



PennState
Abington



Psychological and Social Sciences

Spring 2018
**Undergraduate Courses
and Degrees**

For additional information about our faculty and program, please visit:
<http://abington.psu.edu/psychological-and-social-sciences>
<https://www.facebook.com/PSUAbingtonPSS/>

Psychological and Social Sciences Degrees

The Psychological and Social Sciences program offers inter-disciplinary training across four social science domains: Psychology, Sociology, Human Development and Family Studies, and Anthropology. Our B.A. and B.S. degrees encourage students to build a broad base of social scientific knowledge and skills that will help them prepare for graduate school or careers in therapy, basic and applied psychological research, mental health advocacy, program evaluation, social work, community outreach, diversity training and leadership, and non-profit organizations.

B.A. in Psychological and Social Sciences

The B.A. degree provides a broad foundation in social science and psychological theory, methods, and research. Students will take a range of courses focusing on social psychology, developmental studies, organizational behavior and leadership, counseling, inequality, cultural difference, and scientific approaches to understanding human behavior. This degree also offers students the opportunity to master a foreign language and acquire broader knowledge of the global world.

B.S. in Psychological and Social Sciences

The B.S. degree is a research-oriented degree where students gain expertise in the science of studying human behavior. This degree emphasizes both quantitative and qualitative research, with students completing additional courses in advanced biology, mathematics, and methodology to complement their knowledge of psychological and social theory. All students will complete a year-long, independent senior thesis under the guidance of a faculty mentor, providing them with hands-on experience conceptualizing, designing, and carrying out a research project.

Minor in Anthropology

The Anthropology minor is designed to provide undergraduate students with exposure to the range of human variation across time and space. Our minors enroll in courses that explore the sub-disciplines of archaeological, biological, and cultural anthropology.

Minor in Human Development and Family Studies

The HDFFS minor is a multidisciplinary degree that examines the development of individuals and families across the life span. Students obtain a broad background in these topics through courses emphasizing the biological, psychological, social/cultural, and economic aspects of development.

Minor in Psychology

The Psychology minor is designed to provide undergraduate students with a broad overview of topics and domains within psychology, skills related to research methods in psychology, and deeper knowledge of research, theory, and the application of psychology in one or two specific content domains.

Minor in Sociology

The sociology minor allows students to explore the wide range of topics, social groups, and interactions studied by sociologists. From social inequalities involving gender, race, social class, and sexuality to the institutions of family, religion, and government, the diversity of subjects available allows sociology minors to take courses relevant to their interests.

Bachelor of the Arts (B.A.) in Psychological and Social Sciences

The B.A. degree in Psychological and Social Sciences requires a minimum of 121 credits.

GENERAL EDUCATION: 45 credits

ELECTIVES: 5-6 credits

BACHELOR OF ARTS DEGREE REQUIREMENTS: 24 credits

Foreign Language (0-12 credits)

B.A. Fields (9 credits)

Other cultures (3 credits; satisfied by courses included in the major)

REQUIREMENTS FOR THE MAJOR: 46-47 credits

PRESCRIBED COURSES (9 credits)

PSYCH 100

ANTH 45

PSYCH 200

ADDITIONAL COURSES (15-16 credits)

SOC 1 or SOC 5

HDFS 129 or PSYCH 212

HDFS 312 or PSYCH 301

BBH 301 or HDFS 301

PSYCH 495 (Internship)

SUPPORTING COURSES AND RELATED AREAS (21 credits)

PSYCH or HDFS courses (6 credits)

SOC or ANTH courses (6 credits)

Additional courses in PSYCH/SOC/HDFS/ANTH (9 credits)

** At least 15 credits must be at the 400-level

FIRST-YEAR SEMINAR

(requirement waived at Abington)

UNITED STATES CULTURES AND INTERNATIONAL CULTURES

(satisfied by courses included in the major)

WRITING ACROSS THE CURRICULUM

(satisfied by courses included in the major)

NOTE: Students must receive a C or better for courses to satisfy major requirements.

