

Sociology Undergraduate Course Descriptions

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Note: The course descriptions presented below are as they have appeared in recent course syllabi composed by individual faculty. To see the generic course descriptions and course attributes for courses in Sociology, please visit the [USF Course Inventory of Sociology courses](#).

SYG 2000 - Introduction to Sociology: (Also see course description and attributes at the [USF Course Inventory](#).) This course is designed to provide you with an overview of the discipline of sociology. Sociology explores some of the ways social scientists explain human behavior. In contrast to psychology, sociology shows how the structure and collective experience of groups influence how people live.

Among the questions that sociology asks are: Why are some people wealthy and others poor, and how does this impact their lives and views of one another? Why do some people get pulled over more frequently by the police? Why are women paid substantially less than men for doing the same jobs? Why do societies designate some behavior as “deviant,” and how are individuals recruited into deviant patterns of behavior? How are adult roles developed, and how are children brought up to occupy them? Why do conflicts develop between groups within a society, and how can they be managed? How are population, poverty, and the environment interrelated? How do people bring about social change? By grappling with these questions, you should develop an appreciation of differences between groups and of the complexities of social life.

This course is part of the University of South Florida’s Foundations of Knowledge and Learning Core Curriculum. It is certified for Social and Behavioral Sciences and for the following dimensions: Critical Thinking, Inquiry-based Learning, Human and Cultural Diversity, and Ethical Perspectives. Students enrolled in this course may be asked to participate in the USF General Education assessment effort. This might involve submitting copies of writing assignments for review, responding to surveys, or participating in other measurements designed to assess the FKL Core Curriculum learning outcomes.

SYG 2000 is also certified as meeting the goals of the Global Citizens Project. However, as an FKL General Education course it may NOT be used to fulfill partial requirements of the Global Citizen Awards.

SYG 2010 - Contemporary Social Problems: (Also see course description and attributes at the [USF Course Inventory](#).) This course will introduce you to a sociological understanding of “contemporary social problems” with a global perspective. Drawing on concepts such as culture, gender, sexuality, race, ethnicity, social stratification and social institutions, the course analyzes varying definitions, causes and solutions to these problems while developing critical thinking skills to move beyond simplified “common sense” views of social problems. Specifically, we will examine how social problems are constructed differently across societies, and how sociological theory and social science inquiry can be used to better understand what is

happening in social life. We will examine connections between societal issues and individual experiences across societies, with an emphasis on research and looking beyond oversimplifications and stereotypes. What are some of the most serious social problems in societies currently? How do they affect individuals and societies, and how do the media shape related perceptions? We will address these questions and more, keeping in mind that this course serves as an introduction to social problems.

This course is part of the University of South Florida's Foundations of Knowledge and Learning Core Curriculum. It is certified for Social and Behavioral Sciences and for the following dimensions: Critical Thinking, Inquiry-Based Learning, Human and Cultural Diversity, and Ethical Perspectives.

SYP 3000 - Social Psychology: (Also see course description and attributes at the [USF Course Inventory](#).) This introduction to social psychology course will expose students to the variety of topics studied by social psychologists. During our time together we will explore the self and its relation to society, behaviors and attitudes, culture, group dynamics and conformity, and prejudice. We will also explore ideas surrounding altruism, attraction, conflict, and social psychological implications towards the second half of the course. Students will leave this class understanding how our interactions influence the behavioral and thought patterns of people in a given society. For sociology majors, an upper level elective such as Social Psychology is often the second or third course taken toward completion of their degree. Sociology electives such as this course lay a foundation for both of the optional areas of concentration offered in the major (Identity & Community and Inequality & Social Justice). Sociology electives such as this course also provide useful methodological and analytical tools for the required courses of Research Methods and Senior Seminar.

The course has no prerequisite, and therefore can be taken by any student in the university wishing to improve their knowledge of human behavior and social action. Students majoring in Business Administration, Psychology, Anthropology, Biomedical Sciences, and other fields often take this course as a way to improve their understanding of human beings in social settings.

