

SOCIOLOGY (SOC)

SOC 1: Introductory Sociology

3 Credits

The nature and characteristics of human societies and social life. SOC 1 Introductory Sociology (3) (GS)(BA) This course meets the Bachelor of Arts degree requirements. Introductory Sociology provides perspectives and information useful in understanding all societies. The major theories (functionalism, conflict, and symbolic interactionism) and concepts provide the foundation upon which the remaining material rests. Learning how sociologists do research provides the tools for understanding the production of knowledge and for evaluating the validity of sociological assertions. Familiarity with systematic theorizing and conceptual development, along with some comprehension of the nature of the scientific method as it is applied in sociology, enhances critical reasoning. To promote a more complete understanding of human social life, both in its inherent constraints and in the opportunities it provides; the nature and reality of culture and social structure are explored. The study of socialization provides perspectives on how one becomes a member of society. Exploring social interaction adds insight into the formation of the social self and the salience of group identities and norms. Ending this first section with a discussion of social control highlights the forces of stability and change in society. The course then progresses to considerations of social stratification and inequality. The nature of privilege and oppression are discussed and considered in the specific contexts of race, ethnicity, gender, and age. The focus then shifts to social institutions. The essential work of society is accomplished via its major institutions: family, education, health care, economy and work, religion, and politics. Applying theoretical perspectives to the form and function of these institutions enhances an understanding of how different social structures provide varying constraints and opportunities to their inhabitants. Finally, considering large-scale forces for change provides a platform to comprehend where human societies have been, are now, and might be headed. Throughout the course, the lectures as well as the textbook draw amply on cross-cultural and cross-national material. In addition, the course emphasizes the complexity of human social life and describes the many variables (social structural, cultural, interpersonal, and psychological) that influence behavior. A special component of the course deals with topics pertinent to the social behavior and norms of students of the ages typically taking this course. Depending on the faculty member, these topics could include sexual behavior, alcohol use, and problems in interpersonal relationships. Discussion and questions are encouraged in all sections. Sections of this course may include group research projects, debates, and library or internet-based research. Along with personal contact, students have the opportunity to communicate with teaching assistants and faculty members via e-mail. Writing assignments, along with in-class examinations, are required in all sections. This course meets a general education requirement in the social and behavioral sciences.

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

SOC 1S: Introductory Sociology

3 Credits

The nature and characteristics of human societies and social life. SOC 001S Introductory Sociology (3) (GS)(BA) This course meets the

Bachelor of Arts degree requirements. Introductory Sociology provides perspectives and information useful in understanding all societies. The major theories (functionalism, conflict, and symbolic interactionism) and concepts provide the foundation upon which the remaining material rests. Learning how sociologists do research provides the tools for understanding the production of knowledge and for evaluating the validity of sociological assertions. Familiarity with systematic theorizing and conceptual development, along with some comprehension of the nature of the scientific method as it is applied in sociology, enhances critical reasoning. To promote a more complete understanding of human social life, both in its inherent constraints and in the opportunities it provides; the nature and reality of culture and social structure are explored. The study of socialization provides perspectives on how one becomes a member of society. Exploring social interaction adds insight into the formation of the social self and the salience of group identities and norms. Ending this first section with a discussion of social control highlights the forces of stability and change in society. The course then progresses to considerations of social stratification and inequality. The nature of privilege and oppression are discussed and considered in the specific contexts of race, ethnicity, gender, and age. The focus then shifts to social institutions. The essential work of society is accomplished via its major institutions: family, education, health care, economy and work, religion, and politics. Applying theoretical perspectives to the form and function of these institutions enhances an understanding of how different social structures provide varying constraints and opportunities to their inhabitants. Finally, considering large-scale forces for change provides a platform to comprehend where human societies have been, are now, and might be headed. Throughout the course, the lectures as well as the textbook draw amply on cross-cultural and cross-national material. In addition, the course emphasizes the complexity of human social life and describes the many variables (social structural, cultural, interpersonal, and psychological) that influence behavior. A special component of the course deals with topics pertinent to the social behavior and norms of students of the ages typically taking this course. Depending on the faculty member, these topics could include sexual behavior, alcohol use, and problems in interpersonal relationships. Discussion and questions are encouraged in all sections. Sections of this course may include group research projects, debates, and library or internet-based research. Along with personal contact, students have the opportunity to communicate with teaching assistants and faculty members via e-mail. Writing assignments, along with in-class examinations, are required in all sections. This course meets a general education requirement in the social and behavioral sciences.