Bachelor of Science (B.S.) in Psychological and Social Sciences

The B.S. degree in Psychological and Social Sciences requires a minimum of 121 credits.

GENERAL EDUCATION: 45 credits

ELECTIVES: 12-17 credits

REQUIREMENTS FOR THE MAJOR: 66-70 credits

PRESCRIBED COURSES (17 credits)

MATH 110

PSYCH 100

ANTH 45

PSYCH 200

SOC 471

ADDITIONAL COURSES (29 credits)

BIOL 110 or BIOL 141/BIOL 142

SOC 1 or SOC 5

HDFS 129 or PSYCH 212

HDFS 312 or PSYCH 301

BBH 301 or HDFS 301

CAS 352 or CAS 455

PSYCH 494 (Senior Thesis, two semesters)

PSYCH 495 (Internship)

SUPPORTING COURSES AND RELATED AREAS (21 credits)

PSYCH or HDFS courses (6 credits)

SOC or ANTH courses (6 credits)

Additional courses in PSYCH/SOC/HDFS/ANTH (9 credits)

** At least 12 credits must be at the 400-level

FIRST-YEAR SEMINAR

(requirement waived at Abington)

UNITED STATES CULTURES AND INTERNATIONAL CULTURES

(satisfied by courses included in the major)

WRITING ACROSS THE CURRICULUM

(satisfied by courses included in the major)

NOTE: Students must receive a C or better for courses to satisfy major requirements.

Minor in Anthropology

The minor in Anthropology requires a minimum of 18 credits.

PRESCRIBED COURSES: 9 credits

ANTH 2
ANTH 21
ANTH 45

ADDITIONAL COURSES: 9 credits

Select 3 credits in ANTH courses (excluding ANTH 1)
Select 6 credits in ANTH courses at the 400 level

Minor in Human Development and Family Studies

The minor in Human Development and Family Studies requires a minimum of 18 credits.

PRESCRIBED COURSES: 3 credits

HDFS 129

ADDITIONAL COURSES: 15 credits

Select 15 credits in HDFS courses (at least 6 credits at the 400 level)

Minor in Psychology

The minor in Psychology requires a minimum of 18 credits.

PRESCRIBED COURSES: 7 credits

PSYCH 100
PSYCH 301

ADDITIONAL COURSES: 11 credits

Select 11 credits in PSYCH courses (at least 6 credits at the 400 level)

Minor in Sociology

The minor in Sociology requires a minimum of 18 credits.

PRESCRIBED COURSES: 3 credits

SOC 1

ADDITIONAL COURSES: 15 credits

Select 15 credits in SOC courses (at least 6 credits at the 400 level)

NOTE: Students must receive a C or better for courses to satisfy minor requirements.

PSS Course Listings

Spring 2018

Anthropology

ANTH 021: Introductory Biological Anthropology
ANTH 045: Cultural Anthropology
ANTH 448: Ethnography of the United States
ANTH 476: Anthropology of Gender

Human Development and Family Studies

HDFS 229: Infant and Child Development
HDFS 239: Adolescent Development
HDFS 301: Values and Ethics in Health and Human Development Professions
HDFS 315: Family Development
HDFS 429: Advanced Child Development

Psychology

PSYCH 100: Introductory Psychology
PSYCH 200: Elementary Statistics in Psychology
PSYCH 212: Introduction to Developmental Psychology
PSYCH 221: Introduction to Social Psychology
PSYCH 256: Introduction to Cognitive Psychology
PSYCH 301: Basic Research Methods in Psychology (W)
PSYCH 422: Human Sexuality
PSYCH 434: Psychology of Gaming
PSYCH 452: Learning and Memory
PSYCH 470: Abnormal Psychology
PSYCH 478: Clinical Neuropsychology
PSYCH 494: Senior Thesis Independent Study
PSYCH 495: Internship
PSYCH 499: Social Science Gaming in Scotland

