College of Arts and Sciences

Sociology

And

Criminal Justice

Spring 2016 Courses

http://www.hartford.edu/a_and_s/departments/sociology/

https://www.facebook.com/UniversityOfHartfordCriminalJustice
### COURSE LISTING
### SPRING 2016

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<td>Intro to Sociology</td>
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<td>10:50-12:05</td>
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<td>14809</td>
<td>Intro to Sociology</td>
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<td>Street Gangs</td>
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**Full-time Faculty**

**Adjunct Faculty**

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Check out the department website, it is full of information

http://www.hartford.edu/a_and_s/departments/sociology/

https://www.facebook.com/UniversityOfHartfordCriminalJustice
Requirements for the Major

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

Required Courses: (18 credits)
SOC 110 Introduction to Sociology
SOC 242 Methods of Social Research
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 and 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 and Social Movements
SOC 366 Work and Leisure
SOC 375 Social Control
SOC 377 Contemporary Studies in Sociology
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 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.

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THE CRIMINAL JUSTICE MAJOR

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

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 421 Political Violence
PHI 233 Organizational Ethics
PSY 242 Adolescent & Emerg. Adult Devl.
PSY 262 Abnormal Psychology

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

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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 14808  TR  10:50-12:05  3 credits
Section 14809  MWF  12:30-1:20  3 credits
Section 16935  MWF  9:30-10:20  3 credits
Section 17001  MWF  11:30-12:20  3 credits
Section 17214  TR  3:30-4:45  3 credits
Section 17990  MW  4:20-5:35  3 credits

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SOC 113 CONTEMPORARY SOCIAL ISSUES

Professor John Morra

This course is an examination of social problems within American society and the global community. The course will describe essential elements and the relativity of a variety of social problems 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 social problems. 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 17215  MWF  11:30-12:20  3 CREDITS

http://www.hartford.edu/a_and_s/departments/sociology/

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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 17216    MW    5:45-7:00    3 CREDITS

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Introduction to Criminal Justice has several objectives. First it is a survey of the 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.

Students in Social Responses to Crime will learn the following:

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 system 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 15255      MW      4:20-5:35      3 credits
Section 15256      TR      9:25-10:20     3 credits
Section 16975      W       5:00-7:20      3 credits

http://www.hartford.edu/a_and_s/departments/sociology/

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This course provides a detailed examination of the social struggles for women’s and gay rights in the United States and in various countries across the globe. The main focus of the course is on the specific social conditions and events that precipitated battles for change in various social arenas. The outcomes of specific struggles and the impact they had on the social position of women and gay and lesbian people are analyzed.

Section 19713   TR   2:05-3:20   3 credits

Prerequisite: SOC 110
GS 100

http://www.hartford.edu/a_and_s/departments/sociology/

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SOC 254 SOCIOLOGY OF THE FAMILY

Professor Josiah Ricardo

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, race, gender, 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 15778 R 5:00-7:20 3 credits

Prerequisite: Soc 110

http://www.hartford.edu/a_and_s/departments/sociology/

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TEXT
Boyd- Franklin, Nancy. Black Families in Therapy- Understanding the African American Experience

Assigned Readings

COURSE DESCRIPTION
This course examines the unique experience of African American families in American society. The rich heritage and legacy of the African American population will be explored from a cultural, historical, psychological, and sociopolitical perspective. The course will examine the institution of slavery, and its structural impact on contemporary Black culture and family life. Special emphasis will be given to Afrocentric mental health treatment modalities and theories as a tool to develop knowledge regarding the dynamics of family functioning. The course is structured to permit open and critical reflection grounded in scholarly readings, case studies and personal experience.

OBJECTIVES
1. To learn about the unique culture and history of African American families.
2. To gain exposure to Afrocentric theory, clinical practice and treatment modalities.
3. To understand the multiple systemic dynamics that impacts the contemporary African American family and community.
4. To develop a broader understanding of the resiliency, strength and protective factors of the African American family.
5. To obtain knowledge of the tremendous contributions of African Americans to the American Society.

Section 15151 W 7:30-9:50 3 credits
(Cross listing: AFS 226)

Prerequisite: Soc 110

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In Deviance students study the unusual. Or, do they? At any one time, those labeled deviant are thought in some fundamental sense to be bizarre, strange, not like us. But since all societies have their own kinds of deviance, the fact that deviance is a social reality is not all that unusual. This course addresses how sociologists explain this and other intriguing questions. We examine how and why deviance changes its shape through history. Where witches once were a major deviance threat, they are not put to death anymore. Why? Young children get diseases now that they could never have just a few decades ago. Why are some behaviors deviant at one time, but not at other times? These are just a few of the questions which sociologists of deviance have thought about. The course reviews the major theories set forth to help us understand how deviance is structured in society, and the processes involved in making and changing deviance. In many ways, those of us who think we are not deviant play a significant part in forming the deviance problems society experiences.

