

Academic Area: Sociology and Social Work

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Please find the following subjects and associated programs related to Sociology and Social Work. (Please note: For exact program dates and subject offerings for programs with multiple sessions, please visit the specific program web pages).

July in Barcelona, Spain

[\(Click to view course and program details\)](#)

CONTEMPORARY SPANISH SOCIETY: FROM DICTATORSHIP TO DEMOCRACY - SPAN 350 – 3 Credits

Taught in English or Spanish. Why are Spaniards currently exhuming mass graves of the Civil War? How can the country tolerate an unemployment rate of 20 percent? Why has Catalan and Basque nationalism dominated politics for decades? Why does a country with a historic reputation for machismo boast such progressive laws on gender and gay marriages? How come political corruption remains so prevalent? This course examines political and social issues relevant to Spaniards today. It begins by discussing recent history in order to contextualize the major themes of the past few decades. It then moves to those subjects that emerged out of the transition to democracy – regionalism, terrorism, and linguistic pluralism – and still account for many of the peculiarities of Spanish politics. The second half of the course analyzes “Spain’s Second Transition” under José Luis Rodríguez Zapatero by focusing on immigration, Islamic fundamentalism, foreign policy, gender and family relations, historical memory, political corruption, and the economic crisis. The course is multi-disciplinary, consisting of a mixture of readings from political science, history, and cultural studies. Each session will consist of a lecture and a class discussion.

July in Chicago, IL, USA

[\(Click to view course and program details\)](#)

CHICAGO – GROWTH OF A METROPOLIS – SOCL 125 – 3 US Credits

This course explores the development of Chicago metropolitan region from the 1830's to the present day. Students will explore the urban area not only through texts, but also through fieldwork. Students will be able to demonstrate understanding of the geography, history and people of the Chicago metropolitan region. Requirement: ANTH 100, PLSC 102, PSYC 100 or SOCL 101 for students admitted to Loyola University for Fall 2012 or later.

July in Cusco, Peru

[\(Click to view course and program details\)](#)

CONTEMPORARY SOCIETY AND CULTURE OF PERU – 3 Credits (48 hours)

Taught in English or Spanish. This course allows students to explore and understand Peruvian society today as the result of a series of historical, anthropological and sociological processes and transformations. This exciting journey through Peru's past and present begins with the historical background (pre-Inca and Inca cultures, European colonization and independence), providing a pathway to a better understanding of current Peruvian politics and the nation's economy, spirituality, social conflicts and environmental challenges. A wide range of field trips, ranging from government institutions to informal markets, will introduce participants to different aspects of daily life in Cusco.

INSTITUTIONS IN PERUVIAN SOCIETY – 3 Credits (48 hours)

Taught in English. This course focuses on the main governmental, private and independent non-profit institutions within Peruvian society. Its content addresses the structure and function of social, political and economic organizations at all governmental levels. Students will gain a deeper understanding through field trips in the city and throughout the Cusco region, during which they will be able to compare local institutional frameworks with those of their home country.

ECONOMICS AND SOCIOLOGY OF TOURISM – 3 Credits (48 hours)

Taught in English. This course discusses the effects tourism has had on Peruvian society and the nation's economy, focusing specifically on the last thirty years. We will begin with a brief history of major archaeological discoveries and the development of tourist attractions, before examining how the resulting changes have affected local communities and Peru as a whole. At the end of the course, students will be encouraged to discuss the positive and negative impacts of tourism on Peru's current social and economic situation.

INTRODUCTION TO VOLUNTEERING, SERVICE LEARNING AND SOCIAL RESPONSIBILITY IN CUSCO – 3 Credits (48 hours)

Taught in English. In essence, this course is intended to serve as an introduction for those students who come to Cusco for a volunteering or service learning experience. Its content

addresses the legal framework for volunteering and service learning in Peru; vulnerable local populations and their needs; best practices for volunteering; governmental, non-governmental and private organizations and their social responsibility initiatives. Students will be able to apply the lessons learned in class to their practical volunteering and service learning projects.

July in Florence, Italy

[\(Click to view course and program details\)](#)

CULTURAL INTRODUCTION TO ITALY – LSSOCI200 – 3 Credits

The study of Italian culture helps the students to acquire a deep awareness of both cultural unity and regional diversity. This course is intended to provide students with an in-depth introduction to Italian culture and to broaden one's awareness and understanding of the role of cultural heritage in customs and lifestyles. Lectures will provide students with an organized, focused and academic understanding of Italian history, art, architecture, food, religion and culture. The course provides additional enrichment through basic notions of Italian language and terminology along with assigned readings and a final paper. On-site teaching is a significant part of this course and is aimed to provide the student with an incomparable experience of studying important sites of artistic architectural and social relevance in present-day Italy. Students are encouraged to observe the sites through active participation and to discuss their observations using specific and analytic social assessment skills.