Bachelor of Arts: Social and Behavioral Sciences
First-Year Seminar
General Education: Social and Behavioral Scien (GS)

SOC 1W: Introductory Sociology

3 Credits

The nature and characteristics of human societies and social life. SOC 1W Introductory Sociology (3) (GS)(BA) This course meets the Bachelor of Arts degree requirements. Introductory Sociology provides perspectives and information useful in understanding all societies. The major theories (functionalism, conflict, and symbolic interactionism) and concepts provide the foundation upon which the remaining material rests. Learning how sociologists do research provides the tools for understanding the production of knowledge and for evaluating the validity of sociological assertions. Familiarity with systematic theorizing and conceptual development, along with some comprehension of the nature

of the scientific method as it is applied in sociology, enhances critical reasoning. To promote a more complete understanding of human social life, both in its inherent constraints and in the opportunities it provides; the nature and reality of culture and social structure are explored. The study of socialization provides perspectives on how one becomes a member of society. Exploring social interaction adds insight into the formation of the social self and the salience of group identities and norms. Ending this first section with a discussion of social control highlights the forces of stability and change in society. The course then progresses to considerations of social stratification and inequality. The nature of privilege and oppression are discussed and considered in the specific contexts of race, ethnicity, gender, and age. The focus then shifts to social institutions. The essential work of society is accomplished via its major institutions: family, education, health care, economy and work, religion, and politics. Applying theoretical perspectives to the form and function of these institutions enhances an understanding of how different social structures provide varying constraints and opportunities to their inhabitants. Finally, considering large-scale forces for change provides a platform to comprehend where human societies have been, are now, and might be headed. Throughout the course, the lectures as well as the textbook draw amply on cross-cultural and cross-national material. In addition, the course emphasizes the complexity of human social life and describes the many variables (social structural, cultural, interpersonal, and psychological) that influence behavior. A special component of the course deals with topics pertinent to the social behavior and norms of students of the ages typically taking this course. Depending on the faculty member, these topics could include sexual behavior, alcohol use, and problems in interpersonal relationships. Discussion and questions are encouraged in all sections. Sections of this course may include group research projects, debates, and library or internet-based research. Along with personal contact, students have the opportunity to communicate with teaching assistants and faculty members via e-mail. Writing assignments, along with in-class examinations, are required in all sections. This course meets a general education requirement in the social and behavioral sciences.

Bachelor of Arts: Social and Behavioral Sciences
General Education: Social and Behavioral Scien (GS)
Writing Across the Curriculum

SOC 3: Introductory Social Psychology

3 Credits

The impact of the social environment on perception, attitudes, and behavior. SOC 003 Introductory Social Psychology (3) (GS)(BA)
This course meets the Bachelor of Arts degree requirements. Social psychology is a discipline that bridges sociology and psychology. Sociology focuses on large-scale social trends while psychology emphasizes the individual organism and its functioning. Social psychologists borrow perspectives and methods from both sociology and psychology. The major thrust, however, is on the influence of the social group areas such as socialization, social influence, conformity, group decision-making, interpersonal relationships, and social power. This course provides an overview of the major ideas and research streams that characterize modern social psychology. Eight major goals guide the form and content of this course: (1) Survey existing theory and research in contemporary social psychology, (2) Enhance students' understanding of how social scientists conduct research, (3) Provide insight into the influence of social settings on human behavior, (4) Relate social psychology to other areas of social and behavioral science, (5) Help students to understand the interface between theory

