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Central Connecticut State University
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New Britain, CT 06050
860 832-3135
www.sociology.ccsu.edu

Clockwise from top right: Senior Seminar Conference, Fall 2019; Noah Cross, Senior Seminar Conference, Fall 2019; Study Abroad – London, Winter 2020; Doug Martin, URCAD Spring 2019
A 21st century major

The 21st century labor market is fast-changing, increasingly global, and technology-driven. The jobs that you may apply for as a graduate may not even exist yet. To navigate the 21st century means being able to keep up with the changing world.

As society evolves, you as a sociology major will have the tools to critically analyze the world and your place within it. You will also learn the practical skills you need to succeed there.

Conduct Research and Analyze Data. In sociology you use both qualitative and quantitative research methods. Learn to recognize trends and patterns and produce social statistics such as those used in market research, opinion polling, program evaluation, sales, and countless other applications.

Communicate Skillfully. Learn how to convey your ideas effectively in writing and in presentations. Strong communications skills are essential for success in the 21st century.

Practice Critical Thinking. Learn to look beyond the surface of issues to discover the “why.” Build your analytical skills. Solve problems and identify opportunities.

Gain a Global Perspective. Learn about different cultures and how to analyze the interaction of groups and societies through a global and historical perspective.

Prepare for Graduate School. An undergraduate major in sociology provides an excellent foundation for graduate study in a wide range of fields including law, business, social work, medicine, public health, public administration and, of course, sociology.

How are recent sociology graduates using their degree?

As a broad social science, an undergraduate degree in sociology provides you with the technical and analytic skills and the global perspective you need to navigate the 21st century successfully and succeed in many careers.

Social Services/Public Services
“I am a caseworker for incarcerated mothers and their infants.”

Program Support
“I am an immigration specialist for a large company. I write petitions for people to receive their Green Cards.”

Management
“I provide management and financial analysis. The work involves forecasting and tracking revenue for large multimillion dollar efforts as well as labor relations.”

Education
“I teach Conversational English and American Studies classes at a secondary school in Southeastern Ukraine.”

Sales Marketing
“I am a marketing consultant. I assist with the planning and development of marketing strategies for my organization.”

Social Science Researcher
“I am a statistician in the Fertility and Family Statistics Branch of the US Census Bureau.”

<table>
<thead>
<tr>
<th>Field</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Services</td>
<td>26.5%</td>
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<tr>
<td>Administrative Support</td>
<td>15.8%</td>
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<tr>
<td>Management</td>
<td>14.4%</td>
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<tr>
<td>Education</td>
<td>8.1%</td>
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<tr>
<td>Services</td>
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</tr>
<tr>
<td>Sales and Marketing</td>
<td>10.1%</td>
</tr>
<tr>
<td>Social Science Research</td>
<td>5.7%</td>
</tr>
<tr>
<td>Other</td>
<td>4.4%</td>
</tr>
<tr>
<td>Other professionals</td>
<td>6.8%</td>
</tr>
</tbody>
</table>

Welcome to Sociology!

Congratulations on declaring sociology as your major. We are excited to have you join the many CCSU students who have also chosen to study the discipline of sociology during their time at the university. We look forward to working with you in the coming years.

This student handbook is meant to be an introduction to the major as well as giving you important information about the sociology program and our department. We hope you will find it to be a valuable resource that you can turn to throughout your time as a major in sociology.

Please keep in mind that this handbook is not a substitute for meeting with your department advisor or getting to know the faculty responsible for your major. Much of your success in the sociology, as well as at CCSU, will be dependent on being an active citizen in the department and taking advantage of resources the university has to offer beyond the classroom. We are here to guide you and aid in your future success but we need to work together to achieve these goals.

Again, welcome to the major!
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For Additional Information Please Refer to the Department Website at: www.sociology.ccsu.edu
1. Curriculum Planning Sheet

CURRICULUM PLANNING SHEET
BACHELOR OF ARTS IN SOCIOLOGY
Effective Fall 2020 (Updated September 2020)

General Education (44-46 cr.)

Study Area I - Arts & Humanities (9 cr.)
☐ Literature
☐ History

Study Area II - Social Sciences (9 cr.)
☐ History

Study Area III - Behavioral Sciences (6 cr.)
☐ Psychology

Study Area IV - Natural Sciences (6-7 cr.)
☐ Biology

Skill Area I - Communication Skills (6 cr.)
☐ WRT 110 or WRT 105

Skill Area II - Mathematics (6 cr.)
☐ Stat 215

Skill Area III - Foreign Languages Proficiency
☐ 3 sequential years of one foreign language at the high school level
☐ passed the foreign language exam
☐ completed 112 or 114 (or higher) foreign language courses
☐ demonstration of native proficiency in a language other than English

Skill Area IV - University Requirement (2-3 cr.)

Sociology Major (38 credits)

Required Courses (19 credits)
Core (11 credits):
☐ SOC 110 Introduction to Sociology (3)
OR
☐ SOC 111 Social Problems (3)
☐ SOC 300 Sociological Theory (4)
☐ SOC 310 Research Methods (4)

Advanced Methods (4 credits):
☐ SOC 410 Quantitative Analysis (4)
or
☐ SOC 411 Oral History for the Social Sci. (4)
or
☐ SOC 412 Qualitative Analysis (4)
or
☐ SOC 413 Community Research (4)

Capstone (4 credits):
☐ SOC 499 Senior Seminar in Sociology (4)

Sociology Electives (19 credits); at least 12 credits at
300 or 400 level; no more than 6 credits at 100 level:
☐ SOC
☐ SOC
☐ SOC
☐ SOC
☐ SOC
☐ SOC

Minor (typically 18 credits)
☐ (3)
☐ (3)
☐ (3)

Six credits designated "international" met:
☐ yes ☐ no

First Year Experience requirement met:
☐ yes ☐ no

Free Electives
(Note: Lines provided for your convenience, but not all must be filled. 120 credits needed to graduate.)

