Typically Offered:** Spring

**SOC 3640 Urban Sociology (3)**

Students will learn concepts, processes, and theories useful in understanding the nature of urban structure and urban life. We will focus on historical and current processes as they operate both within and between cities in the U.S. and internationally. Typical topics include historical urban development, general patterns of urban growth, suburbanization and urban sprawl, the experiential nature of urban environments, ways that dynamics of power, class, race, and gender influence urban patterns and everyday experiences. Critical perspectives on urban planning practice from the standpoint of sociological understandings of urban processes will also be addressed.

**SOC 3650 Sociology of Crime (3)**

An analysis of the sociological approaches in the study of crime at the local, regional, national, and global levels. It includes discussion of how new definitions of crime have emerged across time, the theories sociologists have advanced to explain crime, and the social and demographic distribution of crime. Attention is also given to how societies have responded to crime and criminal behavior: the police, the judiciary, and the penal system. The effectiveness of these responses to crime will also be considered.

**SOC 3658 Violence and Society (3)** 🦋

This course examines the social causes and contexts of the various manifestations of physical violence in society. At its core, this course addresses three interrelated questions: What is violence? What are its consequences? Why does it occur? This course approaches the study of violence from a multidisciplinary perspective, considering the role of individual, situational, historical, environmental, and cultural influences on violence. This course is divided into three sections: First, we define violence and examine common theoretical explanations of violence. Then, we examine legitimate forms of violence (including military, police, and sporting violence). Finally, we examine illegitimate forms of violence (criminal violence in the city, suburbs, and the home). In the examination of both legitimate and illegitimate forms of violence, special attention is given to the relevance of standard theoretical explanations of violence and on exploring the effects of legitimate violence on issues related to quality of life. Prerequisites: At least 45 units and completion of LD Area D. Satisfies general education upper division Area UDD and Theme Q: Quality of Life.

**Requisite(s):** Prerequisites: At least 45 units and completion of LD Area D. .

**General Education Attribute(s):** Theme Q: Quality of Life, Upper Division D

**Typically Offered:** Spring

**SOC 4000 Social Stratification (3)**

Analysis of theories and concepts explaining patterns of social stratification. Focus on race, class, sex, age, and power, privilege and prestige in contemporary American society and other nations. The study of mobility, including trends in occupational mobility, is also considered.

**Requisite(s):** Prerequisite: SOC 1008; must be a Sociology major.

**Typically Offered:** Fall, Spring

**SOC 4008 Society and the Natural Environment (3)** 🦋

This course explores the relationship of society and the natural environment from a sociological perspective. We address questions asked by environmental sociologists such as: what are systemic social causes of environmental degradation?; what social groups are most impacted by pollution?; and why are the benefits of natural resource use (oil, timber, healthy soil) distributed unevenly? We will cover a wide range of environmental topics at local and global levels including the dust bowl, genetically engineered food, environmental racism, and climate change. The course emphasizes a macro sociological perspective, examining large institutions that structure the daily lives of individuals, organizations, and nations. Prerequisites: Complete at least 45 units; pre-req or co-req A2. Satisfies general education upper division Area UDD and Theme S: Sustainability and Justice.

**Requisite(s):** Prerequisites: Complete at least 45 units; prerequisite or corequisite GE A2.

**General Education Attribute(s):** Theme S: Sustainability & Just, Upper Division D

**Typically Offered:** Fall, Spring

**SOC 4010 Social Changes and Social Movements (3)**

Analysis of changes and social movements in our social worlds. Topics include directionality and patterns of change in history; modern sources of change; spheres and domains of change; agents of change and social reaction to change in the form of collective actions. The overall goal of the course will be to provide a theoretical understanding of the transformations constantly occurring in all aspects of social life. Special emphasis will be put on the nature and impact of social movements on society.

**Typically Offered:** Spring

**SOC 4020 Globalization and Social Change (3)**

Examines the historical origins, contemporary characteristics, and future trends of globalization in the world. The course examines the global transformations in the world economy over the last half-century, and the effect these transformations are having in the social and political structures of the modern world-system. An emphasis will be placed on the post-Cold War/post-September-11 problems of world governance and sustainable economic development, from the triple perspectives of states, businesses, and social movements.