This course is part of the University of South Florida's Foundations of Knowledge and Learning Core Curriculum. It is certified for Social and Behavioral Sciences and for the following dimensions: Critical Thinking, Inquiry-based Learning, Human and Cultural Diversity, Interrelationships among Disciplines, Ethical Perspectives, and Information and Data Literacy.

SYG 3011 - Social Problems Through Film: (See course description at the [USF Course Inventory](#).)

SYP 3060 - Sociology of Sexualities: (Also see course description at the [USF Course Inventory](#).) While many theories will be discussed throughout this course, we will focus primarily on the ways in which we socially construct sexualities, plural, and the consequences of those

constructs. Course Catalog Description: Explores the interactions, among and between people, and people and institutions that form the boundaries through which sexualities are understood in the United States. Addresses interactions with and within medical and religious institutions, racial/ethnic cultures, families and popular culture.

SYA 3110 - Classical Theory: (Also see course description at the [USF Course Inventory](#).) This course provides an analysis of the philosophical foundations, central principles, and historical development of sociological theory. It is required for Sociology majors and minors.

SYO 3120 - Sociology of Families: (Also see course description at the [USF Course Inventory](#).) This course examines the main topics that are researched by sociologists of the family. The course will begin with a history of families in the U.S. and will discuss how families have adapted to their social, economic and the political context. The course will have a particular focus on how social class, race, and immigration have been important considerations for the changing structure and dynamics within families. We will also examine family throughout the life course by focusing on important turning points including trends related to dating, marriage, divorce, as well as how families function to reproduce (and resist) broader gender and racial inequalities.

SYO 3200 - Sociology of Religion: (Also see course description at the [USF Course Inventory](#).) Religion – or the sacred – has been an important element of every human society throughout recorded history and across the globe. It has shaped individuals' identities, beliefs, and practices, and it has served as an agent of peace and protest, reconciliation and war. Religion has played a significant role in the development of culture and remains a forceful voice in some of the most hotly contested social issues: abortion, sexuality, family values, human freedom, the economy, and social inequality. This course will review the social foundations of religion, explore the diverse religious movements, and examine the relationship between religion and the larger culture. Among the questions we will explore are: What is religion? What forms does it take? What functions does it perform? How has religion been a force for social cohesion and for social change? Is religion waning in importance in postmodern societies? How has religion been tied to cultural understandings of gender, sexuality, and the family? How has it served to diminish or exacerbate inequalities based on race, ethnicity, or nationality?

SYG 3235 - Latina/Latino Lives: (Also see course description at the [USF Course Inventory](#).) This course employs sociological perspectives in the examination of the historical, social, economic, and cultural experiences of Latinas and Latinos in the United States. Among the topics we will explore are: how U.S. involvement in Latin America laid the foundation for the establishment of U.S. Latino communities; the immigration paths of various Latin American populations to the U.S.; how Latina/o immigrants have adapted to, and been incorporated into U.S. society, including the experiences Latinas/as in the workplace and those of second generation (U.S. born) Latinos/as in schools. We also will discuss issues related to race and racism in the Latino community and U.S. society at large, and how experiences with racialization affect Latino/a identities. Students who successfully complete this course will have

acquired an understanding of the current issues facing Latinas/os in the U.S. and will have developed the ability to critically evaluate research in this area.

SYA 3300 - Research Methods: (Also see course description at the [USF Course Inventory](#).) This course is designed to introduce you to the major techniques of data collection and analysis used by social scientists. We will pursue three objectives. First, by understanding how information about the social world is gathered, you will become a better consumer of social science research as it is presented to you in the classroom, via the media, by politicians, and through other institutional actors. Second, you will develop several specific skills that are useful in a variety of occupations and in everyday life. These include library and internet research skills, measurement, sampling, survey techniques, observation, interviewing, nonreactive techniques, content analysis, and thinking analytically about social processes. Third, this course will provide you with the foundation to carry out social scientific research.