RESIDENCY REQUIREMENTS: A minimum of 30 credits at CCSU with 15 credits in the Major and 9 credits in the Minor or Concentration.
2. The Major in Sociology

The sociology major provides an overview of the theories, methods of research, and topic areas that are central to this academic discipline. Students who major in sociology gain a skill-set that prepares them for a wide variety of careers and/or continued graduate study. Sociology provides a perspective on the world that is essential for being an informed global citizen, shedding light on issues regarding politics, the economy, diversity, social institutions, and the many nuances of group and social relations. No matter where a major may find themselves, their knowledge of group and individual relations and social structures will prepare them for careers in service, teaching, activism, and/or research.

Students admitted to CCSU and who declare Sociology as a major must complete 38 course credits in Sociology. This includes completing 19 credits in the required core courses. Beginning with:

- SOC 110 Introductory Sociology 3 credits
- OR
- SOC 111 Social Problems 3 credits

After completing SOC 110 or 111 and 6 additional elective credits, majors will then have the prerequisites necessary to take:

- SOC 300 Sociological Theory 4 credits
- SOC 310 Research Methods 4 credits

Students must also complete 4 credits consisting of one of the advanced research methods courses. (SOC 310 is a prerequisite for all advanced research methods courses. SOC 310 cannot be taken concurrently with any of the advanced research methods courses).

- SOC 410 Quantitative Research Methods 4 credits
- SOC 411 Oral History for the Social Sciences 4 credits
- SOC 412 Qualitative Research Methods 4 credits
- SOC 413 Community Research Methods 4 credits
  (SOC 413 must be taken concurrently with SOC 477 Community Research Topics)

(Continued on next page)
Students finish the core required courses by taking the 4 credit capstone course. (Completion of an advanced research methods course is a prerequisite for the SOC 499 Senior Seminar. Advanced research methods courses and SOC 499 cannot be taken concurrently).

**SOC 499 Senior Seminar in Sociology** 4 credits

Additionally, students must complete at least 19 credits of sociology electives, which must include at least 12 course credits at the 300 or 400 level, as well as complete:

**STAT 215 Statistics for the Behavioral Sciences** 3 credits

Please note that the prerequisite for STAT 215 is either 1. Completion of MATH 102 (or a more advanced math course) with a grade of C- or higher; or 2. passing the Math placement exam.

### 3. The Minor in Sociology

Students are required to take 18 credits of course work in Sociology, including:

**SOC 110 Introductory Sociology**  OR  **SOC 111 Social Problems**

**Electives:**
- 3 Credits at the 200 Level
- 12 Credits at the 300 or 400 level (3 courses)

*All students must maintain a minimum cumulative GPA of 2.00 and receive grades of C- or better in all classes for the major or the minor.*

*Residency Requirements: Major-15 credits must be taken at CCSU.*

*Minor-9 credits must be taken at CCSU.*
4. The Faculty

Stephen D. Adair, Ph.D., Northeastern University, Professor (1997).
*Social Theory; Quantitative Methods; Social Movements; Stratification; Class, Power & Status.*

Bruce P. Day, Ph.D., University of New Hampshire, Associate Professor (1998).
*Organizations, Occupations and Work; Social Theory; Sociology of Art; Cultural Studies; Oral History; Symbolic Interactionism.*

Christina Barmon, Ph.D., Georgia State University, Associate Professor (2016).
*Gerontology; Aging Through the Life Course; Intimacy and Aging.*

Charisse Levchak, Ph.D., University of Iowa, Associate Professor (2013).
*Macro/Micro Aggression and Race; Social Movements.*

Jessica B. Greenebaum, Ph.D., Syracuse University, Professor (2000).
*Gender; Sex and Sexuality; Qualitative Methods; Animals and Society; Culture & Politics of Food.*

Beth F. Merenstein, Ph.D., University of Connecticut, Professor (2004).
*Poverty; Homelessness: Community Engagement; Race and Ethnic Relations; City and Suburban Life; Sociology of Immigration.*

John R. Mitrano, Ph.D., Boston College, Professor (1994).
*Research Methods; Qualitative Analysis; Sociology of Consumption; Organizations, Occupations and Work; Sport; Men and Masculinity; Italian-American Studies; Social Economy; Sociology of Emotions; Visual Sociology.*

John O’Connor, Ph.D., University of Massachusetts, Associate Professor (2003).
*Social Welfare; Race, Class & Gender; Class, Status, Power; Globalization; Revolutions; Labor; Genocide; Marxist Sociology.*

A. Fiona Pearson, Ph.D., Georgia State University, Professor (2006).
*Chair 2019-2022 Sociology of Culture; Education; Political Sociology; Quantitative Analysis.*

Heather Rodriguez, Ph.D., Purdue University, Associate Professor (2012).
*Sociology of Health; Race, Class & Gender; Latina Identity; Men, Masculinity, & Manhood in American Society.*
Part-Time Faculty

Christopher Doucot, M.A., Yale Divinity School
Race, Class, Gender.

Burton Levine, Ph.D., University of Pennsylvania
Introduction to Sociology.