CULTURAL INTRODUCTION TO THE ITALIAN FAMILY – LSSOIF320 – 3 Credits

The course examines the development and structure of the Italian family through history with the following topics: Sexuality and the development of relationships, study of individuals, groups and families, diversity in modern families, community regulations/policies addressing issues of family change, crisis and maintenance. Students will conduct evaluation of different styles and examples of interpersonal communication behaviors. The course will also compare and contrast family/individual behaviour patterns associated with human life cycle transitions and examine various social issues associated with the study of Italian families.

EXPLORATION OF WINE CULTURE IN ITALY – LSSOWC330 – 3 Credits

The wine culture in Italy takes its origins from the successful combination of rural and noble expertise devoted to winemaking over the centuries. The structure of Italian wines, their harmonious qualities and their refinement reflect the link between the farmer, who learns directly from nature, and the refined Renaissance gentleman, noble by education and tradition. The course aims to provide the student with the images, feelings and flavours of wine across the cultural, architectural, economic and historic aspects of Italian civilization that is not experiencing a second rebirth in the contemporary era.

FOOD, CULTURE AND SOCIETY IN ITALY – LSSOFC340 – 3 Credits

This course is targeted towards students with an interest in Italian food traditions, society and culture. The main focus consists of what is generally defined as “made in Italy” culture and style in post-war Italy. Also covered are the relationships between Italian traditions, folklore and contemporary Italian society drawing from examples including festivals, food, tourism and economy and the influence of foreign civilizations. Students will be asked to regard the subject of food outside of the context of ingredients and the procedures used to create a dish; we will instead examine a large scale context in which food is either features as a main component or an integral element in cultural situations. Thus the student is asked first and foremost to observe the presented material across an anthropologic lens that roves over the entire Italian peninsula. Lectures will be complemented by student cooking labs and/or tastings.

FOOD, WINE AND CULTURE IN ITALY – LSSOWC340 – 3 Credits

This course is targeted towards students who are interested in the Italian traditions and the pivotal role that Italy has played in the evolution of food and wine culture. Italy is in fact the oldest wine-producing nation in the world where grapes are grown in almost every region of the country. This course will consider and analyse the various influences and cultural overlaps that this ancient tradition has brought to contemporary Italian culture which will be discusses during the course. This course also features a field learning component in relevant Italian locations to supplement and enrich academic topics.

FOOD, WINE AND CULTURE IN ITALY– LSSOWC345 – 6 Credits

This course is targeted towards students who are interested in the Italian traditions and the pivotal role that Italy has played in the evolution of food and wine culture. Italy is in fact the oldest wine-producing nation in the world where grapes are grown in almost every region of the country. This course will consider and analyse the various influences and cultural overlaps that this ancient tradition has brought to contemporary Italian culture which will be discusses during the course. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching. Field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process. This course includes an Italian language component for beginning language students + 90 field learning hours.

ITALIAN CIVILIZATION AND CULTURE: SOCIETY AND LIFESTYLE – LSSOCC285 – 6 Credits

This field learning course engages the student in topics related to Italian civilization and culture through direct experience and on-going research. Places of historic, archaeological, artistic, architectural, religious, and culinary importance will be introduced on-site as students are guided by the instructor to contextualize an interdisciplinary understanding of Italy. The 3-week course focuses on three distinct areas of geographic interest in Italy: Northern Italy and its relationship to Europe; Southern Italy's proximity to Middle Eastern and Mediterranean cultures; and Central Italy's cultural dominance due to the Etruscan, Roman and Renaissance influence. Pre-course research is required through the analysis and study of designated resources and bibliographies. On-site fieldwork and assessment are conducted on a daily basis between the instructor and students. Discussion, recording and presentation are essential forms of re-elaborating the course topics. The course emphasizes the development and evolution of Italian society from the perspectives of institutions, family, social class, religion, economy and education. This class includes field learning hours. Field learning is a method of educating through first-hand experience. Skills, knowledge and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching. Field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art and community within the Italian territory. Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes. Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience. Field education will advance student learning as a relationship-centered process. + 150 field learning hours.

WINE CULTURE AND SOCIETY IN TUSCANY – LSSOWT310 – 3 Credits

This course is a specialized survey of the wine culture and society in Tuscany. The different wine-producing zones of the region will be examined, from larger productions such as Chianti and the Super Tuscans to lesser-commercialized yet upcoming areas like Montecucco towards the south. On a socio-cultural level, the role of wine at the Tuscan table and in festivities, customs, and social settings constitutes an integral aspect of this course in order to introduce students to the underlying human context behind the production and service of Tuscan wines.

