Code # HSS14 (2014) Rev 041015

**New/Special Course Proposal-Bulletin Change Transmittal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [pheath@astate.edu](mailto:pheath@astate.edu)

|  |
| --- |
| **New Course or**  **Special Course (Check one box)**  *Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.* |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

SOC 4423

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Sociology of Medicine

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture only

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

The social production of health, wellness, illness, and mortality, including how social inequalities impact health care utilization in the US.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

no

b. Why?

N/A

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

Fall, Spring, Summer

10. Contact Person (Name, Email Address, Phone Number)

Leslie McCallister, [lmccallister@astate.edu](mailto:lmccallister@astate.edu); 972-3145

11. Proposed Starting Term/Year

Fall 2015

12. Is this course in support of a new program? No

If yes, what program?

Enter text...

13. Does this course replace a course being deleted? No

If yes, what course?

Enter text...

Has this course number been used in the past? No

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

The offering of Sociology of Medicine increases the number of SOC electives available to students, and fills a noticeable gap in our Sociology curriculum. Medical Sociology is a popular and well-established subfield in Sociology, and although our department offers courses related to aging, we currently do not offer a course focusing specifically on Medical Sociology. In addition, the department is pursuing developing a minor or concentration in Sociology of Health and Medicine. This course will introduce the sociology of medicine, examining the social production of health, wellness, illness, and mortality. Students will also investigate and understand how social inequalities impact health care utilization in the US.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The Sociology program aims to prepare future practitioners and researchers in various social-service fields. This course addresses a noticeable gap in SOC offerings, and also begins the development of a minor or concentration in Sociology of Health and Medicine. We also see this course, and the potential minor/concentration, as a draw for students in the pre-professional medical fields. For instance, the MCAT now requires students to take Introduction to Sociology, and tests students on this material. Pre-professional medical students may thus be interested in furthering their understanding of the social, political, economic and cultural forces that impact health and health care.

c. Student population served.

Undergraduate students in Sociology, and potentially pre-professional medical field students

d. Rationale for the level of the course (lower, upper, or graduate).

Upper-level, 4000. The course focuses on a specific sub-field within Sociology, and thus students will be advised to take it once they have completed more basic coursework in the major. Our department offers electives related to family, gender, and aging, but we have a noticeable lack of other subject areas, such as collective behavior, medical sociology, and sports. This course will begin to address this gap by introducing students to the sociology of medicine, examining the social production of health, wellness, illness and mortality, and will build on knowledge gained in lower-level courses (Intro to Soc, Social Problems).

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.) *This outline reflects the schedule used by the Instructor in Spring 2015*

**Week 1: January 22- January 24**🡪

|  |
| --- |
| **Listen/Look:** Weekly Instructions/Synopsis (under “Weekly Instructions/Synopsis” folder) |
| **Read:** Syllabus (Blackboard); Test Suggestions (Blackboard); Paper Grading Rubric (Blackboard);  Sociology Primer (Blackboard): VERY IMPORTANT—this is the foundation for the course!  **Lecture: Sociology Primer—A Quick Guide to Sociological Theoretical Frameworks** |
| **Watch:** n/a |
| **Write:** n/a |

**Week 2:** **January 27-January 31**🡪

|  |
| --- |
| **Listen/Look:** Weekly Instructions/Synopsis (under “Weekly Instructions/Synopsis” folder) |
| Read: **Lecture 1: The Social Construction and Distribution of Disease and Illness** Blackboard article in Lecture 1 folder; Gender/Social Construction of Illness: 1, 2; The Sociology of Health and Illness: 1, 8, 9, 10, 40, 41 |
| **Watch:** V: Clips- (links under Lecture 1 folder) |
| **Write:** Discussion Board Entry due by 8pm on Friday, January 31st |