William Pilkington, Ed.D., St. John’s University
Death and Dying.
5. Department Statement on Discrimination, Civility, and Ethics

The discipline of sociology requires a diversity of viewpoints, reasoned debate, empirical evidence, and civil social discourse, particularly in the classroom. The faculty of the sociology department is committed to establishing the classroom as a lively and engaging space for the exchange of ideas but this also is based on a fundamental understanding that faculty and students alike will conduct themselves professionally and ethically in accordance with the guidelines set out by our discipline, the university, and the Connecticut university system. Below you will find statements that further specify our expectations as well as outlining the expectations you may have of us. Please read and consider these guidelines carefully so that we may all have a mutual understanding of the policies that we support and use to create a dynamic and successful experience for you as a sociology major.

American Sociological Association: General Principles of Ethics

The following General Principles are aspirational and serve as a guide for sociologists in determining ethical courses of action in various contexts. They exemplify the highest ideals of professional conduct.

**Principle A: Professional Competence**

Sociologists strive to maintain the highest levels of competence in their work; they recognize the limitations of their expertise; and they undertake only those tasks for which they are qualified by education, training, or experience. They recognize the need for ongoing education in order to remain professionally competent; and they utilize the appropriate scientific, professional, technical, and administrative resources needed to ensure competence in their professional activities. They consult with other professionals when necessary for the benefit of their students, research participants, and clients.

**Principle B: Integrity**

Sociologists are honest, fair, and respectful of others in their professional activities—in research, teaching, practice, and service. Sociologists do not knowingly act in ways that jeopardize either their own or others' professional welfare. Sociologists conduct their affairs in ways that inspire trust and confidence; they do not knowingly make statements that are false, misleading, or deceptive.

**Principle C: Professional and Scientific Responsibility**

Sociologists adhere to the highest scientific and professional standards and accept responsibility for their work. Sociologists understand that they form a community and show respect for other sociologists even when they disagree on theoretical, methodological, or personal approaches to professional activities. Sociologists value the public trust in sociology and are concerned about their ethical behavior and that of other sociologists that might compromise that trust. While endeavoring always to be collegial,
sociologists must never let the desire to be collegial outweigh their shared responsibility for ethical behavior. When appropriate, they consult with colleagues in order to prevent or avoid unethical conduct.

**Principle D: Respect for People’s Rights, Dignity, and Diversity**

Sociologists respect the rights, dignity, and worth of all people. They strive to eliminate bias in their professional activities, and they do not tolerate any forms of discrimination based on age; gender; race; ethnicity; national origin; religion; sexual orientation; disability; health conditions; or marital, domestic, or parental status. They are sensitive to cultural, individual, and role differences in serving, teaching, and studying groups of people with distinctive characteristics. In all of their work-related activities, sociologists acknowledge the rights of others to hold values, attitudes, and opinions that differ from their own.

**Principle E: Social Responsibility**

Sociologists are aware of their professional and scientific responsibility to the communities and societies in which they live and work. They apply and make public their knowledge in order to contribute to the public good. When undertaking research, they strive to advance the science of sociology and to serve the public good.

(For Full Text See: [http://www.asanet.org/membership/code-ethics](http://www.asanet.org/membership/code-ethics))

**Central Connecticut State University**

**Office for Equity and Inclusion**

The Office for Equity & Inclusion aims to cultivate a campus environment that is equitable, inclusive, and responsible to enable students, faculty, and staff to achieve their full potential.

**OUR PRINCIPLES**

- Equity and inclusion are interconnected and integral to CCSU’s mission, practices, and policies
- Equity and inclusion is everyone’s responsibility
- Equity and inclusion is beneficial to everyone
- Equity and inclusion is an educational value that prepares all students to live and work in a diverse world
- Equity and inclusion strategies are collaborative and coordinated
- Equity and inclusion is committed to creating a more inclusive campus
- Equity and inclusion is dedicated to accountability and assessment
- Equity and inclusion work is relational by building internal and external partnerships
- Equity and inclusion only can be achieved if the climate is welcoming and accessible

**OUR OBJECTIVE**

The sole purpose of the Office for Equity & Inclusion is to build an inclusive community where students, staff, and faculty can participate in a free and respectful exchange of ideas without fear.
In establishing this community of understanding, safety, and inclusion, we are preparing students to serve in an increasingly diverse world.

Central Connecticut State University is committed to providing a safe and nondiscriminatory employment and educational environment that complies with policies relating to affirmative action, discrimination, and harassment. Sexual harassment, including sexual violence, is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972. The University does not discriminate based on sex or race in its educational, extracurricular, athletic, or other programs or in the context of employment.

WHAT WE DO

- We act in a transparent manner with respect for others.
- We work with students, staff, and faculty to develop and maintain a community of inclusion.
- We provide training and support services (trainings on diversity, Title IX and sexual harassment prevention).

For more information about the Office of Equity and Inclusion please visit their website:
https://www.ccsu.edu/diversity/

CSCU Student Code of Conduct

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. In line with this purpose, the Board of Regents for Higher Education (“BOR”) in conjunction with the Connecticut State Colleges and Universities (“CSCU”) has the duty to protect the freedoms of inquiry and expression, and furthermore, has the responsibility to encourage all of its members to develop the capacity for critical judgment in their sustained and independent search for truth.

CSCU has certain self-defined institutional values. Principal among these values is respect for the safety, dignity, rights, and individuality of each member of the CSCU Community. The opportunity to live, study, and work in an institution which values diverse intellectual and cultural perspectives and encourages discussion and debate about competing ideas in an atmosphere of civility is a basic component of quality higher education.