Sociology

SOC 001: Introductory Sociology
SOC 005: Social Problems
SOC 012: Criminology
SOC 030: Sociology of the Family
SOC 110: Sociology of Gender
SOC 119: Race and Ethnic Relations
SOC 451: Health, Disease, & Society
SOC 454: The City in Post-Industrial Society (Urban Sociology)
SOC 477: Sociology of Sexuality

Anthropology Courses

ANTH 21: Introductory Biological Anthropology

Dr. Peter Capelotti

TTh, 9:05am – 10:20am (Section 01)

TTh, 10:35am – 11:50am (Section 02)

1/8 – 4/27

Biological anthropology explores the evolutionary biology of humankind based on data excavated from the fossil record and studies of the human skeleton, as well as studies of the genetics of individuals, populations, and non-human primates, along with studies of human behavior and adaptation. By the end of this course, students will be able to recognize and discuss core discoveries in the human fossil record; to the discovery of the age of both the Earth and the human presence upon it; and to the revolution in human thought brought about by Alfred Russel Wallace and Charles Darwin, and the conflicts between Darwinism and the Bible. As such, the course prepares students for further work in anthropology, biology, and challenges them to think about their place in human history.

ANTH 45: Cultural Anthropology

Dr. Neri de Kramer

MW, 8:00am – 9:15am (Section 01)

MW, 9:30am – 10:45am (Section 02)

1/8 – 4/27

Cultural anthropology is the study of human cultural variation across time and in global context. In this course, students will explore a broad range of concepts including culture and culture change, anthropological research methods, language, belief systems, political systems, family and marriage, and differences and inequalities of race, class, and gender. The purpose of the course is to become acquainted with these and other central concepts of cultural anthropology and to gain insights into how they explain and inform students' daily lives and experiences.

ANTH 448: Ethnography of the United States

Dr. Peter Capelotti

TTh and Web, 8:00am – 8:50am

1/8 – 4/27

This seminar will use the example of the international race to the North Pole to examine the ways in which the expansion of American culture has created a uniquely American archaeological signature written on the global landscape, and how the cultural history of the nation can be read from transformative events such as the exploration of the Polar Regions.

ANTH 476: Anthropology of Gender

Dr. Neri de Kramer
F, 8:00am – 11:00am
1/8 – 4/27

In this course, students will explore the cultural and social reproduction of gender and gender ideologies, the fluidity of gender categories, gender inequality, and the performative aspects of gender. The course will provide students with ways to understand how we come to consider and express ourselves as "men," "women," or someone other to those categories, and what these processes look like in other parts of the world. The course also considers the complexities and dilemmas posed by the intersecting subjectivities of race, ethnicity, and social class, and discussions of the contribution that the anthropological study of gender can make to society.

Human Development and Family Studies Courses

HDFS 229: Infant and Child Development

Dr. Judith Newman

TTh, 3:05pm – 4:20pm

1/8 – 4/27

We will focus on the child from the moment of conception to approximately 12 years of age. We will examine theory and research concerning development as it occurs in several domains: physical, motor, personality, social, intellectual, language, etc. The course will consist mostly of lectures, discussions, and films which relate to the material in the textbook as well as issues of current concern regarding children.

HDFS 239: Adolescent Development

Dr. Vivian Hsu

TTh, 9:05am – 10:20am

1/8 – 4/27

Being a teenager today is significantly different from being a teenager in our parent's time. This course will provide us with further insight as to the growing changes that influence adolescence today, including the physical, cognitive, social, and emotional turbulence. We will be concentrating on the time period spanning from late childhood through adulthood and the individual experiences that are influenced by our early infancy and childhood. The approach will emphasize recent research relevant to present day society. This is a psychology course that is designed for all undergraduates who are interested in learning about basic biological/cognitive/emotional/social development throughout adolescence. There are no pre-requisites for this course; however, Introductory Psychology (PSYCH 100) or Developmental Psychology (PSYCH 212) are recommended.

