SOCIOLOGY HANDBOOK

I. INTRODUCTION

This handbook provides you with information relevant to the Sociology Department at Nyack College. It is designed to help you understand the requirements of the sociology major, and gives important information for your course of study. Sociology at Nyack College focuses upon the following key areas:

- **Social Justice**: dimensions of equity, fairness, and equality; gender and sexual divisions; neo-colonialism and issues of human rights in a global context.

- **Urban Community Development**: city as center of progress and as a redoubt of social problems, especially poverty; composition and behavior of urban elites; the role of the informal sector; social asset building; community revitalization strategies.

- **Economic Sociology**: the sociology of production and consumption; industry, management, work and employment; money, markets and finance in relation to issues of globalization.

- **Technology and Culture**: cultural theory and sociology of culture; the social, political, economic and cultural implications of new forms of communication and information technologies.

- **Family and Identity**: examination of family structures, ethnicity and race, religion, belief and nationalism; challenges and transformations in citizenship in the era of globalization.

- **Crime and Justice**: the changing nature of crime, punishment and control; crime prevention programs; issues pertaining to the causes of crime; societal response to crime and criminal offenders, and the social pressures that enhance or impair the improvement of criminal laws and the fair administration of criminal justice.
II. WHAT IS SOCIOLOGY?

Sociology is the study of social relationships among people, institutions, and organizations. It is a discipline that uses the methods of science to explore the concerns and affairs of society and culture. Sociologists examine how groups and institutions are created, maintained and transformed and how group life shapes individual members of society. Sociologists describe, interpret, understand, and predict human interactions, social processes and trends. Sociologists enhance community life and ameliorate social problems, and guide other forms of social change.

WHY STUDY SOCIOLOGY?

Sociology allows us to develop the sociological imagination and tools necessary to see ourselves within the social context. Sociology takes the blinders off and broadens our vision to see the world as a social system. Sociology explores the interaction between society and the individual. Christian sociologists ask these questions: What areas of our social world need radical transformation? How can we act as Christ would to help change the social ills around us? What happens when cultural expectations contradict our Christian values?

If you are interested in working in social settings, you need a sociological perspective. If you want to understand the power structure in your community in order to do God’s work, you need a sociological perspective. If you want to understand why your father/mother, husband/wife, son/daughter, brother/sister, friend/foe interact as they do, you need a sociological perspective. If you want to understand why people and society are the way they are—you need a sociological perspective.

DECLARATION OF A SOCIOLOGY MAJOR

Students must complete the required form that can be obtained from the Office of the Registrar or faculty advisor. The Chair of the Sociology Department must sign this form.

INFORMATION FOR TRANSFER STUDENTS

Transfer students who listed Sociology, as their major on their admission application will have as their status PROPOSED SOCIOLOGY. This status is considered undeclared until the Declaration of Major Form is completed. As a transfer student, you must formally declare the sociology major by completing CHANGE OF MAJOR FORM, duly signed by the department Chair. It is strongly recommended that transfer students declare the major during the first semester of attendance. Only courses corresponding to Nyack College Sociology Department offerings can be transferred for credit in the major.
III. SOCIOLOGY DEPARTMENT

Mission

To develop in students a capacity to apply sociological practices, methods, knowledge, and theories to organizational and individual activities or problems in an ethical and moral manner. The sociology major’s mission is directly supportive of the college’s emphasis on preparing students “for lives of service to Christ and His Church and to society in a way that reflects the Kingdom of God and its ethnic diversity.” (Nyack College Catalog).

Goals

1. Equip students with knowledge of the nature and development of human societies so that they may be better prepared to render meaningful service.
2. Develop students with critical social analysis and research skills enabling them to advocate for change and for a better society for all persons.
3. Prepare students to understand and function effectively within a global cultural environment.
4. Provide students with the knowledge and practical skills necessary for enhancing the well being of individuals, families, groups, organizations, and communities.

Program

The sociology major at Nyack is a rigorous program of study that retains enough flexibility to accommodate students with diverse career goals and plans. It insures that all students are trained in the major theoretical and methodological traditions of sociology, and permits considerable variation in students who are considering graduate studies in sociology and related social science disciplines. The sociology major provides a strong liberal arts education for undergraduates interested in the study of contemporary society and social problems.

Students who major in Sociology enroll in a central core of sociology courses and may choose one of six concentrations. The central core cultivates knowledge and understanding of social systems at all levels from interpersonal through global. Students learn life-structuring impact of social class, gender, ethnicity, religion, race, and other social categories. Each student learns the principles underlying social order, social structural causes of social issues, and social change. The core curriculum of sociology emphasizes the utilization of the scientific method in testing theory and developing practical knowledge across the discipline. Classroom experience focuses on solution-centered analysis of important contemporary issues. Students are required to participate in a senior internship in paid or un-paid off-campus experiences under supervision. The internship allows students to integrate prior course knowledge with work experience in their possible career interest.
IV. SOCIOLOGY CURRICULUM

The sociology curriculum examines the fundamentals of sociology and investigates social issues, public policy, social change, and social justice. The curriculum takes advantage of the unparalleled New York City Metropolitan multicultural environment and offers students the opportunity to conduct supervised practice and research in community organizations and institutions. Sociology majors may choose concentrations in criminal justice, ethnic studies, family studies, and community development.