All members of CSCU must at all times govern their social and academic interactions with tolerance and mutual respect so that the students who pass through a CSCU door are enriched by these experiences and are prepared for full and enlightened participation in a multi-cultural society. Because of the BOR’s and CSCU’s commitment to principles of pluralism, mutual respect, and civility, certain activities are not acceptable on CSCU campuses. Acts of intolerance, of hatred or violence based on race, religion, sexual orientation or expression, disability, gender, age, or ethnic background are antithetical to the BOR’s and CSCU’s fundamental principles and values. It is the BOR's and CSCU’s responsibility to protect our students' right to learn by establishing an environment of civility.

### 6. Sociology Courses

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOC 110</td>
<td>Introductory Sociology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Major theoretical models and research methodologies used by sociologists in examining the institutions of societies and the everyday lives of individuals. Topics include social stratification, ethnic relations, race, poverty, gender roles, the family, population, and urban/suburban communities. Study Area III</td>
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<tr>
<td>SOC 111</td>
<td>Social Problems</td>
<td>3</td>
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<tr>
<td></td>
<td>Conditions or patterns of behavior that are considered to be harmful to society or its members, about which it is considered that something should be done. Included as possible topics are sexism, physical and mental health, drug and alcohol abuse, inequality, discrimination, environmental problems and abuses of power. Study Area III</td>
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<tr>
<td>SOC 208</td>
<td>Gay and Lesbian Communities</td>
<td>3</td>
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<td></td>
<td>(previously SOC 350)</td>
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<tr>
<td></td>
<td>Examines the history and structure of American gay and lesbian communities. Questions the social forces that have contributed to the formation, growth and consequences of such communities. Topics such as the gay and lesbian identity are addressed. Irregular. Study Area III</td>
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<tr>
<td>SOC 209</td>
<td>Culture and Society</td>
<td>3</td>
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<tr>
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<td>(previously SOC 333; Sociology of Culture)</td>
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<td></td>
<td>Examines social processes shaping the production and reception of cultural objects. Considers the impact of cultural meanings with a particular focus on the role of cultural capital, symbolic boundaries and power struggles. Substantive topics may include music, literature, food, technology, art, and popular culture. On demand. Study Area III</td>
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<td>SOC 212</td>
<td>Race, Class, and Gender</td>
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<td></td>
<td>Sociological definition of race, and gender, at academic and experiential levels; the interrelationship of these social characteristics as they affect individual consciousness, group interaction, and access to institutional power and privileges in the United States. Study Area III</td>
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<tr>
<td>SOC 232</td>
<td>Urban Communities</td>
<td>3</td>
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<td>(previously City and Suburban Life)</td>
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<td>An examination of the development of preindustrial cities and how they differ from modern urban areas. Research on differences between suburban and urban life will be explored as well as contrasting lifestyles which coexist within urban areas. Post-World War II policies which helped to lead many of today’s problems will be identified and discussed. Study Area III</td>
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SOC 233  The Family  3 credits
The family in its social context, including cross-cultural perspectives and theories of family structure and change. The contemporary American family and its emerging alternatives will be studied, with special reference to the family life cycle, and current issues in family studies. Study Area III

SOC 234  The Social Construction of Self and Society  3 credits
Symbolic interactionism and social constructionist theories are used to explore the making of meanings and identities by methodologies used by sociologists in examining the institutions of societies and the everyday lives of individuals. Topics include social stratification, ethnic relations, race, poverty, gender roles, the family, population, and urban/suburban communities. Study Area III

SOC 240  Sociology of Gender  3 credits
Gender as biology, social learning, social organization and social structure. The gendered nature of friendships, sexuality, conversation, power and violence. Interpersonal/institutional sexism as it affects women and men. Issues of inequalities in work, education, politics, and health. Women’s and men’s movements. Cross listed with WGSS 240. No credit given to students with credit for WS 240 or WGSS 240. Study Area III

SOC 250  Latina Identity and Empowerment  3 credits
This course focuses on Latina identity construction and social practices that can foster empowerment among Latino/a communities. The epistemological approach encourages students to assess course material and their own experiences from a critical viewpoint that seeks truth and knowledge (about Latinas and empowerment strategies). Thus, the knowledge gained through course material will seek to be justified through research and through experiences with Latinas and community organizations. Topics that will be covered throughout the semester will revolve around the Latina population and include some of the following: sexuality, sexual behavior, youth and adolescence, portrayal in mass media, immigration, family, culture and the arts, music, the construction of identity, education, body image, work and globalization, and dance. Cross-listed with LTN 250. No credit for this course if you have credit for the cross-listed equivalent. Study Area II

SOC 300  Sociological Theory  4 credits
Prereq. SOC 110 or SOC 111 and 6 additional credits in Sociology. Examines the dominant theoretical perspectives in sociology, which includes consideration of the works of Marx, Weber, and Durkheim and selected other theorists within their historical context. Discussion of the role of theory in producing sociological explanations. Writing Intensive Course.
SOC 302 Sociology of Music 4 credits
(previously SOC 484)
Prereq. SOC 110 or SOC 111. Examines the ways in which people use music to define social rituals, build collective identities, and make meaning of our everyday lives. Emphasizes how music relates to core sociological concepts, including norms, power, inequality, and social change. Irregular.

SOC 304 Sociology of Religion 4 credits
(previously SOC 468)
Prereq. SOC 110 or SOC 111. Examines the institution of religion from socio-cultural perspective. Particular attention is placed on religious movements, religious organizations, and the relationship of religion to politics, globalization, and social change as well as its intersection with social class, race/ethnicity, and gender/sexuality.

