Code # HSS21 (2015)

**New Course Proposal Form**

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

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

|  |
| --- |
| [ ] **New Course or** [ ]  **Experimental Course (1-time offering) (Check one box)***Please complete the following and attach a copy of the bulletin page(s) showing what changes are necessary.*  |

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

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

Todd Fuist, tfuist@astate.edu, 870-680-3276

2. Proposed Starting Term and Bulletin Year

Fall 2016

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

SOC 4283

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

Qualitative Data Analysis

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

Qualitative research techniques that social scientists use to gather and assess data. Focus on techniques such as interviewing research subjects, observing groups, and performing content analyses of existing information.

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

1. Are there any prerequisites? No
	1. If yes, which ones?
	2. Why or why not?

This class is a methods elective that we welcome students to take in any sequence relative to other classes.

1. Is this course restricted to a specific major? Choose an item.
	1. If yes, which major? No

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

Spring

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

Lecture

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

Standard Letter

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

No

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

No

1. If yes, please list the prefix and course number of cross listed course.

1. Are these courses offered for equivalent credit? No

 Please explain. NA

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

a. If yes, what program?

 NA

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

a. If yes, what course?

NA

14. Will this course be equivalent to a deleted course? No

a. If yes, which course?

NA

15. Has it been confirmed that this course number is available for use? Yes

 *If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? No

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

NA

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

**Week One**

Introduction to the class: We will discuss what qualitative research is, how it differs from quantitative research, and examine some of the underlying assumptions and principles of qualitative research.

**Week Two**

Philosophy of Qualitative Research: What does it mean to be a qualitative researcher? How do we know what we know? How do we build theory with qualitative analysis? In this unit, we will wrestle with some of these questions.

 **\*Reading Due**

-Becker: “The Epistemology of Qualitative Research”

**Week Three**

Ethics of Qualitative Research: qualitative research poses many ethical questions that we must wrestle with if we wish to do quality work. In this unit, we will draw on readings about which explore how we balance concern for the well being of our research subjects with the desire to get the best information possible. It is very important that you understand how to do research ethically before you enter the field.

 **\*Reading Due**

 **-**Irwin: “Dark Heart of Ethnography”

 **\*Assignment Due**

 -Skill Check 1: a one-page proposal detailing what your final proposal will be on that we can discuss.

**Week Four**

A Model for Qualitative Research: Joseph Maxwell presents a model for qualitative research that includes the following components: (1) goals; (2) conceptual framework; (3) research questions; (4) methods; and (5) validity. In this unit we will discuss this model. What do these elements mean? Is there a way that we use these methods differently then we do when we conduct quantitative research?

 **\*Reading Due**

-Bettie: “Women Without Class”

 **\*Assignment Due**

 -Skill Check 2: a one-page sheet that details any ethical dilemmas or concerns you have about your project drawing on

 the readings and lecture.

**Week Five**

Literature Reviews: In this unit, we will examine what it means to write a literature review for a qualitative study, which will help you when you write your own literature review for your final research project. We will discuss how to do a literature review in class.

 **\*Assignment Due**

-Complete online CITI training course.

**Week Six**

Review for midterm and midterm exam.

**Week Seven**

Field Research, Ethnographies, and Fieldnotes: In this unit, we will discuss observing social groups. How do we select a site? We will also discuss fieldnotes. Writing effective fieldnotes is a vital part of doing participant observation. In this unit, we will discuss what fieldnotes are, examine strategies for how to write them, and consider how new technologies, such as the smartphones we all have in our pockets, can make us more effective note takers. We will also practice writing fieldnotes in class.

 **\*Reading Due**

 -Becker: “How I Learned What a Crock Was”

 **\*Assignment Due**

-Draft of literature Review for final proposal.

**Week Eight**

Interviews: We all *think* we know what an interview is supposed to look like, but, in actuality, sociological interviews require a great deal of practice and theorizing to make sense of. In this unit, we’ll both discuss the philosophy behind interviewing as well as discuss strategies and techniques for conducing effective, qualitative interviews. Finally, we’ll break into groups and practice doing interviews with each other.

 **\*Reading Due**

 -Garot: “Where You From?”

 **\*Assignment Due**

-Skill Check 3: a one-page write up of your experiences conducting observation at your field site, along with a digital copy of at least 3 pages of typed field notes.

**Week Nine**

Coding Data: Once you have your fieldnotes and interview transcripts all ready, what do you do with them? In this unit, we’ll discuss coding. Coding is how you take your data and turn it into something ready for sociological analysis. We will practice coding in class, as well as have you break into small groups to discuss how you are coding your own data.

 **\*Reading Due**

-Neuman: Chapter 15

 **\*Assignment Due**

-Skill Check 4: a one-page write up of your experiences conducting an interview with someone at your field site, along with a digital copy of at least 3 pages of transcription.

**Week Ten**

Content Analysis: There are many extant sources of data in the world, including newspaper articles and historical documents. In this unit, we will discuss how to analyze and code these pieces of data.