**Week 3:** **February 3-February 7**🡪

|  |
| --- |
| **Listen/Look:** Weekly Instructions/Synopsis (under “Weekly Instructions/Synopsis” folder) |
| **Read:** **Lecture 2: Issues of Power in Health**; Blackboard articles in Lecture 2 folder; Gender/Social Construction of Illness: 3; Medicalized Masculinities: 5; The Sociology of Health and Illness: 17, 19-20, 25-27 |
| **Watch:** n/a |
| **Write:** Discussion Board Entry due by 8pm on Friday, February 7th |

**Week 4: February 10-February 14**🡪

|  |
| --- |
| **Listen/Look:** Weekly Instructions/Synopsis (under “Weekly Instructions/Synopsis” folder) |
| **Read:** **Lecture 3: Reproduction and Fertility** (Blackboard); Blackboard articles in Lecture 3 folder;  Gender/Social Construction of Illness: 5, 6; Medicalized Masculinities: 1, 2; The Sociology of Health and Illness: 18 |
| **Watch:** V: The Last Abortion Clinic (link under Lecture 3 folder) |
| **Write**: Discussion Board Entry due by 8pm on Friday, February 14th |

**Week 5: February 17- February 21**🡪

|  |
| --- |
| **Listen/Look:** Weekly Instructions/Synopsis (under “Weekly Instructions/Synopsis” folder) |
| **Read**: **Lecture 4: Sexual Bodies and Health**; Articles under Lecture 4 folder; The Sociology of Health and Illness: 23, 24 |
| **Watch:** V: Clips of “TransGeneration” (link under Lecture 4 folder) |
| **Write:** Reaction Paper #1 due by Friday, February 21st at 8pm (see instructions) |

**Week 6: February 24-February 28**🡪

|  |
| --- |
| **Listen/Look:** Weekly Instructions/Synopsis (under “Weekly Instructions/Synopsis” folder) |
| **Read:** **Lecture 5: The Aging Woman and Man**; Articles under Lecture 5 folder;  Medicalized Masculinities: 4 |
| **Watch:** V: Living Old (link under Lecture 5 folder) |
| **Write:** Discussion Board Entry due by 8pm on Friday, February 28th |

**Week 7: March 3-March 7**🡪

|  |
| --- |
| **Listen/Look:** Weekly Instructions/Synopsis (under “Weekly Instructions/Synopsis” folder) |
| **Read:** **Lecture 6: Body Modifications and Disorders**; Articles under Lecture 6 folder |
| **Watch:** V: Taboo: Body Modifications (link under Lecture 6 folder) |
| **Write:** TEST #1 on Friday, March 7th (see instructions) |

**Week 8: March 10-March 14**🡪

|  |
| --- |
| **Listen/Look:** Weekly Instructions/Synopsis (under “Weekly Instructions/Synopsis” folder) |
| **Read: Lecture 7: Experience of Illness**; Articles under Lecture 7 folder; The Sociology of Health and Illness: 42, 43 |
| **Watch:** n/a |
| **Write:** Discussion Board Entry due by 8pm on Friday, March 14th |

**SPRING BREAK: March 17-21**

**Week 9: March 24-March 28**🡪

|  |
| --- |
| **Listen/Look:** Weekly Instructions/Synopsis (under “Weekly Instructions/Synopsis” folder) |
| **Read: Lecture 8: Pathologies of Personality**; Article under Lecture 8 folder;  Medicalized Masculinities: 6, 8; The Sociology of Health and Illness: 33 |
| **Watch:** V: Released; V: Medicating Kids (links under Lecture 8 folder) |
| **Write:** Reaction Paper #2 due by Friday, March 28th at 8pm (see instructions) |

**Week 10: March 31-April 4**🡪

|  |
| --- |
| **Listen/Look:** Weekly Instructions/Synopsis (under “Weekly Instructions/Synopsis” folder) |
| **Read**: **Lecture 9: Socio-demographic Inequalities and Health**; Articles under Lecture 9 folderMedicalized Masculinities: 7; The Sociology of Health and Illness: 2-6 |
| **Watch:** V: Sick Around America (link under Lecture 9 folder) |
| **Write:** Discussion Board Entry due by 8pm on Friday, April 4th |