SOC 305 Social Movements and Collective Action 4 credits
(previously SOC 460)
Prereq. SOC 110 or SOC 111 or LTN 110. Goals, composition, and impact of collective efforts to address an injustice or achieve social change are considered in historical and cultural context. Emphasis on recent American movements in opposition to government policies, established elites, and dominant cultural norms, which may include the Civil Rights Movement, the women’s movements, the peace movement, and the environmental movement.

SOC 306 Social Construction of Sexuality 4 credits
(previously SOC 445)
Prereq. SOC 110 or SOC 111 or WGSS 200. Explores how sexuality is constructed in American culture in the 21st century. Criticizes common assumptions that naturalize sex and sexuality to investigate the complex and changing social contexts of sexualities. Cross-listed with WGSS 306 (previously 445). No credit given to students with credit for WGSS 306 (previously 445). Irregular.

SOC 307 Schools, Education and Society 4 credits
(previously SOC 430)
Prereq. SOC 110 or SOC 111. Examines the role of educational institutions with a particular focus on social processes that create, reproduce, or alleviate various social inequalities. Some of the following topics may be covered: relations between communities and schools; effects of government control and privatization; and interactions between individuals in schooling contexts. Irregular.
SOC 308  Animals and Society  4 credits
(Previously SOC 429)
Prereq. SOC 110 or SOC 111. Using Symbolic Interaction as the main theoretical perspective, this course explores the social relationship between humans and animals and examines the social meanings that shape the role and status of animals in society. Irregular.

SOC 309  U.S. Immigration  4 credits
(Previously SOC 422; Sociology of U.S. Immigration)
Prereq. SOC 110 or SOC 111 or LTN 110. Explores the sociological dynamics of coming to the U.S. and changing this society. Includes issues such as undocumented immigration, the impact of immigration on the economy, and questions of assimilation. Cross-listed with LTN 309 (previously 422). No credit may be received by students who have received credit for LTN 309 (previously 422). Irregular.

SOC 310  Research Methods  4 credits
Prereq. SOC 110 or 111 and 6 additional credits in Sociology. Examines scientific method as used in sociology. Topics include inductive and deductive reasoning, quantitative and qualitative research designs, measurement, sampling, methods of data collection, and analysis strategies. Students will design a research project, collect and analyze data, and summarize their findings.

SOC 312  Class, Power, and Status  4 credits
Prereq. SOC 110 or SOC 111. Examines theories and forms of class inequality and social stratification. Assesses the consequences of class and status inequality on prospects for social change, the degree of political influence, institutional structures, opportunities for mobility, and life chances. Irregular.

SOC 322  Race and Racism  4 credits
(Previously Race and Ethnic Relations)
Prereq. SOC 110 or 111, or LTN 110. Examines the social forces and structures that privilege one racial/ethnic group over another and the cultural dynamics that perpetuate and make these arrangements possible. Particular attention will be given to the historical and social construction of race and ethnicity. Cross listed with AMS 322 and LTN 322. No credit given to students with credit for AMS 322 or LTN 322. Irregular.

SOC 340  Aging in American Society  4 credits
Prereq. SOC 110 or SOC 111 or Gero 101. Analysis of demographic changes, role shifts, age stereotyping, institutionalization and their implications for the treatment and status of the elderly. Exploration of the processes of aging in the later years, and the impact of the same on people's lives. Irregular.
SOC 351  Oppression and Liberation  4 credits
Prereq. SOC 110 or SOC 111. This seminar uses sociological and social justice frameworks to explore how systems of oppression impact the lives of individuals, families and communities. It also explores the way that individuals have confronted injustice and domination, and how they have labored to overcome oppression in their lives and communities.

SOC 355  The Culture and Politics of Food  4 credits
Prereq. SOC 110 or SOC 111. Introduction to the sociology of food. Examines the cultural meanings of food as well as the production, preparation, and consumption of food. Focuses on the Industrial Food Complex. Explores the health, environmental and ethical problems related to food industries, some alternative food movements, and the globalization of food. Irregular.

SOC 400  Topics in Social Theory  4 credits
Prereq. SOC 110 or SOC 111 and 3 additional credits in Sociology. Selected topics in social theory. May be repeated with different topics for a maximum of 6 credits. On demand.

SOC 406  Women of Color  4 credits
(previously SOC 352)
Prereq. SOC 110 or SOC 111. Using a sociohistorical perspective, this course will examine the double and multiple jeopardy that women of color have faced, and continue to face in the United States. It will also highlight women of color who have made advances in the area of social justice and in their personal lives despite race-based and gender-based oppression.

SOC 407  Sociology Book Club  1 credit
(previously SOC 399)
Prereq. SOC 110 or SOC 111 or SOC 212 or permission of instructor. Designed like a book club, the purpose of the course is to enjoy and enhance the experience of reading. Students will choose the books. They may be fiction or non-fiction but they will be books written for a general audience rather than a scientific community. We will discuss the books using our sociological imagination.

SOC 408  Gas, Food, and Lodging  4 credits
(previously SOC 366)
Prereq. SOC 110 or SOC 111. Few technological changes have reshaped our society as rapidly and completely as the automobile has during the last century. Examines the social influence of the automobile on identity, geography, the environment, community, culture, work, and the family. Irregular.
SOC 409  Why Unions Matter  4 credits
(Previously SOC 323)
Prereq. SOC 110 or SOC 111. Examines the role of labor unions in American society, highlighting their impact on social integration, political participation, and economic equality. Analyzes neoliberal economic and political transformation on labor relations, union operation, and union membership, as well as contemporary labor issues and debates. Irregular.