 **\*Assignment Due**

-Skill Check 5: a one-page write up of your experiences coding your interviews and fieldnotes with someone at your field site, along with a digital copy of coded notes/transcription.

**Week Eleven**

Writing Up Your Findings: How do you turn your data, notes, and codes into something that people actually want to read? In this unit, we’ll discuss how to actually write up a research report. This will be useful for you as you think about your final proposals.

 **\*Reading Due**

-Neuman: Chapter 15

 **\*Assignment Due**

 -Skill Check 6: a one-page write up of your experiences conducting a content analysis, along with a brief write-up of

 what you found.

**Week Twelve**

Writing the Proposal: This week, we will take time to discuss what your proposals should look like, paying specific attention to how to accurately match particular methods to research questions or kinds of data.

**Week Thirteen**

Presenting Findings: This week, we will learn how to discuss and present findings. Using the findings from your skill check assignments, you will briefly present information to the class.

**Week Fourteen: Final Proposals Due**

In our final week before the end of class, we will take the time to talk about your final proposals. What did you learn about qualitative research by preparing a research proposal?

**Final Exam**

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

None.

19. Department staffing and classroom/lab resources

This course can be taught by Dr. Todd Fuist, Dr. Matt DeGarmo, and Dr. Joe Rukus.

1. Will this require additional faculty, supplies, etc.?

 No

20. Does this course require course fees? No

 *If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Assessment**

**University Goals**

21. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

|  |  |  |
| --- | --- | --- |
| * 1. [ ] Global Awareness
 | * 1. [x] Thinking Critically
 | * 1. [ ] Using Technology
 |

**Program Goals**

22. Justification for course being included in program. Must include:

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

 Qualitative methods are a crucial skill for a professional sociologist or criminologist or a student graduating with a sociology or criminology degree to understand. This course will provide students with an understanding of how qualitative methods work as well as a working knowledge of how to actualize them in research projects. Currently, students get some exposure to qualitative methods in the Research Methods class but this class will enable them to go more in-depth and actually carry out a project. This will be especially useful for students going on to applied fields, such as program evaluation, or graduate school, where their theses may be qualitative.

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

 This course is in line with the department’s larger goals of improving the skill set for the students who choose to major in Criminology and/or Sociology. This course can better prepare students for the job market in research or service sectors and will make those applying to graduate school more competitive.

c. Student population served.

Undergraduate students in Criminology and Sociology.

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

Upper level. This course ideally builds on some prior background in upper-level courses in Sociology and/or Criminology.

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

The program level outcome for this course is Research: “A graduate with the B.A. in Sociology or Criminology will be able to apply sociological/criminological empirical research skills.” The course is in line with the department’s goals of improving the skill set of students that choose to major in criminology or sociology. Qualitative methodological skills make them both more marketable in the world of work as well as give them an edge when applying to graduate school. The primary intended learning outcome is to learn the process of qualitative research by carrying out a qualitative analysis and proposal.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
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| **Program-Level Outcome 1 (from question #23)** | A graduate with the B.A. in Sociology or Criminology will be able to apply sociological/criminological empirical research skills. |
| Assessment Measure | As part of the capstone course for the Sociology BA, SOC 4323, Applied Research, or the proposed CRIM 4493, students produce a research paper that is evaluated using a rubric. The present course prepares students for this requirement and reinforces research skills learned in prior classes. |
| Assessment Timetable | This program goal is assessed on a four-year cycle. |
| Who is responsible for assessing and reporting on the results? | The professor will be responsible for submitting program-level assessment forms to the assessment committee at the end of the term. |

 *(Repeat if this new course will support additional program-level outcomes)*

 **Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the assessment measures and benchmarks for student-learning success?

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| **Outcome 1** | In this course, students will develop and learn how to apply qualitative empirical research skills. |
| Which learning activities are responsible for this outcome? | Over the course of the semester, there will be “skill check assignments” where students will practice particular research skills. This will include skill building exercises such as (a) conducting a content analysis on something related to a particular topic, (b) taking notes while observing a social group, and (c) conducting a short interview with someone. We will first teach students how to conduct these sorts of research, then have them conduct the research on their own outside of class, then discuss their findings and experiences in class. |
| Assessment Measure and Benchmark | To assess what students have learned, we will have them turn in a brief 1-2 page write up of their experiences in conducting each kind of research, as well as the results of their research. In other words, when students conduct an interview, they will turn in a transcript of the interview along with 1-2 pages detailing their experiences conducting the interview. This will allow us to assess how well they were able to actualize the skills they are developing as researchers. |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | Students will comprehend the importance and practice of research ethics. |
| Which learning activities are responsible for this outcome? | We will have a specific unit on research ethics in which we will use videos, lecture, readings, and discussions to highlight important ethical considerations, as well as detail studies that have violated ethical standards. This may include examining famous studies such as the Milgram Experiment, the Stanford Prison Experiment, and Tearoom Trade, as well as looking at contemporary work such as Alice Goffman’s *On The Run*, to examine the ethical considerations that have been raised by these studies.  |
| Assessment Measure and Benchmark | Students will complete an online CITI training program in research ethics. Additionally, there will be questions on tests in the class relating to research ethics.  |

**Bulletin Changes**

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| --- |
| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.** **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font). - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)*You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.* *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

**Page 237—a listing of electives. SOC 4283 Qualitative Data Analysis will be listed here**

**Major in Criminology**

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**Electives** (select 21 hours from the following):

CRIM 2043, Community Relations

CRIM 2253, Criminal Investigation

CRIM 2263, Criminal Evidence and Procedure

If not used for major core course requirement.

