

# SOCIOLOGY (SOC)

## SOC 1: Introductory Sociology

3 Credits

Introduces sociological perspectives useful for understanding why societies are the way they are. Covers a selection of many dimensions of social life, such as sexuality, family, religion, education, work, deviance, politics, culture, ethnicity, gender, economics, and age. Students will learn how sociologists use theories and concepts in their research on key dimensions of social life including inequality, identity, networks, norms, and institutions. Provides opportunities to apply sociological perspectives to explain people's behavior in a variety of social contexts. Promotes a critical and practical understanding of human behavior by exploring how social environments shape us and how we can change them. This course meets a general education requirement (GS) in the social and behavioral sciences.

Bachelor of Arts: Social and Behavioral Sciences  
General Education: Social and Behavioral Scien (GS)  
GenEd Learning Objective: Key Literacies  
GenEd Learning Objective: Soc Resp and Ethic Reason

## SOC 1W: Introductory Sociology

3 Credits

Introduces sociological perspectives useful for understanding why societies are the way they are and how they change. Covers a selection of the many dimensions of social life such as sexuality, family, religion, education, work, deviance, politics, culture, race and ethnicity, gender, and age. Students will learn how sociologists use theories and concepts in their research on key dimensions of social life including inequality, identity, norms, and institutions. Provides opportunities to apply sociological perspectives to explain people's experiences in a variety of social contexts. Promotes a critical and practical understanding of human behavior by exploring how social environments shape us and how we can change them. This course meets a general education requirement (GS) in the social and behavioral sciences as well as for Writing Across the Curriculum.

Bachelor of Arts: Social and Behavioral Sciences  
General Education: Social and Behavioral Scien (GS)  
GenEd Learning Objective: Effective Communication  
GenEd Learning Objective: Key Literacies  
GenEd Learning Objective: Soc Resp and Ethic Reason  
Writing Across the Curriculum

## SOC 3: Introductory Social Psychology

3 Credits

Social psychology is a discipline that bridges sociology and psychology. Sociology focuses on large, medium, and small scale social patterns and influences while psychology tends to emphasize the individual organism and its functioning. Social psychologists borrow perspectives and methods from both sociology and psychology. The major thrust of the sociological perspective on social psychology is on the influence of the social group areas such as socialization, social influence, conformity, group decision-making, interpersonal relationships, and power. This

introduction to social psychology course focuses on sociological perspectives on human development, social interaction between individuals, group influences on individuals, and interaction between groups. A key theme of this course is for students to demonstrate understanding of how sociology helps us understand "real world" human behavior, social interaction, subjective experience, including students' own. A secondary objective of this course is for students to demonstrate a basic understanding of where sociological knowledge comes from and how it is evaluated.

Bachelor of Arts: Social and Behavioral Sciences  
General Education: Social and Behavioral Scien (GS)  
GenEd Learning Objective: Crit and Analytical Think  
GenEd Learning Objective: Integrative Thinking  
GenEd Learning Objective: Key Literacies

## SOC 5: Social Problems

3 Credits

Introduces students to the ways that sociologists seek to understand social conditions, events, and behaviors that people think of as "social problems" that need to be solved. Students will examine a range of social problems, such as poverty, crime, inequality, violence, environmental change, and race/sex/gender discrimination, from a variety of perspectives regarding their causes, consequences, and solutions. Encourages students to use sociological tools to critically assess the validity of claims about social problems so they can decide for themselves what should be done to address them.

Bachelor of Arts: Social and Behavioral Sciences  
General Education: Social and Behavioral Scien (GS)  
GenEd Learning Objective: Effective Communication  
GenEd Learning Objective: Crit and Analytical Think  
GenEd Learning Objective: Key Literacies  
GenEd Learning Objective: Soc Resp and Ethic Reason

## SOC 12: Criminology

3 Credits/Maximum of 3

Criminology is the study of the causes of criminal behavior. As such this course is an introduction to the topic with special focus on the major theories and concepts explaining criminal behavior. A key focus of the class is examining the most recent scientific research testing the basic theories in criminology. The students learn the various research techniques that have been methods and data sources used to study criminal behavior. Several important areas of study that link understanding criminal behavior and its distribution across the social system are investigated including age, gender, race and ethnicity. One goal of the course is to promote a more complete understanding of crime and how it is enmeshed in human social life. Students read a general text, as well as scholarly articles in Criminology.

Cross-listed with: CRIM 12, CRIMJ 12  
Bachelor of Arts: Social and Behavioral Sciences  
General Education: Social and Behavioral Scien (GS)  
GenEd Learning Objective: Crit and Analytical Think  
GenEd Learning Objective: Global Learning  
GenEd Learning Objective: Integrative Thinking  
GenEd Learning Objective: Key Literacies

## SOC 12H: Honors Criminology

## 3 Credits

Criminology is the study of the causes of criminal behavior. As such this course is an introduction to the topic with special focus on the major theories and concepts explaining criminal behavior. This honors version of Introduction to Criminology is especially designed to be appropriately challenging for Schreyer Honors College students. A key focus of the course is examining the most recent scientific research testing the basic theories in criminology. Students learn the various research methods and data sources used to study criminal behavior. Several important areas of study that link understanding criminal behavior and its distribution across the social system are investigated including age, gender, race and ethnicity. One goal of the course is to promote a more complete understanding of crime and how it is enmeshed in human social life. Students read a general text, as well as scholarly articles in criminology.

Cross-listed with: CRIM 12H, CRIMJ 12H  
 General Education: Social and Behavioral Scien (GS)  
 Honors  
 GenEd Learning Objective: Crit and Analytical Think  
 GenEd Learning Objective: Integrative Thinking  
 GenEd Learning Objective: Key Literacies

## SOC 13: Juvenile Delinquency

## 3 Credits

Examines juvenile conduct, causes of delinquency, current methods of treatment; and agencies concerned with delinquency. Introduces students to the major theories, concepts, and research findings related to juvenile delinquency. Students will explore a variety of juvenile behaviors in different social contexts to determine their causes, consequences, and potential solutions. Provides students with a way of thinking about the relations between their personal life and the social structures which shape their life in relation to the problem of juvenile delinquency.

Cross-listed with: CRIMJ 13  
 General Education: Social and Behavioral Scien (GS)  
 GenEd Learning Objective: Effective Communication  
 GenEd Learning Objective: Integrative Thinking

## SOC 15: Urban Sociology

## 3 Credits

City growth and decline; impact of city life on individuals, families, neighborhoods, and government; urban life-styles.

Bachelor of Arts: Social and Behavioral Sciences  
 General Education: Social and Behavioral Scien (GS)

## SOC 19: Sociology of Popular Culture

## 3 Credits

Applies sociological theories, concepts, and research techniques to studying popular culture as a foundation of social life and human relationships. Covers a range of pop culture from blockbuster movies produced by global corporations to content created by social media users. Students will learn about the production and consumption of different types of popular culture and analyze its social significance.

Offers students opportunities to investigate forms of pop culture that they are curious about from different sociological perspectives. Encourages students to become more sociologically savvy observers of their cultural environment and gain a richer awareness of implications of popular culture in their own lives. Provides a foundation for further study in sociology and related social sciences, as well as academic and applied disciplines that focus on popular culture and other types of art and culture.

Bachelor of Arts: Social and Behavioral Sciences  
 General Education: Social and Behavioral Scien (GS)  
 GenEd Learning Objective: Effective Communication  
 GenEd Learning Objective: Crit and Analytical Think

## SOC 20N: Critical Media Literacy

## 3 Credits

We live in a world in which we are surrounded with media messages that influence how we think and act. Since we are so immersed in media culture, it is important that we know how to analyze media content, production and reception, so that media can become tools for liberation and creativity, not control. In this course, we will learn to critically analyze work produced in different forms of mass communication. The course focuses on power, ideology and social inequality, analyzing relationships between media producers and audiences, and between information, the politics of representation, and power, including a focus on the crucial areas of gender, sexuality, class, and race. The course takes a dialectical perspective that focuses on both theory and practice, providing students with the opportunity and knowledge necessary to produce their own short film using the resources of Penn State's media commons.

Cross-listed with: COMM 20N  
 General Education: Arts (GA)  
 General Education: Social and Behavioral Scien (GS)  
 General Education - Integrative: Interdomain  
 GenEd Learning Objective: Effective Communication  
 GenEd Learning Objective: Crit and Analytical Think  
 GenEd Learning Objective: Integrative Thinking  
 GenEd Learning Objective: Soc Resp and Ethic Reason

## SOC 23: Population and Policy Issues

## 3 Credits

Local, national, and international population trends; basic techniques of demographic analysis; population problems; implications for public planning and policy. SOC 23 Population and Policy Issues (3) (GS) (BA) This course meets the Bachelor of Arts degree requirements. Demographic changes are some of the most important factors in understanding the future of specific professions, our nation, and the world. This course introduces students to the discipline of demography, including an overview of demographic issues, theories of population, and major findings from demographic research. Focusing on the state, national, and global level, students will learn how the discipline of demography and how population structure and age are related to social institutions and public policy issues. Students will receive hands-on experience with the data and methods used by professional demographers and health and urban planners. Thus, this course should provide students with 1) a global perspective on population changes, 2) knowledge of demography research and theory, 3) analytical skills for the application of demography to public policy, 4) an awareness of

how the diversity of a population (e.g., age structure, race, ethnicity, sex, and culture) is related to public policy, and 5) the active learning of demographic techniques. The instructors encourage discussion and questions in all sections. This course meets a General Education requirement in Social and Behavioral Sciences.

