

Behavioral Science Program Re-Design Proposal
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Behavioral Science Program
1.30.14

Proposal:

To complete and implement a total redesign of the Behavioral Sciences Program major to make it a more effective program within Chaminade University goals and future student interests.

Rationale:

This proposal has been triggered by the results of our current program assessment. Current assessment of the Behavioral Science program (both in course evaluations and the senior thesis analysis) indicate that the program meets the needs of existing students that select this degree track. However the small number of students choosing the Behavioral Sciences major indicates that the current major (or perception of it) is not compelling from either a career or vocational standpoint to the majority of our prospective students. We feel that a complete redesign of the program is necessary for it to grow.

Our last major modification to the program was a result of our overall program assessment in 2007-2008. That redesign involved the consolidation of courses and modification of degree tracks. Given feedback and program evaluations, we decided that streamlining would be more attractive to students than it has turned out to be.

Direction:

For this redesign, we will be investigating the current trends in very popular programs outside the U.S., specifically from British and Australian-New Zealand universities. There are several rationales for this approach. Most basic, trying to emulate American competition will be doomed to failure with the rapid growth of online course and program offerings (see <http://oyc.yale.edu/>) which we feel will in the next 3-5 years become a major force in academia. Second, the British have been doing national-level assessment for 10 years+, so there is a lot of feedback on various measurements available [and current offerings reflect this]. The Australian-New Zealand systems are all government-driven national assessment systems, so programs and courses have gone through a complex evaluation and review system. [As a note, one of our graduates who recently finished his PhD in anthropology in New Zealand is currently the national evaluator for several courses.] Third, all these universities have been very successful at marketing their programs not only internally, but also to international students. New Zealand for example has made higher education a major draw for international students. So these

universities have a very successful track record. Last, all these universities are heavily involved in social policy and social change, and most of them are directly involved in Oceania. The major Australian and New Zealand universities work in similar settings to us, with overlapping population groups (especially in New Zealand) so they seem a much more logical place to look for ideas than mainland U.S. universities who are often continental-U.S focused rather than the Pacific-Oceania.

This discussion can be viewed in more detail in the attached white paper.

Initial concepts involve renaming the program (currently Sociology and Social Policy is leading in the polls), re-designing some courses and modifying course content in others. We will likely drop AN 210 (archaeology) and AN 360 (Native American cultures). Replacements will likely include AN 3xx “Virtual Worlds, Digital Reality” (course numbered AN 341 at UH Manoa) and GE 3xx “Geography of Tourism” (numbered GE 324 at UH Manoa).

Analysis of Other Programs

A non-random selection of programs were evaluated, largely in the U.K. and New Zealand. The programs examined were from those Sociology programs that the ranked universities offered. Ranking in the U.K. is linked to national assessment (done by the government). In all three countries university accreditation is handled by the national government rather than private regional organizations. Program examples:

Durham University, UK: B.A. Sociology=

Introductory= Societies in Transition / Introduction to Research / Conceptualizing Society / Culture and Society

Advanced= Sociological Imaginations / Researching the Social [field research for thesis]

This is a thesis (dissertation) program. There is a strong emphasis in an applied-policy theme in the optional course offerings= Sociology of Social Exclusion / Crime, Power and Inequalities / Policing and Police / Sport and Social Problems / Sports Policy and Sports Development / Self, Identity and Society / Children, Young People and Families / Sport, Crime and Deviance / Sociology of Health and Medicine / Drugs, Crime and Society / Urban Studies / issues in Criminal Justice / Social Policy

Lancaster University, UK: B.A. Sociology Honours=

Introductory= Introduction to Sociology

Advanced= Understanding Social Thought / Research Skills and Techniques / Doing Sociological Research

This is a thesis (dissertation) program. There is a strong emphasis in an applied-policy theme in the optional course offerings= Gender, Sexuality and Society / Race Relations, Social Change / Bodies in Society / Terror / Feminism, Social Change / Imaging the Body

University of Warwick, UK: B.A. Honours=

Introductory= Sociological Perspectives / Researching Society and Culture

Advanced= Sociology Research Methods

This is a thesis (dissertation) program. There is a strong emphasis in an applied-policy theme in the optional course offerings= International Perspectives on Gender / Media Sociology / Social Welfare, Britain

