<table>
<thead>
<tr>
<th>SOC</th>
<th>CRN</th>
<th>COURSE</th>
<th>DAY</th>
<th>TIME</th>
<th>FACULTY</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>41651</td>
<td>Intro to Sociology</td>
<td>TR</td>
<td>10:50-12:05</td>
<td>Eichar</td>
<td>6</td>
</tr>
<tr>
<td>110</td>
<td>41652</td>
<td>Intro to Sociology</td>
<td>TR</td>
<td>4:50-6:05</td>
<td>Staff</td>
<td>6</td>
</tr>
<tr>
<td>110</td>
<td>43266</td>
<td>Intro to Sociology</td>
<td>TR</td>
<td>3:30-4:45</td>
<td>Armstrong</td>
<td>6</td>
</tr>
<tr>
<td>110</td>
<td>44070</td>
<td>Intro to Sociology</td>
<td>MW</td>
<td>2:55-4:10</td>
<td>Ricardo</td>
<td>6</td>
</tr>
<tr>
<td>110</td>
<td>44940</td>
<td>Intro to Sociology</td>
<td>TR</td>
<td>9:25-10:40</td>
<td>Morra</td>
<td>6</td>
</tr>
<tr>
<td>110</td>
<td>45112</td>
<td>Intro to Sociology</td>
<td>MWF</td>
<td>9:30-10:20</td>
<td>Hardesty</td>
<td>6</td>
</tr>
<tr>
<td>113</td>
<td>48964</td>
<td>Contemporary Soc. Issues</td>
<td>TR</td>
<td>3:30-4:45</td>
<td>Morra</td>
<td>7</td>
</tr>
<tr>
<td>115</td>
<td>42718</td>
<td>Intro to Social Welfare</td>
<td>MW</td>
<td>4:20-5:35</td>
<td>Ricardo</td>
<td>8</td>
</tr>
<tr>
<td>130</td>
<td>44214</td>
<td>Cultural Anthropology</td>
<td>MW</td>
<td>1:30-2:45</td>
<td>Farley</td>
<td>9</td>
</tr>
<tr>
<td>170</td>
<td>42156</td>
<td>Intro to Criminal Justice</td>
<td>MW</td>
<td>2:55-4:10</td>
<td>McGeever</td>
<td>10</td>
</tr>
<tr>
<td>170</td>
<td>42157</td>
<td>Intro to Criminal Justice</td>
<td>W</td>
<td>5:00-7:20</td>
<td>Cato-Scott</td>
<td>10</td>
</tr>
<tr>
<td>170</td>
<td>44731</td>
<td>Intro to Criminal Justice</td>
<td>TR</td>
<td>3:30-4:45</td>
<td>Brewer</td>
<td>10</td>
</tr>
<tr>
<td>242</td>
<td>43265</td>
<td>Methods of Social Research</td>
<td>TR</td>
<td>9:00-10:40</td>
<td>Younts-Scott</td>
<td>11</td>
</tr>
<tr>
<td>242</td>
<td>43712</td>
<td>Methods of Social Research</td>
<td>TR</td>
<td>10:50-12:30</td>
<td>Younts-Scott</td>
<td>11</td>
</tr>
<tr>
<td>242</td>
<td>48977</td>
<td>Methods of Social Research</td>
<td>TR</td>
<td>5:45-7:20</td>
<td>Staff</td>
<td>11</td>
</tr>
<tr>
<td>254</td>
<td>43713</td>
<td>Sociology of the Family</td>
<td>M</td>
<td>5:00-7:20</td>
<td>Staff</td>
<td>12</td>
</tr>
<tr>
<td>258</td>
<td>42763</td>
<td>Caribbean American Family</td>
<td>W</td>
<td>7:30-10:00</td>
<td>Jones</td>
<td>13</td>
</tr>
<tr>
<td>271W</td>
<td>46455</td>
<td>Deviance</td>
<td>MWF</td>
<td>9:30-10:20</td>
<td>Norland</td>
<td>14</td>
</tr>
<tr>
<td>277</td>
<td>43267</td>
<td>Policing Society</td>
<td>W</td>
<td>7:30-9:50</td>
<td>Thermer</td>
<td>16</td>
</tr>
<tr>
<td>278</td>
<td>44394</td>
<td>Drugs and Society</td>
<td>MWF</td>
<td>11:30-12:20</td>
<td>Norland</td>
<td>17</td>
</tr>
<tr>
<td>288</td>
<td>42158</td>
<td>Death &amp; Dying</td>
<td>T</td>
<td>7:30-9:50</td>
<td>Hebert</td>
<td>18</td>
</tr>
<tr>
<td>315</td>
<td>44798</td>
<td>Sociology of Gender &amp; Sexuality</td>
<td>M</td>
<td>7:30-4:45</td>
<td>McGary</td>
<td>19</td>
</tr>
<tr>
<td>318</td>
<td>41491</td>
<td>Internship</td>
<td>M</td>
<td>7:30-9:50</td>
<td>DiChiara</td>
<td>20</td>
</tr>
<tr>
<td>319</td>
<td>41564</td>
<td>Internship</td>
<td>M</td>
<td>7:30-9:50</td>
<td>DiChiara</td>
<td>20</td>
</tr>
<tr>
<td>328</td>
<td>46468</td>
<td>Society and the Individual</td>
<td>TR</td>
<td>10:50-12:05</td>
<td>Hardesty</td>
<td>21</td>
</tr>
<tr>
<td>340</td>
<td>44367</td>
<td>Sociological Theory</td>
<td>TR</td>
<td>2:05-3:20</td>
<td>McIeli</td>
<td>22</td>
</tr>
<tr>
<td>372</td>
<td>46481</td>
<td>Women and Crime</td>
<td>W</td>
<td>7:30-9:50</td>
<td>Cato-Scott</td>
<td>23</td>
</tr>
<tr>
<td>375</td>
<td>41634</td>
<td>Social Control</td>
<td>MW</td>
<td>1:30-2:45</td>
<td>Norland</td>
<td>24</td>
</tr>
<tr>
<td>376</td>
<td>43504</td>
<td>Juvenile Delinquency</td>
<td>MWF</td>
<td>12:30-1:20</td>
<td>McGeever</td>
<td>25</td>
</tr>
<tr>
<td>382</td>
<td>48990</td>
<td>Race and Ethnic Relations</td>
<td>M</td>
<td>7:30-9:50</td>
<td>Tejada</td>
<td>26</td>
</tr>
<tr>
<td>385H</td>
<td>49352</td>
<td>Illness Stories</td>
<td>TR</td>
<td>9:25-10:40</td>
<td>Hardesty</td>
<td>27</td>
</tr>
<tr>
<td>424</td>
<td>43505</td>
<td>Political Sociology</td>
<td>TR</td>
<td>3:30-4:45</td>
<td>Eichar</td>
<td>28</td>
</tr>
<tr>
<td>425</td>
<td>44804</td>
<td>Popular Culture</td>
<td>R</td>
<td>5:00-9:50</td>
<td>Banks</td>
<td>29</td>
</tr>
<tr>
<td>446</td>
<td>42282</td>
<td>Readings in Sociology</td>
<td>TBA</td>
<td>TBA</td>
<td>Eichar</td>
<td>30</td>
</tr>
<tr>
<td>463</td>
<td>44567</td>
<td>Social Change</td>
<td>TR</td>
<td>2:05-3:20</td>
<td>Morra</td>
<td>31</td>
</tr>
<tr>
<td>470</td>
<td>42068</td>
<td>Criminology</td>
<td>MWF</td>
<td>10:30-11:20</td>
<td>McGeever</td>
<td>32</td>
</tr>
<tr>
<td>471</td>
<td>42283</td>
<td>Readings in Criminal Justice</td>
<td>TBA</td>
<td>TBA</td>
<td>DiChiara</td>
<td>33</td>
</tr>
</tbody>
</table>