CRIM 3323, Juvenile Delinquency

CRIM 3423, Serial Homicide

CRIM 4243, Social Justice

CRIM 460V, Special Problems

CRIM 470V, Internship

GEOG 3603, World Regional Geography

GEOG 3643, Introduction to Cultural Geography

GEOG 3703, Political Geography

GEOG 3813 Introduction to Geographic Information Systems

GEOG 4623, Environmental Management

GEOG 4643, Geography of Arkansas

HIST 3583, History of Law Enforcement

POSC 3113, American Municipal Government

POSC 3143, State and Local Government

POSC 3183, Criminal Law and the Constitution

If not used for major core course requirement.

POSC 4533, Environmental Law and Administration

PSY 3413, Adolescent Psychology

PSY 4533, Abnormal Psychology

SOC 2223, Social Problems

SOC 3273, Social Stratification OR

GEOG 3683 Economic Geography

SOC 3353, Minority Groups

SOC 3463, Collective Behavior

SOC 4003, Perspectives on Death and Dying

SOC 4063, Sociology of Disasters

SOC 4073, Sociology of Family Violence OR

SW 4213, Introduction to Domestic Violence

SOC 4203, Social Deviance

SOC 4223, Urban Sociology OR

GEOG 4223 Urban Geography

SOC 4233, Social Organization

SOC 4243, Social Theory

SOC 4253, Rural Sociology

SOC 4263, Terrorism as a Social Movement

SOC 4273, Population and Demography

*SOC 4283, Qualitative Data Analysis*

SOC 4323, Applied Research

SOC 4343 Geographic Information Systems for the Social Sciences

SOC 4363, Environmental Sociology

SW 3323, Substance Abuse: Intervention and Treatment

SW 3343, Child Abuse and Neglect

**Page 239—a listing of requirements. SOC 4283 Qualitative Data Analysis will be listed here**

**Major in Sociology**

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

ANTH 2233, Introduction to Cultural Anthropology

CRIM 3263, Criminology

CRIM 3323, Juvenile Delinquency

GEOG 3643, Introduction to Cultural Geography

GEOG 3703, Political Geography

GEOG 3813, Introduction to Geographic Information Systems

SOC 3003, Sociology of Gender

SOC 3213, Sociology of Intimate Relationships

SOC 3223, Sociology of Families

SOC 3273, Social Stratification OR

GEOG 3683, Economic Geography

SOC 3293, Social Behavior

SOC 3313, Sociology of Sexuality

SOC 3333, Sociology of Health & Illness

SOC 3353, Minority Groups

SOC 3363, Sociology of Religion

SOC 3373, Technology and Society

SOC 3463, Collective Behavior

SOC 4003, Perspectives on Death and Dying

SOC 4053, Today’s Families

SOC 4063, Sociology of Disasters

SOC 4073, Sociology of Family Violence

SOC 4203, Social Deviance

SOC 4213, Childhood and Adolescence

SOC 4223, Urban Sociology OR

GEOG 4223, Urban Geography

SOC 4233, Social Organization

SOC 4253, Rural Sociology

SOC 4263, Terrorism as a Social Movement

SOC 4273, Population and Demography

*SOC 4283, Qualitative Data Analysis*

SOC 4323, Applied Research

If not taken to satisfy the core requirement.

SOC 4343, Geographic Information Systems for the Social Sciences

If not taken to satisfy the core requirement.

SOC 4353, Sociology of Aging

SOC 4363, Environmental Sociology

SOC 4423, Sociology of Medicine

SOC 460V, Special Problems

SOC 4703, Internship

**Sociology (SOC) Page 470-472**

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

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

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

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

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

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

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

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

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

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

**SOC 3353. Minority Groups** Examines race, ethnicity and other bases for minority status in society, focusing on social inequality and the social construction of minority and majority group statuses and relations. Fall, Spring, Summer.471

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

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

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

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

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

**SOC 3463. Collective Behavior** Various types of unusual group behavior, such as panics, riots, protests, fads, urban myths and legends, and millenarian groups. Fall, Spring, Summer.

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

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

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

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

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

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

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

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

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

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

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

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

*SOC 4283,* ***Qualitative Data Analysis*** *Qualitative research techniques that social scientists use to gather and assess data. Focus on techniques such as interviewing research subjects, observing groups, and performing content analyses of existing information. Spring.*

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

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

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

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

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

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

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

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

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

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