**Week 11: April 7-April 11**🡪

|  |
| --- |
| **Listen/Look:** Weekly Instructions/Synopsis (under “Weekly Instructions/Synopsis” folder) |
| **Read:** **Lecture 10: Rape, Violence, and Health Care**; Articles under Lecture 10 folder; Medicalized Masculinities: 3 |
| **Watch:** V: Clips (link under Lecture 10 folder) |
| **Write:** Discussion Board Entry due by 8pm on Friday, April 11th |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week 12: April 14-April 18**🡪

|  |
| --- |
| **Listen/Look:** Weekly Instructions/Synopsis (under “Weekly Instructions/Synopsis” folder) |
| **Read:** **Lecture 11: LGBTQIA and Health;** Articles under Lecture 11 folder |
| **Watch:** n/a |
| **Write:** Discussion Board Entry due by 8pm on Friday, April 18th |

**Week 13: April 21-April 25**🡪

|  |
| --- |
| **Listen/Look:** Weekly Instructions/Synopsis (under “Weekly Instructions/Synopsis” folder) |
| **Read**: **Lecture 12: HIV/AIDS and Socio-Demographic Inequalities Inequalities**; Articles under Lecture 12 folder;  Gender/Social Construction of Illness: 7; The Sociology of Health and Illness: 12 |
| **Watch:** V: Endgame; Age of AIDS (links under Lecture 12 folder) |
| **Write:** Discussion Board Entry due by 8pm on Friday, April 25th |

**Week 14: April 28-May 2**🡪

|  |
| --- |
| **Listen/Look:** Weekly Instructions/Synopsis (under “Weekly Instructions/Synopsis” folder) |
| **Read:** **Wrap-up Lecture: Future Concerns for Health Care and Bioethics of Medicine;** The Sociology of Health and Illness: 44-49  Work on collecting outside sources (articles/readings) for content analysis/research paper |
| **Watch:** n/a |
| **Write:** Content Analysis/Research paper due by May 2nd at 8pm |

**Week 15: May 5-May 7**🡪

|  |
| --- |
| **Listen/Look:** Weekly Instructions/Synopsis (under “Weekly Instructions/Synopsis” folder) |
| **Read:** n/a |
| **Watch:** n/a |
| **Write:** TEST #2 on Wednesday, May 7th (see instructions) |

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Two exams (60 pts each); two reaction papers (50 pts each); content analysis (100 pts); discussion board entries (9 entries, worth 20 pts each)

18. Special features (e.g. labs, exhibits, site visitations, etc.)

NA

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

This course is initially being offered online by a PhD Medical Sociologist; the department plans to hire a Medical Sociologist for the 2016-17 AY.

20. What is the primary intended learning goal for students enrolled in this course?

Students will explore how US culture approaches health and healthcare and will understand how social inequalities impact health care utilization in the US.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

**Text 1:** The Sociology of Health and Illness: Critical Perspectives 9th edition. Conrad, P and V. Leiter (Eds.)

**Text 2:** Medicalized Masculinities (2006).  Rosenfeld and Faircloth. Temple University Press.

**Text 3:** Gender and Health: The Effects of Constrained Choices and Social Policies (2008).  Bird & Rieker. Cambridge U.

**-Other articles and required reading will be provided throughout the semester and are located on Blackboard for you to reference**.

b. Number of pages of reading required per week: 20-30

c. Number of pages of writing required over the course of the semester: 30

22. High-Impact Activities (Check all that apply)

Collaborative assignments

Research with a faculty member

Diversity/Global learning experience

Service learning or community learning

Study abroad

Internship

Capstone or senior culminating experience

Other Explain: Enter text...

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

Identify and describe the sociological dimension of health and illness-related phenomena in society.

Learning Activity:(For example, what instructional processes do you plan to use to help students reach this outcome?)