SOC 410  Quantitative Analysis  4 credits
Prereq. SOC 310, and STAT 215 (C- or better in STAT 215). Analysis of quantitative data using computer applications to test hypotheses and to complete a research project. Three hours class lectures and one-on-one work to develop and refine a research project. On demand.

SOC 411  Oral History for the Social Sciences  4 credits
Prereq. SOC 310 or HIST 301 or ANTH 374 or permission of instructor. Examination of oral history as a social science methodological approach. Emphasis on the collection, transcription, analysis, archiving, indexing, and dissemination of primary data. Students will write a final research report. Graduate students will be required to find a repository for their research project as approved by the instructor of the course. Three hours class lectures and one-on-one work to develop and refine a research project. Irregular. [GR].

SOC 412  Qualitative Analysis  4 credits
Prereq. SOC 310. Intensive exposure to participant observation, in-depth interviewing, and content analysis. Emphasis on the collection, coding, and interpretation of primary data. Additional focus on the ethics and politics of qualitative research designs. Students will write a final research report. Three hours class lectures and one-on-one work to develop and refine research project.

SOC 413  Community Research  4 credits
Prereq. SOC 310. Coreq. SOC 477. Students design and carry out a community research project, including meeting with research subjects off campus. Taken concurrently with SOC 477. May include the collection and analysis of quantitative and/or qualitative data. May not be repeated. Irregular.

SOC 420  Gender and Education  4 credits
Prereq. SOC 110 or SOC 111 or WGSS 200 and permission of instructor. No credit will be given to students with credit in WGSS 420. Explores how gender serves as an organizing concept shaping social interactions and institutions with a focus on schools and educational experiences. Students will be required to participate in activities that may include community engagement, on-line projects, and/or extensive research assignments. Cross-listed with WGSS 420.
SOC 424  Genocide and the Modern World  4 credits
Prereq. SOC 110 or SOC 111. Genocide, mass murder, and ethnic cleansing have been a defining feature of the 20th century. Explores the causes and varieties of genocide, as well as the responses of the international community. Irregular.

SOC 426  Sociology of Revolution  4 credits
Prereq. SOC 110 or SOC 111. Examines major theoretical perspectives used by sociologists to interpret and explain revolutions. Emphasis on bourgeois, socialist, nationalist, populist, and post-modern revolutions.

SOC 427  American Poverty and Social Welfare  4 credits
Prereq. SOC 110 or SOC 111. Overview of how poverty is measured and understood, and how it has changed over time. Explores the emergence and development of the American welfare state. Irregular.

SOC 428  Globalization and Its Discontents  4 credits
Prereq. SOC 110 or SOC 111. Exposes students to the political, cultural, and economic processes of globalization. Social consequences of globalization are examined, including its impact on the state, production, and the movement of people. Irregular.

SOC 433  Independent Studies in Sociology  1-3 credits
Prereq. Permission of instructor. Advanced study and projects in sociology of special interest to students under the supervision of one or more department members. May be repeated for a maximum of 6 credits.

SOC 440  Death and Dying: Sociological Implications  4 credits
Prereq. SOC 110 or SOC 111 or Gero 101. Different cultural, social and historical perspectives on death and their impact on social roles and institutional change. Problems faced by the health care profession in meeting the needs of the terminally ill and the bereaved. Student will be required to have a field experience with a terminally ill patient and/or bereaved family member. Irregular.

SOC 441  Sociology of the Aging Body  4 credits
Prereq. SOC 110 or SOC 111 or Gero 101. This course uses a life-course and postmodern perspective to explore the social construction of the aging body in society. The course begins with a look at the historical portrayal and social construction of the aging body; examines postmodern perspectives of the aging body related to culture and consumerism, medicalization of the aging body, cosmetic surgery, and media exposure; then explores how physical appearance, manner of dress, and self-perceptions of body image change over the life course, and how these changes impact the elderly’s interaction with society.
SOC 444  Sport and Play in Society  4 credits
Prereq. SOC 110 or SOC 111. Examines the institution of sport from social, political, economic, and cultural perspectives. Substantive topics include: sexism and racism in sport; sport and the mass media; deviance in sport; sport and social mobility; and the relationship of sport with religious, political and economic structures. Irregular.

SOC 452  Organizations, Occupations, and Work  4 credits
Prereq. SOC 110 or SOC 111 or admission to Masters in Public Policy. Systematic study of large scale, bureaucratic organizations with emphasis on relations among the organization's members, the organization as a social entity, and its social and physical environment.

SOC 455  Men, Masculinity, & Manhood in American Society  4 credits
Prereq. SOC 110 or SOC 111 or WGSS 200. Overview of Men’s Studies with an emphasis on the historical conceptualizations of masculinity and masculine identity and its social construction. Special topics to be covered include men’s socialization; men and relationships, sex, and friendships; men and power/violence; fatherhood; and depictions of men in the mass media.

SOC 461  Intimacy and Aging  4 credits
Prereq. SOC 110 or SOC 111 or Gero 101. This course examines the variety of intimate and sexual relationships of older adults as well as a broad range of issues related to sexuality and aging in a social, historical and political context. Emphasis is placed on understanding the type, nature, content and meaning of relationships, as well as on identifying contextual factors including gender, race, ethnicity, class, sexual orientation, and health status that structure these relationships.