DEGREE REQUIREMENTS

The Bachelor of Arts degree in Sociology requires completion of 126 credits including 33 credits in required sociology courses. Students must satisfy both the college’s general education requirements and specific liberal arts requirements for the Department of Sociology.

The curriculum of the sociology program is structured as follows:

- NYACK COLLEGE CORE 54 credits
- MISCELLANEOUS ELECTIVE COMPONENT 27 credits
- FOREIGN LANGUAGE COMPONENT 12 credits
- SOCIOLOGY MAJOR COMPONENT 33 credits

Miscellaneous Elective Component (27 credits)
Miscellaneous electives......................................................... 27

Foreign Language Component (12 credits)
2 years or intermediate level (of the same language)............... 12

Total credits required.......................................................... 126

REQUIREMENTS FOR THE SOCIOLOGY MAJOR

Students majoring in Sociology must take the following Sociology courses:

- SOC 101 Introduction to Sociology................................. 3 credits
- SOC 240 Social Theory...................................................... 3 credits
- SOC 337 Statistics for Social Science................................. 3 credits
- SOC 344 Social Problems................................................... 3 credits
- SOC 357 Social Science Research Methods......................... 3 credits
- SOC 470 Sociology Integrative Seminar.............................. 3 credits
- SOC 490 Sociology Internship........................................... 3 credits
- Electives From Upper Level SOCIOLOGY Courses............ 12 credits

TOTAL 33 credits
Sociology Concentrations

These concentrations allow students the option to focus their electives on a particular area for an in-depth study. Students interested in pursuing one of the concentrations should declare their intention to do so by the end of their sophomore year. Students who complete the requirements will have the area of concentration listed on their permanent transcripts.

Criminal Justice Concentration
SOC 204 Introduction to Criminal Justice ......................... 3
SOC 317 Crime and Deviance .......................................... 3
SOC 342 Punishment and Corrections ............................... 3
SOC 343 Police & Society .............................................. 3

Community Development Concentration
SOC 250 Sociology of the City ........................................ 3
SOC 316 Social Welfare Institutions ................................. 3
SOC 355 Social Stratification .......................................... 3
SOC 439 Strategies for Community Organizing .................... 3

Ethnic Studies Concentration
SOC 280 The Asian American Experience ........................ 3
HIS 346 African America History ..................................... 3
SOC 353 Latinos in The United States ............................... 3
Any one of the following:
ANT 222 People & Cultures of Southeast Asia .................... 3
ANT 233 People & Cultures of Africa ................................. 3
ANT 244 People & Cultures of Latin America ...................... 3

Family Studies Concentration
SOC 241 Marriage and Family ........................................ 3
SOC 330 Work and Family ............................................ 3
PSY 349 Family Counseling ........................................... 3
Any one of the following:
SOC 341 Asian Families in America ................................. 3
SOC 354 The African American Family ............................. 3
SOC 358 The Latino Family ............................................ 3

Interdisciplinary Studies—Sociology Component
SOC 101 Introduction to Sociology .................................. 3
SOC 240 Social Theory .................................................. 3
SOC 344 Social Problems .............................................. 3
SOC 357 Social Science Research Methods ......................... 3
# SOCIOLOGY MAJOR SUGGESTED PROGRAM PLAN

## FIRST YEAR

### FALL
- BIB100 Christian Foundations (2)
- INT 110 Foundations for Excellence (2)
- ENG 111 College Writing I (3)
- HIS 113 History of Western Civ. (3)
- PHI 101 Intro. to Philosophy (3)
- SOC 101 Intro. to Sociology (3)

### SPRING
- BIB 102 Old Testament (3)
- ENG 112 College Writing II (3)
- FNA Fine Arts (3)
- HIS 114 Hist. of Western Civ. II (3)
- MAT 101 College Mathematics (3)
- THE 200 Nyack Heritage (1)

[16 credits]  [16 credits]

## SECOND YEAR

### FALL
- BIB 201 New Testament (3)
- ENG 215/216 Global Literature I or II (3)
- LAN Foreign Language (3)
- SOC 240 Social Theory (3)
- SOC Elective (3)

### SPRING
- LAN Foreign Language (3)
- SCI Laboratory Science (4)
- SOC 344 Social Problems (3)
- SOC Elective (3)

[15 credits]  [16 credits]

## THIRD YEAR

### FALL
- BIB 301 Biblical Doctrine I (3)
- LAN Foreign Language (3)
- SOC 347 Multicultural America (3)
- SOC 337 Statistics for Social Science (3)
- Misc. Elective (1)

### SPRING
- BIB 302 Biblical Doctrine II (3)
- LAN Foreign Language (3)
- SOC 357 Soc. Sci. Res. Methds (3)
- SOC Elective (3)
- Misc. Electives (4)

[16 credits]  [16 credits]

## FOURTH YEAR

### FALL
- BIB 401 Christian Worldview (3)
- SOC 470 Sociology Integrative Seminar (3)
- Misc. Electives (10)

### SPRING
- SOC 490 Sociology Internship (3)
- Misc. Electives (12)

[16 credits]  [15 credits]
# Sociology Major Suggested Program Plan

## First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB100 (2)</td>
<td>BIB 102 (3)</td>
</tr>
<tr>
<td>INT 110 (2)</td>
<td>ENG 112 (3)</td>
</tr>
<tr>
<td>ENG 111 (3)</td>
<td>FNA (3)</td>
</tr>
<tr>
<td>HIS 113 (3)</td>
<td>HIS 114 (3)</td>
</tr>
<tr>
<td>PHI 101 (3)</td>
<td>MAT 101 (3)</td>
</tr>
<tr>
<td>SOC 101 (3)</td>
<td>THE 200 (1)</td>
</tr>
</tbody>
</table>