and research in social psychology, (6) Demonstrate the nature and outcomes of different cultural and sub-cultural processes, (7) Relate course material to contemporary personal and social problems, and (8) Provide opportunities for students to sharpen their critical thinking about human behavior. In general, this course is designed to enhance students' understanding of themselves, other individuals, and the world in which they live. For example, after taking the course, students will have a better understanding of why people sometimes help others in trouble and sometimes ignore them, what kinds of situations promote conformity to authority, what factors result in anger and violence, why intergroup conflict is so pervasive, and how attitudes are acquired. Assessment is based on a combination of objective tests, a written group research project, individual papers, or a series of short research projects, depending on the instructor. All courses have at least one graded writing assignment. Group projects involve research on social influence. For example, students may use the Internet to study how political or religious groups attract supporters. Individual papers sometimes involve a critical book review. Alternatively, individual papers may be based on short research activities, such as examining the roles of women and men in rock videos or television commercials. Discussion and questions are encouraged in all sessions. Sociology 003 meets a general education requirement in the social and behavioral sciences. This course also provides a useful foundation for advanced social science courses in economics, marketing, political science, counseling, child development, and law enforcement. It is a prerequisite for Sociology 403: Advanced Social Psychology.

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

SOC 3H: Honors Introduction to Social Psychology

3 Credits

This is an honors course that enables students to learn, apply, and evaluate basic social psychology concepts, theories, and research, all from a sociological perspective. Social Psychology is the social scientific study of human minds and social behaviors. This course focuses on sociological perspectives on human development, social interaction between individuals, group influences on individuals, and interaction between groups. Social Psychology is an interdisciplinary area of study that bridges sociology and psychology. However, sociological contributions to this field will be primarily emphasized. This course is especially appropriate for students in the Schreyer Honors College and Paterno Fellows. A key theme of this course is for students to demonstrate understanding of how sociology helps us understand "real world" human behavior and experience, including students' own. Secondary objectives of this course are: 1) for students to demonstrate a basic understanding of where sociological knowledge comes from and how it is evaluated, helping students to become more effective consumers of social science knowledge; 2) for students to write clearly and effectively.

Bachelor of Arts: Social and Behavioral Sciences
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 5: Social Problems

3 Credits

Current social problems such as economic, racial, and gender inequalities; social deviance and crime; population, environmental, energy, and health problems. SOC 005 Social Problems (3) (GS)(BA) This course meets the Bachelor of Arts degree requirements. This course is designed to introduce students to the main societal issues facing humanity at the present time and in the foreseeable future. Although the course examines a number of social issues in the United States (such as crime and poverty), the course generally takes an international and intercultural perspective. The primary social issues that affect individuals and their children today are global, rather than national, in scope. For this reason, globalization is a recurring theme in the course. Discussion and questions are encouraged in all sections. Assessment is based partly on objective and short-answer tests taken in class, including a final examination. All sections also include writing assignments that involve either library or Internet research. For example, in one commonly used assignment, students write a paper describing and analyzing a serious social problem in some country other than the United States, such as Ireland, Egypt, New Zealand, Ethiopia, Argentina, or Indonesia. An alternative writing assignment requires that students investigate and describe a local problem in Centre County. Another variation requires students to research the views of other students and groups on campus and compose a letter to the Penn State university president about an issue or problem on campus involving student behavior. SOC 005 provides excellent preparation for most upper-level sociology courses. Because this course introduces students to social problems that will confront their generation in the near future, it also is relevant to other majors and disciplines, such as political science, economics, and health and human development. This course meets a General Education requirement in the Social and Behavioral Sciences.

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

SOC 5H: Social Problems

3 Credits

Current social problems such as economic, racial, and gender inequalities; social deviance and crime; population, environmental, energy, and health problems.

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

SOC 7: Introduction to Social Research

3 Credits

Fundamental concepts and problems in social science research; design, measurement, sampling, causation, validity, interpretation.