Open University, UK: B.A Sociology or Social Policy.=

Introductory= Contemporary Wales / Intro Social Sciences 1-2

Advanced= Making Social Worlds / Crime & Justice / Personal Lives & Social Policy / Uses of Social Science / Welfare, Crime & Society

University of Queensland (Aust.): B.A. Sociology=

Introductory= Intro to Sociology / Intro Qualitative Research / Intro Quantitative Research

Advanced= Current Issues & Debates in Sociology / Advanced Quantitative Research / Advanced Issues in Qualitative Inquiry

This is a thesis (dissertation) program. Optional course offerings include= Intro to Health, Illness and Society / Gender, Sexuality and Society / Sociology of Environment / Families, Households / Media, Culture & Society / Sex, Drugs & Disease / Human Bodies, Culture & Society / Globalization and Development in Post-Colonial Societies / Sociology of Sport / Sociology of the City / Medicine, Markets & Health

University of Canterbury (NZ): B.A. Sociology=

Introductory= Exploring Society / Global Society / Sexualities, Gender, Popular Culture

Advanced= Sociology Theory for Contemporary Life / Internship

This is a thesis (dissertation) program. Optional course offerings include= Constructing Bodies / Te Tiriti Treaty of Waitangi / Family, Kinship in Contemporary Perspective / Crime & Justice / Environment & Society / Ethnicity & History / Sociology of Health & Medicine / On Death & Dying / Sociology of Religion

Massey University (NZ): B.A. Social Policy=

Introductory= Social Policy / Concepts & Theory / Law, Government & Social Policy

This is a thesis (dissertation) program. Advanced courses include= Government Planning, Policy & Administration / Policy Research & Evaluation / Social Policy Evaluation (thesis research)

University of Otago (NZ): B.A. Sociology=

Introductory= Sociology of New Zealand Society / Cultural-Social Identities / Sociological Research in Practice / Sociology Theory / Social Inequality / Crime, Justice & Society / Families & Society

Advanced= Mixed Methods / Theories of Social Power / Family Demography / Global Politics of Food / Qualitative Research Ethics

This is a thesis (dissertation) program.

Programs in the United States:

We also conducted a short survey of the top 12 ranked Sociology and top 10 ranked Social Policy programs in the United States. In summary we found several interesting patterns:

- Social Policy as a program/degree track title is more common east of the Mississippi, and at the graduate level. The concept of social policy is the same as the UK-New Zealand schools.
- West of the Mississippi it is called Public Policy, with a more governmental (or social work policy) direction.
- The top undergraduate Sociology programs (at least the top 6) all either require a senior thesis (based on independent research) or a capstone course with a major paper requirement. Only 3 out of the top 12 require coursework only.
- Social Policy is a high-power game. Of the top 12 programs, 11 have entire schools devoted to social-public policy. Consistently sociology is the base discipline with anthropology and geography as contributing disciplines.

Programs in Hawaii:

This was somewhat difficult in that Univ. of Hawaii West Oahu's website is currently down in regards programs and course offerings. The local alternatives are Hawaii Pacific University, Univ. Hawai'i Hilo, Univ. Hawai'i West O'ahu and Univ. Hawai'i Manoa. All three are part of a state-funded public education program and therefore do not suffer from many of the constraints that a private university does (especially one that is tuition-driven, as Chaminade is). This can be seen in the large range of classes and majors. All of the programs are North American traditional in nature, structured more towards graduate programs and lacking a clear thematic focus.

Hawaii Pacific University= [6100 undergraduates total]

2011-12: Anthropology 6 BA graduates

Lower Division courses= 2

Upper Division courses= 23

Sociology graduates

Lower Division courses= 3

Upper Division courses= 10 [+8 in CJ]

Note: A highly integrated program with courses from a number of related disciplines

Univ. of Hawai'i Manoa= [14655 undergraduates total]

2011-12: Anthropology 36 BA graduates

Lower Division courses= 6

Upper Division courses 73

Geography 8 BA graduates

Lower Division courses= 5

Upper Division courses 47

Sociology 85 BA graduates

Lower Division courses= 5

Upper Division courses 53

Note: A classic American higher education advanced-degree oriented program, tremendous choice, no theme or central philosophical approach.

Univ. of Hawai'i Hilo= [3568 total undergraduates]

2011-12: Anthropology 16 BA graduates

Lower Division courses= 6

Upper Division courses 33

Geography

Lower Division courses= 8

Upper Division courses 30

Sociology= 31 BA graduates

Lower Division courses= 5

Upper Division courses 25

Note: A classic American higher education advanced-degree oriented program, tremendous choice, no theme or central philosophical approach. A mirror of UH Manoa, despite some stronger Hawai'i emphasis in course offerings.