[16 credits] [16 credits]

## Second Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 201 (3)</td>
<td>LAN (3)</td>
</tr>
<tr>
<td>ENG 215/216(3)</td>
<td>Misc. Electives (3)</td>
</tr>
<tr>
<td>LAN (3)</td>
<td>SCI (4)</td>
</tr>
<tr>
<td>SOC 240 (3)</td>
<td>SOC 344 (3)</td>
</tr>
<tr>
<td>SOC Elective (3)</td>
<td>SOC Elective (3)</td>
</tr>
</tbody>
</table>

[15 credits] [16 credits]

## Third Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 301 (3)</td>
<td>BIB 302 (3)</td>
</tr>
<tr>
<td>LAN (3)</td>
<td>LAN (3)</td>
</tr>
<tr>
<td>SOC 347 (3)</td>
<td>SOC 357 (3)</td>
</tr>
<tr>
<td>SOC 337 (3)</td>
<td>SOC Elective (3)</td>
</tr>
<tr>
<td>SOC Elective (3)</td>
<td>Misc. Electives (4)</td>
</tr>
<tr>
<td>Misc. Elective (1)</td>
<td></td>
</tr>
</tbody>
</table>

[16 credits] [16 credits]

## Fourth Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 401 (3)</td>
<td>SOC 490 (3)</td>
</tr>
<tr>
<td>SOC 470 (3)</td>
<td>Misc. Electives (12)</td>
</tr>
<tr>
<td>Misc. Electives (10)</td>
<td></td>
</tr>
</tbody>
</table>

[16 credits] [15 credits]

## V. Guidelines for Internship in Sociology (SOC 490)
Internships give students the opportunity to work and conduct studies in corporations, community agencies, government institutions, political organizations, and professional associations. Part of the heritage of sociology has involved bringing academic knowledge into the community to understand and respond to social concerns/problems. Through systemic fieldwork sociologists show, following C. Wright Mills, how people’s ‘private problems” become “public issues”. In the process we also critically evaluate our knowledge in the light of this process of observation and participation. An internship is the academically informed study of social issues through structured field work in the community.

**Internship goals are to:**
1. Develop a familiarity with the environment of applied sociology by first-hand contact with a community agency or private corporation.
2. Apply and integrate sociology course material with practice in a work setting.
3. Make a contribution to the community through research on topics or issues relevant to the internship organization.

**INTERNSHIP PLACEMENT**

As detailed below, the internship requires a significant semester-long commitment to a supervised placement and related academic study. Students are encouraged to select placements before the beginning of the semester. Internship placements for sociology students can be found in a variety of areas, including:

- Criminal Justice
- Elderly Services
- Health Related Services
- Media
- Women’s Services and Programs.
- Community Organizations

**SUPERVISION**

Each internship must have at least one person at the field placement to whom the intern is responsible and who agrees to evaluate the intern’s work. Furthermore, the department requires that potential supervisors offer regular supervision to the student in the placement.

**INTERNSHIP REQUIREMENTS**
The Sociology Internship includes a field placement in a private or public agency and regular meetings with the Faculty Advisor. Aspects of organizational behavior will be considered, to enable the student to better understand on-the-job experiences, as well as to provide an opportunity to relate theory to practice.

Field Performance. The student works with designated agency personnel, receives an overview of agency functions, and completes assigned tasks within the agency.

Field Journals. Students will keep a journal of their experiences in the field. A copy of the journals will be turned in weekly to the instructor. The journals will record daily activities, thoughtful observation, and reflection on field experiences.

Research Paper. Each student will complete a research paper of approximately 15-typed double spaced pages. This will be a scholarly effort, applying sociological methods and concepts to a topic of interest to your internship site. The paper should have five or more bibliographic citations (scholarly books and/or articles from scholarly journals). This paper will be presented to your internship organization as your scholarly research contribution.

Meetings with Faculty Advisor. Regular conferences with faculty members will include discussion of problems that the student is encountering at work and of relevant literature. The Faculty Advisor will assign readings on topics that directly and indirectly affect various professional settings.
VI. CAREERS IN SOCIOLOGY

Sociological knowledge enhances the performance of anyone who works with people or in social systems. Sociology can be used as preparation for careers in fields as diverse as:

- criminal justice
- advertising
- law
- social work
- human resource management
- environmental planning
- public service
- teaching
- health services
- counseling
- social service administration
- urban planning
- public administration

CAREER RESOURCES

The career services center in Boon Center will give you advice on possible employment opportunities. The center provides: workshops, individual advising, educational career services, recruiting and information sessions, career planning library, job information. Faculty are regularly asked to recommend students to positions and you may find it helpful to discuss your aspirations with your advisor. Your advisor’s most useful contribution to your career development may well be his or her references for you, which may cover personal as well as academic skills. Remember that your academic advisor can write only what he or she knows about you and so do not be reticent about discussing your aspirations and skills with him or her. You should not normally name your academic advisor as a referee for a job unless you have first discussed the matter with him or her.

