

# Social and Behavioral Sciences Concentration

## Social and Behavioral Sciences Concentration Classes

### ANSO 290: Topics in Anthropology and Sociology

**Units:** 1-4

**Program:** [Anthropology and Sociology](#)

### ANSO 298, 398, and 498: Special Study

**Units:** 1-4

**Program:** [Anthropology and Sociology](#)

### ANSO 299, 399, and 499: Independent Study

**Units:** 1-4

**Program:** [Anthropology and Sociology](#)

### ANSO 385/INTS 385: Race and Ethnicity

This course examines anthropological and sociological perspectives of race and ethnicity. Drawing on studies from many different parts of the world, the course explores the nature of ethnic identity, the cultural construction and social meaning of race, the dynamics of race relations and ethnic stratification, and current theories of ethnic conflict and minority rights. The aim of this course is to develop the theoretical tools for comparing the politics of identity and cultural and racial difference cross-culturally and to be able to think critically about our own common sense understandings of race and ethnic relations. Same as: INTS 385.

**Units:** 3

**Prerequisites:**

ANTH 100 or SOC 100.

**Program:** [Anthropology and Sociology](#)

### ANSO 390 and 490: Advanced Topics in Anthropology and Sociology

**Units:** 1-4

**Program:** [Anthropology and Sociology](#)

# ANTH 100: Introduction to Socio-Cultural Anthropology

This course is an introduction to the sub-discipline of sociocultural anthropology, which is the study of contemporary human cultures and societies. The course introduces the basic terminology and theoretical perspectives anthropologists use to understand the ways that humans organize themselves and the cultural logic through which they think about the world and their social relations. Course material covers a wide variety of cultural contexts, both familiar and unfamiliar, to help students understand the cultural logic of the beliefs and social practices of others and critically examine the cultural logics and assumptions of their own culture.

**Units:** 3

**Program:** [Anthropology](#)

# ANTH 150: Human Origins

This course introduces students to biological anthropology and anthropological archaeology – those portions of the discipline concerned with human prehistory and continuing human development. The course examines reconstructions of the human record based on fossil and artifact-based evidence of human biological and cultural change over time. It considers various theories of human biological evolution and the emergence of culture – humanity's unique ecological niche. The course examines the origins and development of world civilizations, and takes a critical look at theories that try to explain the development of social complexity.

**Units:** 3

**Program:** [Anthropology](#)

# ANTH 290: Topics in Anthropology

**Units:** 1-4

**Program:** [Anthropology](#)

# ANTH 298, 398, and 498: Special Study

**Units:** 1-4

**Program:** [Anthropology](#)

# ANTH 299, 399, and 499: Independent Study

**Units:** 1-4

**Program:** [Anthropology](#)

# ANTH 313/INTS 313: Latin American Migration to the US

This course is about the way that Latin American immigration to the US, and often their return back to Latin America, affects the communities, families, racial identities, and even sex lives of both immigrants and the people they leave behind. The course will draw on readings primarily from Anthropologists and Sociologists who see immigration, not as a linear process of arrival and eventual integration, but as a transnational process of the movement of people, money, culture, and politics back and forth across borders in complex ways that affect both the US and Latin America. Thus, while the course will cover the overall historical trends of Latino immigration to the US, changing demographics, the effects of US immigration laws on immigrants and their families, and the overall economic and political trends in Latin America that explain why people migrate, the real focus of the course is on the effects of these overall trends on communities and families in both the US and Latin America as illustrated through ethnographically rich case studies based on participant observation with migrants, return migrants, and members of the sending communities.

**Units:** 3

**Program:** [Anthropology](#)

**Recommended:**

INTS 130 or INTS 210.

## ANTH 315: Urban Anthropology

Cultural anthropology is the comparative study of society, culture, and human diversity. The discipline focuses on the various ways in which social relations, history, politics, and cultural products, like the media, shape peoples' everyday lives. This course examines ethnographic studies that document the strategies people use to cope with the demands posed by modern urban environments. It also examines some common social problems encountered in urban contexts, such as those involving the historical origins of urban settings, social class and inequality, urban youth subcultures, migration and economic globalization, and public health.

**Units:** 3

**Program:** [Anthropology](#)

## ANTH 320: Indigenous Peoples of Latin America

This course introduces students to the basic histories, social structures, cultures, and current issues facing indigenous peoples in Central and South America. It explores how indigenous communities and identities have been formed, from the conquest and through today, examining a range of processes and events, such as colonialism, integration into the global economy, racism and racial hierarchies, civil wars, indigenous social movements, and migration and exile. It also examines the responses of indigenous peoples to these processes and events, looking specifically at topics such as retreat, revolution, and political activism. The goal of the course is to understand indigenous peoples as products of complex processes through which communities, identities and inequalities are produced, not as social isolates. Same as: INTS 335.

**Units:** 3

**Prerequisites:**

ANTH 100 or SOC 100 or INTS 130.

**Program:** [Anthropology](#)

# ANTH 325: Inequality, Repression, and Resistance in Central America

Central America is often known as a region of rich cultural heritage but also carries a legacy of vast inequalities and forms of violent repression and rebellion. The purpose of this course is to understand the cultural, political, and economic factors that have led to this particular situation. We begin by looking at the process of conquest and colonization in shaping new societies and social structures, then explore the socio-economic processes that set the stage for many of the conflicts and problems that Central America faces today, and finally, we explore the current situation in Central America as it relates to changing ideas about gender and the role of women, racism and race mixing, immigration and exile, and forms of violence caused by more than 30 years of civil war and economic upheaval. Same as: INTS 325.