SYO 3460 - Sociology of the Media: (Also see course description at the [USF Course Inventory](#).) Whether we realize it or not, our daily lives are inundated with exposure to the mass media. If you use a radio alarm clock, then the media is with you from the moment you wake up. If you watch TV in bed at night, it is there with you when you go to sleep. Yet, if you are like most other people, you might say “the media doesn’t have any effect on me or my life.” Sociologists consider the media to be an agent of socialization (like school or family). Yet no one would say “my family had no impact on me or my life.” So why do we feel so immune to the media? In this class, we are going to use sociological perspectives to evaluate the media and the impact it has on both perpetuating and producing culture. We will discuss what narratives (stories) are being told through the media and what stories are being left out (through omission or censorship). Together, we will analyze how gender, race, class, sexuality, and disability have been depicted and represented in media images and how the media serves to promote not only products, but moods, attitudes, and a sense of what is and is not important. Through such analysis, we will all become more critical consumers of the media and we will be more aware of manifest and latent messages in the media that surrounds us.

SYO 3530 - Social Inequalities in a Global Society: (Also see course description at the [USF Course Inventory](#).) This course provides an overview of global social inequalities, from a sociological perspective and focusing on public policies. It explores the extent, causes, consequences and trends in social and economic inequalities worldwide. Using empirical evidence from different sources, the course unveils the nature of inequalities today. Departing from key concepts and measures to assess inequalities, we then analyze inequalities in different world regions, starting with globalization and looking at different dimensions of stratification, including economic, social class, education, health, gender, race/ethnicity and migration. The course encourages critical thinking and writing skills. Students will develop relevant tools such as doing an article review, poster design, podcasts and presentations, among others.

SYD 3700 - Racial and Ethnic Relations: (Also see course description and attributes at the [USF Course Inventory](#).) This course has been designed to introduce major topics related to racial

and ethnic relations in the United States. We will discuss how and why race developed and how the major racial groups have been impacted by the racial system of the United States. We will focus primarily on the experiences of Whites, Blacks, Latinos, Asians, and Native Americans. In doing so, we address how race shapes politics, economics, housing, crime & punishment, education, and aesthetics. Throughout the class, we will discuss global race to explore how racial systems have developed in other parts of the world (particularly Latin America). During the last month of class, guest speakers will present their research on various issues and applications of concepts discussed in class.

This course is part of the University of South Florida's General Education Curriculum. It is certified for Creative Thinking. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This will involve submitting copies of writing assignments for review via Canvas. Students will leave the class with a thorough understanding of the significance of race and how it shapes their lives and the lives of others.

SYP 4012 - Emotions in Society: (See course description at the [USF Course Inventory](#).)

SYP 4111 - Identity and Community: (Also see course description at the [USF Course Inventory](#).) This course is a sociological examination of the meanings of identity in the post-modern era. Topics will include the characteristics of identity at the levels of individuals, institutions, culture, and the processes of identity construction and change (Graham Fall 2019).

SYO 4250 - Sociology of Education: (Also see course description at the [USF Course Inventory](#).) Sociology of Education is one of the most relevant topics that any college student could study. Many of the educational experiences we'll talk and read about in this class are familiar to you, but you may not have developed the language to explain and critically examine those experiences. The focus of this course is on how educational systems work to reproduce existing social and economic systems of inequality. We will ask questions you may have pondered throughout your educational years, such as: Why do some students succeed and others don't? What social forces are at play? What messages do we get from the curriculum used in schools? Do all students have equal opportunity to become successful students? How are formal and informal relationships organized within schools, and what consequences for students' learning, identities, and futures does the social organization of schooling have? To what extent, and in what ways, do schools promote equal opportunity, and to what extent, and in what ways, do schools reproduce prevailing patterns of power, privilege, and hierarchy? By the end of the course you will be able to articulate the relationship between education and social inequality along various dimensions; apply critical thinking skills to your understanding of educational institutions and individual educational experiences; read and evaluate scholarly research on education; effectively communicate what you learned about the sociology of education both orally and in writing (Mayberry Spring 2018).

SYA 4304 - Sociological Research Experience: (Also see course description at the [USF Course Inventory](#).) This course is designed for advanced undergraduate students interested in

participating in an ongoing research project conducted by one or more of the faculty in sociology. Students will complete selected research tasks, such as background research, data collection, and data analysis, with faculty supervision.