Bachelor of Arts: Social and Behavioral Sciences

SOC 12: Criminology

3 Credits

Explanations and measurement of crime; criminal law; characteristics of criminals and victims; violent, property, white-collar, organized, and sexual crimes. SOC (CRIMJ /CRIM) 012 Criminology (3) (GS) (BA) This course meets the Bachelor of Arts degree requirements. 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 explaining criminal behavior including differential association, anomie, control theory and labeling theory. A key focus of the class is examining the most recent scientific research testing the basic theories. The students learn the various research techniques that have been used to study criminal behavior including crime statistics such as the Uniform Crime Report that serves as a monitor on crime trends. 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. The course concludes by using the knowledge base generated in the course to study the link of our understanding of criminal behavior and the emerging crime control policies of the past few decades. Finally, the course reviews the impact and effectiveness of some of these policies. Throughout the course, the lectures as well as the readings emphasize the complexity of explaining human behavior and criminal behavior in particular. One aspect of the course is the use of a term paper on the objective and subjective availability of crime to the student. This paper emphasizes the complexity of the student's social life and the role that these factors may have on whether they have engaged in criminal behavior and their analysis of the causes of their criminal behavior. This project personalizes the various theories and helps the student understand the importance of their social environment in whether they have or will engage in crime. Discussion and questions are encouraged in all sections. Sections of this course may include group research projects, debates, and library or internet-based research. Along with personal contact, students have the opportunity to communicate with teaching assistants and faculty members via e-mail. Writing assignments, along with in-class examinations, are required in all sections. This course meets a General Education requirement in the Social and Behavioral Sciences for non majors, is required for the CLJBA and CLJBS majors, and may be used in the SOC majors and minors.

Cross-listed with: CRIM 12, CRIMJ 12
Bachelor of Arts: Social and Behavioral Sciences
General Education: Social and Behavioral Scien (GS)

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.

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

Juvenile conduct, causes of delinquency, current methods of treatment; organization and function of agencies concerned with delinquency.

Cross-listed with: CRIMJ 13
 General Education: Social and Behavioral Scien (GS)

SOC 13H: Juvenile Delinquency

3 Credits

Juvenile conduct, causes of delinquency, current methods of treatment; organization and function of agencies concerned with delinquency.

Cross-Listed
 General Education: Social and Behavioral Scien (GS)
 Honors

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

Students are introduced to the sociological study of how popular culture is produced, consumed, and experienced. SOC 019 Sociology of Popular Culture (3) (GS)(BA) This course is approved for the Bachelor of Arts degree requirements. This course provides an introduction to the sociological study of popular culture. Students are introduced to core sociological perspectives on culture and use them to the study how popular culture is produced, consumed, and experienced across space and time. The course addresses topics such as creativity and innovation in culture production; the rationalization and commercialization of popular culture; cultural capital and social distinctions; popular culture as an identity resource; selling and consuming popular culture, and popular culture in the digital era. Opportunities for students to conduct their own investigations of popular culture promote the development of research, evaluation, and communication skills that facilitate awareness of the significance of popular culture in their daily lives. By studying popular culture via social processes, structures, and interpersonal relationships students become more sociologically savvy observers of the world around them and gain a richer understanding of social stasis and change. The course provides students with a foundation for further study in

sociology and related social sciences, as well as academic and applied disciplines that focus on popular culture.

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

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 023 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. Assessment is based on objective tests taken in class, writing assignments, and student research projects called population analysis exercises. The analysis exercises allow students to use the data and methods of professional demographers. Some sections will also hold in-class debates and will require the performance of in-class

assignments. 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)

SOC 23H: 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.

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

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 55: Work in Modern Society

3 Credits

The nature of work in varied occupational and organizational settings; current trends and work life in the future.

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

SOC 60: Society and Cultures in Modern Israel

3 Credits

An introduction to the society and cultures of the State of Israel from 1948 to the present.

Cross-listed with: ANTH 60, JST 60, PLSC 60
International Cultures (IL)
General Education: Social and Behavioral Scien (GS)

SOC 83: First-Year Seminar in Sociology

3 Credits

Critical approaches to issues in the structure of society. SOC 083S First-Year Seminar in Sociology (3) (GS;FYS)(BA) This course meets the Bachelor of Arts degree requirements. Each section 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)

SOC 97Z: Special Topics - Linked

3 Credits

Formal course given on a topical or special interest subject offered infrequently;

SOC 103: Racism and Sexism

3 Credits

Critical analysis of the structure of race and gender in the contemporary United States.