SOC 462  Worlds in Motion: Gender, Race and Global Migration  4 credits
Prereq SOC 110 or SOC 111 or WGSS 200. Examines the debates surrounding contemporary global migration, using race and gender as analytical tools to understand the lived experiences of migrants. Topics include labor migration, refugees, women workers in the global economy, human trafficking, the global market in reproductive technologies and sex tourism.

SOC 464  Sociology of Emotions  4 credits
Prereq. SOC 110 or SOC 111 and 3 additional credits in Sociology. Examines how emotions are socially experienced, constructed, shaped, learned, expressed, patterned, regulated, and controlled. Additional topics include the social consequences of emotion norms, emotion management, emotional labor, and emotional deviance for a wide variety individuals, groups, and societies.
SOC 465  Art and Society  4 credits  
Prereq. SOC 110 or SOC 111. This course examines art through cultural and social meaning, artists and performers as a social identity, and the social institutions that structure and shape our understanding of "high" and "low" culture.

SOC 466  Sociology of Children and Childhood  4 credits  
Prereq. SOC 110 or SOC 111. Examines childhood from social, historical, economic, and cultural perspectives. Focus on the socialization process, peer cultures and friendship networks, as well as the effects of work/leisure, technology, media, divorce/single parenthood on the childhood experience.

SOC 477  Community Research Topics  4 credits  
Prereq. SOC 310 Coreq. SOC 413 In depth review of sociological literature and examination of community interests and viewpoints related to the community research project undertaken in SOC 413 (taken concurrently). Includes meeting with community members and stakeholders off campus. May not be repeated. Irregular.

SOC 478  Current Topics in Sociology  Variable 3 to 4 credits  
Prereq. SOC 110 or SOC 111. Analysis and evaluation of special topics in the general field of sociology. Not a seminar. May be repeated with different topics. Irregular.

SOC 485  Ads, Fads, and Consumer Culture  4 credits  
Prereq. SOC 110 or SOC 111. Examination of the socio-cultural causes and consequences of consumption and consumer behavior including socially-constructed motives, meanings, and outcomes of shopping, and the role of advertising and market research. Irregular.

SOC 490  Community Intern Experience and Seminar  4 credits  
Prereq. Sociology major with 2.70 GPA or higher and at least 15 credits in Sociology. An internship application and two letters of recommendation subject to review and approval by the instructor. Accepted students are assigned to work in either a profit or a nonprofit community based organization for 8–10 hours per week and attend a once weekly seminar to discuss assigned readings and research projects related to internship placement. Spring.

SOC 494  Sociological Field Studies Abroad  3 credits  
Classroom and study abroad exploring sociological topics from any world region. Involves travel outside the United States. May be taken under different topics for up to 9 credits. Irregular.

SOC 499  Senior Seminar in Sociology  4 credits  
Prereq. SOC 300; SOC 310 and either 410, 411, 412, or 413; and 16 additional credits in Sociology. This capstone course for majors provides students with a structured environment in which to complete an independent research project. Students will engage in peer workshops, and reflect upon the knowledge they have acquired in the discipline while honing their research and communication skills.
7. Opportunities in The Sociology Major

There are many opportunities for service, teaching, activism, and research within the sociology department. The faculty are working toward creating more of these opportunities to help our students develop the skills and experiences that will enhance their classroom work as well as contribute to their career paths after graduation. We have highlighted a few programs here but communicating your aspirations and career goals to your advisor is essential for taking advantage of other opportunities within the community, university and/or our department.

Study Abroad Programs

The Center for International Education has more than 20 university partnerships, approved external programs, and over 25 short-term, faculty-led programs offered annually. By bringing students of diverse heritages together, the Center fosters a spirit of cross-cultural understanding and provides opportunities for students to learn to respect the customs and values of others, learning more about themselves in the process. Our sociology faculty are very active in offering short-term study abroad programs and have led classes to Denmark, England, France, Ireland, and Japan. For current offerings, visit the Center for International Education website: https://web.ccsu.edu/cie/

The Internship Program

The Sociology Internship is a 4-credit, unpaid work placement designed to provide qualified junior and senior sociology majors the opportunity to gain further knowledge and understanding of sociological concepts in an applied, community-based organizational setting. Student participants will be required to contribute 8 to 10 hours a week in service to an organization and meet once a week in a seminar with other internship participants. During the seminar, knowledge and experiences gained from your internship experience will be shared and analyzed.

Eligibility

The internships are awarded on a competitive basis. Students who are selected must have at least a 2.7 GPA, junior or senior status, and two letters of recommendation addressing their intellectual and social maturity.

What Can You Expect from the Program?

You will work with a member of the sociology faculty to find an appropriate placement with an organization in the central Connecticut region. The organizations will provide interns the opportunity for a valuable learning experience. This means not only the chance to experience the daily micro-level operation of an organization, but also the opportunity to be exposed to the macro-level workings of the organization as well.
This may take the form of participating in organizational meetings, attending formal and informal organizational functions, “shadowing” supervisors, executive directors, and other decision-making personnel. Interns will be expected to serve their organization in the capacities that the organizations deem most useful. This may include, but not be limited to, such tasks as clerical/administrative, community outreach/education, or research and development. And while these job placements are unpaid, students are required to approach the work with maturity and a professional attitude. The organizations expect the interns will be punctual, responsible, and courteous to co-workers and clientele. Your length of service to the organization will be approximately 100 hours.