Univ. of Hawaii West Oahu= [1997 total undergraduates]

Note: Program not clearly defined.

Chaminade Univ. of Honolulu= [2140 total undergraduates]

2011-12: Behavioral Science 2 BA graduates

Anth/Soc Lower Division courses= 2/1

Upper Division courses= 4/15

Summary Analysis

From the above there appear to be two main philosophical approaches: 1) traditional American higher education, with the goal of moving students through graduate programs. Undergraduate programs are considered preparatory and feeders to graduate school. Undergraduates are expected to move immediately into graduate programs, preferably at the same institution. There is an assumption that the graduate programs drive some of the undergraduate enrollment. 2) A modified career driven approach, with the goal that completion of the undergraduate degree is essentially terminal and leads to a job. This mirrors vocational tracks but from within the traditionally liberal arts degree.

What both of these miss is the third alternative which appears to be more normative in the UK/New Zealand systems, which is that of a terminal degree which provides an intellectual foundation to a set of career options, but is not job-specific. This has the advantage of flexibility in career choice, but the disadvantage that more onus is placed on the graduate to move the educational training into an attractive career choice. The requirement for independent research and a more flexible choice of courses is reflective of this different approach to degree completion. The role of faculty moves from the traditional gatekeeper of knowledge to that of mentor-guide to unique knowledge.

In the near future, which both careers and life choices changing frequently, the UK/New Zealand approach appears to be both more realistic and provides a greater benefit to graduates. The proof of the ability to independently think, organize, analyze and present information (the senior thesis) remains valid despite changes in skills and training. Allowing students to choose courses within a more flexible framework that isn't driven by the constraints of a small regional university allows them more control over their professional future (and also more responsibility). From a marketing standpoint, it makes our program not only more relevant but also unique in many ways, especially compared to our regional competition.

PROPOSED NEW BEHAVIORAL SCIENCES PROGRAM

BEHAVIORAL SCIENCES PROGRAM

In the Division of Behavioral Sciences

Dr. Robert Santee, Dean

Faculty: Dr. Richard Bordner, and Dr. Bryan Man

We live in a time of change. Social networks, organizations, corporations all appear to change constantly. Societies and groups find themselves trying to both hold onto traditional values and norms while adapting to the changing world around them. The Behavioral Sciences Program is centered on the examination of societies, ethnic groups and organizations. Merging three disciplines: Anthropology, Geography, and Sociology, provides graduates the intellectual tools to understand social change and implement social policy. Subject matter ranging from cross-cultural interaction, social and individual identity, diasporic ethnic groups, issues of gender, age, and socio-cultural status are all included in the major. The program emphasizes flexibility and encourages students to bring in course material from other institutions to individually tailor their program to fit their intellectual and career goals.

Integration with the Marianist Mission

The primary goal of the Behavioral Sciences Program is to provide students with the tools they need to provide leadership roles and the ability to become agents of social policy in a complex diverse world. This explicitly ties into the Marianist mission by educating students from a point of view which celebrates diversity and the openness of mind, which is critical to making a difference in the modern world and developing the true servant-leader as an agent of social change.

The Program works toward this goal by two specific techniques:

- 1) The material covered in anthropology, geography and sociology, both in readings and discussions, explicitly reflects the Marianist and Chaminade University goal of building collaborative learning communities from students of diverse backgrounds since the material is by definition cross-cultural and focuses on the diversity in human societies;
- 2) By virtue of being a multi-disciplinary program and thus explicitly incorporating the viewpoints and perspectives of varying disciplines, we provide an intellectual model of cross-discipline understanding and synthesis for our students to follow, based on our role as mentors and role models in praxis both within and outside the classroom (in service-learning, community service projects and faculty research projects for example).

Consistent with the Marianist education goal to foster community-based relationships and the application of service, the Behavioral Sciences Program requires a senior research project. For many of our majors

this consists of a structured internship project (frequently within social services agencies and schools). This achieves several goals simultaneously:

- a) It sensitizes our students to the reality that the culturally diverse world outside the university is the real basis and goal of their education, and forces them to relate and apply the course material they have absorbed to the real world in which they operate;
- b) The senior research is based explicitly on student-generated research, based on their personal interests and career goals. It requires that they develop the research questions (hypothesis), collect the field data and analyze the results within the intellectual framework of their research questions. This exposes them to real-world issues of self-discipline, data collection, ethics, and focusing on goals;
- c) The Behavioral Sciences faculty provide a role model for our students with our involvement in community activities that take advantage of our training and expertise. This models for the students the importance of praxis, of professional involvement in service, and the relationship of academic professionals and the larger community within the context of servant-leadership.