**Typically Offered:** Spring

**SOC 4038 Technology and Society (3)** 🦋

This course offers a broad introduction to the social dimensions of technology and of emerging information and communication technologies. An emphasis will be placed on the specific historical and cultural contexts that shape practices of technology. Attention will be given to the diverse ways technology shapes social life, including culture, science, the economy, education, and the military. We will also examine how social structures of gender, race, class, sexuality, and nation are reproduced or reconfigured by technology. Prerequisites: At least 45 units and completion of LD Area D. Satisfies general education upper division Area UDD and Theme R: Revolutionary Ideas and Innovations.

**Requisite(s):** Prerequisites: At least 45 units and completion of LD Area D. .

**General Education Attribute(s):** Theme R: Rev Ideas & Innovatns, Upper Division D

**Typically Offered:** Fall, Spring, Summer

**SOC 4050 Secularity and Nonreligion (3)**

This course examines secularization and nonreligion from a sociological perspective. It seeks to understand how secular men and women in various cultures live their lives without religion. It also explores demographics of secularity, ways in which secular life is affected by societal location and national culture, and the underlying factors behind modern secularization. Secularity is also examined in a cross-national context by exploring the diversity of ideologies, political contexts, religious contexts, social movements, and historical developments.

**SOC 4068 The Civil Rights Movement (3)** 🦋

This course deals with a sociological study of the origin, development, and consequences (national and global) of the Civil Rights Movement (CRM) in the United States. In the analysis of CRM social movement concepts such as political opportunities, organizational dynamics, framing processes, movement repertoire, and others will be utilized. To situate and gain a better understanding of the movement, CRM will be compared and contrasted with other modern and contemporary redemptive, reformative, and revolutionary collective actions. The course highlights the revolutionary nature and the impacts of the movement on the social and political landscape of the United States and other parts of the world. Prerequisites: At least 45 units and completion of LD Area D. Satisfies general education upper division Area UDD and Theme R: Revolutionary Ideas and Innovations.

**Requisite(s):** Prerequisites: At least 45 units and completion of LD Area D. .

**General Education Attribute(s):** Theme R: Rev Ideas & Innovatns, Upper Division D

**Typically Offered:** Spring Odd Year

**SOC 4200 Quantitative Analysis (3)**

This course will build on the concepts, quantitative skills, and techniques learned in SOC 3000. This will include refinement of concepts and a more extensive treatment of exploratory data analysis, descriptive statistics, and inferential statistics. Each student will be required to complete a research project. This course builds on the quantitative concepts, skills, and techniques learned in SOC 2208 (or equivalent course) and SOC 3000. The primary focus of this course is on quantitative research designs and statistical methods that sociologists use to analyze quantitative data. The first part of this course addresses with research design topics in quantitative research, including ethical concerns, data collection techniques, conceptualization, operationalization, and measurement. The second portion of this course introduces students to common statistical methods with an emphasis on multiple regression analysis. Specific topics include the interpretation of model coefficients, evaluation of model fit, model building strategies, dummy variable regression, a non-technical discussion of statistical assumptions, and potential solutions to problems that arise in regression analysis. Each student will be required to complete a research project. A grade of C- or higher is required for graduation. Prerequisite: SOC 300 or 3000 or equivalent course (passing grade of C- or higher required); must be a Sociology major. A grade of C- or higher is required for graduation.

**Requisite(s):** Prerequisite: SOC 300 or 3000 or equivalent course. This course is reserved for students majoring in Sociology

**Typically Offered:** Fall, Spring

**SOC 4210 Qualitative Research Methods (3)**

This course is an introduction to the basic elements of qualitative research. The qualitative methods that we cover include, but are not limited to, participant observation and interviewing techniques. The topics covered in this course include: the process, purposes, and goals of qualitative research; how to select a research project; validity in qualitative research; the code of ethics for sociological research; taking, coding, and analyzing field notes; conducting, coding, and transcribing interviews; writing and representation; and coping with research results or topics that present challenges to the researcher. Students gain experience with qualitative research methods through practical field exercises. Prerequisite: SOC 3000 or equivalent course (passing grade of C- or higher required); must be a Sociology major. A grade of C- or higher is required for graduation. Students who do not achieve the minimum grade will have to re-take the course and get a grade of C- or higher to graduate.