HDFS 301: Values and Ethics in Health and Human Development Professions

Dr. Judith Newman

TTh, 1:35pm – 2:50pm

1/8 – 4/27

This course will acquaint you with some frameworks for ethical decision-making in dilemmas commonly faced by mental health professionals. Whereas the focus will be mostly on ethical conduct in the relationship between therapist and client, especially as concerns the principles and guidelines formulated by national professional associations, we will also consider ethical issues for the researcher in the psychological and social sciences and for other mental/behavioral health professionals working in various domains (e.g., schools, courts, etc.).

HDFS 315: Family Development

Dr. Judith Newman

TTh, 12:05pm – 1:20pm

1/8 – 4/27

We will focus on the development of families as they move through their own life cycles (i.e., from cohabitation and possibly to childbearing/childrearing), and finally to the death of one or both members of the original couple. We will look at the inner dynamics of marital relationships, the interactions between parent and child across the lifespan, "dysfunctions" within the family, and alternative family forms. The course will consist mostly of lectures, discussions, and films which relate to but do not completely overlap with material in the textbook.

HDFS 429: Advanced Child Development

Dr. Vivian Hsu

M, 8:00am – 11:00am

1/8 – 4/27

Breastmilk or Formula? Feberize or Cry It Out? Baby Einstein or LeapFrog? What do I do to ensure that my baby is going to grow up to be a happy and productive child? This course will provide you with an in-depth view of child development in the age of technology and cultural advancements. We will expand our focus as we dive into issues that influence the education of our children today, such as Common Core and gender identity. The approach will emphasize recent research relevant to present day society. This course is designed for all undergraduates who are interested in a seminar formatted course where discussion regarding past and current research will be the main focus as well dispelling common myths and misconceptions related to growing up today. The pre-requisite for this course is Infant and Child Development (HDFS 229).

Psychology Courses

PSYCH 100: Introductory Psychology

Dr. Julie Liebman

MWF, 10:10am – 11:00am (Section 01)

MWF, 11:15am – 12:05am (Section 02)

1/8 – 4/27

This course provides an overview of the field of psychology, including research, theory, and application. Specific topics include the biological bases of behavior, sensation and perception, learning, cognition, motivation and emotion, development, social cognition and social influence, personality and individual differences, and mental disorders and therapy. A primary goal of the course is to show how questions within these areas are addressed through empirical research.

PSYCH 100: Introductory Psychology

Dr. Meghan Gillen

TTh, 10:35am – 11:50am

1/8 – 4/27

This course provides an introduction to the scientific study of psychology. We will discuss theory and scientific findings from multiple areas in this field. Specific topics to be covered include the brain and behavior, sensation and perception, states of consciousness, human development, gender, learning, motivation, romantic relationships, emotion, social behavior, sexuality, personality, psychological disorders, health, and careers in psychology. Methods of learning will include readings, lectures, iClicker technology, and films. Although the majority of class time will be devoted to lecture, students are encouraged to pose scholarly questions and comments. This is a survey course designed for students interested in learning about the field of psychology. There are no pre-requisites for this course.

PSYCH 100: Introductory Psychology

Dr. LaShonda Burley

M, 6:00pm – 9:00pm

1/8 – 4/27

This course provides an overview of the field of psychology, including research, theory, and application. Specific topics include the biological bases of behavior, sensation and perception, learning, cognition, motivation and emotion, development, social cognition and social influence, personality and individual differences, and mental disorders and therapy. A primary goal of the course is to show how questions within these areas are addressed through empirical research.