Students contribute to an online class discussion regarding each section in the course. In these weekly online discussion board entries, students bring in examples of their own experiences with different components of the health care system. Students are expected to analyze a piece of data (reading/article) using a theoretical framework presented in a lecture, and evaluate the material for each week using major sociological concepts. Students are also expected to post a reaction entry to another classmate’s analysis to foster online groups discussion. Each discussion board entry is worth 20 points for a semester total of 180 points (20 points per problem times 9 sections)

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Students submit two reaction papers over the course of the semester, providing analysis of a particular section’s readings/lectures/videos/discussion boards. Students are expected to provide analysis regarding macro-level sociological themes, sociological theories, and relevant concepts that demonstrate a command of the content. A rubric is provided that provides direction to the students to form a critical analysis of the literature and foster a deeper sense of understanding of how health/health care can be examined through a sociological lens

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**

Learn and apply major theoretical frameworks and concepts in Sociology to health experiences that are impacted and influenced by sex/gender, race/ethnicity, social class, sexual identity, and other socio-demographic identifiers

Learning Activity:

Students read three textbooks and additional scholarly articles that use a sociological lens to examine and critique the US health care system. The articles range from foundational articles in the field of Sociology of Medicine to more contemporary work. Regardless of the topic of the article, students are expected to use sociological theory to analyze the circumstances of each article. In order to “practice” using critical analysis, students submit weekly discussion board entries in which they apply theory to social circumstances surrounding health/health care that they view in their everyday lives. Students respond to each other’s entries, and I provide feedback on their analysis. These weekly assignments enable students to build the analytical skills required to complete a Content Analysis/Research Paper due at the end of the semester. Additionally, students complete two essay exams over the course of the semester that help to expand critical thinking, as well as analytical, reading and writing skills

Assessment Tool:

Content Analysis/Research Paper (100 possible points). A rubric is provided to the students that provides direction in completing a Content Analysis/Research Paper on a topic of the student’s choosing that encompasses some aspect of the last five lectures. Students search for and analyze outside readings related to the topic of their choice and lay out a logical argument as to how health/health care is impacted by socio-demographics. Students are expected to apply sociological theories and concepts in order to provide a critical analysis of health care in the US.

**Outcome #3**:

Learning Activity:

Assessment Tool:

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

Minimally  
Indirectly  
Directly

* 1. Thinking Critically

Minimally  
Indirectly  
Directly

* 1. Using Technology

Minimally  
Indirectly  
Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Undergraduate Bulletin 2014-2015, p. 240

Major in Sociology (cont.)

**Bachelor of Arts**

A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

**Electives (select 18 hours from the following):**

ANTH 2233, Introduction to Cultural Anthropology

CRIM 3263, Criminology

CRIM 3323, Juvenile Delinquency

GEOG 3643, Introduction to Cultural Geography

GEOG 3703, Political Geography

GEOG 3813, Introduction to Geographic Information Systems

SOC 3003, Sociology of Gender

SOC 3213, Sociology of Intimate Relationships

SOC 3223, Sociology of Families

SOC 3273, Social Stratification **OR**

GEOG 3683, Economic Geography

SOC 3293, Social Behavior

SOC 3313, Sociology of Sexuality

SOC 3333, Sociology of Health & Illness

SOC 3353, Minority Groups

SOC 3363, Sociology of Religion

SOC 3373, Technology and Society

SOC 4003, Perspectives on Death and Dying

SOC 4053, Today’s Families

SOC 4063, Sociology of Disasters

SOC 4073, Sociology of Family Violence

SOC 4203, Social Deviance

SOC 4213, Childhood and Adolescence

SOC 4223, Urban Sociology **OR**

GEOG 4223, Urban Geography

SOC 4233, Social Organization

SOC 4253, Rural Sociology

SOC 4263, Terrorism as a Social Movement

SOC 4273, Population and Demography

SOC 4323, Applied Research

*If not taken to satisfy the core requirement.*

SOC 4343, Geographic Information Systems for the Social Sciences

*If not taken to satisfy the core requirement.*

SOC 4353, Sociology of Aging

SOC 4363, Environmental Sociology

**SOC 4423 Sociology of Medicine**

SOC 460V, Special Problems

SOC 470V, Internship

**p. 463-464**

**Sociology (SOC)**

**SOC 1013. Making Connections Sociology** Required course for first semester freshmen. Core content includes transition to college, academic performance skills, problem solving, critical thinking, self management, group building skills, and university policies. Content related to the departmental majors is also included. Fall.