Bachelor of Arts: Social and Behavioral Sciences  
General Education: Social and Behavioral Scien (GS)  
GenEd Learning Objective: Global Learning  
GenEd Learning Objective: Integrative Thinking  
GenEd Learning Objective: Key Literacies

### SOC 30: Sociology of the Family

3 Credits

This course examines the family in American society by looking at individually lived family experience, the family as a systematic social institution influenced by larger social processes and social structure and context, and the ways in which family patterns and processes influence broader social patterns. Students will learn how researchers resolve issues related to the definition of family; how researchers develop theories and conduct research on family issues; how family experiences are shaped by factors such as race/ethnicity, social class, and the larger social context; how the key stages of the family life course and family challenges may be experienced by individuals and influenced by the larger social context; how family choices and processes impact the larger society. The course both provides a foundation for further study in both general sociology and sociology of the family, and prepares students to make informed choices about their future family-related issues. Throughout the course students are empowered to reflect on their individual experiences, and to link individual experience to the larger social context and the family as a key social institution.

Bachelor of Arts: Social and Behavioral Sciences  
General Education: Social and Behavioral Scien (GS)  
GenEd Learning Objective: Crit and Analytical Think  
GenEd Learning Objective: Key Literacies

### SOC 30H: Sociology of Family - Honors

3 Credits

This is an Honors course that enables students to learn, apply, and evaluate basic family sociology concepts, theories, and research. SOC 30H Honors Introduction to Sociology of Marriage and Family (3). This Sociology of Family course examines the family in American society by looking at individually lived family experience, the family as a systematic social institution influenced by larger social processes and social structure and context, and the ways in which family patterns and processes influence broader social patterns. Students will learn how researchers resolve issues related to the definition of family; how researchers develop theories and conduct research on family issues; how family experiences are shaped by factors such as race/ethnicity, social class, and the larger social context; how the key stages of the family life course and family challenges may be experienced by individuals and influenced by the larger social context; how family choices and processes impact the larger society. The course both provides a foundation for further study in both general sociology and sociology of the family, and prepares students to make informed choices about their future family-related issues. Throughout the course students are empowered to reflect on their individual experiences, and to link individual experience to the

larger social context and the family as a key social institution. This course is especially appropriate for students in the Schreyer Honors College and Paterno Fellows.

General Education: Social and Behavioral Scien (GS)  
Honors  
GenEd Learning Objective: Crit and Analytical Think  
GenEd Learning Objective: Key Literacies

### SOC 35: Sociology of Aging

3 Credits

Introduction to the sociological study of aging. SOC 035 Sociology of Aging (3)(BA) This course meets the Bachelor of Arts degree requirements. The sociology of aging covers social aspects of aging, including common beliefs about older people, the diversity of the aged, and how institutions such as the economy and family influence the aging process. Evaluation methods include two exams, each worth 20 percent of the final grade, and a series of written assignments. For example, there is one 5-7 page paper and a second shorter one on aging in another society. The course serves as a basis for taking SOC 435, Social Gerontology. It can be counted toward the major or minor in Sociology or Human Development and Family Studies.

Bachelor of Arts: Social and Behavioral Sciences

### SOC 60N: Society and Cultures in Modern Israel

3 Credits

Israel is often portrayed in media and popular society in incomplete or distorted terms. In some cases, it is presented as a troubled, violent, dangerous place, as a place permeated by long-standing hatred between Jews and Muslims, Israelis and Arabs, Israelis and Palestinians. In others, the focus is on the state's role as the center of Judaism—a home of the "chosen people" and the source of inspiration for one of the world's great monotheistic religions. Some present it as a model for how a democracy can succeed under trying demographic, historic, and geopolitical circumstances. Others frame Israel as a place of conflagration (armageddon) that will usher in a messianic period or as a nation-state with a discriminatory regime that privileges its majority population over its minority and administers oppressive policies over Palestinians in the occupied territories it captured in the 1967 War. While there are elements of truth in each of these presentations, the full picture of Israeli society is much richer and more complex. This course teaches students to cut through the mythology, and develop a more accurate understanding of what Israel is in the 21st century. Since Israel is a culturally, ethnically, and religiously diverse society, it is only possible to understand the true nature of modern Israel through exploring the many sub-groups that comprise the Israeli citizenry. The course looks at Ashkenazi and Mizrahi Jews (both religious and secular), Muslim and Christian Palestinian Arab citizens of Israel, Ethiopian-Israelis, Russian-Israelis, Bedouins, and Druze. For each group, it looks at demographics, background histories, migration patterns, institutions, cultural norms, values, and practices. We will look at what is important to each group, how they see and organize themselves, and how they understand and experience the world around them. The course aims to convey an understanding of the geographic, demographic, and social-historical context in which Israelis live as well as the diversity of Israeli culture. Students will be challenged to be critical readers of Israeli society

and the way it is represented and to strive for measured, evidence-based analyses.

Cross-listed with: ANTH 60N, JST 60N, PLSC 60N  
International Cultures (IL)  
General Education: Humanities (GH)  
General Education: Social and Behavioral Scien (GS)  
General Education - Integrative: Interdomain  
GenEd Learning Objective: Effective Communication  
GenEd Learning Objective: Integrative Thinking  
GenEd Learning Objective: Key Literacies

#### SOC 83: First-Year Seminar in Sociology

##### 3 Credits

This course meets the Bachelor of Arts degree requirements. Each section or offering of this course will be limited to 20 students who will be instructed by an experienced faculty member. Each section will focus on a well-defined body of scholarship that addresses a relatively specific topic while at the same time provide an opportunity for surveying broadly existing knowledge in the discipline. The specific content of the course will vary from offering to offering, and depending on the interests of the instructor, will introduce students to a sociological perspective on particular social issues. For example, one section examines racism and sexism as axes of privilege and oppression. Other sections may deal with major social institutions, such as the family or religion, or with fundamental social processes (e.g., demographic, social, and psychological). Finally, some sections may have a heavier policy emphasis—examining responses to social issues—while others might take a comparative or international approach. Each section will emphasize the development of discussion, writing, and analytical skills and will give students the opportunity to work individually and in small groups. Students can expect to receive a general introduction to the University as an academic community and to explore their responsibilities as members of that community. They will also become familiar with the learning tools and resources available to them, and they will be able to establish relationships with faculty and other students who share their academic interests. This course fulfills a general education or Bachelor of Arts requirement in the social/behavioral sciences.

Bachelor of Arts: Social and Behavioral Sciences  
First-Year Seminar  
General Education: Social and Behavioral Scien (GS)  
GenEd Learning Objective: Effective Communication  
GenEd Learning Objective: Crit and Analytical Think  
GenEd Learning Objective: Key Literacies

#### SOC 103: Racism and Sexism

##### 3 Credits

This survey course examines racism and sexism as cultural, political and economic processes that shape contemporary social life in the United States. It provides an historical overview of the roots of modern racism and sexism and will explore these structural inequalities continue to matter in a "post-racial" and "post-feminist" era. Students will engage a broad range of texts that discuss these forms of inequality as intersecting, mutually constituted forms of marginalization. Students will develop a deeper understanding of how race, gender, sexuality, and class conditions identity formation; racism as a structural process that shapes and limits the life chances of non-white communities; and the

long tradition of resistance that women and communities of color have developed to combat these social inequalities. The course is divided into two sections. The first introduces a range of terms: race, gender, class, sexual politics, intersectionality and neoliberalism. The second half considers various case studies: mass incarceration, toxic waste, (un)natural disasters, reproductive justice, and Islamophobia in the war on terror. Students will leave with both an understanding of key theoretical terms in the study of racism and sexism and be able to apply these concepts to contemporary social issues.

Cross-listed with: AFAM 103, WMNST 103  
Bachelor of Arts: Social and Behavioral Sciences  
United States Cultures (US)  
General Education: Humanities (GH)  
GenEd Learning Objective: Effective Communication  
GenEd Learning Objective: Crit and Analytical Think  
GenEd Learning Objective: Soc Resp and Ethic Reason

#### SOC 109: Sociological Perspectives

##### 3 Credits

Intensive and critical analysis of the bases of the social order, change, values, knowledge, and conflict.

Bachelor of Arts: Social and Behavioral Sciences

#### SOC 110: Sociology of Gender

##### 3 Credits

Changing sex role expectations and behavior for men and women in contemporary society. SOC (WMNST) 110 Sociology of Gender (3) (GS;US) (BA) This course meets the Bachelor of Arts degree requirements. This course provides an introduction to the analysis and understanding of how men's and women's lives are different and how they intersect with each other. The course focuses on the social construction of gender and the impact of gender on experiences in a variety of social contexts and institutions throughout the life course, including cross-cultural comparisons of gender expectations. An overriding objective is to help students better assess and analyze the effects of gender throughout history and in their everyday lives. Class sessions are a mixture of lectures, discussions, group exercises, guest speakers, and films designed to engage the students in the learning process. Each session helps students to critically evaluate the effects of gender discussed in their readings and experienced in their everyday lives. The evaluation tools used for this course extend this critical evaluation. Although the specific evaluation methods vary by sections, all sections use some form of reaction papers, book reviews, and/or journals. These writing assignments require students to demonstrate an understanding of the class readings, lectures, and activities, and to offer an evaluation and assessment of these readings and presentations. Because the social construction of gender is intertwined with family, work, religion, education, government, and all interpersonal interaction, the course overlaps with courses in each of these areas. This course meets a General Education requirement in Social and Behavioral Sciences. It can be used as a lower-level sociology course in the Sociology BA major and the Sociology minor. It can also be used as a supporting course in the Women's Studies major and minor.