Section 20987  MWF  9:30-10:20  3 credits

Prerequisite: SOC 170
SOC 110

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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 19726    T R    10:50-12:05    3 Credits

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This course is an overview of the history, functions and organization of policing systems in the United States. It will examine modern policing through an emphasis on contemporary issues affecting the police, the police organization and management, and policing strategies, which include such topics public perception of police including recording police activities, use of force, police deviance, technology enhancements, hazards in police work, police pursuits, 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, observations and research, and in other studies, particularly within the fields of psychology, sociology, and criminal justice. Students will relate this knowledge to the policing issues discussed through class discussion and research papers.

Primary Objective:

To instill in each learner a level of competence in the requisite knowledge necessary to understand the workings of modern police in light of contemporary issues.

SECTION 16583 R 5:00-7:20 3 CREDITS

Prerequisite: SOC 170 or SOC 110

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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 the course of the semester students are to work as interns in order to apply sociological insights to that experience by using the methods of sociological field work. In other words, we expect students to rigorously observe the work site and think sociologically about their work. So when working as an intern the student is also working as a sociological field researcher, gathering data about the setting they are in and applying sociological theories to understand that data and their place in the internship setting and the larger social system.

Section 14929 M 7:30-9:50 3 credits
Section 14932 M 7:30-9:50 3 credits

Prerequisite: SOC 110 OR SOC 170

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Internships are designed to integrate real world work experience into the student’s educational experience – to learn by doing. They provide opportunities to obtain important work experience as well as to learn and apply new academic skills. Internships supervised by Prof. Younts involve working a minimum of 120 hours per semester (for 3 credits) within the Center for Social Research, housed in the Department of Sociology and Criminal Justice on the University of Hartford campus. The Center primarily conducts research evaluating social programs serving Connecticut residents. These internships are designed to provide Criminal Justice (register for SOC 318) and Sociology (register for SOC 319) majors with direct experience conducting social research related to their major plan of study and anticipated careers (including pursuing graduate degrees). Students will be assigned to work on one or more research projects based on their skills and interests/career goals. Student interns will be expected to work the required hours in the Center and/or in the field, and may be assigned the following tasks: helping to design research projects; conducting literature searches and reviews; writing summaries of existing research; completing training for conducting research with human subjects; collecting data (e.g., through surveys, interviews, field observations); managing and entering data in MS Excel and various analysis software packages; organizing and maintaining paper copies of project documents and data collection instruments; analysis and interpretation of data; visiting research sites off-campus (e.g., at relevant state agencies). Students will also meet regularly with the Instructor and other interns and Center staff to discuss research projects, will be expected to complete several writing assignments related to the research project they are working on, and to reflect critically on their experiences during the internship. Ideally, students should have completed SOC 242 and/or SOC 343 prior to enrolling in this internship course, although exceptions may be made on a case-by-case basis. All students desiring to register for one of these internship sections must get signed “over-ride” approval from the Instructor prior to enrolling.

Section 21975  (318)  3 credits
Section 21988  (319)  3 credits

All students desiring to register for one of these internship sections must get signed “over-ride” approval from the Instructor prior to enrolling.

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HIS 368/SOC327 The dominant narrative of the 1960s in American culture is one of "sex, drugs, and rock 'n' roll," epitomized in the Woodstock festival. This course will try to understand this intense period of American history and consider whether "the 60s" can and should be understood as a cohesive decade. To do this, we'll begin in the 1950s, with the rise of the nuclear state and the postwar economic boom in the context of the Cold War and decolonization. Carrying those themes forward into the 1960s, the course will consider competing visions of civil rights, personal and social liberation, prosperity, war, and the American dream. The course will end with a consideration of the radical movements of the early 1970s, American disillusionment, and the rise of conservatism.

Section 19713 MWF 11:30-12:20 3 credits

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Why study statistics?

1. You need it to earn a sociology degree, but it is required for several reasons, which follow.
2. It's very likely you will need stats in your future career. Most careers, especially those using sociological knowledge and information, require the interpretation of statistical information in the professional literature or research reports. Many such careers also involve the actual creation and presentation of statistical information. Doing well in a statistics course should increase your future employability.
3. Equally important, statistical analyses permeate our daily life. Understanding statistics (and recognizing bad statistical analyses) should help you make better decisions in your personal life.
4. Finally, the careful attention to detail and the rigorous logic required in statistical analyses are not only valuable in their own right, but will serve you well in almost any occupation.