PSYCH 200: Elementary Statistics in Psychology

Dr. Russell Webster

MWF, 1:00pm – 2:15pm (Section 01)

MWF, 2:30pm – 3:45pm (Section 02)

1/8 – 4/27

Every day you are bombarded with “scientific” findings and are being told by your mom, BFF, or a random Tweet to try something new to stay smart, healthy, etc. Statistics is an integral part of making conclusions about every study, and thus a necessary tool to understand research. You’ve heard the rumors: “Stats is hard.” Yes, this class is challenging. But I am here to help you tame the lion that is statistics; and, you will tame it. Being armed with the skills to critically evaluate how researchers analyze their data will make you a smarter, *sassier* consumer. In sum, this course will primarily focus on you mastering *conceptual* understanding and the *application* of statistical knowledge (i.e., with less emphasis on mathematical formulas) so that (a) you are ready for the second course in our sequence (PSYCH 301W), and (b) you may be able to later exploit your knowledge to be more competitive in obtaining employment or in applying to graduate school.

PSYCH 212: Introduction to Developmental Psychology

Dr. Julie Liebman

MWF, 1:25pm – 2:15pm

1/8 – 4/27

Developmental psychology involves the scientific study of the social, emotional, and intellectual changes that enable progression from infancy to adulthood. This course provides an overview of the field of developmental psychology, including its history, research methodologies, theories, and applications. Specific topics include the biological bases of development, parent-infant attachment, the development of sensation and perception, cognition and linguistic development, emotional development, moral development, stereotype development, childhood and adolescent psychopathology and its development.

PSYCH 212: Introduction to Developmental Psychology

Dr. Lawrence Barbera

W, 5:00pm – 8:00pm

1/8 – 4/27

Developmental psychology involves the scientific study of the social, emotional, and intellectual changes that enable progression from infancy to adulthood. This course provides an overview of the field of developmental psychology, including its history, research methodologies, theories, and applications. Specific topics include the biological bases of development, parent-infant attachment, the development of sensation and perception, cognition and linguistic development, emotional development, moral development, stereotype development, childhood and adolescent psychopathology and its development.

PSYCH 221: Introduction to Social Psychology

Dr. Michael Bernstein

M and Web, 11:15am – 12:30pm (Section 01)

W and Web, 11:15am – 12:30pm (Section 02)

1/8 – 4/27

Social psychology is the study of how people's thoughts, feelings, and behaviors are influenced far more by the situations, environments, and people around them than they think they are and even by their own personalities. We think that the reason why people behave the way they do is because "that's the type of person they are," but often times, factors beyond the person cause people to behave in various ways. In this class, we will cover myriad topics including aggression, intergroup relations, stereotyping, prejudice, discrimination, liking, loving, close relationships, leaderships, and a host of others. We'll discuss seminal work showing that ordinary people can be both led to supposedly kill another due to the power of the situation as well as sit still in a room on fire and not move a muscle to leave—all because of the situation. The course is a hybrid course, meaning lectures are watched online and class time is devoted to answering questions, class discussion and activities. Exams are open book/note and homeworks are submitted online.

PSYCH 256: Introduction to Cognitive Psychology

Dr. Vivian Hsu

TTh, 10:35am – 11:50am

1/8 – 4/27

Have the following questions ever crossed your mind: Why did I do that and what was I thinking? Well, this course, Introduction to Cognitive Psychology will help to provide answers to some of those questions. We will focus on the psychological basis for the understanding of human behavior as a result of cognitive processes which influence things like perception, misconceptions, attention and memory. Additionally, we will gain a further understanding of these processes through animal and human experiments. The approach will emphasize recent research relevant to present day society. We will focus on a number of different areas: (1) theories pertaining to cognitive development, (2) underlying processes in areas of brain and behavior connectedness, (3) the role of environment on development, and (4) critical applications of present day research. It is absolutely crucial that you have a basic understand of psychological processes prior to enrolling in this course. Therefore, to succeed in this course you must have at least the PSYCH100 prerequisite. Students who do not have the pre-req, must receive prior permission from instructor to continue with the course.