**Units:** 3

**Prerequisites:**

INTS130 or ANTH100.

**Program:** [Anthropology](#)

# ANTH 330: People, Culture, and Globalization in Oceania

This course engages students in an examination of how indigenous peoples of Oceania have been deeply engaged in global, cultural, political, and economic processes since the time of their earliest encounters with representatives of the West. This class incorporates classic and contemporary studies from anthropology and Pacific history, together with the voices and views of islander writers and artists. Social science perspectives are helpful for understanding natural and cultural environments, cultural history and change, language issues, and current socioeconomic and educational issues the Islands face today. Writers and artists can show how islanders are actively shaping their views of themselves and the larger political-economic processes in which they participate. By combining these two points of view, the class will examine the tensions between cultural traditions and globalization and how we, as outsiders and as islanders, come to know and empathize with the peoples of Oceania. Same as: INTS 380.

**Units:** 3

**Prerequisites:**

ANTH100 or SOC100.

**Program:** [Anthropology](#)

# ANTH 348/INTS 348: Gender and Sexuality in Cross-Cultural Perspective

This course uses ethnographic case studies to understand how sex, gender, and sexuality are socially constructed in different societies around the world and how these social constructions generate different identities, social categories, and relations of power. The course uses analytical tools of Anthropology to understand the cultural logic behind practices and beliefs that are informed by culturally specific sex/gender/sexuality systems; how those cultural logics and practices are related to relations of power between individuals; how they become embedded in institutions of the state that affect the way rights are distributed and often violated; and what happens when they come into contact through various types of transnational movements of people and ideas. The course will also expose students

to debates about how we use these understandings of the cultural logics of gendered practices and ideologies in order to address specific examples of gender/sexuality discrimination, gender violence, and international human rights discourse and policies.

**Units:** 3

**Prerequisites:**

ANTH 100 or SOC 100.

**Program:** [Anthropology](#)

## ANTH 380: Cultures of Learning

In this course we examine “education” by looking beyond the typical setting of the school. Instead, we will consider education in the context of learning and culture. As scholars in history and anthropology have shown during recent decades, learning can be found in classrooms, families, churches, and public places. Learning can be thought of broadly as the process by which people acquire knowledge, attitudes, values, and skills. We will study the past as a deeply constitutive force in the present. Historians call this approach cultural history, anthropologists call it historical ethnography. Specific topics will include prominent and influential theories of pedagogy and learning, as well as the historical and cultural dynamics of race and ethnicity in learning. Throughout the course, we will keep the long history of education reform in mind – including contemporary initiatives. The course is modeled as an intensive reading and writing seminar in which students will be expected to complete an original research paper testing or applying principles discussed in class. Same as: HIST 380.

**Units:** 3

**Program:** [Anthropology](#)

## ANTH 384: Indigenous North America

The Americas were populated for millennia before European colonization transformed the hemisphere and the lives of its first inhabitants. Descendants of these first inhabitants live in many parts of North America – including Orange County, California. This seminar explores the histories and cultures of select Native American peoples from Canada, Mexico, and the United States during selected eras, from before colonization and into the contemporary period. Through reading current and classic scholarship on Native Americans, along with writing a research essay on a topic of the students’ choosing, students will acquire an understanding of the historical and cultural processes that have defined Native American lives. Same as: HIST 384.

**Units:** 3

**Program:** [Anthropology](#)

## ANTH 390 and 490: Advanced Topics in Anthropology

**Units:** 1-4

**Program:** [Anthropology](#)

## ANTH 401: Poverty, Power, and Urban Life

This course engages students in a critical examination of contemporary urban experiences with a focus on peoples living in the margins of large, dense urban communities, both inside and outside of North America. The course will address questions surrounding how the articulation of global and local markets affects the expression of traditional

and modern identities, how underground or informal economies shape the creation of urban street life, and how children and adults actively pursue meaningful family life in contexts of extreme poverty. Readings will focus on cities in the Pacific basin.

**Units:** 3

**Prerequisites:**

ANTH100 or ANTH 150 or SOC100, or Junior standing.

**Program:** [Anthropology](#)

## ANTH 404/INTS 404: Violence and Oppression in Latin America

The goal of this class is to understand the particular forms of violence that exist in Latin America, the causes of these forms of violence, and how they are connected to particular local and national histories, cultural ideologies, and social structures. It is also the goal of this class to understand the meaning of violence: that is, how do people in Latin America make sense of the violence around them? How do they justify and/or condemn it? How is violence sometimes used as a way to make meaning, to protest inequality and impunity, and to assert subjectivity? The course will be based primarily on ethnographic case studies of different forms of violence (structural, institutional, state-sponsored, intra-familial, vigilante, armed resistance, etc.) that look at its socio-economic-political context but also its cultural meaning to the perpetrators, victims, and bystanders. The rationale of the course is that it is by understanding the meaning of violence, the context within which it is carried out, and its cultural logic, that we are best equipped to begin to address it. Same as: ANTH 404.

**Units:** 3

**Prerequisites:**

ANTH 100 or INTS 130 or INTS 210 or instructor consent.