Full-time Faculty
Adjunct Faculty
**Requirements for the Major**

**Sociology B.A.**

**Sociology Major Program (B.A.)**
Sociology is the scientific study of social behavior. An undergraduate major in sociology is designed to increase students’ understanding of factors that determine social relationships and social organization. Sociology is useful to students interested in a wide variety of careers ranging from business and industry to government and human services. The department encourages students to combine their academic programs with future career interests through participation in individually designed internships.

Each student majoring in sociology is assigned a faculty advisor to help develop an individual program of study. The student’s academic program reflects specific intellectual interests and contributes to achieving educational and career objectives.

Majors in sociology must complete the five core courses (SOC 110, 242, 340, 343, and 418W). Majors must also complete three courses at the Foundation Level (9 credits) and two courses at the Advanced Level (6 credit hours).

All courses required for the major must be taken for a letter grade and may not be taken on a Pass/No Pass basis.

**Requirements for the Major**
Required credits: 36

**Core Courses (18 credits)**
- SOC 110 Introduction to Sociology
- SOC 242 Methods of Social Research (4 credits)
- SOC 340 Sociological Theory
- SOC 343 Statistical Analysis (4 credits)
- SOC 418W Senior Practicum (4 credits)

**Foundation Level Courses (9 credits)**
Select 3 courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 225</td>
<td>Women’s and Gay Rights Social Movements</td>
</tr>
<tr>
<td>SOC 271</td>
<td>Deviance</td>
</tr>
<tr>
<td>SOC 315</td>
<td>Sociology of Gender and Sexuality</td>
</tr>
<tr>
<td>SOC 326</td>
<td>Sexuality and Social Conflict</td>
</tr>
<tr>
<td>SOC 328</td>
<td>Society and the Individual</td>
</tr>
<tr>
<td>SOC 351</td>
<td>Health and Illness</td>
</tr>
<tr>
<td>SOC 363</td>
<td>Urban Sociology</td>
</tr>
<tr>
<td>SOC 364</td>
<td>Collective Behavior and Social Movements</td>
</tr>
<tr>
<td>SOC 366</td>
<td>Work and Leisure</td>
</tr>
<tr>
<td>SOC 377</td>
<td>Contemporary Studies in Sociology</td>
</tr>
<tr>
<td>SOC 375</td>
<td>Social Control</td>
</tr>
<tr>
<td>SOC 382</td>
<td>Race and Ethnic Relations</td>
</tr>
</tbody>
</table>

**Advanced Level Courses (6 credits)**
Select 2 courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 419</td>
<td>Applied Research Internship</td>
</tr>
<tr>
<td>SOC 420</td>
<td>Social Relations</td>
</tr>
<tr>
<td>SOC 424</td>
<td>Political Sociology</td>
</tr>
<tr>
<td>SOC 444</td>
<td>Social Research and Social Policy</td>
</tr>
<tr>
<td>SOC 445</td>
<td>Applied Research Thesis</td>
</tr>
<tr>
<td>SOC 456</td>
<td>Social Welfare</td>
</tr>
<tr>
<td>SOC 460</td>
<td>Social Inequality</td>
</tr>
<tr>
<td>SOC 463</td>
<td>Social Change</td>
</tr>
<tr>
<td>SOC 477</td>
<td>Advanced Studies in Sociology</td>
</tr>
</tbody>
</table>

