UNIVERSITY OF HARTFORD

College of Arts and Sciences

Sociology

And

Criminal Justice

Fall 2016 Courses
<table>
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<td>40351</td>
<td>Intro to Sociology</td>
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Full-time Faculty Listing
Adjunct Faculty Listing
Sociology B.A. Requirements

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:
SOC 225 Women's & Gay Rights Social Movements
SOC 271 Deviance
SOC 315 Sociology of Gender and Sexuality
SOC 326 Sexuality and Social Conflict
SOC 328 Society and the Individual
SOC 351 Health and Illness
SOC 363 Urban Sociology
SOC 364 Collective Behavior & Social Movements
SOC 366 Work and Leisure
SOC 377 Contemporary Studies in Sociology
SOC 375 Social Control
SOC 382 Race and Ethnic Relations

Advanced Level Courses (6 credits)
Select 2 courses from the following:
SOC 419 Applied Research Internship
SOC 420 Social Relations
SOC 424 Political Sociology
SOC 444 Social Research and Social Policy
SOC 445 Applied Research Thesis
SOC 456 Social Welfare
SOC 460 Social Inequality
SOC 463 Social Change
SOC 477 Advanced Studies in Sociology

Requirements for the Minor
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.
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)
SOC 170 Introduction to Criminal Justice
SOC 242 Methods of Social Research (4 credits)
POL 250 Law and the Justice System
SOC 271 Deviance
SOC 318 Internship
SOC 470 Criminology
SOC 473W/POL 453W Crime, Law, and the Administration of Justice

Electives

Group A: Perspectives on Human Behavior (three courses, 9 credits)
SOC 273 International Organized Crime
SOC 278 Drugs and Society
SOC 372 Women and Crime
SOC 376 Juvenile Delinquency
SOC 378 Studies in Criminal Behavior
SOC 382 Race and Ethnic Relations
SOC 475 Race, Ethnicity and Crime
SOC 476 Street Gangs
POL 421 Political Violence
PSY 242 Adolescent and Emerging Adult Development
PSY 262 Abnormal Psychology
PHI 233 Organizational Ethics

Group B: Law and the Response to Social Conflict (three courses, 9 credits)
SOC 274 Sociological Analysis of Prisons and Corrections
SOC 277 Policing Society
SOC 319 Internship
SOC 330 The Law and Forensic Evidence
SOC 375 Social Control
SOC 379 Studies in Crime Control
POL 351 Criminal Law and Procedure
POL 450 Constitutional Law
POL 451 Civil Liberties & Rights
POL 452 Jurisprudence

Students must take one additional course from Group A or B or a 3 credits internship

Requirements for the Minor

SOC 170 Introduction to Criminal Justice
SOC 242 Methods of Social Research (4 credits)
SOC 271 Deviance
SOC 470 Criminology
SOC 473W/POL 453W Crime, Law, and the Administration of Justice
SOC 110 INTRODUCTION TO SOCIOLOGY

Instructors
Douglas Eichar
Amanda Freeman
Monica Hardesty
John Morra

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 40351 TR 10:50-12:05 3 credits
Section 40352 MWF 10:30-11:30 3 credits
Section 41813 MWF 12:30-1:30 3 credits
Section 42588 MW 2:55-4:10 3 credits
Section 43345 TR 9:25-10:40 3 credits
Section 43425 MWF 9:30-10:20 3 credits
Section 43974 TR 8:00-9:15 3 credits

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

https://www.facebook.com/UniversityOfHartfordCriminalJustice
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 43783  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 41363  M  5:00-7:20  3 CREDITS
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 42723  MW  1:30-2:45  3 CREDITS

http://www.hartford.edu/A_and_S/departments/sociology/programBa/default.aspx
https://www.facebook.com/UniversityOfHartfordCriminalJustice
This course will introduce students to the criminal justice system in the United States. The course will examine several topics, including the history of the criminal justice system, the criminal justice system as a system of social control, current trends in crime and victimization, and policy formulation. It will also focus on the major components of the criminal justice system including the police, the courts, and corrections.