July in London, England

[\(Click to view course and program details\)](#)

ART AND SOCIETY - 4ELIT007X – Class Level 4

This module is an introduction to the visual culture of London, including painting, architecture, photography and contemporary media. Students will visit the major art

galleries to examine how art works exhibitions and cultural organisations can be understood within wider social contexts. The sessions also include museums and historical sites, such as the British Museum and St Paul's Cathedral, as well as art galleries. The classes will explore how these institutions reveal the complex cultural identity and history of London. The module develops students' skills in visual analysis and critical thinking about culture.

July in Los Angeles, CA, USA

[\(Click to view course and program details\)](#)

AF AMER M5. SOCIAL ORGANIZATION OF BLACK COMMUNITIES – 5 US Credits

Lecture, four hours; discussion, one hour; field trips. Analysis and interpretation of social organization of black communities, with focus on origins and development of black communities, competing theories and research findings, defining characteristics and contemporary issues.

ANTHRO 3. CULTURE AND SOCIETY – 5 US Credits

Lecture, three hours; discussion, one hour; fieldwork. Required as preparation for both bachelor's degrees. Introduction to study of culture and society in comparative perspective. Examples from societies around world to illustrate basic principles of formation, structure, and distribution of human institutions. Of special concern is contribution and knowledge that cultural diversity makes toward understanding problems of modern world.

ANTHRO 124S. EVOLUTION OF HUMAN SEXUAL BEHAVIOR– 4 US Credits

Lecture, three hours; discussion, one hour. Recommended requisite: course 7. Examination of human sexual relations and social behavior from evolutionary perspective. Emphasis on theories and evidence for differences between men and women in their patterns of growth, maturation, fertility, mortality, parenting, and relations with members of opposite sex.

APPLING 30W. LANGUAGE AND SOCIAL INTERACTION – 5 US Credits

Lecture, three hours; discussion, two hours. Enforced requisite: English Composition 3 or 3H or English as a Second Language 36. Not open for credit to students with credit for course 30. Exploration of range of topics related to study of language and social interaction in both mundane and professional settings, particularly how language affects social lives and how social organization affects use of language. Topics include different approaches to study of language in social interaction (theories and research methodologies), issues regarding language and social identity (such as socioeconomic status, race, gender, and situational identity), and issues concerning language and culture (such as cross-cultural misunderstanding and language socialization). Satisfies Writing II requirement.

APPLING 40W. LANGUAGE AND GENDER: INTRODUCTION TO GENDER AND STEREOTYPES – 5 US Credits

Lecture, four hours; discussion, two hours. Enforced requisite: English Composition 3 or 3H or English as a Second Language 36. Not open for credit to students with credit for course

40. Prior knowledge of foreign languages not required. Introduction to language from sociological perspective of gender. Use of research and examples in English and other languages to explore nature of male and female "genderlects" and gendered language, as reflected in lexicon, language behavior, phonetics and intonation, and language acquisition and linguistic change. Satisfies Writing II requirement.

CHICANO M180. CHICANA AND CHICANO SCHOOLING AND COMMUNITY ACTIVISM – 4 US Credits

Seminar, four hours. Overview of Chicana/Chicano schooling issues in U.S., with special emphasis on several important historical events that exemplify struggle for educational justice and equity that affected Chicana/Chicano education -- Mendez versus Westminster (1947) desegregation case and 1968 high school Chicana/Chicano student walkouts. Through oral history projects, documentation of legacy of Sylvia Mendez, who experienced segregation in one Mexican school in 1940s, Sal Castro, Chicano teacher and central figure in 1968 walkouts, and Chicano Youth Leadership Conference (CYLC). Examination of how historical, social, and political forces have impacted Chicana/Chicano educational experiences.

COMM ST 114. UNDERSTANDING RELATIONSHIPS – 4 US Credits

Lecture, four hours. Explanation of types of communication that occur in close relationships, especially romantic relationships. In-depth coverage of variety of relationship topics, including intimacy, stages of intimate relationships, why we choose to get involved with some people as opposed to others, flirting, and self-disclosure. P/NP or letter grading.

DIS STD 101W. PERSPECTIVES ON DISABILITY STUDIES – 5 US Credits

Lecture, one hour; discussion, two hours. Enforced requisite: English Composition 3 or English as a Second Language 36. Creation of critical framework for understanding concept of disability from sampling of disciplinary perspectives. Organized around productive and central tension in disability studies -- between disability as lived subjective experience that is both individual and communal, and disability as objective, medical, legal, and sometimes stigmatized category. Students encouraged to make connections between units and to create their own perspectives on disability in field that defines itself by how it changes. Satisfies Writing II requirement.

DIS STD M121. TOPICS IN GENDER AND DISABILITIES: DISABILITY, SEX, AND CONSENT: YES MEANS YES, RIGHT? – 4 US Credits

Lecture, three and one half hours. Limited to juniors/seniors. Ways in which issues of disability are affected by gender, with particular attention to various roles, positions, and concerns of women with disabilities. Approach is intersectional, exploring how social categories of class, race, ethnicity, religion, age, sexuality, nationality, and citizenship affect and are affected by gender and disability. Topics may include law (civil rights, nondiscrimination), representation (arts, literature), education, public policy, health.