**Requirements for a minor in Sociology**
SOC 110 and 12 additional credits. Faculty advisors will provide students with course recommendations for the minor that reflect individual educational and career objectives. All courses applied to the minor must be taken for a letter grade with a minimum grade point average of 2.0. Among the additional credits in sociology, students must take at least two courses at the foundation or advanced level. Students must formally declare the minor by completing a Change of Major form.
**Requirements for the Major**

**Criminal Justice Requirements**

The Criminal Justice Program offers courses in the study of criminal behavior, criminal law, and proactive and reactive strategies of social control of crime. It is unique in the following ways:

- The program emphasizes an interdisciplinary view of crime and its control, including policing, crime prevention through personal change and community development, taught within the context of the traditional liberal arts
- The program offers opportunities to study within agencies dealing with crime and justice
- The program offers courses that broadly educate students in the full range of issues related to the social nature of crime, criminal law and social control

**Requirements for the Major**

**Required credits:** 40

**Required courses** (7 courses, 22 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 170</td>
<td>Introduction to Criminal Justice</td>
</tr>
<tr>
<td>SOC 242</td>
<td>Methods of Social Research (4 credits)</td>
</tr>
<tr>
<td>POL 250</td>
<td>Law and the Justice System</td>
</tr>
<tr>
<td>SOC 271</td>
<td>Deviance</td>
</tr>
<tr>
<td>SOC 318</td>
<td>Internship</td>
</tr>
<tr>
<td>SOC 470</td>
<td>Criminology</td>
</tr>
<tr>
<td>SOC 473W/POL 453W</td>
<td>Crime, Law, and the Administration of Justice</td>
</tr>
</tbody>
</table>

**Electives**

**Group A: Perspectives on Human Behavior** (three courses, 9 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 273</td>
<td>International Organized Crime</td>
</tr>
<tr>
<td>SOC 278</td>
<td>Drugs and Society</td>
</tr>
<tr>
<td>SOC 372</td>
<td>Women and Crime</td>
</tr>
<tr>
<td>SOC 376</td>
<td>Juvenile Delinquency</td>
</tr>
<tr>
<td>SOC 378</td>
<td>Studies in Criminal Behavior</td>
</tr>
<tr>
<td>SOC 382</td>
<td>Race and Ethnic Relations</td>
</tr>
<tr>
<td>SOC 475</td>
<td>Race, Ethnicity and Crime</td>
</tr>
<tr>
<td>SOC 476</td>
<td>Street Gangs</td>
</tr>
<tr>
<td>POL 421</td>
<td>Political Violence</td>
</tr>
<tr>
<td>PSY 242</td>
<td>Adolescent and Emerging Adult Development</td>
</tr>
<tr>
<td>PSY 262</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PHI 233</td>
<td>Organizational Ethics</td>
</tr>
</tbody>
</table>

**Group B: Law and the Response to Social Conflict** (three courses, 9 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 274</td>
<td>Sociological Analysis of Prisons and Corrections</td>
</tr>
<tr>
<td>SOC 277</td>
<td>Policing Society</td>
</tr>
<tr>
<td>SOC 319</td>
<td>Internship</td>
</tr>
<tr>
<td>SOC 330</td>
<td>The Law and Forensic Evidence</td>
</tr>
<tr>
<td>SOC 375</td>
<td>Social Control</td>
</tr>
<tr>
<td>SOC 379</td>
<td>Studies in Crime Control</td>
</tr>
<tr>
<td>POL 351</td>
<td>Criminal Law and Procedure</td>
</tr>
<tr>
<td>POL 450</td>
<td>Constitutional Law</td>
</tr>
<tr>
<td>POL 451</td>
<td>Civil Liberties &amp; Rights</td>
</tr>
<tr>
<td>POL 452</td>
<td>Jurisprudence</td>
</tr>
</tbody>
</table>

**Requirements for the Minor**

- SOC 170 Introduction to Criminal Justice
- SOC 242 Methods of Social Research (4 credits)
- SOC 473W/POL 453W Crime, Law, and the Administration of Justice

Students must take one additional course from Group A or B or a 3 credit internship
Sociology is an outgrowth of the unique capacity of human beings to wonder about their own and others' behavior. If you've ever wondered why people generally stand meekly in line and wait their turn, rather than aggressively push their way to the front or about why sexual activities have so many rules about what, when and under what conditions they are permissible -- then you have experienced the same curiosity about social life which is at the core of sociology.

The overall intention of the course is to assist students in developing a sociological consciousness, entailing a critical, yet creative, view of the social structures of our daily lives. We will go beyond common sense notions about social reality to analyze the social meanings and arrangements we might ordinarily take for granted. We will seek in a sense to "demystify" contemporary American society with particular reference to the implications for our own individual biographies.

Other goals include:

To become sensitive to the myriad of different cultural values and norms that pervade human societies.

To become less ethnocentric by becoming more analytical about other groups of people, other forms of behavior and other social values.

To understand the process of socialization of humans: the effects that different agencies of socialization (families, peer groups, school bureaucracies, etc.) have on the growth and development of humans.

To become aware of the different ways in which humans define their situations and act on the basis of sex, social class, age, race, ethnic group, family, or nationality.

To begin to comprehend the complex relations between the various institutions of society: economic, political, family, religious, etc.