Cross-listed with: WMNST 110  
Bachelor of Arts: Social and Behavioral Sciences  
United States Cultures (US)



## General Education: Social and Behavioral Scien (GS)

## SOC 119N: Race, Ethnicity and Culture

3-4 Credits

SOC 119N Race, Ethnicity and Culture (3 or 4 credits) (GS/GH;US/IL) (BA) Additionally, SOC 119N is an Inter Domain course (Social Sciences and Humanities) This course focuses on historical patterns and current status of racial, ethnic and cultural groups and issues locally, nationally, and internationally. SOC 119 has three objectives. First, the course will introduce students to new ways of thinking about race, ethnicity and culture from the perspectives of the social sciences and humanities. Students will be able to compare and contrast differences between race, ethnicity and culture. They will be able to understand the extent and pervasiveness of racial, ethnic and cultural inequality and discrimination in the U.S. and explain how unequal systems impact different ancestry groups both in the U.S. and around the world. Students will be able to compare historical causes and consequences of sociological processes such as immigration, assimilation and multiculturalism, and they will develop new ways of understanding how these processes are expressed in popular culture (e.g., art, music, literature) and intergroup dynamics. The second objective is to provide students with the intellectual tools for having more thoughtful conversations about the issues address in the class. By acquiring these tools Students will be able to formulate more thoughtful questions and responses when they engage others in everyday discussions about the many racial, ethnic and cultural factors and forces that pull people and groups together and push them apart. The third objective is to encourage students to explore their own racial and cultural identity. Students will explore pathways to allow them to discover new ways to understand their own racial and ethnic place in the world and the history of their own families. Students will be able to more clearly explain how their identity reflects and shapes their life experiences as well as others in their racial and ethnic group(s).

Bachelor of Arts: Social and Behavioral Sciences  
International Cultures (IL)  
United States Cultures (US)  
General Education: Humanities (GH)  
General Education: Social and Behavioral Scien (GS)  
General Education - Integrative: Interdomain  
GenEd Learning Objective: Crit and Analytical Think  
GenEd Learning Objective: Global Learning  
GenEd Learning Objective: Integrative Thinking

## SOC 120N: Knowing Right from Wrong

3 Credits

"Knowing Right from Wrong" provides a comprehensive understanding of the nature of moral ideas, beliefs, and behaviors in contemporary contexts. What roles do nature and nurture play in the development of moral sensibilities? How do moral emotions and moral reasoning interact to produce moral behavior? What defines moral character and how does it influence what we do? Is it possible to derive what ought to be done from what is known about the world? How do we respond when moral demands compete with another? How do our moral convictions color our perceptions of world events? Can individuals and groups with differing moral commitments communicate with one another and live together peacefully? The course integrates perspectives from philosophy, psychology, and sociology, and prepares students to think about (and act in) a world in which morality (and its linked concepts, such as judgment

of others) plays an increasingly important social and political role. The course treats morality as both an aspirational concept and as an actual social practice, and focuses on three major themes: (1) the origins and development of moral reasoning and ethical systems, (2) the influence of moral emotions and moral intuitions on moral reasoning and behavior, and (3) the influence of social and contextual factors on moral behavior and expression. Integrating the philosopher's interest in ethics, with the psychologist's interest in the mind and body, and the sociologist's interest in groups, the course provides a comprehensive introduction to morality in contemporary society, and the ways in which it shapes the lives of people in everyday situations.

Cross-listed with: PHIL 120N, PSYCH 120N  
Bachelor of Arts: Humanities  
Bachelor of Arts: Social and Behavioral Sciences  
General Education: Humanities (GH)  
General Education: Social and Behavioral Scien (GS)  
General Education - Integrative: Interdomain  
GenEd Learning Objective: Crit and Analytical Think  
GenEd Learning Objective: Integrative Thinking  
GenEd Learning Objective: Soc Resp and Ethic Reason

## SOC 130N: Buddhism and US Society

3 Credits

This course focuses on Buddhism in the United States. We will overview the historical factors that led to the development of Buddhism in the U.S., the many traditions that currently exist in the U.S., the role of Buddhism in the daily lives of different types of Americans, and various problems or frameworks that have characterized American Buddhism (such as race, gender, technology, and media representations). One major theme of the course is literary expressions of American Buddhism, such as the writings of Jack Kerouac and bell hooks. A second major theme, Buddhist meditation, will be explored through interdisciplinary perspectives drawing from both the humanities and social sciences. In the final portion of the class, we will focus on Buddhism in Pennsylvania, involving students in an ethnographic exploration of the religious pluralism in our home state.

Cross-listed with: ENGL 108N, RLST 105N  
Bachelor of Arts: Humanities  
Bachelor of Arts: Social and Behavioral Sciences  
International Cultures (IL)  
United States Cultures (US)  
General Education: Humanities (GH)  
General Education: Social and Behavioral Scien (GS)  
General Education - Integrative: Interdomain  
GenEd Learning Objective: Crit and Analytical Think  
GenEd Learning Objective: Integrative Thinking

## SOC 145N: The Holocaust and Human Rights

3 Credits

This inter-domain course integrates historical (GH) study of the Holocaust with sociological (GS) perspectives on the Holocaust and human rights. Topical content begins with historical antisemitism ("the longest hatred") and elaborates the history of the Holocaust in German and in Europe. A second half of the course explores consequent definitions of genocide and human rights, globally established by the United Nations through international law. Post-war campaigns to reduce

prejudice and to raise 'Holocaust consciousness' are presented along with sociological insights into problems of persecution through eugenics, xenophobia, and racialized inequalities. Survivor testimonies underscore the value of resilience and the ethics of standing up against injustice, including discrimination or persecution based on cultural or another group identification.

Cross-listed with: HIST 145N  
 Bachelor of Arts: Humanities  
 Bachelor of Arts: Social and Behavioral Sciences  
 International Cultures (IL)  
 General Education: Humanities (GH)  
 General Education: Social and Behavioral Scien (GS)  
 General Education - Integrative: Interdomain  
 GenEd Learning Objective: Crit and Analytical Think  
 GenEd Learning Objective: Global Learning  
 GenEd Learning Objective: Integrative Thinking  
 GenEd Learning Objective: Soc Resp and Ethic Reason

#### SOC 150N: Healthy People, Healthy Society

##### 3 Credits

This course examines how individual health and well-being are influenced by social forces and public policy. The course revolves around three questions: How are social life and individual well-being linked? How can social policy positively influence individual well-being? And, what can individuals do to produce healthy social relations and support social policies that increase population health? The course has four sequential parts. The first portion of the course begins in the 19th Century, when the social aspects of health were first discovered and addressed. Students will learn basic sociological and population health terminology and methods, as well as the meaning of "social life" within sociology and public health. The second portion of the course focuses on the social processes that produce health inequality, their effect on public health, and the policy interventions that can be used to overcome them and protect individual health and well-being today. This portion of the course will use public health cases to understand the roots of social inequality and the power of social policy to alleviate health inequity. We pay special attention to areas of tension in public health delivery: public goods, privatization, cost-benefit ideas, social justice, politicization of science and regulatory capture. The third portion of the course focuses on the processes that shape individual health behaviors and influence of social behaviors on individual well-being. Relevant concepts discussed include culture, networks, framing, nudging, norms, and peer influence. The final portion of the course considers ways that individual behaviors contribute to a healthy society. This includes examining individual social behaviors, like civic engagement and religious activity, and social movements to understand how social responsibility can promote better health for all.

General Education: Health and Wellness (GHW)  
 General Education: Social and Behavioral Scien (GS)  
 General Education - Integrative: Interdomain  
 GenEd Learning Objective: Integrative Thinking  
 GenEd Learning Objective: Key Literacies  
 GenEd Learning Objective: Soc Resp and Ethic Reason

#### SOC 162N: Communicating Care

##### 3 Credits

Communicating Care ENGL 162N / SOC 162N / CAS 162N What do we talk about when we talk about health? Our states of well-being and illness are topics that, like the weather, drive our daily conversations, but we rarely have time to study and practice these vital exchanges. Spoken in emergency rooms or on long-distance calls, by medical professionals, family members, or strangers making small talk, the languages we use to share pain and recovery require our knowledge of long-established scripts and our willingness to improvise. By exploring how these encounters draw from and work as textual and dramatic performances, this course will guide students to achieve a new level of literacy in the most essential communicative art of caring. Students will analyze health conversations in literary texts, such as short stories, poems, memoirs, and graphic novels. They will explore real-life scenarios drawn from their own experiences, fieldwork, social science theories, and published case studies. Developing skills in the humanities (GH), they will see how subjective, often individual experience, historical perspectives, and creative expression help people to communicate about health and care. Developing their abilities in the social and behavioral sciences (GS), they will see how theory provides insights to predict and understand health and practices of care, investigate objective perspectives and recognize the contributions of fieldwork and data-driven studies to analyzing and improving communication when health is a main concern. They will integrate these methodologies especially to pursue these fields' common goals of making beneficial connections between individuals and groups, and managing private and public life.

Cross-listed with: CAS 162N, ENGL 162N  
 General Education: Humanities (GH)  
 General Education: Social and Behavioral Scien (GS)  
 General Education - Integrative: Interdomain  
 GenEd Learning Objective: Crit and Analytical Think  
 GenEd Learning Objective: Integrative Thinking  
 GenEd Learning Objective: Key Literacies  
 GenEd Learning Objective: Soc Resp and Ethic Reason

#### SOC 180N: State, Society, and Public Policy

##### 3 Credits

Alexis de Tocqueville called association the *mother science* of politics and saw voluntary associations as a pillar of American democracy. These associations must compete in what might be called a moral economy of public policy that preserves the value of equality. This course brings together ideas from political philosophy, history, political science, communication, sociology and economics to address an important question: How have voluntary, nongovernmental associations come to shape and implement public policy? The class begins with the core concepts in political thought and traces them through to contemporary ideas about civil society that span the political spectrum. After critically assessing these ideas, we integrate them into a framework for understanding the process of making public policy.

**Recommended Preparations:** Any humanities or social sciences course, prior or current registration

Cross-listed with: PLSC 120N, PUBPL 120N  
 Bachelor of Arts: Social and Behavioral Sciences  
 General Education: Humanities (GH)  
 General Education: Social and Behavioral Scien (GS)

General Education - Integrative: Interdomain  
 GenEd Learning Objective: Crit and Analytical Think  
 GenEd Learning Objective: Integrative Thinking  
 GenEd Learning Objective: Soc Resp and Ethic Reason

### SOC 197: Special Topics

1-9 Credits/Maximum of 9

Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.

Bachelor of Arts: Social and Behavioral Sciences

### SOC 199: Foreign Studies

1-12 Credits/Maximum of 12

Courses offered in foreign countries by individual or group instruction.