Examination of legal issues at play concerning complicated 2015 legal case of disabled man. 30-year-old DJ has cerebral palsy with muscle spasms that prevent him from communicating

through spoken words. In 2009, Rutgers ethics professor Anna Stubblefield began working with man with goal of helping him express himself in ways other than speaking. Using method called facilitated communication, Stubblefield supported man's ability to express himself by physically supporting his elbow as he pointed at images, and later at letters. Over course of two years and through facilitated communication sessions, Stubblefield fell in love with DJ. According to Stubblefield, DJ reciprocated and their relationship became sexual. When DJ and Stubblefield told DJ's family, his mother and brother sought criminal charges. From critical disability studies perspective, exploration of broad and individual meanings of autonomy, sex and sexuality, consent, and deviancy.

DIS STD M139. PERSPECTIVES ON AUTISM AND NEURODIVERSITY – 4 US Credits

Seminar, three and one half hours. Genealogy of autism as diagnostic category and cultural phenomenon from its historical roots as new, rare, and obscure condition in early 1940s to its current contested status as minority identity and/or global epidemic. Examination of material sourced from various fields and disciplines invested in autism, including psychology, neuroscience, arts and humanities, popular media, anthropology, activism, and critical autism studies. Students encounter and analyze multiple perspectives on autism and put them in conversation with one another. Attention paid to way people on spectrum define, explain, and represent their own experiences of autism and discussion of what ramifications of these multiple framings are in context of autism intervention strategy and disability policy today.

ESL 97A. VARIABLE TOPICS IN ENGLISH AS A SECOND LANGUAGE: ENGLISH THROUGH LANGUAGE, CULTURE, AND SOCIETY: Sex, Gender, and Sexuality – 4 US Credits

Lecture, four hours. Specialized topics in English as second language or English for academic purposes. Emphasis varies according to topics covered and/or audience to whom course is directed.

Content-based English-language learning environment surveys language structures as they emerge through contemporary cultural and societal topics. Topics may include gender, sexuality, politics, humor, intercultural communication, media, environmental issues, local/regional identity, etc. Focus on development of oral and written ability to use language within authentic contexts through meaningful discussions and assignments.

ETHNMUS 50B. JAZZ IN AMERICAN CULTURE: 1940S TO PRESENT – 5 US Credits

Lecture, four hours; discussion, one hour. Survey of development of jazz in American culture. Discussion of different compositional/performance techniques and approaches that distinguish different sub-styles of jazz from one another, as well as key historical figures that shaped development of jazz from its early years through modern jazz. Important historical social issues (segregation, Depression, World War II, Civil Rights Movement) that intersect with history of U.S. and jazz music.

GENDER 10. INTRODUCTION TO GENDER STUDIES – 5 US Credits

Lecture, three hours; discussion, one hour. Introduction to key concepts in study of sex and gender. Exploration of topics such as gender socialization, body image, sexualities,

masculinities, and women's subordination. Special emphasis on interaction of gender with other identity markers such as race, nation, ethnicity, sexuality, class, and other differences.

GENDER M114. INTRODUCTION TO LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDIES – 5 US Credits

Lecture, three hours; discussion, one hour. Introduction to history, politics, culture, and scientific study of lesbians, gay men, bisexuals, and transgendered people; examination of sexuality and gender as categories for investigation; interdisciplinary theories and research on minority sexualities and genders.

GENDER M162. SOCIOLOGY OF GENDER – 5 US Credits

Lecture, three hours; discussion, one hour. Enforced requisite: course 10 or Sociology 1. Examination of processes by which gender is socially constructed. Topics include distinction between biological sex and sociological gender, causes and consequences of gender inequality, and recent changes in gender relations in modern industrial societies.

GEOG 145. SLAVERY AND HUMAN TRAFFICKING – 4 US Credits

Lecture, three hours; reading period, one hour. Enforced requisite: one course from 3, 4, Anthropology 9, Gender Studies 10, or Sociology 1. Limited to juniors/seniors. Exploration of how, why, and to what ends human trafficking has been conceptualized as global problem that warrants international response. Examination of recent activist, governmental, scholarly, and media responses, and reflection on what is and is not accomplished by them. Questions of human trafficking are implicitly geographical, requiring consideration of ways freedom is spatially defined and how movement across borders is encouraged and regulated. How questions of labor, migration, sexuality, rights, ethics, embodiment, representation, and governance pertain to human trafficking. What people mean when they speak of human trafficking as slavery. Meanings of slavery and freedom in world today using examples from U.S. and Europe, with focus on Philippines as case study for exploring both contemporary examples and historical forms of enslavement.

GEOG M149. TRANSPORTATION GEOGRAPHY – 4 US Credits

Lecture, three hours. Requisite: course 3 or 4. Designed for juniors/seniors. Study of geographical aspects of transportation, with focus on characteristics and functions of various modes and on complexities of intra-urban transport.