USEFUL CAREER LITERATURE

The American Sociological Association (ASA) publishes resources that will help you explore both academic and applied job markets, understand the employment outlook for sociology degrees, and develop a career path that utilizes your sociology education.

*Careers in Sociology*--provide a description of various careers available to sociology degree recipients. Offers an understanding of the scope of sociology and its areas of specialization.

*Embarking Upon a Career with an Undergraduate Sociology Major*--highlights sociological skills valued by employers. Discusses how to identify interests and skills, demonstrate the relevancy of sociological training to employers, prepare resumes and letters, and effectively interviews.

To order Career publications write for TRC catalog: ASA, 1722 N. Street NW. Washington, DC 20036 or call (202) 833-3410. Email: asanet.org
VII. THINKING ABOUT GRADUATE SCHOOL?

In contemplating graduate school, you should first gather information on various programs. Literature on Sociology graduate programs is available at the Career Center and in the sociology Department. It is also helpful to discuss available programs and opportunities with the sociology faculty. Examples of graduate programs are:

- Sociology
- Policy Sciences
- Criminology
- Social Service Administration
- Demography

GRADUATE SCHOOL APPLICATION PROCESS

By the beginning of the senior year, you should have decided on five to seven graduate programs. Graduate schools generally require a complete application and payment of the related fees. Other required materials usually include an essay, academic transcript, letters of recommendation, Graduate Record Examination (GRE) scores, and examples of written work. Not all schools require all this information, so it is important to pay careful attention to what the school requests. Often the student may write one essay, which can be copied and sent to all schools. The essay is important and characteristically difficult to write and should be started early. You may solicit recommendation letters from any faculty member who is familiar with your work. This should be done in the fall of your senior year. Be sure to supply the professor with addressed envelopes and the appropriate forms of recommendations.

The deadline for completed applications and supporting materials vary from school to school, but it is best to get the necessary materials in as soon as possible. A good source for application deadlines is the American Sociological Association (ASA) current GUIDE TO GRADUATE DEPARTMENTS. Information and applications for the Graduate Record Examination are available in the Career Center or visit the GRE Web Site at: www.gre.org. Preparation books can be obtained from the bookstore. It is a good idea to take the test early, in case it has to be retaken. You can take the test more than once, and it is necessary to allow six to eight weeks before scores are reported to graduate schools. If you are seeking financial aid, the deadline may be quite early. By December of the senior year most of the materials should be in. Be sure to continue to check on the status of the admissions applications you sent to the graduate schools.
VIII. SOCIOLOGY JOURNALS AND ORGANIZATIONS

Students interested in Sociology, may want to become members of the American Sociological Association. Benefits of membership include a subscription to a premier ASA journal of your choice and to Footnotes, the ASA Newsletter, which includes notices about conferences, publications, awards, funding, and student activities, as well as, admission to the American sociological Association Annual meeting, held every August.

The Annual Meeting includes a full schedule of events for student members—career workshops, receptions, tours, and many informal activities. Students receive a discount on housing and registration for the annual meeting. These meetings can also provide students, who are interested in going to graduate school in Sociology, with the opportunity to meet professors from a wide variety of graduate departments and to hear many of them discuss their research. Application forms for student membership may be obtained by contacting: American Sociological association, 1307 New York Ave. NW, Suite 700, Washington, DC 20005-4701 or call 202-9005 x389 or email: www.asanet.org.

Other journals students may want to look at include the following:

- The American Journal of Sociology
- Contemporary Sociology
- Social Forces
- Sociological Inquiry
- Sociology
- Social Problems
- Critical sociology
- Socialist Review
- New Left Review
- CNS (Capitalism, Nature, Socialism)
- Journal of World Systems Research
- Berkeley Journal of Sociology
IX. SOCIOLOGY COURSE DESCRIPTIONS

SOC 101-Introduction to Sociology (3)
This course introduces beginning students to the scholarly discipline of sociology. The course provides students with knowledge of the primary orientations in sociology. The course will evaluate how human behavior is shaped by the groups to which we belong and by the social interaction that takes place within those groups. Three major themes will be covered: (1) how self and society are constructed and sustained through the course of life; (2) the symbolic and ritual nature of self and society; and (3) social inequalities with emphasis on issues of power, class, race/ethnicity, and gender. Attention will be given to the importance of Christian involvement in sociology and how this relates to the three major areas of the discipline: social interaction; social concerns; and social institutions.

SOC 204-Introduction to Criminal Justice (3)
This course introduces students to an understanding of the criminal justice system. It focuses on law enforcement, the administration of justice and punishment, and the treatment of criminals. Topics include: functions of the police, crime prevention programs, the prosecutorial and defense functions, judicial administration and decision-making, institutional and community-based corrections, probation, and parole. The course examines the effects of race, ethnicity, social class, and gender differences within the criminal justice system.

SOC 215-American Government (3)
American democratic system of government; ideological background; constitutional system; structure and problems.

SOC 240-Social Theory (3)
This course examines sociology from the points of view of 19th and early 20th century social theorists. Students read original sources by Tocqueville, Marx, Durkheim, Weber, Simmel, Mead, Parsons, and members of the Chicago School. The course focuses on the intellectual, social and political influences on their work, their concepts and systematic frameworks, and the development of their thought. The courses will examine the relationship of these “classical” theories and empirical works to contemporary theoretical efforts and programs of research.