PSYCH 301W: Basic Research Methods in Psychology

Dr. Gayle Schwark

MWF, 11:00am – 12:15pm (Section 02)

MWF, 1:00pm – 2:15pm (Section 01)

1/8 – 4/27

Basic Research Methods in Psychology is an introduction to the methodology used in psychological research, with an emphasis on quantitative methods. Students will learn how to interpret, design, and conduct basic psychological research, conduct scientific literature reviews using library and other resources, think critically about scientific research, and identify appropriate methodologies and statistical tests to answer questions related to social sciences. This is a hands-on course. As such, students will apply what they learn in order to conduct two research projects over the course of the semester and communicate their findings in APA style research papers. Prerequisites for this course include Introductory Psychology (PSYCH 100) and an introductory course in Statistics (PSYCH 200 or STAT 200).

PSYCH 422: Human Sexuality

Dr. Russell Webster

Th, 6:00pm – 9:00pm

1/8 – 4/27

As Salt-N-Pepa (1990) so eloquently put it:

“What we have here is subject to controversy;
A three-letter word some regard as a curse, see...
Let's talk about sex....
Let's talk about all the good things,
And the bad things that may be....
Let's tell it how it is, and how it could be.
How it was, and of course, how it should be....”

As this is a 400-level course, I will treat this class like a seminar. That is, this class will focus *less* on acquiring/testing fundamental knowledge about human sexuality (like 200- or 300-level course), although you (and I) will likely learn new information about human sexuality. Rather, the course will focus *more* on critically thinking about specific and relevant empirical questions regarding human sexuality from a psychological science perspective (in reading primary and secondary research). We will tackle such questions as: Is being gay a choice? Do homophobic people harbor same-sex attractions? Is BDSM pathological? Is hooking-up psychologically harmful? Does consuming porn lead to sexual violence? Ideally, by the end of the course, you will be a smarter, sassier consumer of info on human sexuality.

PSYCH 434: Psychology of Gaming

Dr. Jacob A. Benfield
F, 2:30pm – 5:30pm
1/8 – 4/27

Gaming as a leisure activity has a long history and represents a vast domain of types, genres, and playing styles. This course will examine the behavioral and cognitive antecedents and consequences of game play, development, and marketing. By incorporating both low-technology games and cutting-edge electronics into a single course, students will gain a better understanding of underlying game elements that make for more fun, better social outcomes, and the potential for applying game theory to other contexts.

PSYCH 452: Learning and Memory

Dr. Vivian Hsu
TTh, 12:05pm – 1:20pm
1/8 – 4/27

What would happen if we could never remember anything else? Would our lives continue or cease to be meaningful? We will ask these questions and more in PSYCH 452 Learning and Memory. This course will provide you with an overview of learning and memory studies in psychology. We will concentrate on understanding human behavior through different learning processes such as perceptual learning, classical conditioning, operant conditioning, and imitation. These processes will then be further investigated to understand their connections to memory development both in the human and animal models. The approach will emphasize recent research relevant to present day society. It is absolutely crucial that you have a basic understand of psychological processes of learning prior to enrolling in this course. Therefore, to succeed in this course you must have at least taken PSYCH 100 and PSYCH 256.

PSYCH 470: Abnormal Psychology

Dr. LaShonda Burley
Th, 6:00pm – 9:00pm
1/8 – 4/27

This course focuses on some of the topics and questions people most commonly ask about psychology: What are the different psychological disorders, and what are they like? How do clinicians diagnose someone with a disorder? What do therapists actually do in therapy? Course objectives include: (a) examining historical and current conceptions of normal and abnormal behavior; (b) surveying the origins, symptoms, and characteristics of several adult psychological disorders; and (c) investigating the main treatment approaches for psychological disorders.