Section 41651 TR 10:50-12:05 3 credits
Section 41652 TR 4:50-6:05 3 credits
Section 43226 TR 3:30-4:45 3 credits
Section 44070 MW 2:55-4:10 3 credits
Section 44940 TR 9:25-10:40 3 credits
Section 45112 MWF 9:30-10:20 3 credits

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice
Course Overview
This course is an examination of contemporary social issue and social problems within American society and the global community. The course will describe essential elements and the relativity of a variety of social issues in the areas of: deviance and criminal behavior, family issues, social inequality, health and medical issues, and the global community.

The student will learn that each social issue is typed according to a specific theoretical basis and will be encouraged to explore the specific social problems with an emphasis on the organizational response to the problems. Subsequently, students will be encouraged to explore alternative problem-solving strategies. This course is also designed to sensitize the student to the roles that race, ethnicity, gender and sexual preference play in societal definitions of contemporary social issues.

As a result, the student will not only gain an understanding of the contemporary social problems, but will also learn how to critically think about these issues from a variety of Sociological perspectives.

SECTION 48964 TR 3:30-4:45 3 CREDITS

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice
What is welfare? Is it money the state gives to poor people? Is it Food Stamps? Does it include housing and medical care? What is meant by corporate welfare – do corporations really get welfare? What about the middle class, do they get welfare too? Is Social Security welfare? What about all this talk about prescription drugs – what does that have to do with the Medicare system? Is this part of welfare as well?

Welfare is confusing, and the purpose of this class is to make the U.S. welfare system understandable. We will examine the origins and historical development of the U.S. welfare system by focusing on four important periods in its evolution: the 1920s Progressive era, the 1930s New Deal, the 1960s War on Poverty, and the 1990s end of welfare entitlement. We will also learn about the different programs that make up the U.S. Welfare system, such as Social Security, Food Stamps, Temporary Assistance to Needy Families (cash welfare program), Medicaid and Medicare, to name a few, and will examine how effective these programs have been in addressing poverty and the needs of vulnerable populations.

Finally, we will also address the issue of "corporate welfare," a term that is being increasingly used in the media. Essentially, we will explore the extent and nature of governmental assistance to corporations and businesses and consider the impact this has on social reforms. By doing so, we will broaden our understanding of the role that government plays in our society by examining the subsides that it makes to different groups of people – corporations and businesses, the rich, the middle classes, as well as the poor.

The course will provide a hands-on learning approach in discovering and uncovering many misconceptions of poverty and social welfare policy.

SECTION 42718 MW 4:20-5:35  3 CREDITS

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice
SOC 130 CULTURAL ANTHROPOLOGY

Professor William Farley

Many of us can relate to reactions of surprise, curiosity, discomfort, confusion, fascination, or incomprehension (and possibly a few of these at once) when faced with a situation of cultural difference. Using an approach informed by cultural relativism, anthropologists endeavor to understand the local logics of cultural systems through intensive, first-hand participant observation research methods. Ideas and behaviors that may seem at first peculiar, illogical, or bizarre, can come to make sense when understood within their own cultural system. In this class students will learn to appreciate how their own experience and culture endows them with a particular rich perspective and history. At the same time, however, students will endeavor to comprehend and respect other peoples and cultures, and avoid narrowly evaluating them according to their own familiar standards.

Anthropology developed as a way to examine human diversity and explain cultural difference. The discipline consists of four sub-fields: archaeology, biological/physical anthropology, linguistic anthropology, and socio-cultural anthropology. Over a century ago cultural anthropology was a young comparative social science concerned with small-scale, non-western “primitive” societies. In the context of colonial and imperial expansion, anthropologists examined cultures that appeared to be “exotic” and disappearing in the wake of what was called “contact.” Today cultural anthropology applies its methods and perspectives to research in communities far beyond the discipline’s early focus on “exotic” and non-literate peoples.

This course provides a broad introduction to the concepts, methods, and debates in cultural anthropology. We will explore how anthropological approaches relate to contemporary issues of today’s complex, globalized, and seemingly homogenizing world. Among the themes we will discuss are cross-cultural patterns of consumption, exchange, symbols, language, identity, religion, art, and the social construction of race and gender.

SECTION 44214    MW      1:30-2:45     3 CREDITS

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice
SOC 170 INTRODUCTION TO CRIMINAL JUSTICE

Professors Jim Brewer
Lisa Cato-Scott
Kelly McGeever

This class will survey major social institutions created to define and control criminal behavior. Second, the course will illustrate how one can determine the underlying moral and political principles and the professional and economic interests that form the foundation of the criminal justice system. Third, the course introduces the ways in which rates of crime are determined, the structure, operation and effectiveness of the major criminal justice agencies, and the major contemporary issues in crime control.

This course is designed to introduce to students the criminal justice system in the U.S. The course emphasizes a sociological analysis of the structure, process and effectiveness of criminal justice systems. That is, the course approaches the criminal justice system as a social system that is constituted by a combination of micro-sociological, structural, historical and cultural factors.

1. An overview of the American criminal justice system as a historically and structurally situated system of human behavior
2. The philosophical basis of criminal justice policies
3. Current trends in crime and victimization
4. Practical problems in law enforcement and corrections
5. Current debates about crime and social control policies

SECTION 42156 MW 2:55-4:10 3 CREDITS
SECTION 42157 W 5:00-7:20 3 CREDITS
SECTION 44731 TR 3:30-4:45 3 CREDITS

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice
This is a required course for Sociology and Criminal Justice majors. The study of society leads us to ask questions about the nature of social life. Why are people homeless? How have the racial attitudes of Americans changed over the years? Why do some colleges have more student activism than others? What factors explain changes in imprisonment practices? How do temporary workers adjust to their work settings? The goal of social research is to use scientific methods to find out answers to these and other questions about human social behavior.