International Cultures (IL)

### SOC 201: Presumed Innocent? Social Science of Wrongful Conviction

3 Credits

The criminal justice system is a human creation and some errors are expected. Sometimes guilty parties go free and sometimes innocent people are convicted. In this course, we will employ the perspective of the social scientist to understand why and how wrongful convictions occur. How can social science help to predict, explain, and prevent wrongful convictions? This course is organized into three units. In the first unit, we will examine the large body of social science research that demonstrates disparities in all stages of the criminal justice system. For example, young Black and Latino men are disproportionately arrested, charged, convicted and imprisoned for violent crimes. This is partly due to these men disproportionately living in environments that foster crime, but social science research shows sometimes it's also partly due to the discretionary decisions of police, prosecutors, and courts. As a result, these demographic groups are most likely to be wrongfully convicted. In the second unit, we'll explore the factors in the justice system that might lead to a wrongful conviction, including false confessions, eyewitness misidentification, poor legal representation, government misconduct, and informants and snitches. Social scientific findings elucidate how each of these factors influence conviction accuracy. Finally, we'll discuss how social science research on the risks and factors that contribute to wrongful convictions can be used to improve policies to reduce the risk of such convictions. Simple reforms such as openness about plea-bargaining, eyewitness identification reform (e.g., sequential lineups, double-blind procedures, etc.), recording of interrogations, and introducing Innocence Commissions in every state can improve our criminal justice system.

Cross-listed with: CRIM 201  
 General Education: Social and Behavioral Scien (GS)  
 GenEd Learning Objective: Effective Communication  
 GenEd Learning Objective: Crit and Analytical Think  
 GenEd Learning Objective: Key Literacies  
 GenEd Learning Objective: Soc Resp and Ethic Reason

### SOC 205N: Critical Race Theory in the Humanities and Social Sciences

3 Credits

This course closely examines the place and power of race in America. By tracing the history of how race works in particular American institutions, such as public education, criminal justice, and federal housing, students will gain a deep sense of how social categories and understandings shape material conditions and human welfare. Through the study of policies, court cases, memoirs, documentary films, and freedom struggles, this course will interrogate the many Americas that race has created and their implications for democracy and justice. Not only will this course focus on making race visible, but also the many ways that race intersects with class, gender, and sexuality and how these concepts empower and marginalize at the same time. All the while, students will use Critical Race Theory methods to reach empathy and strengthen social (GS) and historical (GH) literacies. Discussion, writing, critical reading, and primary source analysis will be integral to this class. Class sessions will include whole- and small-group discussion where active listening and thoughtful participation will be taught and required. Students will be encouraged to explore their own conceptions of race and how those ideas shape knowledge and experience. Ultimately, this is a course that will weave data, theory, and story as we encourage students to move toward empathy through comprehensive understandings of race. This course therefore examines race as both deeply personal and structural.

**Recommended Preparations:** ENGL 15 and CAS 100  
 Cross-listed with: CRIMJ 205N, EDUC 205N  
 General Education: Humanities (GH)  
 General Education: Social and Behavioral Scien (GS)  
 General Education - Integrative: Interdomain  
 GenEd Learning Objective: Effective Communication  
 GenEd Learning Objective: Integrative Thinking  
 GenEd Learning Objective: Soc Resp and Ethic Reason

### SOC 207: Research Methods in Sociology

3 Credits

Experiential-based course covering the four main social research methods: available data, survey research, experiments, and field research.

**Enforced Prerequisite at Enrollment:** 3 credits in SOC  
 Bachelor of Arts: Social and Behavioral Sciences

### SOC 208N: Visual Representations of the Middle East in the US and Middle East

3 Credits

This course is an introduction to the visual culture, the visual experience and sociological/historical context of images of the Middle East in the US mass media. The focus of the course will be on reading and interpreting visual images (painting, photography, film, illustration, digital media) and analyzing the larger social and cultural forces that shape the production, distribution and consumption of these media forms. We will explore these issues by focusing on a series of images/case studies located in a specific historical context, allowing us to introduce some of the major movements in visual culture, explore the social contexts of these images, and the ways in which the visual experience shapes our social lives and personal identities. Course evaluations will include exams, writing assignments, a class blog, and a final art project. The

course examines visual representations of cultures over time, providing students with the artistic, historical, political and sociological context of their production. This integrative framework will enable students to understand how the creation of visual media and its interpretations both influence and are influenced by social context. It will introduce students to integrative thinking by providing them with interpretive techniques of the social sciences and the arts to increase their powers of visual analysis so that they can discuss an image's medium, composition, style and iconography. The course will examine the ways that the arts can be an expression of cultural values, helping students to comprehend the hegemonic aspects of image composition, production, exhibition and distribution. The course will explore the social milieus in which media is created, often depicting stereotypical images that poorly represent the complexity of the myriad cultural groups in the Middle East.

**Enforced Prerequisite at Enrollment:** ENGL 15

Cross-listed with: COMM 208N

General Education: Arts (GA)

General Education: Social and Behavioral Scien (GS)

General Education - Integrative: Interdomain

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Crit and Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

**SOC 209: Poverty in Africa**

3 Credits

African countries are generally considered to be among the poorest countries on the planet. On average, their incomes are low as are their levels of education. Poor African countries also have a range of peculiar characteristics that negatively affect their living standards. As these standards decline, western audiences have increasingly been targeted by aid organizations seeking donations to help the African cause. Despite growing awareness of African poverty, however, few attempts have been made to locate discourses on African poverty within historical, theoretical, and contemporary contexts. This course provides an overview of the key issues foundational for understanding the dynamics of poverty and human development in African societies. It examines various academic conceptualizations of poverty, the dimensions of poverty in African countries, as well as poverty's various causes and consequences. The course also intends to highlight the complex nature of the social, political, and economic causes of African poverty and their implications. Furthermore, it will identify the important challenges to poverty alleviation in African societies, the effectiveness of foreign aid, and alternative strategies to poverty alleviation. The course will also provide unique opportunities for students to develop a focused understanding of specific issues that affect Africa's socioeconomically vulnerable groups as well as related issues relevant for understanding the dynamics of poverty in specific areas on the continent.

Cross-listed with: AFR 209

International Cultures (IL)

General Education: Social and Behavioral Scien (GS)

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Integrative Thinking

**SOC 210N: Social Determinants of Health**

3 Credits/Maximum of 3

If the United States spends more money on medical care than any other country, why does it rank so poorly on many indicators of health and well-being? Why are there so many and important health disparities across different population groups within the United States? How do our social, economic and political conditions "get under the skin" to affect our health and well-being? These kinds of questions are fundamental in the growing interdisciplinary field of population health and will be addressed in this course. The purpose of this course is to introduce you to the social factors that influence health, such as race, class, gender, social networks, families, and public policies. We will explore the range of broader social factors that influence health, key sociological concepts and theories that help us understand these processes, and methods used to study them. The course will enhance student education and engagement in the area of vulnerable populations and health equity. After taking this course, students will be able to: - Describe the social and economic factors that influence health and disease patterns - Describe and discuss the social and economic factors that contribute to health inequalities across populations, particularly in the United States - Understand the important role social determinants play in the health of individuals and society

General Education: Health and Wellness (GHW)

General Education: Social and Behavioral Scien (GS)

General Education - Integrative: Interdomain

GenEd Learning Objective: Crit and Analytical Think

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

**SOC 211: Health Inequality: Understanding the Geographies of Life and Death**

3 Credits/Maximum of 3

This course provides an introduction to the concepts, measurement and study of health and health inequality across geographic scales from the international to the local scale, and to study health inequality in diverse contexts (including urban and rural; historical and contemporary). The lectures will cover the nature, causes and consequence of health inequality, temporal trends and spatial patterns in health indicators, and examine associations between socioeconomic and environmental factors and health. The emphasis will be on easily measured and available primary health indicators such as mortality and morbidity, communicable and non-communicable disease as well as mental health. The lab component of the course will focus on finding, critiquing, interpreting and presenting health-related data and will introduce students to fundamental concepts and expand their skill set in both basic statistics (numerical and graphical skills) and mapping (geographic visualization skills). At the end of the course the students will be more familiar with measures of human health and a variety of international and US data resources. The lecture component begins with focus on describing and understanding past, present and future patterns and trends in human health, examining these at the global, national (US), regional (Appalachia) and local (Pennsylvania) scales. The second half of the course includes lectures on the social determinants of health, the ways in which the legal landscape and direct and indirect discriminatory practices can influence health and wellbeing (e.g., around reproductive health, sexuality, and risk-taking behaviors), mental health, and the geographies of access to resources and the geography of exposure to risks. The final lecture will discuss 21st century "Global" health challenges. The parallel lecture and labs provide



opportunities for practical learning. The labs are designed to expose students to the use of health data, geographic information systems and basic spatial analysis tools providing them with skills that help them to accurately summarize and report data on health outcomes. Students will learn how to find, critique and use data appropriately to measure and map health outcomes. The labs will be based on sample data sets and case studies that draw on the use and interpretation of a variety of data sets, international, national, and sub-national. Towards the end of the course, students will generate their own community health case study based on the skills they have used during the course.

General Education: Social and Behavioral Scien (GS)  
GenEd Learning Objective: Crit and Analytical Think  
GenEd Learning Objective: Integrative Thinking  
GenEd Learning Objective: Key Literacies

SOC 245N: Globalization, Technology, and Ethics

3 Credits

The objective of Globalization, Technology, and Ethics is to prepare students (especially but not limited to engineering, information sciences & technology, and business students) who are headed into the corporate, NGO (non-profit) or government sectors for the challenges and realities of working in a rapidly globalizing world. This course will encourage students to become leaders in a mobile and diverse transnational workplace and help them to become critical citizens of that world. Through team-centered projects and readings from the social sciences and humanities, students will broaden their understanding of engineering, technology, and culture and then be introduced to how one makes ethical decisions about that world. This course is designed to provide skills, theories and experiences that will help them to be respectful, diplomatic and professional while being able to successfully work with technology in multiple cultures and contexts. Students will understand the relationships and the effects on industry, economics, and the many facets of society in an interdependent global economy. These interrelationships will include the differing impacts on individual countries (winners and losers), the question of responsibilities of use or development of technologies and science (long term verses short term impacts). Students will be able to apply ethical analysis to these and many other issues that professionals face.