SECTION 40827  MW  4:20-5:35  3 CREDITS
SECTION 40828  MWF  9:30-10:20  3 CREDITS
SECTION 43169  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 class provides an overview of the methods most commonly used in Sociology and related social science disciplines such as Criminal Justice. We have three goals for this class. First, students will be able to use theories to inform empirical research, and vice-versa. Second, students will be able to explain the key characteristics and advantages/disadvantages of major research designs (e.g., experiments, surveys, observational studies, content analysis). For each of the specific methods covered, we will pay special attention to issues of sampling, measurement, internal and external validity, data analysis techniques, and ethical considerations. Third, students will gain practical experience applying each of these research designs through in-class discussion of laboratory assignments. Student performance will be evaluated through in-class examinations and short written laboratory exercises.

SECTION 41850 TR  2:05-3:45  4 CREDITS
SECTION 42280 TR  10:50-12:30  4 CREDITS
SECTION 43784 MW  5:45-7:00  4 CREDITS
Prerequisite:  SOC 110 or SOC 170
Families are universally important social institutions. This course will place families in their historical, cultural and social contexts. We will consider how the organization and experience of families varies by social class, race, gender and sexuality, and how the material conditions of people's lives shape their attitudes and behaviors. The course will explore the tension between commonality and diversity of experiences among families. We will focus on both the public and private dimensions of families in the contemporary United States. Diversity and change will be central themes. We will examine the myths surrounding the “traditional” family, and compare the myths with the complexities of family life in the past, developing an appreciation for the changes that have shaped families today. The course concludes with an examination of public policy responses to changes in American families.

Section 42281  MW  2:55-4:10  3 credits
Prerequisite:  SOC 110
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 41399  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
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 43634  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, and branding. It will look at early prisons and jails in the United States, as well a wide range of correctional facilities used today, including jails, state prisons, federal prisons, private facilities and juvenile detention centers. Topics related to the current state of corrections include: goals of sentencing, the role of bail in incarcerating the poor, using correctional facilities as mental health institutions, parole and prisoner reentry, and the use of solitary confinement and the death penalty. Finally, there will be an examination of custody and management of facilities and clients, correctional challenges, alternatives to incarceration from a cross-national perspective and the future of corrections in the United States.

SECTION 44721   MW  2:05-3:20   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
SOC 277 A POLICING SOCIETY

Instructor
Clifford Thermer

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 41851  W  7:30-9:50  3 CREDITS
Prerequisite: SOC 110 or 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 42870 MWF 11:30-12:20 3 CREDITS
Prequisite: SOC 170

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

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"There is a beginning and an ending for everything that is alive. In between is living." ~ 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 40829 T 7:30-9:50 3 CREDITS
Prequisite: SOC 110

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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 43225  W  5:00-7:20  3 CREDITS
Prerequisites: GS 100 and SOC 110 or permission of instructor.

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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 40201  M  7:30-9:30  3 CREDITS
SECTION 40271  M  7:30-9:30  3 CREDITS

Prerequisite: Junior or Senior status, GPA of 2.5 for non majors and written approval of advisor

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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 42849    TR    2:05-3:20    3 CREDITS
Prerequisite: SOC 110
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 43636  W    7:30-9:50  3 CREDITS
Prerequisite: SOC 170 OR SOC 110 and junior standing or permission of instructor
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.

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

SECTION 40334   MW  1:30-2:45     3 CREDITS
Prerequisite:  SOC 110, SOC 170

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SOC 376 JUVENILE DELINQUENCY

Instructor
Kelly McGeever

This is a junior level course that requires some familiarity with the basic foundations of theory and analysis using a sociological and criminological perspective. The course will cover the sociology of delinquency, analysis of the juvenile justice system and treating juveniles as adults, criminalization processes and systems of social control such as the school-to-prison pipeline, and numerous risk factors of delinquency.