GEOG 151. CITIES AND SOCIAL DIFFERENCE – 4 US Credits

Lecture, three hours; discussion, one hour. City landscapes embody best and worst of U.S. society: diversity and poverty, opportunity and violence. Study of urban spaces, social differences, inequality, and conflicts over uses and meanings of city space. Social urban geography.

INF STD 30. INTERNET AND SOCIETY – 5 US Credits

Lecture, five hours. Designed for undergraduate students. Examination of information technology in society, including Internet, World Wide Web, search engines (e.g., Google, Yahoo, Lycos), retrieval systems, electronic publishing, and distribution of media, including

newspapers, books, and music. Exploration of many of these technologies, social, cultural, and political context in which they exist, and how social relationships are changing.

LBR&WS M121. ISSUES IN LATINA/LATINO POVERTY – 4 US Credits

(Same as Labor and Workplace Studies M121 and Urban Planning M140.) Lecture, four hours. Examination of nature and extent of urban and rural poverty confronting Latina/Latino population in U.S. Special emphasis on antipoverty policies of government and nonprofit organizations and social planning and economic development strategies. Attention also to literature on underclass. Letter grading.

LBR&WS M127. FARMWORKER MOVEMENTS, SOCIAL JUSTICE AND UNITED FARM WORKERS LEGACY – 4 US Credits

(Same as Labor and Workplace Studies M127.) Lecture, four hours. Designed for juniors/seniors. Historical and social context of farmworker organizing, including its multiracial origins and its influence on fight for equality of working women. Specific focus on organizing of United Farm Workers and Farm Laborers Organizing Committee, and their relationship to AFL-CIO, other unions, and their influence on Chicano Movement. Letter grading.

LBR&WS 140. WORKING IT: WOMEN IN LABOR FORCE – 4 US Credits

Lecture, three hours. Using film, memoir, and traditional forms of scholarship, examination of experience of working women in U.S. history from 19th-century midwives to 21st-century sex workers. Through social historical lens, exploration of lives and work of women from variety of intersectional categories including class, race, ethnicity, sexuality, and family status. Examination of myriad forces that have shaped workplace experiences for women over time, including gender discrimination, sexual harassment, public policy, unionization, and reproductive health. Study also highlights strategies women have utilized to shape their work experience, and to improve working conditions for themselves and their working-class sisters.

PSYCH 135. SOCIAL PSYCHOLOGY – 4 US Credits

Lecture, three hours; discussion, one hour. Requisites: courses 10, 100A. Designed for juniors/seniors. Interrelationships between the individual and his social environment. Social influences on motivation, perception, and behavior. Development and change of attitudes and opinions. Psychological analysis of small groups, social stratification, and mass phenomena.

SOC WLF 100A. INTRODUCTION TO SOCIAL WELFARE: POLICIES AND PROGRAMS – 4 US Credits

Lecture, four hours. Origin and development of major U.S. social welfare programs and policies guiding them, with emphasis on analysis of policy developments/issues related to provision of social welfare services. Study of historical and current responses of profession to major social problems.

SOC WLF 191. VARIABLE TOPICS RESEARCH SEMINARS: SOCIAL WELFARE – 4 US Credits
Seminar, three hours; outside study, nine hours. Examination in depth of particular subfield of social welfare (e.g., child welfare, children and youth, nonprofit, health, mental health). Limits of investigation set by individual instructor. May be repeated for credit with topic change.

SOCIOL 1. INTRODUCTORY SOCIOLOGY – 5 US Credits

Lecture, four hours; discussion, one hour. Survey of characteristics of social life, processes of social interaction, and tools of sociological investigation.

SOCIOL M5. SOCIAL ORGANIZATION OF BLACK COMMUNITIES – 5 US Credits

Lecture, four hours; discussion, one hour; field trips. Analysis and interpretation of social organization of black communities, with focus on origins and development of black communities, competing theories and research findings, defining characteristics and contemporary issues.

SOCIOL 20. INTRODUCTION TO SOCIOLOGICAL RESEARCH METHODS – 5 US Credits

Lecture, three hours; discussion, one hour. Introduction to methods used in contemporary sociological research, with focus on issues of research design, data collection, and analysis of data. Fieldwork may be required.

SOCIOL 101. DEVELOPMENT OF SOCIOLOGICAL THEORY – 5 US Credits

Lecture, three hours; discussion, one hour. Comparative survey of basic concepts and theories in sociology from 1850 to 1920.

SOCIOL 102. CONTEMPORARY SOCIOLOGICAL THEORY – 5 US Credits

Lecture, three hours; discussion, one hour. Requisite: course 101. Critical examination of significant theoretical formulations from 1920 to present.