SYO 4400 - Medical Sociology: (Also see course description at the [USF Course Inventory](#).)

This class is an introductory survey course in the sociology of medicine. The course will familiarize the student with the range of topics studied by medical sociologists such as access to health care, health policy, the social construction of illness, epidemiology, health insurance, and many others. The course will be useful to you in three ways. First, if you plan to go to graduate school in medical sociology or a related health discipline this class will give you the knowledge base and thinking skills to do that. Second, if you plan to be a medical doctor, nurse, or other health professional this course will give you practical and theoretical knowledge that will help you with your career. But even if you don't fall into one of those two categories, we all need to know how medical care works to be able to maximize our own health and this class will give you a lot of useful information about that (Kleiman Spring 2019).

SYD 4411 - Urban Life: (Also see course description at the [USF Course Inventory](#).) This capstone learning experience course introduces advanced undergraduate students to the exciting field of urban and community sociology and offers them the opportunity to conduct original research on a Tampa Bay neighborhood of their choice. The course focuses on (1) how city dwellers construct and experience social and spatial environments, (2) how cities form distinct public and neighborhood territories, (3) how historic and contemporary inequalities shape today's urban areas and processes and, lastly, (4) some larger contexts and future considerations of urban growth. The course will make use of a wide range of learning materials and strategies, including readings, lectures, discussions, websites, documentary films, a computer lab session, and one (or two) fieldtrips. Through practical assignments, students will be introduced to qualitative research methods (specifically observations and interviews) and working with secondary data (U.S. Census). The first three weeks will provide an overview of the course and an introduction to the history and theoretical foundations of urban sociology and urban research methods. Starting in week four, we will look at cities and urban processes from various points of view. Topics include: the city as a public realm and a world of neighborhoods, problems of urban inequality, regional and global contexts of cities, and future urban directions and challenges. This main part of the course also includes one fieldtrip, to Ybor City and possibly another one to Downtown Tampa. The last section of the course, weeks 13 to 15, is devoted to enhancing student research skills and to writing and presenting a comprehensive research paper (Kusenbach Spring 2017).

SYP 4420 - Consumer Culture: (Also see course description and attributes at the [USF Course Inventory](#).) The exploration of how Americans' purchasing behavior connects to larger historical shifts in our economy, including disenchantment, alienation, inequality, and the rise of the credit card society (Graham Fall 2019).

SYO 4430 - Disability and Society: (Also see course description and attributes at the [USF Course Inventory](#).) The purpose of this course is to examine the applicability of basic sociological concepts to the experience of disability; and to examine the experience of disability as a means to a better understanding of the nature of social life and cultural “was of knowing.” As we move toward broader definitions of community designed to encourage and celebrate the diversity of human experience, it is useful to employ the "sociological imagination" to peer behind the "official" conceptions of disability and examine the disability experience as another aspect of human diversity. The study of disability from a sociological standpoint heightens our understanding of the adaptability of human beings and the commonalities of social life that exist, and persist, despite the presence of biological differences. Such study also encourages critical evaluation of the impact of social systems, institutions, and professional and cultural understandings of disability, and our own assumptions about the disability experience, on the social and economic wellbeing of people with biological differences and members of their families (Green Fall 2014)

SYP 4510 - Sociological Aspects of Deviance: (Also see course description at the [USF Course Inventory](#).) This course will provide a theoretical overview and analysis of deviance theories and their relevance for today’s society. It is important for students to understand the historical development of deviance theories prior to the scientific study of deviance. Much of the characterizations of deviants prior to scientific study still hold today. Such characterizations are often rooted in innate and individualistic characteristics of people which when problematized and challenged lends itself to sociological analysis and theory. The main sociological theories covered in this course are as follows: functionalist, social disorganization, anomie, differential association, labeling and conflict/elite deviance. Within each theory, we will discuss the fundamental assumptions embedded within them. These assumptions enable theorists to ask different kinds of questions about the motivations of deviants, causes of deviance, as well as the mechanisms of power that work to create definitions of deviance that benefit the interests of the elite (Friedman Spring 2019).