**Requisite(s):** Prerequisite: SOC 3000 or equivalent course (passing grade of C- or higher required); must be a Sociology major.

**Typically Offered:** Spring

**SOC 4230 Demographic Analysis (3)**

This methods course is designed as an overview of the core elements of demographic research and how to interpret quantitative data specific to population analysis. This hands-on class uses global data and computer technology to develop students' skills in analyzing and writing about quantitative data. In addition to covering basic concepts of demographic analysis related to the calculation of key demographic measures pertaining to fertility and mortality patterns, this class looks at social inequality across less developed and more developed regions of the world.

**Requisite(s):** Prerequisite: SOC 3000 or equivalent course (passing grade of C- or higher required); must be a Sociology major.

**Typically Offered:** Spring

**SOC 4260 Program Evaluation Design and Analysis (3)**

Using social research and evaluation methods, students will design program evaluations that strengthen organizations, and collect and analyze data for program evaluations. Topics covered include: culturally responsive and embedded evaluation; modeling organizations; and needs assessments, process evaluations, and summative evaluations. Prerequisite: SOC 3000 or equivalent course (passing grade of C- or higher required); must be a Sociology major. A grade of C- or higher is required for graduation. Students who do not achieve the minimum grade will have to re-take the course and get a grade of C- or higher to graduate.

**Requisite(s):** Prerequisite: SOC 3000 or equivalent course (passing grade of C- or higher required); must be a Sociology major.

**Typically Offered:** Spring

**SOC 4300 Sociology of Immigration (3)**

This course explores the historical sociology of immigration in the modern world-system. First, we look at various theories of immigration and the patterns of international migration prior to and after 1945, with a focus on the main regions of the Americas, Africa, the Middle East, and the Asia-Pacific. We analyze the historical participation of migrants in segmented labor markets, their role in creating ethnic minorities and multicultural societies, and their interaction with receiving and sending political systems. (Castles, de Haas and Miller's book); Then we explore the social construction of the illegal alien and the racialized foreign other in the United States, from the mid-XIX Century up to the liberal immigration regime inaugurated in 1965 (Ngai's book), which set the stage for the current era of massive irregular migration in North America. Lastly, we analyze the dysfunctional U.S. immigration regime in the post-cold-war era, from the mid-1990s up to the present, including ever-more draconian and restrictive laws, the intense nativist backlash, the rise of the modern immigrant rights movement and the impact on immigrant communities, immigrant flows, and immigration politics and reform, by the rise of the homeland security state after 9/11 (Gonzales's book). Students will be encouraged to explore the history and current aspects of international migration in the U.S. and other regions of the world through their group and individual research projects, as described below.

**SOC 4310 The Latin American Experience (3)**

The nations of Latin America and the Caribbean may be diverse, but they also share a common historical experience, and many face common challenges. This course explores the historical construction of the Americas, from the ancient indigenous civilizations to the present, and takes a closer look at some of the countries and some of the issues Latin Americans face today.

**SOC 4400 The LGBTQ Experience in the U.S. (3)**

Lesbian/gay studies; personal, political, economic, historical and cultural issues, including: coming out, hate crimes, law, military, marriage, families, religion, activism, community, representations in literature, film, and media. This course also counts as an elective towards the Women and Gender Studies minor.

**Typically Offered:** Spring

**SOC 4510 Family and Stress (3)**

Analysis of family ability to withstand external and internal stress; community structure and family location in the community as factors in the development of and response to stress; and the relationship of individual adjustment to family reaction to stress. Discussion focuses on, for example, the following kinds of stress situations: divorce, death of a spouse or child, physical disaster, long-term physical or mental illness, chronic unemployment, and imprisonment. Prerequisite: sophomore standing or higher.

**Requisite(s):** Prerequisite: sophomore standing or higher.

**Typically Offered:** Fall, Spring

**SOC 4610 Sociology of Education (3)**

The sociological examination of education as a social institution and as a force and measure of social change. Formal attention focuses on educational systems, schools, educational attainment, and student performance. Prerequisite: SOC 1008 or permission of instructor.

