

The MASP Curriculum

The curriculum of the MASP is based on 38 semester units (12 courses) of study, comprised of seven core courses; three seminars; and two field placement/research or thesis research courses.

The Core Courses:

SOC 501: PROSEMINAR IN SOCIOLOGICAL PRACTICE

SOC 515: SOCIAL RESEARCH PROCESS

SOC 575: QUALITATIVE RESEARCH METHODS

SOC 610: SOCIAL THEORY AND PUBLIC POLICY

SOC 620: QUANTITATIVE RESEARCH METHODS

SOC 630: CRITICAL PERSPECTIVES IN HUMAN SERVICES DELIVERY

SOC 640: SOCIOLOGICAL ADVOCACY

SOC 501 PROSEMINAR IN SOCIOLOGICAL PRACTICE (2 UNITS)

This course introduces students to the range of approaches to the field of sociological practice that include evaluation/needs assessment research, clinical sociology, community organizing, and program development in social service agencies. The course will examine the contributions of classic studies in these areas as well as the theoretical, methodological, and political challenges posed to traditional approaches by feminist theory and methods, critical race theory, and participatory action research.

SOC 515: SOCIAL RESEARCH PROCESS (4 UNITS)

This course provides students with the theory and techniques necessary to use social science research methodology in applied settings. It will focus on the design, data collection techniques and analysis of evaluation research which is research carried out to evaluate social programs. The course will cover the politics of evaluations, programs and policies, how evaluations are used, tailoring evaluations, program monitoring and accountability. It will cover impact assessment and cost-benefit analysis, both qualitative and quantitative methods of data collection including different types of surveys and interviews (including focus groups) and experiments. Finally it will examine the ethics of evaluation research and ways to evaluate the evaluation.

SOC 575: QUALITATIVE RESEARCH METHODS (4 UNITS)

Students will learn the theory and practice of approaches to qualitative research, emphasizing field research methods and qualitative interviewing. Topics covered in the course will include: Observing and conducting interviews, maintaining relations in the field, pursuing members meanings, and the impact of gender, race and class in field research. The course will center on the processes entailed in writing and analyzing fieldnotes and interview transcripts that will lead to a finished ethnography.

SOC 610: SOCIAL THEORY AND PUBLIC POLICY (4 UNITS)

The broad aim of the course is to provide students with training in the application of sociological theory to understanding, investigating and responding to social problems. It

will teach students to address social problems from a multi-perspective theoretical approach in which researchers and practitioners identify and draw upon multiple theoretical insights in conducting their work. This approach orients practitioners toward seeking and integrating perspectives of people with diverse standpoints (including academic social theorists, policy makers, social activists, and lay people) in relation to the social problem of interest. This should lead to a more holistic appreciation of the social problem, shaped by the interplay of competing, complementary, and alternative viewpoints. An additional objective is to cultivate students' abilities to communicate a multi-perspective understanding of a social problem, via the written word, to both professional and lay audiences.

SOC 620: QUANTITATIVE RESEARCH METHODS (4 UNITS)

This course provides students with techniques for analyzing quantitative data for evaluation and applied research. Students will learn how to present data in a report and how to develop an evaluation report for an agency.

SOC 630: CRITICAL PERSPECTIVES IN HUMAN SERVICES DELIVERY (4 UNITS)

This course assists students in understanding human services delivery from the diverse perspectives of those who receive it. It will examine the historical development of social services and critically assess the theories and practices guiding the delivery of human services. Finally the course will examine the effectiveness of human services in meeting the needs of diverse groups.

SOC 640: SOCIOLOGICAL ADVOCACY (2 UNITS)

Students who successfully complete this course should be able to: (1) identify accurately specific client needs during a brief consultation (this includes helping clients to articulate previously unclear needs); (2) prepare a written prospectus summarizing client needs and the intended plan of action to meet those needs (this includes a clear justification and rationale for the intended action); (3) prepare effective oral and written summaries of major findings and implications of the sociologist's investigation. To accomplish this, student will be immersed in simulated client-sociologist relationships around particular social problems of interest to the students. A series of classroom role-play exercises will be conducted wherein students will work on these skills while receiving feedback from instructors and other students. Members of local community agencies likely to employ sociological practitioners will be invited to participate in discussions of typical client needs. Second, students will participate in classroom writing workshops aimed at developing a concise prospectus and final reports. An important aspect of this training will be to instruct students in preparing effective graphical and tabular summaries of critical findings. Finally, students will receive training in developing clear and persuasive oral presentations. Particular emphasis will be placed on organization as well as on the use of time, technology, and graphical summaries.

The Seminars:

Currently there are a range of nine seminars to be offered on a rotating basis as well as a special topics seminar which may be offered occasionally on a specific topic. Students may take seminars across content areas or within a concentration.

SOC 517: SEMINAR IN SOCIOLOGY OF THE LIFE COURSE I (2 UNITS)

This course provides advanced training in the sociological study of childhood, adolescence, and young adulthood. Interconnections between social processes and individual development during the first three decades of life will be addressed from a number of theoretical and methodological perspectives. The importance of social contextual factors such as intergenerational relationships, gender, socioeconomic conditions, race/ethnicity, laws, and demographics for shaping one's early life course will be explored in detail.