SYD 4512 - Sustainable Consumption: (Also see course description at the [USF Course Inventory](#).) This course examines the relationship between the current environmental crisis and the consumer lifestyle shared by most Americans that is spreading globally.

SYP 4513 - Elite Deviance: (Also see course description at the [USF Course Inventory](#).) This course will focus on elite deviance. We will challenge traditional definitions of deviance which focus attention on the powerless in society and instead examine the social harms of the very wealthy as well as corporations and the government. We will relook at what constitutes harm and who tends to define this term and in whose interest does a traditional definition serve. We will utilize Mill’s theoretical perspectives of the power elite to explore the interconnections and linkages among the powerful as well as the institutions which they inhabit. The course will be divided into six sections which are the military industrial complex, prison industrial complex, manufacturing the news, the financial/economic structure, government/ politics, and the social and environmental consequences of elite deviance (health care, environment, working

conditions, food/agriculture, racism, sexism, classism, heterosexism, global relations, education, immigration) (Friedman Spring 2014).

SYO 4536 - Inequalities and Social Justice: (Also see course description at the [USF Course Inventory](#).) With the increasing alarm about growing inequality and its consequences, it is important to develop a systematic approach for understanding this social problem. In this course, we will explore several themes and questions central to a sociological study of inequality and social justice such as the following: Is some form of inequality inevitable? How much inequality is acceptable for the function and maintenance of a social system? When might too much inequality create instability in a social system? What are the empirical and substantive (multi-dimensional) forms of inequality beyond and in addition to economic disparity? How have these forms of inequality persisted? How are they legitimated? How are they challenged? How might inequality affect/shape macro level problems such as terrorism, ethnic unrest, war, and global economies? What are the consequences of inequality for sustainability, food systems, health care, political participation, government, criminal justice, work, education, digital culture, and the climate (and much more)? How might (and should) a society provide some type of human entitlements such as the right to seek and secure employment to attain some base level of subsistence? In what way is inequality a moral and ethical issue? How can members of society contribute to promoting and maintaining social justice? What would a just society look like? Who benefits from social justice? (Friedman Fall 2019).

This course draws on insights of both the social sciences and the humanities. It draws on the social sciences to understand social inequalities in our global age, and it draws on the humanities to consider the various perspectives on “social justice” which might be used to respond to those inequalities. By wearing the hat of a social scientist, we will learn about the nature and causes of inequalities in what Max Weber called “life chances” –i.e., things like income, wealth, property, food, housing, education, jobs, offices, transportation, health and health care, peace and security, a clean environment, and access to public facilities and services. By wearing the hat of a political philosopher or ethicist, we will apply various conceptions of “social justice” to the concrete problems that emerge in the face of social inequalities. Finally, we will review how social actors, when informed by sociological evidence about the causes and consequences of inequalities and motivated by philosophical/ethical convictions about “social justice,” can create social movements to bring about change. The study of social inequalities is as central to the work of sociologists as the study of social justice is to the work of political philosophers and ethicists. Through each unit of this course, we will rely on their insights to examine empirical evidence of the nature of inequalities, evaluate the major concepts and theories used to explain these inequalities, and discuss what a “socially just” response or solution to these inequalities might look like. Throughout, we will pay special attention to the role that globalization has had on the rise in inequalities in our world today. Our discussions will acknowledge that what each of us considers as a “socially just” response to inequalities is informed by our personal backgrounds, values, and developing understandings of the causes and consequences of inequalities (Cavendish Fall 2018).

SYP 4550 - Drugs and Society: (Also see course description at the [USF Course Inventory](#).) In this course, students will develop a sociological perspective on substance use. A sociological perspective highlights the larger macro and/or structural underpinnings of all facets surrounding drug use. We will begin with early and current constructions of drug users and how such characterizations work to support competing paradigms of substance use – the medical/disease and criminal models both of which are problematic for sociologists. Situating drug use as a crime has led to ever increasing drug legislation, thereby creating profitable drug markets and profitable prisons. Medical/disease models have individualized social problems with medical institutions and pharmaceutical companies standing to profit. The biggest “losers” in this decades’ long “war on drugs” are people and the communities in which they live. A sociological perspective will help students understand the larger contexts under which people use substances and, for some, use them to excess. Students will learn how to think critically about the typical and standard, “one size fits all,” punitive approach to dealing with people who have substance use problems. Instead, by using their sociological lens and listening to the voices of those who have substance use problems, students will develop a more compassionate and understanding approach to help those who suffer with substance use problems (Friedman Spring 2018).