This course is a basic introduction to the social research process. You will learn about the logic of scientific research, the strengths and weaknesses of various research methods, the process of drawing conclusions, and the "real world" problems faced by researchers. A series of assignments will give you "hands on" experience with the research process. Successful completion of the course should provide you with enhanced critical thinking skills, an improved ability to be a "consumer" of social research in journals and in the media, and some basic expertise in research methods that you can apply in future courses or your careers.

Goals of the course:
1. Students will demonstrate an understanding of the importance of social research and the role of scientific methods in producing valid knowledge.
2. Students will learn the logic of scientific research and the basic elements of research design and measurement.
3. Through reading, discussion, and practical application, students will develop a basic understanding of how to do social research, including knowledge of the strengths and weaknesses of the major techniques used by social researchers.
4. Students will be able to discuss the ethical and political context of social research.
5. Students will demonstrate improved ability to find and to evaluate the quality of information in the library and from the Internet.
6. Students will improve their critical thinking skills.
7. Student efforts will cumulate in a research proposal or a quantitative paper.

SECTIONS

<table>
<thead>
<tr>
<th>SECTIONS</th>
<th>TR/MW</th>
<th>Time</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>43265</td>
<td>TR</td>
<td>9:00-10:40</td>
<td>4</td>
</tr>
<tr>
<td>43712</td>
<td>TR</td>
<td>10:50-12:30</td>
<td>4</td>
</tr>
<tr>
<td>48977</td>
<td>MW</td>
<td>5:45-7:00</td>
<td>4</td>
</tr>
</tbody>
</table>

Prerequisite: SOC 110 or SOC 170

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice
SOC 254    SOCIOLOGY OF THE FAMILY

Professor

How do families really work? In order to understand contemporary families, they must be placed in historical context. In this course we will examine the transformation of families throughout American history, and the economic, political, and social forces that shaped them in the past and the present. An important aspect of the course will be a critical examination of American society: Who benefits under the existing arrangements and who does not? We will consider how family organization and experience vary by social class, gender, race, and sexuality and how material conditions of people’s lives shape attitudes, behaviors, and family patterns. We will compare the myths with the complexities of family life in the past and develop an appreciation for the diverse outcomes that has accompanied change over time and the ambiguities of contemporary family experiences.

Section 43712    M    5:00-7:20    3 credits

Prerequisite: SOC 110

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice
This course will examine the diversity of the Caribbean American culture, the impact of colonization and slavery on the family structure, the pattern of migration including family separation, culture shock, child discipline and other adjustment issues for families; and the implications of these factors for education, politics and social relations within the Caribbean American communities and their interaction with the host society.

Course Objectives:

Examine the evolution of the Caribbean family coming out of colonization and slavery, and on that basis, inform students of the patterns of Caribbean lives.

Explore how different social and psychological factors impact family dynamics and human development.

Examine issues pertaining to immigration, assimilation and acculturation.

The course will have a lecture/discussion format with a heavy emphasis on class participation.

SECTION 42763     W     7:30-10:00     3 CREDITS

Prerequisite:  SOC 110 OR AFS 110 OR AFS 111

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice
SOC 271W DEVIANCE

Professor Stephen Norland

The main issues we study in this class center around understanding many of the intriguing questions about deviance, such as why all societies have some and why the nature of the deviance changes over time. Sometimes societies generate new kinds of deviance. At other periods, the rules change so that a behavior is no longer thought of as wrong. Another pattern that sociologists note is that rules in one circumstance are enforced, but in other situations they are ignored. This course reviews the major sociological theories developed to explain these and other questions about the phenomenon of deviance. Students will also read historical and contemporary research that relates to the theoretical perspectives. Two themes that weave their way through various topics are that deviance is closely related to social order, and that people thought to be conventional have a lot to do with producing deviance in their society.

SECTION 46455  MWF  9:30-10:20  3 CREDITS

Prerequisite: SOC 170, SOC 110

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice
This course is an overview of the U.S. correctional system. It examines crime and punishment from a historical perspective including the development of incarceration as an alternative to public executions, whippings, branding and use of the stocks. It will look at early prisons and jails in the United States and the current state of corrections. Topics covered include: sentencing and the correctional process, jails, probation and intermediate sanctions, prisons, parole and prisoner reentry into society, the juvenile correctional system, custody and treatment, the death penalty, correctional challenges and the future of corrections.

Students in Sociological Analysis of Prisons and Corrections will focus on the following issues:

- How correctional policies are formulated and implemented
- Crucial issues in today's correctional systems
- The role of private correctional agencies
- Current practices and issues regarding the death penalty
- Pre-trial services and diversion programs
- Prisoner reentry into society

SECTION 49793 MW 2:55-4:10 3 CREDITS
Prerequisite: SOC 170 or SOC 110

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice
This course is an overview of the history, functions and organization of policing systems in the U.S. It will examine modern policing in the U.S. through an emphasis on contemporary issues effecting the police, the police organization and management, and policing strategies, which include such topics as police ethics, community perceptions of police, use of force, police deviance, hazards in police work, police pursuit, and community policing. This course is designed to be an exploration of contemporary issues concerning policing as seen through the eyes of students, the general population and the police. It is an opportunity to draw on what you have learned through experience or observation and in other studies, particularly within the fields of psychology, sociology and criminal justice, and relate this knowledge in light of the policing issues discussed.