**Program:** [Anthropology](#)[Latin America](#)

## ECON 100/INTS 100: Principles of Economics

This course provides a survey of economics principles within both microeconomics and macroeconomics. It introduces students to the basic economic concepts that are fundamental to understanding economic observations in daily life, such as supply, demand, price, market equilibrium, national income, unemployment, inflation, economic growth, international trade, and so on. Through discussions of contemporary economic issues and policies, students will learn how households and firms make decisions under certain economic systems, how individual markets and the national and international economy operate, and how government policies affect economic outcomes. Same as: INTS 100.

**Units:** 3

**Program:** [International Economics, Trade and Development](#)[Economics](#)

## ECON 262/INTS 262: China's Economic Development and Economic Reform

This course provides a survey of China's economic development under the centrally planned socialist system since 1949, and the on-going economic reform since 1978. China's role in regional economic growth and its economic relationship with the world economy will also be addressed.

**Units:** 3

**Program:** [Economics](#)[Asia Pacific](#)

# ECON 290: Topics in Economics

**Units:** 1-4

**Program:** [Economics](#)

# ECON 298, 398, and 498: Special Study

**Units:** 1-4

**Program:** [Economics](#)

# ECON 299, 399, and 499: Independent Study

**Units:** 1-4

**Program:** [Economics](#)

# ECON 301: Microeconomics

This course examines the modern theories of the market system, demand and production, and the interactions between consumers and firms under various market conditions. Students learn how market forces determine prices, resource allocation, and income distribution. Students are also introduced to public policy evaluation and welfare economics.

**Units:** 3

**Prerequisites:**

ECON 100/ INTS 100.

**Program:** [Economics](#)

# ECON 302: Macroeconomics

This course introduces the factors that determine national income, employment, unemployment, inflation, and economic growth. The course also examines the tools of monetary and fiscal policy available to policy makers and the effects of policy on the economy.

**Units:** 3

**Prerequisites:**

ECON 100/INTS 100.

**Program:** [Economics](#)

# ECON 310: Financial Economics

In this course, students are introduced to the analysis of financial assets and institutions. The course emphasizes modern asset pricing theory and the role of financial intermediaries, and their regulation in the financial system. Topics covered include net present value calculations, asset pricing theories, financial derivatives, the efficient market theory, the term structure of interest rates, and banking.

**Units:** 3

**Prerequisites:**

ECON 100/INTS 100.

**Program:** [Economics](#)

## ECON 320: Public Economics

This course is an introduction to the design and implementation of public finance in high-income countries as well as in developing economies. Topics include the role and size of the public sector, rationale for public sector interventions (such as market failure and distributional concerns), issues of tax compliance and enforcement, tax reform, public expenditure policy (such as social protection programs), fiscal balance and deficit financing, fiscal decentralization and intergovernmental fiscal relations. Students will apply these theories in order to critically evaluate current policy issues in areas of education, health care, environment, and welfare reform.

**Units:** 3

**Prerequisites:**

ECON 100/INTS 100.

**Program:** [Economics](#)

## ECON 321: Economic Development in Pacific Asia

This course investigates the economic performance and development of the economies of Pacific Asia; covering Japan, Asian NIEs (Hong Kong, Taiwan, South Korea, and Singapore), ASEAN-4 (Malaysia, Thailand, Indonesia, and the Philippines), China and Vietnam. Through this class, students will gain factual knowledge on the economic characteristics of and policies on these economies' structural change, economic growth, and development; and the economic relationship among these economies as well as between this region and the world economy in the era of globalization. The emphasis of this course is on the application of proper economic analytical tools to examine the effectiveness of various development strategies and policies on each economy's development process. The applicability of the development experiences of these economies to other developing countries will also be briefly discussed. Same as: INTS 321.

**Units:** 3

**Prerequisites:**

ECON 100/INTS 100.

**Program:** [Economics](#)

## ECON 330/INTS 361: Economic Development

This course introduces students to one of the major issues of the world economy: the process of economic development. It provides an understanding of the causes and consequences of underdevelopment and poverty in the context of developing economies and attempts to explore possible means to overcome obstacles to development. Topics covered include: economic growth, sources of growth (capital formation, population and human capital, technology), economic structural change, income distribution, institutional factors, development strategies, government policies, international trade, foreign aid, foreign investment, and debt crisis. Same as: INTS 361.

**Units:** 3

**Prerequisites:**

ECON 100/INTS 100.

**Program:** [Economics](#)[International Economics, Trade and Development](#)



# ECON 340/INTS 362: International Economics

This course provides an introduction to international economic concepts and contemporary issues related to international trade and international finances. It illustrates the philosophical foundations and historical context of various theories of trade and finance and their applications to trade policies and trade relations. Other areas examined include: balance of payment, determination of exchange rate, foreign investment, multinational enterprises, financial market internationalization, international economic policies, and international economic organizations. Emphasis is on the critical evaluation of and debates on current trade policies and other international economic issues, such as North-South trade relations, free trade vs. protectionism, and international resources movement.

**Units:** 3

**Prerequisites:**

ECON 100/INTS 100.

**Program:** [EconomicsInternational Economics, Trade and Development](#)

# ECON 360/ENVST 360: Environmental Economics

This upper division course combines theory and policy application in studying environmental issues from an economist's perspective. Major topics include theoretical and applied modeling of economy-environment relations, causes and consequences of market failure affecting environmental services, design and evaluation of environmental policy instruments, and the political economy of environmental policy. Students will learn to identify the economic components of an environmental issue, analyze the effects of human economic activity on the environment, and to present and discuss the pros and cons of various environmental policies.