Cross-listed with: AFAM 103, WMNST 103
Bachelor of Arts: Social and Behavioral Sciences
United States Cultures (US)

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 110H: The Sociology of Sex Roles

3 Credits

Changing sex role expectations and behavior for men and women in contemporary society.

Cross-Listed
Bachelor of Arts: Social and Behavioral Sciences
General Education: Social and Behavioral Scien (GS)
Honors

SOC 119: Race and Ethnic Relations

4 Credits

Historical patterns and current status of racial and ethnic groups; inequality, competition, and conflict; social movements; government policy. SOC 119 Race and Ethnic Relations (4) (GS;US)(BA) This course meets the Bachelor of Arts degree requirements. This course has three objectives. First, the course will help you to think critically about issues related to race and ethnicity in American society. These issues include the meaning of race and ethnicity; the extent of racial and ethnic inequality in the U.S., the nature of racism, discrimination, and racial stereotyping; the pros and cons of affirmative action; the development of racial identity; differences between assimilation, amalgamation, and multiculturalism; and social and individual change with respect to race relations. The second objective is to foster a dialogue between you and other students about racist and ethnocentric attitudes and actions. The third objective is to encourage you to explore your own racial and ethnic identity and to understand how this identity reflects and shapes your life experiences. The course is offered in both a large and a small enrollment format. In large enrollment courses, you not only attend lectures, but also participate in weekly discussion groups run by teaching assistants. These discussion groups typically have between 10 and 15 students. Your course grade is based on a combination of objective examinations, participation in group discussions, and short writing assignments. One example of a written assignment involves

weekly journals. Each of your journal entries (typewritten and one or two pages in length) will focus on personal reactions to course material and answers to questions posed by the instructor. The course also requires out-of-class attendance at two campus events related to race or ethnicity, such as films, speakers, or workshops. For each event, a one-page written summary and personal reaction is required. Teaching assistants provide feedback on writing. Small (or moderate) sections of the course usually operate without separate discussion sections. In these courses, however, instructors set aside a substantial amount of class time for discussion of course material, equivalent to about one class session per week. During discussions, the class may remain together or divide into smaller discussion groups. After addressing a topic, you may be asked to submit a short written reaction to the issues raised in the discussion. Assessment is based partly on objective examinations. In addition, the course requires a library research project in which you explore in greater detail a controversial topic covered in class. These papers require the use of multiple sources (books, journal articles), excluding the textbooks for the course. The instructor provides written feedback, prior to the end of the semester, on your papers. This course meets a general education requirement in the social and behavioral sciences as well as a general education requirement in intercultural and international competence.

Bachelor of Arts: Social and Behavioral Sciences
United States Cultures (US)
General Education: Social and Behavioral Scien (GS)

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 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 162N: Communicating Care

3 Credits/Maximum of 3

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.

RECOMMENDED PREPARATION: ENGL 15; ENGL 30

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 197: Special Topics

1-9 Credits/Maximum of 9

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

SOC 197I: Special Topics - InterDomain

3 Credits

Formal course given on a topical or special interest subject offered infrequently; several different topics may be taught in one year or semester. This Special Topics is an Inter-Domain GS/GH GenEd course.

General Education: Humanities (GH)

General Education: Social and Behavioral Scien (GS)

General Education - Integrative: Interdomain

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

Social science of how wrongful convictions occur; disparities in the criminal justice system; risks, factors, and policies.

Cross-listed with: CRIM 201

General Education: Social and Behavioral Scien (GS)

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, 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.

Prerequisite: 3 credits in Sociology

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.