The goals of this course are to:
1. help you realize that statistical analysis is useful and can even be fun if you enjoy testing your ideas with empirical data;
2. increase your appreciation of what statistics can and cannot do;
3. teach some of the basic statistical techniques frequently used in social research;
4. describe the logic and basic assumptions behind the different techniques;
5. increase your ability to read critically the statistical results presented in social science articles and the public media; and
6. increase your knowledge and use of computers.

Course outline:
1. Measurement, variables, and hypotheses
2. Tables and graphs for the distribution of variable’s scores
3. Calculations of averages and measures of variation
4. The normal distribution and its use
5. Sampling methods and sampling distributions
6. Statistical inferences with z-test, t-test, etc.
7. Correlation and regression
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 16584   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.
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 the problem of co-offending and patterns of youth crimes. The specific course objectives are listed below.

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, music/style, status offenses, and crime. Students will learn how to develop a sociological view of the relationship between youth, deviancy and society. 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.

Course Objectives:
1. To learn about the origins and development of adolescence in Western industrialized societies, its related subcultural manifestations throughout modern American history, and to understand the problems faced by adolescents in the U.S. and in other advanced industrial nations.

2. To learn about the origins, operation and transformation of the juvenile justice system in the U.S. (with emphasis on Connecticut) with comparison to other countries.

3. To learn about juvenile crime and crime trends in the U.S. since 1890, to understand the reasons for these trends, to understand the methods and limitations of crime data collection techniques, and to explore ways to control juvenile crime.

4. To learn about youth crime in the U.S. and in other nations.

5. To develop skills in thinking sociologically about adolescence, juvenile crime and juvenile crime control.

SECTION 15855 T 7:30-9:50 3 CREDITS
Prerequisite: SOC 110 OR 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?
SOC 418W SENIOR PRACTICUM

Professor Monica Hardesty

This course represents the capstone course for sociology majors. Under faculty supervision, students will be required to work eight hours a week in a chosen agency or organization in the local community. Students will expand their field note taking and analytical skills that were begun in SOC 242. In a weekly seminar, students will work collaboratively to apply to their observations in the field the theories and concepts learned in SOC 440 and other 300-400 level SOC courses. In a final paper, students will develop a sociological analysis of their field work experiences.

This course satisfies the requirement for a writing-intensive course in the general education curriculum.

Section 16062 T 2:05-3:45 pm 4 credits
Prerequisite: Senior sociology major and SOC 242

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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 16186 W 7:30-9:50 3 credits
Prerequisite: SOC 242, SOC 343

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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 15257 TBA 1-4 credits

Prerequisites: SOC 110 and junior or senior standing

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Throughout human history, the existence of social inequality has been constant enough that many have argued its inevitability. Even in societies with affluence and abundance, the enormous gap between the haves and have-nots affords resources and privileges to some and leaves others struggling to survive. Despite the fact that Americans like to imagine that we live in a meritocracy where hard work makes anything possible, reality does not support such an optimistic scenario. This class will seek to explain the myths and realities of the drive to achieve the “American Dream.” We will analyze the patterns and processes of social inequality in its major forms—social class, racial, ethnic and gender—in order to understand how inequality, privilege, and disadvantage exert powerful influence on virtually all aspects of individual and group life.

Student Learning Objectives and Responsibilities:

1. You will be able to explain how social inequality is “structured” into the institutions and culture of society, not the result of fate or even entirely individual actions.
2. You will be able to demonstrate an understanding of how race, ethnic, gender, and social class diversity affect the distribution of power and opportunity.
3. You will be able to explain how social inequality is legitimated by dominant ideologies in politics and the mass media.
4. You will be able to explain how societies might endeavor to move toward greater social equality.

Section 17480  TR  4:50-6:05  3 credits
Prerequisite: SOC 110

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This course is an examination of formal organizations, bureaucracy, organizational structure and human behavior within organizations in American society, as well as our global community. The student will explore a variety of perspectives and will be challenged to form new approaches to the study of formal organizations.

In addition, students will be encouraged to explore the effects of individuals, groups, structure and process upon organizations, as well as organizations and their societal environments. As a result, the student will not only gain an understanding of the contemporary social issues within organizations, but will also learn how to critically think about these issues from a variety of perspectives.