PSYCH 478: Clinical Neuropsychology

Dr. Julie Liebman
MWF, 2:30pm – 3:20pm
1/8 – 4/27

Neuropsychology is an area of psychology where the overall focus is the scientific study of behavior and experience, and underlying associated neurological and physiological processes. This course provides an overview of the biological bases of behavior and includes a presentation of the research, theory, and application of this knowledge. Specific topics include the basic anatomy and physiology of the central and peripheral nervous system, neural transmission and the function of various neurotransmitters. The majority of the course will focus on how these contribute to the processing of information from the senses, simple and complex learning, and cognitive functions such as memory, and language. Topics will include brain development, developmental and acquired neuropsychological disorders and therapeutic techniques.

PSYCH 494: Senior Thesis Independent Study

Dr. Meghan Gillen
TTh, 9:05am – 10:20am
1/8 – 4/27

This course provides hands-on experience with the entire research process. It begins with idea development and continues through the communication of results to the public and/or discipline. This course requires students to perform the duties of a professional researcher within his or her discipline under the supervision and direction of a faculty member, but also places a great deal of autonomy in the hands of the student. As such, students should have completed the majority of their coursework prior to taking this course and should treat the course as a culmination of their training.

PSYCH 495: Internship

Dr. Gayle Schwark
Day and time arranged by appointment
1/8 – 4/27

The internship course is the academic component of the internship experience required of all PSS majors. Students will gain pre-professional experience in the field of psychology in order to explore career options in this field and to learn how theory and classroom learning is applied in real-world settings. Students will also develop and sharpen the skills needed to work in a professional setting. In addition, this upper-level course is intended to help students integrate the diverse theory and research they have been learning through the PSS program curriculum. [Note: Students interested in internships outside of psychology may satisfy this requirement as ANTH 495, HDFS 495, or SOC 495].

PSYCH 499: Social Science Gaming in Scotland

Dr. Jacob A. Benfield

Day and time arranged by appointment

1/8 – 4/27

This course will give you hands-on practical experience and the opportunity to design your own game while also seeing novel applications for gaming that include police training or designing for special populations. You will collaborate with students majoring in game development at Abertay University—the UK’s premiere video game program—to develop a social history inspired game as part of a multiple team competition. You will visit historical monuments, battlefields, and highland villages in Scotland while developing stories, characters, and themes for use with your Scottish partners.

Sociology Courses

SOC 1: Introductory Sociology

Dr. David J. Hutson

MWF, 1:25pm – 2:15pm (Section 01)

MWF, 2:30pm – 3:20pm (Section 02)

1/8 – 4/27

In our everyday lives, as well as through the media, we are regularly exposed to explanations for human behavior that are either biological or psychological. This course, however, will explore *sociological* insights into human behavior. In this course, we will ask: how does someone's gender or sexual orientation influence their interactions with others? How does race/ethnicity or the social class to which you were born shape your opportunities and life chances? Why is there crime and social deviance? How can we explain stratification, inequality, and poverty in the U.S.? These encompass just some of the topics we will cover, as we ask critical questions about important social issues and learn to think sociologically.

SOC 1: Introductory Sociology

Lori Schreiber

W and Web, 5:30pm – 6:45pm

3/12 – 4/27 (meets in second seven weeks of semester)

This accelerated, hybrid course introduces the student to sociology—the scientific study of society and human behavior. It will present some of the basic terms, concepts, and theoretical perspectives used by sociologists. The student will also explore the importance of social structures and social rules with respect to the historical shifts and cultural changes that have occurred. Because this class is both hybrid and accelerated, it is very fast paced. During the seven weeks of the class, students are expected to be online almost every day on both Canvas and an additional outside learning technology system. Therefore, students should have some degree of comfort using technology in addition to traditional teaching methods.

SOC 5: Social Problems

Instructor: TBD

TTh, 4:35pm – 5:50pm (Section 01)

TTh, 6:00pm – 7:15pm (Section 02)

1/8 – 4/27

This course is designed to introduce students to the main societal problems 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 inter-cultural perspective.