**Enforced Prerequisite at Enrollment:** ENGL 15 and CAS 100

Cross-listed with: STS 245N  
International Cultures (IL)  
General Education: Humanities (GH)  
General Education: Social and Behavioral Scien (GS)  
General Education - Integrative: Interdomain  
GenEd Learning Objective: Crit and Analytical Think  
GenEd Learning Objective: Global Learning  
GenEd Learning Objective: Integrative Thinking  
GenEd Learning Objective: Soc Resp and Ethic Reason

SOC 258N: Introduction to Child Maltreatment and Advocacy Studies

3 Credits

Introduction to the multidisciplinary field of child maltreatment. CMAS (HD FS) 258 Introduction to Child Maltreatment and Advocacy Studies (3) This course will focus on the identification, investigation, service, advocacy, prosecution, and prevention of child maltreatment as well as the treatment of adverse health outcomes for children who have

been maltreated. Specific topics include the causes, correlates, and consequences of child maltreatment, best practices for reporting and investigating an allegation of child maltreatment, evidence-based prevention and intervention programs, the Child Welfare System, and relevant legal issues (e.g., termination of parental rights, children's testimony in court, etc.). By definition, this course will detail issues related to the abuse and neglect of children. This material can be difficult to hear, view, and discuss. This course is a required course, and a prerequisite for all advanced courses, for a Minor in Child Maltreatment and Advocacy Studies.

Cross-listed with: CMAS 258N, HDFS 258N  
General Education: Health and Wellness (GHW)  
General Education: Social and Behavioral Scien (GS)  
General Education - Integrative: Interdomain  
GenEd Learning Objective: Crit and Analytical Think  
GenEd Learning Objective: Key Literacies  
GenEd Learning Objective: Soc Resp and Ethic Reason

SOC 269: Intercultural Dialogue Concepts and Practice

1-4 Credits

SOC 269 is an immersive experience in small group cross-cultural communication for students who have "international student" status at Penn State. In this class you will study the concepts of facilitated dialogue and how to apply these concepts to think together across borders. In this course, you will learn the nature and value of "activated" participation in a facilitated dialogue, and you will learn the crucial framework of "conflict and collaboration" to add to your mindset as an "activated" participant, which we will refer to as a participator. You will study discourse and rhetoric by examining the stories you hear from others and you will learn to develop your own story-telling abilities. You will engage in this process through participating in cross-cultural conversations twice weekly with your international and domestic peers at Penn State. All dialogues, both through in-class training and practicum, will revolve around both U.S. and international themes, which will often invite conflict and disagreement, as well as political divides and historical legacies. In class, you will learn a set of practices that will allow you to directly engage with these divergent perspectives, and you will practice applying them directly to your dialogues. This course includes 1.5 hours of weekly class time and 3 hours in a weekly course practicum, in which you will use your position as dialogue "participator" (an activated participant) along with your foundational communication skills (introduced in class) to develop and test hypotheses about people, culture, and social conflict according to a Grounded Theory approach. Some of the specific skills you will learn during the will be: designing and delivering open-ended questions, listening actively reflectively, as well as techniques for collaborating with facilitators to co-construct a conversational environment for "thinking together."

Bachelor of Arts: World Cultures  
Bachelor of Arts: Social and Behavioral Sciences  
International Cultures (IL)  
United States Cultures (US)  
General Education: Social and Behavioral Scien (GS)  
GenEd Learning Objective: Effective Communication  
GenEd Learning Objective: Creative Thinking  
GenEd Learning Objective: Crit and Analytical Think  
GenEd Learning Objective: Global Learning

## SOC 290N: Cinema and Globalization

3 Credits/Maximum of 3

This course explores how films reflect (and in some cases attempt to explain, promote and memorialize) the emergence and transformation of global social phenomena. Through course readings, students will become familiar with key texts on globalization produced by social scientists and cultural theorists, and will link those key texts to a diverse array of cinematic representations of various global actors, issues, institutions and processes, as well as historical and theoretical interpretations and debates on globalization. The course introduces students to the work of internationally recognized film directors (for example, Euzhan Palcy, Jia Zhangke, Stephen Frears, Rainer Werner Fassbinder, or Majid Majidi) and studies of globalization (by scholars such as Arjun Appadurai, Guy Standing, Saskia Sassen, John Tomlinson, Robbie Robertson), and asks students to link scholarly perspectives with the visual rhetoric of cinema artists.

**Enforced Prerequisite at Enrollment:** ENGL 15 and COMM 150

Recommended Preparations: ENGL 202A or ENGL 202B or ENGL 202C or ENGL 202D

Cross-listed with: COMM 290N

International Cultures (IL)

General Education: Arts (GA)

General Education: Social and Behavioral Scien (GS)

General Education - Integrative: Interdomain

GenEd Learning Objective: Crit and Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

## SOC 294: Research Project

1-12 Credits/Maximum of 12

Supervised student activities on research projects identified on an individual or small-group basis.

Bachelor of Arts: Social and Behavioral Sciences

## SOC 296: Independent Studies

1-18 Credits/Maximum of 18

Creative projects, including research and design, which are supervised on an individual basis and which will fall outside the scope of formal courses.

Bachelor of Arts: Social and Behavioral Sciences

## SOC 297: Special Topics

1-9 Credits/Maximum of 9

Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.

Bachelor of Arts: Social and Behavioral Sciences

## SOC 299: Foreign Studies

1-12 Credits/Maximum of 12

Courses offered in foreign countries by individual or group instruction.

## International Cultures (IL)

## SOC 300: Preceptorship in Sociology

1-4 Credits/Maximum of 8

Supervised experience as a teaching assistant under the supervision of an approved faculty member.

**Enforced Prerequisite at Enrollment:** 3 credits in SOC

Bachelor of Arts: Social and Behavioral Sciences

## SOC 309: Sociology of Health

3 Credits

Sociological concepts and principles operative in public and private areas of health and illness, including cultural, ethnic, and ecological factors.

**Enforced Prerequisite at Enrollment:** 3 credits in SOC

Bachelor of Arts: Social and Behavioral Sciences

## SOC 369: Foundational Theory and Practice in Small Group Facilitation

3-4 Credits

This course is an introduction to dialogue facilitation practices in a small group context with a focus on U.S. and international cultural and social issues. In this course, you will learn to recognize the foundational sociological forces that shape human interaction on the family, community, societal, and global levels, and you will understand the essential role of facilitators in rebalancing these forces. You will discover what it means to "think together across borders," and you will have opportunities to think together with "participants" from a multiplicity of social positions, examining and exploring the cultural and structural forces that shape your own and others' perspectives. In this course you will begin to examine your assumptions about US cultures, values, and traditions in relation to global communities around the world. The course includes an embedded practicum, during which you will develop a unique set of communication practices that allow you to effectively lead a small group, cross-cultural dialogue. So you will attend class 4 hours per week and then co-facilitate at least two (and sometimes three) 90-minute dialogues weekly with other students who are enrolled in the class. The participants of these dialogues will be other Penn State students who register for World in Conversation dialogues as well as students who are enrolled at universities around the world (using VTC technology). You will be provided with live coaching and direct feedback to support your development. Some of the specific skills you will learn during the in-class component of the course will be how to create a conversational environment for "thinking together", engaged Socratic inquiry, asking open-ended questions, active reflective listening, techniques for disrupting communication patterns, and working with a partner facilitator. In this course you will learn to see and think as a facilitator. You will develop the ability to "seek truth" in relationship to complex social issues by inviting a multiplicity of perspectives to be explored and how to work with and navigate both debate and dialogue. You will understand the elements that make a dialogue more than just an exchange of ideas, and you will learn to excavate the complex mindsets and worldviews of "participants" that bring nuance and thoughtful inquiry into topics that are often divisive (and thus, examined too simplistically). By the end of this course, you will be proficient in all of the key mindsets and communication practices of a dialogue facilitator.

Bachelor of Arts: Social and Behavioral Sciences

International Cultures (IL)  
 United States Cultures (US)  
 General Education: Humanities (GH)  
 GenEd Learning Objective: Effective Communication  
 GenEd Learning Objective: Creative Thinking  
 GenEd Learning Objective: Crit and Analytical Think  
 GenEd Learning Objective: Global Learning

#### SOC 376: Introduction to Human Service Organizations

3 Credits

This course is designed to acquaint students with the role of various social agencies. The course covers the history of social service organizations in the United States, with an emphasis on the growing diversity of theory and practice in human service settings. Focus is placed on understanding social service organizations through the conflict, symbolic interactionist, and functionalist perspectives. Other perspectives are also considered. The course centers on the kinds of social services that exist and their operation in society. An emphasis is placed on ethical behaviors and best practices in human services professions, with the goal of preparing students for work in social service settings.

#### SOC 381: Junior Honors Seminar in Sociology

1 Credits

Supervised experience in planning the honors thesis and a sociological career.

**Enforced Prerequisite at Enrollment:** Sociology major and junior standing and admission to the Schreyer Honors College  
 Bachelor of Arts: Social and Behavioral Sciences  
 Honors

#### SOC 400W: Senior Research Seminar

3 Credits

Major concepts and principles of sociology through reading, data analysis, and writing. Capstone course for senior Sociology majors.

**Enforced Prerequisite at Enrollment:** SOC 470  
 Bachelor of Arts: Social and Behavioral Sciences  
 Writing Across the Curriculum

#### SOC 403: Advanced Social Psychology

3 Credits

Analysis of the major theoretical approaches and research findings of contemporary social psychology.