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, deviance, and society. The course will also address current delinquency prevention and intervention strategies and the important policy concerns surrounding juvenile crime and punishment. While this course is not designed as an overview of theory, several of the major theories of delinquency will be explored and applied to delinquency today.

Section 42080  TR  9:25-10:40  3 credits

Prerequisite: SOC 110, SOC 170

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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 43785 TR 6:10 – 7:20 3 credits

Prerequisite: SOC 110

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

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This course will explore the foundations of the symbolic interaction perspective and qualitative research methods in sociology. We will elaborate the contributions of classic theorists like George Herbert Mead, Georg Simmel, and Erving Goffman as well as investigate the works of their modern counterparts. As part of the course requirements, students will conduct an original naturalistic observation research project and paper.

Readings include:

- Sociology of Everyday Life by David Karp, William Yoels & Barbara Vann
- Presentation of Self in Everyday Life by Erving Goffman
- Stigma: Notes on the Management of a Spoiled Identity by Erving Goffman

This course satisfies the requirement of an advanced level course in the major.

SECTION 44734   MWF 11:30 - 12:20       3 CREDITS

Prerequisite: SOC 110
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

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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.

SECTION 42081  TR  3:30-4:45  3 CREDITS
Prerequisites: SOC 110 or POL 105
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 43230 R 5:00-7:20 3 credits
Prerequisite: SOC 110, CMM 110 or CMM 240

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This course is a 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 40953    ARRANGED    1-4 CREDITS
Prerequisite: SOC 110 and junior or senior standing

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SOC 470 CRIMINOLOGY

Instructor
Kelly McGeever

This upper-level course is centered on 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. Theory evaluation and application of theory to crime today are emphasized. Additionally the social construction of crime, terrorism, rape culture and sexual assault, mass murder and active shooting events, corporate crime, and “victimless” crimes will be topics selected for close study. Throughout the semester, criminological insights to policy formation, crime control, treatment and punishment, and social reactions to crime are considered.

SECTION 40743 TR 4:50-6:05 3 CREDITS
Prerequisite: SOC 170 and SOC 271

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https://www.facebook.com/UniversityOfHartfordCriminalJustice
This course is a 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 40954 ARRANGED 1-4 CREDITS
Prerequisite: Junior or Senior standing

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

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This course will focus on the relationship between race, ethnicity, and criminal justice. Topics include: racial and ethnic relations in society, the history of race and ethnicity in the criminal justice system, differences in victimization and offending by race and ethnicity, and racial and ethnic disparities at various stages of the criminal justice system. Theoretical frameworks are introduced to examine the disparities that exist at various stages. Topics such as police use of force, stop-and-frisk, and profiling will also be addressed.

Section 44747   MW   2:55 – 4:10   3 credits

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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; Work and Leisure, Political Sociology, Social Inequality.

Amanda Freeman, Ph.D. (Boston College). Poverty, Social Welfare, the Family.


Philip Levchak, Ph.D. (University of Iowa). Methodology, Race and Crime.

Kelly McGeever, Ph.D. (State University of New York-Albany). Criminology, Corrections, Communities and Crime.

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

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

Karen Tejada, Ph.D (State University of New York-Albany). Assistant Professor of Sociology, Hillyer College; Race and Ethnicity.

C. Wesley Younts, Ph.D. (University of Iowa). Director of the Center for Social Research; Methodology, Statistics, Deviance.

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ADJUNCT SOCIOLOGY FACULTY

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

Michael Hebert, MSW (University of Connecticut)

Mitzi Horowitz, MSW (University of Connecticut)

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

William Farley, ABD, Anthropology (University of Connecticut)

Nicky McGary, ABD, Sociology (University of Connecticut)

John Morra, ABD, Sociology (Vanderbilt University)

Josiah Ricardo, MSW (University of Connecticut)

Clifford Thermer, Ed.D. (University of Hartford), Connecticut State Police

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