**Units:** 3

**Prerequisites:**

ECON 100/INTS 100.

**Program:** [Economics](#)

# ECON 390 and 490: Advanced Topics in Economics

**Units:** 1-4

**Program:** [Economics](#)

# LINGUIS 100: Introduction to Linguistics

This course introduces students to the major areas of linguistics: dialects, syntax, semantics, psycholinguistics, and pragmatics. Special emphasis is placed on syntax and semantics. The format will be a seminar, with significant board work. Student assessment will be in the form of quizzes, a mid-term, and a final exam.

**Units:** 3

**Program:** [Linguistics](#)

# LINGUIS 201: Psycholinguistics

This course introduces students to psycholinguistics, giving special attention to first and second language acquisition, literacy, mental models, neural networks, and the representation of meaning. It explores the dominant theories in the field, such as language universals, conceptual blending, and connectionism. This course also provides an overview of the relation between mind and language. The format will be a seminar, with significant board work. Student assessment will be in the form of quizzes, a mid-term, and a final exam.

**Units:** 3

**Prerequisites:**

Instructor consent.

**Program:** [Linguistics](#)

# LINGUIS 210: English Syntax

This course will examine English syntax, focusing on phrase-structure grammar, transformational-generative grammar and its related minimalist program, and cognitive grammar. Students will explore the historical development of each approach to syntax and study the related methods of syntactic analysis. The course will build on syntactic topics covered in Linguistics 100, Introduction to Linguistics. The format will be a seminar, with significant board work. Student assessment will be in the form of quizzes, a mid-term, and a final exam.

**Units:** 3

**Program:** [Linguistics](#)

# LINGUIS 290: Topics in Linguistics

**Units:** 1-4

**Program:** [Linguistics](#)

# LINGUIS 298, 398, and 498: Special Study

**Units:** 1-4

**Program:** [Linguistics](#)

# LINGUIS 299, 399, and 499: Independent Study

**Units:** 1-4

**Program:** [Linguistics](#)

# LINGUIS 390 and 490: Advanced Topics in Linguistics

**Units:** 1-4

**Program:** [Linguistics](#)

# POLISCI 110: Foundations of American Government and Politics

This course explores the organization and operation of national state power in the United States. It begins with a “textbook” account of American government and politics, focused on the formal institutional arrangements of the U.S. national state (viz., the constitution, separation of powers, federalism, congress, president, and Supreme Court) as well as the formal mechanisms through which the state is linked to American citizens (esp., public opinion, elections, political parties, and interest groups). Armed with this formalist view, we turn to an examination of the “real world” of American democracy. Here we engage in a close and careful reading of a handful of empirical studies on the actual workings of the U.S. political system with a focus on citizen-state relationships, the constitutional and institutional organization of the U.S. national state, and the relationship between this state and the nation’s corporate capitalist economy.

**Units:** 3

**Program:** [Political Science](#)

# POLISCI 150: American Political Thought

This course examines the foundations of American political thought through a close and careful reading of key texts written by the Founding Fathers (most significantly, the Federalist Papers); an analysis of the political thought of thinkers who most influenced the founders (including Aristotle, Machiavelli, Grotius, Hobbes, Locke, and Montesquieu); and an examination of classic commentaries on American political thought, especially Tocqueville’s Democracy in America. The main theme throughout the course is the tension in American political thought between democracy and liberty; how the Founders viewed this tension (and why); and how this tension was incorporated into the nation’s founding documents (the Declaration of Independence and the Constitution) as well as how it has been differentially reflected in key Supreme Court decisions ever since the famous Marbury v. Madison case in 1803.

**Units:** 3

**Program:** [Political Science](#)

# POLISCI 290: Topics in Political Science

**Units:** 1-4

**Program:** [Political Science](#)

# POLISCI 298, 398, and 498: Special Study

**Units:** 1-4

**Program:** [Political Science](#)

# POLISCI 298, 398, and 498: Special Study

**Units:** 1-4

**Program:** [Political Science](#)

# POLISCI 299, 399, and 499: Independent Study

**Units:** 1-4

**Program:** [Political Science](#)

## POLISCI 305/INTS 305: Democracy and Democratization

What is democracy? Who benefits from it? Is democracy better suited to some peoples than to others? What causes democracy – does it come from within a country or is it caused by international factors? (Why) is democracy desirable? This course addresses these and other questions in a comparative context, looking at established democracies, emerging democracies, and recalcitrant authoritarian regimes from around the world. Students are expected to leave the course with a critical, nuanced view of democracy, an appreciation of various electoral systems, and in-depth knowledge of both a democratic and nondemocratic country of their choice. Same as: INTS 305.

**Units:** 3

**Prerequisites:**

previous course in International Studies or Political Science, or instructor consent.

**Program:** [Political Science](#)[Global and Thematic Issues](#)

## POLISCI 320: Public Policy

In PUBLIC POLICY, students will learn what public policy is and who makes it. The course focuses upon the policy process, structure, and context of policy-making. Special attention is paid to the institutional and non-institutional actors who make policy and the rules, strategies, culture, and resources that affect the making of policy. The course culminates in the writing of a policy brief that affects problems in the local area. The policy brief allows the students to understand the practical side of public policy-making.

