Sociology

SOC 2500. Prior Learning: Social Science. 1-5 Unit.

SOC 3030A. Media Literacy in the Information Age. 3-4 Unit.
This course offers students the theoretical and analytical tools necessary to approach the notion of mediated information and spectatorships from Gutenberg to Blogging. We will overview the history and zeitgeist auspices of press, radio, TV, the Internet, and the current state of amalgamation, interactivity, agency, globalization and commodification in which media operate. We will use the frameworks provided by the Frankfurt school, McLuhan's Laws of Media, Semiotics and Baudrillard's simulacra. Using a range of concrete examples and exercises we will apply these frameworks to discern the social function of media and the dilemmas these currently pose. Students interested in one extra unit are encouraged to apply course content to the creation of a concrete independent media statement of their choice.

SOC 3050.LA. Social Theory of the City. 3-4 Unit.
What does it mean to live in a city? How does urban life shape and construct our identities and experiences? What role do urban processes play in the construction of racial, ethnic, class, gender, sexual, and political identities? What do people mean when they talk about the ghetto, the inner city, or bringing life back to downtown? In this course, traditional urban concerns such as community, anonymity, social difference, spatial divisions, urban renewal/gentrification, safety, violence, and crime are examined anew through the lens of a broad range of social theory. Students work with theory from sociology, geography, media studies, ethnic studies, feminist studies, and queer studies to analyze critically the intersections between urban spatial form and the (de)construction of social categories. The course is organized around the analysis and deconstruction of a series of dualisms: center/periphery, native/foreign, white/black, rich/poor, civilized/savage, safe/criminal, private/public, male/female, and straight/queer. These dualisms reflect popularly held, but overly simplistic, assumptions about how social life in the city works. We will take the artificial divisions between these purportedly oppositional concepts as our entry point into a discussion of the greater complexity of urban social life.

SOC 3070. Race, Gender, and Migration. 3-4 Unit.

SOC 3110. Urban Youth. 3-4 Unit.

SOC 3130.A. Urban Environmental Movements. 3-4 Unit.

SOC 3160. Human Rights and Children. 3-4 Unit.
This upper-division course uses a case study approach to address the issue of human rights and children. The rights of children are examined from a national and international perspective as well as from the point of view of political philosophy. The national perspective uses Supreme Court cases that have examined and established children's rights such as limiting or forbidding child labor, protection of the dependent and incompetent, constraints on parental authority, children's' rights to access to education and medical services.

SOC 3170. Prisons, Profiling, and Policing. 3-4 Unit.
This course examines the social and economic functions of prisons in contemporary American society. Students investigate how and why prisons have become the preferred solution to crises of global capitalism, the perceived fracturing of American identity, and radical protest politics over the last several decades. Students examine the proposal, increasingly advocated by the families and communities most affected by crime and mass incarceration, of abolishing the prison system altogether. The prison crisis demands that we take an active position and deal with the ethics of incarceration. Students engage with community groups in Los Angeles and beyond working for prison reform and abolition. Student projects are practical and action-oriented.

SOC 3230. Identity, Community, Social Change. 3-4 Unit.
This interdisciplinary course examines the theoretical contributions of urban sociology, urban anthropology and cultural studies relevant to situate the concepts of identity formation, agency, group identification, negotiation, activism and hegemony in urban settings. Through a combined exposure to lectures, readings, role-plays, world cafe-format conversation, discussion, educational media and on-line resources, students learn to detect, name, explore, describe, analyze and apply these theoretical concepts and their causal relationships. Weekly sessions will adhere to an inductive, scenario-driven learning model. Each class introduces a concrete urban experience of individuals and/or groups in Los Angeles, and beyond working for prison reform and abolition. Student projects are practical and action-oriented.

SOC 3340. Classical and Multicultural Social Theory. 3 Units.
Social theory is what we do when we try to make sense of the social world. This course examine thinking about the social world through the classical statements of social theorists (Marx, Weber, Dukheim, and Freud), and a host of contemporary social theories done from marginalized perspectives (Virginia Wolfe, Cesaire, Fanon, Audre Lorde, Cornell West, and Gloria Anzaldua).

SOC 3430. Community Organizing. 3-4 Unit.
The course examines community organizing within the context of community development. The course is structured to have students dialogue about issues, work in groups and use the classroom as a laboratory for community organizing. Topics covered in this course include: the historical and current context for community organizing in Los Angeles, the relationship to social justice and organizing in third world countries, the impact of social change theories, organizing strategies, tools and methodologies, and new approaches used in organizing communities. Students learn about some of the community organizing battles taking place in Los Angeles, nationally and internationally.
SOC 3480A. Gay & Lesbian History Through Documentary Film. 3 Units.
This course explores the past 100 years of gay and lesbian history, powerfully evoked through numerous award-winning documentary films and one classic historical text. Each class includes the screening of a full-length film, followed by deconstructive conversations exploring the cultural, political, and psychological impact on gay and lesbian individual and community identity in America. This interdisciplinary on-line humanities course explores the diverse array of American utopian communities that emerged during the 19th century. Exemplary communities include: the Shakers, the Harmony Society, the Zoarists, New Harmony, Yellow Springs communities, Brook Farm, Fruit lands, the Amana Society, the Oneida community, the Icarians, and Modern Times. These communities are placed in their historical, sociological, and economic context, and the variety of impulses that conditioned the rise of utopian communities is examined.

SOC 3500.LA. Prior Learning: Social Science. 1-5 Unit.

SOC 3510.LA. Independent Study. 1-5 Unit.