**SOC 2213. Introduction to Sociology** Human society and social behavior. Fall, Spring, Sum­mer. (ACTS#: SOCI 1013)

**SOC 2223. Social Problems** Application of sociological concepts and methods in the analysis of current social problems in the United States, including family and community disorganization, delinquency and crime, mental illness, and intergroup relations. Cross listed as SW 2223. Fall, Spring, Summer. (ACTS#: SOCI 2013)

**SOC 3003. Sociology of Gender** Origins, acquisition, structure, and change of gender roles in contemporary society, examined in terms of impact upon both the individual and society. Cross listed as WGS 3003. Fall, Spring, Summer.

**SOC 3213. Sociology of Intimate Relationships** Aspects of close social relationships, roles, power, love, conflict, and change. Cross listed as WGS 3213. Fall, even.

**SOC 3223. Sociology of Families** Emphasizes the sociocultural factors influencing the structure and development of marriage and the family. Fall, Spring, Summer.

**SOC 3273. Social Stratification** Examination of causes and consequences of social inequality with a focus on class, status, power and privilege, particularly in American society. Spring, Summer.

**SOC 3293. Social Behavior** Factors influencing behavior in social situations. Spring.

**SOC 3313. Sociology of Sexuality** Examines sexuality from a sociological perspective, focus­ing on the social construction of sexuality and the moral and political controversies that surround it. Demand.

**SOC 3333. Sociology of Health and Illness** Social causation of diseases, social definition of health and illness, social aspects of healing and rehabilitation, the nature of health professions, and the delivery of health care services. Demand.

**SOC 3353. Minority Groups** Examines race, ethnicity and other bases for minority status in society, focusing on social inequality and the social construction of minority and majority group statuses and relations. Fall, Spring, Summer.

**SOC 3363. Sociology of Religion** Examines the relationship of religion to society, focusing on the functions and dysfunctions of religious systems on other social institutions. Demand.

**SOC 3373. Technology and Society** This course will critically examine how technology has changed the society in which we live. In doing so, we will explore how technologies are introduced, who benefits from their implementation, the risks involved with technologies, and how technology can be controlled. Spring.

**SOC 3381. Social Statistics Laboratory** Laboratory associated with SOC 3383. Two hours per week. Corequisite, SOC 3383. Fall, Spring.

**SOC 3383. Social Statistics** Central concepts and techniques of conducting descriptive and inferential analysis employed in quantitative investigation to understand social processes and phe­nomena. Prerequisites, MATH 1023 or higher level math course. Corequisites, SOC 3381 Social Statistics Laboratory. Fall, Spring.

**SOC 4003. Perspective on Death and Dying** A multidisciplinary overview of major themes and perspectives on dying, death, and bereavement, including historical, cultural, social, and psychological aspects. Medical, legal and ethical issues. Grief and bereavement. The death system. Violent death, disasters and megadeath. Beyond death. Prerequisite, minimum of 60 hours. Summer.

**SOC 4053. Today’s Families Interdisciplinary Approaches** An interdisciplinary course de­signed to promote a critical approach to examining the family and its role in society. Prerequisite, 12 hours of coursework in Interdisciplinary Family Minor or instructors permission. Cross listed as ECH 4053, NRS 4053, PSY 4053. Spring.

**SOC 4063. Sociology of Disasters** Discusses socio-cultural aspects of natural and human made disasters, with an emphasis on social causes and consequences. Spring, even.

**SOC 4073. Sociology of Family Violence** An overview of the causes, prevalence and conse­quences of child abuse, intimate partner violence, and elder abuse. Fall, odd.