SOC 519: SEMINAR IN SOCIOLOGY OF THE LIFE COURSE II (2 UNITS)

This course focuses on the sociological study of adulthood and old age. Considerable attention will be paid to exploring historical and current influences of political, legal, and economic policies on individual lives.

SOC 521: SEMINAR IN HEALTH CARE INSTITUTIONS AND POLICIES (2 UNITS)

This course examines health care institutions and policies in the U.S. and abroad, focusing on the cultural and socio-economic environments that shape them. The course covers (1) historical and contemporary developments of health care institutions and policies; (2) the impact of technological innovation and governmental regulation on health care institutions and policy; (3) health care labor force; (4) comparative analysis of the place of health care institutions and policy in social and cultural systems; (5) varying institutional and health policy needs among diverse groups based on class, race, and gender.

SOC 523: SEMINAR IN COMMUNITY MENTAL HEALTH (2 UNITS)

This course examines community-based mental health treatment, focusing on historical and contemporary developments shaping the community mental health movement. It addresses the following issues: (1) the history of community mental health; (2) community treatment and deinstitutionalization; (3) models of community mental health care (4) the role of psychiatrists and other mental health professionals; (5) case management and the role of informal support networks; (6) crisis intervention and the role of hospital and non-hospital alternatives; (7) prevention and chronic mental illness as a lifestyle; and (8) patient rights and ethics of community mental health.

SOC 525: SEMINAR IN THE COMMUNITY AND THE FAMILY (3 UNITS)

Families play a central role in the development of individuals and communities, and communities can play an equivalent role in supporting families. This course examines diverse communities in terms of the resources/services available in relation to the conditions and needs of families. It addresses family structure, composition, and well

being in relation to governmental policy and programs (e.g., AFDC, WIC) and the significance of differences in race, ethnicity, and class on family patterns and values.

**SOC 527: SEMINAR IN SOCIAL WELFARE AND SOCIAL POLICIES
(4 UNITS)**

This course provides students with an understanding of social welfare policies and processes. The underlying antecedents to the historical development of social welfare systems and policies in the United States will be examined, and comparisons will be made to welfare systems in other countries. The development of social policies applied to families, children, and the aging will be analyzed with a special focus on the impact of social welfare and policies on diverse populations.

**SOC 529: SEMINAR IN CRIMINOLOGICAL THEORIES AND POLICIES
(2 UNITS)**

This course provides a systematic examination of classical and contemporary theories of crime and delinquency. The conceptual development, historical and cultural background, critical assessment of policies, and scientific efficacy of different theories will be studied. The prominence and success of criminal justice policies developed on the basis of different theories of the etiology and prevention of crime will be examined.

**SOC 650: SEMINAR IN CURRENT ISSUES IN CRIMINAL JUSTICE AND
JUVENILE JUSTICE (3 UNITS)**

This course reviews the American criminal justice system for adults and for juveniles. Trends in law enforcement, practices in the juvenile justice system, the organization of the courts and the correctional system, and the interaction of these systems with individuals varying in gender, race, ethnicity, and social class will be examined. There will be a special emphasis on the measurement of system effectiveness. Factors related to crime such as drugs and youth gangs will also be emphasized.

**SOC 652: SEMINAR IN THE EVALUATION OF CRIME PREVENTION AND
DELINQUENCY PROGRAMS (2 UNITS)**

This course provides an overview of current developments in the study of crime and delinquency, with an emphasis on evidence from the most recent evaluations of innovative preventive and corrective programs implemented in the U.S. and in other countries. Sensitivity to issues of race, ethnicity, gender, and social class in the evaluation of criminal justice programs will be addressed. Discussions will center on program designs, evaluation methods, and current efforts to redress problems in criminal justice.

SOC 685: SEMINAR IN SPECIAL TOPICS (2-4 UNITS)

Seminars on topics supportive of the concentration areas in this program will be offered on an occasional basis. May be repeated for credit as topics change.

Field Placement or Thesis Research

By the end of their first year in the program, full-time students should decide on their final MA research effort. For part-time students, this decision should be made after completion of SOC 501, 515, 610, 620 and 630.

SOC 690 INDEPENDENT THESIS PROPOSAL PREPARATION & SOC 695 INDEPENDENT THESIS RESEARCH (4 UNITS)

Students taking the thesis option will meet concurrently with SOC 670 and SOC 675 in order to prepare for and complete their thesis. In SOC 690 the student prepares for the thesis by developing an in-depth understanding of the research project. Students will meet in class sessions with SOC 670 to discuss their experiences and plan research activities. A proposal for a final thesis will be developed in this course. SOC 695 continues the efforts initiated in SOC 690 and results in completion of a thesis. Research may include qualitative or quantitative analysis.

Other Course Possibilities:

400-LEVEL SOCIOLOGY COURSE

MASP students may take one 400-level undergraduate course in lieu of a graduate seminar if there are course offerings at that level that seem to fit more effectively with a student's interests.