Behavioral Sciences Program Outcomes

Upon completion of the program in Behavioral Sciences, the student will demonstrate command of the following program outcomes:

1. Will clearly and effectively articulate the role of theory in cross-cultural Studies from anthropology and sociology;
2. Will demonstrate an understanding of the reciprocal relationships between the individual and the group (ethnic or society);
3. Will demonstrate the use of appropriate methodology and data analysis from anthropology and sociology in social research;
4. Will demonstrate an understanding of anthropological and sociological concepts and appropriate use of the discipline terminology;
5. Will demonstrate the understanding of basic knowledge, questions and issues in substantive areas of sociology and anthropology.

Degree Requirements

Pre-major requirements: AN200 [Cultural Anthro.] and SO 200 [Intro. Sociology] 6 credits

Foundation courses: SO 302 [Theory] 3 credits, SO 317 [Methods] 3 credits.

DROP degree tracks:

1) Cultural Diversity (31 hours)

2) Option: Hawaiian Studies emphasis within Cultural Diversity (34 hours)

REPLACE old Sociology with:

Social Policy (25 hours):

The following courses are required:

English 102 and COM 101 are prerequisites for all upper division courses

Social Problems [3 cr]: SO 308 [Social Problems]

Social Issues [6 cr]: SO 407 [Society Mental Disorders], or SO 491 [Juvenile Delinquency **Add AN 341; GE 324 when happens**

Social Structure [6 cr]: AN 340 [Peoples of Hawai'i], **Add AN 350 (Pacific); AN 357 (East Asian)**, SO 401 [Race Ethnic Relations], or SO 360 [Sociology Gender]

Minorities [3 cr]: SO 331[Asian-Americans]

Social Institutions [3 cr]: SO 311 [Marriage & Family] or SO 412 [Sociology of Sports]

Pre-Professional Course [3 cr]: SO 327 Career Development]. Prerequisite: SO 200 [Introduction]

Senior Thesis [4 cr]: SO 494 [Research] and SO 498 [Writing]

Specialty courses from other universities may be substituted for major requirements on approval of advisor. The Pre-Professional (SO 327) and Senior Thesis (SO 494-498) must be completed in-program.

DROP:

AN 210 Archaeological Methods and Analysis (3)

AN 360 Native American Societies (3)

ADD:

AN 341 Anthropology of Digital Realities, Virtual Worlds

GE 324 Geography of Tourism

Course Descriptions

AN/PSY/SO 327 Career Development in the Behavioral Sciences (3)

This course examines vocational values, interests, and aptitudes in the identification and development of a career in the Behavioral Sciences, specifically Behavioral Sciences programs, Criminal Justice, Anthropology, Environmental Studies, and Psychology. The vital role of a student's academic background is explored relative to creating a goodness-of-fit between the student and the world of work. Students will be introduced to career guidance programs, develop a career personality profile, generate a career road map, and investigate/utilize career development tools and techniques. A broad spectrum of resources will be explored against the backdrop of local, national, and international job market trends, and the goals, interests and abilities of the job seeker. Behavioral Science Division requirement. Offered each semester. Division majors will have priority enrollment; non-majors will be enrolled based on space availability. Prerequisite: AN 200, PSY 101, or SO 200 respectively.

Behavioral Sciences Division Student Learning Outcome

Student will demonstrate an understanding of career development relative to the field of Behavioral Sciences.