SYO 4572 - Hidden Structures of Social Life: (Also see course description at the [USF Course Inventory](#).) Communication networks and the social structures that emerge in them constitute the subject matter for this course: specifically, structures of interaction in informal groups and formal organizations, social networks, and class and stratification structures.

SYP 4650 - Sport in Society: (Also see course description at the [USF Course Inventory](#).) The primary goals of this course are (1) to develop an understanding of core concepts of sociology, (2) to understand sport as an important sociological phenomenon that influences various aspects of society, and (3) to understand how society influences sport. The course proceeds in three sections. Each section includes a discussion of general sociological perspectives and ends with class activities and/or topic presentations followed by a test on the material discussed in that section.

Section #1 – Social Theory and Learning Sport: This section introduces the basics of sociology and sport. We will discuss the three primary sociological perspectives: functionalism, conflict theory, and interactionism in order to apply sociological theory to sport. We will also discuss how scholars conduct sociological research on sport. We will also discuss the role of sport in socialization and how sport factors into childhood development and aging. Section #2 – Inequality in Sport: This section examines race, class, and gender as primary areas of stratification in society. We will then examine how these concepts contribute to macro-level patterns of inequality in sport participation across America and the world. Section #3 – Social Institutions and Sport: This section examines the influence of formal organizations such as educational institutions, business, media, and governments on sport. We will examine how formal schooling influences participation in sport and how sport fits into the larger missions of secondary and higher education. We will conduct in-depth discussions on how economic

interests influence sports participation and spectatorship, particularly how large media conglomerates portray sports. This section also explores the role of government and political interests in sports in terms of local government sports sponsorship, public funding of sporting venues, and global competitions such as the Olympic Games (Tyson Fall 2018).

This course is designed to provide you with an in-depth overview of the sociology of sport. Sport is a social phenomenon. Like other forms of human behavior, it reveals regular and recurrent patterns. Sport has become highly organized, institutionalized, bureaucratized, and commercialized. And as with all major institutions, sport affects and is affected by other social institutions. For example, technology has standardized sport, created new sports, increased spectator interest and access, made sport a media event, and produced new levels of excellence in sport. Sport is often described as a microcosm of society. Consequently, sport offers an opportunity to study pervasive social problems such as substance abuse, sexism, racism, inequality, and violence. Sport is not only an arena in which athletic contests occur; it is an arena in which social values are contested and transformed. And finally, sport is ubiquitous--found in all societies from the most "primitive" to the most complex.

The study of these and related topics is referred to as the sociology of sport. The sociology of sport is a relatively recent endeavor--no longer a "rookie," but certainly not yet a seasoned veteran either. Over the past three decades, scholars have begun to recognize the critical impact of sport on society. This has yielded considerable systematic research and the development of new theories. In this course, we will critically examine some of that research, review recent empirical findings, and discuss classical and contemporary social theories related to sport. The goals of this course include: 1) to provide you with an opportunity to augment your communication skills; 2) to promote interest in and excitement about the systematic study of social institutions such as sport; 3) to introduce you to sociological concepts and theories which help to illuminate the sociology of sport; and 4) to develop an understanding of and an appreciation for human diversity and commonalities in the context of sport (Benford Fall 2017).

SYP 4675 - Animals & Society: (Also see course description at the [USF Course Inventory](#).)