SOCIOL 128. SOCIOLOGY OF EMOTIONS – 4 US Credits

Lecture, three hours; discussion, one hour. Requisite: course 1. Designed for juniors/seniors. Sociological theories and explanations of social conditions shaping and producing emotional experiences; effects of individual expression of emotions on social conditions; relations between thought, sensations, and emotions; self and emotions; social construction of emotions.

SOCIOL 134. CULTURE AND PERSONALITY – 4 US Credits

Lecture, three hours; discussion, one hour. Requisite: course 1. Designed for juniors/seniors. Theories of relation of variations in personality to culture and group life, in primitive and modern societies, and influence of social role on behavior. P/NP or letter grading.

SOCIOL 147A. SOCIOLOGY OF CRIME – 4 US Credits

Lecture, three hours; discussion, one hour. Sociological theories of social origins, organization, and meanings of crime and criminal behaviors.

SOCIOL 156. RACE AND ETHNICITY IN AMERICAN LIFE – 4 US Credits

Lecture, three hours; discussion, one hour. Role of race and ethnicity in the U.S., including interplay between racial and ethnic structures and meanings. Special attention to comparison of African American and European American experiences and to transformation of Asian American and Latino communities and the nation generally, wrought by renewal of mass migration in second half of the 20th century.

SOCIOL M162. SOCIOLOGY OF GENDER – 5 US Credits

Lecture, three hours; discussion, one hour. Enforced requisite: course 1 or Gender Studies 10. Examination of processes by which gender is socially constructed. Topics include distinction between biological sex and sociological gender, causes and consequences of gender inequality, and recent changes in gender relations in modern industrial societies.

SOCIOL M170. MEDICAL SOCIOLOGY – 4 US Credits

Lecture, three hours; discussion, one hour. Requisite: course 1. Provides majors in Sociology and other social sciences, as well as students preparing for health sciences careers, with understanding of health-seeking behavior and interpersonal and organizational relations that are involved in receipt and delivery of health services.

SOCIOL M176. SOCIOLOGY OF MASS COMMUNICATION – 4 US Credits

Lecture, four hours; discussion, one hour (when scheduled). Studies in relationship between mass communication and social organization. Topics include history and organization of major media institutions, social forces that shape production of mass media news and entertainment, selected studies in media content, and effects of media on society.

SOC GEN 134. FOOD AND HEALTH IN GLOBAL PERSPECTIVE – 4 US Credits

Lecture, three hours. Study problematizes and adds depth to common-sense understandings of healthy and unhealthy consumption by examination of relationship between food and health, from critical and holistic perspective, that accounts for interplay of biology and culture within broader historical, societal, and global contexts. Topics include what is meant by health, especially in terms of diet; relationship between food practices and evolutionary biology, as well as particular environments of societies, cultural systems, histories, and their health implications; how major global foods have come to their dominance and consequences for health; and influences of food production, distribution, and preparation on health.

July in San Jose, Costa Rica

[\(Click to view course and program details\)](#)

SELECTED TOPICS IN AFRO-CARIBBEAN STUDIES - ETH3100 – 3 Credits

This course will examine a specific topic, theme or issue related to ethnically black communities in Costa Rica and Central America. Examples include:

- Central America and ethnic politics in history and culture

- Blacks in Central American governments
- Contemporary black literature
- History of the black experience in Costa Rica

HUMAN RIGHTS IN LATIN AMERICA – POL2500 – 3 Credits

This course will focus on the case of Costa Rica, giving students an opportunity to explore the development of human rights in the following areas: women’s rights, children’s rights, HIV/AIDS, the CAFTA agreement and labour rights, indigenous groups and human rights, disability and age issues, and the prison environment.

COSTA RICAN TRADITION: PEACE AND DEMOCRACY – POL3100 – 3 Credits

The objective of this course is to discuss with students the social, economic and political issues of the process of building peace and democracy in Costa Rica and Central America (1948-2005).

CULTURAL PSYCHOLOGY – PSY3050 – 3 Credits

This course introduces students to the field of psychology, and examines the influence of culture on human behaviour and cognitive processes. “Culture” is defined as the shared norms, values and behaviours of groups, and of the individuals within those groups. We will focus on such topics as cultural factors in self-concept, gender roles, motivation, cognition, emotions, relationships and social values. Our exploration will be based on psychological theories, research, guest lecturers and field experiences.

MURAL PAINTING AND PUBLIC ART – ART2130 – 4 Credits

This studio art course introduces the theoretical and practical aspects of large-scale painting, murals and public art. The course includes a practicum using large-scale media. Students will also experiment with early and contemporary techniques such as drawings, fresco, paints, aerosol and various industrial materials. Students will develop an understanding of the social roles of art and the impact of murals to communities, based on both historical and contemporary applications. Students will learn to control scale, colour, specific techniques and safety measures in public spaces. A Service Learning component will be incorporated, either by facilitating a workshop for children in a rural community or painting a collective mural as a donation to the community. A fine arts background will help students grasp the complexity of the final project; however, no previous painting experience is required.