SECTION 43267   W    7:30-9:50    3 CREDITS
Prerequisite:  SOC 110, SOC 170

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice
The study of drugs in society is an effort to unravel some of our cultural contradictions. Why, for example, do we spend millions of dollars encouraging some drug use and, at the same time, spend more millions of dollars discouraging other drug use? What is really behind our country’s declarations of war on various drugs? Officials regularly claim that drug epidemics are taking place and pass laws and develop policies to respond. The course examines the validity of these claims and the impact of those actions on drug use patterns. The course considers how responding to drug problems affects communities. In addition to studying the mysterious grounds on which substances get classified as beneficial or harmful, we also begin to put together the puzzle of how patterns of drug use and abuse get established. We learn why rates of drinking are high for some age categories, how people change from experimental use to a pattern of more dedicated use, and how certain occupations shape drug use experiences. The course also examines a variety of social policies regarding the control of drug use, including law enforcement, treatment, and education programs. We look at both domestic efforts and those that take place in other countries.

Students may anticipate both objective and essay examinations. Class sessions ordinarily involve lecture and discussion.

SECTION 44394   MWF 11:30-12:20   3 CREDITS
PREREQUISITE: SOC 170

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice
"There is a beginning and an ending for everything that is alive. In between is living." (from Lifetimes by Mellonie and Ingpen)

This course will examine death and dying as personal and societal issues. Death will be examined from a lifespan perspective, with emphasis on how life is enhanced through knowledge of death. Course participants are assumed to have the desire to understand better what death means to people growing up within today's society; the willingness to confront their personal concerns and fears about dying; the interest in helping others cope more effectively with loss, grief, and bereavement.

By the end of the course, students should be familiar with major writers in the field of death studies and major issues related to death and dying, and should have a better understanding of cultural and religious perspectives on death. They should have an increased awareness of, and sensitivity to, the needs of individuals coping with their own dying or that of loved ones and be able to articulate their own philosophy of death and dying.

Class activities will include readings, mini-lectures, guest speakers, group discussions, debates, role playing, reflection papers, group reports, and field trips.

Grading is based on attendance and participation, homework assignments, quizzes, take-home exams, interview reports, group report. Opportunities are provided for students to do additional work to improve their grade.

SECTION 42158    T    7:30-9:50    3 CREDITS

PREREQUISITE: SOC 110

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice
This course examines gender and sexuality and important social categories. We investigate the ways in which categories of gender and sexuality structure people’s lives and shape people’s identities. Through these examinations, we explore the interconnectedness of people’s experiences of gender and sexuality. We focus on the ways in which gender and sexuality are socially constructed by society. We examine how what we are taught about gender and sexuality affects our identity, relationships with others, and our social status.

SECTION 44798  M  7:30-9:50  3 CREDITS

Prerequisites: GS 100 and SOC 110, or permission of instructor.

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice
Internships are designed to integrate students into the world of work, but as student/interns more than a specific number of hours worked is required of you to earn full credit for the course. The point of the internship experience is to afford an opportunity for students to interact with the "real world" in the context of their academic training. The reason for having the interns meet in a classroom setting is to keep the academic nature of the programs and internship experience at the forefront of our work. Therefore, internships in the Department of Sociology and the Criminal Justice Program ask students to do more than merely show up for work. In other words, we expect students to rigorously observe the work site and think about their work. So when working as an intern the student is also working as a field researcher, gathering data about the setting they are in and applying theories to understand that data and their place in the internship setting and the larger social system. All course requirements and assignments are on Blackboard.

SECTION 41491 M 7:30-9:50 3 CREDITS
SECTION 41564 M 7:30-9:50 3 CREDITS
Prerequisite: Junior or Senior status, GPA of 2.5 for non majors and written approval of advisor

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice
SOC 328 SOCIETY AND THE INDIVIDUAL  
Professor Monica Hardesty

This course will build upon C. Wright Mill’s ideas on “sociological imagination” the ability to see the interconnectedness of personal troubles and public issues. Four texts have been selected to explore the impact of society (culture, social structure and social change) upon the individual. All of these texts have one thing in common; they confront important social issues of the body and identity. They explore such diverse topics as eating disorders, compulsive dieting, illness, depression, body decoration, stigma, resistance, alternative subcultures, social control, gender and class identities and the impact of global markets. The texts provide an excellent opportunity to learn the historical, cultural and economic contexts of these issues as well as their troubling effect on individuals.

Required Texts

- The Cult of Thinness by Sharlene Hesse-Biber
- Speaking of Sadness by David Karp
- Tattooed by Michael Atkinson
- Fashion and its Social Agendas by Diana Crane

SECTION 46468 TR 10:50-12:05 3 CREDITS  
Prerequisite: SOC 110

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice
SOC 340 SOCIOLOGICAL THEORY

Professor Melinda Miceli

This course is organized around a set of issues that is crucial to understanding the role of sociological theory in research. These issues include the cultural context in which ideas develop (sociology of knowledge), the nature and limits of scientific knowledge (epistemology), and the themes of social order and social change implied by the different perspectives. The theories and perspectives examined in this context include structural functionalism, conflict theory critical theory, symbolic interactionism, phenomenology, ethnomethodology, and some of the new directions and developments in sociological theory.

SECTION 44367   TR   2:05-3:20   3 CREDITS
Prerequisite: SOC 110

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice
Since the mid 1970s there has accumulated a significant body of literature on women and crime, and data from the FBI indicate that women now comprise one of the fastest growing groups of offenders. In addition, female criminality has raised questions of traditional criminological theory, which historically has been developed based upon typically male crime patterns.