Section 19739       MW       2:55-4:10       3 credits

Prerequisite: SOC 242

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SOC 470 CRIMINOLOGY
Professor Kelly McGeever

This course examines the nature, location, and impact of crime in the United States by exploring a broad range of issues related to criminology. Topics focused on within the course include the historical foundations of crime, the theoretical underpinnings of criminality, how we measure criminal acts, the development of criminal careers, the various typologies of offenders and victims, and a critical analysis of public policies concerning crime control in society.

Course Objectives
Upon successful completion of the course, students will be able to:
• Recognize various typologies of criminal behavior.
• Articulate the main components of major criminological theories.
• Describe the benefits and weakness of the major sources of crime statistics.
• Identify the role of external factors on adolescent development and delinquency.
• Critically evaluate criminal justice policy based on their theoretical knowledge and their understanding of the causes and correlates of crime and delinquency.

This course is designed as a seminar, and encompasses a variety of learning techniques, including lecture, class discussion, and in-class projects. The assignments for the course include essay exams, individual and group assignments, a presentation, and a research paper. The readings for the course come from a text and academic journal articles.

Section 15371  TR  2:05-3:20  3 credits
Section 19752  TR  6:10-7:25  3 credits

Prerequisite:  SOC 170

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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 15258 TBA 1-4 credits

Prerequisite: SOC 110 or 170

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This is the capstone course in the Criminal Justice program and an elective in the Law and Politics area for the Politics and Government program. It is designed to provide a forum for discussion of major issues in the criminal justice system and its relationship to other institutions in society. It focuses first on a broad overview of the organization and operation of major components of justice. The objective is for students to obtain a command of the current theory and research relevant to this overview. A second focus for students is on one specific component, such as police, courts, law, prisons, or community supervision. Here the objective is for students to develop a comprehensive understanding of the functioning of that component. Throughout this seminar, students will be expected to show evidence of critical thinking and logical analysis. They will be required to communicate their knowledge effectively, in both oral and written work.

Section 16945  MW  1:30-2:45  3 credits
Section 16946  TR  3:30-4:45  3 credits

Prerequisites:  Senior standing and 9 credit hours of Criminal Justice required courses or permission of instructor

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SOC 475 RACE, ETHNICITY, AND CRIME

Professor Cliff Thermer

This course examines the role of minorities in the criminal justice system. In particular, the course examines minorities as victims, offenders, defendants, and prisoners. Students get an overview of various issues in the criminal justice system as they relate to race. Both historical and contemporary issues are addressed. Theoretical frameworks are introduced to help students better understand minority status and its effects on various aspects of the criminal justice system.

Section 17253 R 7:30-9:50 3 credits

Prerequisite(s): SOC 110 or SOC 170, or 9 credits of criminal justice courses; or permission of the instructor.

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SOC 476 STREET GANGS
Professor Chris Lyons

This course examines street gangs from a sociological, criminological and public safety perspective. The course is designed for students with some familiarity with criminological theory and the focus of the course is on gangs as elements of deindustrialization, alienation and resistance to cultural and economic domination.

Section 17739 TR 9:25-10:40 3 credits

Prerequisite(s): SOC 110 or SOC 170, or 9 credits of criminal justice courses; or permission of the instructor.

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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.

Woody Doane, Ph.D. (University of New Hampshire) Chair of Social Science, Professor of Sociology, Associate Dean for Academic Administration of Hillyer College. (Hillyer College)

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


Kelly McGeever, Ph.D. (University of Albany). Correctional Group Quarters, Neighborhood Crime and Property Values

Melinda Miceli, Ph.D. (State University New York). Gender Studies, Theory. (Hillyer College)

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

C. Wesley Younts, Ph.D. (University of Iowa). Sociology and Criminal Justice, Director, Center for Social Research
ADJUNCT SOCIOLOGY FACULTY

James Brewer, J.D. (Quinnipiac College School of Law). BA, Criminal Justice (University of Hartford), Civil Rights Attorney. Former Assistant Prosecutor, Essex County, New Jersey.

Lisa Cato-Scott, MS. Chief Probation Officer, Women Offender Case Management, Manchester Adult Probation Office

Chris Lyons, Lieutenant in the University of Hartford Public Safety Department, Retired Sargent, Hartford Police Department

Paula Mann-Agnew, LMSW, CSW  Director of Programs Catholic Charities

John Morra, A.B.D., Sociology (Vanderbilt University).

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

Roxanne Williams Armstrong, M.S.W.  (University of Connecticut) Social Work and Educational Leadership