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: Integrative Thinking

SOC 210Z: Social Determinants of Health

3 Credits/Maximum of 3

How is it that the United States spends more on medical care than any other country and yet ranks 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: ζ Describe the social and economic factors that influence health and disease patterns ζ Describe and discuss the social and economic factors that contribute to health inequalities

across populations, particularly in the United States ζ Understand the important role social determinants play in the health of individuals and society HDFS 210Z and SOC 210Z are linked

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 211Z: 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 ζ 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. HDFS 210Z is linked to SOC 211Z

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 258: 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 258, HDFS 258

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; ENGL 202B; ENGL 202C; 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 297C: Special Topics - InterDomain

3 Credits/Maximum of 9

Formal course given on a topical or special interest subject offered infrequently; several different topics may be taught in one year or semester. This Special Topics is an Inter-Domain GA/GS GenEd course

General Education: Arts (GA)

General Education: Social and Behavioral Scien (GS)

General Education - Integrative: Interdomain

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.

Prerequisite: 3 credits in course work related to the subject of the course
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.

Prerequisite: 3 credits in Sociology

Bachelor of Arts: Social and Behavioral Sciences

SOC 381: Junior Honors Seminar in Sociology

1 Credits

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

Prerequisite: sociology major, junior standing, and admission to the Schreyer Honors College

Bachelor of Arts: Social and Behavioral Sciences

Honors

SOC 400: Senior Research Seminar

3 Credits

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

Prerequisite: 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.

Prerequisite: SOC 003

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.

Prerequisite: SOC 003 or PSYCH420

Bachelor of Arts: Social and Behavioral Sciences

SOC 405: Sociological Theory

3 Credits

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

Prerequisite: 3 credits in the Sociology

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.

Prerequisite: SOC 012, SOC 013, or SOC 005, or permission of program

Cross-listed with: CRIM 406, CRIMJ 406

Bachelor of Arts: Social and Behavioral Sciences

SOC 406H: Sociology of Deviance

3 Credits

Theory and research concerning deviant behaviors and lifestyles viewed as significant departures from a group's normative expectations.

Cross-Listed

Bachelor of Arts: Social and Behavioral Sciences
Honors

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.

Prerequisite: 3 credits in sociology

Bachelor of Arts: Social and Behavioral Sciences

SOC 409: Racial and Ethnic Inequality in America

3 Credits

The impact of inequality and discrimination on individual and group identity among various racial and ethnic groups. SOC 409 / AFAM 409 Racial and Ethnic Inequality in America (3) (US) (BA) This course meets the Bachelor of Arts degree requirements. This course explores the impact of inequality and discrimination on individual and group identity for a wide range of social groups with special focus on racial and ethnic majorities and minorities. Using an extensive list of readings, writing assignments, small group activities, and journals (for personal reflection and scholarly critique) the students join the instructor in exploring the effects of inequality and discrimination. While emphasis is given to the inequality and discrimination experienced by local and national populations, a significant portion of the class will address issues rooted in international structures and institutions. Students are evaluated on quizzes, reaction papers, and analysis journals. AFAM 409 / SOC 409 is not a required course in Sociology; it is, however, an optional 400-level course for all majors and minors that fulfills one of their upper-level course requirements. AFAM 409 / SOC 409 is not required for the major or minor, but it is one of several optional courses from which they can choose to fulfill major and minor requirements.

Prerequisite: 3 credits in Sociology

Cross-listed with: AFAM 409

Bachelor of Arts: Social and Behavioral Sciences
United States Cultures (US)

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.

Prerequisite: SOC 012 , SOC 013 , or SOC 005

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.

Prerequisite: CRIMJ012 , CRIMJ250W

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.

Prerequisite: CRIMJ012 , or CRIMJ013 , or SOC 005

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.

Prerequisite: 3 credits in Sociology

Bachelor of Arts: Social and Behavioral Sciences

United States Cultures (US)

SOC 420: Energy and Modern Society

3 Credits

Technology and economics of energy resources, production, and consumption; environmental factors, exhaustion, new technology.

Prerequisite: 3 credits in Sociology

Cross-listed with: EMSC 420, STS 420

Bachelor of Arts: Social and Behavioral Sciences

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.

Prerequisite: 3 credits in Sociology

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.

Prerequisite: SOC 023 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.