This course examines the social construction of female criminality, historic and contemporary trends in female crime, the place of women in the social organization of crime control and a sociological analysis of the changing nature and consequences of female criminality in contemporary societies. The course serves as an introduction to a feminist reading of criminological theory.

SECTION 46481 W 7:30-9:50 3 CREDITS

Prerequisite: SOC 170 OR SOC 110 and junior standing; or permission of instructor

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice
SOC 375 SOCIAL CONTROL

Professor Stephen Norland

If a problem occurs between people, how does it get handled? Will one of them be punished? Might one of them be encouraged to seek professional treatment? In other cases one of the people in dispute might seek compensation and in still other situations, the disputants might attempt to reconcile. These are four of the major ways in which disputes or conflicts are dealt with in society. Studying the conditions associated with the use of these and other control styles is a major focus of Social Control.

In addition, we study why changes in social control take place. The course considers why societies moved away from public tortures to the use of prisons. Two of the other important developments in social control that the course examines are the trend toward increased punishment and increased use of medical controls. Other topics that this course focuses attention on are how increased surveillance and internet registries have become routine parts of social life.

The class format is lecture and discussion. Students have the opportunity to pursue their own interests in social control through individual research.

SECTION 40437      MW      1:30-2:45      3 CREDITS
Prerequisite:  SOC 110, SOC 170

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice
This is a junior level course that requires some familiarity with the basic foundations of sociological theory and analysis. The course will cover the sociology of delinquency, analysis of the juvenile justice system, and will focus on youth gangs, peer relational problems, and other risk factors of delinquency.

The most immediate concern is that students learn how to think sociologically about adolescence, juvenile delinquency and juvenile justice policy. The course is not designed as an overview of theory, but we will learn several of the major theories of delinquency and apply these to delinquency today. Overall, we will explore juvenile delinquency from a broad perspective that examines youth cultures, status offenses, and crime. Students will learn how to develop a sociological view of the relationship between youth, deviancy and society. The course will also address current delinquency prevention and intervention strategies and the important policy concerns surrounding juvenile crime and punishment. Further, students will be asked to consider delinquency in its historical, structural, cultural, and political dimensions. We will study the creation, operation, and reform of the juvenile justice system in the U.S. and other industrial societies, not only as systems of social control, but also as social constructions that reflect dominant images of youth and the place of youth in society.

Section 43504  MWF  12:30-1:20  3 credits
Prerequisite: SOC 110, SOC 170

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice
A major goal for the course is to increase our understanding of how race and ethnic relations shape our individual lives, the lives of others, and the nature of the society in which we live. While much of this course involves studying race and ethnic relations from a sociological perspective, another important role is to provide a forum for discussing issues of race and ethnicity. If we ever hope to "get along," we need to begin by listening to and understanding one another.

Some of the questions we explore in this course are:

What are ethnic and racial identities? How do they affect our lives? How are they changing? What will they be like in the future?

How do Americans “talk” about race and racial issues? How do people’s shared understandings shape race and ethnic relations in the U.S.?

Why does ethnic and racial inequality persist? What explains the disparities between racial and ethnic groups in the United States?

Why does discrimination persist? What forms does discrimination take in contemporary American society?

How are race and ethnic relations today shaped by the past? How does a historical perspective on race and ethnic relations help us understand current issues?

What are the social forces which shape current issues such as immigration, segregation, and affirmative action?

How have oppressed groups challenged racial and ethnic inequality? How do dominant groups respond? What can we do to create a more racially just society?

Section 48990  M  7:30-9:50  3 credits
Prerequisite:  SOC 110

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice
In her groundbreaking book Illness as Metaphor, Susan Sontag explains the symbolic power of illness in understanding the human condition. Being sick involves more than just ailing body; it involves a constellation of social and emotional experiences. Often people describe their illness as a passage or journey. Every ill person has an overwhelming need to have others understand this journey and they do so by telling stories. Moreover, doctors and patients create different kinds of narratives of sickness and healing and their stories are not wholly compatible and are often contradictory.

In this course, using the narrative paradigm we will consider an array of perspectives on sickness within communication, psychology, sociology, and anthropology. We will examine the illness experience and the personal, social and cultural contexts of illness. We will explore tension between dual narratives of illness: the life story of the sick person and the “medical case” of the doctor.

Illness stories will be explored through film. Students will analyze illness stories within their own families and of others who have written about their own or a family member’s illness journey. Students will work in groups to develop and present a unique illness story project of their own design.

Reading will include Selections from the Following Books:


Kathy Charmaz, Good Days, Bad Days: The Self in Chronic Illness and Time (1997)


Marion Cohen, Dirty Details: The Days and Nights of a Well Spouse (1996)

Rita Charon, Narrative Medicine (2006)


SECTION 39620 TR 9:25-10:40 3 CREDITS

This course satisfies an elective in Communication, Psychology and Sociology. Open to juniors or seniors with a GPA of 3.0 or by permission of the instructor.