SOC 3520A. Human Sexualities. 3-4 Unit.
This course deconstructs the issues of gender, gender identity, sexual orientation, and the concepts of normal and abnormal sexualities, all through a socio-cultural lens. Film presentations, class discussions, and interactive class exercises will engage students in exploring the development of their own sexual identities, while fostering an appreciation of the rich historical context of sex and sexuality in America throughout the past century. The many topics studied include patriarchy, fantasy, femaleness/maleness, intimacy, open relationships, family of origin discourses, eroticism, and LGBT issues.

SOC 3530. Internship. 1-5 Unit.

SOC 3620. Social Change in an Era of Globalization. 3-4 Unit.
In a world of intensifying conflict and change, against a backdrop of economic and technological globalization, this course examines a wide variety of social forces, movements, ideologies, parties, and revolutions throughout the twentieth century, with emphasis on the period since the 1960s in the United States. The course situates the processes of social change within an understanding of culture, economic development and class relations, gender and race/ethnic divisions, political governance and ideology, and personality factors among others.

SOC 3640. Observing Social Life in the City. 3-4 Unit.

SOC 3840A. Social Psychology. 3-4 Unit.
In attempting to understand human beliefs and behavior, social psychology looks at the interrelationship between individuals and groups. Social psychology is rooted in Lewin's field theory, which examines how a person's behavior is impacted not just by the individual's personality but the surrounding social environment. This course explores how various aspects of social psychology help explain issues such as aggression and altruism as forms of social behavior, how attitudes are formed and their relationship to behavior, how we present the self and issues around self-esteem, social identity, prejudice and stereotypes. Students also attend to the impact of cross-cultural experiences on these themes.

SOC 3900AZ. Queer Theory. 1 Unit.

SOC 3900B. A House Is Not a Home: Homelessness In Los Angeles. 1 Unit.
Students learn the circumstances under which people become homeless, examine their daily struggles and identify local efforts being made to address this persistent social problem. Students interface with an established downtown Los Angeles activist and visit a facility that serves this population and one which serves homeless persons with mental health challenges. No grade equivalents allowed.

SOC 3900C. Counting the Uncounted: LA Homeless Count. 1 Unit.

SOC 3900E. Trans-National Media Activism. 1 Unit.

SOC 4010. Participatory Media. 3-4 Unit.

SOC 4080. Sociological Perspectives on Children. 3-4 Unit.

SOC 4090. Immigrant Experiences in the Global City: From Displacement to Self-Reinvention. 4 Units.
This course offers historical, methodological and theoretical tools appropriate to grasp the unprecedented cultural, economic, and political experiences of twenty-first century immigrants who end up in major cosmopolitan areas. We particularly focus on those settling in Los Angeles, an alluring newcomers' magnet since the late 1700's and today's premier Western illustration of 'the global city'. Characterized by accelerated urbanization, intense flows of information, technology, and world capital, as well as significant dependence on immigrant labor, the global city is a multilayered space where inequality and exclusion coexist with unique forms of urban participation and allegiance. How do immigrants cope with this extreme urban vortex? How do they navigate the global predicament? And ultimately, how do they negotiate their journeys from displacement to self-reinvention? In search for possible answers that may aptly grasp the nuances of social experience, the latest contributions of Sociology and Cultural Studies suggest the application of an ethnographic approach. It consists on learning to build up a mindful scholarly stance aware of the insider/outsider paradox, as well as to compile and analyze testimonial information in such ways that we can attempt to respectfully look at those experiences in their context, and in this case, do our best to remain inclusive of the immigrants' own perspectives.
SOC 4200. Race and Racism. 3-4 Unit.
The purpose of this course is to equip students with a comprehensive understanding, both theoretical and applied, of race as a category of identity and racism as a system of domination and inequality. Students develop a keen awareness of major scholarly figures in the field of ethnic studies and learn the politics of theorizing and defining racial categories as an intellectual exercise. Students weigh competing perspectives, using historical and contemporary evidence, to examine what race is and how it works, including biological determinism, cultural pluralism, and social construction. The course pays close attention to the political context and effects of these theories; for example, the relationship between biological determinism, the eugenics movement, and immigration restriction in the 1910s and 1920s; and the links between the social construction/racial formation perspective and the civil rights and ethnic studies movements from the 1960s to the 1990s. Students critically analyze how racial categories (especially whiteness) have been constructed through the intersecting actions of government, capital, cultural producers, and everyday people.

SOC 4270A. Transgender Identities. 3-4 Unit.

SOC 4510. Independent Study. 1-5 Unit.

SOC 4540. School and Community-Based Interventions with Children. 4 Units.
The goal of this course is to introduce students to the range of school and community-based interventions available for school-aged children. Through readings, lecture, video presentations and discussions students are expected to develop an understanding of: 1) approaches to intervention with young children in school settings; 2) approaches to intervention with young children in community settings; and 3) how school and community approaches to interventions with children can be integrated for maximum efficacy.

SOC 4910. Sex-Positivity and Social Justice. 3-4 Unit.

SOC X2000. Sociology / Social Science Domain. 1-9 Unit.
General Education Transfer Credit Equivalency: Do not make any sections from this course.

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SOC X2005. Sociology & UCE / Social Science Domain. 1-9 Unit.
General Education Transfer Credit Equivalency: Do not make any sections from this course.

SOC X4000. Sociology / Social Science Domain. 1-9 Unit.
General Education Transfer Credit Equivalency: Do not make any sections from this course.

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SOC X4005. Sociology & UCE / Social Science Domain. 1-9 Unit.
General Education Transfer Credit Equivalency: Do not make any sections from this course.