**Units:** 3

**Program:** [Political Science](#)

## POLISCI 330: Constitutional Law

This course is an intersection of political science and the law. It uses the constitution, laws, and the courts to show us how checks and balances, separation of powers, and federalism operate. In the class, students will read and brief U.S. Supreme Court cases that deal with the following areas: the power of the Supreme Court and the Court's decision-making process, separation of powers and checks and balances, and the American federal system. The course explains why the president receives greater leeway in foreign relations than domestic affairs and the United States Supreme Court's role in this determination. It also explains how the Court shaped changes in the American Federal System, which morphed from dual federalism to various forms of cooperative federalism over time. This course is designed to enhance student understanding of the American legal system, American national institutions, the Constitution, the American federal system, and the Supreme Court.

**Units:** 3

**Program:** [Political Science](#)

# POLISCI 335: Urban Politics

For the first time in history, more people live in cities than in rural areas. Cities are the epicenter of many great things, such as entertainment, the arts, parks and recreation, museums, medical care, and employment. They also have more than their fair share of problems, such as crime, poverty, racism, and homelessness. This course examines theories about who governs cities and why and how cities are governed. The course focuses upon the policies that address urban problems. It pays special attention to political institutions, machine politics, informal actors who influence politics, the role of the national and state governments in city politics, and the politics of racial and ethnic minorities in cities. Power, race, and participation are three dominant themes that run throughout this class. Through this course, students will also better understand how culture, demographics, and politics affect California cities. They will devise solutions to major problems in one of the state's urban areas. Even though this course focuses upon American cities, the lessons learned in it allow students to understand and examine cities throughout the world.

**Units:** 3

**Program:** [Political Science](#)

# POLISCI 340: American Ideologies: Power & Choice

If there is a central organizing concept in political science, it is power. One of the fundamental issues in the study of power is choice: who gets what, when, and why? This course examines the relationship between power and choice. It focuses on the wide variety of ways political analysts have conceptualized power and politics in the United States. Through a close and careful reading of a select number of representative texts, the course examines the theoretical underpinnings, ideological content, and political implications of eight major paradigms of American politics: liberalism, conservatism, Marxism, elite theory, pluralism, race, feminism, and neo-conservatism. Lectures will provide students with the necessary background to situate each paradigm within its proper historical, intellectual and analytical context.

**Units:** 3

**Program:** [Political Science](#)

# POLISCI 350/INTS 304: The United Nations and World Politics

This course offers students the opportunity to study the work and processes of the United Nations system. The goal of this course is to build on previous knowledge in pursuing a more advanced understanding of what, how and why the United Nations system does what it does. Special focus is given to the work of the United Nations in the areas of: International Peace and Security, Human Rights and Humanitarian Affairs, and Development. Same as: POLISCI 350.

**Units:** 3

**Prerequisites:**

INTS 111 or INTS 114.

**Program:** [International Relations, Peace and Conflict Resolution](#)[Political Science](#)

# POLISCI 360/INTS 360: American Trade Politics and Policy

The study of American trade politics occupies a special place in the history of political science and policy studies. It has contributed to new insights into the role of economic groups in American politics, the creative and often independent role of state and public officials in the national policy process and the impact of international structures and processes on domestic politics and policymaking. This course examines the formation of American trade policy since World War II, when the United States assumed the mantle of global leadership and embarked on a world historic project designed to create an open international trading system. Organized around an exploration of state-society relationships at the intersection of international and domestic economies, the course seeks to answer an interrelated set of questions: who defines America's national trade interest; under what conditions do they define it; and where does their power come from?

**Units:** 3

**Program:** [Political Science](#)

# POLISCI 365/INTS 365: State-Society Relations in Comparative Context

What is the state? How is it organized? How do different countries select leaders, where is power located, who rules, and who is excluded? Under what conditions do people obey the state, resist it, or transform it? Which societal configurations challenge state control? How do states gain the legitimacy to rule?

INTS/POLI 365, State - Society Relations in Comparative Context, provides students with a conceptual understanding of the composition of states in diverse societal contexts. The course begins with a discussion of regimes, leading to the first assignment, in which students assess the regime of a country of their choice. The second part of the course is concerned with defining the state and understanding its institutions. This will motivate the second assignment, in which students will design what they feel to be an ideal institutional configuration for their country. The third part of the course pushes back, looking at societies and how they undermine your designs. Your third paper will consider resistance from various societal forces. You will then assemble and revise your three papers to form a broader paper on state / society relations.

Students will develop a heightened understanding of democratic and non-democratic regimes, how electoral systems turn votes into seats, the tradeoffs in different systems, and how these systems interact with a myriad of societal forces that may resist the state (sometimes for good reason).

Same as: POLISCI 365.

**Units:** 3

**Program:** [Political Science](#)[Global and Thematic Issues](#)

# POLISCI 380: American State Formation: From Colonies to Superpower

This course examines the path of development of the American national state, from its roots during the Colonial Period, when the thirteen colonies existed on the periphery of the European state system and world market economy, through the emergence of the United States as a global military and economic superpower during the Post-World War II period. Taking its analytical cue from Alex de Tocqueville, the course places a consideration of the

constitutional organization of the American national state and changes in the balance of power between the President and Congress, and the national government and state governments, in global perspective: America's two century move from the periphery of the European-centered international state system and world market economy to its current position of supremacy within it.