**Enforced Prerequisite at Enrollment:** 3 credits in SOC  
 Bachelor of Arts: Social and Behavioral Sciences

#### SOC 404: Social Influence and Small Groups

3 Credits

The study of social influence, leadership and status, and social cohesion and commitment processes in small groups.

**Enforced Prerequisite at Enrollment:** 3 credits in SOC  
 Bachelor of Arts: Social and Behavioral Sciences

#### SOC 405: Sociological Theory

3 Credits

Overview of the development of sociological theory; current issues and controversies.

**Enforced Prerequisite at Enrollment:** 3 credits in SOC  
 Bachelor of Arts: Social and Behavioral Sciences

#### SOC 406: Sociology of Deviance

3 Credits

Theory and research concerning deviant behaviors and lifestyles viewed as significant departures from a group's normative expectations. SOC (CRIMJ/CRIM) 406 Sociology of Deviance (3) (BA) This course meets the Bachelor of Arts degree requirements. Sociology of Deviance focuses on the theory and research in social construction of social norms, the violation of norms, and social reaction to the violation of norms. The course focuses on the role of social structure and power in the definition of deviance, on structural, cultural, and social psychological processes involved in deviant behavior, and the dynamics of social reaction to deviance. The course includes some content focusing on criminal deviance, but also emphasizes non-criminal deviance, as well as the role of social movements and social change in constructing and contesting deviance definitions. CRIMJ/SOC/CRIM 012 and CRIM/CRIMJ 250W are prerequisites. This course may be counted toward the credits required for the B.A. and B.S. in Crime, Law, and Justice. It would fulfill one of the 400-level requirements in the 'Crime' component of the major. The course may also be counted toward credits required for the B.A. and B.S. in Sociology for students with the Deviance and Criminology specialization.

**Enforced Prerequisite at Enrollment:** 3 credits of SOC or CRIM or CRIMJ  
 Cross-listed with: CRIM 406, CRIMJ 406  
 Bachelor of Arts: Social and Behavioral Sciences

#### SOC 408: Urban Ecology

3 Credits

Spatial and temporal aspects of urban structure; urban growth, neighborhoods, racial and ethnic groups, mental illness; cross-cultural perspectives.

**Enforced Prerequisite at Enrollment:** 3 credits in SOC  
 Bachelor of Arts: Social and Behavioral Sciences

#### SOC 409: Racial and Ethnic Inequality in America

3 Credits

Examines how and why issues related to social, economic, and political inequality among racial groups influence various aspects of US society. Explores the impact of racial inequality and discrimination on individual and collective identity, with a special focus on minoritized racial and ethnic groups. Students will unravel the key components of structural inequality and systemic discrimination by seeking answers to questions like, What are the long-term effects of unequal access to resources on contemporary racial inequalities in the US? How have sociopolitical factors affected the ways in which white, African, Latinx, and other American minority groups interact over time? Is affirmative action the best policy for correcting social inequalities? How does immigration status affect the socioeconomic outcomes of Hispanics? Are Native-

Americans adequately represented in US political institutions? Why are there racial inequalities in income levels?

**Enforced Prerequisite at Enrollment:** 3 credits in SOC

Cross-listed with: AFAM 409

Bachelor of Arts: Social and Behavioral Sciences

United States Cultures (US)

SOC 410: The Global Impact of Education

3 Credits

This course examines the global impact of education on human rights, health, economic development, political mobilization, religion, and environmental sustainability. The education revolution has significantly changed the world's population from one largely unschooled to one mostly schooled in just the last 150 years, yet the full impact of this major transformation is only now emerging through social science research. The course will explore, at both the individual and societal levels, how education changes many dimensions of global society in both positive and negative ways. It also focuses on the use and misuse of educational programs in social and economic development worldwide through Non-Government Organizations (NGO's), national governments, and multinational agencies.

**Enforced Prerequisite at Enrollment:** 5th semester standing

Cross-listed with: CIED 410, EDTHP 410, GLIS 410

General Education: Social and Behavioral Scien (GS)

GenEd Learning Objective: Crit and Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Soc Resp and Ethic Reason

SOC 411: Racial and Ethnic Diversity and the American Family

3 Credits

This course will explore the nature and determinants of racial and ethnic variation in family processes in the United States. HD FS 416 (SOC 411) Racial and Ethnic Diversity and the American Family (3) During the last several decades, the racial and ethnic composition of the U.S. population has changed dramatically. At end of the 20th century, non-Hispanic whites accounted for less than 75 percent of the U.S. population. While blacks remained the largest minority group, there were nearly as many Hispanics as blacks, and the number of Asians was increasing. Population projections indicate that by the middle of the 21st century, Hispanics will make up nearly one-fourth of the U.S. population. Blacks, Asians, and American Indians together will comprise an additional fourth of the population. The last several decades have also brought significant changes in family life in the United States, including declining rates of marriage, a rising age-at-marriage, an increase in cohabitation, and a dramatic rise in the proportion of births outside of marriage. While these trends in family life have been experienced by all racial and ethnic groups, there is substantial variation in family patterns by race and ethnicity. The course will build on other courses in social inequality and the family. The course does not overlap with any existing courses in the Department of Sociology or with courses offered in other relevant departments. This course will explore the nature and determinants of racial and ethnic variation in family processes in the United States. The student will read articles from major sociological journals and learn to extract major points and issues. He/she will learn to synthesize and critique various arguments on major issues in the field. The student will acquire skills in summarizing and evaluating arguments in essay form. He/she will also develop oral presentation skills. Final grades for the course will be

based on class participation, a brief (approximately 5 pages) paper, a group presentation, a midterm examination (essay format) and a final examination (essay format). The course is not required for the Sociology minor or major. However, the course can count as one of the 400-level elective courses in Sociology for the Sociology minor, B.A. or B.S.

**Enforced Prerequisite at Enrollment:** 3 credits in SOC

Cross-listed with: HDFS 416

United States Cultures (US)

SOC 412: Crime, Social Control, and the Legal System

3 Credits

Legal and extralegal control; public opinion on crime; criminal justice and correctional processes; legal sanctions; control strategies. Field trip.

**Enforced Prerequisite at Enrollment:** SOC 12 or SOC 13 or SOC 5

Cross-Listed

Bachelor of Arts: Social and Behavioral Sciences

SOC 413: Advanced Criminological Theory

3 Credits

This course provides an in-depth look at theories of crime and examines influential empirical studies designed to these theories. CRIMJ 413/CRIMJ (CRIM/SOC) 413 Advanced Criminological Theory (3) Advanced criminological theory is intended to extend and deepen students' knowledge of core ideas in criminology. The course has four main emphases: 1) learning major schools of thought in criminology, 2) learning about the uses and construction of theory, 3) learning about approaches to integrating criminological theories, and 4) exploring how criminological concerns are grounded in and interrelated with core issues in sociology. The course is offered once a year with 50 seats per offering. CRIMJ/CRIM/SOC 012 is a prerequisite. Students will be evaluated on research or analytical papers, written assignments on course readings, and/or in-class essay-style exams. This course may be counted toward the credits required for the B.A. and B.S. in Crime, Law, and Justice. It would fulfill one of the 400-level requirements in the major. The course may also be counted toward credits required for the B.A. and B.S. in Sociology for students with a Deviance and Criminology specialization.

**Enforced Prerequisite at Enrollment:** (SOC 12 or CRIM 12) and CRIMJ 250W

Cross-listed with: CRIM 413, CRIMJ 413

SOC 414: Criminal Careers and the Organization of Crime

3 Credits

Research on and theory of criminal careers and crime organizations, emphasizing recruitment and disengagement; offender characteristics and lifestyles; policy implications.

**Enforced Prerequisite at Enrollment:** CRIMJ 12 or CRIMJ 13 or SOC 5

Cross-listed with: CRIMJ 414

Bachelor of Arts: Social and Behavioral Sciences

SOC 416: Sociology of Education

3 Credits

The theoretical, conceptual, and descriptive contributions of sociology to education.



Cross-listed with: EDTHP 416  
Bachelor of Arts: Social and Behavioral Sciences  
United States Cultures (US)

SOC 419: Race and Public Policy

3 Credits

Seminar format course in which sociological theory and research are applied to current race policy issues. The course examines a number of different aspects of race relations and public policy, including the social and biological constructs of race, historical race policy, modern race policy, affirmative action, criminal justice and other issues regarding race.

**Enforced Prerequisite at Enrollment:** 3 credits in SOC

Cross-listed with: PUBPL 419  
Bachelor of Arts: Social and Behavioral Sciences  
United States Cultures (US)

SOC 422: World Population Diversity

3 Credits

Survey of world diversity in national population growth/composition; the impacts of demographic change on the economic/social life of nations/people.

**Enforced Prerequisite at Enrollment:** 3 credits in SOC

Bachelor of Arts: Social and Behavioral Sciences

SOC 423: Social Demography

3 Credits

Social demographic perspectives on fertility, mortality, morbidity, migration, population density, demographic transitions, social mobility, family, the aged, and minorities.

**Enforced Prerequisite at Enrollment:** SOC 23 or SOC 422

Bachelor of Arts: Social and Behavioral Sciences

SOC 424: Social Change

3 Credits

Critical review of classical and recent theories of social change, emphasizing the transformations occurring in the modern world.

**Enforced Prerequisite at Enrollment:** 3 credits in SOC

Bachelor of Arts: Social and Behavioral Sciences

SOC 425: Social Conflict

3 Credits

An analysis of the variables affecting intergroup and international conflict and cooperation.

**Enforced Prerequisite at Enrollment:** 3 credits in SOC

SOC 428: Homelessness in America

3 Credits

This course aims to inform students about the causes, history, and consequences of homelessness in the United States, with a focus on ethnographic accounts of the day to day lives of people experiencing homelessness. It also examines barriers to exiting homelessness, and

existing programs and housing policies for addressing homelessness. We will critically evaluate these studies and explore how public policy could address these issues. Throughout this course, you will become more knowledgeable about homelessness in the United States and gain the tools to participate in the ongoing debate about how to ameliorate homelessness and the problems that surround this issue.