**Requisite(s):** Prerequisite: SOC 1008 or permission of instructor.

**Typically Offered:** Spring

**SOC 4620 Sociology of Health and Wellness (3)**

This course examines how the discipline of sociology defines and approaches the concept of health, paying particular attention to society's characterization of mental and emotional health disorders. Along with a critical examination of the role of society in defining mental illness, we will consider a variety of social factors that contribute to the experiences of mental ill and their overall quality of life. Additionally, in this course we will consider how society characterizes the larger concept of health, and how this characterization can impact multiple quality of life indicators: social connectedness, safety, civic engagement, and life satisfaction. In order to provide students, the opportunity to apply course material in their personal lives, this course will involve an applied experiences requirement.

**SOC 4630 Sociology of Medicine (3)**

This course examines how the institution of medicine is embedded in larger society. In particular, we will examine the rise of the professionalization of medicine and medical technology and how this change has impacted health care. When addressing the medicalization of society, we will pay close attention to the relationship between medicine and socio-demographic characteristics like gender, social, class, race/ethnicity, and age. Although we will touch on the role of medicine and health care globally, our focus will primarily be on the American health care system and the debates and theoretical issues surrounding its reform. In order to provide students the opportunity to apply course material in their personal lives, this course will involve an applied experiences requirement.

**SOC 4640 Sociology of Happiness (3)**

The Sociology of Happiness course explores the interplay between individuals and society in the pursuit of happiness, which is notably an ideal conceived as an unalienable right in the American Declaration of Independence. It provides a brief historical and primarily contemporary examination of social science approaches to understanding an individual's emotional wellbeing by considering fundamental questions like, what it means to be happy? Can money buy happiness? And methodological questions like, how do we measure happiness, particularly across-cultures? Sociological theoretical perspectives provide important contributions to the "new science of happiness" by expanding subjectively understood components of the human emotive experience to include the impact of social institutions, that is, cultural matters, economic and political conditions, religious beliefs and complex interpersonal relationships in short, by considering the impact of society on an individual's sense of social wellbeing. Students will be introduced to the growing area of "happiness studies" by engaging varied explorations ranging from review of literature to exploring multi-media, to conducting exercises and fieldwork observations.

**SOC 4650 Neighborhood and Community (3)**

This course examines "neighborhood" from an urban sociological perspective. Topics include the historical and contemporary mechanisms that continue to reproduce residential racial segregation patterns within the United States. This course also focuses on neighborhood effects related to life chances and quality of life outcomes for residents pertaining to inequality in education and health/mortality trends.

**Typically Offered:** Spring

**SOC 4700 Selected Topics (1-3)**

Offered periodically as announced. Extensive analysis of selected contemporary topics in sociology. Prerequisite: permission of instructor and approval by Chair of Department of Sociology [By Petition] May be repeated for credit with different topics up to a maximum of 9 units.

**Repeatable for Credit:** Yes, up to 9 units

**SOC 4800 Directed Research in Sociology (3)**

Students design and carry out a research project under the supervision of a faculty sponsor. Prerequisite: permission of instructor and approval by Chair of Department of Sociology. [By Petition] May be repeated for credit up to a maximum of 9 units.

**Repeatable for Credit:** Yes, up to 9 units

**Typically Offered:** Fall, Spring

**SOC 4850 Individual Study (3)**

Individual study under the direction of a faculty member. Prerequisite: permission of instructor and approval of Chair of Department of Sociology. [By Petition] May be repeated for credit up to a maximum of 9 units.

**Repeatable for Credit:** Yes, up to 9 units

**Typically Offered:** Fall, Spring

**SOC 4870 Cooperative Education (3)**

Cooperative Education is a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Center for Career Education and Community Engagement (CECE) on an individual basis, subject to approval by the Program Coordinator. The field experience, including the seminar and reading assignments, is coordinated through Handshake in CECE and supervised by the faculty liaison (or course instructor), working with field supervisor. The determination of course credits, evaluation, and grading is the responsibility of the Program faculty. Offered on a credit, no credit basis only. The Program will determine application of credit. {By Petition} May be repeated up to a maximum of 9 units.