**Units:** 3

**Program:** [Political Science](#)

## POLISCI 390 and 490: Advanced Topics in Political Science

**Units:** 1-4

**Program:** [Political Science](#)

## PSYCH 100: Introduction to Psychology

This course offers an overview of the principal perspectives and content areas in psychology and prepares students to take upper-level psychology classes. Students explore different research methods in psychology as well as the distinction between basic and applied research and how this distinction is manifested in present-day divisions of psychology. Topics may include social and developmental processes, neurobiology, personality, psychological disorders, sensation and perception, learning and memory, language, and applied areas.

**Units:** 3

**Program:** [Psychology](#)

## PSYCH 290: Topics in Psychology

**Units:** 1-4

**Program:** [Psychology](#)

## PSYCH 298, 398, and 498: Special Study

**Units:** 1-4

**Program:** [Psychology](#)

## PSYCH 299, 399, and 499: Independent Study

**Units:** 1-4

**Program:** [Psychology](#)

## PSYCH 320: Social Psychology

Social psychology may be defined as the influence of actual, imagined, or implied others on individual cognition, emotion, and behavior. Course content progresses from intra-psychic to interpersonal topics to small-group

processes. Students learn and evaluate social psychological research methodology and think critically about course topics and presented research. They also learn to apply theories and concepts to real-world situations as appropriate.

**Units:** 3

**Prerequisites:**

PSYCH 100.

**Program:** [Psychology](#)

## PSYCH 325: Positive Psychology

This course provides an overview of the growing field of positive psychology, which is the scientific investigation of positive experiences, positive character strengths, positive relationships, and the institutions and practices that facilitate their development. Consideration will be given to conflicting viewpoints and their respective empirical support, including the benefits of balancing positive with negative emotions, the measurement and development of happiness, and the implications of deliberately attempting to increase it.

**Units:** 3

**Prerequisites:**

PSYCH 100.

**Program:** [Psychology](#)

## PSYCH 330: Psychological Disorders

This course provides an introduction to a wide variety of psychological disorders and their treatments. Definitions of “abnormality” and methods of disorder assessment are examined. Different perspectives on the causes of disorders as well as their treatments are compared and contrasted. Topics include mood disorders, anxiety disorders, schizophrenia, and personality disorders. Upon successful completion of the course, students will have a greater understanding of how psychological disorders are discussed both in professional circles and in the lay media.

**Units:** 3

**Prerequisites:**

PSYCH 100.

**Program:** [Psychology](#)

## PSYCH 340: Personality Psychology

This course provides an overview of the principal theories of personality and human behavior. A wide range of perspectives on personality are presented and evaluated. Students investigate and evaluate various measures of personality assessment and different methods of researching personality. Basic principles of personality structure and personality development are covered. On completion of the course, students will be able to recognize, critique, compare and contrast various theoretical perspectives on personality, as well as apply these theories to real-world situations.

**Units:** 3

**Prerequisites:**

PSYCH 100.

**Program:** [Psychology](#)



# PSYCH 350: Lifespan Developmental Psychology

This course is designed to provide an introduction to the specialization of developmental psychology. Principles of lifespan development will be discussed and applied to all stages of development, from conception to death. Special emphasis will be placed on biological, cognitive, and psychosocial domains of development. Throughout the course, the influence of contextual factors, such as culture and historical time, will be considered, as well as the utility of a multidisciplinary approach to the study of human development. Practical applications of course material to “real world” examples will also be emphasized.

**Units:** 3

**Prerequisites:**

PSYCH 100.

**Program:** [Psychology](#)

# PSYCH 360: Cross-Cultural Psychology

In this course, psychological research methods will be introduced, applied, and critiqued to test the universality of psychological theories developed in North America. Specifically, students will be challenged to critically evaluate the nature of human difference between and within social groups in order to understand and utilize cultural variations as well as to gain insights into and re-examine one’s own culture. Topics will include cultural variations and similarities in perception, cognition, identity, socio-emotional development, health behaviors, and emotional regulation. Diverse cultures and cultural change will also be examined with an emphasis on the east-west contrast.

**Units:** 3

**Prerequisites:**

PSYCH 100.

**Program:** [Psychology](#)

# PSYCH 370: Psychology of Education

This course examines how the development of children’s cognitive competence and academic achievement from early childhood to emerging adulthood interface with relevant social educational environments, such as the home, school, and culture/society. This course draws material from social psychology, human development, and educational research. Throughout the course, students will also discuss and debate enduring and current, sometimes controversial, issues in education in order to demonstrate how psychological science can be applied.

**Units:** 3

**Prerequisites:**

PSYCH 100.

**Program:** [Psychology](#)

# PSYCH 380: Sport Psychology

The course will provide an overview of the growing field of Sport Psychology, which involves applying psychological science to sports. Topics will cover how sport psychologists assist athletes and teams in setting and achieving sports, fitness, and exercise goals. Topics will also include theoretical foundations of behavior, psychological interventions for performance problems, adherence and maintenance of gains, and the impaired athlete.

**Units:** 3

**Prerequisites:**

PSYCH 100.