Anthropology (AN)

AN 200 Cultural Anthropology (3)

This course looks at human groups, with the major goal of developing a greater awareness of the role of culture in human experience. Specifically the course is intended to help each of us to gain greater awareness of our own implicit assumptions, beliefs and values with the goal of developing a greater and more sympathetic appreciation of alternative ways of looking at and relating to the world. Concepts covered include: the nature of culture; basic concepts and principles for analyzing cultural behavior; relation of culture to society and individual; cultural patterns, integration, and dynamics, theories relating to culture; cultural stability and change. This course meets the following program student learning outcomes: 1) the major theoretical principles, controversies, and critiques in anthropology and sociology; 2) the role of anthropological and sociological theory in areas of social reality; 3) how to critique inequalities within and/or between social systems; 4) the relevance of multicultural studies to contemporary public issues; 5) the ability to explain how the self develops socially; 6) how societal and social structural factors influence individual behavior and the development of the self; 7) the ability to define and apply the following concepts: culture, ethnicity, social structure, social inequality and cultural diversity; 8) to describe cultural diversity in the United States and in the world; 9) ethical practices in conducting cross-cultural research. Course offered annually in the Fall semester.

AN 340 Contemporary Peoples of Hawai'i (3)

This course is designed to assist the student in developing an appreciation for the cultural diversity of contemporary Hawai'i. This includes increased knowledge of the historical and contemporary inter-group

dynamics that allow for multiethnic co-existence. Topics will include: the unique mixing process that melds different ethnic groups into a new and distinctive local culture; the stereotyping process and its operational impact on interpersonal relations; conflicting cultural value systems; and the process of adaptation and adjustment. This course meets the student learning outcomes: 1) how to critique inequalities within and/or between social systems; 2) the relevance of multicultural studies to contemporary public issues; 3) the ability to explain how the self develops socially; 4) how societal and social structural factors influence individual behavior and the development of the self; 5) the ability to compare and contrast methods of social research; 6) the ability to compare and contrast techniques for analyzing anthropological and sociological data; 7) the ability to define and apply the following concepts: culture, ethnicity, social structure, social inequality and cultural diversity; 8) to describe cultural diversity in the United States and in the world. Course offered annually in the Fall semester.

Prerequisite: AN 200, PSY 101, or SO 200.

AN 350 Cultures of Oceania (3)

The goal of this class is to develop an understanding and awareness of the island Pacific and the peoples that inhabit the areas of Polynesia, Melanesia and Micronesia. Anthropological approaches will be used to look at traditional cultures, contemporary social issues and to predict future problems in the area along with possible solutions. Topics covered will include: migration; regional patterns of social organization; issues of land tenure; and the effects of contact with Western society. This course meets the student learning outcomes: 1) how to critique inequalities within and/or between social systems; 2) the relevance of multicultural studies to contemporary public issues; 3) the ability to explain how the self develops socially; 4) how societal and social structural factors influence individual behavior and the development of the self; 5) the ability to compare and contrast methods of social research; 6) the ability to compare and contrast techniques for analyzing anthropological and sociological data; 7) the ability to define and apply the following concepts: culture, ethnicity, social structure, social inequality and cultural diversity; 8) to describe cultural diversity in the Pacific. Course offered annually in the Spring semester. Prerequisite: AN 200, PSY 101, or SO 200.

AN 357 East Asian Societies (3)

This course consists of an examination of traditional and contemporary Japanese and Chinese societies. The course emphasis is on the traditional societies and the process of cultural change. Topics will include: the importance of examining past cultural history when interpreting contemporary societies; how patterns of social ritual reinforce social relationships; how culture defines social behavior; This course provides some understanding about the world's single largest population group (at over 1/5 of the world's population) and the tremendous cultural differences within the term East Asian. This course meets the student learning outcomes: 1) how to critique inequalities within and/or between social systems; 2) the relevance of multicultural studies to contemporary public issues; 3) the ability to explain how the self develops socially; 4) how societal and social structural factors influence individual behavior and the development of the self; 5) the ability to compare and contrast methods of social research; 6) the ability to

compare and contrast techniques for analyzing anthropological and sociological data; 7) the ability to define and apply the following concepts: culture, ethnicity, social structure, social inequality and cultural diversity; 8) to describe cultural diversity in East Asia. Course offered annually in the Fall semester. Prerequisite: AN 200, PSY 101, or SO 200.

AN 380/480 Special Topics (1-4)

Selected topics in anthropology to be announced. Current offerings include Virtual Realities, Digital Worlds. Past offerings include Contemporary American Cultures, Old China-New Chinas Spring Field Trip and the summer Archaeology Field School. Prerequisites vary according to topic.

SO 200 Introductory Sociology (3)

Introduction to the theories and to the scientific research methodology and knowledge, as they relate to the understanding of the structure, process, and functions of society and human behavior; exposure to the major social issues, such as deviance, class, gender and race relations, and to the major social institutions, like the family, that make up society. Students will demonstrate an understanding of: 1) the scientific method and its application; 2) human and cultural diversity; 3) social and individual dynamics; and 4) the relationship between the self and the group. Course offered every semester.