ENVIRONMENTAL IMPACT AND SOCIAL DEVELOPMENT – ENV3005 – 4 Credits

An introduction to the study of major environmental problems and issues confronting modern society. Students will examine Ecosystems, population patterns and dynamics; use and misuse of resources; population and environmental quality; environmental citizenship and economic incentives, and Costa Rican initiatives in ecotourism.

SUSTAINABLE CONSUMPTION AND PRODUCTION – MKTG3150 – 3 Credits

Sustainable consumption (SC) and production is a holistic approach to minimising the negative environmental impacts from consumption and production systems while

promoting quality of life for all. This course will help students acquire the knowledge, capacities and values to help them contribute to shaping a better tomorrow as more responsible consumers. It will trace the history and the justification for the focus on sustainable consumption. The educational content will be provided through an examination of value systems and the life-cycle assessment of selected consumer items involving their economic, environmental, and social aspects – the latter involving an introduction to product responsibility, labour practices, human rights and societal perspectives. These items will be chosen for their social, environmental and economic relevance and potential for critical reflection at different levels using an integrated, holistic framework to facilitate a clear understanding of impacts at a local and global level.

REVOLUTION, SPIRITUALITY AND RELIGION IN LATIN AMERICA – THEO3120 – 3 Credits

This course will provide students with a panoramic view of the influence that spirituality and religion have had in Latin America. The Latin American region represents some of the most diverse spiritual expression in the world, ranging from Budu in Brazil to the more recent expressions of Islam, Judaism and Christianity throughout the entire continent. The region has also had a tremendous influence on sustainability and ecological thinking. We will review the region's most influential thinkers who have successfully combined religion with sustainability, such as Leonardo Boff. The course will include a historical analysis of various tendencies, and how they have affected the culture, society and politics of the region.

July in Stirling, Scotland

[\(Click to view course and program details\)](#)

WITCHCRAFT IN EARLY MODERN SCOTLAND

Between 1563 and 1736, during years of political and religious turmoil, around 4,000 people were accused of witchcraft in Scotland. This module will examine this significant aspect of Scottish history, looking at the phenomenon of witchcraft belief as part of early-modern culture, as well as its prosecution. Other themes that will be covered include: religion, popular culture, law and order, illness and death, community tensions and gender issues. We will also consider the continuity and development of ideas about magic and witchcraft. This module will visit the village of Dunning, Maggie Wall's monument near Dunning, Robert Kirk's burial site and the Fairy Tree at Aberfoyle, all sites related to early modern witchcraft in Scotland.

January in Barcelona, Spain

[\(Click to view course and program details\)](#)

CONTEMPORARY SPANISH SOCIETY: FROM DICTATORSHIP TO DEMOCRACY

SPAN 350 (Instructed in English)

Why are Spaniards currently exhuming mass graves of the Civil War? How can the country tolerate an unemployment rate of 20%? Why has Catalan and Basque nationalism dominated politics for decades? Why does a country with a historic reputation for machismo boast such progressive laws on gender and gay marriages? How come political corruption remains so prevalent? This course examines political and social issues relevant to Spaniards today. It begins by discussing recent history in order to contextualise the major themes of the past few decades. It then moves to those subjects that emerged out of the transition to democracy – regionalism, terrorism, and linguistic pluralism – and still account for many of the peculiarities of Spanish politics. The second half of the course analyses “Spain’s Second Transition” under José Luis Rodríguez Zapatero by focusing on immigration, Islamic fundamentalism, foreign policy, gender and family relations, historical memory, political corruption, and the economic crisis. The course is multi-disciplinary, consisting of a mixture of readings from political science, history, and cultural studies.

January in Florence, Italy

[\(Click to view course and program details\)](#)

FOOD, CULTURE AND SOCIETY IN ITALY

This course is targeted towards students with an interest in Italian food traditions, society, and culture. The main focus consists of what is generally defined as "made in Italy" culture and style in post-war Italy. Also covered are the relationships between Italian traditions, folklore and contemporary Italian society drawing from examples including festivals, food, tourism, and economy, and the influence of foreign civilisations. Students will be asked to regard the subject of food outside of the context of ingredients and the procedures used to create a dish; we will instead examine a large scale context in which food is either featured as a main component or an integral element in cultural situations. Thus the student is asked first and foremost to observe the presented material across an anthropologic lens that roves over the entire Italian peninsula. Lectures will be complemented by student cooking labs and/or tastings.