Non-human animals constitute a significant part of human society, yet we often fail to truly think about their presence. We see them as food and clothing and instruments for education. We use them as descriptors in our language, watch them entertain us and employ them to our own economic gain. In this class we will investigate how it is that we define animals the ways that we do, and how those definitions benefit us. Fundamentally, we will unpack or deconstruct how we define and use animals in ways that we do. In this course we will explore the complex role of non-human animals in human society by exploring how we, as humans, socially construct animals and our interactions with them. We will, therefore, question everything. What, for example, does it mean to say that an animal can think or communicate or feel? What does it mean to argue that they cannot do any of those things? What does it mean to be opposed to euthanasia in animal shelters? What does this mean conceptually within a real setting; what does it mean sociologically? (Ponticelli Spring 2019).

SYP 4763 - Sociology of Childhood and Youth: (Also see course description at the [USF Course Inventory](#).) We were all children and adolescents once and we each have our own experiences from earlier years. Whereas this may give us the impression that we know what it is like to be a kid, studying children and adolescents from a sociologist's point of view means that rather than focusing on our individual experiences, we look at kids' experiences in their larger social, cultural, economical, and historical context. In this class we will examine a variety of issues related to children and youth, such as: the invention of adolescence; child-rearing; child abuse and protection; children's schooling; juvenile delinquency; dating; children as consumers; youth culture and rebellion; or the transition into adulthood. The main objective of this course is to use sociological imagination to re-assess many of our current unquestioned views of childhood and youth (Vaquera Spring 2014).

SYD 4800 - Gender and Society: (Also see course description at the [USF Course Inventory](#).) Historical and current issues surrounding gender in America. Emphasis on exploring the causes, meaning, and consequences of gender differences, interpersonal relationships, and institutional participation. Prerequisite: SYG 2000 or SYG 2010 (Ponticelli Fall 2017)

SYA 4910 - Individual Research: (Also see course description and attributes at the [USF Course Inventory](#).) Content depends on the interest of the student. A contract between the student and the sponsoring faculty member must be signed before class registration.

SYA 4930 - Topics in Sociology: Selected specialized topics in Sociology. Topics such as AIDS in society, drugs in society, problems in education, sociology of childhood, public life, socio-biology. Content will vary by semester and by section. See class schedule for specific contents each semester. This course, in different content areas, may be repeated for credit.

SYA 4935 - Senior Seminar: (Also see course description and attributes at the [USF Course Inventory](#).) Welcome to your senior seminar in Interdisciplinary Social Sciences and Sociology. *This course fulfills major requirements in both ISS and Sociology and requirements in the General Education Program.* The course contributes to the curriculum by providing opportunities for students to practice critical and analytical thinking (CT), problem solving (PS), and written and oral communication (WC & OC) skills while participating in collaborative research that addresses issues of global concern at the local level. As the capstone course for your major, this course provides an opportunity to review, synthesize, and use the skills you have acquired during your undergraduate course work to design and carry out a collaborative senior research project that addresses issues of global concern at the local level (Green Fall 2019).

Welcome to your senior seminar in Sociology. As the capstone course for your major, this course provides an opportunity to review and use the skills you have acquired during your undergraduate course work. The overarching goal of the seminar is to help you synthesize your knowledge and appreciation of the discipline of sociology and apply what you have learned to real world issues that have practical implications. Specifically, this course will provide you with a culminating experience in which you apply the methodological, theoretical, substantive, and

professional knowledge of the discipline of sociology in a local research project that addresses a globally significant issue in which you are particularly interested or concerned. Along the way you will also explore your own values, beliefs and ideals and the ways in which these are reflected in your research and career goals. *This course is part of the USF Foundations of Knowledge and Learning (FKL) Core Curriculum. It is certified for the Capstone Core Area and for the following dimensions: Critical Thinking; Inquiry-based learning; and Scientific Processes.* Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This might involve submitting copies of writing assignments for review, responding to surveys, or participating in other measurements designed to assess the FKL Core Curriculum Learning Outcomes. *SYA 4935 is also certified as a Global Citizens course and may be used to fulfill partial requirements of the Global Citizen Awards upon successful completion of the course (final grade of B or higher) (Ponticelli Fall 2018).*

SYA 4949 - Sociological Internship: (Also see course description and attributes at the [USF Course Inventory](#).) Supervised placement in community organization or agency for a minimum of 10 hours of volunteer work per week, and a regular meeting with a faculty mentor on applying sociological skills and methods in the placement setting.