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice
In this course we will consider relationships between the state and civil society. We will consider how the organization of civil society influences the operation of the political system and how the state’s activities, in turn, shape the social order. We will be particularly interested in looking at the relationship between the political system and a society’s constellation of social groups and categories: race and ethnic groups, religion, social class, gender and other interest groups. We will also look at the intersection of economic power and political power. Among the major topics to be explored are: the distribution of and uses of power and authority, different theories of the state, American vs. European welfare-state regimes, the social prerequisites of democracy, the impact of globalization on social policy, corporate power, ethnic and racial conflict, social and political movements, and civic and political participation.
Popular culture like television, film and music is pervasive in society and helps construct our understanding of reality and our own self-identity. This course explores the production, content and audience interpretation of this culture. The content of popular culture is examined, exploring the themes and values prominent in these media. What underlying ideas does this culture promote about such concepts as success, equality, individually, social responsibility, freedom, sexuality, crime and poverty? This survey will examine popular culture from a broad perspective, and also look more specifically at various genres of culture, such as reality TV shows, hip hop music and action adventure films. Also considered are how various groups in society are represented in culture such as different economic classes, racial and ethnic minorities, genders and sexual orientations. Special attention is given to the role of advertising in culture.

Section 44804 R 5:00-7:20 3 credits
Prerequisite: SOC 110, CMM 110, or CMM 240

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice
SOC 446 READINGS IN SOCIOLOGY

Professor Doug Eichar

Student-initiated independent study under the supervision of a faculty member. This course addresses two purposes: the in-depth study of a topic that is not represented in the department's course offerings, or the completion of a major requirement that cannot be satisfied due to scheduling conflicts. Students must prepare a proposal project, a schedule of meetings with the faculty member, the specific assignments to be completed, and a suggested mode of evaluation. This proposal must be approved by the faculty supervisor before the end of the second week of the semester.

SECTION 42282 ARRANGED 1-4 CREDITS
Prerequisite: SOC 110 and junior or senior standing

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx
https://www.facebook.com/UniversityOfHartfordCriminalJustice
SOC 463 SOCIAL CHANGE

Professor John Morra

By the end of the course it should be clear that your future and the social changes you will experience will not be understandable or controllable without an appreciation of the global nature of the modern world system and the environmental limits upon it. If you think some of these possible events should not occur, we will also examine how to create social change. This will help you actively construct the future, rather than passively accepting the future constructed by others. In addition, all members of the class will take part in some sort of community service, such as Educational Main Street.

THE GOALS OF THIS COURSE ARE TO:
1) increase your awareness of national and international events and processes and how your own experiences & actions are related to these events and processes.
2) focus on selected areas of social change, such as science and technology, population, employment, selected cultural beliefs and norms, and especially the society-environment interactions and the “modernization” of the less developed countries.
3) increase your knowledge of sociological methods and theories, especially their application to understanding social change.
4) help you understand how one can work toward social change.
5) increase your skills in critical thinking, written communication, and collaboration.

SECTION 44567        TR  2:05-3:20        3 CREDITS
Prerequisite:  SOC 110

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice
This upper-level course is centered on the empirical grounding knowledge about criminal behavior and applies criminological theory to specific criminal activities. Knowledge of basic criminological theory and the major sources of information on criminal behavior is essential for this course. A main component of the course is to fully understand the historical foundations, chief assumptions, and policy implications of criminological theories. The topics selected for close study include organized crime; violent crime; gang crimes; and white collar crime, among others. In addition, the course applies criminological insights to the fields of corrections, community development and economics, and policy formation, as well as social reactions to crime.

SECTION 42068 MWF 10:30-11:20 3 CREDITS
Prerequisite: SOC 170 and SOC 271

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx
SOC 471  READINGS IN CRIMINAL JUSTICE

Professor Albert DiChiara

Student-initiated independent study under the supervision of a faculty member. This course addresses two purposes: the in-depth study of a topic that is not represented in the department's course offerings, or the completion of a major requirement that cannot be satisfied due to scheduling conflicts. Students must prepare a proposal project, a schedule of meetings with the faculty member, the specific assignments to be completed and a suggested mode of evaluation. This proposal must be approved by the faculty supervisor.

SECTION 42283  ARRANGED  1-4 CREDITS
Prerequisite Junior or Senior standing
FULL-TIME SOCIOLOGY FACULTY

Albert DiChiara, Ph.D. (University of Missouri-Columbia). Director, Criminal Justice Program. Criminology, Juvenile Delinquency, Gangs, Organized Crime.

Douglas Eichar, Ph.D. (Columbia University). Chair, Department of Sociology, Work and Leisure, Political Sociology, Theory.


Kelly McGeever, Ph.D. (University at Albany). Criminology, Corrections, Communities and Crime.

Miceli, Melinda S., Ph.D. (State University of New York–Albany). Associate Professor of Sociology, Hillyer College

Stephen Norland, Ph.D. (University of Iowa). Deviance, Social Control, Drugs and Drug Policy.

Tejada, Karen, Ph.D (University at Albany). Assistant Professor of Sociology, Hillyer College

Younts, C. Wesley, Ph.D. (University of Iowa). Associate Professor and Director of the Center for Social Research.

http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice
ADJUNCT SOCIOLOGY FACULTY

Roxanne Williams Armstrong, M.S.W (University of Connecticut)

James Brewer, J.D (Quinnipiac University School Of Law) Freiheit LLC.

Lisa Cato-Scott, MS. Adult Probation Officer, Women Offender Case Management, New Britain Office

Michael Hebert, M.S.W. (University of Connecticut).

Claudia Jones, J.D. (University of Connecticut School of Law) Connecticut Public Defender

William Farley, ABD, Ph.D in Anthropology (University of Connecticut)

Nicky McGary, ABD, Ph.D. in Sociology (University of Connecticut)

John Morra, (Vanderbilt University).

Josiah Ricardo, M.S.W. (University of Connecticut)


http://www.hartford.edu/A_and_S/departments/sociology/program_ba/default.aspx

https://www.facebook.com/UniversityOfHartfordCriminalJustice