Prerequisite: 3 credits in sociology

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.

Prerequisite: general behavioral science, general psychology, or general sociology

SOC 425H: Social Conflict

3 Credits

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

SOC 428: Homelessness in America

3 Credits

Survey of social science research on homelessness in the contemporary United States.

Prerequisite: 3 credits in Sociology

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.

Prerequisite: 3 credits in sociology

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.

Prerequisite: 3 credits in Sociology

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.

Prerequisite: 3 credits in sociology

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: HDFS 312W; 6 credits in sociology

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?

Prerequisite: 3 credits in Sociology

SOC 446: Political Sociology

3 Credits

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

Prerequisite: 3 credits in sociology

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 448: Environmental Sociology

3 Credits

Examination of the relationship between the physical environment and society.

Prerequisite: 60 credits, at least 9 of which are in the social sciences, graduate status, or permission of the program

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 & 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.

Prerequisite: 3 credits in sociology or the social and behavioral sciences and 5th semester standing

General Education: Social and Behavioral Science (GS)

SOC 452: Spatial Inequality

3 Credits

This course provides an introduction to concepts, measurement and study of spatial inequality in the US and across the globe. SOC 452 Spatial Inequality (3) This is a lecture and lab-based course that provides an introduction to the concepts, measurement and study of inequality across spatial scales from international and national through to sub-national and local scales, and to study spatial inequality in diverse contexts (urban and rural; historical and contemporary). This will cover diverse substantive topics such as racial segregation, housing and labor markets, exposure to risks (e.g., pollution, crime, NIMBY facilities) and access to resources (e.g., supermarkets, schools, and health care). The lab component introduces undergraduates to geographic information system software and basic spatial analysis. The lecture component of the course has four main sections. In Section 1 the focus is on fundamental questions such as: Why inequality? How to measure inequality? What are the key dimensions of inequality? This section will be wrapped up by an overview of the causes and consequences of inequality. In Section 2 the focus is on inequality between nations and inequality within nations (i.e., non-US). Section 3 will focus on the United States and specifically examining different levels or "territories" of inequality; neighborhood-level to state-level differences. This section focuses on urban spatial inequality and issues such as spatial segregation, access to services and exposure to risks. Section 3 concludes with discussions of rural inequalities focusing on access to health services. Section 4 focuses on 21st century challenges regarding rapid urbanization in the developing world and revisits themes related to "Global" inequality. The lab components of the course will parallel lectures and provide opportunities for practical learning. Specifically the labs are designed to expose students in sociology and across the social sciences to the use of geospatial data, geographic information systems and basic spatial analysis tools providing them with skills that help them to accurately summarize and report data on spatial inequalities. Students will learn how to find, critique, and use data appropriately to measure and map inequality. They will be introduced to spatial analytical concepts and learn how to assemble geospatial databases. They will learn skills

associated with basic exploratory spatial data analysis and understand concepts such as scale, spatial heterogeneity, and spatial dependence.

Prerequisite: 3 credits in sociology or the social and behavioral sciences

SOC 454: The City in Postindustrial Society

3 Credits

Postindustrial social organization in the United States and Europe; consequences for metropolitan social stratification, community power, and environmental quality.

Prerequisite: 3 credits in Sociology

Bachelor of Arts: Social and Behavioral Sciences
United States Cultures (US)

SOC 455: Work and Occupations

3 Credits

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

Prerequisite: 3 credits in sociology

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.

Prerequisite: WMNST100 or 3 credits in Sociology

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.

Prerequisite: ANTH 001 or ANTH 045 , HEBR 010 , J ST 010 , SOC 001 , SOC 005 , SOC 007 , SOC 015

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.

Prerequisites: SOC 12 or CRIM 12

Cross-listed with: CRIM 459

SOC 461: Sociology of Religion

3 Credits

Contemporary religion in the global perspectives: beliefs, structure, and function of major religious traditions, denominations, and cults.

Prerequisite: 3 credits of sociology or religious studies

Cross-listed with: RLST 461

Bachelor of Arts: Social and Behavioral Sciences

International Cultures (IL)

United States Cultures (US)

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.