How to Apply
Download the application materials from the sociology website at [www.sociology.ccsu.edu](http://www.sociology.ccsu.edu), fill them out, and return them to the Sociology Department for review during the Fall term for Spring term placements. If accepted, you will be contacted before pre-registration so that you can be scheduled for the SOC490 Community Internship Experience and Seminar and register for the course. You will work with the faculty member to find an appropriate placement before the end of the Fall semester. You will also be required to interview with your prospective organization and supervisor to see if you are a good “fit” and so you can start to work immediately at the beginning of the Spring semester.

Alpha Kappa Delta

The International Sociology Honor Society

Alpha Kappa Delta (AKD) is the International Sociology Honor Society. AKD was founded in 1920 at the University of Southern California by Dr. Emory S. Bogardus and became affiliated with the Association of College Honor Societies (ACHS) in 1967. AKD is also affiliated with the American Sociological Society (ASA).

The purpose of Alpha Kappa Delta is to seek to acknowledge and promote excellence in the scholarship in the study of sociology, the research of social problems, and such other social and intellectual activities as will lead to improvement in the human condition.

Alpha Kappa Delta is a non-secret, democratic, international society of scholars dedicated to the ideal of Athropon Katamannthanein Diakonesin or "to investigate humanity for the purpose of service."
Membership is open to undergraduate students and faculty members from active chapters who meet the minimum standards of the Honor Society.

- Must be an officially declared sociology major or demonstrate a serious interest in sociology within an official program of the host institution.
- Sociology minors are eligible.
- Must be at least a junior (third year) by standards of the host institution.
- Shall rank in the top 35% of their graduating class in general scholarship.
- Must have maintained the equivalent of a 3.0 GPA in sociology courses taken at the host institution prior to initiation
- Must have completed at least four regular courses in sociology at the host institution prior to initiation (exclusive of extension or courses graded pass/fail)

Contact your advisor or Chapter Representative, Bruce Day for more information regarding membership and benefits.
8. The Sociology Portfolio Program

All Students Declaring Sociology as their Major are required to complete and submit a Portfolio of your Work as a Sociology Major.

The Sociology Portfolio Program is designed to give Sociology majors the opportunity to develop a comprehensive overview of the work they have completed as a major and to assess the knowledge and skills the student has acquired as a result of their degree work. Each student will save work from the Sociology courses they have completed. These papers will be organized in a binder and reviewed during the “Senior Seminar of Sociology” (SOC 499) which is the last core requirement of Sociology majors. During the Senior Seminar you will be fine-tuning your portfolio prior to it being reviewed by members of the Sociology Faculty. Successful completion of the seminar is a requirement of the major, and the quality of the portfolio is graded as part of the seminar, but the portfolio will not be used as a test of competency to decide whether or not you will receive your degree. Instead, the portfolio is meant to give students the opportunity to consider connections they have made throughout their coursework so that they may have a complete picture of how each class has contributed to their understanding of the discipline, and to better prepare sociology majors to communicate with potential employers and/or graduate schools about the skills they have gained through pursuing a sociology major at CCSU.

The success of this program for the student is wholly dependent on the vigilance of each individual student. When saving materials from classes you should always follow this basic guideline:

- Always save a copy of the syllabi from all sociology classes you complete.
- Save all writing assignments by making an extra copy of papers before you hand them in for grading.
- If you are not sure an assignment should be included in the portfolio, include it anyway and it can always be removed during the review process.
- Students are also encouraged to include any special projects, independent studies, internship work and/or representations of creative projects that are not papers in the portfolio. Papers submitted for classes, other than Sociology classes, that you feel demonstrate how you have incorporated a sociological perspective through other disciplines may be also included. These should be a small selection of your best work, and you should include a copy of the class syllabus for each paper included in the portfolio.

The handling and care of your portfolio should also be a major concern because this document could become an important tool for presenting your accomplishments to others (e.g. employers, graduate schools). You should keep it neat and organized and above all, someplace safe where it will not be lost or damaged. You should bring our portfolio to your advisor when you meet with them during pre-registration, and we suggest that you keep your updated curriculum sheet and a copy of your academic transcript in your portfolio. You can discuss the portfolio and ask questions you may have about the program with any of the full-time sociology faculty at any time.
9. Mission Statement and Program Objectives

DEPARTMENT OF SOCIOLOGY MISSION STATEMENT

The Department of Sociology prepares students to become thoughtful, engaged, and responsible citizens in an interdependent world. Students are provided with a firm understanding of the complex social structures and processes that connect their private lives and experiences to their present society as well as to the multi-varied characteristics of a global society. More specifically, the mission of the department is to foster logical and analytical reasoning, social scientific inquiry, a socio/historical consciousness, and an understanding of the relationship between social inequality and matters of social justice.

The integrating principle underlying the curriculum is the linkage between theory, methods, and specific areas of sociological inquiry. This process involves developing the capacities for conceptualizing problems, locating them within general sociological paradigms, and evaluating solutions based on empirical analysis, established research, and the diverse needs, interests, and identities of affected communities.

SPECIFIC OBJECTIVES OF THE SOCIOLOGY BACCALAUREATE PROGRAM

1) To help students acquire the sociological perspective with its three central aspects: the link between private troubles and public issues (i.e., the individual experience and larger social processes); the preeminence of social structures and their influence; and the value of empirical analysis.

2) To contribute to students' liberal education characterized by: literacy; numeracy; skills in abstract logical thinking; historical consciousness; understanding science and scientific inquiry; values and their relationship to a variety of life situations; international and multicultural experience.

3) To help students develop knowledge and analytical skills necessary for successful careers in community agencies, government, private employment, and not-for-profit organizations.

4) To provide a foundation for graduate and professional education.
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