SO 302 Theory in the Behavioral Sciences (3)

Systematic treatment of contemporary theory in anthropology and sociology through examining the historical development of social thought and the intellectual growth of the analysis of human behavior and societies. Students will demonstrate an understanding of: 1) the major theoretical principles, controversies, and critiques in anthropology and sociology; 2) the role of anthropological and sociological theory in areas of social reality; 3) social and individual dynamics; and 4) the relationship between the self and the group. Course offered biennially.

Prerequisites: AN 200, SO 200, or permission of instructor.

SO 305 Sociology and Philosophy of Religion (3)

Religion from the perspectives of the behavioral sciences, especially sociology, and philosophy; the nature of religious experiences; higher states of consciousness (brought about by the use of drugs or other means); politics and religions; religion in the U.S. today; fundamentalism and electronic-media religions, ritual, belief and myth; faith and reason; problems of evil, death, salvation, immortality, and the existence of God. Fulfills interdisciplinary course requirement. Students will demonstrate an understanding of: 1) the scientific method and its application; 2) social and individual dynamics; and 3) the relationship

between the self and the group. Cross-listed as PH/RE 305. Course offered annually. Prerequisites: PH 100 or SO 200 or permission of instructor.

SO 308 Social Problems (3)

Inquiry into the nature, extent, causes, effects, and possible solutions to the important problems confronting modern American society. Students will demonstrate an understanding of: 1) of the critiques of inequalities within and/or between social systems; 2) the relevance of multicultural studies to contemporary public issues, 3) how the self develops socially; and 4) how societal and social structural factors influence individual behavior and the development of the self. Course offered biennially in the Spring semester. Prerequisites: SO 200 or permission of instructor.

SO 311 Marriage and the Family (3)

Study of marriage and the family as basic institutions in American society. Emphasis is placed upon theory and research in this area with consideration given to social change and interpersonal relationships. Students will demonstrate an understanding of: 1) social and individual dynamics; 2) the relationship between the self and the group; and 3) how societal and social structural factors influence individual behavior and the development of the self. Course offered biennially in the Spring semester. Prerequisites: SO 200 or permission of instructor.

SO 317 Social Research Methods and Evaluation (3)

Introduction to the quantitative and qualitative research methodologies and designs, used in the behavioral and social sciences; the scientific method, measurement, sampling, ethics in research, and the application of descriptive and inferential statistics to research data to evaluate research questions. Students will demonstrate an understanding of: 1) the scientific method and its application to social issues research. Course offered annually. Prerequisites: MA 103

SO 331 Asian American Communities (3)

Historical, cultural, and social analysis of selected Asian American communities in the context of their heritage and their U.S. and Hawai'i experiences. Looks at Asian American identity, role, and contributions in American culture. Students will demonstrate an understanding of: 1) the major theoretical principles, controversies, and critiques in anthropology and sociology; 2) the role of anthropological and sociological theory in areas of social reality; 3) the definitions and application of the following concepts: culture, ethnicity, social structure, social inequality and cultural diversity; and 4) the cultural diversity in the United States and in the world. Fulfills Global Awareness course requirement. Course offered biennially. Prerequisite: SO 200 or permission of instructor.

SO 338 Religion, Philosophy and Social Ethics (3)

Designed to give students an interdisciplinary experience in the study of social ethics from the perspectives of theology, religion and philosophy. Students will explore the theory and practice of social ethics and develop the knowledge and skills for philosophical and theological critique of ethical systems and social policy. Students will demonstrate an understanding of: 1) social and individual dynamics; 2) the relevance of multicultural studies to contemporary public issues; 3) how societal and social structural factors influence individual behavior and the development of the self. . Cross-listed as PH/RE 338.

Course offered annually. Fulfills interdisciplinary course requirement. Prerequisites: RE 103 or RE 205 or PH 105, or permission of instructor.

SO 360 Sociology and Philosophy of Gender (3)

An interdisciplinary course on gender from the perspective of the social sciences, philosophy and the humanities. Students will evaluate arguments which view gender as a cultural construct or as corresponding to an essential reality. The nature of masculinity and femininity will be explored as will major issues of public policy. Students will demonstrate an understanding of: 1) social and individual dynamics; 2) the relevance of multicultural studies to contemporary public issues; and 3) how societal and social structural factors influence individual behavior and the development of the self. Cross-listed as PH 360. Fulfills interdisciplinary course requirement. Course offered biennially. Prerequisites: PH 100 or SO 200.