SOC 241-Marriage and Family (3)
This course examines marriage and family from a sociological perspective. The course will expose students to the many forms that marriages and families have taken in the past and are taking in the present. The course will examine how cultural values, historical context, economic and political changes, and structured relationships of race, class, gender, and age interact and affect marriage relationships. We will also examine the major changes affecting today's families: the changing global economy; the economic well-being of families; health, addictions; transracial and international adoptions; racism, gangs, terrorism, war, death and dying. The course will attempt to provide a Christian perspective on the various topics discussed.
**SOC 243-Sociology of Adolescence (3)**
This course examines from a sociological theory and research perspective the phenomenon of adolescence. Rational choice theory, social learning theory, and attachment theory serve as a basis for understanding current sociological research regarding adolescents.

**SOC 250-Sociology of the City (3)**
The history and development of American urbanization and its impact on the American social system. Special consideration of New York City with field trips.

**SOC 280-The Asian American Experience (3)**
This survey highlights past and contemporary experiences of Asian Americas. Based on research on Asians in America, students will use a sociological "eye" to view the historical, socioeconomic, political and cultural contexts that shape Asian America, examining issues including: immigration, community development, political empowerment, labor market status, gender relations, and civil rights.

**SOC 301-The Psychology and Sociology of Religion (3)**
This course introduces the student to various sociological and psychological approaches to the study of religion, as well as the effects that religion has upon these aspects of human existence. Such topics as the phenomenon of civil religion, attraction to cults, and the psychological aspects of the process of religious conversion will be examined.

**SOC 316-Social Welfare Institutions (3)**
Course provides an analysis of major public and private bureaucratic organizations that provide services to urban citizens. Selected systems (e.g., medical, welfare, legal, and educational) and the political, social, and economic consequences for client populations and professionals are examined.

**SOC 317-Crime and Deviance (3)**
Historical and current theories of the causes of deviance and crime will be examined. The focus of the course is on the offender, and the factors, circumstances or conditions that influence law-violating behavior. Emphasis will be placed on the ways social structures generate and label deviance. Particular attention will be paid to various social institutions, including the church.

**SOC 328-Women in Society (3)**
This course explores the changing position of women as a social group, focusing on the contemporary United States. The sexual division of labor in the paid labor market and in the household, the relationship of women to family change and family crisis, the changing role of women in politics, and the changing social construction of female sexuality will be studied.
SOC 330-Work and Family (3)
This course examines the social and demographic changes that have put work and family on the policy agenda, the different strategies used to balance work and family, and the impact of those strategies on women, men, and children. The course will discuss social theories about employment decisions, social change, social norms, and issues of gender and socioeconomic equality. We conclude with a broad overview of the responses of employers and government to current work-family issues, followed by an in-depth examination of parental leave debates.

SOC 334-International Relief and Development (3)
This course will examine current approaches to international relief and development work. The focus will be on the socio-cultural dimensions of development that shape the process. The course will also examine the role of Non-Governmental Organizations (NGOs) in their quest to ease human suffering and improve the quality of life for the world’s poor. The course will review current debates and policy issues in international development. Topics will include: sustainable development, refugees, poverty reduction, foreign aid, disaster relief, rural development, project design and management.

SOC 337- Statistics for Social Science (3)
This course is designed to acquaint students with statistical knowledge needed for the sociology major. The course will review the principles of descriptive/inferential statistics used in statistical procedures for analyzing the results of research in the social sciences. Statistics is an essential course, which will prepare students to read research articles. Statistical tests are necessary tools in the understanding of research findings. It is expected that at the end of this course, students will be able to use their newly acquired knowledge and skills to enhance their understanding of scientific literature and empirical processes. Prerequisite: Math 101.

SOC 339-Introduction to Agency Youth Work (3)
An analytical and critical survey of the formal and informal means whereby society organizes to service the needs of youth. Both governmental and private sector non-profit agencies are considered. Materials for thought and discussion will be provided through readings, video, site visitations, and guest presenters.

SOC 342-Punishment and Corrections (3)
The theoretical approaches to punishment, deterrence, rehabilitation, and treatment within the U.S. correctional system. The course will also cover the administrative and operational components of the corrections system, including jails, prisons, probation, parole, boot camps, and community-based correction programs. Special attention is given to the impact of religious movements historically and currently on the prison movement, and to the ethical, legal, and social issues that must be confronted when the system is expected to bring about social justice to offenders, victims, and society.
SOC 343-Police and Society (3)
An overview of the roles of the police as agents of formal social control. The course will survey the functions and responsibilities of the police at the local, state, and federal level. The course examines the philosophy, history, character, structure, and function of the police role in a democratic society. Topics include; police values and culture, police responsibilities, police organization and structure, police-community relations, and crime control.

SOC 344- Social Problems (3)
The course is designed to provide students the ability to view social problems from a sociological framework and to discuss possible solutions for change. In this course, we will analyze some of the pressing issues in the United States and other parts of the world. We will examine the causes of tensions within society, the consequences of such tensions, and how they impact on people. The course will also allow students to develop critical analytical skills that will enable them to understand social problems from a sociological perspective.