**SOC 4203. Social Deviance** Describes and explains the violation of social norms. Spring.

**SOC 4213. The Sociology of Childhood and Adolescence** Examination of childhood and adolescence, not only in the contemporary U.S., but also historically and cross culturally, with an emphasis on children as actively involved in the creation and reproduction of childhood and ado­lescence and social change within their societies. Fall.

**SOC 4223. Urban Sociology** History, structure, function, growth, location, land use, and problems of movement, and city region relationships. NOTE, SOC 4223 and GEOG 4223 are equivalent courses. Credit may be received for only one of the courses. Fall, Summer, even.

**SOC 4233. Social Organization** Concepts and principles of social organization and disorganiza­tion and the disruptive effects of social and cultural dynamics upon the individual, family, community, nations, and world. Summer.

**SOC 4243. Social Theory** Examination of the context, content and contributions of sociological thinkers up to the early 20th century. Fall, Spring.

**SOC 4253. Rural Sociology** Multidimensional examination of the range of rural places, people, institutions, cultures, economies and change, with a focus on the United States and Ar­kansas. Spring.

**SOC 4263. Terrorism as a Social Movement** Examines domestic and international terrorism, including history of terrorism, philosophical and religious ideologies justifying terrorism, social, politi­cal, economic, psychological, and legal impacts of terrorism, terrorist groups, motives and tactics, and methods of counter-terrorism. Prerequisite, minimum of 60 hours. Dual Listed SOC 5263. Fall, Spring, and Summer.

**SOC 4273. Population and Demography** Basic concepts and measures of the three central demographic processes of fertility, mortality and migration and introduction of contemporary popula­tion related issues. Spring, Summer, odd.

**SOC 4293. Methods of Social Research** Overview of quantitative and qualitative tools used in the social sciences to analyze relationships among social variables. Fall, Spring.

**SOC 4323. Applied Research** Techniques for analyzing social science data using the Statistical Package for the Social Sciences and other data analysis systems. Prerequisites, SOC 3383 and 4293, or equivalents. Fall, Spring.467

*The bulletin can be accessed at http://www.astate.edu/a/registrar/students/*

**SOC 4333. Sociology of Youth Subcultures** Sociological study of youth subcultures from American, British and new subcultural perspectives, plus a range of historical and contemporary youth subcultures. Also covers various analytic topics such as identity, resistance, style, music, response, and consumption. Prerequisite, SOC 2213. Demand.

**SOC 4343. Geographic Information Systems for the Social Sciences** An introduction to the applied analysis of social and environmental geographic data. Includes a discussion of geographic data, maps, and conducting applied geographic analysis. Prerequisites, SOC 3383, SOC 4293 or POSC 3003 or PSY 3103 and PSY 3123 or QM 2113 and QM 3113 or AGRI 3233 and AGRI 4233 or TECH 3773 and TECH 4813. Fall.

**SOC 4353. Sociology of Aging** Survey of theories, methodologies, concepts, and major research findings regarding the aging of individuals and societies, using the U.S. as a central example. Fall.

**SOC 4363. Environmental Sociology** This course explores how our views of nature and the environment are socially constructed. In this context, we will examine how numerous environmental issues are created and exacerbated by social issues. We will also investigate actions that will reduce our ecological footprint. Demand.

**SOC 4373. Sustainable Development in Modern Society** This course will introduce students to the concept of sustainable development. In our investigation of what a sustainable community would look like, issues such as development paradigms, human environment interactions, and politics will be discussed on local, national, and international scales. Permission of instructor required. Demand.

**SOC 4423 Sociology of Medicine** The social production of health, wellness, illness, and mortality, includinghow social inequalities impact health care utilization in the US. Fall, Spring

**SOC 460V. Special Problems** Individually directed problems in sociology and criminology for juniors and seniors. Must be arranged in consultation with a professor, and approved by the depart­ment chair. Fall, Spring, Summer.

**SOC 4703. Internship** Combines supervised work experience with study of selected agencies and organizations. Must be arranged with the professor and approved by the department chair. Fall, Spring, Summer.v