SOC 12: Criminology

**Course not taught by core PSS faculty

MW, 8:00am – 9:15am (Section 01)

TTh, 10:35am – 11:50am (Section 02)

M, 6:00pm – 9:00pm (Section 101)

1/8 – 4/27

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. Students learn the various research techniques that have been used to study criminal behavior including crime statistics such as the Uniform Crime Report. Several important areas of study that link 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.

SOC 30: Sociology of the Family

Kyle Derr

M, 6:00pm – 9:00pm

1/8 – 4/27

In this course, we will examine families and family relationships from a sociological perspective. In particular, we will consider how our private, taken-for-granted family experiences are related to social factors such as gender, race, ethnicity, social class, the economy, and cultural attitudes and values. Through this course, students will gain a better understanding of current U.S. family patterns and trends, based on empirical research, and will develop a greater appreciation of the diversity and choices in family life today.

SOC 110: Sociology of Gender

Dr. Beth Montemurro

TTh, 9:05am – 10:20am (Section 01)

TTh, 1:35pm – 2:50pm (Section 02)

1/8 – 4/27

This course is designed to introduce students to the Sociology of Gender. The focus in this course will be in examining the way gender operates and is relevant in everyday life. Various areas of society and social interaction will be explored such as gender and media, sexuality, gender and body image, gender and identity, as well as the ways in which people of different genders are victimized or oppressed on the basis of gender. Students will develop critical thinking skills as sociologists, and as members of society. Additionally, students will be encouraged to think about the way gender shapes and has shaped their own lives and to understand how both individual and collective behavior can have complex social consequences.

SOC 119: Race and Ethnic Relations

Dr. Laura A. Orrico

TTh and Web, 10:35am – 11:50am (Section 01)

TTh and Web, 12:05pm – 1:20pm (Section 02)

1/8 – 4/27

What is race? Is it real? How does our race and ethnicity influence the way we live our lives? How have race and ethnic relations come to be this way? This course examines these and other questions through a sociological approach to race and ethnicity in the United States. Throughout the semester we focus on history and context to make sense of contemporary experience. We explore the ways racial and ethnic inequalities are created and reproduced through our own institutions and structures. We also locate and discuss the various ways racial and ethnic inequalities may be addressed and challenged.

SOC 451: Health, Disease, & Society

Dr. David J. Hutson

M, 6:00pm – 9:00pm

1/8 – 4/27

Although health is often thought of in terms of biology, this course will provide a sociological framework for understanding medicine and the health care system. To accomplish this, we will explore the history of modern medicine and interactions within health care settings. Throughout the course, we will take a critical look at debates surrounding definitions of “health” and how both history and politics shape these debates. Such a perspective will allow us to analyze our taken-for-granted assumptions about the discipline of medicine, and to comprehend how health may be seen as a social phenomenon.

SOC 454: City in Post-Industrial Society (Urban Sociology)

Dr. Laura A. Orrico

TTh, 3:05pm – 4:20pm

1/8 – 4/27

This course explores various topics and approaches related to the development and experience of urban areas. The focus will largely be on the U.S., however we will cover the development of global cities, and I encourage the class to draw comparisons and engage with urban areas around the world. This course will review competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. We also cover issues like neighborhood identity and change, immigration, segregation, poverty, crime and policing, and social organization. Throughout the course we pay critical attention to the ways in which race, ethnicity, gender and class play out in the development and experience of urban environments and their surrounding areas.

SOC 477: Sociology of Sexuality

Dr. Beth Montemurro

TTh, 3:05pm – 4:20pm

1/8 – 4/27

This course is designed to discuss and analyze the sociology of sexuality. The focus in this course will be in examining the way sexuality is constructed in contemporary society, and the different ways that boys and girls, men and women learn to experience it. Various areas of society and social interaction will be explored such as definitions of sexuality, sexuality and media, the sexualized body image, sexual violence, and sex work. Students will develop critical thinking skills as sociologists, and as members of society. Additionally, students will be encouraged to think about the way their sexuality has been shaped and shapes their own lives.