**Repeatable for Credit:** Yes, up to 9 units

**Typically Offered:** Fall, Spring

**SOC 4920 Internship in Applied Sociology (3)**

In this course students will have the opportunity to work with an agency in the community and to integrate their experiences with classroom learning. The course includes two components: internship experience and weekly class meetings/course assignments. During weekly class meetings, students will discuss and explore various aspects of their internship experience. Some of the topics for the course include getting started in an internship, ethical competence, learning from experience, communicating with clients, writing reports for agencies, and planning careers. This course includes a required Service Learning component. Prerequisites: Human Services concentration and SOC 3600.

**Requisite(s):** Prerequisite: Human Services concentration and SOC 3600.

**Repeatable for Credit:** Yes, up to 9 units

**Typically Offered:** Spring

**SOC 4940 Directed Study in Teaching Sociology (3)**

Theory and method in upper-division instruction. Weekly meetings with faculty sponsor and supervised experience that may include administering and developing examinations, course development, discussion group leadership, selected lectures, and in-depth directed readings of relevant topics. Prerequisite: sophomore standing or higher. Permission of instructor and approval by Chair of Department of Sociology. [By Petition] May be repeated for credit up to a maximum of 9 units.

**Requisite(s):** Prerequisite: sophomore standing or higher.

**Repeatable for Credit:** Yes, up to 9 units

**Typically Offered:** Fall, Spring

**SOC 4960 Seminar in Fieldwork Practicum (3)**

In this course students will have the opportunity to work with an agency in the community and to integrate their experiences with classroom learning. The course includes two components: fieldwork experience and weekly class meetings. During weekly class meetings, students will discuss their fieldwork and explore various aspects of the internship experience. Some of the topics for the course include getting started in an internship, ethical competence, integrating learning from experience, communicating with clients, writing reports for agencies, and planning careers. Students will also construct an E-portfolio to document and archive their fieldwork experience. Prerequisite: SOC 2208 and SOC 3000.

**Requisite(s):** Prerequisite: SOC 2208 and 3000.

**SOC 4988 Senior Seminar in Sociology (3)** 

Consideration of the nature of the discipline. Integration of material from other courses. The relationship of sociology to other fields of study.

Prerequisite: At least 90 units and completion of JYDR; and SOC 3000, SOC 3100, and SOC 3110, with a C- or higher, and one of the following: SOC 4200, SOC 4210, SOC 4230, or SOC 4260; must be a Sociology major. You must earn a C- or higher in this course in order to graduate. Students must have either completed all four courses or be enrolled in the second theory or methods course when taking Senior Seminar. Satisfies general education requirement Senior Capstone.

**Requisite(s):** Prerequisite: At least 90 units and completion of JYDR; and SOC 3000, SOC 3100, and SOC 3110, with a C- or higher, and one of the following: SOC 4200, SOC 4210, SOC 4230, or SOC 4260; must be a Sociology major.

**Repeatable for Credit:** Yes, up to 18 units

**General Education Attribute(s):** Capstone

**Typically Offered:** Fall, Spring

**SOC 4990 Senior Thesis (3)**

This seminar represents the 'capstone experience' for all students admitted to the 4+1 integrative BA-MA program, and it will serve as their 'senior seminar.' The seminar will involve weekly integrative meetings focused on each student's research project for his/her senior thesis. Integrative activities will include discussions of literature reviews; development of research questions and hypotheses; methodological design issues, including sampling and data management; data analysis tools to answer the research questions and test the hypotheses; procedures for getting informed consent, and all the ethical issues associated with 'vulnerable populations.' The 'senior thesis' will be a written manuscript that is ready for review and approval by the University Institutional Review Board (IRB) for human subjects research. Generally, the 'senior thesis' will be the starting point for each student's master's thesis research project that will be completed in the 5th year of the 4+1 integrated BA-MA program. Grading is 'Credit/No Credit.' Prerequisite: Senior standing; completion of SOC 3100; SOC 3110, SOC 3208, SOC 4200, SOC 4210, and ONE other design and analysis course.

**Requisite(s):** Prerequisite: Senior standing; SOC 3100, SOC 3110, SOC 3208, SOC 4200, SOC 4210, and ONE other design and analysis course.

**Typically Offered:** Spring