Prerequisite: CRIMJ100 or CRIMJ113 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: Techniques in Small Group Facilitation

1-4 Credits/Maximum of 12

This course is the training course for students working as facilitators with the World in Conversation Project. SOC 469 Techniques in Small Group Facilitation (1-4 per semester/maximum of 12) SOC 469 is an advanced training course for students who have been selected to be facilitators for the World in Conversation Project. In this course, students draw on sociological theories and methods to learn how to sharpen their group facilitation skills in order to lead small group dialogues on race relations. The main objective is to learn how to create an ideologically neutral environment in which participants will think critically and speak candidly about their views and roles in race relations. All evaluations are accomplished through "live" observations of students actually facilitating dialogue. In order to be considered for a position as facilitator with the World in Conversation Project, a student must successfully complete SOC 119 (Race and Ethnic Relations) and SOC 300 (Preceptorship in Sociology). There are different learning objectives for students who take SOC 469 the first time as compared to those returning for multiple semesters. The general objectives are as follows: Semester 1: During the first semester, students develop advanced facilitation skills. In the context of work with the World in Conversation Project, this means that they acquire the tools they need to encourage critical thinking, to address complex racial and culture-related subjects and emotions, to lead "ideologically neutral" dialogue, and to more adeptly understand and implement the Socratic Method. At the core of their learning is study of the sociological dynamics of group process. Semester 2: During the second semester, students develop their social and emotional intelligence as the foundation for implementing successful conversational interventions. The core of their learning involves integrating a more advanced understanding of

their own personal cultural identity with more advanced facilitation techniques. In other words, in order to master small group facilitation and group process, students need to explore the nuances of their own personal racial and cultural identities and how these enter into their work as facilitators. Semester 3: Students stay on for a third semester only if they can clearly articulate the advanced facilitation/observation/interpretation skills learned during the first two semesters in a way that allows them to assume the role of a peer mentor with new facilitators. A student is only invited back for subsequent semesters of SOC 469 if they have successfully accomplished the learning objectives set forth for each semester. The method of evaluation is standard for each semester that a student takes the class, and consists of a combined approach that includes: 1) live observations via an audio/video monitoring system and performance goal-setting with instructors and WCP staff (weekly), 2) self-evaluation and personal goal-setting through review of recorded small group dialogue sessions (three times per semester), and 3) personal meetings with course instructors (twice per semester). For Your Information: What is the WCP? These are campus wide 90 minute, peer facilitated small groups where trained undergraduate students (former SOC 119 facilitators) help participants explore their personal stories, views, biases and roles in race relations using a version of the Socratic Method. These inquiry-based sessions are designed to discuss the true nature of race relations face to face in an ideologically neutral environment. The conversations are extremely popular with participants (85 percent rate them as valuable and worthwhile) and the number offered each year has grown from 140 to over 800 in just six years. Currently twenty facilitators work for the project, all Penn State undergraduate students. The WCP Mission Statement: The mission of the RRP is to create an ideologically neutral environment for dialogue where individuals can voice their true concerns about race relations and begin to address these concerns in a productive and meaningful way. WCP Philosophy: Our guiding assumption is that the articulation of one's viewpoint on an issue is the beginning of greater understanding and knowledge of that subject. And the experience of doing so with others in a group setting creates a kind of synergy that advances critical thinking as well as bridge building.

Prerequisite: SOC 119 and SOC 300

SOC 470: Intermediate Social Statistics

4 Credits

Descriptive and inferential statistics in social research: central tendency and variation, normal distribution, measures of association, confidence intervals, hypothesis testing.

Prerequisite: SOC 207
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.

Prerequisite: 3 credits in Sociology
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.

Prerequisite: 3 credits in Sociology

Cross-listed with: WMNST 477

SOC 481H: Senior Honors Seminar in Sociology

1 Credits

Supervised experience in planning and writing the honors thesis.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: 3 credits in Sociology

Bachelor of Arts: Social and Behavioral Sciences

International Cultures (IL)