SOC 345-American Youth Cultures (3)
A study of youth attitudes, beliefs, and lifestyles of the various sub-cultures of young people. Demographic and stratification studies will be done. Significant movements like the culture of the 60’s will be noted.

SOC 346-Social Psychology (3)
This course presents studies of the individual in social and cultural context, with attention given to attitude formation and change; interpersonal influence; person perception; and group dynamics.

SOC 348-Human Sexuality (3)
A study of sexuality as a fundamental quality of human personhood is presented. Topics will include sexual identity as an aspect of human development; the complex nature of sexual relationships; normality and abnormality in sexual behavior; male-female differences; gender roles; moral issues; and biblical perspectives.

SOC 349-Asian Families in America (3)
This course offers an analysis of the diversity of family forms in Asian families. The course will examine Asian family patterns around the following themes: (1) historical influences on the nature of family organization, (2) the influence of socio-economic factors on the family processes, (3) contemporary trends in family structure, and (4) issues facing Asian families in the United States of America.
SOC 352-Political Sociology (3)
The course explores the nature of political power and its distribution in society. The course will examine the dynamic relationship between society and politics and the effects of politics on society. The course will trace the history of the modern nation-state and ordinary recent global trends; explain the growth and changes in citizenship, nationalism, ideology, political culture, elite-mass parties, power, corporatism, and class-status politics; examine political behavior, political psychology, and generational politics. Alternative approaches to changing and transforming power structures will be examined.

SOC 353-Latinos in the United States (3)
A comprehensive study of the social, political, and economic processes affecting Latino groups in the United States. Discussion will focus on the variable adaptations made by Puerto Ricans, Chicanos, Dominicans, Cubans, Colombians, and other Latinos in their migration and settlement within American society.

SOC 354-The African-American Family (3)
An examination of the African-American family from slavery to the present. Discussion of family structures arising from the social organization of slavery and current characteristics of the African-American family.

SOC 355-Social Stratification (3)
Introduction to stratification analysis, theories of class structure and membership, class behavior and mobility.

SOC 356--Economic Sociology (3)
This course introduces students to major themes in economic sociology. The course will examine the economic theories of Marx, Weber, Simmel, Veblen, Pareto, Polanyi, Parsons, Smelser, and Schumpeter. Other topics will include: institutional prerequisites of markets, the nature and limits of rational choice, the social construction of economic behavior, and the role of trust as the basis for exchange.

SOC 359-Working with La Familia: The Latino Family (3)
This course studies the nature of the Latino family as a social institution. We will study the importance, values, and functions of the Latino family. Particular emphasis will be placed on learning effective strategies for working with Latino families.

SOC 360-At-Risk Youth and Gangs (3)
This course examines theoretical constructs, empirical research, and field operationalization of programs related to those adolescents whom government and social service agencies deem “at risk” for delinquent or criminal behavior.
SOC 366-Faith, Politics, and Society (3)
The course will profile and probe the role of religious institutions as a focal point around issues of social and economic justice. The course will analyze the opportunities and dangers involved in the intersection of faith and politics, the relationship between morally based movements and the process of social change. The course will explore the appropriate role of faith and the involvement of faith-based organizations in the public arena. Course content will be examined from socio-political, cultural, and faith perspectives.

SOC 433-Critical Issues in Urban Ministries (3)
This course is designed to introduce students to some of the major issues arising out of urban life in the United States and in world-class cities. Issues such as poverty, crime, street children, homelessness, substance abuse, AIDS, sexual exploitation, and the breakdown of the family will be examined. Special attention will be given to a Christian response to these problems.

SOC 438-Asian Political Economy (3)
The course uses a cross-national approach to analyze alternative interpretations of Asian economic development. The course examines the social, economic, and political institutions in Japan, Korea, Taiwan, Hong Kong, Singapore, Thailand, Malaysia, Indonesia, the Philippines, China, and India. The course will also examine issues concerning identity, history, culture and prospects for regional integration. Lastly, we will review the relationships between the various states and the role of Asia in the broader international system.

SOC 439-Strategies of Community Organization (3)
Examines the theory and practice of community organizing. Emphasizes intervention at the community level that is oriented toward improving or changing organizations, businesses and other institutions. Addresses problem solving techniques and community activities of professionals engaged in business, social work, ministry and other fields/disciplines.

SOC 454-Understanding and Transforming Urban Systems (3)
This course introduces students to the religious, cultural, political, economic and social systems that make up urban areas today. The complex interworkings of these systems will be examined in detail. A special focus of the course will be to examine ways in which the Church can work towards transforming these systems.

SOC 456-The Church in the Urban Context (3)
The course examines the centrality of the Church in today’s urban setting. The ministry of the Church in terms of worship, proclamation of the Gospel, fellowship, evangelism, and service is examined in depth, along with the role of the urban pastor.
SOC 357-Social Science Research Methods (3)
The purpose of this course is to develop a student’s ability to use and engage in both qualitative and quantitative research. This course introduces students to the basic principles, logic, and techniques social scientists employ to collect, process, analyze, and critically assess information about human social systems. Key research topics include ethnography, participant observation, survey, experimental design, and the integration of research and practice. The course will examine concepts such as problem formulation, research design, data collection, data analysis, and report preparation. The course also examines ethical issues in the conduct of social research; including informed consent, anonymity, confidentiality, and culturally sensitive research methods.

