This Human Services & Social Justice course focuses on developmental stability and change in childhood and adolescence. We examine human development contextually, as well as in terms of stage-based sequencing. Development is biopsychosocial, in that biological or genetic factors, thoughts and thought processes, and emotions influence how a person interacts with the world. We consider models of prenatal and early childhood development, the genetic basis of development, cognitive and psychosocial development, as well as the transition to adolescence. For each stage of life, we consider physical and cognitive development, personality, and family and social interactions. Application of theory is a key component in class, and field site experience provides the opportunity to interact with children and/or adolescents and to observe and apply course concepts.
**GW SUMMER 2016 – ONLINE!**

**INTRODUCTION TO SOCIOLOGY**

Session I: 5/16-6/25  SOC 1001.D01 (90747)
Session II: 7/5-8/13  SOC 1001.D20 (91705)

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**SOCIIOLOGY** is the scientific study of human society and social interaction. From a sociological perspective, we gain a deeper understanding of our own experiences, as well as those of others, and begin to see society and social behavior in a more comprehensive way. This survey course addresses how social factors greatly affect opportunities, goals, values, behaviors, thoughts, and even emotions. Students will be challenged to understand world events in terms of social structure and historical content, and to more effectively envision one’s own impact on the world.

Introduction to Sociology introduces the basic tools and techniques of the field; i.e., the questions, theories, concepts, and methods used to analyze the social world. Major topics of discussion include: the history of sociology, research methods, culture, socialization, social structure, stratification, race, ethnicity, gender, sexuality, family, and intimate relationships. The course syllabus and class activities are designed to encourage students to develop and use what sociologist C. Wright Mills calls the *sociological imagination*.

*The George Washington University, Department of Sociology, soc@gwu.edu*
Sociology is the scientific study of institutions, human societies, and social interactions. In this introductory course, students will learn how to utilize a sociological imagination in thinking about institutional problems and social phenomena. This course requires that students be engaged in directing academic effort and personal curiosity towards a social problem of one’s choosing. Students will work with the instructor and the GW Center for Civic Engagement & Public Service to identify and secure a service-learning project that integrates course concepts while bridging the gap between social science theory and practice.

Notes: This course satisfies the Social Science – Analysis and the Local/Civic Engagement – Perspective components of GPAC. Also, SOC 1001 and SOC 1002 are equivalent courses, and students cannot earn credit for both. Students who have previously taken SOC 1001 are not eligible to take this course.

"Perhaps the most fruitful distinction with which the sociological imagination works is between ‘the personal troubles of milieu’ and ‘the public issues of social structure.’ This distinction is an essential tool of the sociological imagination and a feature of all classic work in social science.”

– C. Wright Mills

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Few people intend to become criminals. Nor do we intend to become victims of crime. The closest most of us want to come to dealing with the law is watching CSI or Orange is the New Black. But in reality, we all have to deal with matters of human justice. This class addresses key issues that affect ordinary citizens and criminal justice professionals alike: from speeding tickets to imprisonment, from Ferguson to the FBI. We’ll debate questions such as, What is or isn’t working in law enforcement? Do courts coddle criminals or convict the innocent? You’ll learn about various models and methodologies for studying criminal justice, and its impact on society and the individual. Join us online this summer for a closer look at the “real world” workings of the US criminal justice system.

The George Washington University, Department of Sociology, soc@gwu.edu
This course provides a sociological perspective on juvenile delinquency including historical, economic, and social conditions affecting the socialization of youth and the evolution of the state’s formal response to juvenile delinquency.

We will cover the social construction of juvenile delinquency—its measurement and social distribution, social structural and institutional influences on delinquency, prevention and criminal justice system responses to this social problem.

After completing this course, you will:

• be able to describe how delinquency has been defined in America (from colonial times to the present), and the ways society has responded to delinquency
• have an understanding of the major theories of delinquency and knowledge about its prevalence, trends and correlates
• apply theory and research findings to problems such as gun violence among youth and acculturation of immigrant youth in the US
• have applied and interpreted data drawn from the principal sources (UCR, NCVS, and self-report studies) used to measure delinquency
• have gained knowledge of methods used to assess promising prevention programs
This course presents an introduction to the sociological analysis of crime and criminal behavior in American society. We will investigate the processes by which behaviors are defined as crime and persons identified as criminals, the varied types and patterns of criminal behavior, explanations of the causes of crime, and societal reaction to criminal activity. As a result of completing this course, students will:

- be able to draw upon your own experiences to better understand the nature of crime
- be able to critique strengths and weaknesses of the principal sources of crime data necessary to accurately assess the crime problem
- have communicated knowledge and beliefs through in-class and on-line interaction with instructor and peers
- have an understanding of the major theories of crime, their policy implications, and strengths and weaknesses
- have gained knowledge about the extent of crime, crime trends, and the social distribution of crime and its enforcement

*The George Washington University, Department of Sociology, soc@gwu.edu*
This course presents an introduction to the sociological analysis of criminal and deviant behavior in American society. Deviance from social standards of conduct will be examined in the varied contexts in which standards are defined and violated and responses accorded to violations.

We’ll consider positivist and constructionist approaches to explaining deviance and investigate the nature and extent of various types of deviance with including elite deviance. Topics include theoretical perspectives in explaining deviance, changing societal conceptions of deviance, and consequences of deviance to self and society.

As a result of completing this course, you will:
- have an understanding of the ways deviance is defined and produced;
- have gained knowledge about measuring the extent and characteristics of deviants and trends in deviance;
- have an understanding of the primary sociological explanations of deviant behavior;
- be able to critically evaluate policy responses to deviance and crime.
While sociologists study crime and the motivations behind crime, they rarely look at the most heinous form of mass killing – genocide. This course provides a sociological perspective with which to consider the mechanisms of race, power, and social status that intersect in genocide. We will explore genocides of past centuries for a deeper understanding of the crimes and their aftermaths. We will examine international laws and institutions, such as the International Criminal Court which deals with current perpetrators. We will also discuss societal relations in post-genocidal countries.

*The George Washington University, Department of Sociology, soc@gwu.edu*
CORRECTIONS refers to the various programs of state-mandated punishment or sanctions following criminal conviction—from fines to prison to the death penalty.

The public tends to be most aware of punishment in terms of prison sentences; and prison is certainly a key element of corrections. The number of people incarcerated in the US, the sociological makeup of this population, and the prominence of detention in response to terrorism makes the study of prisons essential.

What the public may not realize is that the majority of people convicted of crimes in the US are sentenced to community-based corrections and other alternatives to prison, such as probation or house arrest. These programs are less expensive than prison, offer more flexibility and support, and tend to emphasize the rehabilitation and reform of offenders.

This course considers the purpose of corrections, and the various types of facilities at the local, state, and federal level. We will examine intermediate sanctions and community corrections, alternatives to incarceration, probation and parole, and sentencing and offender classification.