January in France, Italy and Greece

[\(Click to view course and program details\)](#)

- **Art History 385:** Ancient and Medieval Classical Art and Architecture
- **History 385:** Ancient and Medieval Mediterranean Cultural History
- **Archaeology 385:** Greek and Roman Archaeology
- **Cross Cultural Studies 385:** Muslims and Christians in Europe

- **Religious Studies 385:** From Polytheism to Monotheism, The Early Christian Period in Italy, Greece & France

The Mediterranean Basin: This course builds visual literacy in the history of art and archaeology as well as philosophical literature from the Mediterranean Basin from Antiquity to the Middle Ages. It cultivates strong research and critical thinking skills and develops students' abilities to synthesise cultural, historical, political and social information as it relates to the visual arts. The academic component consists of a series of site visits and on-site studies made by academic experts from IAU in addition to local guides and experts in the field of history, art history and archaeology. Students in the various sections of the course will attend the same meetings but will have different syllabi for readings, papers, discussions and examinations.

January in London, England

[\(Click to view course and program details\)](#)

UNDERSTANDING GLOBALISATION

Globalisation is a process crossing social boundaries. It also crosses disciplinary divisions. This module is therefore designed to be an introduction to thinking about the new world order where moral, economic, political, and ecological issues are intertwined with a debate about the future of society. This is now a vogue topic in both academic and public spheres and a crucially important topic in current sociological debates.

MEDIA AND SOCIAL CHANGE: CLASS, RACE AND ETHNICITY

This module focuses on the ways in which non-fiction media such as news, documentary, lifestyle journalism and popular factual television articulate and explore contemporary experiences of profound social change. It focuses especially on the changing landscape of social class, race and ethnicity and asks how the media engages with these changes and presents them to its publics. Topics include: narratives of social aspiration and social mobility, class labelling, depictions of the upper and elite classes, rhetorics of race, immigration, home and belonging.

LONDON: HISTORY, ART AND SOCIETY

This module provides an opportunity for students to develop an initial understanding of the history of London and some of its most celebrated monuments, heritage and art-historical sites. It will introduce students to various types of historical artefacts – architecture, sculpture, painting and archaeological objects – and to various types of historical sources and approaches to them. You will develop a meaningful awareness of the particular character and challenges of London history through these visual and material sources as well as texts, both factual and fictional – and different approaches to them. The syllabus will include visits to London's museums and heritage sites such as Westminster Abbey, the Tower of London and less well-known sites, off the 'tourist trail'.

January in Morocco, Spain and France

[\(Click to view course and program details\)](#)

- **Art History 395:** Classical Islam and the European Renaissance
- **Cross Cultural Studies 395:** Jews, Muslims and Christians in Europe and the Islamic World
- **French 395:** Cultural History of France and the Islamic World
- **History 395:** Cultural History of Europe and the Islamic World
- **Political Science 395:** European Politics and the Islamic World
- **Religious Studies 395:** Jews, Muslims and Christians in Europe and the Islamic World
- **Spanish 395:** Cultural History of Spain and the Islamic World

Europe & the Islamic World: This course features an academic, governmental and cultural tour of key cities in Europe, including Paris, Granada, Marrakech and Rabat among others, and will involve a series of briefings from leading European academic, military, literary and political personalities and experts on the European relationship with the Islamic world. Participants will attend daily lectures and meetings with distinguished scholars from IAU in addition to local guides and experts in the field of politics, art history, history and culture. Students in the various sections of the course will attend the same meetings but will have different syllabi for readings, papers, discussions and examinations

January in New York City, USA

[\(Click to view course and program details\)](#)

ICBS302: INTERGROUP RELATIONS – UNDERSTANDING PREJUDICE, STEREOTYPING, AND DISCRIMINATION – 3 US Credits

This seminar course will provide an overview of theoretical perspectives, research methods, empirical findings, and practical applications of psychological research on prejudice, stigma, and intergroup relations. Students will better understand psychological principles underlying prejudiced attitudes and discriminatory behaviours, gain a more objective view of their personal beliefs and behaviours, and further develop their ability to critically think about the nature of evidence and arguments from a scientific perspective.

Can't find what you're looking for? Boston University offers 700+ courses on our July in Boston, USA program. [You can check them all out here!](#)

Volunteer Abroad Programs:

CISAustralia offer a wide range of Volunteer Abroad programs – over 18 in total – with broad project focuses, including community development, environmental conservation, wildlife, education, and health. The following are some programs that may complement Sociology or Social Work students' studies:

- Cambodia: [Teaching and Community Development](#)
- Fiji: [Community Development](#)
- Nepal: [Rural Community Development](#)
- Philippines: [Community Development](#)
- Zambia: [Community Healthcare and Development in Livingstone](#)
- Zambia: [Women's Empowerment](#)

[View all Volunteer Abroad programs](#)

Intern Abroad Programs:

CISAustralia offer a range of locations – 8 in total – for professional, customised internship programs that provide a comprehensive range of services and inclusions.

Please [enquire](#) about an internship placement in Sociology or Social Work in one of our Intern Abroad program locations.

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Additional Academic Areas:

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info@cisaustralia.com.au

07 5571 7887