SOC 460-Practicum in Community Development (3)
This course provides students the opportunity to use the methods and ideas of sociology in designing solutions to practical problems faced by communities. Students will be placed with community organizations and agencies where they carry out projects or conduct research on topics of concern to those organizations and agencies. This program allows students to gain community development experience under the direction of an on-site supervisor and participate in seminars on urban studies, research methods, and value perspectives. Class sessions will be devoted to the collective discussion of students’ field notes, journal entries, project summaries, and field experiences. The instructor, department chairperson, and faculty adviser must approve all proposals. Open to all Nyack College juniors and seniors in good academic standing. Prerequisites: two sociology courses numbered 200 and above.

SOC 470- Sociology Integrative Seminar (3)
The senior seminar provides students with the opportunity to consolidate the theoretical and substantive knowledge and research skills acquired in many sociology courses. To accomplish this goal, the course revisits the basic principles and practices of sociology, this time in a more holistic and integrative way. It is expected that this seminar will help to sharpen students’ sense of the sociological perspective and the enterprise of doing social research. Students are challenged to synthesize, integrate, and assess what they have learned in sociology and to reflect on the role and contributions of the discipline in understanding current social issues in a global context. Prerequisites: SOC 344.

SOC 487-International Relations and Political Economy (3)
This course explores the political, diplomatic and economic problems facing developed, developing and transitional societies by 1) creating an understanding of relations between 3rd world. Transitional societies and western countries, 2) examining the resolution of conflicts arising from globalization of trade and impacts on international business issues & operations, and 3) global trade agreements such as GATT and international business implications.
SOC 490- Sociology Internship (3)
Students are placed in an internship setting related to an area of sociological practice or research. Students also meet regularly in class to discuss their internship experiences and integrate theory with sociological practice. Internship experiences will assist students in integrating previously acquired sociological knowledge and research skills. Class discussions and assignments focus on relating the internship experiences to a sociological perspective. Applied settings include organizations in the fields of criminal justice, family service, gerontology, social services, and urban planning. Each student will author a project that communicates learning through the internship. The instructor, department chair, the work site supervisor, and the student’s academic adviser must approve internship contracts. Seniors only.
X. READING LIST


Appendix A.

Sociology Department
Internship Application Form

(This form is to be completed and filed with the Internship Coordinator)

Date:____________________

Name:______________________________    SSN:____________________

Last                 First                     M.I.

Present Address          Phone:__________________
______________________________________
______________________________________

Permanent Address      Phone:__________________
______________________________________
______________________________________

Date of Birth:___________________________

1. Do you have any health problems that may affect placement?

   Yes ____
   No ____
   If yes, please specify. _____________________________
   _____________________________________________________

2. Do you have any physical conditions that may affect placement?

   Yes ____
   No ____
   If yes, please specify. ______________________________
   _________________________________________________

3. Period of Internship:    Fall 20___       Spring 20___ Summer 20___

4. Desired type of placement: (consult the list of available types of placement, Appendix I.)
Please note 1st, 2nd, 3rd choices below:

1st ___________________________________
2nd ___________________________________
3rd ___________________________________

5. Do you have a car? _________________

6. Are you willing to join a car pool? _____

7. Current GPA ______

8. Total hours completed at the start of the semester ___________.

9. Current GPA in sociology major __________

10. Sociology courses completed:

__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________

I am aware that providing false information will be subject to disciplinary action including possible dismissal from the internship program. As some agencies may require background checks and character references prior to accepting an intern, this application gives consent to such a check as may be necessary.

Signed: ________________________________________________
Appendix B.

FACULTY EVALUATION FORM

The following form is to be given to two sociology faculty with whom the student has completed course work.

STUDENT ____________________________   FACULTY ______________________

Use the following key to rate the above student on each of the following characteristics:
1 = Outstanding
2 = Above average
3 = Average
4 = Below average
5 = Unknown or Not Applicable

HUMAN RELATIONS SKILLS

1. Interacts well with all ethnic groups regardless of their culture, intellectual, socioeconomic, or academic background. ______
2. Works cooperatively with classmates in achieving common goals. ______
3. Is able to communicate effectively and tactfully with classmates and faculty. ______

INTERNSHIP COMPETENCE

1. By virtue of knowledge displayed in the course work, has the ability to perform the job(s) for which applying. ______
2. Has the ability to learn quickly and thoroughly new information which may be required by the job. ______

PERSONAL CHARACTERISTICS RELATED TO JOB PERFORMANCE

1. Is punctual ______
2. Is self-confident ______
3. Has the ability to make decisions and carry out responsibilities ______
4. Is open-minded toward change ______
5. Has initiative ______
6. Is interested in self-improvement ______

In what capacity have you known the above student? _______________________
____________________________________________________________________
____________________________________________________________________

How long have you known the student? _________________________________

Further comments about the student’s ability to successfully complete the internship applied for _________________________________________________________
____________________________________________________________________
____________________________________________________________________

Signature: ______________________

Address: ______________________

Phone: ________________________

Date: _________________________
TO ALL AGENCY REPRESENTATIVES: Please evaluate the student in each of the following areas. Upon completion of the evaluation, please review the results with the student. The review should emphasize major strengths as well as area in need of improvement and the student’s potential for continued work in the field. In the area provided under each evaluation factor, please write a brief justification for each rating that is placed in the “Needs Improvement” or in the “Exceeds Expectations” category.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Needs Improvement</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quality of Work:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completeness; neatness;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. oral expression</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>b. written expression</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>2. Quantity of Work:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. amount of work completed</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>b. promptness in completing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>assigned tasks</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>
3. Initiative:
   a. resourcefulness; ability to seek out assignments
   b. self reliance
   c. amount of responsibility taken and supervision needed