**Program:** [Psychology](#)

# PSYCH 390 and 490: Advanced Topics in Psychology

**Units:** 1-4

**Program:** [Psychology](#)

# PSYCH 430: Seminar on Human Motivation

This seminar is designed to provide students with an in-depth understanding of both classic and contemporary psychological theories of human motivation and their applications in a variety of domains including education, sports, work, and psychological as well as physical health/well-being. In addition, students will be introduced to contemporary theories and their research findings from the newly emerging field of positive psychology and asked to examine their validity and reliability from a cross-cultural perspective. Finally, students will also be given an opportunity to conduct their own empirical research in the field.

**Units:** 3

**Prerequisites:**

PSYCH 310 or Instructor Consent.

**Program:** [Psychology](#)

# PSYCH 450: Parenting Research and Applications

This seminar is designed to provide students with a greater understanding of socialization processes and to examine the purposive and agentic nature of social relationships. Parenting, mentoring, and teaching issues will be explored across ethnicity, culture, and the lifespan (from conception to adulthood). Various theoretical perspectives will be introduced in understanding the role of others on children's achievement and the psychological adjustment. It is expected that students will develop knowledge and skills to apply to the "real world."

**Units:** 3

**Prerequisites:**

PSYCH 310 or Instructor Consent.

**Program:** [Psychology](#)

# SBS 210: Social Science Research Methods

This course is an introduction to the primary research methods used by social scientists. Fundamental orientations and approaches that underlie social science research will be introduced. Students will learn various qualitative and quantitative methods of data collection, data analysis, and results reporting. Emphasis in this course is on students putting these methods into practice by developing real-world research questions and engaging in hands-on research activities.

**Units:** 3

**Prerequisites:**

any course in the SBS concentration.

# SBS 290: Topics in Social and Behavioral Sciences

**Units:** 1-4

# SBS 298, 398, and 498: Special Study

**Units:** 1-4

# SBS 299, 399, and 499: Independent Study

**Units:** 1-4

# SBS 323/INTS 323: Political Economy of Latin America

How does equitable growth occur, especially in a region where sustained growth and equality have long been elusive goals? In the last two decades, millions of Latin Americans have risen out of dire poverty, much of the region has democratized, and Latin American commodities have expanded into vast new markets, such as China. Nonetheless, poverty and inequality in the region (and its violent effects) remain pervasive and nearly intractable problems. Besides poverty and inequality, other course themes include liberalism, neoliberalism, structuralism, institutions and norms, civil society, foreign investment, globalization, and regional integration. The imposition of policies and “structural adjustment” by outsiders will be considered, as is the capacity of this region to generate new political and economic paradigms or policies, such as dependency theory and conditional cash transfers. Since “development” is a particular kind of utopia, cultural studies and anthropology are not excluded, but most material comes from economics and political science.

**Units:** 3

**Prerequisites:**

INTS 100/ECON 100, INTS 130 or instructor consent.

**Program:** [Latin American International Economics, Trade and Development](#)

# SBS 330: Environmental Justice

This seminar is designed to explore the dynamics and interplay of race, socioeconomic status and political and economic interest groups in impacting the differential access, use and outcomes of some groups and countries regarding natural resources and the natural environment. Specifically, the course will focus on how racial/ethnic, economic, cultural and country background impact individual and group access to a healthy and productive natural environment and supporting resources. We will explore alternatives for increasing environmental justice and issues related to access and to increasing the quality of life for disadvantaged groups. Global environmental issues that highlight the questions of justice and injustice also will be examined. An important broad goal of the course will be to integrate social concern for the natural environment with increasing consciousness of race/ethnic, class, gender and country disparities in issues of environmental equity and justice.

**Units:** 3

**Prerequisites:**

any course in the SBS concentration.

## SBS 340: Regression Analysis

This course is intended to provide a basic knowledge of regression analysis relevant for carrying out empirical work in the social sciences. Regression analysis is the application of statistical methods to testing social science theories/hypotheses using data. The Classical Linear Regression Model is the main focus of the course. Students will gain experience in collecting data from various sources, analyzing data through regression and statistical analysis, interpreting results and writing research papers.

**Units:** 3**Prerequisites:**

any course in the SBS concentration.

## SBS 341: Experimental Methods

This course is an overview of the fundamentals of experimental research methods. This course provides the tools for students to understand a variety of experimental research designs and the accompanying descriptive and inferential statistics used to evaluate the data obtained from those designs (which include chi-square, t-tests, analysis of variance, etc.). Students will gain experience in designing and conducting experiments, analyzing data, interpreting results, and writing research reports.

**Units:** 3**Prerequisites:**

any course in the SBS concentration.

## SBS 342: Qualitative Methods

This course is an introduction to the primary Qualitative Research Methods as they are used in the Social Sciences such as content analysis, interviewing, participant observation, and case studies. The course will introduce students to the main epistemologies and worldviews of qualitative methods, explore what kinds of questions about social behavior qualitative methods are used to answer, discuss ethical issues related to qualitative research and writing, and engage in the application of various qualitative methods to a research question designed by students. Students will also learn how to construct a literature review and write a research report using qualitative research design.

**Units:** 3**Prerequisites:**

any course in the SBS concentration.

## SBS 360: Leadership Theory and Practice: Cross-Cultural and Interdisciplinary Perspective

This course introduces students to traditional and contemporary principles, theories, models and research on leadership across cultures and sub-cultures within various societies. It will examine leadership from an

interdisciplinary perspective, thereby drawing upon theories and research in psychology, political science, anthropology and women studies. The course will also examine leadership in practice through the exploration of a variety of leaders, leadership styles and challenges for diverse gender and racial/ethnic groups in various societies. Students will also learn about and have a basis for reflecting on and assessing their leadership skills, styles and what it means to be a leader in an increasing diverse and global world.