**Enforced Prerequisite at Enrollment:** 3 credits in SOC or PSYCH or SOCW or PUBPL or PLSC or CRIM

Bachelor of Arts: Social and Behavioral Sciences

SOC 429: Social Stratification

3 Credits

Structure and dynamics of class, caste, and status systems; class differentials and social mobility; current theoretical and methodological issues.

**Enforced Prerequisite at Enrollment:** 3 credits in SOC

Bachelor of Arts: Social and Behavioral Sciences

SOC 430: Family in Cross-Cultural Perspective

3 Credits

Sociological analysis of family systems in various cultures and subcultures.

**Enforced Prerequisite at Enrollment:** 3 credits in SOC

Bachelor of Arts: Social and Behavioral Sciences

SOC 431: Family Disorganization: Stress Points in the Contemporary Family

3 Credits

Focuses on divorce, remarriage, incest, family violence as well as problems associated with family formation and parent-child relations.

**Enforced Prerequisite at Enrollment:** 6 credits in HDFS or 6 credits in PSYCH or 6 credits in SOC or (3 credits in HDFS and 3 credits in PSYCH) or (3 credits in HDFS and 3 credits in SOC) or (3 credits in PSYCH and 3 credits in SOC)

Cross-listed with: HDFS 431

Bachelor of Arts: Social and Behavioral Sciences

SOC 432: Social Movements

3 Credits

Why and how people mobilize to promote or retard social change. Factors predicting success or failure of social movements.

**Enforced Prerequisite at Enrollment:** 3 credits in SOC

Bachelor of Arts: Social and Behavioral Sciences

SOC 435: Perspectives on Aging

3 Credits

An analysis of the demographic, social, and cultural factors affecting the aged population in American society.

**Enforced Prerequisite at Enrollment:** 3 credits in SOC

Cross-listed with: HDFS 434

Bachelor of Arts: Social and Behavioral Sciences

## SOC 440: Family Policy

3 Credits

An in-depth examination of family policy. HD FS (SOC) 440 Family Policy (3)(BA) This course meets the Bachelor of Arts degree requirements. This course is designed to provide an in-depth examination of family policy. Students will identify and critically analyze major issues, controversies, and policies that affect families. Attention will be devoted to recognizing both intended and unintended consequences of family policies and understanding policy challenges and trade-offs. Students will gain an understanding of how policies are shaped by both facts and myths, as well as our values. Students will examine historical and current trends in family patterns (e.g., divorce, women's labor force participation, nonmarital births) to understand the implications they hold for individuals, families and society. Students will gain an awareness of the social, economic, historical, legal, and political contexts within which family policies exist and are proposed. Although the main focus is on U.S. family policy, some time will be devoted to learning about family policies in other countries. We will learn about several specific family policies in-depth (e.g., welfare), but a final goal is to help students develop a general way of looking at family policy that they can then use to understand any issue of family policy that unfolds throughout their lifetime. This course will foster thoughtful reflection and critical thinking, writing skills, research skills, and skills of synthesis, logic, and argument. Course goals will be accomplished through course readings, writing assignments, lectures, class discussions, debates and group projects. Mastery of course material and student evaluation are assessed in several ways. Students will take a midterm and final exam that cover lectures, class discussions, and assigned readings. Two papers are also required. The first paper is based on an analysis of newspaper articles dealing with family policy issues that students will collect and relate to course materials. The second paper is a literature-based analysis of a family policy in a society outside the United States. Class participation is also essential and its evaluation will be based on a combination of class attendance, contributions to class discussions, participation in group debates and projects, and an oral presentation of the final paper on a non-U.S. family policy.

**Enforced Prerequisite at Enrollment:** 3 credits of SOC or HDFS

Cross-listed with: HDFS 440

Bachelor of Arts: Social and Behavioral Sciences

## SOC 445: U.S. Immigration

3 Credits

This class examines theories of U.S. immigration and immigrant adaptation, effects of immigration, and policy. SOC 445 U.S. Immigration (3) The United States has long been known as a nation of immigrants. People have come for all sorts of reasons, including economic opportunity, political asylum, and religious freedom. Immigration continues to be a fundamental source of demographic and social change today. However, the nature of the changes brought about by immigration will depend on the pathways immigrants and their descendants take as they incorporate into American society. This course is designed to introduce students to theories of immigration, patterns of immigrant incorporation, immigration's impact on the U.S., and political debates about immigration issues. Topic to be discussed include: -Why do immigrants come to the U.S.? -In what kinds of communities do immigrants live? -What is the economic impact of immigration on U.S. society? -What is the social impact of immigration? -Are new immigrants

assimilating? -What are the problems with current immigration policies and what are the alternative approaches to reform?

**Enforced Prerequisite at Enrollment:** 3 credits in SOC

## SOC 446: Political Sociology

3 Credits

Sociological analysis of types of political organization and their relations with other elements of social life.

**Enforced Prerequisite at Enrollment:** 3 credits in SOC

Bachelor of Arts: Social and Behavioral Sciences

## SOC 447: Ethnic Minorities and Schools in the United States

3 Credits

Analysis of the social and cultural factors which affect educational outcomes among minority pupils, especially Blacks, Hispanics, and Indians.

Cross-listed with: EDTHP 447

United States Cultures (US)

## SOC 450: Justice and the Environment

3 Credits

Considers notions of justice in relation to environmental philosophy, environmental movements, and general environmental concerns.

**Prerequisite:** 90 credits, graduate status, or permission of the program

## SOC 451: Health, Disease &amp; Society

3 Credits

This course provides an introduction to the concepts, measurement and study of inequality across spatial scales and in diverse contexts. SOC 451 Health, Disease & Society (3) (GS) Health is not simply a matter of biology, but involves a number of factors that are social, cultural, political, geographic, and economic in nature. This course will focus on the critical role social factors play in determining or influencing the health of individuals, groups, and the larger society. The emphasis in the course is on the social patterning of health and disease with focusing on variation by age, gender, race/ethnicity, disability status, socioeconomic status (income, education, occupation) and neighborhood/community. There will be selected coverage of the "sociology of medicine" with some discussion of medical power and knowledge, the organizational structure of health care, and the experience of illness and such issues such as stigma.

**Enforced Prerequisite at Enrollment:** 3 credits in SOC

General Education: Social and Behavioral Scien (GS)

## SOC 455: Work and Occupations

3 Credits

Work and occupational life in modern society; work in the past, present, and future.

**Enforced Prerequisite at Enrollment:** 3 credits in SOC

Bachelor of Arts: Social and Behavioral Sciences

## SOC 456: Gender, Occupations, and Professions

3 Credits

The role of gender in shaping contemporary North American patterns of employment, occupational roles, and statuses.

**Enforced Prerequisite at Enrollment:** 3 credits in SOC

Cross-listed with: WMNST 456

Bachelor of Arts: Social and Behavioral Sciences

## SOC 457: Jewish Communities: Identity, Survival, and Transformation in Unexpected Places

3 Credits

Examines the global array of smaller Jewish communities that have flourished outside the main urban centers of Jewish settlement. JST 457 / ANTH 457 / SOC 457 Jewish Communities: Identity, Survival, and Transformation in Unexpected Places (3) (US;IL) This course addresses an understudied aspect of Jewish experience. It aims to expand our understanding of Jewish communities by focusing on those that are, alternatively, small, situated in out-of-the-way places, culturally outside the Jewish urban mainstream, or embedded in a larger society with markedly different values and traditions. These communities often constitute the points-of-contact between Jews and non-Jews, and in so doing sometimes transform Jews, non-Jews, and the relationships among them. Other such communities constitute experiments in Jewish lifeways and provide mainstream Jews with pilot projects for potential social and cultural change. This course will explore the significance of small, little-known, idiosyncratic, and anomalous Jewish communities on Jewish history and culture, and draw on them to instruct students on the social and cultural processes of small or unusual communities generally. The communities studied will be located both in the U.S. and elsewhere in which Jews have lived as a minority community during modern times. The course will look at the founding, growth, and decline of such communities and at their social processes and institutions. It will explore how to understand and analyze such communities, which vary from one part of the world to another. The social world of Jewish communities, large and small, is a core interest of Penn State's Jewish Studies Program. This course will complement the current offerings in Jewish Studies, strengthening the social, cultural, and contemporary perspectives available in the Program. It will provide students with an opportunity to explore individual experience and micro-level processes among Jews, and to study the dynamics of identity and survival. It will complement the current offerings in Sociology and Anthropology by affording an opportunity to focus on community-level social processes and by adding a course on contemporary Jewry. The course will integrate knowledge from a variety of sources and fields, promote intercultural understanding, and meet US and IL requirements. Materials will be interdisciplinary, and will include ethnographies, sociological studies, population studies, histories, and personal narratives. They will include primary texts, creative works, and scholarly analyses. The assignments will be structured to facilitate preliminary experience in independent analysis, library research, or field research. The course will be offered approximately once a year. Enrollment will be limited to 30 students in order to promote active, engaged learning. Evaluations will be based on short papers and outlines that will prepare students for their final, term papers.

**Enforced Prerequisite at Enrollment:** Three credits in JST or ANTH or SOC

Cross-listed with: ANTH 457, JST 457

International Cultures (IL)

## United States Cultures (US)

## SOC 459: Communities and Crime

3 Credits

In this course you will learn about how crime levels vary across different types of neighborhoods and about the role of different socioeconomic, demographic, spatial, and informal social control aspects of neighborhoods in promoting or buffering crime. We will address the patterns, concepts, theories, methods, and policies related to communities and crime. We will critically assess theory and research on the effects of neighborhood structure and social organization on crime, focusing in particular on the classic and contemporary thinking on poverty, social disorganization, disorder, collective efficacy, institutional trust, cultural heterogeneity, segregation, immigration and how they affect criminal behavior and victimization. Through readings, class discussions, and activities, writing projects, and presentations, you will be given the opportunity to reflect on what you are learning and to apply the theoretical concepts to real-life examples and to new contexts in and out of the class.