4. Dependability:
   a. reliability
   b. promptness and attendance
   a. d. ability to follow agency rules and regulations

5. Relationship with people:
   Ability to get along with and Effectiveness in dealing with:
   a. clients
   b. staff

6. Job knowledge:
   Understand of job and agency Functions and assigned tasks

AGENCY REMARKS: ___________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
SIGNATURE: _____________________________         _________________________
Agency Representative (Evaluator)      Date

STUDENT REMARKS: ___________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

SIGNATURE: _____________________________          _________________________
Student       Date

UPON COMPLETION TO BE MAILED TO:  Internship Coordinator
                                      Sociology Dept.
                                      206 North Campus
                                      Nyack College
                                      Nyack, NY 10960
Appendix D

Nyack College
Sociology Department

Internship Program

AGENCY/STUDENT AGREEMENT

To the Student: Following two weeks of experience within your internship agency, you are to complete this contract outlining those experiences that you would like to receive over the remainder of the semester. This plan is to be approved by your agency supervisor and returned to the Faculty Advisor.

To the Agency Supervisor: Following the completion of the student plan, please review it with the student and make whatever suggestions or adjustments are necessary. In addition to outlining those learning experiences available to the student, please indicate the student’s tentative working schedule.

Desired Student Learning Experiences:

Agency Plan:

Agency Supervisor: _____________________________________________
Student Intern: ________________________________________________
Date: _________________________________________________________
Appendix E:

Nyack College
Sociology Department

STUDENT EVALUATION OF INTERNSHIP EXPERIENCE

To the Student: Each student will be expected to complete the evaluation of internship experience prior to the end of the semester and return it to the Faculty Advisor. This information will be used to support or restructure the internship program within your agency.

Supervision: Has your supervisor provided enough structure? Has he or she been available to answer questions and to review your work? Has he or she met with you and given you feedback on your performance?

Orientation: Did your supervisor adequately acquaint you with the work of the agency? Were you introduced to all staff members? Was your orientation period adequate enough to allow you to perform significant activities during the remainder of the semester? Were relevant reading materials provided during the orientation period? Were agency rules and regulations explained to you?

Activities: Did you feel that you received a “real” experience? Were you allowed to participate in many of the same activities as regular staff? Were you allowed to attend staff meetings and to participate? Were staff members helpful in providing you with a relevant experience? Did staff solicit your comments and/or suggestions? Were you given a proper amount of responsibility? Were your skills used adequately?

Changes: What changes would you recommend take place within the agency so that other students would have a better experience?

Strengths: What were the outstanding attributes of the supervisor and the staff that made this a successful placement? What were the significant learning experiences that you will take with you?

Name: ___________________________________________
Agency Name: ___________________________________
Agency Supervisor: ______________________________
Date: ___________________________________________
FACULTY

Dr. Charles T. Awasu (845-358-1710 x739)

Dr. Charles T. Awasu, is Associate Professor and Chair of the Sociology Dept. at Nyack College. Dr. Awasu received his B.A. from Cape Coast University, MS. From University of Southern New Hampshire, and a Ph.D. from Syracuse University. At Syracuse University, Dr. Awasu was the recipient of African Economic Research Consortium Award and Baker Foundation Fellowship. Previously, he served as a consultant to the US Agency for International Development and Visiting Assistant Professor at Le Moyne College. He has written articles and case studies on privatization and economic reform in Africa, the most recent of which are *Finance and Economic Development: The Changing Role of Government* and *Political and Economic Liberalization in Africa*. Dr. Awasu has been at Nyack College since 1999. His academic interests are in: economic sociology, political sociology, international development, international political economy, and urban community development.

Prof. Miguel Sanchez (845-358-1710 x 389)

Mr. Miguel Sánchez is Assistant Professor of Sociology and the Primary Designated School Official for international students at Nyack College. Mr. Sanchez received his B.A. from Fordham University in New York City, his M.A. in Intercultural Studies at Alliance Theological Seminary, and is currently working on the Ph.D. thesis at Fordham University in the area of Race and Ethnicity, specifically the experience of Latino students at four-year private colleges. He brings to the classroom an extensive background in college administration having served as Director of Admissions for thirteen years. During that time he specialized in the area of intercultural and minority recruitment. His knowledge of immigration policy and students’ cross-cultural educational compliments his contribution to the classroom and the development of diverse ethnic groups on campus. He has served numerous colleges and organizations in professional development and cross-cultural training.

IF YOU NEED HELP

This handbook could not possibly contain all the information relevant to your decision about the major, courses, or possible career as a sociologist. You should feel free to consult any of the faculty members about any of these matters. If you find that you need help, it is most important that you talk over your problems with your academic advisor. Advisors are intended to have pastoral as well as an academic role. You should feel that you may, if you wish discuss anything with your advisor that affects your ability to benefit academically from your time at Nyack College. If you have difficulties, the golden rule is to tell someone within the Department or School—they will usually know whom to put you in touch with.