**Units:** 3

**Prerequisites:**

any course in the SBS concentration.

## SBS 390 and 490: Advanced Topics in Social and Behavioral Sciences

**Units:** 1-4

## SOC 100: Introduction to Sociology

This course provides a basic introduction to and overview of the field of sociology, including basic concepts, terms, major theories, methods, perspectives, and approaches employed in the discipline. The course examines the major social institutions that are the subject of the field and the sociological approaches employed to understand these institutions and their functions.

**Units:** 3

**Program:** [Sociology](#)

## SOC 290: Topics in Sociology

**Units:** 1-4

**Program:** [Sociology](#)

## SOC 298, 398, and 498: Special Study

**Units:** 1-4

**Program:** [Sociology](#)

## SOC 299, 399, and 499: Independent Study

**Units:** 1-4

**Program:** [Sociology](#)

# SOC 300: Introduction to Sociological Theory

This course introduces students to major classical, contemporary, critical, and post-modern sociological theories and theorists. Students obtain both a conceptual foundation and historical perspective of sociological theories. In addition they become familiar with various themes associated with sociological theories. The application and linkage of theory with contemporary social issues and social science research is also a feature of this course.

**Units:** 3

**Prerequisites:**

ANTH 100 or SOC 100.

**Program:** [Sociology](#)

# SOC 305: Social Movements and Social Change

This course provides students with a comprehensive overview of the state of social movements and social change in 20th Century. Students become familiar with the history of the field, recent developments and its current status. Case studies of social movements and social change may be analyzed cross-nationally. Students also examine empirical studies and theoretical frameworks associated with social movements and social change.

**Units:** 3

**Prerequisites:**

ANTH 100 or SOC 100.

**Program:** [Sociology](#)

# SOC 310: Social Problems

This course introduces students to major social problems in America and other societies. Students learn to apply sociology concepts and theories and to analyze social problems. Emphasis is placed on problem solving, discussion, and debate.

**Units:** 3

**Program:** [Sociology](#)

# SOC 320: Sociology of Education

This course provides an overview of schooling, its purpose, and function in historical and contemporary societies. It introduces theoretical and methodological perspectives for understanding the purpose, structure, and function of educational systems in various societies. Students examine, discuss, and debate multiple perspectives regarding the roles, purposes, and outcomes of schooling, and they conduct an in-depth study of a major issue regarding schooling in different societies. A focus on cultural issues such as ableism, racism, sexism, and inequality in education is also offered.

**Units:** 3

**Prerequisites:**

SOC 100 or Instructor Consent.

**Program:** [Sociology](#)

# SOC 330: Social Stratification and Inequality

This course examines the many facets of inequality and rankings that exist among various groups and organizations in different societies, as well as methods of assessing inequality. Students engage in cross-cultural comparisons to explore global stratification and inequality between countries and produce a project that entails a cross-cultural, comparative analysis.

**Units:** 3

**Prerequisites:**

ANTH 100 or SOC 100.

**Program:** [Sociology](#)

# SOC 390 and 490: Advanced Topics in Sociology

**Units:** 1-4

**Program:** [Sociology](#)

# SOC 400: The Philosophy of Feminist and Queering Theory

This course is aimed at understanding different theoretical approaches to studying gender, sexuality, identity, sexism, exchanges of women, patriarchy, labor, otherness, oppression, and theoretical change. In addition it will cover more abstract interrogations of theoretical assumptions within explicative frameworks of post-modernism, post-structuralism, social constructivism, post-colonialism, materialism, transnational feminism and also critical and queer theoretical frameworks. Different feminist perspectives will be covered such as liberal, Marxist, radical, standpoint, etc. Special attention will be given to the exploration of power relations and other forms of inequality. We will also spend significant time engaging with feminist/ queer critiques of knowledge production, notions of perspective, representation, identity, and objectivity.

**Units:** 3

**Prerequisites:**

ANTH 100 or SOC 100 or SBS/INTS 215 or ANTH/INTS 348.

**Program:** [Sociology](#)

# CAPSTONE 390

This is a 1 unit P/NP course where students will select and work with a faculty mentor to complete a proposal for the capstone research project.

**Units:** 1

# CAPSTONE 400: Capstone I

All SUA students participate in a capstone research project over the last block and semester of their senior year. This research project is intended to be a culminating experience, drawing upon the skills and expertise that they have developed during their career at SUA. Each student works with a faculty mentor to propose, develop, and carry out a research project. Students meet regularly with their capstone mentor for support and feedback.

**Units:** 4

**Prerequisites:**

Senior standing. CAPSTONE 390. Instructor Consent Required. This course cannot be taken on a P/NP basis.

# CAPSTONE 450: Capstone II

Continues Capstone I. All SUA students will participate in a capstone research project over the last block and semester of their senior year. This research project will be a culminating experience, drawing upon the skills and expertise that they have developed during their career at SUA. Each student will work with a faculty mentor to propose, develop and carry out a research project. Students will meet regularly with their capstone mentor for support and feedback.

**Units:** 4

**Prerequisites:**

Senior Standing or CAPSTONE 390. Instructor consent required. This course cannot be taken on a P/NP basis.