SO 380 Special Topics (3)

Selected topics in sociology to be announced. Past offerings include Urban Sociology. Prerequisites vary according to topic.

SO 401 Race and Ethnic Relations (3)

Concept and current theories of race. Causes and results of race and group prejudices. The position of races and minority groups in the United States. The effects of interracial contacts. Students will demonstrate an understanding of: 1) how to critique inequalities within and/or between social systems; 2) the relevance of multicultural studies to contemporary public issues; 3) how the self develops socially; and 4) how societal and social structural factors influence individual behavior and the development of the self. Course offered biennially. Prerequisites: SO 200, junior or senior status or permission of instructor.

SO 407 Society and Mental Disorders (3)

Definition and classification of mental disorders; theoretical overviews of neurotic reactions and functional psychoses; description of personality and sexual disorders; the role of society and culture in epidemiology and control of the mental patient. May be substituted for PSY 424 with approval of program advisor. Students will demonstrate an understanding of: 1) social and individual dynamics; and 2) the relationship between the self and the group. Course offered biennially. Prerequisites: SO 200, junior or senior status, or permission of instructor.

SO 412 The Sociology of Sports (3)

Analysis of sport as a social institution, its structure and function throughout history. Examines male and female roles, race and sports, economics and politics and sport, the role of coaches, athletes, fans, and the media, and deviance and violence in sport. Students will demonstrate an understanding of: 1) social and individual dynamics; 2) the relevance of multicultural studies to contemporary public issues; and 3) how societal and social structural factors influence individual behavior and the development of the self. Course offered biennially. Prerequisites: SO 200, junior or senior status, or permission of instructor.

SO 480 Special Topics (3)

Selected topics in sociology to be announced. Past offerings include Sociology of Health and Sociology of Occupations. Student learning outcomes from this course will vary according to the topic and focus of the course. Prerequisites vary according to topic.

SO 491 Juvenile Deviancy and Juvenile Justice (3)

Patterns of deviancy in youths, with particular emphasis on roles and relationships of the family, school, and peer groups; theories of causation and influence of middle-class culture on deviancy. Students will demonstrate an understanding of: 1) social and individual dynamics; 2) the relevance of multicultural studies to contemporary public issues; 3) how societal and social structural factors influence individual behavior and the development of the self. Cross-listed as CJ 491. Course offered annually in the Fall semester. Prerequisites: CJ 291.

SO 494 Senior Thesis Research (3)

Limited to senior students majoring in behavioral sciences. Students will design a research project in the area of their interest and gather data for their senior thesis. Students will demonstrate an understanding of: 1) the scientific method and its application. Specifically, the understanding of: a) ethical practices in conducting cross-cultural research; b) the integration and/or incorporation of multiple authors, ideas and perspectives from anthropology and sociology; c) the methodological possibilities employed in

anthropology and sociology; d) designing and carrying out of a social research project; e) writing a professional-level paper that conforms to the basic rules of English grammar, syntax, and spelling; f) the appropriate format for citing source material; and g) applying the principles of academic honesty and professional ethics as defined in the Student Handbook and within the program. Cross-listed as AN 494. Course offered every semester. Prerequisites: AN/SO 317 and senior standing in behavioral sciences.

SO 498 Senior Thesis (1)

Limited to senior students. Students pursuing a concentration in sociology will prepare a thesis incorporating theory, methodology, and data gathered in SO 494. Students pursuing a concentration in social services will prepare a thesis reporting their observations and experiences during their SO 487 internship. Students will demonstrate an understanding of: 1) the scientific method and its application. Specifically, the understanding of: a) ethical practices in conducting cross-cultural research; b) the integration and/or incorporation of multiple authors, ideas and perspectives from anthropology and sociology; c) the methodological possibilities employed in anthropology and sociology; d) designing and carrying out of a social research project; e) writing a professional-level paper that conforms to the basic rules of English grammar, syntax, and spelling; f) the appropriate format for citing source material; and g) applying the principles of academic honesty and professional ethics as defined in the Student Handbook and within the program. Cross-listed as AN 498. Course offered every semester. Prerequisites: SO 494 or SO 487 and senior standing in behavioral sciences.