**Enforced Prerequisite at Enrollment:** SOC 12 or CRIM 12

Cross-listed with: CRIM 459

## SOC 461: Sociology of Religion

3 Credits

Examines religion through a sociological lens to understand the religious aspects of society and the social aspects of religion. Covers concepts, theories, and research on such topics as the major religious traditions, rituals, culture war, cults, conversion, secularization, atheism, religious violence, religious nationalism, church-state relations, and civil religion. Students will have opportunities to identify multiple ways that religion is present in social life; articulate the social aspects of religion using sociological theories; explain the ways that religion interacts with other social processes such as demographic change, gender, politics, and social movements; and evaluate different types of data about religion. Students will use empirical evidence, dialogue, and self-experience to foster an informed perspective on the social significance of religion.

**Enforced Prerequisite at Enrollment:** 3 credits of SOC or RLST

Cross-listed with: RLST 461

Bachelor of Arts: Social and Behavioral Sciences

International Cultures (IL)

United States Cultures (US)

## SOC 466: Solving Community Problems

3 Credits

Explains how communities solve local problems by partnering with researchers, practitioners, and policy makers. Demonstrates how such partnerships help communities tackle complex problems by clarifying their causes, identifying solutions, leveraging resources, and mobilizing stakeholders to act. Examines community-engaged research projects - such as collaborative efforts to revitalize neighborhoods, reduce crime & violence, empower youth, house the homeless, improve health, and promote sustainability - that address local manifestations of broader societal problems. Students will collaborate with community partners to design, implement, and evaluate problem-solving projects. Provides students with skills and knowledge needed to collaborate productively in community-engaged problem-solving initiatives.

**Enforced Prerequisite at Enrollment:** SOC 207 or CRIM 250W

Recommended Preparation: 5th Semester standing

Cross-listed with: CRIM 466

SOC 467: Law and Society

3 Credits

Law and society studies the social origins of law and legal systems; occupational careers, and decision-making of legal officials. SOC (CRIMJ/CRIM) 467 Law and Society (3) (BA) This course meets the Bachelor of Arts degree requirements. Law and society teaches students' knowledge of key concepts and core ideas about the role of law in society. The course will cover the basics of key legal philosophies, major social science theories of law and society, research in law and society, the structure of the legal profession, and vital contemporary issues involving the role of law in society. CRIM/CRIMJ 113 and CRIM/CRIMJ 250W are prerequisites. The evaluations methods will include written assignments on course readings, and essay-style exams. Law and Society may be counted toward the credits required for the B.A. and B.S. in Crime, Law and Justice. It would fulfill one of the 400-level requirements in the 'Law' component of the major. The course may also be counted toward credits required for the B.A. and B.S. in Sociology for students with the Deviance and Criminology specialization.

**Enforced Prerequisite at Enrollment:** CRIM 12 or CRIMJ 12 or CRIMJ 100 or permission of program

Cross-listed with: CRIM 467, CRIMJ 467

Bachelor of Arts: Social and Behavioral Sciences

SOC 468: Mood-Altering Substances in Society

3 Credits

Perspectives of cultures throughout the world toward mood-altering substances are reviewed in light of public policy, benefits, and problems.

SOC 469: Advanced Theory and Practice in Small Group Facilitation

3-4 Credits/Maximum of 12

This course will build on your knowledge of the foundational facilitator mindsets and communication practices that you developed in SOC 369. You will refine your ability to re-balance the sociological forces that shape human interaction on the interpersonal, societal, and global levels. You will learn to use all of the facilitator communication practices with intuition and nuance in a variety of conversational contexts. The fundamental difference between the foundational facilitation course and facilitation on the advanced level is that SOC 469 will prepare you to make choices about how to apply the dialogue methodology in contexts in which the topics are not explicit and thus, the stakes of the conversations are less immediately apparent (though still present). The structure of this course is parallel to SOC 369: you will complete an imbedded practicum during which you will lead small group dialogues with a focus on both U.S. and international cultural and social issues. At the advanced level, dialogues will not start with a singular focus but will instead begin with an exploration of the "sociological addresses" of the "participants." You will develop the ability to ask questions that seamlessly access information while also catalyzing a conversation. You will then work with the sociological themes that are revealed in the conversation, identifying relevant questions that will invite group members to examine society. This course meets for four hours per week, in addition to which you will also co-facilitate at least three 90-minute dialogues weekly. The participants of these dialogues will be other Penn

State students who register for World in Conversation dialogues. You will be provided with live coaching and direct feedback to support your development throughout the semester.

**Enforced Prerequisite at Enrollment:** SOC 369

Bachelor of Arts: Social and Behavioral Sciences

International Cultures (IL)

United States Cultures (US)

General Education: Social and Behavioral Scien (GS)

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit and Analytical Think

GenEd Learning Objective: Global Learning

SOC 470: Intermediate Social Statistics

4 Credits

Introduces basic methodological concepts and statistical tools commonly used for conducting sociological research. Students will gain experience using research methods and statistics to answer research questions by going through a scientific research process that includes hypothesis testing; graphically and numerically describing distributions; statistical inference, and practical data analysis techniques like bivariate linear regression; analysis of variance; and multiple linear regression. Encourages students to be informed consumers of quantitative research who understand how statistics are computed and interpreted, and how they can be used to address key social science questions. Students will also gain basic familiarity with a statistical software package.

**Enforced Prerequisite at Enrollment:** SOC 207

Bachelor of Arts: Quantification

Bachelor of Arts: Social and Behavioral Sciences

SOC 471: Qualitative Research Methods in Sociology

3 Credits

Theory, methods, and practice of qualitative data collection, including observation, participant observation, interviewing; supervised projects in natural settings.

**Enforced Prerequisite at Enrollment:** 3 credits in SOC

Bachelor of Arts: Social and Behavioral Sciences

SOC 472: Work-Life Practices and Policies

3 Credits

Explore the causes and consequences of conflicts between work, family, and other life commitments, and how these may be resolved. LER 472 Work-Life Practices and Policies (3)(BA) This course meets the Bachelor of Arts degree requirements. The interdisciplinary field of work-family and work-life developed as a result of middle-class women's entry into the labor force, a movement that generated conflict between family and paid work commitments. Overall, the course addresses the reasons the field developed, relevant theoretical perspectives regarding the issues, and related problems as well as proposed solutions at both the public and private sector levels. The overarching objectives of the course are to expand students' understanding of conflicts between work and family commitments, and how these might be resolved through private and public sector initiatives. Specifically, the course concerns how individuals, families, and organizations interact to help hinder the achievement of balance between work and life commitments, and relevant effects on those involved. The changing demographics of the family, laws and



trends around working time, father and mother time with children, the expanded need for elder care, work-life programs such as flextime, concierge services, paid parental leave, part-time careers, paid time-off banks, and the role of unions, corporations and government legislation are covered. The course attempts to link the likely future needs of students to broader trends in society and how balance could be achieved at the level of individuals, families, other stakeholders in the community, and for society as well. Fields of research relevant to the course include labor studies, women's studies, Industrial/Organizational psychology, the sociology of work and of family, and child development. Students will be evaluated on the basis of class participation, through two in-class examinations, and through a final written or oral project providing a chronology and analysis of an adult's work-family history.

**Enforced Prerequisite:** LHR 100 or 3 other credits of LHR or 5th Semester standing

Cross-listed with: LHR 472, WMNST 472

Bachelor of Arts: Social and Behavioral Sciences

SOC 477: Sociology of Sexuality

3 Credits

An analysis of the demographic, social, and cultural factors affecting the developments and experience of sexuality in contemporary society.

**Enforced Prerequisite at Enrollment:** 3 credits in SOC

Cross-listed with: WMNST 477

SOC 478: Men and Masculinities

3 Credits

This course is designed to discuss and analyze masculinity in contemporary societies. The focus in this course will be in examining the way masculinity is constructed and the different ways that boys and men (and girls and women) learn to experience it. Various areas of social structure and social interaction will be explored such as historical origins of masculinities, theoretical constructions of masculinity, media, work, subcultures, violence/mass shootings, and sexualities. Students will develop critical thinking skills as sociologists, and as members of society. Additionally, students will be encouraged to think about the way their gender has been shaped and shapes their own lives.

**Enforced Prerequisite at Enrollment:** 3 credits in SOC Recommended Preparation: 5th Semester standing

SOC 481H: Senior Honors Seminar in Sociology

1 Credits

Supervised experience in planning and writing the honors thesis.

**Enforced Prerequisite at Enrollment:** Sociology major, senior standing, and admission to the Schreyer Honors College  
Honors

SOC 494: Research Project

1-12 Credits/Maximum of 12

Supervised student activities on research projects identified on an individual or small-group basis.

Bachelor of Arts: Social and Behavioral Sciences

SOC 494H: Research Project

1-12 Credits/Maximum of 12

Supervised student activities on research projects identified on an individual or small-group basis.

Bachelor of Arts: Social and Behavioral Sciences  
Honors

SOC 495: Internship

1-18 Credits/Maximum of 18

Supervised off-campus, nongroup instruction including field experiences, practica, or internships. Written and oral critique of activity required.

**Enforced Prerequisite at Enrollment:** Prior approval of proposed assignment by instructor

Bachelor of Arts: Social and Behavioral Sciences

SOC 496: Independent Studies

1-18 Credits/Maximum of 18

Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.

Bachelor of Arts: Social and Behavioral Sciences

SOC 496H: Independent Studies

3 Credits

Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.

Bachelor of Arts: Social and Behavioral Sciences  
Honors

SOC 497: Special Topics

1-9 Credits/Maximum of 9

Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.

Bachelor of Arts: Social and Behavioral Sciences

SOC 499: Foreign Study--Sociology

2-6 Credits/Maximum of 6

Study, in selected foreign countries, of groups, institutions, and social problems.

**Enforced Prerequisite at Enrollment:** 3 credits in SOC  
Bachelor of Arts: Social and Behavioral Sciences  
International Cultures (IL)