SO 499 Directed Study (1-3)

Individualized study on a topic arranged through the program advisor. Offered every semester. Prerequisites: junior or senior standing; and consent of program advisor.

Geography (GE)

GE 102 World Regional Geography (3)

The purpose of this course is to provide a spatial approach to understanding the complexities of the contemporary human experience around the world. The course examines how social and physical factors that have led to contemporary regional patterns. This course meets the Behavioral Science student learning outcomes: 1) the major theoretical principles, controversies, and critiques in anthropology, geography and sociology; 2) the role of anthropological and sociological theory in areas of social reality; 3) how to critique inequalities within and/or between social systems; 4) the relevance of multicultural studies to contemporary public issues; 5) the ability to explain how the self develops socially; 6) how societal and social structural factors influence individual behavior and the development of the self; 7) the ability to compare and contrast methods of social research; 8) the ability to compare and contrast techniques for analyzing anthropological and sociological data; 9) the ability to define and apply the

following concepts: culture, ethnicity, social structure, social inequality and cultural diversity; 10) to describe cultural diversity in the United States and in the world. Course offered annually in the Spring semester.

GE 103 Human Geography (3)

This course is designed to provide a basic background in the study of human geography, or the relationship between people and the physical landscape. Geography is the study of space, while human geography is the study of people in physical space. Topics include: changing patterns of land use, migration and interaction; and the cultural logic in environmental degradation. This course meets the Behavioral Science student learning outcomes: 1) the major theoretical principles, controversies, and critiques in anthropology, geography and sociology; 2) the role of anthropological and sociological theory in areas of social reality; 3) how to critique inequalities within and/or between social systems; 4) the relevance of multicultural studies to contemporary public issues; 5) how societal and social structural factors influence individual behavior and the development of the self; 6) the ability to compare and contrast methods of social research; 7) the ability to compare and contrast techniques for analyzing anthropological and sociological data; 8) the ability to define and apply the following concepts: culture, ethnicity, social structure, social inequality and cultural diversity. Course offered annually in the Fall semester.

GE 204: Landscapes of Hawai'i (3)

This course is designed to provide a basic introduction into the human and physical environments found in Hawai'i. We will examine both past, present and future landscapes in Hawai'i with a major emphasis on the interaction between the human and physical conditions.

Topics will include: the unique nature of the ecosystems in Hawai'i, their fragility and the implications for planning and social change here in Hawai'i; spatial aspects of development, tourism and urbanization; and the environmental implications of development. This course meets the Behavioral Science student learning outcomes: 1) the major theoretical principles, controversies, and critiques in anthropology, geography and sociology; 2) the role of anthropological and sociological theory in areas of social reality; 3) how to critique inequalities within and/or between social systems; 4) the relevance of multicultural studies to contemporary public issues; 5) the ability to compare and contrast methods of social research; 6) the ability to compare and contrast techniques for analyzing anthropological and sociological data; 7) the ability to define and apply the following concepts: culture, ethnicity, social structure, social inequality and cultural diversity; 8) to describe cultural diversity in Hawai'i. Offered annually.

GE 335 / ID 335 Sociocultural Aspects of Design (3)

This course is designed to provide students with a background in cross-cultural aspects of both exterior and interior design. The main emphasis is on the use of space and symbolism as both conscious and

subliminal forms of communication within a cultural and ritual context. Topics include: symbolic and cultural templates on the image of the home; geomantic/feng shui logic in exterior and interior layout in different cultures; analysis of how pervasive cultural aspects of design, especially spatial and symbolic, are in all societies; the power and significance of symbols and icons in human habitation. The major areas from which course material is drawn include the Americas (both pre-contact and Euroamerican), East Asia and the Pacific. Fulfills interdisciplinary course requirement. Cross-listed as ID 335. Course offered annually in the Spring semester. This course meets the Behavioral Science student learning outcomes: 1) the relevance of multicultural studies to contemporary public issues; 2) the ability to explain how the self develops socially; 3) how societal and social structural factors influence individual behavior and the development of the self; 4) the ability to compare and contrast methods of social research; 5) the ability to compare and contrast techniques for analyzing anthropological and sociological data; 6) to describe cultural diversity in spatial perception and use in the United States and in the world.

NEW TEXT BELOW

GE 380 Special Topics (1-4)

Selected topics in geography to be announced. Current offerings include Geography of Tourism. Prerequisites vary according to topic.